K-5 Correlation of
*Explorations in Nonfiction Writing*
with the
English Language Arts
Texas Essential Knowledge and Skills
(TEKS)
Correlation of *Explorations in Nonfiction Writing* with the English Language Arts Texas Essential Knowledge and Skills 
Kindergarten

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

**Guide:** 18-30

13 (A) plan a first draft by generating ideas for writing through class discussion (with adult assistance);

13 (B) develop drafts by sequencing the action or details in the story (with adult assistance);

13 (C) revise drafts by adding details or sentences (with adult assistance);

13 (D) edit drafts by leaving spaces between letters and words (with adult assistance);

13 (E) share writing with others (with adult assistance);

**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:

**Guide:** 12-15

15 (A) dictate or write information for lists, captions, or invitations.

**Research/Research Plan.**
Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

**Guide:** 6-10
19 (A) ask questions about topics of class-wide interest (with adult assistance);
Text: 14-15, 16-17.

19 (B) decide what sources or people in the classroom, school, library, or home can answer these questions (with adult assistance).
Text: 18-19, 36-37, 40-41, 44-45.

Research/Gathering Sources.
Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
Guide: 7-10

20 (A) gather evidence from provided text sources (with adult assistance);

20 (B) use pictures in conjunction with writing when documenting research (with adult assistance).

Additional ELAR Student Expectations Directly Addressed

Reading Comprehension of Informational Text/Expository Text.
Students analyze, make inference and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

10 (A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations.
Text: 64-65

Figure 19 Reading/Comprehension Skills.
Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message…The student is expected to:

(E) retell or act out important events in stories;
Text: 176-177.

Reading/Beginning Reading Skills/Print Awareness.
Students understand how English is written and printed. Students are expected to:

1(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries;
Text: 24-25, 42-43.
**Reading/Comprehension of Literary Text/Poetry.**
Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:

7(A) respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.
Text: 258-259.

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

17(C) use punctuation at the end of a sentence.
Text: 48-49

**Oral and Written Conventions/Spelling**
Students spell correctly. Students are expected to:

18(A) use phonological knowledge to match sounds to letters
Text: 22-23, 38-39, 252-253

18(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words
Guide: 38-39
Text: 22-23, 38-39, 252-253
Correlation of *Explorations in Nonfiction Writing* with the English Language Arts
Texas Essential Knowledge and Skills

**1st Grade**

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

**Guide:** 18-30

17 (A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);

17 (B) develop drafts by sequencing ideas through writing sentences;

17 (C) revise drafts by adding or deleting a word, phrase, or sentence;

17 (D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;

17 (E) publish and share writing with others.

**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:

**Guide:** 12-15

19 (A) write brief compositions about topics of interest to the student;

19 (B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing);

19 (C) write brief comments on literary or informational texts.
Research/Research Plan.
Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
Guide: 6-10

23 (A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics (with adult assistance);
Text: 34-35, 94-95.

23(B) decide what sources of information might be relevant to answer these questions (with adult assistance).
Text: 160-161.

Research/Gathering Sources.
Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
Guide: 6-10

24 (A) gather evidence from available sources (natural and personal) as well as from interviews with local experts (with adult assistance);

24 (B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information (with adult assistance);

24 (C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) (with adult assistance).

Research/Synthesizing Information.
Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
Guide: 6-10

25(A) revise the topics as a result of answers to initial research questions (with adult assistance).
Text: 88-89, 160-161

Research/Organizing and Presenting Ideas.
Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to:
26(A) create a visual display or dramatization to convey the results of the research (with adult assistance).
Text: 52-53, 72-73, 138-139.

**Additional ELAR Student Expectations Directly Addressed**

**Reading Comprehension of Informational Text/Expository Text.**
Students analyze, make inference and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

14 (C) retell the order of events in a text by referring to the words and/or illustrations
Text: 178-178.

Figure 19 Reading/Comprehension Skills.
Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message…The student is expected to:

(E) retell or act out important events in stories;
Text: 176-177.

**Reading/Comprehension of Literary Text/Poetry.**
Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:

7(A) respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.

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

21 (B) recognize and use basic capitalization;

21 (C) use punctuation at the end of declarative, exclamatory, and interrogative sentences.

**Oral and Written Conventions/Spelling**
Students spell correctly. Students are expected to:
Guide: 38-39
22(A) use phonological knowledge to match sounds to letters to construct known words;  

22(B) use letter-sound correspondences to spell  

22(C) spell high-frequency words from a commonly used list;  

22(D) spell base words with inflectional endings (e.g., adding “S” to make words plural);  

22(E) use resources to find correct spellings.  
Correlation of *Explorations in Nonfiction Writing* with the English Language ArtsTexas Essential Knowledge and Skills

**2nd Grade**

### Writing/Writing Process.

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

**Guide:** 18-30

17 (A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);


17 (B) develop drafts by sequencing ideas through writing sentences;


17 (C) revise drafts by adding or deleting words, phrases, or sentences;


17 (D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric;


17 (E) publish and share writing with others.


### 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:

**Guide:** 12-15

19 (A) write brief compositions about topics of interest to the student;


19 (B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing);


19 (C) write brief comments on literary or informational texts.

**Writing/Persuasive Texts.**
Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to:

20 (A) write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.

**Research/Research Plan.**
Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
Guide: 6-10

24 (A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics;

24 (B) decide what sources of information might be relevant to answer these questions.
Text: 86-87.

**Research/Gathering Sources.**
Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
Guide: 6-10

25 (A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;

25 (B) use text features (e.g., table of contents, alphabetical index, headings) in age-appropriate reference works (e.g. picture dictionaries) to locate information;

25 (C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).

**Research/Synthesizing Information.**
Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
Guide: 6-10

26 (A) revise the topic as a result of answers to initial research questions.
Text: 20-21, 36-37.
**Research/Organizing and Presenting Ideas.**
Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to:

27 (A) create a visual display or dramatization to convey the results of the research (with adult assistance).
Text: 48-49.

**Additional ELAR Student Expectations Directly Addressed**

**Reading/Fluency.**
Students read grade level text with fluency and comprehension. Students are expected to:

4(A) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

**Reading Comprehension of Informational Text/Expository Text.**
Students analyze, make inference and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

14 (A) identify the main idea in a text and distinguish it from the topic;

Figure 19 Reading/Comprehension Skills.
Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message…The student is expected to:

(E) retell or act out important events in stories;

**Reading/Comprehension of Literary Text/Poetry.**
Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:

7(A) describe how rhyme, rhythm, and repetition interact to create images in poetry.
Text: 70-71, 268-269.

**Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.**
Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
22 (B) use capitalization;  

22 (C) recognize and use punctuation marks.  

**Oral and Written Conventions/Spelling**  
Students spell correctly. Students are expected to:  
Guide: 38-39

23(A) use phonological knowledge to match sounds to letters to construct known words;  
23(B) spell words with common orthographic patterns and rules;  
23(C) spell high-frequency words from a commonly used list;  
23(D) spell base words with inflectional endings;  
23(E) spell simple contractions;  
23(F) use resources to find correct spellings.  

**Writing** (3rd Grade)  
Students write about their own experiences. Students are expected to:

19(A) write about important personal experiences.  
Correlation of *Explorations in Nonfiction Writing* with the English Language Arts Texas Essential Knowledge and Skills 
3rd Grade

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

Guide: 25-38

17 (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);

17 (B) develop drafts by categorizing ideas and organizing them into paragraphs;

17 (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;

17 (D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric;

17 (E) publish written work for a specific audience.

**Writing.**
Students write about their own experiences. Students are expected to:

Guide: 11

19(A) write about important personal experiences.

**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:

Guide: 9-11
20 (A) create brief compositions that:
   (i) establish central idea in a sentence;
   (ii) include supporting sentences with simple facts, details, and explanations;
   (iii) contain a concluding statement;


19 (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);

Text:  32-33, 80-81, 192-193.

20 (C) write responses to literacy or expository texts that demonstrate an understanding of the text.


**Writing/Persuasive Texts.**

Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to:

Guide: 8

21 (A) write persuasive essays for appropriate audiences that establish a position and use supporting details.


**Research/Research Plan.**

Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

Guide: 4-6, 28-31

25 (A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic;

Text: 240-241

25 (B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.

Text: 10-11

**Research/Gathering Sources.**

Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

Guide: 17-18
26 (A) follow the research plan to collect information from multiple sources of information, both oral and written, including:

(i) student-initiated surveys, on-site inspections, and interviews;
(ii) data from experts, reference tests, and online searches;
(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;


26 (B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics);


26 (C) take simple notes and sort evidence into provided categories or an organizer;


**Research/Synthesizing Information.**
Students clarify research questions and evaluate and synthesize collected information.

Guide: 17-18

**Research/Organizing and Presenting Ideas.**
Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to:

28 (A) draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.


**Additional ELAR Student Expectations Directly Addressed**

**Reading/Fluency.**
Students read grade level text with fluency and comprehension. Students are expected to:

3(A) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

Text: 70-71, 136-137.

**Reading/Comprehension of Literary Text/Poetry.**
Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:

6(A) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).

**Reading/Comprehension of Literacy Text/Literary Nonfiction.**
Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to:

9(A) Explain the difference in point of view between a biography and autobiography.

**Reading Comprehension of Informational Text/Expository Text.**
Students analyze, make inference and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

13 (A) identify the details or facts that support the main idea;

**Reading Comprehension of Informational Text/Persuasive Text.**
Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

14(A) identify what the author is trying to persuade the reader to think or do.

**Reading Comprehension of Informational Text/Procedural Text.**
Students understand how to glean and use information in procedural texts and documents. Students are expected to:

15(A) follow and explain a set of written multi-step directions;

15(B) locate and use specific information in graphic features of text.
Text: 82-83, 84-85, 86-87, 88-89.

**Figure 19 Reading/Comprehension Skills.**
Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message…The student is expected to:

(E) summarize information in text, maintaining meaning and logical order;

**Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.**
Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
22 (B) use capitalization;

22 (C) recognize and use punctuation marks.

**Oral and Written Conventions/Spelling**
Students spell correctly.

*Please note: Additional ELAR TEKS are addressed in this resource through share times, reflections, conferencing, extensions, and “Take It Forward”, however, the cited Student Expectations are directly targeted in the lessons.*
Correlation of *Explorations in Nonfiction Writing* with the English Language Arts Texas Essential Knowledge and Skills 4th Grade

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

15 (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)
Guide: 25-38

15 (B) develop drafts by categorizing ideas and organizing them into paragraphs

15 (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience

15 (D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric

15 (E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience

**Writing.**
Students write about their own experiences. Students are expected to:

17 (A) write about important personal experiences
Guide: 11
Text: 102-121, 142-143, 144-145, 158-160.

**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.
Guide: 9-11

Students are expected to:
18 (A) create brief compositions that:
   (i) establish a central idea in a topic sentence  Text: 14-15.
   (ii) include supporting sentences with simple facts, details, and explanations Text: 16-17, 20-21, 226-227.
   (iii) contain a concluding statement Text: 22-23, 228-229.

18 (C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding
   Guide: 11
   Text: 216-254.

**Writing/Persuasive Texts.**
Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to:

19 (A) write persuasive essays for appropriate audiences that establish a position and use supporting details
   Guide: 8
   Text: 161-208.

**Research/Research Plan.**
Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

23 (A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic
   Text: 170-171.

   Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

   24 (A) follow the research plan to collect information from multiple sources of information, both oral and written

   24 (B) use skimming and scanning techniques to identify data by looking at text features (e.g. bold print, italics)
   Guide: 17-18
   Text: 58-59, 122-123, 244-245, 250-251.

   24 (C) take simple notes and sort evidence into provided categories or an organizer
24 (D) identify the author, title, publisher, and publication year of sources
Text: 10-11, 124-125.
24 (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.
Text: 124-125.

**Research/Organizing and Presenting Ideas.**
Students organize and present their ideas and information according to the purpose of the research and their audience.

**Reading Comprehension of Informational Text/Expository Text.**
Students analyze, make inference and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

11 (A) summarize the main idea and supporting details in text in ways that maintain meaning.  
Correlation of *Explorations in Nonfiction Writing* with the English Language Arts Texas Essential Knowledge and Skills 5th Grade

**Writing/Writing Process.**

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

**Guide:** 25-38

15 (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;  

15 (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;  

15 (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;  

15 (D) edit drafts for grammar, mechanics, and spelling;  

15 (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.


**Writing.**

Students write about their own experiences. Students are expected to:

**Guide:** 11

17(A) write a personal narrative that conveys thoughts and feelings about an experience.

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:

Guide: 9-11

18 (A) create multi-paragraph essays to convey information about the topic that:
(i) present effective introductions and concluding paragraphs;
(ii) guide and inform the reader’s understanding of key ideas and evidence;
(iii) include specific facts, details, and examples in an appropriately organized structure;
Text: 10-11, 28-29, 30-31, 34-35, 82-83.
(iv) use a variety of sentence structures and transitions to link paragraphs;

18 (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);

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

Writing/Persuasive Texts.
Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to:

Guide: 8

19 (A) write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.

Research/Research Plan.
Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

Guide: 4-6, 28-31

23 (A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic;
23 (B) generate a research plan for gathering relevant information about the major research question.  

**Research/Gathering Sources.**  
Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:  
Guide:  17-18

24 (A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;  

24 (C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;  

24 (D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format;  

**Research/Synthesizing Information.**  
Students clarify research questions and evaluate and synthesize collected information. Students are expected to:  
Guide:  17-18

25 (A) refine the major research question, if necessary, guided by the answers to a secondary set of questions;  

25 (B) evaluate the relevance, validity, and reliability of sources for the research.  
Text:  122-123

**Research/Organizing and Presenting Ideas.**  
Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

26 (A) compiles important information from multiple sources;  

26 (B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;  
26 (C) presents the findings in a consistent format;

26 (D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources. (e.g., bibliography, works cited).

**Additional ELAR Student Expectations Directly Addressed**

**Reading/Comprehension of Literary Text/Poetry.**
Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:

4(A) analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.

**Reading/Comprehension of Literary Text/Literary Nonfiction.**
Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to:

7(A) identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person’s life.
Text: 148-149, 234-235, 244-245, 248-249.

**Reading/Comprehension of Informational Text/Expository Text.**
Students analyze, make inference and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

11 (A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;

11(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;
Text: 120-121.

**Reading Comprehension of Informational Text/Persuasive Text.**
Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:
12(A) identify the author’s viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument.

**Reading Comprehension of Informational Text/Procedural Text.**
Students understand how to glean and use information in procedural texts and documents. Students are expected to:

13(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures;
Text: 58-77, 82-83.

13(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

**Figure 19 Reading/Comprehension Skills.**
Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. The student is expected to:

(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts;
Text: 36-37, 146-147, 236-237, 246-247.

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

21 (A) use capitalization;

21 (B) recognize and use punctuation marks.

**Oral and Written Conventions/Spelling**
Students spell correctly.

*Please note: Additional ELAR TEKS are addressed in this resource through share times, reflections, conferencing, extensions, and “Take It Forward,” however, the cited Student Expectations are directly targeted in the lessons.*