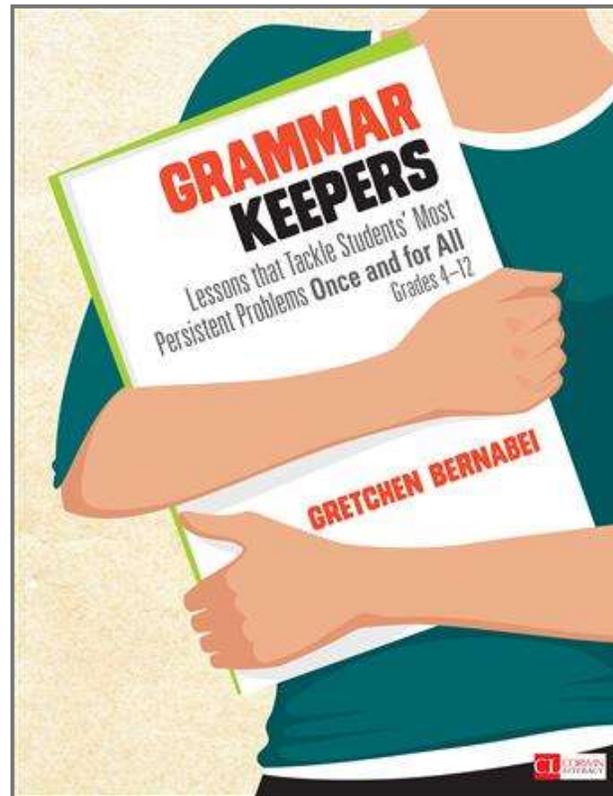


TEKS Alignment for

***Grammar Keepers* by Gretchen Bernabei**



TEKS Alignment by Gina Graham

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Dear Teachers,

The TEKS alignment pages are intended to support teachers as they plan writing instruction. You may choose to use the lessons as mini-lessons when focusing on specific elements of grammar. The same lesson may be used as a mini-lesson for a number of days, giving students ample opportunities to practice the skill in his/her own writing. Using the **Keepers 101 Chart** (page 254) will help students track their learning over time.

The TEKS alignment for each lesson includes the Knowledge and Skills statement (found at the top of the page spanning grades K-Eng. IV) and the individual grade level Student Expectation where this grammar skill is introduced.

The following Knowledge and Skills statements correspond with each section of Grammar Keepers:

Part I. Common Errors

- **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.

Part II. Punctuation

- **Oral and Written Convention/Handwriting, Capitalization, and Punctuation.** (Grades 6-7 and Courses Eng. I-IV) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (Grade 8) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity.

Part III. Capitalization

- **Oral and Written Convention/Handwriting, Capitalization, and Punctuation.** (Grades 6-7 and Courses Eng. I-IV) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (Grade 8) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity.

Part IV. Spelling

- **Oral and Written Convention/Spelling.** Students spell correctly.

Part V. Fragments

- **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.

Part VI. Pitchforking

- **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.
- **Writing/Literary Texts.** (Grades K-8) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. (Courses Eng. I-IV) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
- **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.

Part VII. Parts of Speech

- **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.

Part VIII. Beyond Verbs

- **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.

Grammar Keepers: Lessons That Tackle Students' Most Persistent Problems Once and for All Grades 4-12

Part I. Common Errors

| Grade Level TEKS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|--|--|---|---|---|---|----|----|----|
| Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. | | | | | | | | | | | | | |
| Lesson 1 | | | | 2.22C(ii) apostrophes and contractions | 3.23C(i) apostrophes in contractions and possessives 3.24E spell single syllable homophones (e.g., bear/bare; week/weak; road/rode) | 4.22C spell commonly used homophones (e.g., there, they're, their; two, too, to) | | | | | | | |
| Lesson 2 | | | | | 3.24E spell single syllable homophones (e.g., bear/bare; week/weak; road/rode) | 4.22C spell commonly used homophones (e.g., there, they're, their; two, too, to) | | | | | | | |
| Lesson 3 | | | | | 3.22A(vi) possessive pronouns (e.g., his, hers, theirs) 3.24E spell single syllable homophones (e.g., bear/bare; week/weak; road/rode) | 4.22C spell commonly used homophones (e.g., there, they're, their; two, too, to) | | | | | | | |
| Lesson 4 | | | | | 3.24E spell single syllable homophones (e.g., bear/bare; week/weak; road/rode) | 4.22C spell commonly used homophones (e.g., there, they're, their; two, too, to) | | | | | | | |
| Lesson 5 | | | | | 3.24E spell single syllable homophones (e.g., bear/bare; week/weak; road/rode) | 4.22C spell commonly used homophones (e.g., there, they're, their; two, too, to) | | | | | | | |
| Lesson 6 | | | | | 3.24E spell single syllable homophones (e.g., bear/bare; week/weak; road/rode) | 4.22C spell commonly used homophones (e.g., there, they're, their; two, too, to) | | | | | | | |

Grammar Keepers: Lessons That Tackle Students' Most Persistent Problems Once and for All Grades 4-12

Part I. Common Errors

| Grade Level TEKS | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|--------|---|---|---|--|---|--|---|---|--|---|----|----|----|
| Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. | | | | | | | | | | | | | | |
| Lesson 7 | It's | | | | 2.22C(ii) apostrophes and contractions 2.23E spell simple contractions (e.g., isn't, aren't, can't) | | 4.22C spell commonly used homophones (e.g., there, they're, their; two, too, to) | | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | | | | | |
| Lesson 8 | Its | | | | | 3.22A(vi) possessive pronouns (e.g., his, hers, theirs) | 4.22C spell commonly used homophones (e.g., there, they're, their; two, too, to) | | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | | | | | |
| Lesson 9 | You're | | | | 2.22C(ii) apostrophes and contractions 2.23E spell simple contractions (e.g., isn't, | | 4.22C spell commonly used homophones (e.g., there, they're, their; two, too, to) | | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | | | | | |
| Lesson 10 | Your | | | | | 3.22A(vi) possessive pronouns (e.g., his, hers, theirs) | 4.22C spell commonly used homophones (e.g., there, they're, their; two, too, to) | | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | | | | | |
| Lesson 11 | Who | | | | | | | | 7.19A(vi) relative pronouns (e.g., whose, that, which) | 8.19A(iv) relative pronouns (e.g., whose, that, which) | | | | |
| Lesson 12 | Whom | | | | | | | | 7.19A(vi) relative pronouns (e.g., whose, that, which) | 8.19A(iv) relative pronouns (e.g., whose, that, which) | | | | |
| Lesson 13 | Who's | | | | 2.22C(ii) apostrophes and contractions 2.23E spell simple contractions (e.g., isn't, aren't, can't) | 3.23C(i) apostrophes in contractions and possessives | 4.22C spell commonly used homophones (e.g., there, they're, their; two, too, to) | | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | | | | | |

Grammar Keepers: Lessons That Tackle Students' Most Persistent Problems Once and for All Grades 4-12

Part I. Common Errors

| Grade Level TEKS | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|-------|---|--|--|--|---|---|---|---|--|--|----|----|----|
| Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. | | | | | | | | | | | | | | |
| Lesson 14 | Whose | | | | | | 4.22C spell commonly used homophones (e.g., there, they're, their; two, too, to) | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | | 7.19A(vi) relative pronouns (e.g., whose, that, which) | 8.19A(iv) relative pronouns (e.g., whose, that, which) | | | |
| Lesson 15 | We're | | | 2.22C(ii) apostrophes and contractions 2.23E spell simple contractions (e.g., isn't, aren't, can't) | 3.23C(i) apostrophes in contractions and possessives | | | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | | | | | | |
| Lesson 16 | Were | | 1.20A(i) verbs (past, present, future) | 2.21A(i) verbs (past, present, future) | 3.22A(i) verbs (past, present, future) | 4.20A(i) verbs (irregular verbs) | | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | | | | | | |
| Lesson 17 | Where | | | | | | | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | | | | | | |
| Lesson 18 | Our | | | | 3.22A(vi) possessive pronouns (e.g., his, hers, theirs) | | | | | | | | | |
| Lesson 19 | Are | | 1.20A(i) verbs (past, present, future) | 2.21A(i) verbs (past, present, future) | 3.22A(i) verbs (past, present, future) | 4.20A (i) verbs (irregular verbs and active voice) | 5.20A(i) verbs (irregular verbs and active voice) | 6.19A(i) verbs (irregular verbs and active and passive voice) | | | | | | |
| Lesson 20 | Then | | 1.20A(iv) adverbs (e.g., time: before, next) 1.20A(vii) time-order transition words | 2.21A(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully) 2.21A(vii) time-order transition words | 3.22A(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully); (viii) time-order transition words and transitions that indicate a conclusion | 4.20A (viii) use time-order transition words and transitions to indicate a conclusion | 5.20A(viii) transitional words (e.g., also, therefore) 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | 6.19A(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed) | 7.19A(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed) | | | | | |

Grammar Keepers: Lessons That Tackle Students' Most Persistent Problems Once and for All Grades 4-12

Part I. Common Errors

| Grade Level TEKS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
|---|-----------|---|--|--|--|---|---|---|---|---|----|----|----|--|
| Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. | | | | | | | | | | | | | | |
| Lesson 21 | Than | | 1.20A(v) prepositions and prepositional phrases | 2.21A(v) prepositions and prepositional phrases | 3.22A(v) prepositions and prepositional phrases | 4.20A(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details | 5.20A(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | 6.19A(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details | | | | | | |
| Lesson 22 | A Lot | | | | | 4.20A(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot) | 5.20A(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot) | | | | | | | |
| Lesson 23 | Already | | | | | | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | | | | | | | |
| Lesson 24 | All Ready | | | | | | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | | | | | | | |
| Lesson 25 | All Right | | | | | | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | | | | | | | |

Grammar Keepers: Lessons That Tackle Students' Most Persistent Problems Once and for All Grades 4-12

Part I. Common Errors

| Grade Level TEKS | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|--------------------------|----------------------------------|--|--|--|--|---|---|---|---|---|----|----|----|
| Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. | | | | | | | | | | | | | | |
| Lesson 26 | Less | | | | | | | | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | 6.19A non-count nouns (e.g., rice, paper) | | | | |
| Lesson 27 | Fewer | | | | | | | | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | | | | | |
| Lesson 28 | Lie | | 1.20A(i) verbs (past, present, future) | 2.21A(i) verbs (past, present, future) | 3.22A(i) verbs (past, present, future) | 4.20A(i) verbs (irregular verbs) | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | 5.20A(i) verbs (irregular verbs and active voice) | 6.19A(i) verbs (irregular verbs and active and passive voice) | | | | | |
| Lesson 29 | Lay | | 1.20A(i) verbs (past, present, future) | 2.21A(i) verbs (past, present, future) | 3.22A(i) verbs (past, present, future) | 4.20A(i) verbs (irregular verbs) | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | 5.20A(i) verbs (irregular verbs and active voice) | 6.19A(i) verbs (irregular verbs and active and passive voice) | | | | | |
| Lesson 30 | Should've | | | | 3.24F spell complex contraction (e.g., should've, won't) | | | | | | | | | |
| Lesson 31 | Used to (<i>idiom</i>) | | | | | 4.2D identify the meaning of common idioms | | | | | | | | |
| Lesson 32 | Me / I | K. 16A(v) pronouns (e.g., I, me) | 1.20A(vi) pronouns (e.g., I, me) | 2.21A(vi) pronouns (e.g., he, him) | | | | | | | | | | |

Grammar Keepers: Lessons That Tackle Students' Most Persistent Problems Once and for All Grades 4-12

Part I. Common Errors

| Grade Level TEKS | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|--|---|--|---|---|---|--|---|---|---|---|----|----|----|
| Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. | | | | | | | | | | | | | | |
| Lesson 33 | Subject/Verb Agreement <i>* Also refer to TEKS 3.22B, 4.20B, 5.20B use the complete subject and the complete predicate in a sentence</i> | | 1.20B speak in complete sentences with correct subject-verb agreement | 2.21B use complete sentences with correct subject-verb agreement | 3.22C use complete simple and compound sentences with correct subject-verb agreement | 4.20C use complete simple and compound sentences with correct subject-verb agreement | 5.20C use complete simple and compound sentences with correct subject-verb agreement | 6.19C use complete simple and compound sentences with correct subject-verb agreement | 7.19C & 8.19C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses | Eng. I & Eng. II 17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) | Eng. III & 17B use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) | | | |
| Lesson 34 | Accept | | | | | | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | | | | | | | |
| Lesson 35 | Except | | | | | | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | | | | | | | |
| Lesson 36 | Loose | | | | | | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | | | | | | | |
| Lesson 37 | Lose | | | | | | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | | | | | | | |
| Lesson 38 | Affect | | | | | | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | | | | | | | |
| Lesson 39 | Effect | | | | | | 5.22C differentiate between commonly confused terms (e.g., its, it's, affect, effect) | | | | | | | |

Grammar Keepers: Lessons That Tackle Students' Most Persistent Problems Once and for All Grades 4-12

Part II. Punctuation

| Grade Level TEKS | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|-------------------------------------|---|--|--|--|---|--|---|-------------------------------|---|--|---|----|
| Oral and Written Convention/Handwriting, Capitalization, and Punctuation. (Grades 6-7 and Courses Eng. I-IV) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (Grade 8) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. | | | | | | | | | | | | | | |
| Lesson 40 | Apostrophes-Contractions | | | | 2.22C(ii) apostrophes and contractions | 3.23C(i) apostrophes in contractions and possessives | | | | | | | | |
| Lesson 41 | Apostrophes-Possessions | | | | 2.22C(ii) apostrophes and contractions | 3.23C(i) apostrophes in contractions and possessives | | | | | | | | |
| Lesson 42 | Apostrophes-Plurals <i>*There is not a specific TEKS for apostrophes in plural possessions. However, it is included in STAAR testing beginning in 7th grade.</i> | | | | 2.22C(ii) apostrophes and contractions; (iii) apostrophes and possessives | 3.23C(i) apostrophes in contractions and possessives | | | | Tested: STAAR 7th Grade 7.20B | | Tested: STAAR 9th Grade EOC Eng. I 18B | Tested: STAAR 9th Grade EOC Eng. II 18B | |
| Lesson 43 | No Apostrophes-Plurals | K.16A (ii) nouns (singular /plural) | 1.20A(ii) nouns (singular /plural, common /proper) | 2.21A(ii) nouns (singular/plural, common /proper) | 3.22A(ii) nouns (singular/plural, common /proper) | 4.20A(ii) nouns (singular/plural, common /proper) | | | | | | | | |
| Lesson 44 | No Apostrophes-Verbs Ending in s | | 1.20A (i) verbs (past, present, future) | 2.21A (i) verbs (past, present, future) | 3.22A (i) verbs (past, present, future) | 4.20A (i) verbs (irregular verbs and active voice) | 5.20A(i) verbs (irregular verbs and active voice) | 6.19A(i) verbs (irregular verbs and active and passive voice) | | | | | | |
| Lesson 45 | Commas in a Series | | | | | 3.23 C (ii) commas in series and dates | | | | | | | | |
| Lesson 46 | Commas in a Letter | | 1.19B write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) | 2.19B write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) 2.22A (iii) the salutation and closing of a letter | 3.20B 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) | 4.18B 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) | 5.18B 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) | 6.17B write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing) | | | | | | |

Grammar Keepers: Lessons That Tackle Students' Most Persistent Problems Once and for All Grades 4-12

Part II. Punctuation

| Grade Level TEKS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|---|---|---|---|---|---|---|---|---|---|--|--|----|
| Oral and Written Convention/Handwriting, Capitalization, and Punctuation. (Grades 6-7 and Courses Eng. I-IV) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (Grade 8) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. | | | | | | | | | | | | | |
| Lesson 47 | | | | | | | | | 7.19A(ii) appositive phrases 7.19B write complex sentences and differentiate between main versus subordinate clauses | 8.19A(ii) appositive phrases 8.20B(i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences | | | |
| Lesson 48 | | | | | | | | | 7.20B(i) commas after introductory words, phrases, and clauses | 8.20B(i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences | Eng. I 18B(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions | Eng. II 18B(i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions | |
| Lesson 49 | | | | | | | | | | | Eng. I 18B(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions | 18B(i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions | |
| Lesson 50 | | | | | | | | | 7.20B(i) commas after introductory words, phrases, and clauses | 8.20B(i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences | Eng. I 18B(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions | 18B(i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions | |

Commas in Appositives

Lesson 48

Commas After Beginning Phrases/Clauses

Lesson 49

Commas Before Ending Phrases/Clauses
**There is not a specific TEKS for ending phrases/clauses. This is most likely taught in conjunction with lesson 48 (7.20B(i) and 8.20B(i)).*

Lesson 50

Commas with Direct Address

Grammar Keepers: Lessons That Tackle Students' Most Persistent Problems Once and for All Grades 4-12

Part II. Punctuation

| Grade Level TEKS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|--|---|--|---|---|---|--|---|---|---|----|----|----|
| Oral and Written Convention/Handwriting, Capitalization, and Punctuation. (Grades 6-7 and Courses Eng. I-IV) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (Grade 8) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. | | | | | | | | | | | | | |
| Lesson 51 | Commas in a Date <i>*See Lesson 46 Commas in a Letter</i> | | 1.19B write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) | 2.19B write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) 2.22A (iii) the salutation and closing of a letter | 3.20B 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) 3.23C(ii) commas in series and date | 4.18B 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) 3.23C(ii) commas in series and date | 5.18B 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) | 6.17B write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing) | | | | | |
| Lesson 52 | Commas Between City and State <i>*There is not a TEKS for commas between city and state names. This is most likely taught when teaching 3.23B</i> | | | | 3.23B use capitalization for: geographical names and places | | | | | | | | |
| Lesson 53 | Quotations-Question Marks Inside | | | 2.22C(i) ending punctuation in sentences | 3.23D use correct mechanics including paragraph indentations | 4.21C(ii) quotation marks | 5. 21B(ii) proper punctuation and spacing for quotations | 6. 20B(ii) proper punctuation and spacing for quotations | | | | | |
| Lesson 54 | Quotations-Ending in Punctuation | | | 2.22C(i) ending punctuation in sentences | 3.23D use correct mechanics including paragraph indentations | 4.21C(ii) quotation marks | 5. 21B(ii) proper punctuation and spacing for quotations | 6. 20B(ii) proper punctuation and spacing for quotations | | | | | |
| Lesson 55 | Hyphenated Adjectives <i>*Also see Lesson 88 - Adjectives</i> | | | | | | | | 7.20B (ii) semicolons, colons, and hyphens | | | | |
| Lesson 56 | Colons | | | | | | | | 7.20B (ii) semicolons, colons, and hyphens | | | | |
| Lesson 57 | Punctuating Dialogue-Chicken Dance | | 1.21C recognize and use punctuation marks at the end of declarative, exclamatory and interrogative sentences | 2.22C(i) ending punctuation in sentences | 3.23D use correct mechanics including paragraph indentations | 4.21C(ii) quotation marks | 5. 21B(ii) proper punctuation and spacing for quotations | 6. 20B(ii) proper punctuation and spacing for quotations | | | | | |

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Part III. Capitalization

Grade Level TEKS

K

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Oral and Written Convention/Handwriting, Capitalization, and Punctuation. (Grades 6-7 and Courses Eng. I-IV) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. **(Grade 8)** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity.

| | | | | | | | | | | | | | | | |
|-----------|--|--|---|---|--|--|--------------------------|--|--|--|--|--|--|--|---|
| Lesson 58 | Proper Nouns | | 1.21A(iii) names of people | 2.22B(i) proper nouns; (ii) months and days of the week | 3.23B(iii) official titles of people; (i) geographical names and places; (ii) historical periods | 4.21B(i) historical events and documents; (ii) titles of books, stories, and essays; (iii) languages, races, and nationalities | 5.21A(iii) organizations | 6.20A(iii) organizations | | | | | | | |
| Lesson 59 | Proper Adjectives <i>*There is not a specific TEKS for proper adjectives. This is most likely taught in conjunction with proper nouns (see lesson 58)</i> | | | | | | | | | | | | | | Eng. III 18A & Eng. IV 18A correctly and consistently use conventions of punctuation and capitalization |
| Lesson 60 | Letter Closings | | 1.19B write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) | 2.19B write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing) 2.22B (iii) the salutation and closing of a letter | 3.20B 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) | 4.18B 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) | | 6.17B write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing) | | | | | | | |
| Lesson 61 | First Words in Sentences | | 1.21B (i) the beginning of sentences | | | | | | | | | | | | |
| Lesson 62 | First Words in Quotations <i>*There is not a specific TEKS for capitalization of first words in quotations. This is mostly taught in conjunction with 4.21C(ii)</i> | | 1.21B (i) the beginning of sentences | | 3.23D use correct mechanics including paragraph indentations | 4.21C(ii) quotation marks | | | | | | | | | Eng. III 18A & Eng. IV 18A correctly and consistently use conventions of punctuation and capitalization |

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Part IV. Spelling

| Grade Level TEKS | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|----------------------------|---|--|---|---|---|---|---|---|---|---|----|----|----|
| Oral and Written Convention/Spelling. Students spell correctly. | | | | | | | | | | | | | | |
| Lesson 63 | Silent E | | | <p>3.1A (i) dropping the final "e" and add endings such as -ing, -ed- or -able (e.g., use, using, used, usable)</p> <p>3.24B (ii) dropping final "e" when endings are added (e.g., -ing, -ed)</p> | | | | | | | | | | |
| Lesson 64 | Words Ending in y | | | <p>3.1A (iii) changing the final "y" to "i" (e.g., baby, babies)</p> <p>3.24B (iii) changing y to i before adding an ending</p> | | | | | | | | | | |
| Lesson 65 | Words Ending in Consonants | | | <p>3.1A (ii) doubling final consonants when adding an ending (e.g., hop to hopping)</p> <p>3.24B (i) consonant doubling when adding an ending</p> | | | | | | | | | | |
| Lesson 66 | I Before E | <p>1.3A (v) vowel digraphs including oo as in foot, oo as in moon, ea as it eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay ai, aw au, ew, oa, ie as in chief, ie as in pie, and -igh</p> | <p>2.2A (iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou)</p> <p>2.23B (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy)</p> | | <p>4.22D use spelling patterns and rules and print and electronic resources to determine and check correct spellings</p> | <p>5.22D use spelling patterns and rules and print and electronic resources to determine and check correct spellings</p> | <p>6.21B use spelling patterns and rules and print and electronic resources to determine and check correct spellings</p> | | | | | | | |
| Lesson 67 | Ce/Ci/Ge/Gi | | <p>2.23B (i) complex consonants (e.g., hard and soft c and g, ck)</p> | | | | | | | | | | | |

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Part V. Fragments

| Grade Level TEKS | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|--|---|--|---|--|---|---|--|---|---|--|----|----|----|
| Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. | | | | | | | | | | | | | | |
| Lesson 68 | Two-Word Sentences | | 1.20A(i) verbs (past, present, future); (ii) nouns (singular/ plural, common/ proper) | 2.21A (i) verbs (past, present, future); (ii) nouns (singular/ plural, common/ proper) | 3.22A(i) verbs (past, present, future); (ii) nouns (singular/ plural, common/ proper) | 4.20A(i) verbs (irregular verbs and active voice); (ii) nouns (singular/ plural, common/ proper) | 5.20A(i) verbs (irregular verbs and active voice); (ii) collective nouns (e.g., class, public) | 6.19A(i) verbs (irregular verbs and active and passive voice); (ii) non-count nouns (e.g., rice, paper) | | | | | | |
| Lesson 69 | Sentence Wringer- Psst! Statement * <i>Also refer to TEKS 3.22B, 4.20B, 5.20B use the complete subject and the complete predicate in a sentence</i> | | 1.20B speak in complete sentences with correct subject-verb agreement | 2.21B use in complete sentences with correct subject-verb agreement | 3.22C use complete simple and compound sentences with correct subject-verb agreement | 4.20C use complete simple and compound sentences with correct subject-verb agreement | 5.20C use complete simple and compound sentences with correct subject-verb agreement | 6.19C use complete simple and compound sentences with correct subject-verb agreement | 7.19C & 8.19C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses | Eng. I & 17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) | & 17B use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) | | | |
| Lesson 70 | Sentence Wringer-Is There a Verb? | | 1.20A(i) verbs (past, present, future) | 2.21A(i) verbs (past, present, future) | 3.22A(i) verbs (past, present, future) | 4.20A(i) verbs (irregular verbs and active voice) | 5.20A(i) verbs (irregular verbs and active voice) | 6.19A(i) verbs (irregular verbs and active and passive voice) | 7.19A(i) verbs (perfect and progressive tenses) and participles | 8.19A(i) verbs (perfect and progressive tenses) and participles | Eng. I & Eng. II 17A more complex active and passive tenses and verbals (gerunds, infinitives, participles) | | | |
| Lesson 71 | Joining Sentences Legally | | | | 3.22A(vii) coordinating conjunctions (e.g., and, or, but) | 4.20A(vii) correlative conjunctions (e.g., either/or, neither/nor) | 5. 20A(vii) subordinating conjunctions (e.g., while, because, although) | 6. 19A(vii) subordinating conjunctions (e.g., while, because, although, if) | 7. 19A(vii) subordinating conjunctions (e.g., because, since) | 8. 19A(v) subordinating conjunctions (e.g., because, since) | | | | |
| Lesson 72 | Joining Sentences Illegally <i>*There is not a specific TEKS for run-on sentences</i> | | 1.20B speak in complete sentences with correct subject-verb agreement | 2.21B use in complete sentences with correct subject-verb agreement | 3.22C use complete simple and compound sentences with correct subject-verb agreement | 4.20C use complete simple and compound sentences with correct subject-verb agreement | 5.20C use complete simple and compound sentences with correct subject-verb agreement | 6.19C use complete simple and compound sentences with correct subject-verb agreement | 7.19C & 8.19C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses | Eng. I & 17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) | & 17B use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) | | | |
| Lesson 73 | Sentence Wringer Practice <i>* Also refer to TEKS 3.22B, 4.20B, 5.20B use the complete subject and the complete predicate in a sentence</i> | K.16B speak in complete sentences to communicate | 1.20B speak in complete sentences with correct subject-verb agreement | 2.21B use in complete sentences with correct subject-verb agreement | 3.22C use complete simple and compound sentences with correct subject-verb agreement | 4.20C use complete simple and compound sentences with correct subject-verb agreement | 5.20C use complete simple and compound sentences with correct subject-verb agreement | 6.19C use complete simple and compound sentences with correct subject-verb agreement | 7.19C & 8.19C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses | Eng. I & 17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) | & 17B use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) | | | |

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Part V. Fragments

| Grade Level TEKS | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|--|---|---|---|--|---|--|--|--|--|---|----|----|----|
| Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. | | | | | | | | | | | | | | |
| Lesson 74 | Paragraph Overhaul * Refer to lessons 69, 70, 71, 72 for corresponding TEKS | | | | 3.23D use correct mechanics including paragraph indentations | | | | | | | | | |
| Lesson 75 | AAAWWWUBification | | | | | | 5. 20A (vii) subordinating conjunctions (e.g., while, because, although) | 6. 19A (vii) subordinating conjunctions (e.g., while, because, although, if) | 7. 19A (vii) subordinating conjunctions (e.g., because, since) | 8. 19A (v) subordinating conjunctions (e.g., because, since) | | | | |

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Part VI. Pitchforking

| Grade Level TEKS | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|-------------------------------|--|---|---|--|--|---|---|---|---|--|---|---|---|
| <p>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.</p> <p>Writing/Literary Texts. (Grades K-8) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. (Courses Eng. I-IV) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</p> <p>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.</p> | | | | | | | | | | | | | | |
| Lesson 76 | Pitchforking Actions | K.16B speak in complete sentences to communicate | 1.20B speak in complete sentences with correct subject-verb agreement | 2.21B use in complete sentences with correct subject-verb agreement | 3.22C use complete simple and compound sentences with correct subject-verb agreement 3.23 C (ii) commas in series and dates | 4.20C use complete simple and compound sentences with correct subject-verb agreement | 5.20C use complete simple and compound sentences with correct subject-verb agreement | 6.19C use complete simple and compound sentences with correct subject-verb agreement | 7.19C & 8.19C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses | Eng. I & Eng. II 17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) | Eng. III & Eng. IV 17B use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) | | | |
| Lesson 77 | Pitchforking Nouns | K.16B speak in complete sentences to communicate | 1.20B speak in complete sentences with correct subject-verb agreement | 2.21B use in complete sentences with correct subject-verb agreement | 3.22C use complete simple and compound sentences with correct subject-verb agreement 3.23 C (ii) commas in series and dates | 4.20C use complete simple and compound sentences with correct subject-verb agreement | 5.20C use complete simple and compound sentences with correct subject-verb agreement | 6.19C use complete simple and compound sentences with correct subject-verb agreement | 7.19C & 8.19C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses | Eng. I & Eng. II 17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) | Eng. III & Eng. IV 17B use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) | | | |
| Lesson 78 | Pitchforking Using Ba-Da-Bing | | | | 3.18A write imaginative stories that build the plot to a climax and contain details about the character and setting 3.20A(ii) include supporting sentences with simple facts, details, and explanations | 4.16A write imaginative stories that build the plot to a climax and contain details about the character and setting 4.18A(ii) include supporting sentences with simple facts, details, and explanations | 5.16A(i) a clearly defined plot, and point of view (ii) a specific, believable setting created through the use of sensory details 5.18A (iii) include specific facts, details, and examples in an appropriately organized structure | 6.15A(i) a clearly defined plot, and point of view (ii) a specific, believable setting created through the use of sensory details 6.17A (iii) include specific facts, details, and examples in an appropriately organized structure | 7.15A(i) sustains reader interest; (ii) includes well-paced action and an engaging story line (iii) creates a specific setting through the use of sensory details 7.17A(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies | 8.15A(i) sustains reader interest; (ii) includes well-paced action and an engaging story line (iii) creates a specific setting through the use of sensory details 8.17A(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies | Eng. I 14A write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot | Eng. II 14A write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone | Eng. III 14A write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone | Eng. IV 14A write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone |

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Part VI. Pitchforking

| Grade Level TEKS | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|---|---|---|--|--|--|---|---|---|---|--|---|---|---|
| <p>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.</p> <p>Writing/Literary Texts. (Grades K-8) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. (Courses Eng. I-IV) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</p> <p>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.</p> | | | | | | | | | | | | | | |
| Lesson 79 | Pitchforking Using Exclamations <i>*Refer to: Lesson 54 Quotations - Ending in Punctuation</i> | | | 1.21C recognize and use punctuation marks at the end of declarative, exclamatory and interrogative sentences | 2.22C ending punctuation in sentences | | | | | | | | | |
| Lesson 80 | Pitchforking Descriptions | | | | 3.18A write imaginative stories that build the plot to a climax and contain details about the character and setting 3.20A(ii) include supporting sentences with simple facts, details, and explanations 3.23 C (ii) commas in series and dates | 4.16A write imaginative stories that build the plot to a climax and contain details about the character and setting 4.18A(ii) include supporting sentences with simple facts, details, and explanations | 5.16A(i) a clearly defined plot, and point of view (ii) a specific, believable setting created through the use of sensory details 5.18A (iii) include specific facts, details, and examples in an appropriately organized structure | 6.15A(i) a clearly defined plot, and point of view (ii) a specific, believable setting created through the use of sensory details 6.17A (iii) include specific facts, details, and examples in an appropriately organized structure | 7.15A(i) sustains reader interest; (ii) includes well-paced action and an engaging story line (iii) creates a specific setting through the use of sensory details 7.17A(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies | 8.15A(i) sustains reader interest; (ii) includes well-paced action and an engaging story line (iii) creates a specific setting through the use of sensory details 8.17A(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies | Eng. I 14A write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot | Eng. II 14A write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone | Eng. III 14A write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone | Eng. IV 14A write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone |

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Part VI. Pitchforking

| Grade Level TEKS | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|----------------------------------|---|---|---|---|--|---|---|---|--|--|--|---|---|
| <p>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.</p> <p>Writing/Literary Texts. (Grades K-8) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. (Courses Eng. I-IV) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</p> <p>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.</p> | | | | | | | | | | | | | | |
| Lesson 81 | Pitchforking Using Sounds | | | | | <p>3.18A write imaginative stories that build the plot to a climax and contain details about the character and setting</p> <p>3.20A(ii) include supporting sentences with simple facts, details, and explanations</p> <p>3.23 C (ii) commas in series and dates</p> | <p>4.16A write imaginative stories that build the plot to a climax and contain details about the character and setting</p> <p>4.18A(ii) include supporting sentences with simple facts, details, and explanations</p> | <p>5.16A(i) a clearly defined plot, and point of view</p> <p>(ii) a specific, believable setting created through the use of sensory details</p> <p>5.18A (iii) include specific facts, details, and examples in an appropriately organized structure</p> | <p>6.15A(i) a clearly defined plot, and point of view</p> <p>(ii) a specific, believable setting created through the use of sensory details</p> <p>6.17A (iii) include specific facts, details, and examples in an appropriately organized structure</p> | <p>7.15A(i) sustains reader interest;</p> <p>(ii) includes well-paced action and an engaging story line</p> <p>(iii) creates a specific setting through the use of sensory details</p> <p>7.17A(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies</p> | <p>8.15A(i) sustains reader interest;</p> <p>(ii) includes well-paced action and an engaging story line</p> <p>(iii) creates a specific setting through the use of sensory details</p> <p>8.17A(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies</p> | <p>Eng. I 14A write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot</p> | <p>Eng. II 14A write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone</p> | <p>Eng. III 14A write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone</p> |
| Lesson 82 | Pitchforking Using Smells/Tastes | | | | | <p>3.18A write imaginative stories that build the plot to a climax and contain details about the character and setting</p> <p>3.20A(ii) include supporting sentences with simple facts, details, and explanations</p> <p>3.23 C (ii) commas in series and dates</p> | <p>4.16A write imaginative stories that build the plot to a climax and contain details about the character and setting</p> <p>4.18A(ii) include supporting sentences with simple facts, details, and explanations</p> | <p>5.16A(i) a clearly defined plot, and point of view</p> <p>(ii) a specific, believable setting created through the use of sensory details</p> <p>5.18A (iii) include specific facts, details, and examples in an appropriately organized structure</p> | <p>6.15A(i) a clearly defined plot, and point of view</p> <p>(ii) a specific, believable setting created through the use of sensory details</p> <p>6.17A (iii) include specific facts, details, and examples in an appropriately organized structure</p> | <p>7.15A(i) sustains reader interest;</p> <p>(ii) includes well-paced action and an engaging story line</p> <p>(iii) creates a specific setting through the use of sensory details</p> <p>7.17A(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies</p> | <p>8.15A(i) sustains reader interest;</p> <p>(ii) includes well-paced action and an engaging story line</p> <p>(iii) creates a specific setting through the use of sensory details</p> <p>8.17A(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies</p> | <p>Eng. I 14A write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot</p> | <p>Eng. II 14A write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone</p> | <p>Eng. III 14A write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone</p> |

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Part VI. Pitchforking

| Grade Level TEKS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|
| <p>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.</p> <p>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p> | | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|-----------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Lesson 83 | Pitchforking Using Contrasts | | | | | | | 5.15B 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 | 6.14B 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 | 7.14B 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 | 8.14B 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 | | |
| Lesson 84 | Pitchforking Using Participial Phrases | | | | | | | | | 7.19A(i) verbs (perfect and progressive tenses) and participles | 8.19A(i) verbs (perfect and progressive tenses) and participles | Eng. I & Eng. II 17A more complex active and passive tenses and verbals (gerunds, infinitives, participles) | |
| Lesson 85 | Pitchforking Using Absolutes <i>*There is not a specific TEKS for Absolutes</i> | | | | | | | | | 7.19C & 8.19C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses | Eng. I & Eng. II 17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) | Eng. III & Eng. IV 17B use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) | |

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Part VII. Parts of Speech

| Grade Level TEKS | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|--|---|--|--|--|--|---|---|---|----|----|----|
| Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. | | | | | | | | | | | | | | |
| Lesson 86 | Nouns | K.16A(ii) nouns (singular/plural) | 1.20A(ii) nouns (singular/plural, common /proper) | 2.21A(ii) nouns (singular/plural, common /proper) | 3.22A(ii) nouns (singular/plural, common /proper) | 4.20A(ii) nouns (singular/plural , common /proper) | 5.20A(ii) collective nouns (e.g., class, public) | 6.19A (ii) non-count nouns (e.g., rice, paper) | | | | | | |
| Lesson 87 | Verbs | K.16A(i) past and future tenses when speaking | 1.20A(i) verbs (past, present, future) | 2.21A(i) verbs (past, present, future) | 3.22A(i) verbs (past, present, future) | 4.20A(i) verbs (irregular verbs and active voice) | 5.20A(i) verbs (irregular verbs and active voice) | 6.19A(i) verbs (irregular verbs and active and passive voice) | 7.19A(i) verbs (perfect and progressive tenses) and participles | 8.19A(i) verbs (perfect and progressive tenses) and participles | Eng. I & Eng. II 17A more complex active and passive tenses and verbals (gerunds, infinitives, participles) | | | |
| Lesson 88 | Adjectives | K.16A(iii) descriptive words | 1.20A(iii) adjectives (e.g., descriptive: green, tall) | 2.21A(iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the) | 3.22A(iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the) | 4.20A(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest) | 5.20A(iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best) | 6.19A(iii) predicate adjectives (<i>She is intelligent .</i>) and their comparative and superlative forms (e.g., many, more, most) | | | | | | |
| Lesson 89 | Adverbs | | 1.20A understand and use the following parts of speech in the context of reading, writing, and speaking: (iv) adverbs (time: before, next) | 2.21A(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully) | 3.22A(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully) | 4.20A(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot) | 5.20A(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot) | 6.19A(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed) | 7.19A(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed) | | | | | |
| Lesson 90 | Pronouns <i>*the TEKS do not specify objective and subjective pronouns</i> | K.16A(v) pronouns (e.g., I, me) | 1.20A(vi) pronouns (e.g., I, me) | 2.21A(vi) pronouns (e.g., he, him) | | | | | | | | | | |

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Part VII. Parts of Speech

| Grade Level TEKS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|--|---|--|---|---|---|--|--|--|--|----|----|----|
| <p>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.</p> <p>Oral and Written Convention/Handwriting, Capitalization, and Punctuation. (Grades 6-7 and Courses Eng. I-IV) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (Grade 8) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity.</p> <p>Writing/Literary Texts. (Grades K-8) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. (Courses Eng. I-IV) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</p> | | | | | | | | | | | | | |
| Lesson 91 | Prepositions | K.16A(iv) prepositions and simple prepositional phrases appropriately when speaking and writing (e.g., in, on, under, over) | 1.20A(v) prepositions and prepositional phrases | 2.21A(v) prepositions and prepositional phrases | 3.22A(v) prepositions and prepositional phrases | 4.20A(v) prepositions and prepositional phrases to convey location, time, direction, or provide details | 5.19A(v) prepositions and prepositional phrases to convey location, time, direction, or provide details | 6.19A(v) prepositions and prepositional phrases to convey location, time, direction, or provide details | 7.19A(v) prepositions and prepositional phrases and their influence on subject-verb agreement | | | | |
| Lesson 92 | Conjunctions | | | | 3.22A(vii) coordinating conjunctions (e.g., and, or, but) | 4.20A(vii) correlative conjunctions (e.g., either/or, neither/nor) 4.21C(i) commas in compound sentences | 5. 20A(vii) subordinating conjunctions (e.g., while, because, although, if) 5.21B(i) commas in compound sentences | 6. 19A(vii) subordinating conjunctions (e.g., while, because, although, if) 6.20B(i) commas in compound sentences | 7. 19A(vii) subordinating conjunctions (e.g., because, since) | 8. 19A(v) subordinating conjunctions (e.g., because, since) | | | |
| Lesson 93 | Interjections <i>*There is not a specific TEKS related to interjections</i> | | 1.21C recognize and use punctuation marks at the end of declarative, exclamatory and interrogative sentences | 2.22C(i) ending punctuation in sentences | | | 5.16A(iii) dialogue that develops the story | 6.15A(iii) dialogue that develops the story 6.20B(ii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete sentences) | 8.20B(ii) semicolons, colons, hyphens, parentheses, brackets and ellipses | | | | |
| Lesson 94 | Sentence Patterns | | | | 3.22B, 4.20C, 5.20C, 6.19C use the complete subject and the complete predicate in a sentence 3.22C, 4.20C, 5.20C, 6.19C use complete simple and compound sentences with correct subject-verb agreement | | | 7.19C & 8.19C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses | Eng. I & Eng. II 17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) | Eng. III & Eng. IV 17B use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) | | | |

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Part VIII. Beyond Verbs

| Grade Level TEKS | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|--|---|---|---|---|---|---|---|---|---|---|---|--|----|
| Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. | | | | | | | | | | | | | | |
| Lesson 95 | Direct Objects <i>*There is not a specific TEKS for Direct Object(s). Refer to: Lesson 86 - Nouns, Lesson 87 - Verbs, Lesson 90 - Pronouns.</i> | | | | | | | | | 7.19C & 8.19C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses | Eng. I & Eng. II 17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) | Eng. III & Eng. IV 17B use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) | | |
| Lesson 96 | Indirect Objects <i>*There is not a specific TEKS for Indirect Object(s). Refer to: Lesson 86 - Nouns, Lesson 87 - Verbs, Lesson 90 - Pronouns.</i> | | | | | | | | | 7.19C & 8.19C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses | Eng. I & Eng. II 17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) | Eng. III & Eng. IV 17B use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) | | |
| Lesson 97 | Gerunds | | | | | | | | | | Eng. I 17A(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles) | Eng. II 17A(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles) | | |
| Lesson 98 | Participial Phrases | | | | | | | | | 7.19A(i) verbs (perfect and progressive tenses) and participles | 8.19A(i) verbs (perfect and progressive tenses) and participles | Eng. I 17A(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles) | Eng. II 17A(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles) | |
| Lesson 99 | Infinitives | | | | | | | | | | Eng. I 17A(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles) | Eng. I 17A(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles) | | |

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Part VIII. Beyond Verbs

| Grade Level TEKS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|--|---|---|---|---|----|----|----|
| Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. | | | | | | | | | | | | | |
| Lesson 100 | Predicate Nominatives <i>*There is not a specific TEKS for predicate nominatives. This is most likely taught in grade 6 along with predicate adjectives.</i> | | | | | 3.22C, 4.20C, 5.20C, use complete simple and compound sentences with correct subject-verb agreement | | | | | | | |
| Lesson 101 | Predicate Adjectives | | | | | 3.22C, 4.20C, 5.20C, use complete simple and compound sentences with correct subject-verb agreement | | 6.19A(iii) predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most) 6.19C use complete simple and compound sentences with correct subject-verb agreement | | | | | |