

GRADE 2		
Grade 2 Texas Essential Knowledge and Skills English Language Arts and Reading, Grade 2, 110.4	The first number denotes the Write Brain lesson. The second number denotes the step in the lesson. I=Intro	
	Group Lessons	Personal Lessons
2.1 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: 1.4; 10.7; 18.1; 21.5; 24.3	Reading aloud their writing: 1.4; 2.6; 3.14; 11.1, 11.4;
2.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	1.3; 1.7, 1.8; 2.4; 3.9; 5.3; 9.1, 9.2, 9.3; 10.1; 11.5, 11.7; 13.3, 13.4; 17.1, 17.2; 20.3; 21.1, 21.2; 22.3, 22.5; 24.1, 24.4, 24.5, 24.7	3.3; 5.6; 7.3, 7.4, 7.8; 9.4; 10.4; 11.2, 11.5;
2.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions	5.1, 5.5; 13.4; 16.3	
2.1C Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	3.9; 6.4; 6.5; 13.6; 23.1, 23.3;	7.6; 10.2
2.1D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others	6.4, 6.6, 6.7; 8.13, 8.15; 9.5; 10.6, 10.8; 11.2, 11.8; 12.8; 13.10, 13.11; 15.2; 16.7; 17.3; 23.2; 26.2	10.4;
2.1E Develop social communication such as distinguishing between asking and telling	1.7, 1.8; 6.4; 8.15; 9.5; 10.1, 10.6, 10.8; 12.8; 13.3, 13.4, 13.11; 15.2; 17.3; 23.2; 24.4;	7.1; 10.4; 11.2;
2.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. <i>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.</i>	Spelling: (2C) 20.3, 20.4; Cursive Opportunity: (2D) 22.5;	Spelling: (2C) 8.1; 10.1; Cursive Opportunity: (2D) 9.1, 9.5, 9.6, 9.7;
2.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. <i>The student uses newly acquired vocabulary expressively.</i>	8.10; 13.1, 13.9, 13.10; 16.2, 16.3, 16.4, 16.5, 16.7; 17.2, 17.3;	1.3; 5.1, 5.3; 6.5;

English Language Arts and Reading, Grade 2, 110.4	Group Lessons	Personal Lessons
2.4: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension.	14.1, 14.2; 18.1; 24.3;	1.4; 2.6; 7.1, 7.6;
2.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently.	5.2, 5.4; 7.1;	2.8;
2.6 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, 1.7; 2.2; 3.3; 4.1, 4.7; 5.2, 5.4; 6.4; 7.1, 7.5, 7.6, 7.7, 7.8; 8.5; 9.1, 9.2, 9.3, 9.5; 10.1, 10.6, 10.9, 10.10; 11.1, 11.4, 11.7, 11.8; 12.3, 12.5; 13.4, 13.5, 13.7, 13.10; 14.1, 14.3; 16.1; 17.1; 18.2, 18.4; 21.1, 21.3; 22.3, 22.5; 24.4;	1.3; 2.5, 2.6, 2.8; 3.2, 3.8, 3.10; 4.4; 5.1; 7.1, 7.6, 7.8; 10.4; 11.4;
2.7 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.	1.4; 1.3, 1.7; 4.7; 5.2, 5.4; 6.4; 7.1, 7.5, 7.8; 9.1, 9.2, 9.3, 9.5; 10.1, 10.6, 10.9, 10.10; 11.1, 11.4, 11.7, 11.8; 13.4, 13.5, 13.7, 13.10; 14.1, 14.3; 16.1; 17.1; 18.4; 21.1, 21.3; 22.3, 22.5; 24.4; 26.2;	1.3, 2.7; 3.3, 3.4, 3.6, 3.7, 3.8, 3.10, 3.13; 4.4; 5.1; 7.8; 10.4; 11.1, 11.4;
2.8 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.	2.2; 3.5; 7.5; 8.2, 8.3, 8.10, 8.11, 8.14; 9.1, 9.2, 9.3, 9.5; 10.3, 10.6, 10.9, 10.10; 11.2, 11.3, 11.4, 11.7, 11.8; 12.5, 12.7, 12.8; 13.3, 13.4, 13.5, 13.7; 15.2; 17.2; 24.2, 24.4;	1.3, 1.5; 4.4; 6.5, 6.6; 11.4
2.8A Discuss topics and determine theme using text evidence with adult assistance	11.2, 11.3, 11.4, 11.7, 11.8; 17.2; 24.2;	6.5; 11.4;
2.8B Describe the main character's (characters') internal and external traits	2.2; 3.5; 7.5; 8.2, 8.3, 8.10, 8.11, 8.14; 9.1, 9.2, 9.3, 9.5; 13.3, 13.4, 13.5, 13.7; 15.2; 17.2; 24.4;	1.3, 1.5; 4.4; 6.5; 11.4;
2.8C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	7.5; 10.3, 10.6, 10.9, 10.10; 17.2; 24.4	1.3; 4.4; 6.5, 6.6; 11.4;
2.8D Describe the importance of the setting	7.5; 12.5, 12.7, 12.8; 15.2; 17.2; 24.4	1.3, 1.5; 4.4; 6.5; 11.4

English Language Arts and Reading, Grade 2, 110.4	Group Lessons	Personal Lessons
2.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. <i>The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</i>	Focus on Literary Texts: Group Lessons #1-25 Focus on Literary Texts: Individual Lessons #1-2, 4, 6-11 Focus on Poetry: Poetry Pop In pages 70-78 Focus on Informational Texts: Group Lesson #26 Focus on Informational Texts: Individual Lesson #3 & 5	
2.10 Author's Purpose and Craft: listening, speaking, reading, writing, and thinking using multiple texts. <i>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.</i>	1.7; 2.2, 2.5; 3.3, 3.6, 3.7; 4.3, 4.6; 5.2, 5.4; 7.7; 8.5; 9.5; 10.1, 10.3, 10.6, 10.9, 10.10; 11.1, 11.6; 12.5, 12.6, 12.7, 12.8; 13.3, 13.4, 13.5, 13.7, 13.9, 13.10; 14.5, 14.6, 14.7, 14.8; 15.2; 16.4; 17.1, 17.2, 17.3; 18.4; 21.1, 21.3; 22.3, 22.5; 23.5; 25.1;	1.3, 1.5; 2.3, 2.8; 3.1, 3.2, 3.3, 3.7, 3.10, 3.13, 3.14; 4.4; 5.1, 5.4; 6.5, 6.6; 8.2; 10.3; 11.3, 11.4;
2.10A Discuss the author's purpose for writing text	11.6; 13.3;	
2.10B Discuss how the use of text structure contributes to the author's purpose	1.7; 10.3, 10.6, 10.9, 10.10; 14.5, 14.6, 14.7, 14.8; 15.2;	1.5; 3.1, 3.13; 4.4; 6.6;
2.10C Discuss the author's use of print and graphic features to achieve specific purposes	2.2; 3.3; 5.2, 5.4; 7.7; 8.5; 9.5; 10.1, 10.6, 10.9, 10.10; 11.1; 12.5; 13.4, 13.5, 13.7, 13.10; 18.4; 21.1, 21.3; 22.3, 22.5; 23.5; 25.1;	1.3; 2.3, 2.8; 3.2, 3.3, 3.7, 3.10, 3.13, 3.14; 5.1, 5.4; 6.6; 8.2; 10.3; 11.3, 11.4;
2.10D Discuss the use of descriptive, literal, and figurative language	2.5; 12.5, 12.6, 12.7, 12.8; 13.5, 13.7, 13.9, 15.2; 16.4; 17.1, 17.2, 17.3;	1.5; 4.4; 6.5
2.10E Identify the use of first or third person in a text	3.6, 3.7; 4.3, 4.6	
2.10F Identify and explain the use of repetition		

English Language Arts and Reading, Grade 2, 110.4	Group Lessons	Personal Lessons
2.11 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.	1.3, 1.6, 1.8; 2.3, 2.5, 2.7; 3.5, 3.6, 3.8; 4.7; 8.6, 8.7, 8.8, 8.10, 8.14, 8.15; 9.5; 10.3, 10.6, 10.8, 10.9, 10.10; 11.8; 12.6, 12.7, 12.8; 13.5, 13.7, 13.8, 13.9, 13.10, 13.11; 14.4, 14.5, 14.6, 14.7, 14.8; 15.2, 16.1, 16.4, 16.5, 16.7; 17.3; 18.3, 18.4; 19.2, 19.4; 20.3, 20.4; 21.3, 21.5; 22.5; 23.1, 23.5; 24.5, 24.7; 25.2; 26.1, 26.2;	1.3, 1.5; 3.7, 3.10, 3.13, 3.14; 4.4, 4.5; 6.1, 6.4, 6.5, 6.6; 7.6; 8.1, 8.3, 8.4, 8.5; 9.5, 9.6, 9.7; 10.1, 10.2, 10.4, 10.6; 11.1, 11.4;
2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming	1.3, 1.8; 2.3, 2.7; 3.5, 3.6, 3.8; 4.7; 8.7, 8.8, 8.10, 8.14; 9.5; 10.6, 10.9, 10.10; 11.8; 12.6, 12.7; 13.7, 13.10; 14.8; 15.2;	1.3; 3.7, 3.10; 4.4, 4.5; 11.1, 11.4;
2.11B: Develop drafts into a focused piece of writing by: 2.11B.i: organizing with structure 2.11B.ii: developing an idea with specific and relevant details	1.8; 2.7; 10.3, 10.8, 10.9, 10.10; 12.7, 12.8; 13.5, 13.10; 14.5, 14.6, 14.7, 14.8; 15.2; 17.3; 22.5; 26.1, 26.2;	1.3; 3.13; 4.5; 6.1, 6.4, 6.5, 6.6; 8.5; 11.4;
2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences	1.6; 2.5, 2.7; 8.10, 8.15; 10.8, 10.9, 10.10; 12.8; 13.9, 13.10, 13.11; 14.4, 14.5, 14.6, 14.7, 14.8; 16.1, 16.4, 16.5, 16.7; 17.3; 18.3, 18.4; 21.3; 24.5, 24.7; 26.1;	1.5; 3.13; 4.5; 6.1, 6.4, 6.5, 6.6; 8.1, 8.3, 8.4, 8.5; 10.4;
2.11D Edit drafts using standard English conventions, including: 2.11D.i complete sentences with subject-verb agreement 2.11D.ii past, present, and future verb tense 2.11D.iii singular, plural, common, and proper nouns 2.11D.iv adjectives, including articles 2.11D.v adverbs that convey time and adverbs that convey place 2.11D.vi prepositions and prepositional phrases 2.11D.vii pronouns, including subjective, objective, and possessive cases 2.11D.viii coordinating conjunctions to form compound subjects and predicates 2.11D.ix capitalization of months, days of the week, and the salutation and conclusion of a letter 2.11D.x end punctuation, apostrophes in contractions, and commas with items in a series and in dates 2.11D.xi correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	2.5, 2.7; 8.6, 8.10; 12.8; 13.8, 13.9, 13.10, 13.11; 17.3; 19.2, 19.4; 20.3, 20.4; 24.7; 25.2; 26.1, 26.2;	1.3, 1.5; 3.13; 4.5; 6.1, 6.4, 6.5, 6.6; 8.1, 8.3, 8.4, 8.5; 9.5, 9.6, 9.7; 10.1, 10.6;
2.11E Publish and share writing	21.5; 22.5; 23.1, 23.5; 25.2;	3.14; 7.6; 9.5, 9.6, 9.7; 10.2, 10.6;

English Language Arts and Reading, Grade 2, 110.4	Group Lessons	Personal Lessons
2.12 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>	1.3, 1.8; 2.3; 3.5, 3.6, 3.8; 8.14; 9.5; 10.6, 10.8, 10.9, 10.10; 11.8; 12.7, 12.8; 13.5, 13.10, 13.11; 14.5, 14.6, 14.7, 14.8; 15.2; 16.4, 16.7; 17.3; 18.4; 19.4; 21.3, 21.5; 22.5; 23.1, 23.5; 25.2; 26.1, 26.2;	1.3, 1.5; 3.12, 3.13; 4.4, 4.5; 5.3, 5.4, 5.6; 6.1, 6.4, 6.5, 6.6; 7.6; 8.1, 8.3, 8.4, 8.5, 8.6; 9.5, 9.6, 9.7; 10.4, 10.6; 11.1, 11.4;
2.12A Compose literary texts, including personal narratives and poetry	1.3, 1.8; 2.3; 3.5, 3.6, 3.8; 8.14; 9.5; 10.6, 10.8, 10.9, 10.10; 11.8; 12.7, 12.8; 13.5, 13.10, 13.11; 14.5, 14.6, 14.7, 14.8; 15.2; 16.4, 16.7; 17.3; 18.4; 19.4; 21.3, 21.5; 22.5; 23.1, 23.5; 25.2	1.3, 1.5; 4.4, 4.5; 6.1, 6.4, 6.5, 6.6; 7.6; 8.1, 8.3, 8.4, 8.5; 9.5, 9.6; 10.4, 10.6; 11.4;
2.12B Compose informational texts, including procedural texts and reports	26.1;	3.12, 3.13; 8.6; 9.7; 11.1;
2.12C Compose correspondence such as thank you notes or letters	26.2;	
2.13 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>		5.3, 5.4, 5.6;

GRADE 3		
Grade 3 Texas Essential Knowledge and Skills English Language Arts and Reading, Grade 3, 110.5	The first number denotes the Write Brain lesson. The second number denotes the step in the lesson.	
	Group Lessons	Personal Lessons
3.1 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: 1.4; 10.7; 18.1; 21.5; 24.3	Reading aloud their writing: 1.4; 2.6; 3.14; 11.1, 11.4;
3.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments	1.3; 1.7, 1.8; 2.4; 3.9; 5.3; 9.1, 9.2, 9.3; 10.1; 11.5, 11.7; 13.3, 13.4; 17.1, 17.2; 20.3; 21.1, 21.2; 22.3, 22.5; 24.1, 24.4, 24.5, 24.7;	3.3; 5.6; 7.3, 7.4, 7.8; 9.4; 10.4; 11.2, 11.5;
3.1B Follow, restate, and give oral instructions that involve a series of related sequences of action	5.1, 5.5; 13.4; 16.3;	
3.1C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	3.9; 6.4; 6.5; 13.6; 23.1, 23.3;	7.6; 10.2
3.1D Work collaboratively with others by following agreed-upon rules, norms, and protocols	6.4, 6.6, 6.7; 8.13, 8.15; 9.5; 10.6, 10.8; 11.2, 11.8; 12.8; 13.10, 13.11; 15.2; 16.7; 17.3; 23.2; 26.2	10.4;
3.1E Develop social communication such as conversing politely in all situations	1.7, 1.8; 6.4; 8.15; 9.5; 10.1, 10.6, 10.8; 12.8; 13.3, 13.4, 13.11; 15.2; 17.3; 23.2; 24.4;	7.1; 10.4; 11.2;
3.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. <i>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.</i>	Spelling: (2B) 20.3, 20.4; Cursive Opportunity: (2D) 22.5;	Spelling: (2B) 8.1; 10.1; Cursive Opportunity: (2D) 9.1, 9.5, 9.6, 9.7;
3.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. <i>The student uses newly acquired vocabulary expressively.</i>	8.10; 13.1, 13.9, 13.10; 16.2, 16.3, 16.4, 16.5, 16.7; 17.2, 17.3;	1.3; 5.1, 5.3; 6.5;

English Language Arts and Reading, Grade 3, 110.5	Group Lessons	Personal Lessons
3.4: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension.	14.1, 14.2; 18.1; 24.3;	1.4; 2.6; 7.1, 7.6;
3.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently.	5.2, 5.4; 7.1;	2.8;
3.6 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, 1.7; 2.2; 3.3; 4.1, 4.7; 5.2, 5.4; 6.4; 7.1, 7.5, 7.6, 7.7, 7.8; 8.5; 9.1, 9.2, 9.3, 9.5; 10.1, 10.6, 10.9, 10.10; 11.1, 11.4, 11.7, 11.8; 12.3, 12.5; 13.4, 13.5, 13.7, 13.10; 14.1, 14.3; 16.1; 17.1; 18.2, 18.4; 21.1, 21.3; 22.3, 22.5; 24.4;	1.3; 2.5, 2.6, 2.8; 3.2, 3.8, 3.10; 4.4; 5.1; 7.1, 7.6, 7.8; 10.4; 11.4;
3.7 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.	1.4; 1.3, 1.7; 4.7; 5.2, 5.4; 6.4; 7.1, 7.5, 7.8; 9.1, 9.2, 9.3, 9.5; 10.1, 10.6, 10.9, 10.10; 11.1, 11.4, 11.7, 11.8; 13.4, 13.5, 13.7, 13.10; 14.1, 14.3; 16.1; 17.1; 18.4; 21.1, 21.3; 22.3, 22.5; 24.4; 26.2;	1.3, 2.7; 3.3, 3.4, 3.6, 3.7, 3.8, 3.10, 3.13; 4.4; 5.1; 7.8; 10.4; 11.1, 11.4;
3.8 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.	2.2; 3.5; 7.5; 8.2, 8.3, 8.10, 8.11, 8.14; 9.1, 9.2, 9.3, 9.5; 10.3, 10.6, 10.9, 10.10; 11.2, 11.3, 11.4, 11.7, 11.8; 12.5, 12.7, 12.8; 13.3, 13.4, 13.5, 13.7; 15.2; 17.2; 24.2, 24.4;	1.3, 1.5; 4.4; 6.5, 6.6; 11.4
3.8A Infer the theme of a work, distinguishing theme from topic	11.2, 11.3, 11.4, 11.7, 11.8; 17.2; 24.2;	6.5; 11.4;
3.8B Explain the relationships among the major and minor characters	2.2; 3.5; 7.5; 8.2, 8.3, 8.10, 8.11, 8.14; 9.1, 9.2, 9.3, 9.5; 13.3, 13.4, 13.5, 13.7; 15.2; 17.2; 24.4;	1.3, 1.5; 4.4; 6.5; 11.4;
3.8C Analyze plot elements, including the sequence of events, the conflict, and the resolution	7.5; 10.3, 10.6, 10.9, 10.10; 17.2; 24.4	1.3; 4.4; 6.5, 6.6; 11.4;
3.8D Explain the influence of the setting on the plot	7.5; 12.5, 12.7, 12.8; 15.2; 17.2; 24.4	1.3, 1.5; 4.4; 6.5; 11.4

English Language Arts and Reading, Grade 3, 110.5	Group Lessons	Personal Lessons
3.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. <i>The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</i>	Focus on Literary Texts: Group Lessons #1-25 Focus on Literary Texts: Individual Lessons #1-2, 4, 6-11 Focus on Poetry: Poetry Pop In pages 70-78 Focus on Informational Texts: Group Lesson #26 Focus on Informational Texts: Individual Lesson #3 & 5	
3.10 Author's Purpose and Craft: listening, speaking, reading, writing, and thinking using multiple texts. <i>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.</i>	1.7; 2.2, 2.5; 3.3, 3.8; 5.2, 5.4; 7.7; 8.5; 9.5; 10.1, 10.3, 10.6, 10.9, 10.10; 11.1, 11.6; 12.5, 12.6, 12.7, 12.8; 13.3, 13.4, 13.5, 13.7, 13.10; 14.5, 14.6, 14.7, 14.8; 15.2; 16.4; 17.1, 17.2, 17.3; 18.4; 21.1, 21.3; 22.3, 22.5; 23.5; 25.1;	1.3, 1.5; 2.3, 2.8; 3.1, 3.2, 3.3, 3.7, 3.10, 3.13, 3.14; 4.4; 5.1, 5.4; 6.5, 6.6; 8.2; 10.3; 11.3, 11.4;
3.10A Explain the author's purpose and message within a text	11.6; 13.3	
3.10B Explain how the use of text structure contributes to the author's purpose	1.7; 10.3, 10.6, 10.9, 10.10; 14.5, 14.6, 14.7, 14.8; 15.2;	1.5; 3.1, 3.13; 4.4
3.10C Explain the author's use of print and graphic features to achieve specific purposes	2.2; 3.3; 5.2, 5.4; 7.7; 8.5; 9.5; 10.1, 10.6, 10.9, 10.10; 11.1; 12.5; 13.4, 13.5, 13.7, 13.10; 18.4; 21.1, 21.3; 22.3, 22.5; 23.5; 25.1;	1.3; 2.3, 2.8; 3.2, 3.3, 3.7, 3.10, 3.13, 3.14; 5.1, 5.4; 6.6; 8.2; 10.3; 11.3, 11.4;
3.10D Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	2.5; 12.5, 12.6, 12.7, 12.8; 15.2; 17.1, 17.2, 17.3;	1.5; 4.4; 6.5
3.10E Identify the use of literary devices, including first- or third-person point of view	3.6, 3.7; 4.3, 4.6; 13.3, 13.5, 13.7, 13.8, 13.9, 13.10; 15.2; 17.1, 17.2, 17.3;	6.5
3.10F Discuss how the author's use of language contributes to voice	2.5; 3.8; 13.3, 13.5, 13.10; 15.2; 16.4; 17.1, 17.2, 17.3;	6.5
3.10G Identify and explain the use of hyperbole		

English Language Arts and Reading, Grade 3, 110.5	Group Lessons	Personal Lessons
3.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. <i>The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</i>	1.3, 1.6, 1.8; 2.3, 2.5, 2.7; 3.5, 3.6, 3.8; 4.7; 8.6, 8.7, 8.8, 8.10, 8.14, 8.15; 9.5; 10.3, 10.6, 10.8, 10.9, 10.10; 11.8; 12.6, 12.7, 12.8; 13.5, 13.7, 13.8, 13.9, 13.10, 13.11; 14.4, 14.5, 14.6, 14.7, 14.8; 15.2, 16.1, 16.4, 16.5, 16.7; 17.3; 18.3, 18.4; 19.2, 19.4; 20.3, 20.4; 21.3, 21.5; 22.5; 23.1, 23.5; 24.5, 24.7; 25.2; 26.1, 26.2;	1.3, 1.5; 3.7, 3.10, 3.13, 3.14; 4.4, 4.5; 6.1, 6.4, 6.5, 6.6; 7.6; 8.1, 8.3, 8.4, 8.5; 9.5, 9.6, 9.7; 10.1, 10.2, 10.4, 10.6; 11.1, 11.4;
3.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	1.3, 1.8; 2.3, 2.7; 3.5, 3.6, 3.8; 4.7; 8.7, 8.8, 8.10, 8.14; 9.5; 10.6, 10.9, 10.10; 11.8; 12.6, 12.7; 13.7, 13.10; 14.8; 15.2;	1.3; 3.7, 3.10; 4.4, 4.5; 11.1, 11.4;
3.11B: Develop drafts into a focused, structured, and coherent piece of writing by: 3.11B.i: organizing with purposeful structure, including an introduction and a conclusion 3.11B.ii: developing an engaging idea with relevant details	1.8; 2.7; 10.3, 10.8, 10.9, 10.10; 12.7, 12.8; 13.5, 13.10; 14.5, 14.6, 14.7, 14.8; 15.2; 17.3; 22.5; 26.1, 26.2;	1.3; 3.13; 4.5; 6.1, 6.4, 6.5, 6.6; 8.5; 11.4;
3.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	1.6; 2.5, 2.7; 8.10, 8.15; 10.8, 10.9, 10.10; 12.8; 13.9, 13.10, 13.11; 14.4, 14.5, 14.6, 14.7, 14.8; 16.1, 16.4, 16.5, 16.7; 17.3; 18.3, 18.4; 21.3; 24.5, 24.7; 26.1;	1.5; 3.13; 4.5; 6.1, 6.4, 6.5, 6.6; 8.1, 8.3, 8.4, 8.5; 10.4;
3.11D Edit drafts using standard English conventions, including: 3.11D.i complete simple and compound sentences with subject-verb agreement 3.11D.ii past, present, and future verb tense 3.11D.iii singular, plural, common, and proper nouns 3.11D.iv adjectives, including their comparative and superlative forms 3.11D.v adverbs that convey time and adverbs that convey manner 3.11D.vi prepositions and prepositional phrases 3.11D.vii pronouns, including subjective, objective, and possessive cases 3.11D.viii coordinating conjunctions to form compound subjects, predicates, and sentences 3.11D.ix capitalization of official titles of people, holidays, and geographical names and places 3.11D.x punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series 3.11D.xi correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	2.5, 2.7; 8.6, 8.10; 12.8; 13.8, 13.9, 13.10, 13.11; 17.3; 19.2, 19.4; 20.3, 20.4; 24.7; 25.2; 26.1, 26.2;	1.3, 1.5; 3.13; 4.5; 6.1, 6.4, 6.5, 6.6; 8.1, 8.3, 8.4, 8.5; 9.5, 9.6, 9.7; 10.1, 10.6;
3.11E Publish written work for appropriate audiences	21.5; 22.5; 23.1, 23.5; 25.2	3.14; 7.6; 9.5, 9.6, 9.7; 10.2, 10.6;

English Language Arts and Reading, Grade 3, 110.5	Group Lessons	Personal Lessons
3.12 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>	1.3, 1.8; 2.3; 3.5, 3.6, 3.8; 8.14; 9.5; 10.6, 10.8, 10.9, 10.10; 11.8; 12.7, 12.8; 13.5, 13.10, 13.11; 14.5, 14.6, 14.7, 14.8; 15.2; 16.4, 16.7; 17.3; 18.4; 19.4; 21.3, 21.5; 22.5; 23.1, 23.5; 25.2; 26.1, 26.2;	1.3, 1.5; 3.12, 3.13; 4.4, 4.5; 5.3, 5.4, 5.6; 6.1, 6.4, 6.5, 6.6; 7.6; 8.1, 8.3, 8.4, 8.5, 8.6; 9.5, 9.6, 9.7; 10.4, 10.6; 11.1, 11.4;
3.12A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft	1.3, 1.8; 2.3; 3.5, 3.6, 3.8; 8.14; 9.5; 10.6, 10.8, 10.9, 10.10; 11.8; 12.7, 12.8; 13.5, 13.10, 13.11; 14.5, 14.6, 14.7, 14.8; 15.2; 16.4, 16.7; 17.3; 18.4; 19.4; 21.3, 21.5; 22.5; 23.1, 23.5; 25.2	1.3, 1.5; 4.4, 4.5; 6.1, 6.4, 6.5, 6.6; 7.6; 8.1, 8.3, 8.4, 8.5; 9.5, 9.6; 10.4, 10.6; 11.4;
3.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	26.1;	3.12, 3.13; 8.6; 9.7; 11.1;
3.12C Compose argumentative texts, including opinion essays, using genre characteristics and craft		
3.12D Compose correspondence such as thank you notes or letters	26.2;	
3.13 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>		5.3, 5.4, 5.6;

GRADE 4		
Grade 4 Texas Essential Knowledge and Skills English Language Arts and Reading, Grade 4, 110.6	The first number denotes the Write Brain lesson. The second number denotes the step in the lesson.	
	Group Lessons	Personal Lessons
4.1 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: 1.4; 10.7; 13.6; 18.1; 21.5; 24.3	Reading aloud their writing: 1.4; 2.6; 3.14; 11.1, 11.4;
4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments	1.3; 1.7, 1.8; 2.4; 3.9; 5.3; 9.1, 9.2, 9.3; 10.1; 11.5, 11.7; 13.3, 13.4; 17.1, 17.2; 20.3; 21.1, 21.2; 22.3, 22.5; 24.1, 24.4, 24.5, 24.7;	3.3; 5.6; 7.3, 7.4, 7.8; 9.4; 10.4; 11.2, 11.5;
4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action	5.1, 5.5; 13.4; 16.3;	
4.1C Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	3.9; 6.5; 23.1, 23.3;	7.6; 10.2
4.1D Work collaboratively with others to develop a plan of shared responsibilities	6.4, 6.6, 6.7; 8.13, 8.15; 9.5; 10.6, 10.8; 11.2, 11.8; 12.8; 13.10, 13.11; 15.2; 16.7; 17.3; 23.2; 26.2	10.4;
4.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. <i>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.</i>	Spelling: (2B) 20.3, 20.4; Cursive Opportunity: (2C) 22.5;	Spelling: (2B) 8.1; 10.1; Cursive Opportunity: (2C) 9.1, 9.5, 9.6, 9.7;
4.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. <i>The student uses newly acquired vocabulary expressively.</i>	8.10; 13.1, 13.9, 13.10; 16.2, 16.3, 16.4, 16.5, 16.7; 17.2, 17.3;	1.3; 5.1, 5.3; 6.5;
4.4: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. <i>The student reads grade-level text with fluency and comprehension.</i>	14.1, 14.2; 18.1; 24.3;	1.4; 2.6; 7.1, 7.6;

English Language Arts and Reading, Grade 4, 110.6	Group Lessons	Personal Lessons
4.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. <i>The student reads grade-appropriate texts independently.</i>	5.2, 5.4; 7.1;	2.8;
4.6 Comprehension Skills: listening, speaking, reading, writing, and thinking using multiple texts. <i>The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.</i>	1.2, 1.7; 2.2; 3.3; 4.1, 4.7; 5.2, 5.4; 6.4; 7.1, 7.5, 7.6, 7.7, 7.8; 8.5; 9.1, 9.2, 9.3, 9.5; 10.1, 10.6, 10.9, 10.10; 11.1, 11.4, 11.7, 11.8; 12.3, 12.5; 13.4, 13.5, 13.7, 13.10; 14.1, 14.3; 16.1; 17.1; 18.2, 18.4; 21.1, 21.3; 22.3, 22.5; 24.4;	1.3; 2.5, 2.6, 2.8; 3.2, 3.8, 3.10; 4.4; 5.1; 7.1, 7.6, 7.8; 10.4; 11.4;
4.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. <i>The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</i>	1.4; 1.3, 1.7; 4.7; 5.2, 5.4; 6.4; 7.1, 7.5, 7.8; 9.1, 9.2, 9.3, 9.5; 10.1, 10.6, 10.9, 10.10; 11.1, 11.4, 11.7, 11.8; 13.4, 13.5, 13.7, 13.10; 14.1, 14.3; 16.1; 17.1; 18.4; 21.1, 21.3; 22.3, 22.5; 24.4; 26.2;	1.3, 2.7; 3.3, 3.4, 3.6, 3.7, 3.8, 3.10, 3.13; 4.4; 5.1; 7.8; 10.4; 11.1, 11.4;
4.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. <i>The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</i>	2.2; 3.5; 7.5; 8.2, 8.3, 8.10, 8.11, 8.14; 9.1, 9.2, 9.3, 9.5; 10.3, 10.6, 10.9, 10.10; 11.2, 11.3, 11.4, 11.7, 11.8; 12.5, 12.7, 12.8; 13.3, 13.4, 13.5, 13.7; 15.2; 17.2; 24.2, 24.4;	1.3, 1.5; 4.4; 6.5, 6.6; 11.4
4.8A Infer basic themes supported by text evidence	11.2, 11.3, 11.4, 11.7, 11.8; 17.2; 24.2;	6.5; 11.4;
4.8B Explain the interactions of the characters and the changes they undergo	2.2; 3.5; 7.5; 8.2, 8.3, 8.10, 8.11, 8.14; 9.1, 9.2, 9.3, 9.5; 13.3, 13.4, 13.5, 13.7; 15.2; 17.2; 24.4;	1.3, 1.5; 4.4; 6.5; 11.4;
4.8C Analyze plot elements, including the rising action, climax, falling action, and resolution	7.5; 10.3, 10.6, 10.9, 10.10; 17.2; 24.4	1.3; 4.4; 6.5, 6.6; 11.4;
4.8D Explain the influence of the setting, including historical and cultural settings, on the plot	7.5; 12.5, 12.7, 12.8; 15.2; 17.2; 24.4	1.3, 1.5; 4.4; 6.5; 11.4

English Language Arts and Reading, Grade 4, 110.6	Group Lessons	Personal Lessons
4.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. <i>The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</i>	Focus on Literary Texts: Group Lessons #1-25 Focus on Literary Texts: Individual Lessons #1-2, 4, 6-11 Focus on Poetry: Poetry Pop In pages 70-78 Focus on Informational Texts: Group Lesson #26 Focus on Informational Texts: Individual Lesson #3 & 5	
4.10 Author's Purpose and Craft: listening, speaking, reading, writing, and thinking using multiple texts. <i>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.</i>	1.7; 2.2, 2.5; 3.3, 3.8; 5.2, 5.4; 7.7; 8.5; 9.5; 10.1, 10.3, 10.6, 10.9, 10.10; 11.1, 11.6; 12.5, 12.6, 12.7, 12.8; 13.3, 13.4, 13.5, 13.7, 13.10; 14.5, 14.6, 14.7, 14.8; 15.2; 16.4; 17.1, 17.2, 17.3; 18.4; 21.1, 21.3; 22.3, 22.5; 23.5; 25.1;	1.3, 1.5; 2.3, 2.8; 3.1, 3.2, 3.3, 3.7, 3.10, 3.13, 3.14; 4.4; 5.1, 5.4; 6.5, 6.6; 8.2; 10.3; 11.3, 11.4;
4.10A Explain the author's purpose and message within a text	11.6; 13.3	
4.10B Explain how the use of text structure contributes to the author's purpose	1.7; 10.3, 10.6, 10.9, 10.10; 14.5, 14.6, 14.7, 14.8; 15.2;	1.5; 3.1, 3.13; 4.4
4.10C Analyze the author's use of print and graphic features to achieve specific purposes	2.2; 3.3; 5.2, 5.4; 7.7; 8.5; 9.5; 10.1, 10.6, 10.9, 10.10; 11.1; 12.5; 13.4, 13.5, 13.7, 13.10; 18.4; 21.1, 21.3; 22.3, 22.5; 23.5; 25.1;	1.3; 2.3, 2.8; 3.2, 3.3, 3.7, 3.10, 3.13, 3.14; 5.1, 5.4; 6.6; 8.2; 10.3; 11.3, 11.4;
4.10D Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	2.5; 12.5, 12.6, 12.7, 12.8; 15.2; 17.1, 17.2, 17.3;	1.5; 4.4; 6.5
4.10E Identify and understand the use of literary devices, including first- or third-person point of view	3.6, 3.7; 4.3, 4.6; 13.3, 13.5, 13.7, 13.8, 13.9, 13.10; 15.2; 17.1, 17.2, 17.3;	6.5
4.10F Discuss how the author's use of language contributes to voice	2.5; 3.8; 13.3, 13.5, 13.10; 15.2; 16.4; 17.1, 17.2, 17.3;	6.5
4.10G Identify and explain the use of anecdote		

English Language Arts and Reading, Grade 4, 110.6	Group Lessons	Personal Lessons
4.11 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.	1.3, 1.6, 1.8; 2.3, 2.5, 2.7; 3.5, 3.6, 3.8; 4.7; 8.6, 8.7, 8.8, 8.10, 8.14, 8.15; 9.5; 10.3, 10.6, 10.8, 10.9, 10.10; 11.8; 12.6, 12.7, 12.8; 13.5, 13.7, 13.8, 13.9, 13.10, 13.11; 14.4, 14.5, 14.6, 14.7, 14.8; 15.2, 16.1, 16.4, 16.5, 16.7; 17.3; 18.3, 18.4; 19.2, 19.4; 20.3, 20.4; 21.3, 21.5; 22.5; 23.1, 23.5; 24.5, 24.7; 25.2; 26.1, 26.2;	1.3, 1.5; 3.7, 3.10, 3.13, 3.14; 4.4, 4.5; 6.1, 6.4, 6.5, 6.6; 7.6; 8.1, 8.3, 8.4, 8.5; 9.5, 9.6, 9.7; 10.1, 10.2, 10.4, 10.6; 11.1, 11.4;
4.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	1.3, 1.8; 2.3, 2.7; 3.5, 3.6, 3.8; 4.7; 8.7, 8.8, 8.10, 8.14; 9.5; 10.6, 10.9, 10.10; 11.8; 12.6, 12.7; 13.7, 13.10; 14.8; 15.2;	1.3; 3.7, 3.10; 4.4, 4.5; 11.1, 11.4;
4.11B: Develop drafts into a focused, structured, and coherent piece of writing by: 4.11B.i: organizing with purposeful structure, including an introduction, transitions, and a conclusion 4.11B.ii: developing an idea with specific and relevant details	1.8; 2.7; 10.3, 10.8, 10.9, 10.10; 12.7, 12.8; 13.5, 13.10; 14.5, 14.6, 14.7, 14.8; 15.2; 17.3; 22.5; 26.1, 26.2;	1.3; 3.13; 4.5; 6.1, 6.4, 6.5, 6.6; 8.5; 11.4;
4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	1.6; 2.5, 2.7; 8.10, 8.15; 10.8, 10.9, 10.10; 12.8; 13.9, 13.10, 13.11; 14.4, 14.5, 14.6, 14.7, 14.8; 16.1, 16.4, 16.5, 16.7; 17.3; 18.3, 18.4; 21.3; 24.5, 24.7; 26.1;	1.5; 3.13; 4.5; 6.1, 6.4, 6.5, 6.6; 8.1, 8.3, 8.4, 8.5; 10.4;
2.11D Edit drafts using standard English conventions, including: 4.11D.i complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments 4.11D.ii past tense of irregular verbs 4.11D.iii singular, plural, common, and proper nouns 4.11D.iv adjectives, including their comparative and superlative forms 4.11D.v adverbs that convey frequency and adverbs that convey degree 4.11D.vi prepositions and prepositional phrases 4.11D.vii pronouns, including reflexive 4.11D.viii coordinating conjunctions to form compound subjects, predicates, and sentences 4.11D.ix capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities 4.11D.x punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue 4.11D.xi correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	2.5, 2.7; 8.6, 8.10; 12.8; 13.8, 13.9, 13.10, 13.11; 17.3; 19.2, 19.4; 20.3, 20.4; 24.7; 25.2; 26.1, 26.2;	1.3, 1.5; 3.13; 4.5; 6.1, 6.4, 6.5, 6.6; 8.1, 8.3, 8.4, 8.5; 9.5, 9.6, 9.7; 10.1, 10.6;
4.11E Publish written work for appropriate audiences.	21.5; 22.5; 23.1, 23.5; 25.2	3.14; 7.6; 9.5, 9.6, 9.7; 10.2, 10.6;

English Language Arts and Reading, Grade 4, 110.6	Group Lessons	Personal Lessons
4.12 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>	1.3, 1.8; 2.3; 3.5, 3.6, 3.8; 8.14; 9.5; 10.6, 10.8, 10.9, 10.10; 11.8; 12.7, 12.8; 13.5, 13.10, 13.11; 14.5, 14.6, 14.7, 14.8; 15.2; 16.4, 16.7; 17.3; 18.4; 19.4; 21.3, 21.5; 22.5; 23.1, 23.5; 25.2; 26.1, 26.2;	1.3, 1.5; 3.12, 3.13; 4.4, 4.5; 5.3, 5.4, 5.6; 6.1, 6.4, 6.5, 6.6; 7.6; 8.1, 8.3, 8.4, 8.5, 8.6; 9.5, 9.6, 9.7; 10.4, 10.6; 11.1, 11.4;
4.12A Compose literary texts such as personal narratives and poetry using genre characteristics and craft	1.3, 1.8; 2.3; 3.5, 3.6, 3.8; 8.14; 9.5; 10.6, 10.8, 10.9, 10.10; 11.8; 12.7, 12.8; 13.5, 13.10, 13.11; 14.5, 14.6, 14.7, 14.8; 15.2; 16.4, 16.7; 17.3; 18.4; 19.4; 21.3, 21.5; 22.5; 23.1, 23.5; 25.2	1.3, 1.5; 4.4, 4.5; 6.1, 6.4, 6.5, 6.6; 7.6; 8.1, 8.3, 8.4, 8.5; 9.5, 9.6; 10.4, 10.6; 11.4;
4.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	26.1;	3.12, 3.13; 8.6; 9.7; 11.1;
4.12C Compose argumentative texts, including opinion essays, using genre characteristics and craft		
4.12D Compose correspondence that requests information	26.2;	
4.13 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>		5.3, 5.4, 5.6;

GRADE 5		
Grade 5 Texas Essential Knowledge and Skills English Language Arts and Reading, Grade 5, 110.7	The first number denotes the Write Brain lesson. The second number denotes the step in the lesson.	
	Group Lessons	Personal Lessons
5.1 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: 1.4; 10.7; 13.6; 18.1; 21.5; 24.3	Reading aloud their writing: 1.4; 2.6; 3.14; 11.1, 11.4;
5.1A Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	1.3; 1.7, 1.8; 2.4; 3.9; 5.3; 9.1, 9.2, 9.3; 10.1; 11.5, 11.7; 13.3, 13.4; 17.1, 17.2; 20.3; 21.1, 21.2; 22.3, 22.5; 24.1, 24.4, 24.5, 24.7;	3.3; 5.6; 7.3, 7.4, 7.8; 9.4; 10.4; 11.2, 11.5;
5.1B Follow, restate, and give oral instructions that include multiple action steps	5.1, 5.5; 13.4; 16.3;	
5.1C Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	3.9; 6.5; 23.1, 23.3;	7.6; 10.2
5.1D Work collaboratively with others to develop a plan of shared responsibilities	6.4, 6.6, 6.7; 8.13, 8.15; 9.5; 10.6, 10.8; 11.2, 11.8; 12.8; 13.10, 13.11; 15.2; 16.7; 17.3; 23.2; 26.2	10.4;
5.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. <i>The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.</i>	Spelling: (2B) 20.3, 20.4; Cursive Opportunity: (2C) 22.5;	Spelling: (2B) 8.1; 10.1; Cursive Opportunity: (2C) 9.1, 9.5, 9.6, 9.7;
5.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. <i>The student uses newly acquired vocabulary expressively.</i>	8.10; 13.1, 13.9, 13.10; 16.2, 16.3, 16.4, 16.5, 16.7; 17.2, 17.3;	1.3; 5.1, 5.3; 6.5;
5.4: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. <i>The student reads grade-level text with fluency and comprehension.</i>	14.1, 14.2; 18.1; 24.3;	1.4; 2.6; 7.1, 7.6;

English Language Arts and Reading, Grade 5, 110.7	Group Lessons	Personal Lessons
5.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently.	5.2, 5.4; 7.1;	2.8;
5.6 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, 1.7; 2.2; 3.3; 4.1, 4.7; 5.2, 5.4; 6.4; 7.1, 7.5, 7.6, 7.7, 7.8; 8.5; 9.1, 9.2, 9.3, 9.5; 10.1, 10.6, 10.9, 10.10; 11.1, 11.4, 11.7, 11.8; 12.3, 12.5; 13.4, 13.5, 13.7, 13.10; 14.1, 14.3; 16.1; 17.1; 18.2, 18.4; 21.1, 21.3; 22.3, 22.5; 24.4;	1.3; 2.5, 2.6, 2.8; 3.2, 3.8, 3.10; 4.4; 5.1; 7.1, 7.6, 7.8; 10.4; 11.4;
5.7 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.	1.4; 1.3, 1.7; 4.7; 5.2, 5.4; 6.4; 7.1, 7.5, 7.8; 9.1, 9.2, 9.3, 9.5; 10.1, 10.6, 10.9, 10.10; 11.1, 11.4, 11.7, 11.8; 13.4, 13.5, 13.7, 13.10; 14.1, 14.3; 16.1; 17.1; 18.4; 21.1, 21.3; 22.3, 22.5; 24.4; 26.2;	1.3, 2.7; 3.3, 3.4, 3.6, 3.7, 3.8, 3.10, 3.13; 4.4; 5.1; 7.8; 10.4; 11.1, 11.4;
5.8 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.	2.2; 3.5; 7.5; 8.2, 8.3, 8.10, 8.11, 8.14; 9.1, 9.2, 9.3, 9.5; 10.3, 10.6, 10.9, 10.10; 11.2, 11.3, 11.4, 11.7, 11.8; 12.5, 12.7, 12.8; 13.3, 13.4, 13.5, 13.7; 15.2; 17.2; 24.2, 24.4;	1.3, 1.5; 4.4; 6.5, 6.6; 11.4
5.8A Infer multiple themes within a text using text evidence	11.2, 11.3, 11.4, 11.7, 11.8; 17.2; 24.2;	6.5; 11.4;
5.8B Analyze the relationships of and conflicts among the characters	2.2; 3.5; 7.5; 8.2, 8.3, 8.10, 8.11, 8.14; 9.1, 9.2, 9.3, 9.5; 13.3, 13.4, 13.5, 13.7; 15.2; 17.2; 24.4;	1.3, 1.5; 4.4; 6.5; 11.4;
5.8C Analyze plot elements, including rising action, climax, falling action, and resolution	7.5; 10.3, 10.6, 10.9, 10.10; 17.2; 24.4	1.3; 4.4; 6.5, 6.6; 11.4;
5.8D Analyze the influence of the setting, including historical and cultural settings, on the plot	7.5; 12.5, 12.7, 12.8; 15.2; 17.2; 24.4	1.3, 1.5; 4.4; 6.5; 11.4

English Language Arts and Reading, Grade 5, 110.7	Group Lessons	Personal Lessons
5.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. <i>The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</i>	Focus on Literary Texts: Group Lessons #1-25 Focus on Literary Texts: Individual Lessons #1-2, 4, 6-11 Focus on Poetry: Poetry Pop In pages 70-78 Focus on Informational Texts: Group Lesson #26 Focus on Informational Texts: Individual Lesson #3 & 5	
5.10 Author's Purpose and Craft: listening, speaking, reading, writing, and thinking using multiple texts. <i>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.</i>	1.7; 2.2, 2.5; 3.3, 3.8; 5.2, 5.4; 7.7; 8.5; 9.5; 10.1, 10.3, 10.6, 10.9, 10.10; 11.1, 11.6; 12.5, 12.6, 12.7, 12.8; 13.3, 13.4, 13.5, 13.7, 13.10; 14.5, 14.6, 14.7, 14.8; 15.2; 16.4; 17.1, 17.2, 17.3; 18.4; 21.1, 21.3; 22.3, 22.5; 23.5; 25.1;	1.3, 1.5; 2.3, 2.8; 3.1, 3.2, 3.3, 3.7, 3.10, 3.13, 3.14; 4.4; 5.1, 5.4; 6.5, 6.6; 8.2; 10.3; 11.3, 11.4;
5.10A Explain the author's purpose and message within a text	11.6; 13.3	
5.10B Explain how the use of text structure contributes to the author's purpose	1.7; 10.3, 10.6, 10.9, 10.10; 14.5, 14.6, 14.7, 14.8; 15.2;	1.5; 3.1, 3.13; 4.4
5.10C Analyze the author's use of print and graphic features to achieve specific purposes	2.2; 3.3; 5.2, 5.4; 7.7; 8.5; 9.5; 10.1, 10.6, 10.9, 10.10; 11.1; 12.5; 13.4, 13.5, 13.7, 13.10; 18.4; 21.1, 21.3; 22.3, 22.5; 23.5; 25.1;	1.3; 2.3, 2.8; 3.2, 3.3, 3.7, 3.10, 3.13, 3.14; 5.1, 5.4; 6.6; 8.2; 10.3; 11.3, 11.4;
5.10D Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	2.5; 12.5, 12.6, 12.7, 12.8; 15.2; 17.1, 17.2, 17.3;	1.5; 4.4; 6.5
5.10E Identify and understand the use of literary devices, including first- or third-person point of view	3.6, 3.7; 4.3, 4.6; 13.3, 13.5, 13.7, 13.8, 13.9, 13.10; 15.2; 17.1, 17.2, 17.3;	6.5
5.10F Examine how the author's use of language contributes to voice	2.5; 3.8; 13.3, 13.5, 13.10; 15.2; 16.4; 17.1, 17.2, 17.3;	6.5
5.10G Explain the purpose of hyperbole, stereotyping, and anecdote		

English Language Arts and Reading, Grade 5, 110.7	Group Lessons	Personal Lessons
5.11 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.	1.3, 1.6, 1.8; 2.3, 2.5, 2.7; 3.5, 3.6, 3.8; 4.7; 8.6, 8.7, 8.8, 8.10, 8.14, 8.15; 9.5; 10.3, 10.6, 10.8, 10.9, 10.10; 11.8; 12.6, 12.7, 12.8; 13.5, 13.7, 13.8, 13.9, 13.10, 13.11; 14.4, 14.5, 14.6, 14.7, 14.8; 15.2, 16.1, 16.4, 16.5, 16.7; 17.3; 18.3, 18.4; 19.2, 19.4; 20.3, 20.4; 21.3, 21.5; 22.5; 23.1, 23.5; 24.5, 24.7; 25.2; 26.1, 26.2;	1.3, 1.5; 3.7, 3.10, 3.13, 3.14; 4.4, 4.5; 6.1, 6.4, 6.5, 6.6; 7.6; 8.1, 8.3, 8.4, 8.5; 9.5, 9.6, 9.7; 10.1, 10.2, 10.4, 10.6; 11.1, 11.4;
5.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	1.3, 1.8; 2.3, 2.7; 3.5, 3.6, 3.8; 4.7; 8.7, 8.8, 8.10, 8.14; 9.5; 10.6, 10.9, 10.10; 11.8; 12.6, 12.7; 13.7, 13.10; 14.8; 15.2;	1.3; 3.7, 3.10; 4.4, 4.5; 11.1, 11.4;
5.11B: Develop drafts into a focused, structured, and coherent piece of writing by: 5.11B.i: organizing with purposeful structure, including an introduction, transitions, and a conclusion 5.11B.ii: developing an engaging idea reflecting depth of thought with specific facts and details	1.8; 2.7; 10.3, 10.8, 10.9, 10.10; 12.7, 12.8; 13.5, 13.10; 14.5, 14.6, 14.7, 14.8; 15.2; 17.3; 22.5; 26.1, 26.2;	1.3; 3.13; 4.5; 6.1, 6.4, 6.5, 6.6; 8.5; 11.4;
5.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	1.6; 2.5, 2.7; 8.10, 8.15; 10.8, 10.9, 10.10; 12.8; 13.9, 13.10, 13.11; 14.4, 14.5, 14.6, 14.7, 14.8; 16.1, 16.4, 16.5, 16.7; 17.3; 18.3, 18.4; 21.3; 24.5, 24.7; 26.1;	1.5; 3.13; 4.5; 6.1, 6.4, 6.5, 6.6; 8.1, 8.3, 8.4, 8.5; 10.4;
5.11D Edit drafts using standard English conventions, including: 5.11D.i complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments 5.11D.ii past tense of irregular verbs 5.11D.iii collective nouns 5.11D.iv adjectives, including their comparative and superlative forms 5.11D.v conjunctive adverbs 5.11D.vi prepositions and prepositional phrases and their influence on subject-verb agreement 5.11D.vii pronouns, including indefinite 5.11D.viii subordinating conjunctions to form complex sentences 5.11D.ix capitalization of abbreviations, initials, acronyms, and organizations 5.11D.x punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis 5.11D.xi correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	2.5, 2.7; 8.6, 8.10; 12.8; 13.8, 13.9, 13.10, 13.11; 17.3; 19.2, 19.4; 20.3, 20.4; 24.7; 25.2; 26.1, 26.2;	1.3, 1.5; 3.13; 4.5; 6.1, 6.4, 6.5, 6.6; 8.1, 8.3, 8.4, 8.5; 9.5, 9.6, 9.7; 10.1, 10.6;
5.11E Publish written work for appropriate audiences.	21.5; 22.5; 23.1, 23.5; 25.2	3.14; 7.6; 9.5, 9.6, 9.7; 10.2, 10.6;

English Language Arts and Reading, Grade 5, 110.7	Group Lessons	Personal Lessons
5.12 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>	1.3, 1.8; 2.3; 3.5, 3.6, 3.8; 8.14; 9.5; 10.6, 10.8, 10.9, 10.10; 11.8; 12.7, 12.8; 13.5, 13.10, 13.11; 14.5, 14.6, 14.7, 14.8; 15.2; 16.4, 16.7; 17.3; 18.4; 19.4; 21.3, 21.5; 22.5; 23.1, 23.5; 25.2; 26.1, 26.2;	1.3, 1.5; 3.12, 3.13; 4.4, 4.5; 5.3, 5.4, 5.6; 6.1, 6.4, 6.5, 6.6; 7.6; 8.1, 8.3, 8.4, 8.5, 8.6; 9.5, 9.6, 9.7; 10.4, 10.6; 11.1, 11.4;
5.12A Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	1.3, 1.8; 2.3; 3.5, 3.6, 3.8; 8.14; 9.5; 10.6, 10.8, 10.9, 10.10; 11.8; 12.7, 12.8; 13.5, 13.10, 13.11; 14.5, 14.6, 14.7, 14.8; 15.2; 16.4, 16.7; 17.3; 18.4; 19.4; 21.3, 21.5; 22.5; 23.1, 23.5; 25.2	1.3, 1.5; 4.4, 4.5; 6.1, 6.4, 6.5, 6.6; 7.6; 8.1, 8.3, 8.4, 8.5; 9.5, 9.6; 10.4, 10.6; 11.4;
5.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	26.1;	3.12, 3.13; 8.6; 9.7; 11.1;
5.12C Compose argumentative texts, including opinion essays, using genre characteristics and craft		
5.12D Compose correspondence that requests information	26.2;	
5.13 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>		5.3, 5.4, 5.6;

WRITE BRAIN TEKS Curriculum Alignment | Elementary School

Resources & Worksheets	2nd Grade	3rd Grade	4th Grade	5th Grade
Adjective Alley	ELAR TEKS: 3, 7, 10D, 11A, 11B, 11C, 11D, 12A, 12B, 12C	ELAR TEKS: 3, 7, 10D, 10F, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D	ELAR TEKS: 3, 7, 10D, 10F, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D	ELAR TEKS: 3, 7, 10D, 10F, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D
Instead of Said	ELAR TEKS: 3, 7, 8B, 10D, 11A, 11B, 11C, 12A, 12B, 12C	ELAR TEKS: 3, 7, 8B, 10D, 10E, 10F, 11A, 11B, 11C, 12A, 12B, 12C, 12D	ELAR TEKS: 3, 7, 8B, 10D, 10E, 10F, 11A, 11B, 11C, 12A, 12B, 12C, 12D	ELAR TEKS: 3, 7, 8B, 10D, 10E, 10F, 11A, 11B, 11C, 12A, 12B, 12C, 12D
Vivid Verbs	ELAR TEKS: 3, 7, 10D, 11A, 11B, 11C, 11D, 12A, 12B, 12C	ELAR TEKS: 3, 7, 10D, 10F, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D	ELAR TEKS: 3, 7, 10D, 10F, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D	ELAR TEKS: 3, 7, 10D, 10F, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D
Other Ways to Say	ELAR TEKS: 3, 7, 10D, 11A, 11B, 11C, 11D, 12A, 12B, 12C	ELAR TEKS: 3, 7, 10D, 10F, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D	ELAR TEKS: 3, 7, 10D, 10F, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D	ELAR TEKS: 3, 7, 10D, 10F, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D
Basic Punctuation & Grammar Guide	ELAR TEKS: 3, 7, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 13	ELAR TEKS: 3, 7, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D, 13	ELAR TEKS: 3, 7, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D, 13	ELAR TEKS: 3, 7, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D, 13
Character Development	ELAR TEKS: 6, 7, 8B, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 6, 7, 8B, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 6, 7, 8B, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 6, 7, 8B, 11A, 11B, 11C, 11D, 12A
Character Arc	ELAR TEKS: 6, 7, 8B, 8C, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 6, 7, 8B, 8C, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 6, 7, 8B, 8C, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 6, 7, 8B, 8C, 11A, 11B, 11C, 11D, 12A
Storyline Planning	ELAR TEKS: 6, 7, 8C, 10B, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 6, 7, 8C, 10B, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 6, 7, 8C, 10B, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 6, 7, 8C, 10B, 11A, 11B, 11C, 11D, 12A
Setting Quotes	ELAR TEKS: 4, 5, 6, 7, 8D, 10D, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 4, 5, 6, 7, 8D, 10D, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 4, 5, 6, 7, 8D, 10D, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 4, 5, 6, 7, 8D, 10D, 11A, 11B, 11C, 11D, 12A
Setting Snapshots	ELAR TEKS: 6, 7, 8D, 10D, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 6, 7, 8D, 10D, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 6, 7, 8D, 10D, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 6, 7, 8D, 10D, 11A, 11B, 11C, 11D, 12A

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Resources & Worksheets	2nd Grade	3rd Grade	4th Grade	5th Grade
Imagining Leads & Conclusions	ELAR TEKS: 6, 7, 8B, 8D, 10B, 10D, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 6, 7, 8B, 8D, 10B, 10D, 10E, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 6, 7, 8B, 8D, 10B, 10D, 10E, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 6, 7, 8B, 8D, 10B, 10D, 10E, 11A, 11B, 11C, 11D, 12A
Dedication & About the Author	ELAR TEKS: 10A, 11A, 11B, 11C, 11D, 12A, 12B	ELAR TEKS: 10A, 11A, 11B, 11C, 11D, 12A, 12B	ELAR TEKS: 10A, 11A, 11B, 11C, 11D, 12A, 12B	ELAR TEKS: 10A, 11A, 11B, 11C, 11D, 12A, 12B
Compare & Contrast	ELAR TEKS: 6, 7, 8B, 8D, 11A, 11B, 11C, 11D, 12B	ELAR TEKS: 6, 7, 8B, 8D, 11A, 11B, 11C, 11D, 12B	ELAR TEKS: 6, 7, 8B, 8D, 11A, 11B, 11C, 11D, 12B	ELAR TEKS: 6, 7, 8B, 8D, 11A, 11B, 11C, 11D, 12B
Comparative Essay Outline	ELAR TEKS: 6, 7, 8B, 8D, 10A, 10B, 11A, 11B, 11C, 11D, 12B	ELAR TEKS: 6, 7, 8B, 8D, 10A, 10B, 11A, 11B, 11C, 11D, 12B	ELAR TEKS: 6, 7, 8B, 8D, 10A, 10B, 11A, 11B, 11C, 11D, 12B	ELAR TEKS: 6, 7, 8B, 8D, 10A, 10B, 11A, 11B, 11C, 11D, 12B
Positive Feedback for the Author	ELAR TEKS: 1D, 7, 10A, 11A, 11B, 11C, 11D, 12C	ELAR TEKS: 1D, 7, 10A, 11A, 11B, 11C, 11D, 12D	ELAR TEKS: 1D, 7, 10A, 11A, 11B, 11C, 11D, 12D	ELAR TEKS: 1D, 7, 10A, 11A, 11B, 11C, 11D, 12D
Reflective Personal Essay	ELAR TEKS: 10A, 10B, 11A, 11B, 11C, 11D, 12B	ELAR TEKS: 10A, 10B, 11A, 11B, 11C, 11D, 12B	ELAR TEKS: 10A, 10B, 11A, 11B, 11C, 11D, 12B	ELAR TEKS: 10A, 10B, 11A, 11B, 11C, 11D, 12B
Sensory Snack	ELAR TEKS: 3, 9B, 10A, 10B, 10D, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 3, 9B, 10A, 10B, 10D, 10E, 10F, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 3, 9B, 10A, 10B, 10D, 10E, 10F, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 3, 9B, 10A, 10B, 10D, 10E, 10F, 11A, 11B, 11C, 11D, 12A
Am I a Write-Brain Thinker?	ELAR TEKS: 1A, 1B, 1C, 1D, 1E, 2C, 2D, 3, 8B, 8C, 10B, 10D, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 1A, 1B, 1C, 1D, 1E, 2B, 2C, 3, 8B, 8C, 10B, 10D, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 1A, 1B, 1C, 1D, 1E, 2B, 2C, 3, 8B, 8C, 10B, 10D, 11A, 11B, 11C, 11D, 12A	ELAR TEKS: 1A, 1B, 1C, 1D, 1E, 2B, 2C, 3, 8B, 8C, 10B, 10D, 11A, 11B, 11C, 11D, 12A