

GRADE 6		
Grade 6 Texas Essential Knowledge and Skills English Language Arts and Reading, Grade 6, 110.22	The first number denotes the Write Brain lesson. The second number denotes the step in the lesson.	
	Group Lessons	Personal Lessons
<b>6.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> <i>The student develops oral language through listening, speaking, and discussion.</i>	Reading aloud their writing: 2.5; 3.7; 11.6; 13.6; 15.1; 23.2; 30.10, 30.14;	Reading aloud their writing: 1.3, 1.7; 2.6, 2.8; 3.9; 4.5; 9.2; 13.1; 14.2; 15.1, 15.4;
6.1A listen actively to interpret a message, ask clarifying questions, and respond appropriately	1.1; 2.6, 2.7; 3.4; 4.4; 5.1, 5.2; 6.5, 6.8; 7.3; 8.1; 10.2, 10.3, 10.7; 11.1; 12.1, 12.2, 13.3, 13.4; 14.5; 16.2; 19.1; 21.6, 21.12; 22.5; 23.1, 23.3; 24.2, 24.6; 25.1; 25.3; 30.7, 30.8;	2.7; 7.5; 8.1.1; 9.4, 9.5; 9.8; 15.2; 15.5;
6.1B follow and give oral instructions that include multiple action steps	13.4; 23.3;	5.6, 5.11;
6.1C give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	27.3, 27.5, 27.6;	1.7; 9.6; 13.1; 14.2;
6.1D participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement	5.2, 5.3; 7.3; 8.2; 9.3, 9.5; 10.9, 10.10; 11.5; 12.3; 13.10; 14.7; 16.3, 16.4; 17.4; 18.2; 19.7; 23.4; 24.4; 27.2; 29.3;	8.1.1;
<b>6.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> <i>The student uses newly acquired vocabulary expressively.</i>	3.5; 7.1; 8.4, 8.5; 11.2; 12.1, 12.2, 12.3; 13.1, 13.9, 13.10; 14.6, 14.7; 16.4; 19.2, 19.3, 19.4, 19.5, 19.7; 21.4;	7.1; 7.2; 8.3.1;
<b>6.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> <i>The student reads grade-level text with fluency and comprehension.</i>	15.2; 22.5; 27.3;	3.9; 4.5; 9.2, 9.6; 13.1; 14.2;

English Language Arts and Reading, Grade 6, 110.22	Group Lessons	Personal Lessons
<b>6.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently.	1.4; 26.3;	8.2.2;
<b>6.5 Comprehension Skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	1.4; 2.3, 2.6; 3.2; 4.3, 4.5; 5.4; 6.4, 6.8; 8.3; 10.3, 10.6, 10.9; 11.1; 12.1, 12.2, 12.3; 13.4, 13.5, 13.7, 13.10; 14.2, 14.3, 14.5; 15.1, 15.3; 16.1, 16.4; 19.1; 20.1, 20.2; 22.5; 23.3; 24.3; 25.1; 26.3; 30.4;	1.2, 1.3, 1.4; 2.1, 2.2; 3.3, 3.5, 3.6, 3.9; 4.1, 4.5, 4.7; 5.2, 5.7; 6.3; 7.1; 8.2.2; 9.2, 9.6, 9.8; 15.4;
<b>6.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	1.5; 2.3, 2.6; 3.2; 4.3, 4.5; 6.4, 6.8, 6.9, 6.10; 8.1, 8.3; 10.2, 10.3, 10.6, 10.9; 11.1; 12.1, 12.2, 12.3; 13.4, 13.5, 13.7, 13.10; 14.3, 14.5; 16.1, 16.2, 16.4; 17.2; 19.1; 20.1, 20.2; 22.5; 23.3; 24.3; 25.1; 26.3; 29.3; 30.1;	1.2, 1.3, 1.4; 2.4; 3.3, 3.5, 3.6, 3.9; 4.7; 5.9; 6.3; 7.1; 8.2.3; 9.8; 15.1, 15.4;
<b>6.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	3.2; 6.4; 7.3; 8.1; 9.1, 9.4, 9.6; 11.1, 11.3, 11.5, 11.7; 12.2; 13.3, 13.4, 13.5, 13.7; 14.2, 14.5, 14.7; 16.1, 16.2, 16.4; 17.2; 18.2; 23.3;	1.2, 1.3, 1.4, 1.5; 3.5, 3.6, 3.8; 6.3; 9.2; 8.3.1; 15.4;
6.7A infer multiple themes within and across texts using text evidence	7.3; 11.1, 11.3, 11.5, 11.7; 12.2; 23.3;	8.3.1; 15.4;
6.7B analyze how the characters' internal and external responses develop the plot	3.2; 6.4; 7.3; 8.1; 9.1, 9.4; 12.2; 13.3, 13.4, 13.5, 13.7; 16.1, 16.2, 16.4; 17.2; 18.2; 23.3;	1.2; 3.5, 3.8; 6.3; 8.3.1; 15.4;
6.7C analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback	7.3; 9.6; 12.2; 23.3;	1.2, 1.3, 1.4, 1.5; 6.3; 8.3.1; 15.4;
6.7D analyze how the setting, including historical and cultural settings, influences character and plot development	6.4; 7.3; 14.2, 14.5, 14.7; 18.2; 23.3;	1.2; 6.3; 8.3.1; 15.4;

English Language Arts and Reading, Grade 6, 110.22	Group Lessons	Personal Lessons
<p><b>6.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p>	<p><b>Focus on Literary Texts:</b> Group Lessons #1-16, 18-24, 26-28 Individual Lessons #1-6, 8-13</p> <p><b>Focus on Informational Texts:</b> Group Lesson #17, 25, 29, 30 Individual Lesson #7, 14-15</p>	
<p><b>6.9 Author's Purpose and Craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.</p>	<p>2.6; 3.2, 3.5; 4.3, 4.5; 5.4; 6.10; 8.3, 8.5; 9.6; 10.3, 10.5, 10.6, 10.9; 11.7; 12.1, 12.2, 12.3; 13.3, 13.4, 13.5, 13.7, 13.8, 13.9, 13.10; 14.2, 14.5, 14.6, 14.7; 15.5, 15.6, 15.7; 16.2, 16.3, 16.4; 17.2; 18.2; 19.1, 19.4; 20.1, 20.2; 21.3, 21.6; 23.3; 24.3, 24.8; 25.5; 30.7, 30.8, 30.9, 30.11, 30.12, 30.13, 30.14;</p>	<p>1.2, 1.3, 1.4, 1.5; 2.4, 2.7; 3.5, 3.6, 3.8, 3.9; 4.3, 4.6, 4.7; 6.3; 7.1, 7.4; 8.3.1, 8.3.2; 9.2; 12.4; 13.2; 15.3, 15.4;</p>
6.9A explain the author's purpose and message within a text	11.7; 12.1; 20.2; 21.3; 23.3; 24.8; 25.5; 30.8;	
6.9B analyze how the use of text structure contributes to the author's purpose	2.6; 3.2; 9.6; 10.3, 10.5, 10.6, 10.9; 15.5, 15.6, 15.7; 18.2; 20.2; 23.3; 30.9, 30.11, 30.14;	1.5; 6.3;
6.9C analyze the author's use of print and graphic features to achieve specific purposes	4.3, 4.5; 5.4; 6.10; 8.3; 10.3, 10.6, 10.9; 13.4, 13.5, 13.7, 13.10; 14.5; 16.2, 16.3, 16.4; 19.1; 20.2; 23.3; 24.3, 24.8; 25.5; 30.7;	1.2, 1.3, 1.4; 3.5, 3.6; 4.7; 6.3; 7.1, 7.4; 8.3.1, 8.3.2; 12.4; 13.2; 15.3, 15.4;
6.9D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes		

6.9E identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	12.1, 12.2, 12.3; 13.3, 13.5, 13.7, 13.8, 13.9, 13.10; 17.2; 18.2; 20.2; 23.3; 30.12, 30.13;	3.6, 3.8, 3.9; 4.3, 4.6, 4.7; 6.3;
6.9F analyze how the author's use of language contributes to mood and voice	3.5; 8.5; 12.1, 12.2, 12.3; 13.5, 13.7, 13.9, 13.10; 14.2, 14.5, 14.6, 14.7; 18.2; 19.4; 20.1, 20.2; 21.3, 21.6; 23.3; 30.12, 30.13;	2.4, 2.7; 3.5, 3.8; 6.3; 8.3.1;
6.9G explain the differences between rhetorical devices and logical fallacies		

English Language Arts and Reading, Grade 6, 110.22	Group Lessons	Personal Lessons
<b>6.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> <i>The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</i>	2.4, 2.7; 3.3, 3.5, 3.7; 6.4; 7.3; 8.4, 8.5; 9.4, 9.6; 10.5, 10.6, 10.8, 10.9; 11.3, 11.5, 11.7; 12.2, 12.3; 13.8, 13.9, 13.10; 14.5, 14.6, 14.7; 15.4, 15.5, 15.6, 15.7; 16.3, 16.4; 17.2; 19.1, 19.4, 19.5, 19.7; 20.1, 20.2; 21.3, 21.4, 21.6, 21.7, 21.10; 21.11, 21.13; 22.4, 22.5, 22.6; 23.3, 23.4; 24.8; 25.2, 25.5; 26.1, 26.2, 26.3; 27.1, 27.5; 28.2, 28.3; 29.1, 29.3; 30.7, 30.8, 30.9, 30.13, 30.14;	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8; 2.4, 2.5, 2.7; 3.5, 3.6, 3.7, 3.9; 4.6; 6.3; 8.1.1; 8.2.1, 8.2.4; 8.2.4; 8.3.1, 8.3.2; 9.2, 9.3, 9.6; 10.1, 10.2, 10.3, 10.4, 10.5; 11.1, 11.2, 11.3, 11.4, 11.5; 12.1, 12.2, 12.3; 13.1, 13.3; 14.1, 14.2; 15.1, 15.4;
6.10A plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests	2.4, 2.7; 3.3; 6.4; 7.3; 8.4, 8.5; 9.4, 9.6; 10.6, 10.9; 11.3, 11.5, 11.7; 14.5, 14.6; 16.3, 16.4; 25.2; 30.7, 30.8, 30.9;	1.2, 1.3, 1.4; 3.5; 6.3; 14.1; 15.1, 15.4;
6.10B develop drafts into a focused, structured, and coherent piece of writing by: 6.10Bi organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion 6.10Bii developing an engaging idea reflecting depth of thought with specific facts and details	2.7; 3.7; 10.6, 10.8, 10.9; 11.7; 13.5, 13.10; 14.7; 15.5, 15.6, 15.7; 17.2; 18.2; 24.8; 25.2; 25.5; 29.1, 29.3; 30.9, 30.11, 30.12; 30.14;	1.5; 3.6; 6.3; 8.1.1; 8.2.4; 8.3.1; 10.5; 14.1; 15.4;

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6.10C revise drafts for clarity, development, organization, style, word choice, and sentence variety	3.5, 3.7; 8.5; 10.5, 10.8, 10.9; 11.7; 12.2, 12.3; 13.9, 13.10; 14.7; 15.4, 15.5, 15.6, 15.7; 16.3, 16.4; 17.2; 19.1, 19.4, 19.5, 19.7; 20.1, 20.2; 21.6, 21.7; 22.5, 22.6; 23.3, 23.4; 24.8; 25.5; 26.3; 28.3; 30.13, 30.14;	1.6, 1.8; 2.5; 4.6; 6.3; 8.1.1; 8.2.4; 8.3.1, 8.3.2; 9.2; 10.3, 10.4, 10.5; 14.1;
6.10D edit drafts using standard English conventions, including: 6.10Di complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments 6.10Dii consistent, appropriate use of verb tenses 6.10Diii conjunctive adverbs 6.10Div prepositions and prepositional phrases and their influence on subject-verb agreement 6.10Dv pronouns including relative 6.10Dvi subordinating conjunctions to form complex sentences, and correlative conjunctions such as either/or, neither/nor 6.10Dvii capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; 6.10Dviii punctuation marks including commas in complex sentences, transitions, and introductory elements 6.10Dix correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	12.2, 12.3; 13.8, 13.9, 13.10; 14.7; 17.2; 21.3, 21.4, 21.6, 21.7, 21.10, 21.11, 21.13; 22.5, 22.6; 23.3, 23.4; 24.8; 25.5; 26.3; 28.2; 29.1, 29.3; 30.14;	1.6, 1.8; 2.4, 2.5, 2.7; 4.6; 6.3; 8.1.1; 8.2.1, 8.2.4; 8.2.4; 8.3.1, 8.3.2; 10.1, 10.2, 10.3, 10.4, 10.5; 11.2, 11.4, 11.5; 12.1, 12.2, 12.3; 14.1;
6.10E publish written work for appropriate audiences.	17.2; 22.4; 24.8; 25.5; 26.1; 27.1; 27.5; 28.2; 30.14;	1.7, 1.8; 3.7, 3.9; 9.3, 9.6; 10.2, 10.5; 11.2, 11.4, 11.5; 12.2; 13.1, 13.3; 14.2;

English Language Arts and Reading, Grade 6, 110.22	Group Lessons	Personal Lessons
<b>6.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> <i>The student uses genre characteristics and craft to compose multiple texts that are meaningful.</i>	2.4, 2.7; 3.3; 6.4; 7.3; 9.4, 9.6; 10.6, 10.9; 11.3, 11.5, 11.7; 13.5, 13.10; 14.5, 14.7; 15.5, 15.6, 15.7; 16.3, 16.4; 17.2; 18.2; 22.5; 23.3, 23.4;	1.5, 1.6, 1.8; 2.5; 3.5, 3.6; 6.3; 8.1.1; 8.2.4; 8.3.1, 8.3.2; 9.6; 10.3, 10.4, 10.5, 10.6; 11.2, 11.4, 11.5; 14.1; 15.1, 15.4;

	24.3, 24.4, 24.8; 25.5; 26.1; 28.2; 29.1, 29.3; 30.3, 30.6, 30.8, 30.11, 30.12, 30.14;	
6.11A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	2.4, 2.7; 3.3; 6.4; 7.3; 9.4, 9.6; 10.6, 10.9; 11.3, 11.5, 11.7; 13.5, 13.10; 14.5, 14.7; 15.5, 15.6, 15.7; 16.3, 16.4; 18.2; 22.5; 23.3, 23.4; 24.3, 24.4; 26.1; 28.2;	1.5, 1.6, 1.8; 2.5; 3.5, 3.6; 6.3; 8.1.1; 8.2.4; 8.3.1, 8.3.2; 9.6; 10.3, 10.4, 10.5; 11.2, 11.4; 15.4;
6.11B compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement, genre characteristics, and craft	17.2; 24.8; 25.5; 29.1; 30.3, 30.6, 30.8, 30.11, 30.12, 30.14;	10.6; 11.5; 14.1; 15.1;
6.11C compose multi-paragraph argumentative texts using genre characteristics and craft		
6.11D compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure	29.3;	
<b>6.12 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> <i>The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.</i>	7.1; 11.2; 25.4; 30.5;	5.8; 7.2, 7.3, 7.4, 7.5;

GRADE 7		
Grade 7 Texas Essential Knowledge and Skills English Language Arts and Reading, Grade 7, 110.23	The first number denotes the Write Brain lesson. The second number denotes the step in the lesson.	
	Group Lessons	Personal Lessons
<b>7.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion.	Reading aloud their writing: 2.5; 3.7; 11.6; 13.6; 15.1; 23.2; 30.10, 30.14;	Reading aloud their writing: 1.3, 1.7; 2.6, 2.8; 3.9; 4.5; 9.2; 13.1; 14.2; 15.1, 15.4;
7.1A listen actively to interpret a message and ask clarifying questions that build on others' ideas	1.1; 2.6, 2.7; 3.4; 4.4; 5.1, 5.2; 6.5, 6.8; 7.3; 8.1; 10.2, 10.3, 10.7; 11.1; 12.1, 12.2, 13.3, 13.4; 14.5; 16.2; 19.1; 21.6, 21.12; 22.5; 23.1, 23.3; 24.2, 24.6; 25.1; 25.3; 30.7, 30.8;	2.7; 7.5; 8.1.1; 9.4, 9.5; 9.8; 15.2; 15.5;
7.1B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems	13.4; 23.3;	5.6, 5.11;
7.1C present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	Working on presentation skills: 13.4; 23.3;	Working on presentation skills: 5.6, 5.11;
7.1D engage in meaningful discourse and provide and accept constructive feedback from others	5.2, 5.3; 7.3; 8.2; 9.3, 9.5; 10.9, 10.10; 11.5; 12.3; 13.10; 14.7; 16.3, 16.4; 17.4; 18.2; 19.7; 23.4; 24.4; 27.2; 29.3;	8.1.1;
<b>7.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively.	3.5; 7.1; 8.4, 8.5; 11.2; 12.1, 12.2, 12.3; 13.1, 13.9, 13.10; 14.6, 14.7; 16.4; 19.2, 19.3, 19.4, 19.5, 19.7; 21.4;	7.1; 7.2; 8.3.1;
<b>7.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension.	15.2; 22.5; 27.3;	3.9; 4.5; 9.2, 9.6; 13.1; 14.2;

English Language Arts and Reading, Grade 7, 110.23	Group Lessons	Personal Lessons
<b>7.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> <i>The student reads grade-appropriate texts independently.</i>	1.4; 26.3;	8.2.2;
<b>7.5 Comprehension Skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> <i>The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.</i>	1.4; 2.3, 2.6; 3.2; 4.3, 4.5; 5.4; 6.4, 6.8; 8.3; 10.3, 10.6, 10.9; 11.1; 12.1, 12.2, 12.3; 13.4, 13.5, 13.7, 13.10; 14.2, 14.3, 14.5; 15.1, 15.3; 16.1, 16.4; 19.1; 20.1, 20.2; 22.5; 23.3; 24.3; 25.1; 26.3; 30.4;	1.2, 1.3, 1.4; 2.1, 2.2; 3.3, 3.5, 3.6, 3.9; 4.1, 4.5, 4.7; 5.2, 5.7; 6.3; 7.1; 8.2.2; 9.2, 9.6, 9.8; 15.4;
<b>7.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> <i>The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</i>	1.5; 2.3, 2.6; 3.2; 4.3, 4.5; 6.4, 6.8, 6.9, 6.10; 8.1, 8.3; 10.2, 10.3, 10.6, 10.9; 11.1; 12.1, 12.2, 12.3; 13.4, 13.5, 13.7, 13.10; 14.3, 14.5; 16.1, 16.2, 16.4; 17.2; 19.1; 20.1, 20.2; 22.5; 23.3; 24.3; 25.1; 26.3; 29.3; 30.1;	1.2, 1.3, 1.4; 2.4; 3.3, 3.5, 3.6, 3.9; 4.7; 5.9; 6.3; 7.1; 8.2.3; 9.8; 15.1, 15.4;
<b>7.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> <i>The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</i>	3.2; 6.4; 7.3; 8.1; 9.1, 9.4, 9.6; 11.1, 11.3, 11.5, 11.7; 12.2; 13.3, 13.4, 13.5, 13.7; 14.2, 14.5, 14.7; 16.1, 16.2, 16.4; 17.2; 18.2; 23.3;	1.2, 1.3, 1.4, 1.5; 3.5, 3.6, 3.8; 6.3; 9.2; 8.3.1; 15.4;
7.7A infer multiple themes within and across texts using text evidence	7.3; 11.1, 11.3, 11.5, 11.7; 12.2; 23.3;	8.3.1; 15.4;
7.7B analyze how characters' qualities influence events and resolution of the conflict	3.2; 6.4; 7.3; 8.1; 9.1, 9.4; 12.2; 13.3, 13.4, 13.5, 13.7; 16.1, 16.2, 16.4; 17.2; 18.2; 23.3;	1.2; 3.5, 3.8; 6.3; 8.3.1; 15.4;
7.7C analyze plot elements, including the use of foreshadowing and suspense, to advance the plot	7.3; 9.6; 12.2; 23.3;	1.2, 1.3, 1.4, 1.5; 6.3; 8.3.1; 15.4;
7.7D analyze how the setting influences character and plot development	6.4; 7.3; 14.2, 14.5, 14.7; 18.2; 23.3;	1.2; 6.3; 8.3.1; 15.4;



English Language Arts and Reading, Grade 7, 110.23	Group Lessons	Personal Lessons
<b>7.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> <i>The student reads grade-appropriate texts independently.</i>	1.4; 26.3;	8.2.2;
<b>7.5 Comprehension Skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> <i>The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.</i>	1.4; 2.3, 2.6; 3.2; 4.3, 4.5; 5.4; 6.4, 6.8; 8.3; 10.3, 10.6, 10.9; 11.1; 12.1, 12.2, 12.3; 13.4, 13.5, 13.7, 13.10; 14.2, 14.3, 14.5; 15.1, 15.3; 16.1, 16.4; 19.1; 20.1, 20.2; 22.5; 23.3; 24.3; 25.1; 26.3; 30.4;	1.2, 1.3, 1.4; 2.1, 2.2; 3.3, 3.5, 3.6, 3.9; 4.1, 4.5, 4.7; 5.2, 5.7; 6.3; 7.1; 8.2.2; 9.2, 9.6, 9.8; 15.4;
<b>7.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> <i>The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</i>	1.5; 2.3, 2.6; 3.2; 4.3, 4.5; 6.4, 6.8, 6.9, 6.10; 8.1, 8.3; 10.2, 10.3, 10.6, 10.9; 11.1; 12.1, 12.2, 12.3; 13.4, 13.5, 13.7, 13.10; 14.3, 14.5; 16.1, 16.2, 16.4; 17.2; 19.1; 20.1, 20.2; 22.5; 23.3; 24.3; 25.1; 26.3; 29.3; 30.1;	1.2, 1.3, 1.4; 2.4; 3.3, 3.5, 3.6, 3.9; 4.7; 5.9; 6.3; 7.1; 8.2.3; 9.8; 15.1, 15.4;
<b>7.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> <i>The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</i>	3.2; 6.4; 7.3; 8.1; 9.1, 9.4, 9.6; 11.1, 11.3, 11.5, 11.7; 12.2; 13.3, 13.4, 13.5, 13.7; 14.2, 14.5, 14.7; 16.1, 16.2, 16.4; 17.2; 18.2; 23.3;	1.2, 1.3, 1.4, 1.5; 3.5, 3.6, 3.8; 6.3; 9.2; 8.3.1; 15.4;
7.7A infer multiple themes within and across texts using text evidence	7.3; 11.1, 11.3, 11.5, 11.7; 12.2; 23.3;	8.3.1; 15.4;
7.7B analyze how characters' qualities influence events and resolution of the conflict	3.2; 6.4; 7.3; 8.1; 9.1, 9.4; 12.2; 13.3, 13.4, 13.5, 13.7; 16.1, 16.2, 16.4; 17.2; 18.2; 23.3;	1.2; 3.5, 3.8; 6.3; 8.3.1; 15.4;
7.7C analyze plot elements, including the use of foreshadowing and suspense, to advance the plot	7.3; 9.6; 12.2; 23.3;	1.2, 1.3, 1.4, 1.5; 6.3; 8.3.1; 15.4;
7.7D analyze how the setting influences character and plot development	6.4; 7.3; 14.2, 14.5, 14.7; 18.2; 23.3;	1.2; 6.3; 8.3.1; 15.4;

English Language Arts and Reading, Grade 7, 110.23	Group Lessons	Personal Lessons
<p><b>7.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p>	<p><b>Focus on Literary Texts:</b> Group Lessons #1-16, 18-24, 26-28 Individual Lessons #1-6, 8-13</p> <p><b>Focus on Informational Texts:</b> Group Lesson #17, 25, 29, 30 Individual Lesson #7, 14-15</p>	
<p><b>7.9 Author's Purpose and Craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.</p>	2.6; 3.2, 3.5; 4.3, 4.5; 5.4; 6.10; 8.3, 8.5; 9.6; 10.3, 10.5, 10.6, 10.9; 11.7; 12.1, 12.2, 12.3; 13.3, 13.4, 13.5, 13.7, 13.8, 13.9, 13.10; 14.2, 14.5, 14.6, 14.7; 15.5, 15.6, 15.7; 16.2, 16.3, 16.4; 17.2; 18.2; 19.1, 19.4; 20.1, 20.2; 21.3, 21.6; 23.3; 24.3, 24.8; 25.5; 30.7, 30.8, 30.9, 30.11, 30.12, 30.13, 30.14;	1.2, 1.3, 1.4, 1.5; 2.4, 2.7; 3.5, 3.6, 3.8, 3.9; 4.3, 4.6, 4.7; 6.3; 7.1, 7.4; 8.3.1, 8.3.2; 9.2; 12.4; 13.2; 15.3, 15.4;
7.9A explain the author's purpose and message within a text	11.7; 12.1; 20.2; 21.3; 23.3; 24.8; 25.5; 30.8;	
7.9B analyze how the use of text structure contributes to the author's purpose	2.6; 3.2; 9.6; 10.3, 10.5, 10.6, 10.9; 15.5, 15.6, 15.7; 18.2; 20.2; 23.3; 30.9, 30.11, 30.14;	1.5; 6.3;
7.9C analyze the author's use of print and graphic features to achieve specific purposes	4.3, 4.5; 5.4; 6.10; 8.3; 10.3, 10.6, 10.9; 13.4, 13.5, 13.7, 13.10; 14.5; 16.2, 16.3, 16.4; 19.1; 20.2; 23.3; 24.3, 24.8; 25.5; 30.7;	1.2, 1.3, 1.4; 3.5, 3.6; 4.7; 6.3; 7.1, 7.4; 8.3.1, 8.3.2; 12.4; 13.2; 15.3, 15.4;
7.9D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes		
7.9E identify the use of literary devices, including subjective and objective point of view	12.1, 12.2, 12.3; 13.3, 13.5, 13.7, 13.8, 13.9, 13.10; 17.2; 18.2; 20.2; 23.3; 30.12, 30.13;	3.6, 3.8, 3.9; 4.3, 4.6, 4.7; 6.3;
7.9F analyze how the author's use of language contributes to mood, voice, and tone	3.5; 8.5; 12.1, 12.2, 12.3; 13.5, 13.7,	2.4, 2.7; 3.5, 3.8; 6.3; 8.3.1;

	13.9, 13.10; 14.2, 14.5, 14.6, 14.7; 18.2; 19.4; 20.1, 20.2; 21.3, 21.6; 23.3; 30.12, 30.13;	
7.9G explain the purpose of rhetorical devices such as direct address and rhetorical questions and of logical fallacies such as loaded language and sweeping generalizations		

English Language Arts and Reading, Grade 7, 110.23	Group Lessons	Personal Lessons
<b>7.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	2.4, 2.7; 3.3, 3.5, 3.7; 6.4; 7.3; 8.4, 8.5; 9.4, 9.6; 10.5, 10.6, 10.8, 10.9; 11.3, 11.5, 11.7; 12.2, 12.3; 13.8, 13.9, 13.10; 14.5, 14.6, 14.7; 15.4, 15.5, 15.6, 15.7; 16.3, 16.4; 17.2; 19.1, 19.4, 19.5, 19.7; 20.1, 20.2; 21.3, 21.4, 21.6, 21.7, 21.10; 21.11, 21.13; 22.4, 22.5, 22.6; 23.3, 23.4; 24.8; 25.2, 25.5; 26.1, 26.2, 26.3; 27.1, 27.5; 28.2, 28.3; 29.1, 29.3; 30.7, 30.8, 30.9, 30.13, 30.14;	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8; 2.4, 2.5, 2.7; 3.5, 3.6, 3.7, 3.9; 4.6; 6.3; 8.1.1; 8.2.1, 8.2.4; 8.2.4; 8.3.1, 8.3.2; 9.2, 9.3, 9.6; 10.1, 10.2, 10.3, 10.4, 10.5; 11.1, 11.2, 11.3, 11.4, 11.5; 12.1, 12.2, 12.3; 13.1, 13.3; 14.1, 14.2; 15.1, 15.4;
7.10A plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests	2.4, 2.7; 3.3; 6.4; 7.3; 8.4, 8.5; 9.4, 9.6; 10.6, 10.9; 11.3, 11.5, 11.7; 14.5, 14.6; 16.3, 16.4; 25.2; 30.7, 30.8, 30.9;	1.2, 1.3, 1.4; 3.5; 6.3; 14.1; 15.1, 15.4;
7.10B develop drafts into a focused, structured, and coherent piece of writing by: 7.10Bi organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion 7.10Bii developing an engaging idea reflecting depth of thought with specific facts, details, and examples	2.7; 3.7; 10.6, 10.8, 10.9; 11.7; 13.5, 13.10; 14.7; 15.5, 15.6, 15.7; 17.2; 18.2; 24.8; 25.2; 25.5; 29.1, 29.3; 30.9, 30.11, 30.12; 30.14;	1.5; 3.6; 6.3; 8.1.1; 8.2.4; 8.3.1; 10.5; 14.1; 15.4;
7.10C revise drafts for clarity, development, organization, style, word choice, and sentence variety	3.5, 3.7; 8.5; 10.5, 10.8, 10.9; 11.7; 12.2, 12.3; 13.9, 13.10; 14.7; 15.4, 15.5, 15.6, 15.7; 16.3, 16.4; 17.2; 19.1, 19.4, 19.5, 19.7; 20.1, 20.2; 21.6, 21.7; 22.5, 22.6; 23.3, 23.4; 24.8; 25.5; 26.3; 28.3; 30.13, 30.14;	1.6, 1.8; 2.5; 4.6; 6.3; 8.1.1; 8.2.4; 8.3.1, 8.3.2; 9.2; 10.3, 10.4, 10.5; 14.1;
7.10D edit drafts using standard English conventions, including: 7.10Di complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	12.2, 12.3; 13.8, 13.9, 13.10; 14.7; 17.2; 21.3, 21.4, 21.6, 21.7, 21.10, 21.11, 21.13; 22.5, 22.6; 23.3, 23.4; 24.8; 25.5;	1.6, 1.8; 2.4, 2.5, 2.7; 4.6; 6.3; 8.1.1; 8.2.1, 8.2.4; 8.2.4; 8.3.1, 8.3.2; 10.1, 10.2, 10.3, 10.4, 10.5;



<p>7.10Dii consistent, appropriate use of verb tenses</p> <p>7.10Diii conjunctive adverbs</p> <p>7.10Div prepositions and prepositional phrases and their influence on subject-verb agreement</p> <p>7.10Dv pronoun-antecedent agreement</p> <p>7.10Dvi subordinating conjunctions to form complex sentences, and correlative conjunctions such as either/or, neither/nor</p> <p>7.10Dvii correct capitalization</p> <p>7.10Dviii punctuation including commas to set off words, phrases, clauses and semicolons</p> <p>7.10Dix correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too</p>	<p>26.3; 28.2; 29.1, 29.3; 30.14;</p>	<p>11.2, 11.4, 11.5; 12.1, 12.2, 12.3; 14.1;</p>
<p>7.10E publish written work for appropriate audiences.</p>	<p>17.2; 22.4; 24.8; 25.5; 26.1; 27.1; 27.5; 28.2; 30.14;</p>	<p>1.7, 1.8; 3.7, 3.9; 9.3, 9.6; 10.2, 10.5; 11.2, 11.4, 11.5; 12.2; 13.1, 13.3; 14.2;</p>

English Language Arts and Reading, Grade 7, 110.23	Group Lessons	Personal Lessons
<p><b>7.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b></p> <p><i>The student uses genre characteristics and craft to compose multiple texts that are meaningful.</i></p>	<p>2.4, 2.7; 3.3; 6.4; 7.3; 9.4, 9.6; 10.6, 10.9; 11.3, 11.5, 11.7; 13.5, 13.10; 14.5, 14.7; 15.5, 15.6, 15.7; 16.3, 16.4; 17.2; 18.2; 22.5; 23.3, 23.4; 24.3, 24.4, 24.8; 25.5; 26.1; 28.2; 29.1, 29.3; 30.3, 30.6, 30.8, 30.11, 30.12, 30.14;</p>	<p>1.5, 1.6, 1.8; 2.5; 3.5, 3.6; 6.3; 8.1.1; 8.2.4; 8.3.1, 8.3.2; 9.6; 10.3, 10.4, 10.5, 10.6; 11.2, 11.4, 11.5; 14.1; 15.1, 15.4;</p>
<p>7.11A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft</p>	<p>2.4, 2.7; 3.3; 6.4; 7.3; 9.4, 9.6; 10.6, 10.9; 11.3, 11.5, 11.7; 13.5, 13.10; 14.5, 14.7; 15.5, 15.6, 15.7; 16.3, 16.4; 18.2; 22.5; 23.3, 23.4; 24.3, 24.4; 26.1; 28.2;</p>	<p>1.5, 1.6, 1.8; 2.5; 3.5, 3.6; 6.3; 8.1.1; 8.2.4; 8.3.1, 8.3.2; 9.6; 10.3, 10.4, 10.5; 11.2, 11.4; 15.4;</p>
<p>7.11B compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement, genre characteristics, and craft</p>	<p>17.2; 24.8; 25.5; 29.1; 30.3, 30.6, 30.8, 30.11, 30.12, 30.14;</p>	<p>10.6; 11.5; 14.1; 15.1;</p>
<p>7.11C compose multi-paragraph argumentative texts using genre characteristics and craft</p>		
<p>7.11D compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure</p>	<p>29.3;</p>	

**7.12 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.**  
*The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.*

7.1; 11.2; 25.4; 30.5;

5.8; 7.2, 7.3, 7.4, 7.5;

GRADE 8		
Grade 8 Texas Essential Knowledge and Skills English Language Arts and Reading, Grade 8, 110.24	The first number denotes the Write Brain lesson. The second number denotes the step in the lesson.	
	Group Lessons	Personal Lessons
<b>8.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> <i>The student develops oral language through listening, speaking, and discussion.</i>	Reading aloud their writing: 2.5; 3.7; 11.6; 13.6; 15.1; 23.2; 30.10, 30.14;	Reading aloud their writing: 1.3, 1.7; 2.6, 2.8; 3.9; 4.5; 9.2; 13.1; 14.2; 15.1, 15.4;
8.1A listen actively to interpret a message by summarizing, asking questions, and making comments	1.1; 2.6, 2.7; 3.4; 4.4; 5.1, 5.2; 6.5, 6.8; 7.3; 8.1; 10.2, 10.3, 10.7; 11.1; 12.1, 12.2, 13.3, 13.4; 14.5; 16.2; 19.1; 21.6, 21.12; 22.5; 23.1, 23.3; 24.2, 24.6; 25.1; 25.3; 30.7, 30.8;	2.7; 7.5; 8.1.1; 9.4, 9.5; 9.8; 15.2; 15.5;
8.1B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems	13.4; 23.3;	5.6, 5.11;
8.1C advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	Working on presentation skills: 13.4; 23.3;	Working on presentation skills: 5.6, 5.11;
8.1D participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues	5.2, 5.3; 7.3; 8.2; 9.3, 9.5; 10.9, 10.10; 11.5; 12.3; 13.10; 14.7; 16.3, 16.4; 17.4; 18.2; 19.7; 23.4; 24.4; 27.2; 29.3;	8.1.1;
<b>8.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> <i>The student uses newly acquired vocabulary expressively.</i>	3.5; 7.1; 8.4, 8.5; 11.2; 12.1, 12.2, 12.3; 13.1, 13.9, 13.10; 14.6, 14.7; 16.4; 19.2, 19.3, 19.4, 19.5, 19.7; 21.4;	7.1; 7.2; 8.3.1;
<b>8.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> <i>The student reads grade-level text with fluency and comprehension.</i>	15.2; 22.5; 27.3;	3.9; 4.5; 9.2, 9.6; 13.1; 14.2;

English Language Arts and Reading, Grade 8, 110.24	Group Lessons	Personal Lessons
<b>8.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently.	1.4; 26.3;	8.2.2;
<b>8.5 Comprehension Skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	1.4; 2.3, 2.6; 3.2; 4.3, 4.5; 5.4; 6.4, 6.8; 8.3; 10.3, 10.6, 10.9; 11.1; 12.1, 12.2, 12.3; 13.4, 13.5, 13.7, 13.10; 14.2, 14.3, 14.5; 15.1, 15.3; 16.1, 16.4; 19.1; 20.1, 20.2; 22.5; 23.3; 24.3; 25.1; 26.3; 30.4;	1.2, 1.3, 1.4; 2.1, 2.2; 3.3, 3.5, 3.6, 3.9; 4.1, 4.5, 4.7; 5.2, 5.7; 6.3; 7.1; 8.2.2; 9.2, 9.6, 9.8; 15.4;
<b>8.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	1.5; 2.3, 2.6; 3.2; 4.3, 4.5; 6.4, 6.8, 6.9, 6.10; 8.1, 8.3; 10.2, 10.3, 10.6, 10.9; 11.1; 12.1, 12.2, 12.3; 13.4, 13.5, 13.7, 13.10; 14.3, 14.5; 16.1, 16.2, 16.4; 17.2; 19.1; 20.1, 20.2; 22.5; 23.3; 24.3; 25.1; 26.3; 29.3; 30.1;	1.2, 1.3, 1.4; 2.4; 3.3, 3.5, 3.6, 3.9; 4.7; 5.9; 6.3; 7.1; 8.2.3; 9.8; 15.1, 15.4;
<b>8.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	3.2; 6.4; 7.3; 8.1; 9.1, 9.4, 9.6; 11.1, 11.3, 11.5, 11.7; 12.2; 13.3, 13.4, 13.5, 13.7; 14.2, 14.5, 14.7; 16.1, 16.2, 16.4; 17.2; 18.2; 23.3;	1.2, 1.3, 1.4, 1.5; 3.5, 3.6, 3.8; 6.3; 9.2; 8.3.1; 15.4;
8.7A analyze how themes are developed through the interaction of characters and events	7.3; 11.1, 11.3, 11.5, 11.7; 12.2; 23.3;	8.3.1; 15.4;
8.7B analyze how characters' motivations and behaviors influence events and resolution of the conflict	3.2; 6.4; 7.3; 8.1; 9.1, 9.4; 12.2; 13.3, 13.4, 13.5, 13.7; 16.1, 16.2, 16.4; 17.2; 18.2; 23.3;	1.2; 3.5, 3.8; 6.3; 8.3.1; 15.4;
8.7C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development	7.3; 9.6; 12.2; 23.3;	1.2, 1.3, 1.4, 1.5; 6.3; 8.3.1; 15.4;
8.7D explain how the setting influences the values and beliefs of characters	6.4; 7.3; 14.2, 14.5, 14.7; 18.2; 23.3;	1.2; 6.3; 8.3.1; 15.4;

English Language Arts and Reading, Grade 8, 110.24	Group Lessons	Personal Lessons
<p><b>8.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</p>	<p><b>Focus on Literary Texts:</b> Group Lessons #1-16, 18-24, 26-28 Individual Lessons #1-6, 8-13</p> <p><b>Focus on Informational Texts:</b> Group Lesson #17, 25, 29, 30 Individual Lesson #7, 14-15</p>	
<p><b>8.9 Author's Purpose and Craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.</p>	2.6; 3.2, 3.5; 4.3, 4.5; 5.4; 6.10; 8.3, 8.5; 9.6; 10.3, 10.5, 10.6, 10.9; 11.7; 12.1, 12.2, 12.3; 13.3, 13.4, 13.5, 13.7, 13.8, 13.9, 13.10; 14.2, 14.5, 14.6, 14.7; 15.5, 15.6, 15.7; 16.2, 16.3, 16.4; 17.2; 18.2; 19.1, 19.4; 20.1, 20.2; 21.3, 21.6; 23.3; 24.3, 24.8; 25.5; 30.7, 30.8, 30.9, 30.11, 30.12, 30.13, 30.14;	1.2, 1.3, 1.4, 1.5; 2.4, 2.7; 3.5, 3.6, 3.8, 3.9; 4.3, 4.6, 4.7; 6.3; 7.1, 7.4; 8.3.1, 8.3.2; 9.2; 12.4; 13.2; 15.3, 15.4;
8.9A explain the author's purpose and message within a text	11.7; 12.1; 20.2; 21.3; 23.3; 24.8; 25.5; 30.8;	
8.9B analyze how the use of text structure contributes to the author's purpose	2.6; 3.2; 9.6; 10.3, 10.5, 10.6, 10.9; 15.5, 15.6, 15.7; 18.2; 20.2; 23.3; 30.9, 30.11, 30.14;	1.5; 6.3;
8.9C analyze the author's use of print and graphic features to achieve specific purposes	4.3, 4.5; 5.4; 6.10; 8.3; 10.3, 10.6, 10.9; 13.4, 13.5, 13.7, 13.10; 14.5; 16.2, 16.3, 16.4; 19.1; 20.2; 23.3; 24.3, 24.8; 25.5; 30.7;	1.2, 1.3, 1.4; 3.5, 3.6; 4.7; 6.3; 7.1, 7.4; 8.3.1, 8.3.2; 12.4; 13.2; 15.3, 15.4;
8.9D describe how the author's use of figurative language such as extended metaphor achieves specific purposes		
8.9E identify the use of literary devices, including multiple points of view and irony	12.1, 12.2, 12.3; 13.3, 13.5, 13.7, 13.8, 13.9, 13.10; 17.2; 18.2; 20.2; 23.3; 30.12, 30.13;	3.6, 3.8, 3.9; 4.3, 4.6, 4.7; 6.3;
8.9F analyze how the author's use of language contributes to mood, voice, and tone	3.5; 8.5; 12.1, 12.2, 12.3; 13.5, 13.7,	2.4, 2.7; 3.5, 3.8; 6.3; 8.3.1;



	13.9, 13.10; 14.2, 14.5, 14.6, 14.7; 18.2; 19.4; 20.1, 20.2; 21.3, 21.6; 23.3; 30.12, 30.13;	
8.9G explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning		

English Language Arts and Reading, Grade 8, 110.24	Group Lessons	Personal Lessons
<b>8.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> <i>The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</i>	2.4, 2.7; 3.3, 3.5, 3.7; 6.4; 7.3; 8.4, 8.5; 9.4, 9.6; 10.5, 10.6, 10.8, 10.9; 11.3, 11.5, 11.7; 12.2, 12.3; 13.8, 13.9, 13.10; 14.5, 14.6, 14.7; 15.4, 15.5, 15.6, 15.7; 16.3, 16.4; 17.2; 19.1, 19.4, 19.5, 19.7; 20.1, 20.2; 21.3, 21.4, 21.6, 21.7, 21.10; 21.11, 21.13; 22.4, 22.5, 22.6; 23.3, 23.4; 24.8; 25.2, 25.5; 26.1, 26.2, 26.3; 27.1, 27.5; 28.2, 28.3; 29.1, 29.3; 30.7, 30.8, 30.9, 30.13, 30.14;	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8; 2.4, 2.5, 2.7; 3.5, 3.6, 3.7, 3.9; 4.6; 6.3; 8.1.1; 8.2.1, 8.2.4; 8.2.4; 8.3.1, 8.3.2; 9.2, 9.3, 9.6; 10.1, 10.2, 10.3, 10.4, 10.5; 11.1, 11.2, 11.3, 11.4, 11.5; 12.1, 12.2, 12.3; 13.1, 13.3; 14.1, 14.2; 15.1, 15.4;
6.10A plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests	2.4, 2.7; 3.3; 6.4; 7.3; 8.4, 8.5; 9.4, 9.6; 10.6, 10.9; 11.3, 11.5, 11.7; 14.5, 14.6; 16.3, 16.4; 25.2; 30.7, 30.8, 30.9;	1.2, 1.3, 1.4; 3.5; 6.3; 14.1; 15.1, 15.4;
8.10B develop drafts into a focused, structured, and coherent piece of writing by: 8.10Bi organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion 8.10Bii developing an engaging idea reflecting depth of thought with specific facts, details, and examples	2.7; 3.7; 10.6, 10.8, 10.9; 11.7; 13.5, 13.10; 14.7; 15.5, 15.6, 15.7; 17.2; 18.2; 24.8; 25.2; 25.5; 29.1, 29.3; 30.9, 30.11, 30.12; 30.14;	1.5; 3.6; 6.3; 8.1.1; 8.2.4; 8.3.1; 10.5; 14.1; 15.4;
8.10C revise drafts for clarity, development, organization, style, word choice, and sentence variety	3.5, 3.7; 8.5; 10.5, 10.8, 10.9; 11.7; 12.2, 12.3; 13.9, 13.10; 14.7; 15.4, 15.5, 15.6, 15.7; 16.3, 16.4; 17.2; 19.1, 19.4, 19.5, 19.7; 20.1, 20.2; 21.6, 21.7; 22.5, 22.6; 23.3, 23.4; 24.8; 25.5; 26.3; 28.3; 30.13, 30.14;	1.6, 1.8; 2.5; 4.6; 6.3; 8.1.1; 8.2.4; 8.3.1, 8.3.2; 9.2; 10.3, 10.4, 10.5; 14.1;
8.10D edit drafts using standard English conventions, including:	12.2, 12.3; 13.8, 13.9, 13.10; 14.7;	1.6, 1.8; 2.4, 2.5, 2.7; 4.6; 6.3; 8.1.1;



<p>8.10Di complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments</p> <p>8.10Dii consistent, appropriate use of verb tenses and active and passive voice</p> <p>8.10Diii prepositions and prepositional phrases and their influence on subject-verb agreement</p> <p>8.10Div pronoun-antecedent agreement</p> <p>8.10Dv correct capitalization</p> <p>8.10Dvi punctuation including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses</p> <p>8.10Dvii correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too</p>	<p>17.2; 21.3, 21.4, 21.6, 21.7, 21.10, 21.11, 21.13; 22.5, 22.6; 23.3, 23.4; 24.8; 25.5; 26.3; 28.2; 29.1, 29.3; 30.14;</p>	<p>8.2.1, 8.2.4; 8.2.4; 8.3.1, 8.3.2; 10.1, 10.2, 10.3, 10.4, 10.5; 11.2, 11.4, 11.5; 12.1, 12.2, 12.3; 14.1;</p>
<p>8.10E publish written work for appropriate audiences.</p>	<p>17.2; 22.4; 24.8; 25.5; 26.1; 27.1; 27.5; 28.2; 30.14;</p>	<p>1.7, 1.8; 3.7, 3.9; 9.3, 9.6; 10.2, 10.5; 11.2, 11.4, 11.5; 12.2; 13.1, 13.3; 14.2;</p>

English Language Arts and Reading, Grade 8, 110.24	Group Lessons	Personal Lessons
<p><b>8.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b></p> <p><i>The student uses genre characteristics and craft to compose multiple texts that are meaningful.</i></p>	<p>2.4, 2.7; 3.3; 6.4; 7.3; 9.4, 9.6; 10.6, 10.9; 11.3, 11.5, 11.7; 13.5, 13.10; 14.5, 14.7; 15.5, 15.6, 15.7; 16.3, 16.4; 17.2; 18.2; 22.5; 23.3, 23.4; 24.3, 24.4, 24.8; 25.5; 26.1; 28.2; 29.1, 29.3; 30.3, 30.6, 30.8, 30.11, 30.12, 30.14;</p>	<p>1.5, 1.6, 1.8; 2.5; 3.5, 3.6; 6.3; 8.1.1; 8.2.4; 8.3.1, 8.3.2; 9.6; 10.3, 10.4, 10.5, 10.6; 11.2, 11.4, 11.5; 14.1; 15.1, 15.4;</p>
<p>8.11A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft</p>	<p>2.4, 2.7; 3.3; 6.4; 7.3; 9.4, 9.6; 10.6, 10.9; 11.3, 11.5, 11.7; 13.5, 13.10; 14.5, 14.7; 15.5, 15.6, 15.7; 16.3, 16.4; 18.2; 22.5; 23.3, 23.4; 24.3, 24.4; 26.1; 28.2;</p>	<p>1.5, 1.6, 1.8; 2.5; 3.5, 3.6; 6.3; 8.1.1; 8.2.4; 8.3.1, 8.3.2; 9.6; 10.3, 10.4, 10.5; 11.2, 11.4; 15.4;</p>
<p>8.11B compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement, genre characteristics, and craft</p>	<p>17.2; 24.8; 25.5; 29.1; 30.3, 30.6, 30.8, 30.11, 30.12, 30.14;</p>	<p>10.6; 11.5; 14.1; 15.1;</p>
<p>8.11C compose multi-paragraph argumentative texts using genre characteristics and craft</p>		
<p>8.11D compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure</p>	<p>29.3;</p>	

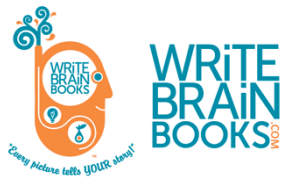
**8.12 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.**  
*The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.*

7.1; 11.2; 25.4; 30.5;

5.8; 7.2, 7.3, 7.4, 7.5;

## WRITE BRAIN TEKS Curriculum Alignment | Middle School

Resources & Worksheets	6th Grade	7th Grade	8th Grade
Adjective Alley	ELAR TEKS: 2, 6, 9F, 10A, 10B, 10C, 10D, 11A, 11B, 11C, 11D	ELAR TEKS: 2, 6, 9F, 10A, 10B, 10C, 10D, 11A, 11B, 11C, 11D	ELAR TEKS: 2, 6, 9F, 10A, 10B, 10C, 10D, 11A, 11B, 11C, 11D
Vivid Verbs	ELAR TEKS: 2, 6, 9F, 10A, 10B, 10C, 10D, 11A, 11B, 11C, 11D	ELAR TEKS: 2, 6, 9F, 10A, 10B, 10C, 10D, 11A, 11B, 11C, 11D	ELAR TEKS: 2, 6, 9F, 10A, 10B, 10C, 10D, 11A, 11B, 11C, 11D
Instead of Said	ELAR TEKS: 2, 6, 7B, 9E, 9F, 10A, 10B, 10C, 11A, 11B, 11C, 11D	ELAR TEKS: 2, 6, 7B, 9E, 9F, 10A, 10B, 10C, 11A, 11B, 11C, 11D	ELAR TEKS: 2, 6, 7B, 9E, 9F, 10A, 10B, 10C, 11A, 11B, 11C, 11D
Other Ways to Say	ELAR TEKS: 2, 6, 9F, 10A, 10B, 10C, 10D, 11A, 11B, 11C, 11D	ELAR TEKS: 2, 6, 9F, 10A, 10B, 10C, 10D, 11A, 11B, 11C, 11D	ELAR TEKS: 2, 6, 9F, 10A, 10B, 10C, 10D, 11A, 11B, 11C, 11D
Character Development	ELAR TEKS: 5, 6, 7B, 10A, 10B, 10C, 10D, 11A	ELAR TEKS: 5, 6, 7B, 10A, 10B, 10C, 10D, 11A	ELAR TEKS: 5, 6, 7B, 10A, 10B, 10C, 10D, 11A
Storyline Planning	ELAR TEKS: 5, 6, 7C, 9B, 10A, 10B, 10C, 10D, 11A	ELAR TEKS: 5, 6, 7C, 9B, 10A, 10B, 10C, 10D, 11A	ELAR TEKS: 5, 6, 7C, 9B, 10A, 10B, 10C, 10D, 11A
Pliable Plotlines Support Sheet	ELAR TEKS: 7A, 7B, 7C, 7D, 9B, 9E, 10A, 10B, 10C, 10D, 11A	ELAR TEKS: 7A, 7B, 7C, 7D, 9B, 9E, 10A, 10B, 10C, 10D, 11A	ELAR TEKS: 7A, 7B, 7C, 7D, 9B, 9E, 10A, 10B, 10C, 10D, 11A
Imagining Leads & Conclusions	ELAR TEKS: 5, 6, 7B, 7D, 9B, 9E, 10A, 10B, 10C, 10D, 11A	ELAR TEKS: 5, 6, 7B, 7D, 9B, 9E, 10A, 10B, 10C, 10D, 11A	ELAR TEKS: 5, 6, 7B, 7D, 9B, 9E, 10A, 10B, 10C, 10D, 11A
Setting Snapshots	ELAR TEKS: 5, 6, 7D, 9F, 10A, 10B, 10C, 10D, 11A	ELAR TEKS: 5, 6, 7D, 9F, 10A, 10B, 10C, 10D, 11A	ELAR TEKS: 5, 6, 7D, 9F, 10A, 10B, 10C, 10D, 11A
Basic Punctuation & Grammar Guide	ELAR TEKS: 2, 6, 10A, 10B, 10C, 10D, 11A, 11B, 11C, 11D, 12	ELAR TEKS: 2, 6, 10A, 10B, 10C, 10D, 11A, 11B, 11C, 11D, 12	ELAR TEKS: 2, 6, 10A, 10B, 10C, 10D, 11A, 11B, 11C, 11D, 12
Dedication & About the Author	ELAR TEKS: 9A, 10A, 10B, 10C, 10D, 11A, 11B	ELAR TEKS: 9A, 10A, 10B, 10C, 10D, 11A, 11B	ELAR TEKS: 9A, 10A, 10B, 10C, 10D, 11A, 11B
Expository How-To Essay Preparation	ELAR TEKS: 9A, 9B, 9F, 10A, 10B, 10C, 10D, 10E, 11B	ELAR TEKS: 9A, 9B, 9F, 10A, 10B, 10C, 10D, 10E, 11B	ELAR TEKS: 9A, 9B, 9F, 10A, 10B, 10C, 10D, 10E, 11B
Positive Feedback for the Author	ELAR TEKS: 1D, 6, 9A, 10A, 10B, 10C, 10D, 11D	ELAR TEKS: 1D, 6, 9A, 10A, 10B, 10C, 10D, 11D	ELAR TEKS: 1D, 6, 9A, 10A, 10B, 10C, 10D, 11D
Reflective Personal Essay	ELAR TEKS: 9A, 9B, 10A, 10B, 10C, 10D, 11B	ELAR TEKS: 9A, 9B, 10A, 10B, 10C, 10D, 11B	ELAR TEKS: 9A, 9B, 10A, 10B, 10C, 10D, 11B
Am I a Write-Brain Thinker?	ELAR TEKS: 1A, 1B, 1C, 1D, 2, 7B, 7C, 9B, 9E,	ELAR TEKS: 1A, 1B, 1C, 1D, 2, 7B, 7C, 9B, 9E,	ELAR TEKS: 1A, 1B, 1C, 1D, 2, 7B, 7C, 9B, 9E,



## WRITE BRAIN TEKS Curriculum Alignment | Middle School

	10A, 10B, 10C, 10D, 11A	10A, 10B, 10C, 10D, 11A	10A, 10B, 10C, 10D, 11A
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