

GRADE 9 - English I		
Grade 9 Texas Essential Knowledge and Skills English Language Arts and Reading, English 1, 110.36	The first number denotes the Write Brain lesson. The second number denotes the step in the lesson.	
	Group Lessons	Personal Lessons
E1.1 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: 2.5; 3.6; 11.4, 11.6; 13.4; 14.6; 16.1; 23.2; 28.22;	Reading aloud their writing: 1.3, 1.12; 3.8; 4.4; 8.2, 8.5; 12.1; 13.1, 13.4; 14.2; 17.2;
E1.1A engage in meaningful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes	1.1; 2.8, 2.10; 3.4; 4.3; 5.1, 5.2; 6.5, 6.7; 7.1; 8.2, 8.6; 9.1; 11.1, 11.3; 12.1; 13.1, 13.2; 14.3, 14.4; 17.2; 19.2; 21.6; 21.12; 22.6; 23.1, 23.3, 23.5; 24.2; 25.6; 28.11, 28.22;	1.12; 7.2.1; 8.5, 8.6, 8.7, 8.10; 12.2; 13.2, 13.5; 15.1; 16.2, 16.3, 16.6, 16.8, 16.9, 16.10, 16.12; 17.2;
E1.1B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes	14.4, 23.2;	2.4, 2.10;
E1.1C 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 conventions of language to communicate ideas effectively	Working on presentation skills: 25.3, 25.5;	Working on presentation skills: 1.7; 8.8; 12.1; 14.2;
E1.1D participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making	5.2, 5.3; 7.1; 8.8; 9.2, 9.5; 10.3; 11.5; 12.2; 15.7; 17.3, 17.4; 18.4; 20.2; 21.13; 25.2; 27.3;	7.2.1; 17.5;
E1.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. <i>The student uses newly acquired vocabulary expressively.</i>	3.5; 7.1; 9.6, 9.8; 11.2; 12.2; 13.1; 14.1, 14.9, 14.10; 15.5, 15.7; 17.4; 21.4; 23.5;	6.1, 6.2; 7.3.1; 8.3;
E1.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. <i>The student reads grade-appropriate texts independently.</i>	1.5;	2.9; 7.2.2;

English Language Arts and Reading, English 1, 110.36	Group Lessons	Personal Lessons
E1.4 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>	1.5; 2.2; 2.8; 3.2; 4.2, 4.4; 5.4; 6.4; 8.2, 8.3, 8.5; 9.4; 11.1; 12.1; 13.1; 14.4, 14.5, 14.7, 14.10; 15.2, 15.3, 16.1, 16.3; 17.1, 17.4; 20.3; 22.6; 23.3, 23.6, 23.7; 24.3; 28.3, 28.22;	1.2, 1.3, 1.4, 1.10; 2.3, 2.5, 2.7, 2.9; 3.3, 3.5, 3.7, 3.8; 4.1, 4.4; 5.4; 6.1; 7.2.2; 8.5, 8.8, 8.10; 12.2; 13.4; 16.8, 16.13; 17.5;
E1.5 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>	1.6; 2.2, 2.8; 3.2; 4.2, 4.4; 6.4; 8.2, 8.3, 8.5, 8.8; 9.1, 9.4; 10.4; 11.1; 13.1; 14.4, 14.5, 14.7, 14.10; 15.3; 16.1, 16.3; 17.1, 17.2, 17.4; 18.2; 19.2; 20.3; 22.6; 23.3, 23.6, 23.7; 24.3; 27.3; 28.3, 28.4, 28.14, 28.22;	1.2, 1.3, 1.4, 1.10; 2.8; 3.3, 3.5, 3.7; 5.4; 6.1; 7.2.2; 8.1, 8.10; 12.2; 13.1, 13.4; 16.13; 17.5;
E1.6 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>	3.2; 6.4, 6.7, 6.8; 7.3; 8.2, 8.5, 8.8; 9.1, 9.5, 9.6; 10.2, 10.4; 11.1, 11.3, 11.8; 13.2, 13.3; 14.3, 14.4, 14.5, 14.7, 14.10; 15.2, 15.5, 15.7; 17.1, 17.2, 17.4; 18.2; 20.2; 23.3, 23.7;	2.3, 8.1, 8.5; 12.2; 13.4; 16.3;
E1.6A analyze how themes are developed through characterization and plot in a variety of literary texts	6.8; 7.3; 11.1; 13.2, 13.3; 23.3, 23.7;	7.3.1; 13.4;
E1.6B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils	6.4; 7.3; 9.1; 10.2, 10.4; 13.3; 14.3, 14.4, 14.5, 14.7; 17.1, 17.2, 17.4; 18.2; 20.2; 23.3, 23.7;	1.2; 3.5, 3.7; 5.4; 7.3.1; 13.4;
E1.6C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development	6.7, 6.8; 7.3; 13.3; 23.3, 23.7;	1.2, 1.3, 1.4, 1.5; 2.3; 5.4; 7.3.1; 13.4;
E1.6D analyze how the setting influences the theme	6.4; 7.3; 15.2, 15.5, 15.7; 20.2; 23.3, 23.7;	1.2; 5.4; 7.3.1; 13.4;

English Language Arts and Reading, English 1, 110.36	Group Lessons	Personal Lessons
<p>E1.7 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.</p>	<p>Focus on Literary Texts: Group Lessons #1-17, 19-22, 25-26 Individual Lessons #1-5, 7-12</p> <p>Focus on Informational Texts: Group Lessons #18, 23-24, 27-28 Individual Lessons #6, 13-17</p>	
<p>E1.8 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.</p>	<p>2.8; 3.5; 4.2, 4.4; 5.4; 6.7, 6.8; 8.2, 8.3, 8.4, 8.5, 8.8; 9.4, 9.6, 9.8; 10.5; 11.8; 12.1, 12.2, 12.3; 13.1; 14.3, 14.4, 14.5, 14.7, 14.8, 14.9, 14.10; 15.2, 15.5, 15.7; 16.6, 16.7, 16.8; 17.2, 17.3, 17.4; 18.2; 20.2; 21.3, 21.6; 22.5; 23.3, 23.6, 23.7; 24.3, 24.4; 25.4, 25.6; 26.1; 28.3, 28.14, 28.15, 28.18, 28.19, 28.20, 28.23;</p>	<p>1.2, 1.3, 1.4, 1.5, 1.6, 1.10, 1.13; 2.3; 3.5, 3.6, 3.7, 3.8; 4.5, 4.6; 5.4; 6.1, 6.4; 7.3.1, 7.3.2; 8.1, 8.5, 8.10; 9.2, 9.4, 9.6; 11.3; 12.2; 13.3, 13.4; 15.2, 15.3, 15.4, 15.5, 15.6; 16.1, 16.8, 16.13;</p>
E1.8A analyze author's purpose, audience, and message within a text	<p>11.8; 12.1, 12.2; 13.1; 21.3; 22.5; 23.3, 23.6, 23.7; 24.4; 25.6; 28.14, 28.15, 28.18;</p>	<p>8.1, 8.10; 9.4, 9.6; 12.2; 15.2, 15.4, 15.5; 16.1; 16.8, 16.13;</p>
E1.8B analyze use of text structure to achieve author's purpose	<p>2.8; 6.7, 6.8; 8.2, 8.4, 8.5, 8.8; 16.6, 16.7, 16.8; 20.2; 23.3, 23.6, 23.7; 28.15, 28.19, 28.20, 28.23;</p>	<p>1.5; 5.4; 12.2; 15.3, 15.4, 15.5, 15.6; 16.13;</p>
E1.8C evaluate author's use of print and graphic features to achieve specific purposes	<p>4.2, 4.4; 5.4; 8.2, 8.3, 8.5, 8.8; 9.4; 12.3; 14.4, 14.5, 14.7, 14.10; 15.5; 17.2, 17.3, 17.4; 23.3, 23.6, 23.7; 24.3, 24.4; 25.4; 26.1; 28.3;</p>	<p>1.2, 1.3, 1.4; 3.5, 3.7; 5.4; 6.1, 6.4; 7.3.2; 9.2; 11.3; 12.2; 13.3, 13.4;</p>
E1.8D analyze how author's use of language achieves specific purposes	<p>3.5; 9.6, 9.8; 10.5; 13.1; 14.9, 14.10; 15.2, 15.5, 15.7; 17.2, 17.3; 20.2; 21.3; 23.3, 23.6, 23.7;</p>	<p>1.6, 1.10, 1.13; 3.5, 3.7; 5.4; 7.3.1; 12.2; 15.4; 16.13</p>
E1.8E analyze the use of literary devices such as irony, and oxymoron to achieve specific purposes	<p>12.1, 12.2; 13.1; 14.3, 14.5; 14.7, 14.8, 14.9, 14.10; 18.2; 20.2; 23.3, 23.6, 23.7;</p>	<p>2.3; 3.6, 3.7, 3.8; 4.5, 4.6; 5.4; 7.3.1; 12.2;</p>

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E1.8F analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	13.1; 14.9, 14.10; 15.5, 15.7; 20.2; 21.6; 23.3, 23.6, 23.7;	3.5, 3.7; 5.4; 7.3.1; 12.2; 16.13;
E1.8G 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 Language Arts and Reading, English 1, 110.36	Group Lessons	Personal Lessons
E1.9 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>	2.4, 2.10; 3.3, 3.5, 3.6; 6.4, 6.7, 6.8; 7.3; 8.4, 8.5, 8.7, 8.8; 9.5, 9.6, 9.8; 10.4, 10.5; 11.8; 12.2; 14.8, 14.9, 14.10; 15.7; 16.5, 16.6, 16.7, 16.8; 17.3, 17.4; 18.2; 20.3; 21.3, 21.4, 21.6, 21.7, 21.10, 21.11, 21.13; 22.5, 22.6, 22.7; 23.3, 23.4, 23.7; 24.4; 25.1; 26.2; 27.1, 27.3; 28.4, 28.7, 28.9; 28.15, 28.19, 28.20, 28.22, 28.23;	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.13, 1.14; 3.5, 3.7, 3.8; 4.5; 5.4; 6.5; 7.1.1; 7.2.1, 7.2.4; 7.3.1, 7.3.2; 8.1, 8.5, 8.8; 9.1, 9.2, 9.3, 9.4, 9.5, 9.8; 10.1, 10.2, 10.4, 10.5; 11.2; 12.1; 13.1, 13.4; 14.1, 14.2; 15.4, 15.6; 16.9, 16.13; 17.1, 17.2, 17.4;
E1.9A 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	2.4, 2.10; 3.3; 6.4, 6.7, 6.8; 7.3; 8.5, 8.8; 9.5, 9.6, 9.8; 10.4; 11.3, 11.8; 12.2; 13.3; 15.5; 17.3, 17.4; 20.2; 28.4, 28.7, 28.9;	1.2, 1.3, 1.4; 3.5, 3.7; 5.4; 8.1; 13.1, 13.4; 14.1; 15.6; 16.9, 16.13; 17.1, 17.2, 17.4;
E1.9B develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: E1.9Bi using an organizing structure appropriate to purpose, audience, topic, and context E1.9Bii developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	2.10; 3.6; 8.5, 8.7, 8.8; 11.8; 12.2; 14.5, 14.10; 15.7; 16.6, 16.7, 16.8; 18.2; 20.2; 23.7; 24.4; 27.1, 27.3; 28.15, 28.19, 28.20;	1.5; 3.7; 5.4; 7.1.1; 7.2.1, 7.2.4; 7.3.1; 8.1; 9.5; 13.4; 14.1; 15.4, 15.6; 16.13; 17.2, 17.4;
E1.9C revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses	3.5, 3.6; 8.4, 8.7, 8.8; 9.8; 10.5; 11.8; 12.2; 14.9, 14.10; 15.7; 16.5, 16.6, 16.7, 16.8; 17.3, 17.4; 18.2; 20.3; 21.6, 21.7; 22.6; 23.3, 23.4, 23.7; 24.4; 28.19, 28.20;	1.6, 1.8, 1.11; 4.5; 5.4; 6.5; 7.1.1; 7.2.1, 7.2.4; 7.3.1, 7.3.2; 9.2, 9.3, 9.8; 10.1; 14.1; 16.13; 17.2, 17.4;
E1.9D edit drafts using standard English conventions, including: E1.9Di a variety of complete, controlled sentences and avoidance of unintentional splices,	14.8, 14.9, 14.10; 15.7; 18.2; 21.3, 21.4, 21.6, 21.7, 21.10, 21.11, 21.13;	1.6, 1.8, 1.10, 1.11, 1.13, 1.14; 4.5; 5.4; 7.1.1; 7.2.1, 7.2.4; 7.3.1, 7.3.2;



run-ons, and fragments E1.9Dii consistent, appropriate use of verb tense and active and passive voice E1.9Diii pronoun - antecedent agreement E1.9Div correct capitalization E1.9Dv punctuation including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate E1.9Dvi correct spelling	22.6, 22.7; 23.3, 23.4, 23.7; 24.4; 26.2; 27.1, 27.3; 28.19, 28.20, 28.23;	9.1, 9.2, 9.3, 9.8; 10.1, 10.4, 10.5; 11.2; 14.1; 16.13; 17.2, 17.4;
E1.9E publish written work for appropriate audiences.	18.2; 22.5; 23.7; 24.4; 25.1; 26.2; 28.22, 28.23;	1.7, 1.8, 1.14; 3.8; 8.5, 8.8; 9.2, 9.4; 10.4, 10.5; 11.2; 12.1; 14.2; 15.4; 16.13; 17.2, 17.4;

English Language Arts and Reading, English 1, 110.36	Group Lessons	Personal Lessons
<i>E1.10 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>	2.4, 2.10; 3.3; 6.4, 6.7, 6.8; 7.3; 8.5, 8.8; 9.6; 10.4; 11.3, 11.8; 13.3; 14.5, 14.10; 15.5, 15.7; 16.6, 16.7, 16.8; 17.3, 17.4; 20.2; 21.13; 22.7; 23.4. 23.5, 23.6, 23.7; 24.3, 24.4; 25.6; 26.2; 27.1, 27.3; 28.6, 28.18, 28.19, 28.20, 28.23;	1.5, 1.6, 1.8, 1.11; 3.5, 3.7; 5.4; 7.1.1; 7.2.1, 7.2.4; 7.3.1, 7.3.2; 8.8; 9.4, 9.5, 9.6, 9.8; 10.1, 10.4, 10.5; 13.1, 13.4; 14.1; 15.2, 15.3, 15.6; 16.13; 17.2, 17.4;
E1.10A compose literary texts such as fiction and poetry using genre characteristics and craft	2.4, 2.10; 3.3; 6.4, 6.7, 6.8; 7.3; 8.5, 8.8; 9.6; 10.4; 11.3, 11.8; 13.3; 14.5, 14.10; 15.5, 15.7; 16.6, 16.7, 16.8; 17.3, 17.4; 20.2; 21.13; 22.7; 23.4; 24.3; 25.6; 26.2;	1.5, 1.6, 1.8, 1.11; 3.5, 3.7; 5.4; 7.1.1; 7.2.1, 7.2.4; 7.3.1, 7.3.2; 8.8; 9.8; 10.1, 10.4; 13.4;
E1.10B compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft	23.5, 23.6, 23.7; 24.4; 27.1; 28.6, 28.18, 28.19, 28.20, 28.23;	9.4, 9.5, 9.6; 10.5; 13.1; 14.1; 15.2, 15.3, 15.6; 16.13; 17.2;
E1.10C compose argumentative texts using genre characteristics and craft		
E1.10D compose correspondence in a professional or friendly structure	27.3;	17.4;
<i>E1.11 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>	7.1; 11.2; 23.6; 24.4; 28.19;	2.6; 6.2, 6.3, 6.4; 8.3; 15.3;

GRADE 10 - ENGLISH 2		
Grade 10 Texas Essential Knowledge and Skills English Language Arts and Reading, English 2, 110.37	The first number denotes the Write Brain lesson. The second number denotes the step in the lesson.	
	Group Lessons	Personal Lessons
E2.1 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: 2.5; 3.6; 11.4, 11.6; 13.4; 14.6; 16.1; 23.2; 28.22;	Reading aloud their writing: 1.3, 1.12; 3.8; 4.4; 8.2, 8.5; 12.1; 13.1, 13.4; 14.2; 17.2;
E2.1A engage in meaningful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes	1.1; 2.8, 2.10; 3.4; 4.3; 5.1, 5.2; 6.5, 6.7; 7.1; 8.2, 8.6; 9.1; 11.1, 11.3; 12.1; 13.1, 13.2; 14.3, 14.4; 17.2; 19.2; 21.6; 21.12; 22.6; 23.1, 23.3, 23.5; 24.2; 25.6; 28.11, 28.22;	1.12; 7.2.1; 8.5, 8.6, 8.7, 8.10; 12.2; 13.2, 13.5; 15.1; 16.2, 16.3, 16.6, 16.8, 16.9, 16.10, 16.12; 17.2;
E2.1B follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes	14.4, 23.2;	2.4, 2.10;
E2.1C 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 conventions of language to communicate ideas effectively	Working on presentation skills: 25.3, 25.5;	Working on presentation skills: 1.7; 8.8; 12.1; 14.2;
E2.1D participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision making	5.2, 5.3; 7.1; 8.8; 9.2, 9.5; 10.3; 11.5; 12.2; 15.7; 17.3, 17.4; 18.4; 20.2; 21.13; 25.2; 27.3;	7.2.1; 17.5;
E2.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. <i>The student uses newly acquired vocabulary expressively.</i>	3.5; 7.1; 9.6, 9.8; 11.2; 12.2; 13.1; 14.1, 14.9, 14.10; 15.5, 15.7; 17.4; 21.4; 23.5;	6.1, 6.2; 7.3.1; 8.3;
E2.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. <i>The student reads grade-appropriate texts independently.</i>	1.5;	2.9; 7.2.2;

English Language Arts and Reading, English 2, 110.37	Group Lessons	Personal Lessons
E2.4 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>	1.5; 2.2; 2.8; 3.2; 4.2, 4.4; 5.4; 6.4; 8.2, 8.3, 8.5; 9.4; 11.1; 12.1; 13.1; 14.4, 14.5, 14.7, 14.10; 15.2, 15.3, 16.1, 16.3; 17.1, 17.4; 20.3; 22.6; 23.3, 23.6, 23.7; 24.3; 28.3, 28.22;	1.2, 1.3, 1.4, 1.10; 2.3, 2.5, 2.7, 2.9; 3.3, 3.5, 3.7, 3.8; 4.1, 4.4; 5.4; 6.1; 7.2.2; 8.5, 8.8, 8.10; 12.2; 13.4; 16.8, 16.13; 17.5;
E2.5 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>	1.6; 2.2, 2.8; 3.2; 4.2, 4.4; 6.4; 8.2, 8.3, 8.5, 8.8; 9.1, 9.4; 10.4; 11.1; 13.1; 14.4, 14.5, 14.7, 14.10; 15.3; 16.1, 16.3; 17.1, 17.2, 17.4; 18.2; 19.2; 20.3; 22.6; 23.3, 23.6, 23.7; 24.3; 27.3; 28.3, 28.4, 28.14, 28.22;	1.2, 1.3, 1.4, 1.10; 2.8; 3.3, 3.5, 3.7; 5.4; 6.1; 7.2.2; 8.1, 8.10; 12.2; 13.1, 13.4; 16.13; 17.5;
E2.6 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>	3.2; 6.4, 6.7, 6.8; 7.3; 8.2, 8.5, 8.8; 9.1, 9.5, 9.6; 10.2, 10.4; 11.1, 11.3, 11.8; 13.2, 13.3; 14.3, 14.4, 14.5, 14.7, 14.10; 15.2, 15.5, 15.7; 17.1, 17.2, 17.4; 18.2; 20.2; 23.3, 23.7;	2.3, 8.1, 8.5; 12.2; 13.4; 16.3;
E2.6A analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures	6.8; 7.3; 11.1; 13.2, 13.3; 23.3, 23.7;	7.3.1; 13.4;
E2.6B analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events	6.4; 7.3; 9.1; 10.2, 10.4; 13.3; 14.3, 14.4, 14.5, 14.7; 17.1, 17.2, 17.4; 18.2; 20.2; 23.3, 23.7;	1.2; 3.5, 3.7; 5.4; 7.3.1; 13.4;
E2.6C analyze isolated scenes and their contribution to the success of the plot as a whole	6.7, 6.8; 7.3; 13.3; 23.3, 23.7;	1.2, 1.3, 1.4, 1.5; 2.3; 5.4; 7.3.1; 13.4;
E2.6D analyze how historical and cultural settings influence characterization, plot, and theme across texts	6.4; 7.3; 15.2, 15.5, 15.7; 20.2; 23.3, 23.7;	1.2; 5.4; 7.3.1; 13.4;

English Language Arts and Reading, English 2, 110.37	Group Lessons	Personal Lessons
<p>E2.7 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.</p>	<p>Focus on Literary Texts: Group Lessons #1-17, 19-22, 25-26 Individual Lessons #1-5, 7-12</p> <p>Focus on Informational Texts: Group Lessons #18, 23-24, 27-28 Individual Lessons #6, 13-17</p>	
<p>E2.8 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.</p>	<p>2.8; 3.5; 4.2, 4.4; 5.4; 6.7, 6.8; 8.2, 8.3, 8.4, 8.5, 8.8; 9.4, 9.6, 9.8; 10.5; 11.8; 12.1, 12.2, 12.3; 13.1; 14.3, 14.4, 14.5, 14.7, 14.8, 14.9, 14.10; 15.2, 15.5, 15.7; 16.6, 16.7, 16.8; 17.2, 17.3, 17.4; 18.2; 20.2; 21.3, 21.6; 22.5; 23.3, 23.6, 23.7; 24.3, 24.4; 25.4, 25.6; 26.1; 28.3, 28.14, 28.15, 28.18, 28.19, 28.20, 28.23;</p>	<p>1.2, 1.3, 1.4, 1.5, 1.6, 1.10, 1.13; 2.3; 3.5, 3.6, 3.7, 3.8; 4.5, 4.6; 5.4; 6.1, 6.4; 7.3.1, 7.3.2; 8.1, 8.5, 8.10; 9.2, 9.4, 9.6; 11.3; 12.2; 13.3, 13.4; 15.2, 15.3, 15.4, 15.5, 15.6; 16.1, 16.8, 16.13;</p>
E2.8A analyze author's purpose, audience, and message within a text	11.8; 12.1, 12.2; 13.1; 21.3; 22.5; 23.3, 23.6, 23.7; 24.4; 25.6; 28.14, 28.15, 28.18;	8.1, 8.10; 9.4, 9.6; 12.2; 15.2, 15.4, 15.5; 16.1; 16.8, 16.13;
E2.8B analyze use of text structure to achieve author's purpose	2.8; 6.7, 6.8; 8.2, 8.4, 8.5, 8.8; 16.6, 16.7, 16.8; 20.2; 23.3, 23.6, 23.7; 28.15, 28.19, 28.20, 28.23;	1.5; 5.4; 12.2; 15.3, 15.4, 15.5, 15.6; 16.13;
E2.8C evaluate author's use of print and graphic features to achieve specific purposes	4.2, 4.4; 5.4; 8.2, 8.3, 8.5, 8.8; 9.4; 12.3; 14.4, 14.5, 14.7, 14.10; 15.5; 17.2, 17.3, 17.4; 23.3, 23.6, 23.7; 24.3, 24.4; 25.4; 26.1; 28.3;	1.2, 1.3, 1.4; 3.5, 3.7; 5.4; 6.1, 6.4; 7.3.2; 9.2; 11.3; 12.2; 13.3, 13.4;
E2.8D analyze how the author's use of language informs and shapes the perception of readers	3.5; 9.6, 9.8; 10.5; 13.1; 14.9, 14.10; 15.2, 15.5, 15.7; 17.2, 17.3; 20.2; 21.3; 23.3, 23.6, 23.7;	1.6, 1.10, 1.13; 3.5, 3.7; 5.4; 7.3.1; 12.2; 15.4; 16.13;
E2.8E analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes	12.1, 12.2; 13.1; 14.3, 14.5; 14.7, 14.8, 14.9, 14.10; 18.2; 20.2; 23.3, 23.6, 23.7;	2.3; 3.6, 3.7, 3.8; 4.5, 4.6; 5.4; 7.3.1; 12.2;

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E2.8F analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	13.1; 14.9, 14.10; 15.5, 15.7; 20.2; 21.6; 23.3, 23.6, 23.7;	3.5, 3.7; 5.4; 7.3.1; 12.2; 16.13;
E2.8G analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies		

English Language Arts and Reading, English 2, 110.37	Group Lessons	Personal Lessons
E2.9 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>	2.4, 2.10; 3.3, 3.5, 3.6; 6.4, 6.7, 6.8; 7.3; 8.4, 8.5, 8.7, 8.8; 9.5, 9.6, 9.8; 10.4, 10.5; 11.8; 12.2; 14.8, 14.9, 14.10; 15.7; 16.5, 16.6, 16.7, 16.8; 17.3, 17.4; 18.2; 20.3; 21.3, 21.4, 21.6, 21.7, 21.10, 21.11, 21.13; 22.5, 22.6, 22.7; 23.3, 23.4, 23.7; 24.4; 25.1; 26.2; 27.1, 27.3; 28.4, 28.7, 28.9; 28.15, 28.19, 28.20, 28.22, 28.23;	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.13, 1.14; 3.5, 3.7, 3.8; 4.5; 5.4; 6.5; 7.1.1; 7.2.1, 7.2.4; 7.3.1, 7.3.2; 8.1, 8.5, 8.8; 9.1, 9.2, 9.3, 9.4, 9.5, 9.8; 10.1, 10.2, 10.4, 10.5; 11.2; 12.1; 13.1, 13.4; 14.1, 14.2; 15.4, 15.6; 16.9, 16.13; 17.1, 17.2, 17.4;
E2.9A 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	2.4, 2.10; 3.3; 6.4, 6.7, 6.8; 7.3; 8.5, 8.8; 9.5, 9.6, 9.8; 10.4; 11.3, 11.8; 12.2; 13.3; 15.5; 17.3, 17.4; 20.2; 28.4, 28.7, 28.9;	1.2, 1.3, 1.4; 3.5, 3.7; 5.4; 8.1; 13.1, 13.4; 14.1; 15.6; 16.9, 16.13; 17.1, 17.2, 17.4;
E2.9B develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by E2.9Bi using an organizing structure appropriate to purpose, audience, topic, and context E2.9Bii developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	2.10; 3.6; 8.5, 8.7, 8.8; 11.8; 12.2; 14.5, 14.10; 15.7; 16.6, 16.7, 16.8; 18.2; 20.2; 23.7; 24.4; 27.1, 27.3; 28.15, 28.19, 28.20;	1.5; 3.7; 5.4; 7.1.1; 7.2.1, 7.2.4; 7.3.1; 8.1; 9.5; 13.4; 14.1; 15.4, 15.6; 16.13; 17.2, 17.4;
E2.9C revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses	3.5, 3.6; 8.4, 8.7, 8.8; 9.8; 10.5; 11.8; 12.2; 14.9, 14.10; 15.7; 16.5, 16.6, 16.7, 16.8; 17.3, 17.4; 18.2; 20.3; 21.6, 21.7; 22.6; 23.3, 23.4, 23.7; 24.4; 28.19, 28.20;	1.6, 1.8, 1.11; 4.5; 5.4; 6.5; 7.1.1; 7.2.1, 7.2.4; 7.3.1, 7.3.2; 9.2, 9.3, 9.8; 10.1; 14.1; 16.13; 17.2, 17.4;
E2.9D edit drafts using standard English conventions, including: E2.9Di a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	14.8, 14.9, 14.10; 15.7; 18.2; 21.3, 21.4, 21.6, 21.7, 21.10, 21.11, 21.13; 22.6, 22.7; 23.3, 23.4, 23.7; 24.4; 26.2;	1.6, 1.8, 1.10, 1.11, 1.13, 1.14; 4.5; 5.4; 7.1.1; 7.2.1, 7.2.4; 7.3.1, 7.3.2; 9.1, 9.2, 9.3, 9.8; 10.1, 10.4, 10.5; 11.2; 14.1;



E2.9Dii consistent, appropriate use of verb tense and active and passive voice E2.9Diii pronoun-antecedent agreement E2.9Div correct capitalization E2.9Dv punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate E2.9Dvi correct spelling	27.1, 27.3; 28.19, 28.20, 28.23;	16.13; 17.2, 17.4;
E2.9E publish written work for appropriate audiences	18.2; 22.5; 23.7; 24.4; 25.1; 26.2; 28.22, 28.23;	1.7, 1.8, 1.14; 3.8; 8.5, 8.8; 9.2, 9.4; 10.4, 10.5; 11.2; 12.1; 14.2; 15.4; 16.13; 17.2, 17.4;

English Language Arts and Reading, English 2, 110.37	Group Lessons	Personal Lessons
E2.10 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>	2.4, 2.10; 3.3; 6.4, 6.7, 6.8; 7.3; 8.5, 8.8; 9.6; 10.4; 11.3, 11.8; 13.3; 14.5, 14.10; 15.5, 15.7; 16.6, 16.7, 16.8; 17.3, 17.4; 20.2; 21.13; 22.7; 23.4, 23.5, 23.6, 23.7; 24.3, 24.4; 25.6; 26.2; 27.1, 27.3; 28.6, 28.18, 28.19, 28.20, 28.23;	1.5, 1.6, 1.8, 1.11; 3.5, 3.7; 5.4; 7.1.1; 7.2.1, 7.2.4; 7.3.1, 7.3.2; 8.8; 9.4, 9.5, 9.6, 9.8; 10.1, 10.4, 10.5; 13.1, 13.4; 14.1; 15.2, 15.3, 15.6; 16.13; 17.2, 17.4;
E2.10A compose literary texts such as fiction and poetry using genre characteristics and craft	2.4, 2.10; 3.3; 6.4, 6.7, 6.8; 7.3; 8.5, 8.8; 9.6; 10.4; 11.3, 11.8; 13.3; 14.5, 14.10; 15.5, 15.7; 16.6, 16.7, 16.8; 17.3, 17.4; 20.2; 21.13; 22.7; 23.4; 24.3; 25.6; 26.2;	1.5, 1.6, 1.8, 1.11; 3.5, 3.7; 5.4; 7.1.1; 7.2.1, 7.2.4; 7.3.1, 7.3.2; 8.8; 9.8; 10.1, 10.4; 13.4;
E2.10B compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft	23.5, 23.6, 23.7; 24.4; 27.1; 28.6, 28.18, 28.19, 28.20, 28.23;	9.4, 9.5, 9.6; 10.5; 13.1; 14.1; 15.2, 15.3, 15.6; 16.13; 17.2;
E2.10C compose argumentative texts using genre characteristics and craft		
E2.10D compose correspondence in a professional or friendly structure	27.3;	17.4;
E2.11 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>	7.1; 11.2; 23.6; 24.4; 28.19;	2.6; 6.2, 6.3, 6.4; 8.3; 15.3;

GRADE 11 - ENGLISH 3		
Grade 11 Texas Essential Knowledge and Skills English Language Arts and Reading, English 3, 110.38	The first number denotes the Write Brain lesson. The second number denotes the step in the lesson.	
	Group Lessons	Personal Lessons
E3.1 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: 2.5; 3.6; 11.4, 11.6; 13.4; 14.6; 16.1; 23.2; 28.22;	Reading aloud their writing: 1.3, 1.12; 3.8; 4.4; 8.2, 8.5; 12.1; 13.1, 13.4; 14.2; 17.2;
E3.1A engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax	1.1; 2.8, 2.10; 3.4; 4.3; 5.1, 5.2; 6.5, 6.7; 7.1; 8.2, 8.6; 9.1; 11.1, 11.3; 12.1; 13.1, 13.2; 14.3, 14.4; 17.2; 19.2; 21.6; 21.12; 22.6; 23.1, 23.3, 23.5; 24.2; 25.6; 28.11, 28.22;	1.12; 7.2.1; 8.5, 8.6, 8.7, 8.10; 12.2; 13.2, 13.5; 15.1; 16.2, 16.3, 16.6, 16.8, 16.9, 16.10, 16.12; 17.2;
E3.1B follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately	14.4, 23.2;	2.4, 2.10;
E3.1C give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	Working on presentation skills: 25.3, 25.5;	Working on presentation skills: 1.7; 8.8; 12.1; 14.2;
E3.1D participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria	5.2, 5.3; 7.1; 8.8; 9.2, 9.5; 10.3; 11.5; 12.2; 15.7; 17.3, 17.4; 18.4; 20.2; 21.13; 25.2; 27.3;	7.2.1; 17.5;
E3.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. <i>The student uses newly acquired vocabulary expressively.</i>	3.5; 7.1; 9.6, 9.8; 11.2; 12.2; 13.1; 14.1, 14.9, 14.10; 15.5, 15.7; 17.4; 21.4; 23.5;	6.1, 6.2; 7.3.1; 8.3;
E3.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. <i>The student reads grade-appropriate texts independently.</i>	1.5;	2.9; 7.2.2;

E3.4 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>	1.5; 2.2; 2.8; 3.2; 4.2, 4.4; 5.4; 6.4; 8.2, 8.3, 8.5; 9.4; 11.1; 12.1; 13.1; 14.4, 14.5, 14.7, 14.10; 15.2, 15.3, 16.1, 16.3; 17.1, 17.4; 20.3; 22.6; 23.3, 23.6, 23.7; 24.3; 28.3, 28.22;	1.2, 1.3, 1.4, 1.10; 2.3, 2.5, 2.7, 2.9; 3.3, 3.5, 3.7, 3.8; 4.1, 4.4; 5.4; 6.1; 7.2.2; 8.5, 8.8, 8.10; 12.2; 13.4; 16.8, 16.13; 17.5;
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English Language Arts and Reading, English 3, 110.38	Group Lessons	Personal Lessons
E3.5 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>	1.6; 2.2, 2.8; 3.2; 4.2, 4.4; 6.4; 8.2, 8.3, 8.5, 8.8; 9.1, 9.4; 10.4; 11.1; 13.1; 14.4, 14.5, 14.7, 14.10; 15.3; 16.1, 16.3; 17.1, 17.2, 17.4; 18.2; 19.2; 20.3; 22.6; 23.3, 23.6, 23.7; 24.3; 27.3; 28.3, 28.4, 28.14, 28.22;	1.2, 1.3, 1.4, 1.10; 2.8; 3.3, 3.5, 3.7; 5.4; 6.1; 7.2.2; 8.1, 8.10; 12.2; 13.1, 13.4; 16.13; 17.5;
E3.6 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>	3.2; 6.4, 6.7, 6.8; 7.3; 8.2, 8.5, 8.8; 9.1, 9.5, 9.6; 10.2, 10.4; 11.1, 11.3, 11.8; 13.2, 13.3; 14.3, 14.4, 14.5, 14.7, 14.10; 15.2, 15.5, 15.7; 17.1, 17.2, 17.4; 18.2; 20.2; 23.3, 23.7;	2.3, 8.1, 8.5; 12.2; 13.4; 16.3;
E3.7 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 #1-17, 19-22, 25-26 Individual Lessons #1-5, 7-12 Focus on Informational Texts: Group Lessons #18, 23-24, 27-28 Individual Lessons #6, 13-17	
E3.8 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>	2.8; 3.5; 4.2, 4.4; 5.4; 6.7, 6.8; 8.2, 8.3, 8.4, 8.5, 8.8; 9.4, 9.6, 9.8; 10.5; 11.8; 12.1, 12.2, 12.3; 13.1; 14.3, 14.4, 14.5, 14.7, 14.8, 14.9, 14.10; 15.2, 15.5, 15.7; 16.6, 16.7, 16.8; 17.2, 17.3, 17.4; 18.2; 20.2; 21.3, 21.6; 22.5; 23.3, 23.6, 23.7; 24.3, 24.4; 25.4, 25.6; 26.1; 28.3, 28.14, 28.15, 28.18, 28.19, 28.20, 28.23;	1.2, 1.3, 1.4, 1.5, 1.6, 1.10, 1.13; 2.3; 3.5, 3.6, 3.7, 3.8; 4.5, 4.6; 5.4; 6.1, 6.4; 7.3.1, 7.3.2; 8.1, 8.5, 8.10; 9.2, 9.4, 9.6; 11.3; 12.2; 13.3, 13.4; 15.2, 15.3, 15.4, 15.5, 15.6; 16.1, 16.8, 16.13;
E3.8A analyze the author's purpose, audience, and message within a text	11.8; 12.1, 12.2; 13.1; 21.3; 22.5; 23.3, 23.6, 23.7; 24.4; 25.6; 28.14, 28.15, 28.18;	8.1, 8.10; 9.4, 9.6; 12.2; 15.2, 15.4, 15.5; 16.1; 16.8, 16.13;
E3.8B evaluate use of text structure to achieve the author's purpose	2.8; 6.7, 6.8; 8.2, 8.4, 8.5, 8.8; 16.6, 16.7,	1.5; 5.4; 12.2; 15.3, 15.4, 15.5, 15.6;

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	16.8; 20.2; 23.3, 23.6, 23.7; 28.15, 28.19, 28.20, 28.23;	16.13;
E3.8C evaluate the author's use of print and graphic features to achieve specific purposes	4.2, 4.4; 5.4; 8.2, 8.3, 8.5, 8.8; 9.4; 12.3; 14.4, 14.5, 14.7, 14.10; 15.5; 17.2, 17.3, 17.4; 23.3, 23.6, 23.7; 24.3, 24.4; 25.4; 26.1; 28.3;	1.2, 1.3, 1.4; 3.5, 3.7; 5.4; 6.1, 6.4; 7.3.2; 9.2; 11.3; 12.2; 13.3, 13.4;
E3.8D evaluate how the author's use of language informs and shapes the perception of readers	3.5; 9.6, 9.8; 10.5; 13.1; 14.9, 14.10; 15.2, 15.5, 15.7; 17.2, 17.3; 20.2; 21.3; 23.3, 23.6, 23.7;	1.6, 1.10, 1.13; 3.5, 3.7; 5.4; 7.3.1; 12.2; 15.4; 16.13;

English Language Arts and Reading, English 3, 110.38	Group Lessons	Personal Lessons
Continued E3.8 Author's Purpose and Craft: listening, speaking, reading, writing, and thinking using multiple texts.		
E3.8E evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes	12.1, 12.2; 13.1; 14.3, 14.5; 14.7, 14.8, 14.9, 14.10; 18.2; 20.2; 23.3, 23.6, 23.7;	2.3; 3.6, 3.7, 3.8; 4.5, 4.6; 5.4; 7.3.1; 12.2;
E3.8F evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text	13.1; 14.9, 14.10; 15.5, 15.7; 20.2; 21.6; 23.3, 23.6, 23.7;	3.5, 3.7; 5.4; 7.3.1; 12.2; 16.13;
E3.8G analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood		
E3.9 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.	2.4, 2.10; 3.3, 3.5, 3.6; 6.4, 6.7, 6.8; 7.3; 8.4, 8.5, 8.7, 8.8; 9.5, 9.6, 9.8; 10.4, 10.5; 11.8; 12.2; 14.8, 14.9, 14.10; 15.7; 16.5, 16.6, 16.7, 16.8; 17.3, 17.4; 18.2; 20.3; 21.3, 21.4, 21.6, 21.7, 21.10, 21.11, 21.13; 22.5, 22.6, 22.7; 23.3, 23.4, 23.7; 24.4; 25.1; 26.2; 27.1, 27.3; 28.4, 28.7, 28.9; 28.15, 28.19, 28.20, 28.22, 28.23;	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.13, 1.14; 3.5, 3.7, 3.8; 4.5; 5.4; 6.5; 7.1.1; 7.2.1, 7.2.4; 7.3.1, 7.3.2; 8.1, 8.5, 8.8; 9.1, 9.2, 9.3, 9.4, 9.5, 9.8; 10.1, 10.2, 10.4, 10.5; 11.2; 12.1; 13.1, 13.4; 14.1, 14.2; 15.4, 15.6; 16.9, 16.13; 17.1, 17.2, 17.4;
E3.9A 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	2.4, 2.10; 3.3; 6.4, 6.7, 6.8; 7.3; 8.5, 8.8; 9.5, 9.6, 9.8; 10.4; 11.3, 11.8; 12.2; 13.3; 15.5; 17.3, 17.4; 20.2; 28.4, 28.7, 28.9;	1.2, 1.3, 1.4; 3.5, 3.7; 5.4; 8.1; 13.1, 13.4; 14.1; 15.6; 16.9, 16.13; 17.1, 17.2, 17.4;
E3.9B develop drafts into a focused, structured, and coherent piece of writing in timed and	2.10; 3.6; 8.5, 8.7, 8.8; 11.8; 12.2; 14.5,	1.5; 3.7; 5.4; 7.1.1; 7.2.1, 7.2.4;

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open-ended situations by: E3.9Bi using strategic organizational structures appropriate to purpose, audience, topic, and context E3.9Bii developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary	14.10; 15.7; 16.6, 16.7, 16.8; 18.2; 20.2; 23.7; 24.4; 27.1, 27.3; 28.15, 28.19, 28.20;	7.3.1; 8.1; 9.5; 13.4; 14.1; 15.4, 15.6; 16.13; 17.2, 17.4;
E3.9C revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences	3.5, 3.6; 8.4, 8.7, 8.8; 9.8; 10.5; 11.8; 12.2; 14.9, 14.10; 15.7; 16.5, 16.6, 16.7, 16.8; 17.3, 17.4; 18.2; 20.3; 21.6, 21.7; 22.6; 23.3, 23.4, 23.7; 24.4; 28.19, 28.20;	1.6, 1.8, 1.11; 4.5; 5.4; 6.5; 7.1.1; 7.2.1, 7.2.4; 7.3.1, 7.3.2; 9.2, 9.3, 9.8; 10.1; 14.1; 16.13; 17.2, 17.4;
E3.9D edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	14.8, 14.9, 14.10; 15.7; 18.2; 21.3, 21.4, 21.6, 21.7, 21.10, 21.11, 21.13; 22.6, 22.7; 23.3, 23.4, 23.7; 24.4; 26.2; 27.1, 27.3; 28.19, 28.20, 28.23;	1.6, 1.8, 1.10, 1.11, 1.13, 1.14; 4.5; 5.4; 7.1.1; 7.2.1, 7.2.4; 7.3.1, 7.3.2; 9.1, 9.2, 9.3, 9.8; 10.1, 10.4, 10.5; 11.2; 14.1; 16.13; 17.2, 17.4;
E3.9E publish written work for appropriate audiences.	18.2; 22.5; 23.7; 24.4; 25.1; 26.2; 28.22, 28.23;	1.7, 1.8, 1.14; 3.8; 8.5, 8.8; 9.2, 9.4; 10.4, 10.5; 11.2; 12.1; 14.2; 15.4; 16.13; 17.2, 17.4;

English Language Arts and Reading, English 3, 110.38	Group Lessons	Personal Lessons
E3.10 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>	2.4, 2.10; 3.3; 6.4, 6.7, 6.8; 7.3; 8.5, 8.8; 9.6; 10.4; 11.3, 11.8; 13.3; 14.5, 14.10; 15.5, 15.7; 16.6, 16.7, 16.8; 17.3, 17.4; 20.2; 21.13; 22.7; 23.4, 23.5, 23.6, 23.7; 24.3, 24.4; 25.6; 26.2; 27.1, 27.3; 28.6, 28.18, 28.19, 28.20, 28.23;	1.5, 1.6, 1.8, 1.11; 3.5, 3.7; 5.4; 7.1.1; 7.2.1, 7.2.4; 7.3.1, 7.3.2; 8.8; 9.4, 9.5, 9.6, 9.8; 10.1, 10.4, 10.5; 13.1, 13.4; 14.1; 15.2, 15.3, 15.6; 16.13; 17.2, 17.4;
E3.10A compose literary texts such as fiction and poetry using genre characteristics and craft	2.4, 2.10; 3.3; 6.4, 6.7, 6.8; 7.3; 8.5, 8.8; 9.6; 10.4; 11.3, 11.8; 13.3; 14.5, 14.10; 15.5, 15.7; 16.6, 16.7, 16.8; 17.3, 17.4; 20.2; 21.13; 22.7; 23.4; 24.3; 25.6; 26.2;	1.5, 1.6, 1.8, 1.11; 3.5, 3.7; 5.4; 7.1.1; 7.2.1, 7.2.4; 7.3.1, 7.3.2; 8.8; 9.8; 10.1, 10.4; 13.4;
E3.10B compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft	24.4; 27.1; 28.6, 28.18, 28.19, 28.20, 28.23;	9.4, 9.5, 9.6; 10.5; 13.1; 14.1; 15.2, 15.3, 15.6; 16.13; 17.2;

E3.10C compose argumentative texts using genre characteristics and craft		
E3.10D compose correspondence in a professional or friendly structure	27.3;	17.4;
E3.10E compose literary analysis using genre characteristics and craft	23.5, 23.6, 23.7;	
E3.10F compose rhetorical analysis using genre characteristics and craft		
<i>E3.11 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>	7.1; 11.2; 23.6; 24.4; 28.19;	2.6; 6.2, 6.3, 6.4; 8.3; 15.3;

GRADE 12 - ENGLISH 4		
Grade 12 Texas Essential Knowledge and Skills English Language Arts and Reading, English 4, 110.39	The first number denotes the Write Brain lesson. The second number denotes the step in the lesson.	
	Group Lessons	Personal Lessons
E4.1 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: 2.5; 3.6; 11.4, 11.6; 13.4; 14.6; 16.1; 23.2; 28.22;	Reading aloud their writing: 1.3, 1.12; 3.8; 4.4; 8.2, 8.5; 12.1; 13.1, 13.4; 14.2; 17.2;
E4.1A engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies	1.1; 2.8, 2.10; 3.4; 4.3; 5.1, 5.2; 6.5, 6.7; 7.1; 8.2, 8.6; 9.1; 11.1, 11.3; 12.1; 13.1, 13.2; 14.3, 14.4; 17.2; 19.2; 21.6; 21.12; 22.6; 23.1, 23.3, 23.5; 24.2; 25.6; 28.11, 28.22;	1.12; 7.2.1; 8.5, 8.6, 8.7, 8.10; 12.2; 13.2, 13.5; 15.1; 16.2, 16.3, 16.6, 16.8, 16.9, 16.10, 16.12; 17.2;
E4.1B follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately	14.4, 23.2;	2.4, 2.10;
E4.1C formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	Working on presentation skills: 25.3, 25.5;	Working on presentation skills: 1.7; 8.8; 12.1; 14.2;
E4.1D participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria	5.2, 5.3; 7.1; 8.8; 9.2, 9.5; 10.3; 11.5; 12.2; 15.7; 17.3, 17.4; 18.4; 20.2; 21.13; 25.2; 27.3;	7.2.1; 17.5;
E4.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.	3.5; 7.1; 9.6, 9.8; 11.2; 12.2; 13.1; 14.1, 14.9, 14.10; 15.5, 15.7; 17.4; 21.4; 23.5;	6.1, 6.2; 7.3.1; 8.3;
E4.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently.	1.5;	2.9; 7.2.2;

E4.4 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.	1.5; 2.2; 2.8; 3.2; 4.2, 4.4; 5.4; 6.4; 8.2, 8.3, 8.5; 9.4; 11.1; 12.1; 13.1; 14.4, 14.5, 14.7, 14.10; 15.2, 15.3, 16.1, 16.3; 17.1, 17.4; 20.3; 22.6; 23.3, 23.6, 23.7; 24.3; 28.3, 28.22;	1.2, 1.3, 1.4, 1.10; 2.3, 2.5, 2.7, 2.9; 3.3, 3.5, 3.7, 3.8; 4.1, 4.4; 5.4; 6.1; 7.2.2; 8.5, 8.8, 8.10; 12.2; 13.4; 16.8, 16.13; 17.5;
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English Language Arts and Reading, English 4, 110.39	Group Lessons	Personal Lessons
E4.5 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.	1.6; 2.2, 2.8; 3.2; 4.2, 4.4; 6.4; 8.2, 8.3, 8.5, 8.8; 9.1, 9.4; 10.4; 11.1; 13.1; 14.4, 14.5, 14.7, 14.10; 15.3; 16.1, 16.3; 17.1, 17.2, 17.4; 18.2; 19.2; 20.3; 22.6; 23.3, 23.6, 23.7; 24.3; 27.3; 28.3, 28.4, 28.14, 28.22;	1.2, 1.3, 1.4, 1.10; 2.8; 3.3, 3.5, 3.7; 5.4; 6.1; 7.2.2; 8.1, 8.10; 12.2; 13.1, 13.4; 16.13; 17.5;
E1.6 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.	3.2; 6.4, 6.7, 6.8; 7.3; 8.2, 8.5, 8.8; 9.1, 9.5, 9.6; 10.2, 10.4; 11.1, 11.3, 11.8; 13.2, 13.3; 14.3, 14.4, 14.5, 14.7, 14.10; 15.2, 15.5, 15.7; 17.1, 17.2, 17.4; 18.2; 20.2; 23.3, 23.7;	2.3, 8.1, 8.5; 12.2; 13.4; 16.3;
E4.7 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, 19-22, 25-26 Individual Lessons #1-5, 7-12 Focus on Informational Texts: Group Lessons #18, 23-24, 27-28 Individual Lessons #6, 13-17	
E4.8 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.	2.8; 3.5; 4.2, 4.4; 5.4; 6.7, 6.8; 8.2, 8.3, 8.4, 8.5, 8.8; 9.4, 9.6, 9.8; 10.5; 11.8; 12.1, 12.2, 12.3; 13.1; 14.3, 14.4, 14.5, 14.7, 14.8, 14.9, 14.10; 15.2, 15.5, 15.7; 16.6, 16.7, 16.8; 17.2, 17.3, 17.4; 18.2; 20.2; 21.3, 21.6; 22.5; 23.3, 23.6, 23.7; 24.3, 24.4; 25.4, 25.6; 26.1; 28.3, 28.14, 28.15, 28.18, 28.19, 28.20, 28.23;	1.2, 1.3, 1.4, 1.5, 1.6, 1.10, 1.13; 2.3; 3.5, 3.6, 3.7, 3.8; 4.5, 4.6; 5.4; 6.1, 6.4; 7.3.1, 7.3.2; 8.1, 8.5, 8.10; 9.2, 9.4, 9.6; 11.3; 12.2; 13.3, 13.4; 15.2, 15.3, 15.4, 15.5, 15.6; 16.1, 16.8, 16.13;
E4.8A evaluate the author's purpose, audience, and message within a text	11.8; 12.1, 12.2; 13.1; 21.3; 22.5; 23.3, 23.6, 23.7; 24.4; 25.6; 28.14, 28.15, 28.18;	8.1, 8.10; 9.4, 9.6; 12.2; 15.2, 15.4, 15.5; 16.1; 16.8, 16.13;
E4.8B evaluate use of text structure to achieve the author's purpose	2.8; 6.7, 6.8; 8.2, 8.4, 8.5, 8.8; 16.6, 16.7,	1.5; 5.4; 12.2; 15.3, 15.4, 15.5,

	16.8; 20.2; 23.3, 23.6, 23.7; 28.15, 28.19, 28.20, 28.23;	15.6; 16.13;
E4.8C evaluate the author's use of print and graphic features to achieve specific purposes	4.2, 4.4; 5.4; 8.2, 8.3, 8.5, 8.8; 9.4; 12.3; 14.4, 14.5, 14.7, 14.10; 15.5; 17.2, 17.3, 17.4; 23.3, 23.6, 23.7; 24.3, 24.4; 25.4; 26.1; 28.3;	1.2, 1.3, 1.4; 3.5, 3.7; 5.4; 6.1, 6.4; 7.3.2; 9.2; 11.3; 12.2; 13.3, 13.4;
E4.8D critique and evaluate how the author's use of language informs and shapes the perception of readers	3.5; 9.6, 9.8; 10.5; 13.1; 14.9, 14.10; 15.2, 15.5, 15.7; 17.2, 17.3; 20.2; 21.3; 23.3, 23.6, 23.7;	1.6, 1.10, 1.13; 3.5, 3.7; 5.4; 7.3.1; 12.2; 15.4; 16.13;

English Language Arts and Reading, English 4, 110.39	Group Lessons	Personal Lessons
Continued E4.8 Author's Purpose and Craft: listening, speaking, reading, writing, and thinking using multiple texts.		
E4.8E evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes	12.1, 12.2; 13.1; 14.3, 14.5; 14.7, 14.8, 14.9, 14.10; 18.2; 20.2; 23.3, 23.6, 23.7;	2.3; 3.6, 3.7, 3.8; 4.5, 4.6; 5.4; 7.3.1; 12.2;
E4.8F evaluate how the author's diction and syntax contribute to the effectiveness of a text	13.1; 14.9, 14.10; 15.5, 15.7; 20.2; 21.6; 23.3, 23.6, 23.7;	3.5, 3.7; 5.4; 7.3.1; 12.2; 16.13;
E4.8G analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood		
E4.9 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.	2.4, 2.10; 3.3, 3.5, 3.6; 6.4, 6.7, 6.8; 7.3; 8.4, 8.5, 8.7, 8.8; 9.5, 9.6, 9.8; 10.4, 10.5; 11.8; 12.2; 14.8, 14.9, 14.10; 15.7; 16.5, 16.6, 16.7, 16.8; 17.3, 17.4; 18.2; 20.3; 21.3, 21.4, 21.6, 21.7, 21.10, 21.11, 21.13; 22.5, 22.6, 22.7; 23.3, 23.4, 23.7; 24.4; 25.1; 26.2; 27.1, 27.3; 28.4, 28.7, 28.9; 28.15, 28.19, 28.20, 28.22, 28.23;	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.13, 1.14; 3.5, 3.7, 3.8; 4.5; 5.4; 6.5; 7.1.1; 7.2.1, 7.2.4; 7.3.1, 7.3.2; 8.1, 8.5, 8.8; 9.1, 9.2, 9.3, 9.4, 9.5, 9.8; 10.1, 10.2, 10.4, 10.5; 11.2; 12.1; 13.1, 13.4; 14.1, 14.2; 15.4, 15.6; 16.9, 16.13; 17.1, 17.2, 17.4;
E4.9A 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	2.4, 2.10; 3.3; 6.4, 6.7, 6.8; 7.3; 8.5, 8.8; 9.5, 9.6, 9.8; 10.4; 11.3, 11.8; 12.2; 13.3; 15.5; 17.3, 17.4; 20.2; 28.4, 28.7, 28.9;	1.2, 1.3, 1.4; 3.5, 3.7; 5.4; 8.1; 13.1, 13.4; 14.1; 15.6; 16.9, 16.13; 17.1, 17.2, 17.4;
E4.9B develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	2.10; 3.6; 8.5, 8.7, 8.8; 11.8; 12.2; 14.5, 14.10; 15.7; 16.6, 16.7, 16.8; 18.2; 20.2;	1.5; 3.7; 5.4; 7.1.1; 7.2.1, 7.2.4; 7.3.1; 8.1; 9.5; 13.4; 14.1; 15.4, 15.6;



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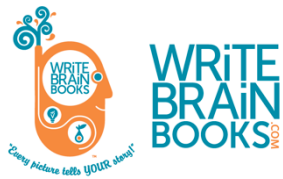
E3.9Bi using strategic organizational structures appropriate to purpose, audience, topic, and context E3.9Bii developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary	23.7; 24.4; 27.1, 27.3; 28.15, 28.19, 28.20;	16.13; 17.2, 17.4;
E4.9C revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences	3.5, 3.6; 8.4, 8.7, 8.8; 9.8; 10.5; 11.8; 12.2; 14.9, 14.10; 15.7; 16.5, 16.6, 16.7, 16.8; 17.3, 17.4; 18.2; 20.3; 21.6, 21.7; 22.6; 23.3, 23.4, 23.7; 24.4; 28.19, 28.20;	1.6, 1.8, 1.11; 4.5; 5.4; 6.5; 7.1.1; 7.2.1, 7.2.4; 7.3.1, 7.3.2; 9.2, 9.3, 9.8; 10.1; 14.1; 16.13; 17.2, 17.4;
E4.9D edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	14.8, 14.9, 14.10; 15.7; 18.2; 21.3, 21.4, 21.6, 21.7, 21.10, 21.11, 21.13; 22.6, 22.7; 23.3, 23.4, 23.7; 24.4; 26.2; 27.1, 27.3; 28.19, 28.20, 28.23;	1.6, 1.8, 1.10, 1.11, 1.13, 1.14; 4.5; 5.4; 7.1.1; 7.2.1, 7.2.4; 7.3.1, 7.3.2; 9.1, 9.2, 9.3, 9.8; 10.1, 10.4, 10.5; 11.2; 14.1; 16.13; 17.2, 17.4;
E4.9E publish written work for appropriate audiences.	18.2; 22.5; 23.7; 24.4; 25.1; 26.2; 28.22, 28.23;	1.7, 1.8, 1.14; 3.8; 8.5, 8.8; 9.2, 9.4; 10.4, 10.5; 11.2; 12.1; 14.2; 15.4; 16.13; 17.2, 17.4;

English Language Arts and Reading, English 4, 110.39	Group Lessons	Personal Lessons
E4.10 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>	2.4, 2.10; 3.3; 6.4, 6.7, 6.8; 7.3; 8.5, 8.8; 9.6; 10.4; 11.3, 11.8; 13.3; 14.5, 14.10; 15.5, 15.7; 16.6, 16.7, 16.8; 17.3, 17.4; 20.2; 21.13; 22.7; 23.4, 23.5, 23.6, 23.7; 24.3, 24.4; 25.6; 26.2; 27.1, 27.3; 28.6, 28.18, 28.19, 28.20, 28.23;	1.5, 1.6, 1.8, 1.11; 3.5, 3.7; 5.4; 7.1.1; 7.2.1, 7.2.4; 7.3.1, 7.3.2; 8.8; 9.4, 9.5, 9.6, 9.8; 10.1, 10.4, 10.5; 13.1, 13.4; 14.1; 15.2, 15.3, 15.6; 16.13; 17.2, 17.4;
E4.10A compose literary texts such as fiction and poetry using genre characteristics and craft	2.4, 2.10; 3.3; 6.4, 6.7, 6.8; 7.3; 8.5, 8.8; 9.6; 10.4; 11.3, 11.8; 13.3; 14.5, 14.10; 15.5, 15.7; 16.6, 16.7, 16.8; 17.3, 17.4; 20.2; 21.13; 22.7; 23.4; 24.3; 25.6; 26.2;	1.5, 1.6, 1.8, 1.11; 3.5, 3.7; 5.4; 7.1.1; 7.2.1, 7.2.4; 7.3.1, 7.3.2; 8.8; 9.8; 10.1, 10.4; 13.4;
E4.10B compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft	24.4; 27.1; 28.6, 28.18, 28.19, 28.20, 28.23;	9.4, 9.5, 9.6; 10.5; 13.1; 14.1; 15.2, 15.3, 15.6; 16.13; 17.2;
E4.10C compose argumentative texts using genre characteristics and craft		

E4.10D compose correspondence in a professional or friendly structure	27.3;	17.4;
E4.10E compose literary analysis using genre characteristics and craft	23.5, 23.6, 23.7;	
E4.10F compose rhetorical analysis using genre characteristics and craft		
<i>E4.11 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>	7.1; 11.2; 23.6; 24.4; 28.19;	2.6; 6.2, 6.3, 6.4; 8.3; 15.3;

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Resources & Worksheets	English I	English II	English III	English IV
Adjective Alley	ELAR TEKS: 2, 5, 8D, 8F, 9A, 9B, 9C, 9D, 10D, 10A, 10B, 10C, 10D	ELAR TEKS: 2, 5, 8D, 8F, 9A, 9B, 9C, 9D, 10D, 10A, 10B, 10C, 10D	ELAR TEKS: 2, 5, 8D, 8F, 9A, 9B, 9C, 9D, 10D, 10A, 10B, 10C, 10D	ELAR TEKS: 2, 5, 8D, 8F, 9A, 9B, 9C, 9D, 10D, 10A, 10B, 10C, 10D
Vivid Verbs	ELAR TEKS: 2, 5, 8D, 8F, 9A, 9B, 9C, 9D, 10D, 10A, 10B, 10C, 10D	ELAR TEKS: 2, 5, 8D, 8F, 9A, 9B, 9C, 9D, 10D, 10A, 10B, 10C, 10D	ELAR TEKS: 2, 5, 8D, 8F, 9A, 9B, 9C, 9D, 10D, 10A, 10B, 10C, 10D	ELAR TEKS: 2, 5, 8D, 8F, 9A, 9B, 9C, 9D, 10D, 10A, 10B, 10C, 10D
Instead of Said	ELAR TEKS: 2, 5, 6B, 8D, 8E, 8F, 9A, 9B, 9C, 9D, 10D, 10A, 10B, 10C, 10D	ELAR TEKS: 2, 5, 6B, 8D, 8E, 8F, 9A, 9B, 9C, 9D, 10D, 10A, 10B, 10C, 10D	ELAR TEKS: 2, 5, 6B, 8D, 8E, 8F, 9A, 9B, 9C, 9D, 10D, 10A, 10B, 10C, 10D	ELAR TEKS: 2, 5, 6B, 8D, 8E, 8F, 9A, 9B, 9C, 9D, 10D, 10A, 10B, 10C, 10D
Other Ways to Say	ELAR TEKS: 2, 5, 8D, 8F, 9A, 9B, 9C, 9D, 10D, 10A, 10B, 10C, 10D	ELAR TEKS: 2, 5, 8D, 8F, 9A, 9B, 9C, 9D, 10D, 10A, 10B, 10C, 10D	ELAR TEKS: 2, 5, 8D, 8F, 9A, 9B, 9C, 9D, 10D, 10A, 10B, 10C, 10D	ELAR TEKS: 2, 5, 8D, 8F, 9A, 9B, 9C, 9D, 10D, 10A, 10B, 10C, 10D
Storyline Planning	ELAR TEKS: 4, 5, 6C, 8B, 9A, 9B, 9C, 9D, 10A	ELAR TEKS: 4, 5, 6C, 8B, 9A, 9B, 9C, 9D, 10A	ELAR TEKS: 4, 5, 6C, 8B, 9A, 9B, 9C, 9D, 10A	ELAR TEKS: 4, 5, 6C, 8B, 9A, 9B, 9C, 9D, 10A
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