

## **Show Me How Expository and Argumentative Text**

### **Grades 6–7 TEKS Revisions**

<b>Lesson</b>	<b>New TEKS Grade 6 (§110.22. English Language Arts and Reading, Grade 6, Adopted 2017)</b>	<b>New TEKS Grade 7 (§110.23. English Language Arts and Reading, Grade 7, Adopted 2017)</b>
<b>1</b>	8 (D) analyze characteristics and structural elements of informational text, including: (iii) organizational patterns such as definition, classification, advantage, and disadvantage;	8 (D) analyze characteristics and structural elements of informational text, including: (iii) organizational patterns that support multiple topics, categories, and subcategories;
<b>2</b>	9 (C) analyze the author's use of print and graphic features to achieve specific purposes;	9 (C) analyze the author's use of print and graphic features to achieve specific purposes;
<b>3</b>	10 (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests; 12 (A) generate student-selected and teacher-guided questions for formal and informal inquiry;	10 (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests; 12 (A) generate student-selected and teacher-guided questions for formal and informal inquiry
<b>4</b>	5 (B) generate questions about text before, during, and after reading to deepen understanding and gain information; 5 (E) make connections to personal experiences, ideas in other texts, and society; 12 (A) generate student-selected and teacher-guided questions for formal and informal inquiry;	5 (B) generate questions about text before, during, and after reading to deepen understanding and gain information; 5 (E) make connections to personal experiences, ideas in other texts, and society; 12 (A) generate student-selected and teacher-guided questions for formal and informal inquiry;
<b>5</b>	1 (D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement. 5 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;	1 (D) engage in meaningful discourse and provide and accept constructive feedback from others. 5 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
<b>6</b>	1 (D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement. 5 (B) generate questions about text before, during, and after reading to deepen understanding and gain information; 9 (A) explain the author's purpose and message within a text;	1 (D) engage in meaningful discourse and provide and accept constructive feedback from others. 5 (B) generate questions about text before, during, and after reading to deepen understanding and gain information; 9 (A) explain the author's purpose and message within a text;

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<b>7</b>	<p>1 (D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.</p> <p>10 (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;</p> <p style="text-align: center;"><b>*PARTIAL ALIGNMENT TO NEW STANDARDS</b></p>	<p>1 (D) engage in meaningful discourse and provide and accept constructive feedback from others.</p> <p>10 (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;</p> <p style="text-align: center;"><b>*PARTIAL ALIGNMENT TO NEW STANDARDS</b></p>
<b>8</b>	<p>5 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>12 (C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;</p>	<p>5 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>12 (C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;</p>
<b>9</b>	<p>5 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>12 (C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;</p>	<p>5 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>12 (C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;</p>
<b>10</b>	<p>5 (G) evaluate details read to determine key ideas;</p> <p>6 (D) paraphrase and summarize texts in ways that maintain meaning and logical order;</p>	<p>5 (G) evaluate details read to determine key ideas;</p> <p>6 (D) paraphrase and summarize texts in ways that maintain meaning and logical order;</p>
<b>11</b>	<p>5 (G) evaluate details read to determine key ideas;</p> <p>5 (H) synthesize information to create new understanding;</p> <p>6 (D) paraphrase and summarize texts in ways that maintain meaning and logical order;</p>	<p>5 (G) evaluate details read to determine key ideas;</p> <p>5 (H) synthesize information to create new understanding;</p> <p>6 (D) paraphrase and summarize texts in ways that maintain meaning and logical order;</p>
<b>12</b>	<p>8 (D) analyze characteristics and structural elements of informational text, including: (iii) organizational patterns such as definition, classification, advantage, and disadvantage;</p>	<p>8 (D) analyze characteristics and structural elements of informational text, including: (iii) organizational patterns that support multiple topics, categories, and subcategories;</p>

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<b>13</b>	8 (D) analyze characteristics and structural elements of informational text, including: (iii) organizational patterns such as definition, classification, advantage, and disadvantage;	8 (D) analyze characteristics and structural elements of informational text, including: (iii) organizational patterns that support multiple topics, categories, and subcategories;
<b>14</b>	8 (D) analyze characteristics and structural elements of informational text, including: (iii) organizational patterns such as definition, classification, advantage, and disadvantage;	8 (D) analyze characteristics and structural elements of informational text, including: (iii) organizational patterns that support multiple topics, categories, and subcategories;
<b>15</b>	8 (D) analyze characteristics and structural elements of informational text, including: (iii) organizational patterns such as definition, classification, advantage, and disadvantage;	8 (D) analyze characteristics and structural elements of informational text, including: (iii) organizational patterns that support multiple topics, categories, and subcategories;
<b>16</b>	5 (G) evaluate details read to determine key ideas; 5 (H) synthesize information to create new understanding; 6 (D) paraphrase and summarize texts in ways that maintain meaning and logical order; 5 (B) generate questions about text before, during, and after reading to deepen understanding and gain information; 6 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 12 (C) refine the major research question, if necessary, guided by the answers to a secondary set of questions; 10 (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	5 (G) evaluate details read to determine key ideas; 5 (H) synthesize information to create new understanding; 6 (D) paraphrase and summarize texts in ways that maintain meaning and logical order; 5 (B) generate questions about text before, during, and after reading to deepen understanding and gain information 6 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 12 (C) refine the major research question, if necessary, guided by the answers to a secondary set of questions; 10 (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;
<b>17</b>	6 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 10 (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion;	6 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating 10 (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion;

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<b>18</b>	5 (A) establish purpose for reading assigned and self-selected text; 6 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 9 (B) analyze how the use of text structure contributes to the author's purpose;	5 (A) establish purpose for reading assigned and self-selected text; 6 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 9 (B) analyze how the use of text structure contributes to the author's purpose;
<b>19</b>	5 (A) establish purpose for reading assigned and self-selected text; 6 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 10 (B) develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea reflecting depth of thought with specific facts and details; 11 (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft; 12 (D) identify and gather relevant information from a variety of sources;	5 (A) establish purpose for reading assigned and self-selected text; 6 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 10 (B) develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples; 11 (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft; 12 (D) identify and gather relevant information from a variety of sources;
<b>20</b>	10 (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details; 11 (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft; 12 (F) synthesize information from a variety of sources;	10 (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with 11 specific facts, details, and examples; 11 (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft; 12 (F) synthesize information from a variety of sources;

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<b>21</b>	10 (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; 11 (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;	10 (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; 11 (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;
<b>22</b>	5(F) make inferences and use evidence to support understanding; 8 (D) analyze characteristics and structural elements of informational text, including: (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information;	5(F) make inferences and use evidence to support understanding; 8 (D) analyze characteristics and structural elements of informational text, including: (ii) features such as references or acknowledgements;
<b>23</b>	1 (D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement. 10 (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	1 (D) engage in meaningful discourse and provide and accept constructive feedback from others. 10 (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;
<b>24</b>	5(F) make inferences and use evidence to support understanding;	5(F) make inferences and use evidence to support understanding;
<b>25</b>	10 (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	10 (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;
<b>26</b>	1 (D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement. 10 (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety; 10 (D) edit drafts using standard English conventions, including: (ii) consistent, appropriate use of verb tenses;	1 (D) engage in meaningful discourse and provide and accept constructive feedback from others. 10 (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety; 10 (D) edit drafts using standard English conventions, including: (ii) consistent, appropriate use of verb tenses;

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<b>27</b>	10 (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	10 (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;
<b>28</b>	10 (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety; 10 (D) edit drafts using standard English conventions, including: (iv) prepositions and prepositional phrases and their influence on subject-verb agreement;	10 (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety; 10 (D) edit drafts using standard English conventions, including: (iv) prepositions and prepositional phrases and their influence on subject-verb agreement;
<b>29</b>	10 (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety; 10 (D) edit drafts using standard English conventions, including: (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;	10 (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety; 10 (D) edit drafts using standard English conventions, including: (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;
<b>30</b>	1 (D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement. 10 (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	1 (D) engage in meaningful discourse and provide and accept constructive feedback from others. 10 (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;
<b>31</b>	5 (A) establish purpose for reading assigned and self-selected text; 8 (E) analyze characteristics and structures of argumentative text by: (i) identifying the claim;	5 (A) establish purpose for reading assigned and self-selected text; 8 (E) analyze characteristics and structures of argumentative text by: (i) identifying the claim;
<b>32</b>	10 (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests; 11 (C) compose multi-paragraph argumentative texts using genre characteristics and craft;	10 (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests; 11 (C) compose multi-paragraph argumentative texts using genre characteristics and craft;

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<b>33</b>	5 (A) establish purpose for reading assigned and self-selected text; 8 (E) analyze characteristics and structures of argumentative text by: (ii) explaining how the author uses various types of evidence to support the argument;	5 (A) establish purpose for reading assigned and self-selected text; 8 (E) analyze characteristics and structures of argumentative text by: (ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument;
<b>34</b>	11 (C) compose multi-paragraph argumentative texts using genre characteristics and craft; 10 (B) develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea reflecting depth of thought with specific facts and details;	11 (C) compose multi-paragraph argumentative texts using genre characteristics and craft; 10 (B) develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;
<b>35</b>	8 (E) analyze characteristics and structures of argumentative text by: (ii) explaining how the author uses various types of evidence to support the argument; 9 (G) explain the differences between rhetorical devices and logical fallacies.	8 (E) analyze characteristics and structures of argumentative text by: (ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; 9 (G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.
<b>36</b>	10 (B) develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea reflecting depth of thought with specific facts and details; 10 (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety; 11 (C) compose multi-paragraph argumentative texts using genre characteristics and craft;	10 (B) develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples; 10 (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety 11 (C) compose multi-paragraph argumentative texts using genre characteristics and craft;
<b>37</b>	9 (B) analyze how the use of text structure contributes to the author's purpose;	9 (B) analyze how the use of text structure contributes to the author's purpose;
<b>38</b>	10 (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;	10 (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety

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<b>39</b>	<p>1 (D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.</p> <p>10 (B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion;</p>	<p>1 (D) engage in meaningful discourse and provide and accept constructive feedback from others.</p> <p>10 (B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion;</p>
<b>40</b>	<p>10 (B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion;</p>	<p>10 (B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion;</p>