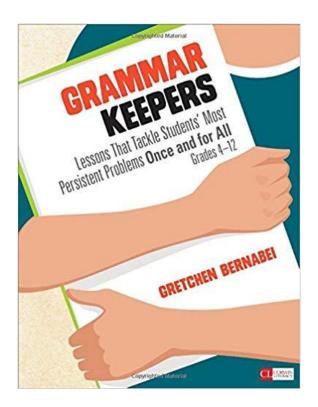
Grammar Keepers

Lessons That Tackle Students' Most Persistent Problems Once and for All, Grades 4-12

By Gretchen Bernabei



TEKS Alignment

By Gina Graham

Dear Teachers,

I remember learning mechanics, not grammar as a student. This was a list of dos and don'ts related to how the English language works. Usually taught and monitored with worksheets and drills, it just didn't seem connected to reading and writing.

I remember teaching "rules" to my students. How smart I thought I was, memorizing/knowing the rules. Then reality hit when I taught my students all of the exceptions to the rules. I knew there had to be a better way, but I didn't know what it was.

Then, Gretchen Bernabei wrote <u>Grammar Keepers</u>. Fireworks went off my head – and in my teaching. Instead of teaching in isolation, students can study how the English language works while reading and writing. Grammar isn't taught in a workbook; it is the work real writers do every time they write.

Are there still dos and don'ts? You bet. Let's teach kids to think about their choices, and give them a structure that works all of the time.

Student writing and correct use of grammar can be a gatekeeper. Let's teach all kids how to throw open the gates. No student should be limited by his or her ability to memorize rules and all of the exceptions to those rules.

Where to start? Practice the conversation.

- Read the sentence, please.
- Can you prove it?
- You're right!

The TEKS Alignment is based on the revised (amended June 2019) Texas ELAR TEKS. Although the Grammar Keepers lessons are identified for grades 4-12, the TEKS Alignment spans grades 1-12. You may find additional TEKS to include with the lessons based upon your teaching and your students' writing. Write every day. Talk about writing every day. Keep track of student learning every day.

And, have fun!

Gina Graham

				Pa	ırt I. Commo	n Errors: T	hey're / Ther	e / Their				
						Grade Leve	l TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
	Strand 1											_
	Developing ar		undational langu gical awareness,								ops word struct	ure
			2 B (ii) spelling homophones	2 B (ii) spelling homophones								
1-3			3 D identify, use and explain the meaning of antonyms, synonyms, idioms, homophones and homographs in a text	3 D identify, use and explain the meaning of homophones such as reign/rain								
Lessons	influence and	communicate r	stening, speakin neaning within a									
	5.10 E listen to and experience first- and third-person texts	5. The student is 5.10 E listen to and experience first- and third-person texts	5.10 E identify the use of literary devices, including first- and third-person point of view	5.10 E identify and understand the use of literary devices, including first- and third-person point of view	5.10 E identify and understand the use of literary devices, including first- and third-person point of view							
	Strand 6	liatanina av L					The state					
			ing, reading, wri conventions. The			e textswriting	process. The stu	dent uses the v	vriting process r	ecursively to cor	mpose multiple	texts that ar
	11 D (vii) pronouns, including subjective, objective, and	11 D(vii) pronouns, including subjective, objective, and	11 D(vii) pronouns, including subjective, objective, and									

possessive	possessive	possessive						
cases	cases	cases		 				
	11 D (x) end	11 D (x)	11 D (x)					
	punctuation,	punctuation	punctuation					
	apostrophes	marks,	marks,					
	in	including	including					
	contractions,	apostrophes	apostrophes					
	and commas	in	in					
	with items in	contractions	possessives,					
	a series and	and	commas in					
	in dates	possessives	compound					
		and commas	sentences,					
		in	and					
		compound	quotation					
		sentences	marks in					
		and items in	dialogue					
		a series						
				10 D (ix)	10 D (ix)	10 D (vii)		
				correct	correct	correct		
				spelling,	spelling,	spelling,		
				including	including	including		
				commonly	commonly	commonly		
				confused	confused	confused		
				terms such as	terms such as	terms such as		
				its/it's, affect/	its/it's, affect/	its/it's, affect/		
				effect,	effect,	effect,		
				there/their/	there/their/	there/their/		
				they're, and	they're, and	they're, and		
				to/two/too	to/two/too	to/two/too		

					Part I. Con	nmon Errors	: Too / Two	/To				
						Grade Level	TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
				age skills: listeni print concepts, μ							ops word struct	ure
Lessons 4-6	Strand 6		2 B (ii) spelling homophones 3 D identify, use and explain the meaning of antonyms, synonyms, idioms, homophones and homographs in a text	2 B (ii) spelling homophones 3 D identify, use and explain the meaning of homophones such as reign/rain								
				ting, and thinkin e student is expe					riting process re	ecursively to cor	npose multiple	texts that are
						10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too	10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too	10 D (vii) correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too				

				Pa	rt I. Commo	n Errors: It'	s / Its / You'ı	re / Your				
						Grade Level	TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
				age skills: listeni print concepts, p							ops word struct	ure
			2 B (ii) spelling homophones	2 B (ii) spelling homophones								
7-10			3 D identify, use and explain the meaning of antonyms, synonyms, idioms, homophones and homographs in a text	3 D identify, use and explain the meaning of homophones such as reign/rain								
Lessons 7-10			ing, reading, wri	ting, and thinkin		e textswriting p	process. The stu	dent uses the w	riting process re	ecursively to cor	mpose multiple	exts that are
	11 D (vii) pronouns, including subjective, objective, and possessive cases	11 D(vii) pronouns, including subjective, objective, and possessive cases	11 D(vii) pronouns, including subjective, objective, and possessive cases									
		11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in	11 D (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and								

	compound	quotation					
	sentences	marks in					
	and items in	dialogue					
	a series						
			10 D (ix)	10 D (ix)	10 D (vii)		
			correct	correct	correct		
			spelling,	spelling,	spelling,		
			including	including	including		
			commonly	commonly	commonly		
			confused	confused	confused		
			terms such as	terms such as	terms such as		
			its/it's, affect/	its/it's, affect/	its/it's, affect/		
			effect,	effect,	effect,		
			there/their/	there/their/	there/their/		
			they're, and	they're, and	they're, and		
			to/two/too	to/two/too	to/two/too		

				Part I.	Common E	rors: Who/	Whom / Wh	o's / Whose				
						Cup do Lavad	TEVE					
						Grade Level	TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
				uage skills: listeni print concepts, p							ops word struct	ure
			2 B (ii) spelling homophones	2 B (ii) spelling homophones								
11-14			3 D identify, use and explain the meaning of antonyms, synonyms, idioms, homophones and homographs in a text	3 D identify, use and explain the meaning of homophones such as reign/rain								
Lessons 11-14				iting, and thinkin e student is expe			process. The stu	dent uses the w	riting process re	ecursively to cor	mpose multiple	exts that are
						10 D(v) pronouns, including relative						
		11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences	11 D (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in								

	and items in	dialogue					
	a series						
			10 D (ix)	10 D (ix)	10 D (vii)		
			correct	correct	correct		
			spelling,	spelling,	spelling,		
			including	including	including		
			commonly	commonly	commonly		
			confused	confused	confused		
			terms such as	terms such as	terms such as		
			its/it's, affect/	its/it's, affect/	its/it's, affect/		
			effect,	effect,	effect,		
			there/their/	there/their/	there/their/		
			they're, and	they're, and	they're, and		
			to/two/too	to/two/too	to/two/too		

				Pa	art I. Commo	on Errors: W	/e're / Were	/ Where				
							LTEVO					
	I				1	Grade Leve	TEKS	1	1	1		
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
		listening, speak				e textswriting	process. The stu	ident uses the w	vriting process r	ecursively to cor	npose multiple t	exts that are
	11 D (ii) past and present verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past, present, and future verb tens;	11 D (ii) past tense of irregular verbs	11 D (ii) past tense of irregular verbs	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses and active and passive	9 D (ii) consistent, appropriate use of verb tense and active and passive voice	9 D(ii) consistent, appropriate use of verb tense and active and passive voice		
Lessons 15-17		11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series			10 D (ix)	10 D (ix)	voice 10 D (vii)				
						correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too	correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too	correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too				

Part I. Common Errors: Our / Are														
						Grade Level	TEKS							
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV		
	Strand 6													
	Composition:		ing, reading, write			le textswriting	process. The stu	ident uses the w	riting process re	ecursively to cor	mpose multiple t	exts that ar		
s 18-19	11 D (vii) pronouns, including subjective, objective, and possessive	11 D(vii) pronouns, including subjective, objective, and possessive	11 D(vii) pronouns, including subjective, objective, and possessive											
	cases	cases	cases											
Lessons						10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and	10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and	10 D (vii) correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and						

					Part I. (Common Erro	ors: Our / A	re				
						Grade Level	TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lessons 18-19	· ·		ing, reading, writ conventions. The 11 D(vii) pronouns, including subjective, objective, and possessive cases			10 D (ix)	10 D (ix)	10 D (vii)	riting process re	ecursively to cor	mpose multiple	texts that are
Le						correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/th ey're, and to/two/too	correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/th ey're, and to/two/too	correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/th ey're, and to/two/too				

					Part I. Co	ommon Erro	rs: Then / Tl	han				
	T	T	T	T	T	Grade Leve	I TEKS	1				
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
		listening, speak				e textswriting	process. The stu	ident uses the w	riting process re	ecursively to cor	npose multiple t	exts that are
Lessons 20-21				11 B (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion	11 B (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion	10 B (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion	10 B (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion	10 B (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion				
Lesson	11 D (v) adverbs that convey time	11 D (v) adverbs that convey time and adverbs that convey place	11 D (v) adverbs that convey time and adverbs that convey manner	11 D (v) adverbs that convey frequency and adverbs that convey degree	11 D (v) conjunctive adverbs	10 D (iii) conjunctive adverbs	10 D (iii) conjunctive adverbs					
		11 D (vi) prepositions	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases	10 D (vi) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iv) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iv) prepositions and prepositional phrases and their influence on subject-verb agreement				
						10 D (ix) correct spelling, including commonly confused	10 D (ix) correct spelling, including commonly confused	10 D (vii) correct spelling, including commonly confused				

			terms such as	terms such as	terms such as		
			its/it's, affect/	its/it's, affect/	its/it's, affect/		
			effect,	effect,	effect,		
			there/their/	there/their/	there/their/		
			they're, and	they're, and	they're, and		
			to/two/too	to/two/too	to/two/too		

					Part I	. Common E	rrors: A lot					
			,			Grade Level	TEKS	,				,
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
22				ting, and thinkin e student is expe		e textswriting	process. The stu	dent uses the w	riting process re	ecursively to cor	npose multiple	texts that are
				11 D (v) adverbs that convey frequency and adverbs that convey degree								

				Part I. Co	mmon Erroi	rs: Already (adverb) / All	ready (adject	ive)			
	1	<u> </u>			1	Grade Leve	I TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
			undational langu								ops word struct	ure
			2 B (ii) spelling homophones 3 D identify, use and explain the meaning of antonyms, synonyms, idioms,	2 B (ii) spelling homophones 3 D identify, use and explain the meaning of homophones such as								
Lessons 23-24			homophones and homographs in a text			e textswriting	process. The st	udent uses the w	riting process r	ecursively to cor	mpose multiple	texts that are
Le	11 D (v) adverbs that convey time	adverbs that convey time and adverbs that convey place	conventions. The 11 D (v) adverbs that convey time and adverbs that convey manner	11 D (v) adverbs that convey frequency and adverbs that convey degree	11 D (v) conjunctive adverbs	10 D (iii) conjunctive adverbs	10 D (iii) conjunctive adverbs					
	11 D (iv) adjectives, including articles	11 D (iv) adjectives, including articles	11 D (iv) adjectives, including their comparative and superlative forms	11 D (iv) adjectives, including their comparative and superlative forms	11 D (iv) adjectives, including their comparative and superlative forms							
						10 D (ix) correct spelling, including	10 D (ix) correct spelling, including	10 D (vii) correct spelling, including				

			commonly	commonly	commonly		
			confused	confused	confused		
			terms such as	terms such as	terms such as		
			its/it's, affect/	its/it's, affect/	its/it's, affect/		
			effect,	effect,	effect,		
			there/their/	there/their/	there/their/		
			they're, and	they're, and	they're, and		
			to/two/too	to/two/too	to/two/too		

The adjective phrase *all ready* (two words) means completely prepared.

The adverb *already* (one word) means previously or by this time.

					Part I. (Common Err	ors: All righ	t				
						Grade Level	TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
			ing, reading, wri			e textswriting	process. The stu	dent uses the w	riting process re	ecursively to cor	mpose multiple	exts that are
Lesson 25			11 D (v) adverbs that convey time and adverbs that convey manner	11 D (v) adverbs that convey frequency and adverbs that convey degree								
	11 D (iv) adjectives, including articles	11 D (iv) adjectives, including articles	11 D (iv) adjectives, including their comparative and superlative forms	11 D (iv) adjectives, including their comparative and superlative forms	11 D (iv) adjectives, including their comparative and superlative forms							

Adverb: meeting minimum standards; satisfactory / without a doubt; certainly; definitely

Adjective: unharmed or undamaged, or free of the risk of harm or damage; safe / meeting minimum standards; satisfactory

					Part I. Co	ommon Erro	rs: Less / Fe	wer				
						Grade Leve	I TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
			king, reading, wr conventions. Th			e textswriting	process. The stu	udent uses the w	riting process re	ecursively to cor	mpose multiple	texts that are
Lessons 26-27	11 D (iv) adjectives, including articles	11 D (iv) adjectives, including articles	11 D (iv) adjectives, including their comparative and superlative forms	adjectives, including their comparative and superlative forms	11 D (iv) adjectives, including their comparative and superlative forms							
Lessol						10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too	10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too	10 D (vii) correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too				

					Part I. (Common Err	ors: Lie / La	у				
						Grade Level	TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
	•		ing, reading, wri	-		e textswriting	process. The stu	dent uses the w	riting process re	ecursively to cor	mpose multiple	texts that are
ins 28-29	11 D (ii) past and present verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past, present, and future verb tens;	11 D (ii) past tense of irregular verbs	11 D (ii) past tense of irregular verbs	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses and active and passive voice	9 D (ii) consistent, appropriate use of verb tense and active and passive voice	9 D(ii) consistent, appropriate use of verb tense and active and passive voice		
Lessons						10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too	10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too	10 D (vii) correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too				

					Part I. C	ommon Erro	ors: Should'	ve				
						Grade Level	TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
			undational languical awareness,	-			_		_		ops word struct	ure
	2 B (iv) using knowledge of base words to decode common compound words and contractions	2 B (iv) decoding compound words, contractions, and common abbreviations	2 B (iii) decoding compound words, contractions, and abbreviations									
Lesson 30	·	es appropriate of 11 D (x) end punctuation,	ing, reading, wriconventions. The	e student is expe 11 D (x) punctuation		e textswriting	process. The stu	dent uses the w	riting process re	ecursively to cor	npose multiple 1	exts that are
		apostrophes in contractions, and commas with items in a series and in dates	marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue								

					Part I. (Common Eri	ors: Used to)					
						Grade Level	TEKS						
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
_	Strand 1 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
Lesson 31			3 D identify, use and explain the meaning of antonyms, synonyms, idioms, homophones and homographs in a text										

					Part I.	Common E	rrors: Me/I					
						Grade Level	l TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lessons 32	influence and		neaning within a	10 E identify and understand the use of literary devices, including first- and third-person	ng, and thinking The student ar 10 E identify and understand the use of literary devices, including first- and third-person							
	•	O, ,	ing, reading, wriconventions. The 11 D(vii) pronouns, including subjective, objective, and possessive cases	O ,	point of view ng using multiple ected to:	e textswriting	process. The stu	dent uses the w	riting process re	ecursively to cor	mpose multiple	texts that are

				Pai	rt I. Commoi	n Errors: Su	bject/Verb A	greement				
						Grade Leve	I TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
	Strand 6	1	1	1	1	1	1	1	1	1	1	
			king, reading, wr conventions. Th			e textswriting	process. The stu	udent uses the v	vriting process r	ecursively to cor	npose multiple t	exts that are
33	11 D (i)	11 D (i)	11 D (i)	11 D (i)	11 D (i)	10 D (i)	10 D (i)	11 D (i)	9 D (i) a	9 D (i) a		
	complete	complete	complete	complete	complete	complete	complete	complete	variety of	variety of		
Lessons	sentences	sentences	simple and	simple and	simple and	complex	complex	complex	complete,	complete,		
SS	with subject-	with subject-	compound	compound	compound	sentences	sentences	sentences	controlled	controlled		
ٻة	verb	verb	sentences	sentences	sentences	with subject-	with subject-	with subject-	sentences	sentences		
_	agreement	agreement	with subject- verb	with subject- verb	with subject- verb	verb agreement	verb	verb	and avoidance of	and avoidance of		
			agreement	agreement	agreement	and	agreement and	agreement and	unintentional	unintentional		
			agreement	and	and	avoidance of	avoidance of	avoidance of	splices, run-	splices, run-		
				avoidance of	avoidance of	splices, run-	splices, run-	splices, run-	ons, and	ons, and		
				splices, run-	splices, run-	ons, and	ons, and	ons, and	fragments	fragments		
				ons, and	ons, and	fragments	fragments	fragments	10 5			
				fragments	fragments							

					Part I. Con	nmon Errors	: Accept / Ex	ксерt				
						Grade Leve	l TEKS					
		1	1			Torauc Ecve	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		T		<u> </u>	Г
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
			ing, reading, wr			e textswriting	process. The stu	ident uses the w	riting process r	ecursively to cor	mpose multiple t	texts that are
	11 D (ii) past and present verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past, present, and future verb tens;	11 D (ii) past tense of irregular verbs	11 D (ii) past tense of irregular verbs	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses and active and passive voice	9 D (ii) consistent, appropriate use of verb tense and active and passive voice	9 D(ii) consistent, appropriate use of verb tense and active and passive voice		
Lessons 34-35		11 D (vi) prepositions	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases	10 D (vi) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iv) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iv) prepositions and prepositional phrases and their influence on subject-verb agreement				
						10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too	10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too	10 D (vii) correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too				

					Part I. Co	ommon Erro	rs: Loose / L	ose				
	_			_	_	Grade Leve	I TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
		listening, speak				e textswriting	process. The stu	ident uses the w	riting process re	ecursively to cor	mpose multiple	texts that are
	11 D (ii) past and present verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past, present, and future verb tense									
Lessons 36-37	11 D (iv) adjectives, including articles	11 D (iv) adjectives, including articles	11 D (iv) adjectives, including their comparative and superlative forms	11 D (iv) adjectives, including their comparative and superlative forms	11 D (iv) adjectives, including their comparative and superlative forms							
						10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their /they're, and to/two/too	10 D (ix) correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too	10 D (vii) correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too				

	Part I. Common Errors: Affect / Effect													
						Grade Level	I TEKS							
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV		
	Strand 6													
	Composition:		ing, reading, wr	-		e textswriting	process. The stu	ident uses the w	riting process re	ecursively to cor	npose multiple t	exts that are		
Lessons 38-39		11 D (vi) prepositions	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases	10 D (vi) prepositions and prepositional phrases and their influence on subject-verb agreement 10 D (ix)	10 D (iv) prepositions and prepositional phrases and their influence on subject-verb agreement 10 D (ix)	10 D (iv) prepositions and prepositional phrases and their influence on subject-verb agreement 10 D (vii)						
l le						correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too	correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too	correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/ they're, and to/two/too						

		Part	II. Punctuati	on: Apostro	phes: Contr	actions, Poss	essions, Plur	als, No Apos	trophes Plur	als & Verbs		
						Grade Level	TEKS					
		_	_									
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
			undational langu ical awareness,								ops word struct	ure
	2 B (iv) using knowledge of base words to decode common compound words and contractions	2 B (iv) decoding compound words, contractions, and common abbreviations	2 B (iii) decoding compound words, contractions, and abbreviations									
Lessons 40-44		es appropriate of 11 D (ii) past, present, and future verb	ing, reading, wri conventions. The 11 D (ii) past, present, and future verb			e textswriting p	process. The stu	dent uses the w	riting process re	ecursively to cor	mpose multiple	texts that are
resso	11 D (iii) singular, plural, common, and proper nouns	tense 11 D (iii) singular, plural, common, and proper nouns 11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	tens 11 D (iii) singular, plural, common, and proper nouns 11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	11 D (iii) singular, plural, common, and proper nouns 11 D (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	11 D (iii) collective nouns							

		Part II. Pu	unctuation:	Commas: Se	eries, Letter,	Appositives,	Phrases/Cla	uses, Direct A	Address, Date	e, City and Sta	ate	
						Grade Leve	I TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lessons 45 - 52	•	listening, speakings appropriate of the season appropriate of the season appropriate of the season appostrophes in contractions, and commas with items in a series and in dates	O, O,	0,		10 D (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	process. The stu 10 D (viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	10 D (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	9 D (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	9 D (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate	mpose multiple	texts that are
			and items in a series	dialogue	compound and complex sentences							

	Part II. Punctuation: Quotations, Hyphenated Adjectives, Colons													
						Grade Leve	l TEKS							
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV		
	Strand 6	•	,	•		1	•	•	1	,	1			
	· ·	٠, ١	O, O,	iting, and thinkir e student is expe		e textswriting	process. The stu	ident uses the w	riting process r	ecursively to cor	npose multiple t	texts that are		
LO.	11 D (ix)	11 D (x) end	11 D (x)	11 D (x)	11 D (x) italics	10 D (viii)	10 D (viii)	10 D (vi)	9 D (v)	9 D (v)				
-56	punctuation marks at the	punctuation,	punctuation marks,	punctuation marks.	and underlining	punctuation marks.	punctuation, including	punctuation, including	punctuation, including	punctuation, including				
53	end of	apostrophes in	including	including	for titles and	including	commas to	commas in	commas,	commas,				
	declarative,	contractions,	apostrophes	apostrophes	emphasis and	commas in	set off words,	nonrestrictive	semicolons,	semicolons,				
ō	exclamatory,	and commas	in	in	punctuation	complex	phrases, and	phrases and	colons, and	colons,				
Lessons	and	with items in	contractions	possessives,	marks,	sentences,	clauses and	clauses,	dashes to set	dashes, and				
۳	interrogative	a series and in	and	commas in	including	transitions,	semicolons	semicolons,	off phrases	parentheses				
	sentences	dates	possessives	compound	quotation	and		colons, and	and clauses as	to set off				
			and commas	sentences,	marks in	introductory		parentheses	appropriate	phrases and				
			in compound sentences	and quotation marks in	dialogue and commas in	elements				clauses as appropriate				
			and items in a	dialogue	compound					арргорпасе				
			series		and complex									
					sentences									

	Part II. Punctuation: Punctuating Dialogue – Chicken Dance														
	Grade Level TEKS														
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV			
	Strand 6		•	•											
				ting, and thinkir e student is expe		e textswriting p	process. The stu	dent uses the w	riting process re	ecursively to cor	npose multiple t	exts that are			
Lesson 57				11 D (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	11 D (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences										

	Pai	rt III. Capital	ization: Pro	per Nouns, P	roper Adject	ives, Letter C	Closings, First	t Words in Se	entences, Firs	t Words in Q	uotations	_
						Grade Leve	I TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Lessons 58 - 62	legible and us 11 D (viii) capitalization for the beginning of sentences	es appropriate of 11 D (ix) capitalization of months, days of the week, and the	11 D (ix) capitalization of official titles of people,	11 D (ix) capitalization of historical periods, events, and	ected to: 11 D (ix) capitalization of abbreviations, initials,	10 D (vii) capitalization of proper nouns, including	10 D (vii) correct capitalization	10 D (v) correct capitalization	9 D (iv) correct capitalization	9 D (iv) correct capitalization		
Less	and the pronoun "I"	salutation and conclusion of a letter	holidays, and geographical names and places	documents; titles of books; stories and essays; and languages, races, and nationalities	acronyms, and organizations	abbreviations, initials, acronyms, and organizations						

					Pari	t IV. Spelling	g: Silent E					
						Grade Level	TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
	knowledge th	rough phonolog	undational languical awareness,	print concepts,	phonics, and mo	-	_		_		ops word struct	ure
Lesson 63	2 C (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r- controlled syllables	2 C (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	2 B (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	2 B (i) spelling multisyllabic words with closed syllables; open syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	2 B (i) spelling multisyllabic words with closed syllables; open syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables							

	Part IV. Spelling: Words Ending in y													
	0 1 1 1 7 7 7 7													
	Grade Level TEKS													
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV		
		_	undational langu gical awareness,	-		-	_		_		ops word struct	ure		
<i>b</i> 9 access 1			2 B (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	2 B (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	2 B (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants									

	Part IV. Spelling: Words Ending in Consonants													
	Grade Level TEKS													
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV		
			undational langu gical awareness,	print concepts,	phonics, and mo						ops word struct	ure		
Lesson 65			2 B (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	2 B (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	2 B (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants									

					Part	IV. Spelling:	I Before E							
	Grade Level TEKS													
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV		
		nd sustaining fou rough phonolog	ical awareness,	print concepts,	phonics, and mo	-	_		_		ops word struct	ure		
Lesson 66		2 C (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; vowel teams, including digraphs and diphthongs; rcontrolled syllables; and final stable syllables	2 B (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; vowel teams, including digraphs and diphthongs; rcontrolled syllables; and final stable syllables	2 B (i) spelling multisyllabic words with closed syllables; open syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	2 B (i) spelling multisyllabic words with closed syllables; open syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

					Part IV.	Spelling: Ce	/ Ci / Ge /	Gi							
	Grade Level TEKS														
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV			
			oundational langu gical awareness,								ops word struct	ure			
Lesson 67			2 A (i) decoding multisyllabic words with multiple sound- spelling patterns such as eigh, ough, and en	2 A (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals	2 A (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician										
					2 B (ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician										

	Part V. Fragments: Two Word Sentences														
						Grade Leve	l TEKS								
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV			
			ting, reading, wr conventions. The	<u> </u>		e textswriting	process. The stu	udent uses the v	vriting process r	ecursively to con	npose multiple t	exts that are			
Lesson 68	legible and us 11 D (i) complete sentences with subject- verb agreement	es appropriate 11 D (i) complete sentences with subject- verb agreement	conventions. The 11 D (i) complete simple and compound sentences with subject-verb agreement	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments					

	Part V. Fragments: Sentence Wringer – Psst! Statement														
						Grade Leve	l TEKS								
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV			
		• •	ting, reading, wr conventions. The	-		e textswriting	process. The stu	udent uses the v	vriting process r	ecursively to cor	npose multiple t	exts that are			
Lesson 69	legible and us 11 D (i) complete sentences with subject- verb agreement	es appropriate 11 D (i) complete sentences with subject- verb agreement	conventions. The 11 D (i) complete simple and compound sentences with subject- verb agreement	e student is expri complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and	ected to: 11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments					

	Part V. Fragments: Sentence Wringer – Is There a Verb?														
						Grade Leve	l TEKS								
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV			
			ting, reading, wr conventions. The	<u> </u>		e textswriting	process. The stu	udent uses the v	vriting process r	ecursively to cor	npose multiple t	exts that are			
Lesson 70	legible and us 11 D (i) complete sentences with subject- verb agreement	es appropriate 11 D (i) complete sentences with subject- verb agreement	conventions. The 11 D (i) complete simple and compound sentences with subject- verb agreement	a student is expected as the student is expected and compound sentences with subject-verb agreement and avoidance of splices, runons, and	acted to: 11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments					

				Pa	art V. Fragm	ents: Joinin	g Sentences	s Legally				
						Grade Leve	I TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
			ing, reading, wri			e textswriting	process. The stu	udent uses the w	riting process r	ecursively to cor	npose multiple t	texts that are
Lesson 71	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete sentences with subject- verb agreement 11 D (viii) coordinating conjunctions to form	11 D (i) complete simple and compound sentences with subject- verb agreement 11 D (viii) coordinating conjunctions to form	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments 11 D (viii) coordinating conjunctions to form	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments		
		to form compound subjects and predicates	to form compound subjects, predicates, and sentences	to form compound subjects, predicates, and sentences			10 D (viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	10 D (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	9 D (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	9 D (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as		

				Pa	rt V. Fragme	ents: Joinin	g Sentences	Illegally				
						6 1 1	LTENS					
		Ţ	1	•	1	Grade Leve	ITEKS		1	,	T	
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
			ing, reading, wri			e textswriting	process. The stu	udent uses the w	riting process r	ecursively to cor	mpose multiple	texts that are
Lesson 72	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete simple and compound sentences with subject- verb agreement	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments		
le le			11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	11 D (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue								

				Pa	rt V. Fragme	ents: Senter	nce Wringer	Practice				
						Grade Leve	l TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
			ting, reading, wr	-	ng using multipl		process. The stu				_	
Lesson 73	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete sentences with subject- verb agreement 11 D (viii) coordinating conjunctions	11 D (i) complete simple and compound sentences with subject- verb agreement 11 D (viii) coordinating conjunctions	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments 11 D (viii) coordinating conjunctions	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments		
ress		to form compound subjects and predicates	to form compound subjects, predicates, and sentences	to form compound subjects, predicates, and sentences			10 D (viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	10 D (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	9 D (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	9 D (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

					Part V. Frag	gments: Pa r	agraph Ove	rhaul				
		1	1	1		Grade Leve	I TEKS	1	1	1		T
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
	Strand 6	<u> </u>	•	1	1	1	1	1		•		
			ing, reading, wr conventions. The	-		e textswriting	process. The stu	ident uses the w	riting process r	ecursively to cor	npose multiple t	texts that are
Lesson 74	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete simple and compound sentences with subject- verb agreement	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 A (i) organizing with purposeful structure, including an introduction, transitions, coherence with and across paragraphs, and a conclusion 10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 A (i) organizing with purposeful structure, including an introduction, transitions, coherence with and across paragraphs, and a conclusion 10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments 10 D (viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	10 A (i) organizing with purposeful structure, including an introduction, transitions, coherence with and across paragraphs, and a conclusion 10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments 10 D (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments 9 D (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments 9 D (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

				ı	Part V. Fragr	ments: AAA	WWWUBifi	cation				
						Grade Level	TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
	-	listening, speaki es appropriate c	-	-		e textswriting	process. The stu	dent uses the w	riting process re	ecursively to cor	mpose multiple 1	texts that are
Lesson 75					10 D (viii) subordinating conjunctions to form complex sentences	10 D (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor	10 D (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor					

					Part \	/I. Pitchforki	ing: Actions								
	Grade Level TEKS														
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV			
	·			iting, and thinkir		e textswriting	process. The stu	ident uses the w	riting process re	ecursively to cor	mpose multiple 1	texts that are			
Lesson 76	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete simple and compound sentences with subject- verb agreement	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	.9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments					
		11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	11 D (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	11 D (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences	10 D (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	10 D (viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	10 D (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	9 D (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	9 D (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate					

					Part '	VI. Pitchfork	ing: Nouns								
	Grade Level TEKS														
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV			
	Strand 6														
	7		ing, reading, wri	-		e textswriting	orocess. The stu	dent uses the w	riting process re	ecursively to cor	npose multiple t	texts that are			
	11 D (iii)	11 D (iii)	11 D (iii)	11 D (iii)	11 D (iii)										
77	singular,	singular,	singular,	singular,	collective										
l c	plural, common, and	plural, common, and	plural, common, and	plural, common, and	nouns										
Lesson	proper nouns	proper nouns	proper nouns	proper nouns											
Le	proper mount	11 D (x) end	proper mount	proper mount											
		punctuation,													
		apostrophes													
		in													
		contractions,													
		and commas with items in													
		a series and in													
		dates													

					Part VI. Pit	chforking:	Using Ba-Da-	Bing				
						Grade Level	TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
		٠, ١	O. O.	ting, and thinkir		e textswriting	process. The stu	dent uses the w	riting process re	ecursively to cor	mpose multiple	texts that are
Lesson 78	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, specific details, examples, and commentary
		11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates									,	,

					Part VI. Pito	chforking: L	Jsing Exclama	ations				
						Grade Leve	l TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
			ing, reading, wri	-		e textswriting	process. The stu	ident uses the v	vriting process r	ecursively to cor	npose multiple	texts that are
Lesson 79	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete simple and compound sentences with subject- verb agreement	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments		
	10 D (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences											

					Part VI. Pit	chforking: \	Jsing Descrip	tions				
				<u>, </u>		Grade Level	TEKS				<u>, </u>	
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
	•	٠, ١	O, O,	iting, and thinkir		e textswriting	process. The stu	ident uses the w	riting process r	ecursively to co	mpose multiple	texts that are
0	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete simple and compound sentences with subject- verb agreement	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments		
Lesson 80	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, specific details, examples, and commentary	11 A (ii) developing an idea with specific and relevant details
		11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates										

					Part VI. I	Pitchforking	: Using Soun	ıds				
				T	Т	Grade Level	TEKS	T	T	T	Т	
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
	•	<u> </u>	ing, reading, wri	-		e textswriting	process. The stu	ident uses the w	riting process re	ecursively to co	mpose multiple	texts that are
1	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete simple and compound sentences with subject- verb agreement	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments		
Lesson 81	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, specific details, examples, and commentary	11 A (ii) developing an idea with specific and relevant details
		11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates									occita.y	

					Part VI. Pito	hforking: U	sing Smells/1	Tastes				
		·				Grade Level	TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
		• •	ing, reading, wri	-		e textswriting	process. The stu	ident uses the w	riting process r	ecursively to co	mpose multiple	texts that are
2	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete simple and compound sentences with subject- verb agreement	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments		
Lesson 82	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, specific details, examples, and commentary	11 A (ii) developing an idea with specific and relevant details
		11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates									commentary	

					Part VI. P	itchforking:	Using Contr	asts				
						Grade Level	I TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
		_	-	ling, writing, and use increasingly 9 D (iii) organizational	_		_		-		-	teristics,
	Strand 6			patterns such as compare and contrast								
	Composition: legible and us	es appropriate o	conventions. The	ting, and thinkir	ected to:					,	mpose multiple	texts that are
Lesson 83	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete simple and compound sentences with subject- verb agreement	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments		
	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, specific details, examples, and commentary	11 A (ii) developing an idea with specific and relevant details
		11 D (x) end punctuation, apostrophes	11 D (x) punctuation marks,	11 D (x) punctuation marks,	11 D (x) italics and underlining	10 D (viii) punctuation marks,	10 D (viii) punctuation, including	10 D (vi) punctuation, including	9 D (v) punctuation, including	9 D (v) punctuation, including		

	in	including	including	for titles and	including	commas to	commas in	commas,	commas,	
	contractions,	apostrophes	apostrophes	emphasis and	commas in	set off words,	nonrestrictive	semicolons,	semicolons,	
	and commas	in	in	punctuation	complex	phrases, and	phrases and	colons, and	colons,	
	with items in	contractions	possessives,	marks,	sentences,	clauses and	clauses,	dashes to set	dashes, and	
	a series and in	and	commas in	including	transitions,	semicolons	semicolons,	off phrases	parentheses	
	dates	possessives	compound	quotation	and		colons, and	and clauses as	to set off	
		and commas	sentences,	marks in	introductory		parentheses	appropriate	phrases and	
		in compound	and quotation	dialogue and	elements				clauses as	
		sentences	marks in	commas in					appropriate	
		and items in a	dialogue	compound						
		series		and complex						
				sentences						

				Pa	art VI. Pitchf	orking: Usir	ng Participial	Phrases				
						Grade Level	TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
	legible and us	es appropriate o	conventions. The	ting, and thinkir	ected to:					•		
	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea with specific and relevant details	11 A (ii) developing an idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts and details	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	10 A (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary	9 A (ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary
Lesson 84	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete simple and compound sentences with subject- verb agreement	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments	9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments		
		11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	11 D (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	11 D (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences	10 D (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	10 D (viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	10 D (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	9 D (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	9 D (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

Part VI. Pitchforking: Using Absolutes														
					Grade Leve	l TEKS								
1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV			
Strand 6														
Composition:	listening sneaki	ing reading wri	ting and thinkin	g using multinle	e textswriting	nrocess. The stu	ident uses the w	riting process r	ecursively to con	nnose multinle t	exts that are			
•	٠, ١	O, O,	O.		e conto triting	p. 0000010 000					ionio tilat al c			
11 D (i)	11 D (i)	11 D (i)	11 D (i)	11 D (i)	10 D (i)	10 D (i)	10 D (i)	9 D (i) a	9 D (i) a					
complete	complete	complete	complete	complete	complete	complete	complete	variety of	variety of					
sentences	sentences	simple and	simple and	simple and	complex	complex	complex	complete,	complete,					
with subject-	with subject-	compound	compound	compound	sentences	sentences	sentences	controlled	controlled					
							1		sentences					
agreement	agreement	,	,	•										
					-	_	_							
		agreement	J	- C										
								' '	' '					
									1					
			' '	' '	,	· ·	· ·	inaginents	i aginents					
			fragments	fragments										
11 D (ii) past	11 D (ii) past,	11 D (ii) past,	J											
and present	present, and	present, and												
verb tense	future verb	future verb												
	tense	tens												
` '	` '	` '	` '	, ,										
•	_	•	•											
•				nouns										
· ·	· · · · · · · · · · · · · · · · · · ·	1	· ·											
	Strand 6 Composition: legible and use 11 D (i) complete sentences with subject- verb agreement 11 D (ii) past and present	Strand 6 Composition: listening, speak legible and uses appropriate of 11 D (i) complete sentences with subject-verb agreement uses appropriate of 11 D (ii) complete sentences with subject-verb agreement uses agreem	Strand 6 Composition: listening, speaking, reading, wrilegible and uses appropriate conventions. The strain of the sentences with subject-verb agreement werb tense ten	Strand 6 Composition: listening, speaking, reading, writing, and thinking legible and uses appropriate conventions. The student is expected in the properties of the properti	Strand 6 Composition: listening, speaking, reading, writing, and thinking using multiple legible and uses appropriate conventions. The student is expected to: 11 D (i)	Grade Leve 1 2 3 4 5 6 Strand 6 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting legible and uses appropriate conventions. The student is expected to: 11 D (i)	Grade Level TEKS 1 2 3 4 5 6 7 Strand 6 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student is expected to: 11 D (i) complete sentences with subject-verb agreement argreement argreement and and avoidance of splices, runons, and fragments 11 D (ii) past and present, and verb tense and plural, common, and comm	Grade Level TEKS 1 2 3 4 5 6 7 8 Strand 6 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the wallegible and uses appropriate conventions. The student is expected to: 11 D (i) complete complete sentences simple and sentences with subject-verb agreement with subject-verb agreement agreement 11 D (ii) past and present verb tense usingular, plural, common, and	Strand 6 Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process relegible and uses appropriate conventions. The student is expected to: 11 D (i) complete complete complete complete sentences with subject-verb agreement and and avoidance of splices, runons, and fragments 11 D (ii) past and present verb tense 11 D (iii) past and present verb tense 11 D (iii) past and present verb tense 11 D (iii) past and plural, common, and commo	Grade Level TEKS 1 2 3 4 5 6 7 8 Eng. I Eng. II Strand 6 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to corelegible and uses appropriate conventions. The student is expected to: 11 D (i) complete complete complete sentences with subject-verb agreement agreement and avoidance of splices, runons, and present, and present, and present, and present verb tense 11 D (ii) past and present the sentences tense 11 D (iii) past and present tense 11 D (iii) 11 D (Grade Level TEKS 1 2 3 4 5 6 7 8 Eng. I Eng. II Eng. III Dilli and this in Eng. III Eng. III Eng. III Eng. III Eng. III Dilli Eng. III Di			

	Pa	rt VII. Parts	of Speech: I	Nouns, Verbs	, Adjectives,	Adverbs, Pro	onouns, Prep	ositions, Cor	njunctions		
					Grade Leve	I TEKS					
1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. I
	ı: listening, speak ıses appropriate (-	-		e textswriting	process. The stu	udent uses the v	vriting process r	ecursively to cor	npose multiple	texts that a
11 D (ii) past and present verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past, present, and future verb tense	11 D ((ii) past tense of irregular verbs	11 D ((ii) past tense of irregular verbs	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses and active and passive voice	9 D (ii) consistent, appropriate use of verb tense and active and passive voice	9 D (ii) consistent, appropriate use of verb tense and active and passive voice		
11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) collective nouns							
11 D (iv) adjectives, including articles	11 D (iv) adjectives, including articles	11 D (iv) adjectives, including their comparative and superlative forms	11 D (iv) adjectives, including their comparative and superlative forms	11 D (iv) adjectives, including their comparative and superlative forms							
11 D (v) adverbs that convey time	11 D (v) adverbs that convey time and adverbs that convey place	11 D (v) adverbs that convey time and adverbs that convey manner	11 D (v) adverbs that convey frequency and adverbs that convey degree	11 D (v) conjunctive adverbs	10 D (iii) conjunctive adverbs	10 D (iii) conjunctive adverbs					
11 D (vi) prepositions	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iv) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iv) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iii) prepositions and prepositional phrases and their influence on subject-verb agreement				
11 D (vii) pronouns, including subjective,	11 D (vii) pronouns, including subjective,	11 D (vii) pronouns, including subjective,	11 D (vii) pronouns, including reflexive	11 D (vii) pronouns, including indefinite	10 D (v) pronouns, including relative	10 D (v) pronoun- antecedent agreement	10 D (iv) pronoun- antecedent agreement	9 D (iii) pronoun- antecedent agreement	9 D (iii) pronoun- antecedent agreement		

objective, and	objective, and	objective, and							
possessive	possessive	possessive							
cases	cases	cases							
	11 D (viii)	11 D (viii)	11 D (viii)	11 D (viii)	10 D (vi)	110 D (vi)			
	coordinating	coordinating	coordinating	subordinating	subordinating	subordinating			
	conjunctions	conjunctions	conjunctions	conjunctions	conjunctions	conjunctions			
	to form	to form	to form	to form	to form	to form			
	compound	compound	compound	complex	complex	complex			
	subjects and	subjects,	subjects,	sentences	sentences	sentences			
	predicates	predicates,	predicates,		and	and			
		and	and		correlative	correlative			
		sentences	sentences		conjunctions	conjunctions			
					such as	such as			
					either/or and	either/or and			
					neither/nor	neither/nor			

			Part \	VII. Parts of	Speech: Into	erjections (no	t specified in the 1	reks) & Senter	nce Patterns			
					•		, ,	,				
						Grade Leve	l TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
		listening, speak ses appropriate o				e textswriting	process. The stu	udent uses the w	riting process r	ecursively to co	mpose multiple	texts that are
- 94		11 C revise drafts by adding, deleting, or rearranging words, phrases, or sentences	11 C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	11 C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	11 C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	10 C revise drafts for clarity, development, organization, style, word choice, and sentence variety	10 C revise drafts for clarity, development, organization, style, word choice, and sentence variety	10 C revise drafts for clarity, development, organization, style, word choice, and sentence variety	9 C revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent	9 C revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent	9 C revise drafts to improve clarity, development, organization, style, diction and sentence fluency both within and between sentences	9 C revise drafts to improve clarity, development, organization, style, diction and sentence fluency both within and between sentences
Lesson 93	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete sentences with subject- verb agreement	11 D (i) complete simple and compound sentences with subject- verb agreement	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	11 D (i) complete simple and compound sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	10 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	11 D (i) complete complex sentences with subject- verb agreement and avoidance of splices, run- ons, and fragments	clauses 9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments	clauses 9 D (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run- ons, and fragments		
		11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound	11 D (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation	11 D (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and	10 D (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	10 D (viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	10 D (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	9 D (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	9 D (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and		

	sentences	marks in	commas in			clauses as	
	and items in a	dialogue	compound			appropriate	
	series		and complex				
			sentences				

	Part VIII. Beyond Verbs: Direct Objects, Indirect Objects, Gerunds (not specified in the TEKS)												
				7		,	, , , , , ,			,			
	Grade Level TEKS												
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
	Strand 6												
	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
Lesson 95-97	11 D (ii) past and present verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past, present, and future verb tense	11 D ((ii) past tense of irregular verbs	11 D ((ii) past tense of irregular verbs	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses and active and passive voice	9 D (ii) consistent, appropriate use of verb tense and active and passive voice	9 D (ii) consistent, appropriate use of verb tense and active and passive voice			
	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) collective nouns								
	11 D (vi) prepositions	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases	11 D (vi) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iv) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iv) prepositions and prepositional phrases and their influence on subject-verb agreement	10 D (iii) prepositions and prepositional phrases and their influence on subject-verb agreement					
	11 D (vii) pronouns, including subjective, objective, and possessive cases	11 D (vii) pronouns, including subjective, objective, and possessive cases	11 D (vii) pronouns, including subjective, objective, and possessive cases	11 D (vii) pronouns, including reflexive	11 D (vii) pronouns, including indefinite	10 D (v) pronouns, including relative	10 D (v) pronoun- antecedent agreement	10 D (iv) pronoun- antecedent agreement	9 D (iii) pronoun- antecedent agreement	9 D (iii) pronoun- antecedent agreement			

	Part VIII. Beyond Verbs: Participial Phrases													
	Grade Level TEKS													
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV		
	Strand 6													
	· ·	listening, speaki es appropriate c	- ·	<u> </u>		e textswriting	process. The stu	dent uses the w	riting process re	ecursively to cor	mpose multiple 1	texts that are		
Lesson 98		11 C revise drafts by adding, deleting, or rearranging words, phrases, or sentences	11 C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	11 C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	11 C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	10 C revise drafts for clarity, development, organization, style, word choice, and sentence variety	10 C revise drafts for clarity, development, organization, style, word choice, and sentence variety	10 C revise drafts for clarity, development, organization, style, word choice, and sentence variety	9 C revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses	9 C revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses	9 C revise drafts to improve clarity, development, organization, style, diction and sentence fluency both within and between sentences	9 C revise drafts to improve clarity, development, organization, style, diction and sentence fluency both within and between sentences		
		11 D (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	11 D (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	11 D (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences	10 D (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	10 D (viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	10 D (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	9 D (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	9 D (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate				

	Part VIII. Beyond Verbs: Infinitives (not specified in the TEKS)												
	Grade Level TEKS												
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
66	•	٠, ١	O, O,	iting, and thinkir e student is expe		e textswriting	process. The stu	udent uses the v	vriting process r	ecursively to con	npose multiple	texts that are	
			1			105 (**)	40.5 (**)	100 (**)	0.5 (**)	0.5 (**)		I	
esson	11 D (ii) past	11 D (ii) past,	11 D (ii) past,	11 D ((ii) past	11 D ((ii) past	10 D (ii)	10 D (ii)	10 D (ii)	9 D (ii)	9 D (ii)			
SS	and present	present, and	present, and	tense of	tense of	consistent,	consistent,	consistent,	consistent,	consistent,			
ě	verb tense	future verb	future verb	irregular	irregular	appropriate	appropriate	appropriate	appropriate	appropriate			
_		tense	tense	verbs	verbs	use of verb	use of verb	use of verb	use of verb	use of verb			
						tenses	tenses	tenses and	tense and	tense and			
								active and passive	active and passive voice	active and passive voice			
								voice	passive voice	passive voice			

	Part VIII. Beyond Verbs: Predicate Nominatives (not specified in the TEKS)													
	Grade Level TEKS													
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV		
	Strand 6													
	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:													
Lesson 100	11 D (ii) past and present verb tense	11 D (ii) past, present, and future verb tense	11 D (ii) past, present, and future verb tense	11 D ((ii) past tense of irregular verbs	11 D ((ii) past tense of irregular verbs	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses	10 D (ii) consistent, appropriate use of verb tenses and active and passive voice	9 D (ii) consistent, appropriate use of verb tense and active and passive voice	9 D (ii) consistent, appropriate use of verb tense and active and passive voice				
	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) singular, plural, common, and proper nouns	11 D (iii) collective nouns									

				Part VIII. B	Beyond Verb	s: Predicate	Adjectives (not specified in th	e TEKS)			
						Grade Leve	el TEKS					
	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Ì	Strand 6											
	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:											
	11 D (ii) past and present	11 D (ii) past, present, and	11 D (ii) past, present, and	11 D ((ii) past tense of	11 D ((ii) past tense of	10 D (ii) consistent,	10 D (ii) consistent,	10 D (ii) consistent,	9 D (ii) consistent,	9 D (ii) consistent,		
-	verb tense	future verb	future verb	irregular	irregular	appropriate	appropriate	appropriate	appropriate	appropriate		
10		tense	tense	verbs	verbs	use of verb	use of verb	use of verb	use of verb	use of verb		
Ę						tenses	tenses	tenses and active and	tense and active and	tense and active and		
Lesson								passive	passive voice	passive voice		
Le								voice				
	11 D (iv)	11 D (iv)	11 D (iv)	11 D (iv)	11 D (iv)							
	adjectives, including	adjectives, including	adjectives, including	adjectives, including	adjectives, including							
	articles	articles	their	their	their							
			comparative	comparative	comparative							
			and superlative	and superlative	and superlative							
			forms	forms	forms							