

Patterns of Power Lesson Sets

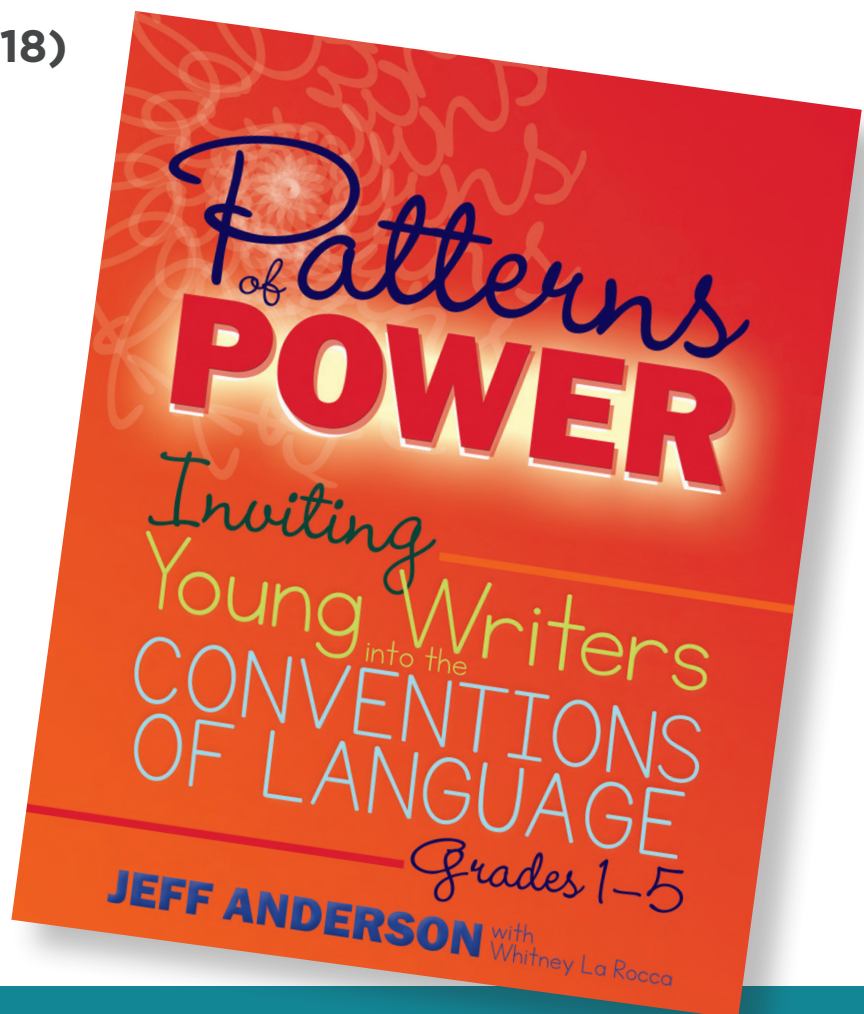
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Correlation to

Texas Essential Knowledge and Skills (TEKS):

English Language Arts and Reading

Grades 1 - 5 (2018)



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17. Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas).	Lessons: 15.1
(B) develop drafts by sequencing ideas through writing sentences.	Lessons: 4.1, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 7.1, 7.2, 8.2, 8.4, 9.1, 9.2, 9.3, 10.1, 11.1, 11.2, 11.3, 13.1, 13.2, 13.3, 15.1, 15.2, 15.3, 16.1, 16.2, 16.3
(C) revise drafts by adding or deleting words, phrases, or sentences.	Lessons: 5.2, 5.3, 6.3, 11.1, 11.2, 15.1, 16.3
(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.	Lessons: 4.1, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 7.1, 7.2, 8.4, 9.1, 9.2, 9.3, 10.1, 11.1, 11.2, 11.3, 13.1, 13.2, 13.3, 15.1, 15.2, 15.3, 16.1, 16.2, 16.3
(E) publish and share writing with others.	Lessons: 4.1, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 7.1, 7.2, 8.2, 8.4, 9.1, 9.2, 9.3, 10.1, 11.1, 11.2, 11.3, 13.1, 13.2, 13.3, 15.1, 15.2, 15.3, 16.1, 16.2, 16.3

19. Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing).	Lessons: 4.5, 10.1
(C) write brief comments on literary or information texts.	Lessons: 4.1, 5.4, 6.1, 8.2, 13.3

21. Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standard with greater complexity. Students are expected to:

(A) understand and use the following parts of speech in the context of reading, writing, and speaking:	
(i) verbs (past, present, and future).	Lessons: 6.1, 6.2, 6.3
(ii) nouns (singular/plural, common/proper).	Lessons: 4.1, 5.1, 5.2, 5.3, 5.4
(iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the).	Lessons: 13.1, 13.2, 13.3
(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully).	Lessons: 15.1, 15.2, 15.3,
(v) prepositions and prepositional phrases.	Lessons: 16.1, 16.2, 16.3
(vi) pronouns (e.g., he, him).	Lessons: 10.1
(vii) time-order transition words.	Lessons: 15.1, 15.3
(B) use complete sentences with correct subject-verb agreement.	Lessons: 7.1, 7.2, 11.1, 11.2, 11.3
(C) distinguish among declarative and interrogative sentences.	Lessons: 8.1, 8.2, 8.4,

22. Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in the compositions. Students are expected to:

(B) use capitalization for:

(i) proper nouns.	Lessons: 4.1, 5.2, 5.3
(ii) months and days of the week.	Lessons: 4.3
(iii) the salutation and closing of a letter.	Lessons: 4.5

(C) recognize and use punctuation marks, including:

(i) ending punctuation in sentences.	Lessons: 8.1, 8.2, 8.4
(ii) apostrophes and contractions.	Lessons: 9.2, 9.3
(iii) apostrophes and possessives.	Lessons: 9.1, 9.2

29. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.	Lessons: 4.1, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 7.1, 7.2, 8.1, 8.2, 8.4, 9.1, 9.2, 9.3, 10.1, 11.1, 11.2, 11.3, 13.1, 13.2, 13.3, 15.1, 15.2, 15.3, 16.1, 16.2, 16.3
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30. Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) follow agreed-upon rules for discussions, including listening to others, speaking when recognized, and making appropriate contributions.	Lessons: 4.1, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 7.1, 7.2, 8.1, 8.2, 8.4, 9.1, 9.2, 9.3, 10.1, 11.1, 11.2, 11.3, 13.1, 13.2, 13.3, 15.1, 15.2, 15.3, 16.1, 16.2, 16.3
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Patterns of Power Lesson Sets

Correlation to

Texas Essential Knowledge and Skills (TEKS):
English Language Arts and Reading | Grade 3 (2018)

17. Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)	Lessons: 13.4, 15.1, 17.5
(B) develop drafts by categorizing ideas and organizing them into paragraphs	Lessons: 4.1, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 9.1, 9.2, 9.3, 10.2, 11.1, 11.2, 11.3, 13.1, 13.2, 13.3, 13.4, 15.1, 15.2, 15.3, 15.4, 16.1, 16.2, 16.3, 17.2, 17.5, 18.1, 18.2, 18.3, 18.4, 19.1, 19.2, 19.3
(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience.	Lessons: 5.2, 5.3, 6.3, 11.1, 11.2, 15.1, 15.4, 16.3, 18.1
(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric.	Lessons: 4.1, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 9.1, 9.2, 9.3, 10.2, 11.1, 11.2, 11.3, 13.1, 13.2, 13.3, 13.4, 15.1, 15.2, 15.3, 15.4, 16.1, 16.2, 16.3, 17.2, 17.5, 18.1, 18.2, 18.3, 18.4, 19.1, 19.2, 19.3
(E) publish written work for a specific audience.	Lessons: 4.1, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 9.1, 9.2, 9.3, 10.2, 11.1, 11.2, 11.3, 13.1, 13.2, 13.3, 13.4, 15.1, 15.2, 15.3, 15.4, 16.1, 16.2, 16.3, 17.2, 17.5, 18.1, 18.2, 18.3, 18.4, 19.1, 19.2, 19.3

20. Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing).	Lessons: 4.5
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22. Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standard with greater complexity. Students are expected to:

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	
(i) verbs (past, present, and future).	Lessons: 6.1, 6.2, 6.3
(ii) nouns (singular/plural, common/proper).	Lessons: 4.1, 5.1, 5.2, 5.3, 5.4, 5.5
(iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the)	Lessons: 13.1, 13.2, 13.3, 13.4

(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully).	Lessons: 15.1, 15.2, 15.3, 15.4
(v) prepositions and prepositional phrases.	Lessons: 16.1, 16.2, 16.3
(vi) possessive pronouns (e.g., his, hers, theirs).	Lessons: 10.2
(vii) coordinating conjunctions (e.g., and, or, but).	Lessons: 17.1, 17.2, 17.5, 18.1, 18.2, 18.3, 18.4
(B) use the complete subject and the complete predicate in a sentence.	Lessons: 7.1, 7.2, 7.3, 11.1, 11.2, 11.3, 18.1, 18.2, 18.3, 18.4
(C) use complete simple and compound sentences with correct subject-verb agreement.	Lessons: 7.1, 7.2, 7.3, 11.1, 11.2, 11.3, 18.1, 18.2, 18.3, 18.4

21. Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in the compositions. Students are expected to:

(B) use capitalization for:	
(i) geographical names and places.	Lessons: 4.7
(ii) historical periods.	Lessons: 4.6
(iii) official titles of people.	Lessons: 4.1
(C) recognize and use punctuation marks including:	
(i) apostrophes in contractions and possessives.	Lessons: 9.1, 9.2, 9.3
(ii) commas in series and dates.	Lessons: 19.1, 19.2, 19.3

30. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

	Lessons: 4.1, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 9.1, 9.2, 9.3, 10.2, 11.1, 11.2, 11.3, 13.1, 13.2, 13.3, 13.4, 15.1, 15.2, 15.3, 15.4, 16.1, 16.2, 16.3, 17.1, 17.2, 17.5, 18.1, 18.2, 18.3, 18.4, 19.1, 19.2, 19.3
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31. Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

	Lessons: 4.1, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 9.1, 9.2, 9.3, 10.2, 11.1, 11.2, 11.3, 13.1, 13.2, 13.3, 13.4, 15.1, 15.2, 15.3, 15.4, 16.1, 16.2, 16.3, 17.1, 17.2, 17.5, 18.1, 18.2, 18.3, 18.4, 19.1, 19.2, 19.3
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Patterns of Power Lesson Sets

Correlation to

Texas Essential Knowledge and Skills (TEKS):
English Language Arts and Reading | Grade 4 (2018)

15. Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals).	Lessons: 13.4, 13.5
(B) develop drafts by categorizing ideas and organizing them into paragraphs.	Lessons: 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.4, 7.2, 7.3, 10.2, 11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 13.1, 13.2, 13.3, 13.4, 13.5, 14.1, 14.2, 14.3, 15.3, 15.4, 15.5, 16.1, 16.2, 16.3, 17.2, 17.6, 18.2, 18.3, 18.4, 18.5
(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience.	Lessons: 5.2, 5.3, 11.1, 11.2, 12.2, 12.3, 15.4, 16.3
(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric.	Lessons: 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.4, 7.2, 7.3, 10.2, 11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 13.1, 13.2, 13.3, 13.4, 13.5, 14.1, 14.2, 14.3, 15.3, 15.4, 15.5, 16.1, 16.2, 16.3, 17.2, 17.6, 18.2, 18.3, 18.4, 18.5

18. Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing).	Lessons: 4.5
(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	Lessons: 5.4, 5.5, 13.3, 17.2, 18.2,

20. Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

(i) verbs (irregular verbs).	Lessons: 6.4
(ii) nouns (singular/plural, common/proper).	Lessons: 5.1, 5.2, 5.3, 5.4, 5.5
(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest).	Lessons: 13.1, 13.2, 13.3, 13.4, 13.5, 14.1, 14.2, 14.3
(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot).	Lessons: 15.3, 15.4, 15.5
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details.	Lessons: 16.1, 16.2, 16.3
(vi) reflexive pronouns (e.g., myself, ourselves).	Lessons: 10.2
(vii) correlative conjunctions (e.g., either/or, neither/nor).	Lessons: 17.6
(B) use the complete subject and the complete predicate in a sentence.	Lessons: 7.2, 7.3, 11.1, 11.2, 11.3, 18.1, 18.2, 18.3, 18.4, 18.5
(C) use complete simple and compound sentences with correct subject-verb agreement.	Lessons: 7.2, 7.3, 11.1, 11.2, 11.3, 17.2, 18.1, 18.2, 18.3, 18.4, 18.5

21. Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in the compositions. Students are expected to:

(B) use capitalization for:

(i) historical events and documents	Lessons: 4.6
(ii) titles of books, stories, and essays.	Lessons: 4.4
(iii) languages, races, and nationalities.	Lessons: 4.7
(C) recognize and use punctuation marks including:	
(i) commas in compound sentences.	Lessons: 18.1, 18.2, 18.3, 18.4, 18.5
(ii) quotation marks	Lessons: 12.1, 12.2, 12.3

28. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.

Lessons: 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.4, 7.2, 7.3, 10.2, 11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 13.1, 13.2, 13.3, 13.4, 13.5, 14.1, 14.2, 14.3, 15.3, 15.4, 15.5, 16.1, 16.2, 16.3, 17.2, 17.6, 18.1, 18.2, 18.3, 18.4, 18.5

29. Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

Lessons: 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.4, 7.2, 7.3, 10.2, 11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 13.1, 13.2, 13.3, 13.4, 13.5, 14.1, 14.2, 14.3, 15.3, 15.4, 15.5, 16.1, 16.2, 16.3, 17.2, 17.6, 18.1, 18.2, 18.3, 18.4, 18.5

Patterns of Power Lesson Sets

Correlation to

Texas Essential Knowledge and Skills (TEKS):
English Language Arts and Reading | Grade 5 (2018)

15. Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.

Lessons: 6.5, 11.1, 11.2, 12.2, 12.3, 15.4, 16.3, 18.1, 20.5

(D) edit drafts for grammar, mechanics, and spelling.

Lessons: 4.3, 4.4, 4.7, 5.6, 6.4, 6.5, 7.3, 10.3, 11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 13.3, 13.4, 13.5, 14.1, 14.2, 14.3, 15.3, 15.4, 15.5, 16.1, 16.2, 16.3, 17.2, 17.3, 17.4, 18.1, 18.2, 18.3, 18.4, 18.5, 20.1, 20.2, 20.3, 20.4, 20.5

18. Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing).

Lessons: 20.3

(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.

Lessons: 13.3, 17.4, 18.1, 18.2, 20.2

20. Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standard with greater complexity. Students are expected to:

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

(i) verbs (irregular verbs and active voice).	Lessons: 6.4, 6.5
(ii) collective nouns (e.g., class, public).	Lessons: 5.6
(iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best).	Lessons: 4.7, 13.3, 13.4, 13.5, 14.1, 14.2, 14.3
(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot).	Lessons: 15.3, 15.4, 15.5
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details.	Lessons: 16.1, 16.2, 16.3
(vi) indefinite pronouns (e.g., all, both, nothing, anything).	Lessons: 10.3
(vii) subordinating conjunctions (e.g., while, because, although, if).	Lessons: 17.3, 17.4, 20.1, 20.2, 20.3, 20.4, 20.5
(B) use the complete subject and the complete predicate in a sentence.	Lessons: 7.3, 11.1, 11.2, 11.3, 18.1, 18.2, 18.3, 18.4, 18.5, 20.1, 20.2, 20.3, 20.4, 20.5
(C) use complete simple and compound sentences with correct subject-verb agreement.	Lessons: 7.3, 11.1, 11.2, 11.3, 17.2, 18.1, 18.2, 18.3, 18.4, 18.5

21. Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in the compositions. Students are expected to:

(A) use capitalization for:

(i) abbreviations.	Lessons: 4.3
(ii) initials and acronyms.	Lessons: 4.3
(iii) organizations.	Lessons: 4.3

(B) recognize and use punctuation marks including:

(i) commas in compound sentences.	Lessons: 18.1, 18.2, 18.3, 18.4, 18.5
(ii) proper punctuation and spacing for quotations.	Lessons: 12.1, 12.2, 12.3

(C) use proper mechanics including italics and underlining for titles and emphasis.

Lessons: 4.4

28. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

Lessons: 4.3, 4.4, 4.7, 5.6, 6.4, 6.5, 7.3, 10.3, 11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 13.3, 13.4, 13.5, 14.1, 14.2, 14.3, 15.3, 15.4, 15.5, 16.1, 16.2, 16.3, 17.2, 17.3, 17.4, 18.1, 18.2, 18.3, 18.4, 18.5, 20.1, 20.2, 20.3, 20.4, 20.5

29. Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

Lessons: 4.3, 4.4, 4.7, 5.6, 6.4, 6.5, 7.3, 10.3, 11.1, 11.2, 11.3, 12.1, 12.2, 12.3, 13.3, 13.4, 13.5, 14.1, 14.2, 14.3, 15.3, 15.4, 15.5, 16.1, 16.2, 16.3, 17.2, 17.3, 17.4, 18.1, 18.2, 18.3, 18.4, 18.5, 20.1, 20.2, 20.3, 20.4, 20.5