

ELLA GRADE 7		
Grade 7 Texas Essential Knowledge and Skills English Language Learners Arts (ELLA), Grade 7, 128.22	The first number denotes the WRITE BRAIN lesson. The second number denotes the step in the lesson.	
	Class Authoring	Group Authoring
ELLA.7.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.	Reading aloud their writing: 1.13; 4.1; 7.10; 13.5; 17.2;	Reading aloud their writing: 4.8; 9.4; 10.8, 10.10; 11.1; 16.1; 17.5; 17.6; 18.2, 18.5;
ELLA.7.1A: Listen actively to interpret a message and ask clarifying questions that build on others' ideas	1.4, 1.7, 1.9, 1.11, 1.13; 2.1, 2.5, 2.9, 2.12; 3.6; 5.2, 5.7; 7.6, 7.7; 8.4; 9.7; 10.4, 10.5; 14.4, 14.5; 16.7; 17.6;	1.1; 2.4, 2.7; 3.7; 4.8; 4.14; 5.2; 5.6, 5.12; 6.4, 6.10; 7.5, 7.6, 7.8, 7.9; 8.4, 8.5; 9.2, 9.5; 10.2, 10.6, 10.9; 11.2, 11.3; 12.3; 13.3; 14.1, 14.2, 14.6; 15.2; 16.6, 16.7; 19.1, 19.3, 19.4;
ELLA.7.1B: Follow, restate, and give increasingly complex oral instructions to perform specific tasks, answer questions, or solve problems		1.5
ELLA.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: 4.2, 4.7; 17.4;	Working on presentation skills: 2.7; 17.3, 17.4, 17.5, 17.6; 18.2, 18.5;
ELLA.7.1D: Engage in meaningful discourse and provide and accept constructive feedback from others	1.4, 1.7, 1.9, 1.11, 1.13; 2.1, 2.5, 2.9, 2.12; 3.6; 7.6, 7.7, 7.9; 8.4; 9.7; 10.4, 10.5; 11.5; 12.6; 14.4, 14.5; 15.8; 16.7, 16.8; 17.6;	1.1, 1.10; 2.4, 2.7; 2.9; 3.3, 3.7, 3.8; 4.14; 5.2; 5.4, 5.6, 5.12; 6.4, 6.10; 7.5, 7.6, 7.8, 7.9; 8.2, 8.4, 8.5; 9.2, 9.5; 10.2, 10.6, 10.9; 11.4, 11.5; 12.3; 12.11; 13.3; 14.4; 14.6; 15.4; 16.4, 16.8; 17.2; 19.3, 19.4, 19.6;
ELLA.7.1E: Develop social communication and produce oral language in contextualized and purposeful ways	2.2, 2.3, 2.5, 2.12; 7.6, 7.9	2.6, 2.7; 3.3; 4.14; 7.8, 7.9; 8.5; 9.5; 10.6; 11.5; 12.3, 12.11; 15.4; 17.2, 17.5; 19.5, 19.6

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ELLA.7.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.	1.8; 2.5; 12.8; 13.4; 16.6;	1.8; 3.8, 3.9; 4.9, 4.12; 5.6, 5.10, 5.13; 6.8; 7.8, 7.9; 9.5; 10.4; 11.1, 11.5; 12.11; 15.4; 16.3, 16.5; 19.6;
ELLA.7.2A: Demonstrate and apply phonetic knowledge.	16.6;	16.3, 16.5;
ELLA.7.2B: Write complete words, thoughts, and answers legibly.	1.8; 2.5; 12.8; 13.4; 16.6;	1.8; 3.8, 3.9; 4.9, 4.12; 5.6, 5.10, 5.13; 6.8; 7.8, 7.9; 9.5; 10.4; 11.1, 11.5; 12.11; 15.4; 16.3, 16.5; 19.6;

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ELLA.7.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.	1.6; 2.5; 4.9; 5.3; 7.1, 7.2; 8.5; 9.1; 12.5; 13.2, 13.3, 13.4, 13.6;	1.1, 1.10; 2.5, 2.10; 3.2; 4.6; 5.5; 6.9; 7.1, 7.2; 8.7; 10.2, 10.6; 19.6;
ELLA.7.4: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension.	2.5; 12.5; 17.4;	10.8, 10.10; 11.1; 12.6; 16.1; 17.5, 17.6; 18.2, 18.5; 19.6;
ELLA.7.5: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently.		
ELLA.7.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	1.2, 1.8, 1.9, 1.13; 2.9, 2.12, 2.13; 3.6, 3.8; 5.1; 6.2; 7.6, 7.7, 7.9; 8.1, 8.2, 8.4, 8.5; 9.2, 9.4, 9.5, 9.7; 10.4, 10.5; 12.1; 13.1, 13.6; 14.1, 14.6; 15.6; 16.1, 16.6;	1.5, 1.7; 2.7, 2.13; 3.1; 4.2, 4.3, 4.12, 4.14; 5.2, 5.6, 5.10; 6.1, 6.2, 6.8; 7.2, 7.3, 7.5, 7.6, 7.8, 7.9; 8.3; 10.1, 10.4; 11.2, 11.3; 15.1; 18.5;
ELLA.7.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	1.2, 1.7, 1.8, 1.9, 1.13; 2.9, 2.12, 2.13; 3.6, 3.8; 7.6, 7.7, 7.9; 8.2, 8.4, 8.5; 9.2, 9.4, 9.5, 9.7; 10.4, 10.5; 14.5, 14.6; 16.6;	1.8; 2.7; 4.2, 4.3, 4.9, 4.12, 4.14; 5.2, 5.6, 5.10; 6.8; 7.5, 7.6, 7.8, 7.9; 10.2, 10.4; 11.2, 11.3; 15.2; 18.5;
ELLA.7.8: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	1.3, 1.4, 1.7, 1.9, 1.10, 1.12, 1.13; 2.9, 2.12, 2.13; 3.6, 3.7, 3.8; 6.2; 7.7, 7.9; 8.3, 8.4; 9.4, 9.5, 9.7; 10.5; 12.1; 16.6;	2.13; 4.2, 4.3, 4.9, 4.12, 4.14, 4.15; 5.2, 5.6, 5.8, 5.10; 6.1, 6.2, 6.8, 6.10; 8.5, 8.6; 9.3; 11.1; 16.3, 16.5;



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ELLA.7A: infer multiple themes within and across texts using text evidence		
ELLA.7.8B: analyze how characters' qualities influence events and resolution of the conflict	1.10; 9.4, 9.5, 9.7; 10.5; 16.6;	4.2; 4.9; 4.12, 4.14, 4.15; 8.6; 9.3; 16.3, 16.5;
ELLA.7.8C: analyze plot elements, including the use of foreshadowing and suspense, to advance the plot	10.5; 16.6;	5.6, 5.8; 9.3; 16.3, 16.5;
ELLA.7.8D: analyze how the setting influences character and plot development		6.1, 6.2, 6.8, 6.10;

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ELLA.7.9: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.	Focus on Literary Texts: Group Lessons #1-17 Focus on Literary Texts: Individual Lessons #1-19 Focus on Informational Texts: Group Lesson #5 & 15 Focus on Informational Texts: Individual Lesson #3 & 15	
ELLA.7.10: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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.	1.2, 1.8, 1.10, 1.12; 2.9, 2.12, 2.13; 3.6, 3.8; 4.9; 5.2, 5.3; 6.2, 6.3; 7.2, 7.6, 7.7, 7.9; 8.1, 8.2, 8.4, 8.5; 9.2, 9.4, 9.5, 9.7; 10.4, 10.5, 10.6; 11.7; 12.4, 12.6; 13.1, 13.2, 13.3, 13.4, 13.6; 14.1, 14.5, 14.6; 15.8; 16.6	1.5, 1.7; 3.7; 4.2, 4.3, 4.8, 4.9, 4.12, 4.14; 5.2, 5.7, 5.8, 5.10; 6.8, 6.9, 6.10; 7.5, 7.6, 7.8, 7.9; 8.6, 8.7; 9.5; 10.2, 10.4, 10.6; 11.5; 12.9, 12.10; 14.1, 14.3, 14.4, 14.6; 15.4; 16.3, 16.5; 18.5;
ELLA.7.10A: Explain the author's purpose and message within a text.	1.12; 5.2, 5.3; 15.8;	3.7; 15.4;
ELLA.7.10B: Analyze how the use of text structure contributes to the author's purpose	1.12; 2.9, 2.12; 3.6, 3.8; 4.9; 8.5; 10.5, 10.6; 16.6	5.7, 5.8, 5.10; 7.5, 7.6, 7.8, 7.9; 9.5; 16.3, 16.5;
ELLA.7.10C: Analyze the author's use of print and graphic features to achieve specific purposes	1.2, 1.8, 1.10; 2.9, 2.12, 2.13; 3.8; 6.2, 6.3; 7.2, 7.6, 7.7, 7.9; 8.1, 8.2, 8.4, 8.5; 9.2, 9.4, 9.5, 9.7; 10.4; 14.1, 14.4, 14.5, 14.6;	1.5, 1.7; 4.2, 4.3; 5.2, 5.10; 6.8; 10.4; 14.1, 14.3, 14.4, 14.6; 16.3, 16.5; 18.5;
ELLA.7.10D: Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes		
ELLA.7.10E: Identify the use of literary devices, including subjective and objective point of view	13.4, 13.6; 16.6;	4.9; 6.8, 6.10; 7.5, 7.6, 7.8, 7.9; 8.6; 10.2, 10.6, 12.9, 12.10; 16.3, 16.5;
ELLA.7.10F: Analyze how the author's use of language contributes to mood, voice, and tone	6.3; 7.2; 9.5; 11.7; 12.4, 12.6; 13.2, 13.3, 13.4, 13.6; 16.6;	4.8, 4.12, 4.14; 6.8, 6.9, 6.10; 8.7; 10.2, 10.6; 11.5; 16.3; 16.5;
ELLA.7.10G: Explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations		

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ELLA.7.11: Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	1.8, 1.12, 1.13; 2.13; 3.4, 3.6, 3.8, 3.9; 4.1; 5.11; 7.9; 8.6; 9.2, 9.4, 9.7; 11.3, 11.4, 11.6, 11.7, 11.8; 12.2, 12.4, 12.5, 12.8, 12.10; 13.1, 13.3, 13.4; 15.5, 15.8; 16.4, 16.5, 16.6, 16.7; 17.3, 17.4, 17.5, 17.6;	3.6, 3.7, 3.8, 3.9; 4.9, 4.12, 4.14; 5.8, 5.10, 5.13; 6.8; 7.8, 7.9; 8.2, 8.5, 8.6, 8.7; 9.2, 9.3, 9.5; 10.4, 10.6; 11.1, 11.3, 11.4, 11.5; 12.2, 12.3, 12.4, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11; 13.3, 13.6, 13.7; 14.4; 15.4; 16.3, 16.4, 16.5, 16.8; 18.5; 19.2, 19.3, 19.4, 19.6;
ELLA.7.11A: 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	2.13; 3.6, 3.8; 4.1; 5.11; 8.6; 9.2, 9.4, 9.7;	3.6, 3.7; 4.9, 4.12, 4.14; 5.8, 5.10, 5.13; 6.8; 7.8, 7.9; 8.2, 8.5, 8.6; 9.2; 14.4; 15.4;
ELLA.7.11B: Develop drafts into a focused, structured, and coherent piece of writing by: ELLA.7.11B.i: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion ELLA.7.11B.ii: developing an engaging idea reflecting depth of thought with specific facts, details, and examples	1.12, 1.13; 3.8, 3.9; 4.1; 11.3, 11.7, 11.8; 12.8; 15.5, 15.8; 16.6;	3.8, 3.9; 4.9; 5.8; 7.8, 7.9; 8.2, 8.5, 8.6; 9.2, 9.5; 11.1; 14.4; 15.4; 16.3, 16.5;
ELLA.7.11C: Revise drafts for clarity, development, organization, style, word choice, and sentence variety	1.8; 3.4, 3.7, 3.9; 7.9; 11.6, 11.7, 11.8; 12.8, 12.10; 13.3, 13.4; 15.5, 15.8; 16.5, 16.6, 16.7;	3.8, 3.9; 8.7; 9.3, 9.5; 10.4, 10.6; 11.1, 11.3, 11.4, 11.5; 15.4; 16.3, 16.4, 16.5, 16.8;
ELLA.7.11D: Edit drafts using standard English conventions, including: ELLA.7.11D.i: complete simple, compound, and complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments ELLA.7.11D.ii: consistent, appropriate use of verb tenses ELLA.7.11D.iii: conjunctive adverbs ELLA.7.11D.iv: prepositions and prepositional phrases and their influence on subject-verb agreement ELLA.7.11D.v: pronoun-antecedent agreement ELLA.7.11D.vi: subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor ELLA.7.11D.vii: correct capitalization	1.8; 3.9; 7.9; 11.4, 11.7, 11.8; 12.2, 12.4, 12.5, 12.8, 12.10; 13.1, 13.3, 13.4; 15.5, 15.8; 16.4, 16.5, 16.6, 16.7; 17.3;	3.8, 3.9; 8.7; 9.5; 10.4, 10.6; 11.1, 11.5; 12.2, 12.3, 12.4, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11; 13.3, 13.6, 13.7; 15.4; 16.3, 16.4, 16.5, 16.8;

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<p>ELLA.7.11D.viii: punctuation, including commas to set off words, phrases, and clauses and semicolons</p> <p>ELLA.7.11D.ix: correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too</p>		
ELLA.7.11E: Publish written work for appropriate audiences	17.3, 17.4, 17.5;	18.5; 19.2;

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ELLA.7.12: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. <i>The student uses genre characteristics and craft to compose multiple texts that are meaningful.</i>	1.8, 1.12, 1.13; 2.13; 3.6, 3.7, 3.8, 3.9; 5.11; 11.7, 11.8; 12.8, 12.10; 13.4; 14.1, 14.4, 14.7; 15.5, 15.8; 16.5, 16.6, 16.7;	3.6, 3.8, 3.9; 4.9, 4.12, 4.14; 5.8, 5.10, 5.13; 6.8; 7.8, 7.9; 8.2, 8.5, 8.6, 8.7; 9.2, 9.5; 10.4; 11.1, 11.4, 11.5; 12.11; 13.7; 14.1, 14.4, 14.6; 15.4; 16.2, 16.4, 16.8; 19.3, 19.4;
ELLA.7.12A: Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	1.8, 1.12, 1.13; 2.13; 3.6, 3.7, 3.8, 3.9; 11.7, 11.8; 12.8, 12.10; 13.4; 14.1, 14.4, 14.7; 16.5, 16.6, 16.7;	4.9, 4.12, 4.14; 5.8, 5.10, 5.13; 6.8; 7.8, 7.9; 8.2, 8.5, 8.6, 8.7; 9.2, 9.5; 10.4; 11.1, 11.4, 11.5; 12.11; 13.7; 14.1, 14.4, 14.6; 16.2, 16.4, 16.8; 19.3, 19.4;
ELLA.7.12B: Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft	5.11; 15.5, 15.8;	3.6, 3.8, 3.9; 15.4;
ELLA.7.12C: Compose multi-paragraph argumentative texts using genre characteristics and craft		
ELLA.7.12D: Compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure		
ELLA.7.13: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. <i>The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.</i>		

ELLA GRADE 8		
Grade 8 Texas Essential Knowledge and Skills English Language Learners Arts (ELLA), Grade 8, 128.23	The first number denotes the Write Brain lesson. The second number denotes the step in the lesson.	
	Class Authoring	Group Authoring
ELLA.8.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.	Reading aloud their writing: 1.13; 4.1; 7.10; 13.5; 17.2;	Reading aloud their writing: 4.8; 9.4; 10.8, 10.10; 11.1; 16.1; 17.5; 17.6; 18.2, 18.5;
ELLA.8.1A: Listen actively to interpret a message by summarizing, asking questions, and making comments	1.4, 1.7, 1.9, 1.11, 1.13; 2.1, 2.5, 2.9, 2.12; 3.6; 5.2, 5.7; 7.6, 7.7; 8.4; 9.7; 10.4, 10.5; 14.4, 14.5; 16.7; 17.6;	1.1; 2.4, 2.7, 3.7; 4.14; 5.2, 5.6, 5.12; 6.4, 6.10; 7.5, 7.6, 7.8, 7.9; 8.4, 8.5; 9.2, 9.5; 10.2, 10.6, 10.9; 11.2, 11.3; 12.3; 13.3; 14.1, 14.2, 14.6; 15.2; 16.6, 16.7; 19.1, 19.3, 19.4;
ELLA.8.1B: Follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems		1.5
ELLA.8.1C: Give an organized presentation with a specific point of view	4.2, 4.7; 17.4;	2.7; 17.6; 18.2, 18.5;
ELLA.8.1D: 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: 4.2, 4.7; 17.4;	Working on presentation skills: 2.7; 17.3, 17.4, 17.5, 17.6; 18.2, 18.5;
ELLA.8.1E: Participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues	1.13; 2.1, 2.5, 2.12; 5.11; 6.5; 7.6, 7.7, 7.9; 8.7; 9.7; 10.4, 10.5; 11.5, 11.8; 12.6; 14.4, 14.5, 14.7; 15.8; 16.7, 16.8; 17.6;	1.1, 1.10; 2.4, 2.7, 2.9; 3.3, 3.7, 3.8; 4.14; 5.4, 5.6, 5.12; 6.4, 6.10; 7.5, 7.6, 7.8, 7.9; 8.2, 8.4, 8.5; 9.2, 9.5; 10.2, 10.6, 11.4, 11.5; 12.11; 14.4; 15.4; 16.4, 16.8; 17.2, 19.4, 19.6;
ELLA.8.1F: Develop social communication and produce oral language in contextualized and purposeful ways	2.2, 2.3, 2.5, 2.12; 7.6, 7.9;	2.6, 2.7; 3.3; 4.14; 7.8, 7.9; 8.5; 9.5; 10.6; 11.5; 12.3, 12.11; 15.4; 17.2, 17.5; 19.5, 19.6;

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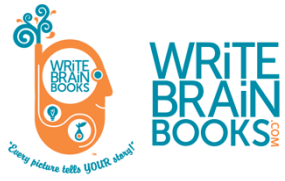
ELLA.8.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.	1.8; 2.5; 12.8; 13.4; 16.6;	1.8; 3.8, 3.9; 4.9, 4.12; 5.6, 5.10, 5.13; 6.8; 7.8, 7.9; 9.5; 10.4; 11.1, 11.5; 12.11; 15.4; 16.3, 16.5; 19.6;
ELLA.8.2A: Demonstrate and apply phonetic knowledge.	16.6;	16.3, 16.5;
ELLA.8.2B: Write complete words, thoughts, and answers legibly.	1.8; 2.5; 12.8; 13.4; 16.6;	1.8; 3.8, 3.9; 4.9, 4.12; 5.6, 5.10, 5.13; 6.8; 7.8, 7.9; 9.5; 10.4; 11.1, 11.5; 12.11; 15.4; 16.3, 16.5; 19.6;

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ELLA.8.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.	1.6; 2.5; 4.9; 5.3; 7.1, 7.2; 8.5; 9.1; 12.5; 13.2, 13.3, 13.4, 13.6;	1.1, 1.10; 2.5, 2.10; 3.2; 4.6; 5.5; 6.9; 7.1, 7.2; 8.7; 10.2, 10.6; 19.6;
ELLA.8.4: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension.	2.5; 12.5; 17.4;	10.8, 10.10; 11.1; 12.6; 16.1; 17.5, 17.6; 18.2, 18.5; 19.6;
ELLA.8.5: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently.		
ELLA.8.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	1.2, 1.8, 1.9, 1.13; 2.9, 2.12, 2.13; 3.6, 3.8; 5.1; 6.2; 7.6, 7.7, 7.9; 8.1, 8.2, 8.4, 8.5; 9.2, 9.4, 9.5, 9.7; 10.4, 10.5; 12.1; 13.1, 13.6; 14.1, 14.6; 15.6; 16.1, 16.6;	1.5, 1.7; 2.7, 2.13; 3.1; 4.2, 4.3, 4.12, 4.14; 5.2, 5.6, 5.10; 6.1, 6.2, 6.8; 7.2, 7.3, 7.5, 7.6, 7.8, 7.9; 8.3; 10.1, 10.4; 11.2, 11.3; 15.1; 18.5;
ELLA.8.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	1.2, 1.7, 1.8, 1.9, 1.13; 2.9, 2.12, 2.13; 3.6, 3.8; 7.6, 7.7, 7.9; 8.2, 8.4, 8.5; 9.2, 9.4, 9.5, 9.7; 10.4, 10.5; 14.5, 14.6; 16.6;	1.8; 2.7; 4.2, 4.3, 4.9, 4.12, 4.14; 5.2, 5.6, 5.10; 6.8; 7.5, 7.6, 7.8, 7.9; 10.2, 10.4; 11.2, 11.3; 15.2; 18.5;
ELLA.8.8: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	1.3, 1.4, 1.7, 1.9, 1.10, 1.12, 1.13; 2.9, 2.12, 2.13; 3.6, 3.7, 3.8; 6.2; 7.7, 7.9; 8.3, 8.4; 9.4, 9.5, 9.7; 10.5; 12.1; 16.6;	2.13; 4.2, 4.3, 4.9, 4.12, 4.14, 4.15; 5.2, 5.6, 5.8, 5.10; 6.1, 6.2, 6.8, 6.10; 8.5, 8.6; 9.3; 11.1; 16.3, 16.5;
ELLA.8.8A: Analyze how themes are developed through the interaction of characters and events		

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ELLA.8.8B: Analyze how characters' motivations and behaviors influence events and resolution of the conflict	1.10; 9.4, 9.5, 9.7; 10.5; 16.6;	4.2; 4.9; 4.12, 4.14, 4.15; 8.6; 9.3; 16.3, 16.5;
ELLA.8.8C: Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development	10.5; 16.6;	5.6, 5.8; 9.3; 16.3, 16.5;
ELLA.8.8D: Explain how the setting influences the values and beliefs of characters		6.1, 6.2, 6.8, 6.10;

English Language Learners Arts (ELLA), Grade 8, 128.23	Class Authoring	Group Authoring
ELLA.8.9: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.	Focus on Literary Texts: Group Lessons #1-17 Focus on Literary Texts: Individual Lessons #1-19 Focus on Informational Texts: Group Lesson #5 & 15 Focus on Informational Texts: Individual Lesson #3 & 15	
ELLA.8.10: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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.	1.2, 1.8, 1.10, 1.12; 2.9, 2.12, 2.13; 3.6, 3.8; 4.9; 5.2, 5.3; 6.2, 6.3; 7.2, 7.6, 7.7, 7.9; 8.1, 8.2, 8.4, 8.5; 9.2, 9.4, 9.5, 9.7; 10.4, 10.5, 10.6; 11.7; 12.4, 12.6; 13.1, 13.2, 13.3, 13.4, 13.6; 14.1, 14.5, 14.6; 15.8; 16.6	1.5, 1.7; 3.7; 4.2, 4.3, 4.8, 4.9, 4.12, 4.14; 5.2, 5.7, 5.8 5.10; 6.8, 6.9, 6.10; 7.5, 7.6, 7.8, 7.9; 8.6, 8.7; 9.5; 10.2, 10.4, 10.6; 11.5; 12.9, 12.10; 14.1, 14.3, 14.4, 14.6; 15.4; 16.3, 16.5; 18.5;
ELLA.8.10A: Explain the author's purpose and message within a text.	1.12; 5.2, 5.3; 15.8;	3.7; 15.4;
ELLA.8.10B: Analyze how the use of text structure contributes to the author's purpose	1.12; 2.9, 2.12; 3.6, 3.8; 4.9; 8.5; 10.5, 10.6; 16.6	5.7, 5.8, 5.10; 7.5, 7.6, 7.8, 7.9; 9.5; 16.3, 16.5;
ELLA.8.10C: Analyze the author's use of print and graphic features to achieve specific purposes	1.2, 1.8, 1.10; 2.9, 2.12, 2.13; 3.8; 6.2, 6.3; 7.2, 7.6, 7.7, 7.9; 8.1, 8.2, 8.4, 8.5; 9.2, 9.4, 9.5, 9.7; 10.4; 14.1, 14.4, 14.5, 14.6;	1.5, 1.7; 4.2, 4.3; 5.2, 5.10; 6.8; 10.4; 14.1, 14.3, 14.4, 14.6; 16.3, 16.5; 18.5;
ELLA.8.10D: Describe how the author's use of figurative language such as extended metaphor achieves specific purposes.		
ELLA.8.10E: Identify the use of literary devices, including multiple points of view and irony.	13.4, 13.6; 16.6;	4.9; 6.8, 6.10; 7.5, 7.6, 7.8, 7.9; 8.6; 10.2, 10.6, 12.9, 12.10; 16.3, 16.5;
ELLA.8.10F: Analyze how the author's use of language contributes to mood, voice, and tone	6.3; 7.2; 9.5; 11.7; 12.4, 12.6; 13.2, 13.3, 13.4, 13.6; 16.6;	4.8, 4.12, 4.14; 6.8, 6.9, 6.10; 8.7; 10.2, 10.6; 11.5; 16.3; 16.5;
ELLA.8.10G: Explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning		



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English Language Learners Arts (ELLA), Grade 8, 128.23	Class Authoring	Group Authoring
ELLA.8.11: Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	1.8, 1.12, 1.13; 2.13; 3.4, 3.6, 3.8, 3.9; 4.1; 5.11; 7.9; 8.6; 9.2, 9.4, 9.7; 11.3, 11.4, 11.6, 11.7, 11.8; 12.2, 12.4, 12.5, 12.8, 12.10; 13.1, 13.3, 13.4; 15.5, 15.8; 16.4, 16.5, 16.6, 16.7; 17.3, 17.4, 17.5, 17.6;	3.6, 3.7, 3.8, 3.9; 4.9, 4.12, 4.14; 5.8, 5.10, 5.13; 6.8; 7.8, 7.9; 8.2, 8.5, 8.6, 8.7; 9.2, 9.3, 9.5; 10.4, 10.6; 11.1, 11.3, 11.4, 11.5; 12.2, 12.3, 12.4, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11; 13.3, 13.6, 13.7; 14.4; 15.4; 16.3, 16.4, 16.5, 16.8; 18.5; 19.2, 19.3, 19.4, 19.6;
ELLA.8.11A: 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	2.13; 3.6, 3.8; 4.1; 5.11; 8.6; 9.2, 9.4, 9.7;	3.6, 3.7; 4.9, 4.12, 4.14; 5.8, 5.10, 5.13; 6.8; 7.8, 7.9; 8.2, 8.5, 8.6; 9.2; 14.4; 15.4;
ELLA.8.11B: Develop drafts into a focused, structured, and coherent piece of writing by: ELLA.8.11B.i: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion ELLA.8.11B.ii: developing an engaging idea reflecting depth of thought with specific facts, details, and examples	1.12, 1.13; 3.8, 3.9; 4.1; 11.3, 11.7, 11.8; 12.8; 15.5, 15.8; 16.6;	3.8, 3.9; 4.9; 5.8; 7.8, 7.9; 8.2, 8.5, 8.6; 9.2, 9.5; 11.1; 14.4; 15.4; 16.3, 16.5;
ELLA.8.11C: Revise drafts for clarity, development, organization, style, word choice, and sentence variety.	1.8; 3.4, 3.7, 3.9; 7.9; 11.6, 11.7, 11.8; 12.8, 12.10; 13.3, 13.4; 15.5, 15.8; 16.5, 16.6, 16.7;	3.8, 3.9; 8.7; 9.3, 9.5; 10.4, 10.6; 11.1, 11.3, 11.4, 11.5; 15.4; 16.3, 16.4, 16.5, 16.8;
ELLA.8.11D: Edit drafts using standard English conventions, including: ELLA.8.11D.i: complete simple, compound, and complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments ELLA.8.11D.ii: consistent, appropriate use of verb tenses and active and passive voice ELLA.8.11D.iii: conjunctive adverbs ELLA.8.11D.iv: prepositions and prepositional phrases and their influence on subject-verb agreement ELLA.8.11D.v: pronoun-antecedent agreement ELLA.8.11D.vi: subordinating conjunctions to form complex sentences ELLA.8.11D.vii: correct capitalization ELLA.8.11D.viii: punctuation, including commas in nonrestrictive phrases and clauses,	1.8; 3.9; 7.9; 11.4, 11.7, 11.8; 12.2, 12.4, 12.5, 12.8, 12.10; 13.1, 13.3, 13.4; 15.5, 15.8; 16.4, 16.5, 16.6, 16.7; 17.3;	3.8, 3.9; 8.7; 9.5; 10.4, 10.6; 11.1, 11.5; 12.2, 12.3, 12.4, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11; 13.3, 13.6, 13.7; 15.4; 16.3, 16.4, 16.5, 16.8;

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semicolons, colons, and parentheses ELLA.8.11D.ix: correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too		
ELLA.8.11E: Publish written work for appropriate audiences	17.3, 17.4, 17.5;	18.5; 19.2;

English Language Learners Arts (ELLA), Grade 8, 128.23	Class Authoring	Group Authoring
ELLA.8.12: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.	1.8, 1.12, 1.13; 2.13; 3.6, 3.7, 3.8, 3.9; 5.11; 11.7, 11.8; 12.8, 12.10; 13.4; 14.1, 14.4, 14.7; 15.5, 15.8; 16.5, 16.6, 16.7;	3.6, 3.8, 3.9; 4.9, 4.12, 4.14; 5.8, 5.10, 5.13; 6.8; 7.8, 7.9; 8.2, 8.5, 8.6, 8.7; 9.2, 9.5; 10.4; 11.1, 11.4, 11.5; 12.11; 13.7; 14.1, 14.4, 14.6; 15.4; 16.2, 16.4, 16.8; 19.3, 19.4;
ELLA.8.12A: Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	1.8, 1.12, 1.13; 2.13; 3.6, 3.7, 3.8, 3.9; 11.7, 11.8; 12.8, 12.10; 13.4; 14.1, 14.4, 14.7; 16.5, 16.6, 16.7;	4.9, 4.12, 4.14; 5.8, 5.10, 5.13; 6.8; 7.8, 7.9; 8.2, 8.5, 8.6, 8.7; 9.2, 9.5; 10.4; 11.1, 11.4, 11.5; 12.11; 13.7; 14.1, 14.4, 14.6; 16.2, 16.4, 16.8; 19.3, 19.4;
ELLA.8.12B: Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft	5.11; 15.5, 15.8;	3.6, 3.8, 3.9; 15.4;
ELLA.8.12C: Compose multi-paragraph argumentative texts using genre characteristics and craft		
ELLA.8.12D: Compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure		
ELLA.8.13: 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.		

ESOL I		
Texas Essential Knowledge and Skills English 1 for Speakers of Other Languages (ESOL I), 128.34	The first number denotes the Write Brain lesson. The second number denotes the step in the lesson.	
	Class Authoring	Group Authoring
EL.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. <i>The student develops oral language through listening, speaking, and discussion.</i>	Reading aloud their writing: 1.13; 4.1; 7.10; 13.5; 17.2;	Reading aloud their writing: 4.8; 9.4; 10.8, 10.10; 11.1; 16.1; 17.5; 17.6; 18.2, 18.5;
EL.1A: engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes	1.4, 1.7, 1.9, 1.11, 1.13; 2.1, 2.5, 2.9, 2.12; 3.6; 5.7, 5.7; 7.6, 7.7, 7.9; 8.4; 9.7; 10.4, 10.5; 12.6; 14.4, 14.5; 15.8; 16.7; 17.6;	1.1; 2.4, 2.7; 3.7; 4.14; 5.2, 5.6, 5.12; 6.4, 6.10; 7.5, 7.6, 7.8, 7.9; 8.4, 8.5; 9.2, 9.5; 10.2, 10.6, 10.9; 11.2, 11.3; 12.3; 13.3; 14.1, 14.2, 14.4, 14.6; 15.2, 15.4; 16.6, 16.7; 19.1, 19.3, 19.4;
EL.1B: share prior knowledge with peers and others to facilitate communication	1.11; 2.2, 2.3, 2.9, 2.12; 3.6; 9.4; 14.5	1.1; 2.6, 2.7;
EL.1C: follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes		1.5;
EL.1D: give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and increasing mastery of conventions of language to communicate ideas effectively	Working on presentation skills: 4.2, 4.7; 17.4;	Working on presentation skills: 2.7; 17.3, 17.4, 17.5, 17.6; 18.2, 18.5;
EL.1E: participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making	1.13; 2.1, 2.5, 2.12; 5.11; 7.7, 7.9; 8.7; 11.5; 14.7; 15.8; 16.8; 17.6;	1.10; 2.9; 3.3, 3.8; 4.14; 5.4, 5.12; 6.10; 7.8, 7.9; 8.2, 8.5; 9.2, 9.5; 10.6; 11.4, 11.5; 12.11; 14.4; 15.4; 16.4, 16.8; 17.2, 17.5; 19.4, 19.6;
EL.1F: develop social communication and produce oral language in contextualized and purposeful ways	2.2, 2.3, 2.5, 2.12; 7.6, 7.9;	2.6, 2.7; 3.3; 4.14; 7.8, 7.9; 8.5; 9.5; 10.6; 11.5; 12.3, 12.11; 15.4; 17.2,

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		17.5; 19.5, 19.6;
El.1G: conduct an interview, including social and informative		

English 1 for Speakers of Other Languages (ESOL I), 128.34	Class Authoring	Group Authoring
El.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.	1.8; 2.5; 12.8; 13.4; 16.6;	1.8; 3.8, 3.9; 4.9, 4.12; 5.6, 5.10, 5.13; 6.8; 7.8, 7.9; 9.5; 10.4; 11.1, 11.5; 12.11; 15.4; 16.3, 16.5; 19.6;
El.2A: acquire, demonstrate, and apply phonetic knowledge	16.6;	16.3, 16.5;
El.2B: write complete words, thoughts, and answers legibly	1.8; 2.5; 12.8; 13.4; 16.6;	1.8; 3.8, 3.9; 4.9, 4.12; 5.6, 5.10, 5.13; 6.8; 7.8, 7.9; 9.5; 10.4; 11.1, 11.5; 12.11; 15.4; 16.3, 16.5; 19.6;
El.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.	1.6; 2.5; 4.9; 5.3; 7.1, 7.2; 8.5; 9.1; 12.5; 13.2, 13.3, 13.4, 13.6;	1.1, 1.10; 2.5, 2.10; 3.2; 4.6; 5.5; 6.9; 7.1, 7.2; 8.7; 10.2, 10.6; 19.6;
El.4: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension.	2.5; 12.5; 17.4;	10.8, 10.10; 11.1; 12.6; 16.1; 17.5, 17.6; 18.2, 18.5; 19.6;
El.5: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently.		
El.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	1.2, 1.8, 1.9, 1.13; 2.9, 2.12, 2.13; 3.6, 3.8; 5.1; 6.2; 7.6, 7.7, 7.9; 8.1, 8.2, 8.4, 8.5; 9.2, 9.4, 9.5, 9.7; 10.4, 10.5; 12.1; 13.1, 13.6; 14.1, 14.6; 15.6; 16.1, 16.6;	1.5, 1.7; 2.7, 2.13; 3.1; 4.2, 4.3, 4.12, 4.14; 5.2, 5.6, 5.10; 6.1, 6.2, 6.8; 7.2, 7.3, 7.5, 7.6, 7.8, 7.9; 8.3; 10.1, 10.4; 11.2, 11.3; 15.1; 18.5;
El.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	1.2, 1.7, 1.8, 1.9, 1.13; 2.9, 2.12, 2.13; 3.6, 3.8; 7.6, 7.7, 7.9; 8.2, 8.4, 8.5; 9.2, 9.4, 9.5, 9.7; 10.4, 10.5; 14.5, 14.6; 16.6;	1.8; 2.7; 4.2, 4.3, 4.9, 4.12, 4.14; 5.2, 5.6, 5.10; 6.8; 7.5, 7.6, 7.8, 7.9; 10.2, 10.4; 11.2, 11.3; 15.2; 18.5;

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El.8: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	1.3, 1.4, 1.7, 1.9, 1.10, 1.12, 1.13; 2.9, 2.12, 2.13; 3.6, 3.7, 3.8; 6.2; 7.7, 7.9; 8.3, 8.4; 9.4, 9.5, 9.7; 10.5; 12.1; 16.6;	2.13; 4.2, 4.3, 4.9, 4.12, 4.14, 4.15; 5.2, 5.6, 5.8, 5.10; 6.1, 6.2, 6.8, 6.10; 8.5, 8.6; 9.3; 11.1; 16.3, 16.5;
El.8A: identify and analyze how themes are developed through characterization and plot in a variety of literary texts		
El.8B: identify and analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils	1.10; 9.4, 9.5, 9.7; 10.5; 16.6;	4.2, 4.3; 4.9; 4.12, 4.14, 4.15; 8.6; 9.3; 16.3, 16.5;
El.8C: identify and analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development	10.5; 16.6;	5.6, 5.8; 9.3; 16.3, 16.5;
El.8D: identify and analyze how the setting influences the theme		6.1, 6.2, 6.8, 6.10;

English 1 for Speakers of Other Languages (ESOL I), 128.34	Class Authoring	Group Authoring
El.9: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.	Focus on Literary Texts: Group Lessons #1-17 Focus on Literary Texts: Individual Lessons #1-19 Focus on Informational Texts: Group Lesson #5 & 15 Focus on Informational Texts: Individual Lesson #3 & 15	
El.10: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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.	1.2, 1.8, 1.10, 1.12; 2.9, 2.12, 2.13; 3.6, 3.8; 4.9; 5.2, 5.3, 5.7, 5.11; 6.2, 6.3; 7.2, 7.6, 7.7, 7.9; 8.1, 8.2, 8.4, 8.5; 9.2, 9.4, 9.5, 9.7; 10.4, 10.5, 10.6; 11.7; 12.4, 12.6; 13.1, 13.2, 13.3, 13.4, 13.6; 14.1, 14.5, 14.6; 15.5, 15.8; 16.6	1.5, 1.7; 3.6, 3.7; 4.2, 4.3, 4.8, 4.9, 4.12, 4.14; 5.2, 5.7, 5.8 5.10; 6.8, 6.9, 6.10; 7.5, 7.6, 7.8, 7.9; 8.6, 8.7; 9.5; 10.2, 10.4, 10.6; 11.5; 12.9, 12.10; 14.1, 14.3, 14.4, 14.6; 15.4; 16.3, 16.5; 18.5;
El.10A: identify and analyze the author's purpose, audience, and message within a text	1.12; 5.2, 5.3, 5.7, 5.11; 15.5, 15.8;	3.6, 3.7; 15.4
El.10B: identify and analyze use of text structure to achieve the author's purpose	1.12; 2.9, 2.12; 3.6, 3.8; 4.9; 8.5; 10.5, 10.6; 16.6	5.7, 5.8, 5.10; 7.5, 7.6, 7.8, 7.9; 9.5; 16.3, 16.5;
El.10C: identify and evaluate the author's use of print and graphic features to achieve specific	1.2, 1.8, 1.10; 2.9, 2.12, 2.13; 3.8; 6.2, 6.3; 7.2, 7.6, 7.7, 7.9; 8.1, 8.2, 8.4,	1.5, 1.7; 4.2, 4.3; 5.2, 5.10; 6.8; 10.4; 14.1, 14.3, 14.4, 14.6; 16.3, 16.5;

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purposes	8.5; 9.2, 9.4, 9.5, 9.7; 10.4; 14.1, 14.4, 14.5, 14.6;	18.5;
EL.10D: identify and analyze how the author's use of language achieves specific purposes	9.5; 11.7; 13.2, 13.3, 13.4, 13.6; 16.6;	6.8, 6.9, 6.10; 8.7; 10.2, 10.6; 11.5; 16.3, 16.5;
EL.10E: identify and analyze the use of literary devices such as irony and oxymoron to achieve specific purposes	13.4, 13.6; 16.6	4.9; 6.8, 6.10; 7.5, 7.6, 7.8, 7.9; 8.6; 10.2, 10.6, 12.9, 12.10; 16.3, 16.5;
EL.10F: identify and analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	2.2, 2.3, 2.5, 2.12; 7.6, 7.9; 13.2, 13.3, 13.4, 13.6;	2.6, 2.7; 3.3; 4.14; 7.8, 7.9; 8.5; 9.5; 10.6; 11.5; 12.3, 12.11; 15.4; 17.2, 17.5; 19.5, 19.6;
EL.10G: identify and analyze the use of rhetorical devices, including allusion, repetition, appeals, and rhetorical questions		
EL.10H: identify and explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments		

English 1 for Speakers of Other Languages (ESOL I), 128.34	Class Authoring	Group Authoring
El.11: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	1.8, 1.12, 1.13; 2.13; 3.4, 3.6, 3.8, 3.9; 4.1; 5.11; 7.9; 8.6; 9.2, 9.4, 9.5, 9.7; 11.3, 11.4, 11.6, 11.7, 11.8; 12.2, 12.4, 12.5, 12.8, 12.10; 13.1, 13.3, 13.4; 15.5, 15.8; 16.4, 16.5, 16.6, 16.7; 17.3, 17.4, 17.5, 17.6;	3.6, 3.7, 3.8, 3.9; 4.9, 4.12, 4.14; 5.8, 5.10, 5.13; 6.8, 6.10; 7.8, 7.9; 8.2, 8.5, 8.6, 8.7; 9.2, 9.3, 9.5; 10.4, 10.6; 11.1, 11.3, 11.4, 11.5; 12.2, 12.3, 12.4, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11; 13.3, 13.6, 13.7; 14.4; 15.4; 16.3, 16.4, 16.5, 16.8; 18.5; 19.2, 19.3, 19.4, 19.6;
El.11A: plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing	2.13; 3.6, 3.8; 4.1; 5.11; 8.6; 9.2, 9.4, 9.7;	3.6, 3.7; 4.9, 4.12, 4.14; 5.8, 5.10, 5.13; 6.8; 7.8, 7.9; 8.2, 8.5, 8.6; 9.2; 14.4; 15.4;
El.11B: develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: El.11B.i: using an organizing structure appropriate to purpose, audience, topic, and context El.11B.ii: developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	1.12, 1.13; 3.8, 3.9; 4.1; 11.3, 11.7, 11.8; 12.8; 15.5, 15.8; 16.6;	3.8, 3.9; 4.9; 5.8; 7.8, 7.9; 8.2, 8.5, 8.6; 9.2, 9.5; 11.1; 14.4; 15.4; 16.3, 16.5;
El.11C: revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses	1.8; 3.4, 3.7, 3.9; 7.9; 11.6, 11.7, 11.8; 12.8, 12.10; 13.3, 13.4; 15.5, 15.8; 16.5, 16.6, 16.7;	3.8, 3.9; 8.7; 9.3, 9.5; 10.4, 10.6; 11.1, 11.3, 11.4, 11.5; 15.4; 16.3, 16.4, 16.5, 16.8;
El.11D: edit drafts using standard English conventions, including: El.11D.i: a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments El.11D.ii: consistent, appropriate use of verb tense and active and passive voice El.11D.iii: subject-verb agreement El.11D.iv: pronoun-antecedent agreement El.11D.v: apostrophes to show possession El.11D.vi: accurate usage of homonyms El.11D.vii: correct capitalization El.11D.viii: punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate El.11D.ix: correct spelling, including abbreviations	1.8; 3.9; 7.9; 11.4, 11.7, 11.8; 12.2, 12.4, 12.5, 12.8, 12.10; 13.1, 13.3, 13.4; 15.5, 15.8; 16.4, 16.5, 16.6, 16.7; 17.3;	3.8, 3.9; 8.7; 9.5; 10.4, 10.6; 11.1, 11.5; 12.2, 12.3, 12.4, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11; 13.3, 13.6, 13.7; 15.4; 16.3, 16.4, 16.5, 16.8;

El.11E: use sentence-combining techniques to create an increasingly complex variety of sentence structures and lengths	1.8; 7.9; 11.7; 12.8;	10.4;
El.11F: develop voice	9.5; 11.7; 12.8; 13.4; 16.6;	6.8, 6.10; 8.7; 10.6; 11.5; 16.3; 16.5;
El.11G: publish written work for appropriate audiences	17.3, 17.4, 17.5;	18.5; 19.2;

English 1 for Speakers of Other Languages (ESOL I), 128.34	Class Authoring	Group Authoring
El.12: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. <i>The student uses genre characteristics and craft to compose multiple texts that are meaningful.</i>	1.8, 1.12, 1.13; 2.13; 3.6, 3.7, 3.8, 3.9; 5.11; 11.7, 11.8; 12.8, 12.10; 13.4; 14.1, 14.4, 14.7; 15.5, 15.8; 16.5, 16.6, 16.7;	3.6, 3.8, 3.9; 4.9, 4.12, 4.14; 5.8, 5.10, 5.13; 6.8; 7.8, 7.9; 8.2, 8.5, 8.6, 8.7; 9.2, 9.5; 10.4; 11.1, 11.4, 11.5; 12.11; 13.7; 14.1, 14.4, 14.6; 15.4; 16.2, 16.4, 16.8; 19.3, 19.4;
El.12A: compose literary texts such as fiction and poetry using genre characteristics and craft	1.8, 1.12, 1.13; 2.13; 3.6, 3.7, 3.8, 3.9; 11.7, 11.8; 12.8, 12.10; 13.4; 14.1, 14.4, 14.7; 16.5, 16.6, 16.7;	4.9, 4.12, 4.14; 5.8, 5.10, 5.13; 6.8; 7.8, 7.9; 8.2, 8.5, 8.6, 8.7; 9.2, 9.5; 10.4; 11.1, 11.4, 11.5; 12.11; 13.7; 14.1, 14.4, 14.6; 16.2, 16.4, 16.8; 19.3, 19.4;
El.12B: compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft	5.11; 15.5, 15.8;	3.6, 3.8, 3.9; 15.4;
El.12C: compose argumentative texts using genre characteristics and craft		
El.12D: compose correspondence in a professional or friendly structure		
El.13: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. <i>The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.</i>		

ESOL II		
Texas Essential Knowledge and Skills English 2 for Speakers of Other Languages (ESOL II), 128.35	The first number denotes the Write Brain lesson. The second number denotes the step in the lesson.	
	Class Authoring	Group Authoring
<i>ELL.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.</i>	Reading aloud their writing: 1.13; 4.1; 7.10; 13.5; 17.2;	Reading aloud their writing: 4.8; 9.4; 10.8, 10.10; 11.1; 16.1; 17.5; 17.6; 18.2, 18.5;
ELL.1A: engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes	1.4, 1.7, 1.9, 1.11, 1.13; 2.1, 2.5, 2.9, 2.12; 3.6; 5.7, 5.7; 7.6, 7.7, 7.9; 8.4; 9.7; 10.4, 10.5; 12.6; 14.4, 14.5; 15.8; 16.7; 17.6;	1.1; 2.4, 2.7; 3.7; 4.14; 5.2, 5.6, 5.12; 6.4, 6.10; 7.5, 7.6, 7.8, 7.9; 8.4, 8.5; 9.2, 9.5; 10.2, 10.6, 10.9; 11.2, 11.3; 12.3; 13.3; 14.1, 14.2, 14.4, 14.6; 15.2, 15.4; 16.6, 16.7; 19.1, 19.3, 19.4;
ELL.1B: share prior knowledge with peers and others to facilitate communication	1.11; 2.2, 2.3, 2.9, 2.12; 3.6; 9.4; 14.5	1.1; 2.6, 2.7;
ELL.1C: follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes		1.5;
ELL.1D: give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and increasing mastery of conventions of language to communicate ideas effectively	Working on presentation skills: 4.2, 4.7; 17.4;	Working on presentation skills: 2.7; 17.3, 17.4, 17.5, 17.6; 18.2, 18.5;
ELL.1E: participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making	1.13; 2.1, 2.5, 2.12; 5.11; 7.7, 7.9; 8.7; 11.5; 14.7; 15.8; 16.8; 17.6;	1.10; 2.9; 3.3, 3.8; 4.14; 5.4, 5.12; 6.10; 7.8, 7.9; 8.2, 8.5; 9.2, 9.5; 10.6; 11.4, 11.5; 12.11; 14.4; 15.4; 16.4, 16.8; 17.2, 17.5; 19.4, 19.6;



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EII.1F: develop social communication and produce oral language in contextualized and purposeful ways	2.2, 2.3, 2.5, 2.12; 7.6, 7.9;	2.6, 2.7; 3.3; 4.14; 7.8, 7.9; 8.5; 9.5; 10.6; 11.5; 12.3, 12.11; 15.4; 17.2, 17.5; 19.5, 19.6;
EII.1G: listen and respond to critique from peers after an oral presentation		

English 2 for Speakers of Other Languages (ESOL II), 128.35	Class Authoring	Group Authoring
ELL.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.	1.8; 2.5; 12.8; 13.4; 16.6;	1.8; 3.8, 3.9; 4.9, 4.12; 5.6, 5.10, 5.13; 6.8; 7.8, 7.9; 9.5; 10.4; 11.1, 11.5; 12.11; 15.4; 16.3, 16.5; 19.6;
ELL.2A: demonstrate and apply phonetic knowledge	16.6;	16.3, 16.5;
ELL.2B: write complete words, thoughts, and answers legibly	1.8; 2.5; 12.8; 13.4; 16.6;	1.8; 3.8, 3.9; 4.9, 4.12; 5.6, 5.10, 5.13; 6.8; 7.8, 7.9; 9.5; 10.4; 11.1, 11.5; 12.11; 15.4; 16.3, 16.5; 19.6;
ELL.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.	1.6; 2.5; 4.9; 5.3; 7.1, 7.2; 8.5; 9.1; 12.5; 13.2, 13.3, 13.4, 13.6;	1.1, 1.10; 2.5, 2.10; 3.2; 4.6; 5.5; 6.9; 7.1, 7.2; 8.7; 10.2, 10.6; 19.6;
ELL.4: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension.	2.5; 12.5; 17.4;	10.8, 10.10; 11.1; 12.6; 16.1; 17.5, 17.6; 18.2, 18.5; 19.6;
ELL.5: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently.		
ELL.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	1.2, 1.8, 1.9, 1.13; 2.9, 2.12, 2.13; 3.6, 3.8; 5.1; 6.2; 7.6, 7.7, 7.9; 8.1, 8.2, 8.4, 8.5; 9.2, 9.4, 9.5, 9.7; 10.4, 10.5; 12.1; 13.1, 13.6; 14.1, 14.6; 15.6; 16.1, 16.6;	1.5, 1.7; 2.7, 2.13; 3.1; 4.2, 4.3, 4.12, 4.14; 5.2, 5.6, 5.10; 6.1, 6.2, 6.8; 7.2, 7.3, 7.5, 7.6, 7.8, 7.9; 8.3; 10.1, 10.4; 11.2, 11.3; 15.1; 18.5;
ELL.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	1.2, 1.7, 1.8, 1.9, 1.13; 2.9, 2.12, 2.13; 3.6, 3.8; 7.6, 7.7, 7.9; 8.2, 8.4, 8.5; 9.2, 9.4, 9.5, 9.7; 10.4, 10.5; 14.5, 14.6; 16.6;	1.8; 2.7; 4.2, 4.3, 4.9, 4.12, 4.14; 5.2, 5.6, 5.10; 6.8; 7.5, 7.6, 7.8, 7.9; 10.2, 10.4; 11.2, 11.3; 15.2; 18.5;
ELL.8: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	1.3, 1.4, 1.7, 1.9, 1.10, 1.12, 1.13; 2.9, 2.12, 2.13; 3.6, 3.7, 3.8; 6.2; 7.7, 7.9; 8.3, 8.4; 9.4, 9.5, 9.7; 10.5; 12.1; 16.6;	2.13; 4.2, 4.3, 4.9, 4.12, 4.14, 4.15; 5.2, 5.6, 5.8, 5.10; 6.1, 6.2, 6.8, 6.10; 8.5, 8.6; 9.3; 11.1; 16.3, 16.5;
ELL.8A: analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;		
ELL.8B: analyze how authors develop complex yet believable characters, including archetypes,	1.10; 9.4, 9.5, 9.7; 10.5; 16.6;	4.2, 4.3; 4.9; 4.12, 4.14, 4.15; 8.6; 9.3;

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through historical and cultural settings and events		16.3, 16.5;
EII.8C: analyze isolated scenes and their contribution to the success of the plot as a whole	10.5; 16.6;	5.6, 5.8; 9.3; 16.3, 16.5;
EII.8D: analyze how historical and cultural settings influence characterization, plot, and theme across texts		6.1, 6.2, 6.8, 6.10;

English 2 for Speakers of Other Languages (ESOL II), 128.35	Class Authoring	Group Authoring
EII.9: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.	Focus on Literary Texts: Group Lessons #1-17 Focus on Literary Texts: Individual Lessons #1-19 Focus on Informational Texts: Group Lesson #5 & 15 Focus on Informational Texts: Individual Lesson #3 & 15	
EII.10: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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.	1.2, 1.8, 1.10, 1.12; 2.9, 2.12, 2.13; 3.6, 3.8; 4.9; 5.2, 5.3, 5.7, 5.11; 6.2, 6.3; 7.2, 7.6, 7.7, 7.9; 8.1, 8.2, 8.4, 8.5; 9.2, 9.4, 9.5, 9.7; 10.4, 10.5, 10.6; 11.7; 12.4, 12.6; 13.1, 13.2, 13.3, 13.4, 13.6; 14.1, 14.5, 14.6; 15.5, 15.8; 16.6	1.5, 1.7; 3.6, 3.7; 4.2, 4.3, 4.8, 4.9, 4.12, 4.14; 5.2, 5.7, 5.8 5.10; 6.8, 6.9, 6.10; 7.5, 7.6, 7.8, 7.9; 8.6, 8.7; 9.5; 10.2, 10.4, 10.6; 11.5; 12.9, 12.10; 14.1, 14.3, 14.4, 14.6; 15.4; 16.3, 16.5; 18.5;
EII.10A: analyze the author's purpose, audience, and message within a text	1.12; 5.2, 5.3, 5.7, 5.11; 15.5, 15.8;	3.6, 3.7; 15.4
EII.10B: analyze use of text structure to achieve the author's purpose	1.12; 2.9, 2.12; 3.6, 3.8; 4.9; 8.5; 10.5, 10.6; 16.6	5.7, 5.8, 5.10; 7.5, 7.6, 7.8, 7.9; 9.5; 16.3, 16.5;
EII.10C: evaluate the author's use of print and graphic features to achieve specific purposes	1.2, 1.8, 1.10; 2.9, 2.12, 2.13; 3.8; 6.2, 6.3; 7.2, 7.6, 7.7, 7.9; 8.1, 8.2, 8.4, 8.5; 9.2, 9.4, 9.5, 9.7; 10.4; 14.1, 14.4, 14.5, 14.6;	1.5, 1.7; 4.2, 4.3; 5.2, 5.10; 6.8; 10.4; 14.1, 14.3, 14.4, 14.6; 16.3, 16.5; 18.5;
EII.10D: analyze how the author's use of language informs and shapes the perception of readers	9.5; 11.7; 13.2, 13.3, 13.4, 13.6; 16.6;	6.8, 6.9, 6.10; 8.7; 10.2, 10.6; 11.5; 16.3, 16.5;
EII.10E: analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes	13.4, 13.6; 16.6	4.9; 6.8, 6.10; 7.5, 7.6, 7.8, 7.9; 8.6; 10.2, 10.6, 12.9, 12.10; 16.3, 16.5;



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EII.10F: analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	2.2, 2.3, 2.5, 2.12; 7.6, 7.9; 13.2, 13.3, 13.4, 13.6;	2.6, 2.7; 3.3; 4.14; 7.8, 7.9; 8.5; 9.5; 10.6; 11.5; 12.3, 12.11; 15.4; 17.2, 17.5; 19.5, 19.6;
EII.10G: analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies		

English 2 for Speakers of Other Languages (ESOL II), 128.35	Class Authoring	Group Authoring
ELL.11: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	1.8, 1.12, 1.13; 2.13; 3.4, 3.6, 3.8, 3.9; 4.1; 5.11; 7.9; 8.6; 9.2, 9.4, 9.5, 9.7; 11.3, 11.4, 11.6, 11.7, 11.8; 12.2, 12.4, 12.5, 12.8, 12.10; 13.1, 13.3, 13.4; 15.5, 15.8; 16.4, 16.5, 16.6, 16.7; 17.3, 17.4, 17.5, 17.6;	3.6, 3.7, 3.8, 3.9; 4.9, 4.12, 4.14; 5.8, 5.10, 5.13; 6.8, 6.10; 7.8, 7.9; 8.2, 8.5, 8.6, 8.7; 9.2, 9.3, 9.5; 10.4, 10.6; 11.1, 11.3, 11.4, 11.5; 12.2, 12.3, 12.4, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11; 13.3, 13.6, 13.7; 14.4; 15.4; 16.3, 16.4, 16.5, 16.8; 18.5; 19.2, 19.3, 19.4, 19.6;
ELL.11A: plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing	2.13; 3.6, 3.8; 4.1; 5.11; 8.6; 9.2, 9.4, 9.7;	3.6, 3.7; 4.9, 4.12, 4.14; 5.8, 5.10, 5.13; 6.8; 7.8, 7.9; 8.2, 8.5, 8.6; 9.2; 14.4; 15.4;
ELL.11B: develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: ELL.11B.i: using an organizing structure appropriate to purpose, audience, topic, and context ELL.11B.ii: developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	1.12, 1.13; 3.8, 3.9; 4.1; 11.3, 11.7, 11.8; 12.8; 15.5, 15.8; 16.6;	3.8, 3.9; 4.9; 5.8; 7.8, 7.9; 8.2, 8.5, 8.6; 9.2, 9.5; 11.1; 14.4; 15.4; 16.3, 16.5;
ELL.11C: revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses	1.8; 3.4, 3.7, 3.9; 7.9; 11.6, 11.7, 11.8; 12.8, 12.10; 13.3, 13.4; 15.5, 15.8; 16.5, 16.6, 16.7;	3.8, 3.9; 8.7; 9.3, 9.5; 10.4, 10.6; 11.1, 11.3, 11.4, 11.5; 15.4; 16.3, 16.4, 16.5, 16.8;
ELL.11D: edit drafts using standard English conventions, including: ELL.11D.i: a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments; ELL.11D.ii: consistent, appropriate use of verb tense and active and passive voice ELL.11D.iii: subject-verb agreement ELL.11D.iv: pronoun-antecedent agreement ELL.11D.v: apostrophes to show possession ELL.11D.vi: accurate usage of homonyms ELL.11D.vii: correct capitalization ELL.11D.viii: punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate ELL.11D.ix: correct spelling, including abbreviations	1.8; 3.9; 7.9; 11.4, 11.7, 11.8; 12.2, 12.4, 12.5, 12.8, 12.10; 13.1, 13.3, 13.4; 15.5, 15.8; 16.4, 16.5, 16.6, 16.7; 17.3;	3.8, 3.9; 8.7; 9.5; 10.4, 10.6; 11.1, 11.5; 12.2, 12.3, 12.4, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11; 13.3, 13.6, 13.7; 15.4; 16.3, 16.4, 16.5, 16.8;

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EII.11E: use sentence-combining techniques to create a variety of sentence structures and lengths	1.8; 7.9; 11.7; 12.8;	10.4;
EII.11F: develop voice	9.5; 11.7; 12.8; 13.4; 16.6;	6.8, 6.10; 8.7; 10.6; 11.5; 16.3; 16.5;
EII.11G: publish written work for appropriate audiences	17.3, 17.4, 17.5;	18.5; 19.2;

English 2 for Speakers of Other Languages (ESOL II), 128.35	Class Authoring	Group Authoring
<i>EII.12: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</i> <i>The student uses genre characteristics and craft to compose multiple texts that are meaningful.</i>	1.8, 1.12, 1.13; 2.13; 3.6, 3.7, 3.8, 3.9; 5.11; 11.7, 11.8; 12.8, 12.10; 13.4; 14.1, 14.4, 14.7; 15.5, 15.8; 16.5, 16.6, 16.7;	3.6, 3.8, 3.9; 4.9, 4.12, 4.14; 5.8, 5.10, 5.13; 6.8; 7.8, 7.9; 8.2, 8.5, 8.6, 8.7; 9.2, 9.5; 10.4; 11.1, 11.4, 11.5; 12.11; 13.7; 14.1, 14.4, 14.6; 15.4; 16.2, 16.4, 16.8; 19.3, 19.4;
EII.12A: compose literary texts such as fiction and poetry using genre characteristics and craft	1.8, 1.12, 1.13; 2.13; 3.6, 3.7, 3.8, 3.9; 11.7, 11.8; 12.8, 12.10; 13.4; 14.1, 14.4, 14.7; 16.5, 16.6, 16.7;	4.9, 4.12, 4.14; 5.8, 5.10, 5.13; 6.8; 7.8, 7.9; 8.2, 8.5, 8.6, 8.7; 9.2, 9.5; 10.4; 11.1, 11.4, 11.5; 12.11; 13.7; 14.1, 14.4, 14.6; 16.2, 16.4, 16.8; 19.3, 19.4;
EII.12B: compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft	5.11; 15.5, 15.8;	3.6, 3.8, 3.9; 15.4;
EII.12C: compose argumentative texts using genre characteristics and craft		
EII.12D: compose correspondence in a professional or friendly structure		
<i>EII.13: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</i> <i>The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.</i>		

WRITE BRAIN TEKS Curriculum Alignment | Newcomers & Emergent

Resources & Worksheets	ELLA 7	ELLA 8	ESOL I	ESOL II
Sentence Building	ELLA TEKS: 2B, 6, 7, 10C, 11C, 11D, 12A	ELLA TEKS: 2B, 6, 7, 10C, 11C, 11D, 12A	ESOL TEKS: ELLA TEKS: 2B, 6, 7, 10C, 11C, 11D, 11E, 12A	ESOL TEKS: ELLA TEKS: 2B, 6, 7, 10C, 11C, 11D, 11E, 12A
Story Book Before & After	ELLA TEKS: 2B, 6, 7, 8, 10B, 10C, 11A, 11B, 11C, 11D, 12A	ELLA TEKS: 2B, 6, 7, 8, 10B, 10C, 11A, 11B, 11C, 11D, 12A	ESOL TEKS: 2B, 6, 7, 8, 10B, 10C, 11A, 11B, 11C, 11D, 12A	ESOL TEKS: 2B, 6, 7, 8, 10B, 10C, 11A, 11B, 11C, 11D, 12A
Am I a Write-Brain Thinker?	ELLA TEKS: 1D, 1E, 2B, 3, 4, 11	ELLA TEKS: 1D, 1E, 1F, 2B, 3, 4, 11	ESOL TEKS: 1A, 1B, 1D, 1E, 1F, 2B, 3, 4, 11	ESOL TEKS: 1A, 1B, 1D, 1E, 1F, 2B, 3, 4, 11
Sentence Frame for Sequential Storytelling	ELLA TEKS: 2B, 6, 7, 8, 10B, 10C, 11A, 11B, 11C, 11D, 12A	ELLA TEKS: 2B, 6, 7, 8, 10B, 10C, 11A, 11B, 11C, 11D, 12A	ESOL TEKS: 2B, 6, 7, 8, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 12A	ESOL TEKS: 2B, 6, 7, 8, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 12A
Dedication Word Bank	ELLA TEKS: 3, 11E	ELLA TEKS: 3, 11E	ESOL TEKS: 3, 10A, 11G	ESOL TEKS: 3, 10A, 11G
Book Dedication Planning Sheet	ELLA TEKS: 11A, 11B, 11C, 11D, 11E, 12B	ELLA TEKS: 11A, 11B, 11C, 11D, 11E, 12B	ESOL TEKS: 10A, 11A, 11B, 11C, 11D, 11G, 12B	ESOL TEKS: 10A, 11A, 11B, 11C, 11D, 11G, 12B
Basic Punctuation Poster	ELLA TEKS: 3, 11D	ELLA TEKS: 3, 11D	ESOL TEKS: 3, 11D	ESOL TEKS: 3, 11D
Adjective Alley	ELLA TEKS: 3, 7, 10F, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D	ELLA TEKS: 3, 7, 10F, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D	ESOL TEKS: 3, 7, 10D, 10F, 11A, 11B, 11C, 11D, 11D, 12A, 12B, 12C, 12D	ESOL TEKS: 3, 7, 10D, 10F, 11A, 11B, 11C, 11D, 11D, 11F, 12A, 12B, 12C, 12D
Instead of Said	ELLA TEKS: 3, 7, 10F, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D	ELLA TEKS: 3, 7, 10F, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D	ESOL TEKS: 3, 7, 10D, 10F, 11A, 11B, 11C, 11D, 11D, 12A, 12B, 12C, 12D	ESOL TEKS: 3, 7, 10D, 10F, 11A, 11B, 11C, 11D, 11D, 11F, 12A, 12B, 12C, 12D
Vivid Verbs	ELLA TEKS: 3, 7, 10F, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D	ELLA TEKS: 3, 7, 10F, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D	ESOL TEKS: 3, 7, 10D, 10F, 11A, 11B, 11C, 11D, 11D, 12A, 12B, 12C, 12D	ESOL TEKS: 3, 7, 10D, 10F, 11A, 11B, 11C, 11D, 11D, 11F, 12A, 12B, 12C, 12D
About the Author Planning Page	ELLA TEKS: 10A, 11A, 11B, 11C, 11D, 12B	ELLA TEKS: 10A, 11A, 11B, 11C, 11D, 12B	ESOL TEKS: 10A, 11A, 11B, 11C, 11D, 12B	ESOL TEKS: 10A, 11A, 11B, 11C, 11D, 12B

WRITE BRAIN TEKS Curriculum Alignment | Newcomers & Emergent

WRITE BRAIN Book Selection	ELLA TEKS: 1B, 7	ELLA TEKS: 1B, 7	ESOL TEKS: 1B, 7	ESOL TEKS: 1B, 7
Character Development	ELLA TEKS: 2B, 6, 7, 8B, 11A, 11B, 11C, 11D, 12A	ELLA TEKS: 2B, 6, 7, 8B, 11A, 11B, 11C, 11D, 12A	ESOL TEKS: 2B, 6, 7, 8B, 11A, 11B, 11C, 11D, 12A	ESOL TEKS: 2B, 6, 7, 8B, 11A, 11B, 11C, 11D, 12A

Resources & Worksheets	ELLA 7	ELLA 8	ESOL I	ESOL II
Group Discussion Checklist	ELLA TEKS: 1A, 1D, 1E, 2B, 6, 7, 8B, 8C, 8D, 10C	ELLA TEKS: 1A, 1E, 1F, 2B, 6, 7, 8B, 8C, 8D, 10C	ESOL TEKS: 1A, 1D, 1E, 2B, 6, 7, 8B, 8C, 8D, 10C	ESOL TEKS: 1A, 1D, 1E, 2B, 6, 7, 8B, 8C, 8D, 10C
Storyline Planning	ELLA TEKS: 2B, 6, 7, 8C, 10B, 11A, 11B, 11C, 11D, 12A	ELLA TEKS: 2B, 6, 7, 8C, 10B, 11A, 11B, 11C, 11D, 12A	ESOL TEKS: 2B, 6, 7, 8C, 10B, 11A, 11B, 11C, 11D, 12A	ESOL TEKS: 2B, 6, 7, 8C, 10B, 11A, 11B, 11C, 11D, 12A
Setting Snapshots	ELLA TEKS: 2B, 6, 7, 8D, 10C, 10F, 11A, 11B, 11C, 11D, 12A	ELLA TEKS: 2B, 6, 7, 8D, 10C, 10F, 11A, 11B, 11C, 11D, 12A	ESOL TEKS: 2B, 6, 7, 8D, 10C, 10D, 10F, 11A, 11B, 11C, 11D, 12A	ESOL TEKS: 2B, 6, 7, 8D, 10C, 10D, 10F, 11A, 11B, 11C, 11D, 12A
Leads & Conclusions	ELLA TEKS: 2B, 6, 7, 10B, 11A, 11B, 11C, 11D, 12A	ELLA TEKS: 2B, 6, 7, 10B, 11A, 11B, 11C, 11D, 12A	ESOL TEKS: 2B, 6, 7, 10B, 11A, 11B, 11C, 11D, 12A	ESOL TEKS: 2B, 6, 7, 10B, 11A, 11B, 11C, 11D, 12A
Punctuation Pass Checklist	ELLA TEKS: 1A, 1D, 1E, 2B, 11D, 12A	ELLA TEKS: 1A, 1E, 1F, 2B, 11D, 12A	ESOL TEKS: 1A, 1E, 1F, 2B, 11D, 12A	ESOL TEKS: 1A, 1E, 1F, 2B, 11D, 12A
English Learner Rubric	ELLA TEKS: 2A, 2B, 8B, 8C, 10B, 10C, 10E, 10F, 11B, 11C, 11D, 12A	ELLA TEKS: 2A, 2B, 8B, 8C, 10B, 10C, 10E, 10F, 11B, 11C, 11D, 12A	ESOL TEKS: 2A, 2B, 8B, 8C, 10B, 10C, 10D, 10E, 10F, 11B, 11C, 11D, 11F, 12A	ESOL TEKS: 2A, 2B, 8B, 8C, 10B, 10C, 10D, 10E, 10F, 11B, 11C, 11D, 11F, 12A
Additional Activity: Color Bursts	ELLA TEKS: 2B, 3, 7, 10F, 11A	ELLA TEKS: 2B, 3, 7, 10F, 11A	ESOL TEKS: 2B, 3, 7, 10D, 10F, 11F	ESOL TEKS: 2B, 3, 7, 10D, 10F, 11F
Additional Activity: Create Your Color Maps	ELLA TEKS: 2B, 3, 7, 10F, 11A	ELLA TEKS: 2B, 3, 7, 10F, 11A	ESOL TEKS: 2B, 3, 7, 10D, 10F, 11F	ESOL TEKS: 2B, 3, 7, 10D, 10F, 11F
Additional Scaffolding: Vocabulary Development for English Learners	ELLA TEKS: 2B, 3	ELLA TEKS: 2B, 3	ESOL TEKS: 2B, 3	ESOL TEKS: 2B, 3

WRiTE BRAiN TEKS Curriculum Alignment | Newcomers & Emergent

Sentence Structure	ELLA TEKS: 2B, 3, 11B, 11C, 11D	ELLA TEKS: 2B, 3, 11B, 11C, 11D	ESOL TEKS: 2B, 3, 11B, 11C, 11D, 11E	ESOL TEKS: 2B, 3, 11B, 11C, 11D, 11E
Sentence Frames for Academic Speaking	ELLA TEKS: 1D, 1E, 3, 7, 8	ELLA TEKS: 1D, 1F, 3, 7, 8	ESOL TEKS: 1A, 1F, 3, 7, 8	ESOL TEKS: 1A, 1F, 3, 7, 8
All About Me	ELLA TEKS: 2B, 11A, 11B, 11C, 11D	ELLA TEKS: 2B, 11A, 11B, 11C, 11D	ESOL TEKS: 1B, 2B, 11A, 11B, 11C, 11D	ESOL TEKS: 1B, 2B, 11A, 11B, 11C, 11D