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

Lesson	New TEKS Grade 6	New TEKS Grade 7
Lesson	(§110.22. English Language Arts and Reading,	(§110.23. English Language Arts and Reading, Grade
	Grade 6, Adopted 2017)	7, Adopted 2017)
7	1 (D) participate in student-led discussions by	1 (D) engage in meaningful discourse and
	eliciting and considering suggestions from other	provide and accept constructive feedback from
	group members, taking notes, and identifying	others.
	points of agreement and disagreement.	10 (A) plan a first draft by selecting a genre
	10 (A) plan a first draft by selecting a genre	appropriate for a particular topic, purpose, and
	appropriate for a particular topic, purpose, and	audience using a range of strategies such as
	audience using a range of strategies such as	discussion, background reading, and personal
	discussion, background reading, and personal	interests;
	interests;	·
1	*PARTIAL ALIGNMENT TO NEW STANDARDS	
		*PARTIAL ALIGNMENT TO NEW STANDARDS
8	5 (B) generate questions about text before,	5 (B) generate questions about text before,
	during, and after reading to deepen	during, and after reading to deepen
	understanding and gain information;	understanding and gain information;
	12 (C) refine the major research question, if	12 (C) refine the major research question, if
	necessary, guided by the answers to a	necessary, guided by the answers to a secondary
	secondary set of questions;	set of questions;
9	5 (B) generate questions about text before,	5 (B) generate questions about text before,
	during, and after reading to deepen	during, and after reading to deepen
	understanding and gain information;	understanding and gain information;
	12 (C) refine the major research question, if	12 (C) refine the major research question, if
	necessary, guided by the answers to a	necessary, guided by the answers to a secondary
	secondary set of questions;	set of questions;
10	5 (G) evaluate details read to determine key	5 (G) evaluate details read to determine key
	ideas;	ideas;
	6 (D) paraphrase and summarize texts in ways	6 (D) paraphrase and summarize texts in ways
	that maintain meaning and logical order;	that maintain meaning and logical order;
11	5 (G) evaluate details read to determine key	5 (G) evaluate details read to determine key
	ideas;	ideas;
	5 (H) synthesize information to create new	5 (H) synthesize information to create new
	understanding;	understanding;
	6 (D) paraphrase and summarize texts in ways	6 (D) paraphrase and summarize texts in ways
	that maintain meaning and logical order;	that maintain meaning and logical order;
12	8 (D) analyze characteristics and structural	8 (D) analyze characteristics and structural
	elements of informational text, including:	elements of informational text, including:
	(iii) organizational patterns such as definition,	(iii) organizational patterns that support multiple
	classification, advantage, and disadvantage;	topics, categories, and subcategories;

Lesson	New TEKS Grade 6 (§110.22. English Language Arts and Reading, Grade 6, Adopted 2017)	New TEKS Grade 7 (§110.23. English Language Arts and Reading, Grade 7, Adopted 2017)
13	8 (D) analyze characteristics and structural elements of informational text, including:	8 (D) analyze characteristics and structural elements of informational text, including:
	(iii) organizational patterns such as definition, classification, advantage, and disadvantage;	(iii) organizational patterns that support multiple topics, categories, and subcategories;
14	8 (D) analyze characteristics and structural elements of informational text, including: (iii) organizational patterns such as definition,	8 (D) analyze characteristics and structural elements of informational text, including: (iii) organizational patterns that support multiple
	classification, advantage, and disadvantage;	topics, categories, and subcategories;
15	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;
16	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;
17	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;

Lesson	New TEKS Grade 6	New TEKS Grade 7
203011	(§110.22. English Language Arts and Reading, Grade 6, Adopted 2017)	(§110.23. English Language Arts and Reading, Grade 7, Adopted 2017)
18	5 (A) establish purpose for reading assigned and self-selected text;	5 (A) establish purpose for reading assigned and self-selected text;
	6 (E) interact with sources in meaningful ways	6 (E) interact with sources in meaningful ways
	such as notetaking, annotating, freewriting, or	such as notetaking, annotating, freewriting, or
	illustrating;	illustrating;
	9 (B) analyze how the use of text structure	9 (B) analyze how the use of text structure
	contributes to the author's purpose;	contributes to the author's purpose;
19	5 (A) establish purpose for reading assigned and	5 (A) establish purpose for reading assigned and
	self-selected text;	self-selected text;
	6 (E) interact with sources in meaningful ways	6 (E) interact with sources in meaningful ways
	such as notetaking, annotating, freewriting, or	such as notetaking, annotating, freewriting, or
	illustrating;	illustrating
	10 (B) develop drafts into a focused, structured,	10 (B) develop drafts into a focused, structured,
	and coherent piece of writing by:	and coherent piece of writing by:
	(ii) developing an engaging idea reflecting depth of thought with specific facts and details;	(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and
	11 (B) compose informational texts, including	examples;
	multi-paragraph essays that convey information	11 (B) compose informational texts, including
	about a topic, using a clear controlling idea or	multi-paragraph essays that convey information
	thesis statement and genre characteristics and	about a topic, using a clear controlling idea or
	craft;	thesis statement and genre characteristics and
	12 (D) identify and gather relevant information	craft;
	from a variety of sources;	12 (D) identify and gather relevant information
	·	from a variety of sources;
20	10 (B) develop drafts into a focused, structured,	10 (B) develop drafts into a focused, structured,
	and coherent piece of writing by:	and coherent piece of writing by:
	(i) organizing with purposeful structure,	(i) organizing with purposeful structure,
	including an introduction, transitions,	including an introduction, transitions, coherence
	coherence within and across paragraphs, and a	within and across paragraphs, and a conclusion;
	conclusion; and	and
	(ii) developing an engaging idea reflecting depth	(ii) developing an engaging idea reflecting depth
	of thought with specific facts and details;	of thought with 11 specific facts, details, and
	11 (B) compose informational texts, including	examples;
	multi-paragraph essays that convey information	11 (B) compose informational texts, including
	about a topic, using a clear controlling idea or	multi-paragraph essays that convey information
	thesis statement and genre characteristics and	about a topic, using a clear controlling idea or
	craft;	thesis statement and genre characteristics and
	12 (F) synthesize information from a variety of	craft;
	sources;	12 (F) synthesize information from a variety of
		sources;

Lesson	New TEKS Grade 6 (§110.22. English Language Arts and Reading, Grade 6, Adopted 2017)	New TEKS Grade 7 (§110.23. English Language Arts and Reading, Grade 7, Adopted 2017)
21	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;
22	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;
23	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;
24	5(F) make inferences and use evidence to support understanding;	5(F) make inferences and use evidence to support understanding;
25	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;
26	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;

Lesson	New TEKS Grade 6	New TEKS Grade 7
203011	(§110.22. English Language Arts and Reading, Grade 6, Adopted 2017)	(§110.23. English Language Arts and Reading, Grade 7, Adopted 2017)
27	10 (C) revise drafts for clarity, development,	10 (C) revise drafts for clarity, development,
	organization, style, word choice, and sentence	organization, style, word choice, and sentence
	variety;	variety;
28	10 (C) revise drafts for clarity, development,	10 (C) revise drafts for clarity, development,
	organization, style, word choice, and sentence	organization, style, word choice, and sentence
	variety;	variety;
	10 (D) edit drafts using standard English	10 (D) edit drafts using standard English conventions,
	conventions, including: (iv) prepositions and prepositional phrases and their	including: (iv) prepositions and prepositional phrases and their
	influence on subject-verb agreement;	influence on subject-verb agreement;
29	10 (C) revise drafts for clarity, development,	10 (C) revise drafts for clarity, development,
23	organization, style, word choice, and sentence	organization, style, word choice, and sentence
	variety;	variety;
	10 (D) edit drafts using standard English	10 (D) edit drafts using standard English conventions,
	conventions, including:	including:
	(vi) subordinating conjunctions to form complex	(vi) subordinating conjunctions to form complex
	sentences and correlative conjunctions such as	sentences and correlative conjunctions such as
	either/or and neither/nor;	either/or and neither/nor;
30	1 (D) participate in student-led discussions by	1 (D) engage in meaningful discourse and provide
	eliciting and considering suggestions from other	and accept constructive feedback from others.
	group members, taking notes, and identifying points	10 (C) revise drafts for clarity, development,
	of agreement and disagreement. 10 (C) revise drafts for clarity, development,	organization, style, word choice, and sentence variety;
	organization, style, word choice, and sentence	variety,
	variety;	
31	5 (A) establish purpose for reading assigned and	5 (A) establish purpose for reading assigned and
	self-selected text;	self-selected text;
	8 (E) analyze characteristics and structures of	8 (E) analyze characteristics and structures of
	argumentative text by:	argumentative text by:
	(i) identifying the claim;	(i) identifying the claim;
32	10 (A) plan a first draft by selecting a genre	10 (A) plan a first draft by selecting a genre
	appropriate for a particular topic, purpose, and	appropriate for a particular topic, purpose, and
	audience using a range of strategies such as	audience using a range of strategies such as
	discussion, background reading, and personal	discussion, background reading, and personal
	interests;	interests;
	11 (C) compose multi-paragraph argumentative	11 (C) compose multi-paragraph argumentative
	texts using genre characteristics and craft;	texts using genre characteristics and craft;

Lesson	New TEKS Grade 6	New TEKS Grade 7
	(§110.22. English Language Arts and Reading, Grade 6, Adopted 2017)	(§110.23. English Language Arts and Reading, Grade 7, Adopted 2017)
33	5 (A) establish purpose for reading assigned and	5 (A) establish purpose for reading assigned and
	self-selected text;	self-selected text;
	8 (E) analyze characteristics and structures of	8 (E) analyze characteristics and structures of
	argumentative text by:	argumentative text by:
	(ii) explaining how the author uses various	(ii) explaining how the author uses various types
	types of evidence to support the argument;	of evidence and consideration of alternatives to
	7.	support the argument;
34	11 (C) compose multi-paragraph argumentative	11 (C) compose multi-paragraph argumentative
	texts using genre characteristics and craft;	texts using genre characteristics and craft;
	10 (B) develop drafts into a focused, structured,	10 (B) develop drafts into a focused, structured,
	and coherent piece of writing by:	and coherent piece of writing by:
	(ii) developing an engaging idea reflecting depth	(ii) developing an engaging idea reflecting depth
	of thought with specific facts and details;	of thought with specific facts, details, and
		examples;
35	8 (E) analyze characteristics and structures of	8 (E) analyze characteristics and structures of
	argumentative text by:	argumentative text by:
	(ii) explaining how the author uses various	(ii) explaining how the author uses various types
	types of evidence to support the argument;	of evidence and consideration of alternatives to
	9 (G) explain the differences between rhetorical	support the argument;
	devices and logical fallacies.	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.
36	10 (B) develop drafts into a focused, structured, and	10 (B) develop drafts into a focused, structured, and
	coherent piece of writing by:	coherent piece of writing by:
	(ii) developing an engaging idea reflecting depth of	(ii) developing an engaging idea reflecting depth of
	thought with specific facts and details;	thought with specific facts, details, and examples;
	10 (C) revise drafts for clarity, development,	10 (C) revise drafts for clarity, development,
	organization, style, word choice, and sentence	organization, style, word choice, and sentence
	variety; 11 (C) compose multi-paragraph argumentative	variety 11 (C) compose multi-paragraph argumentative texts
	texts using genre characteristics and craft;	using genre characteristics and craft;
37	9 (B) analyze how the use of text structure	9 (B) analyze how the use of text structure
J ,	contributes to the author's purpose;	contributes to the author's purpose;
38	10 (C) revise drafts for clarity, development,	10 (C) revise drafts for clarity, development,
- -	organization, style, word choice, and sentence	organization, style, word choice, and sentence
	variety;	variety

Lesson	New TEKS Grade 6	New TEKS Grade 7
	(§110.22. English Language Arts and Reading,	(§110.23. English Language Arts and Reading, Grade
	Grade 6, Adopted 2017)	7, Adopted 2017)
39	1 (D) participate in student-led discussions by	1 (D) engage in meaningful discourse and
	eliciting and considering suggestions from other	provide and accept constructive feedback from
	group members, taking notes, and identifying	others.
	points of agreement and disagreement.	10 (B) develop drafts into a focused, structured,
	10 (B) develop drafts into a focused, structured,	and coherent piece of writing by:
	and coherent piece of writing by:	(i) organizing with purposeful structure,
	(i) organizing with purposeful structure,	including an introduction, transitions, coherence
	including an introduction, transitions,	within and across paragraphs, and a conclusion;
	coherence within and across paragraphs, and a	
	conclusion;	
40	10 (B) develop drafts into a focused, structured,	10 (B) develop drafts into a focused, structured,
	and coherent piece of writing by:	and coherent piece of writing by:
	(i) organizing with purposeful structure,	(i) organizing with purposeful structure,
	including an introduction, transitions,	including an introduction, transitions, coherence
	coherence within and across paragraphs, and a	within and across paragraphs, and a conclusion;
	conclusion;	