



TEKS VERTICAL ALIGNMENT

Flip Chart

3-5

English and Spanish Language Arts & Reading



Debbie Diller: More Than A Classroom Library- TEKS™ Flip Chart is published by
Steps To Literacy
4 Easy St.
Bound Brook, NJ 08805

www.stepstoliteracy.com

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A note from Debbie:

Thank you to all the dedicated educators who contributed their thoughts, ideas and feedback to this project. I am grateful to those who shared their time and expertise to help us create the final product you hold in your hands. This vertically aligned flip chart is designed to make your life easier as you become familiar with and begin implementing the new TEKS. I hope you will find this tool as useful as we aimed it to be! We welcome additional feedback as you dig into the new TEKS and begin planning and teaching with the flip chart. Please share your thoughts with us: STLMarketing@stepstoliteracy.com.

Special thanks to my Steps To Literacy cohorts:

*Wendy Bateman,
Amanda DeTommaso,
David Ferraro,
Amanda MacDonnell,
Angela Sinicropi,*

*With gratitude,
Debbie Diller*

About the Author



Debbie Diller, a trusted Texas educator and literacy expert with over 40 years of experience, has worked with every version of the TEKS (and related state tests) across her career! She brings her vast expertise and teaching wisdom to the brand-new offering from Steps To Literacy, *Debbie Diller: More Than a Classroom Library-TEKS™*. This innovative TEKS solution is designed with the teacher in mind—offering tools to help educators understand and implement the freshly minted TEKS.

Throughout her education tenure, Debbie has held the positions of classroom teacher, migrant education teacher, Title I reading specialist, and literacy coach in kindergarten all the way up through 10th grade. Over the past 20 years, she has taught alongside thousands of teachers across Texas as a consultant sharing her practical and innovative ideas for helping students grow into successful readers, writers, and thinkers. Debbie's passion is to simplify complex pieces as she teaches with clarity and intention.

Debbie has written six books for elementary teachers and created many accompanying videos with Stenhouse Publishers on literacy and math stations, small-group instruction, and setting up classroom spaces. Her most recent endeavor is the launch of online courses and a book summarizing all she's learned about teaching children to be independent—*Growing Independent Learners*. Check out her books and resources at www.debbiediller.com.



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Strand Key

- | | |
|------------------------|----------------------------|
| ① Foundational Skills | ⑤ Author's Purpose & Craft |
| ② Comprehension Skills | ⑥ Composition |
| ③ Response | ⑦ Inquiry & Research |
| ④ Multiple Genres | |

About This Resource

The Texas Essential Knowledge and Skills (TEKS) 3-5 Flip Chart was designed by Debbie Diller and Steps To Literacy to provide an easy-to-access tool for planning with the new TEKS strand-by-strand, as well as a vertical alignment view of the standards for preceding and following grades. The standards are from the Vertical Alignment Documents on the Texas Education Agency website.



Everyday TEKS™:

The Everyday TEKS icon represents key skills from five of the seven TEKS strands. This icon serves as a visual reminder of the standards that are touched upon through daily ELAR/SLAR instruction. The pedagogy supporting the Everyday TEKS icon is expanded upon in the Planning Guide, which is available by grade for K-5.

Strand Key

- | | |
|------------------------|----------------------------|
| ① Foundational Skills | ⑤ Author's Purpose & Craft |
| ② Comprehension Skills | ⑥ Composition |
| ③ Response | ⑦ Inquiry & Research |
| ④ Multiple Genres | |

Coding System:

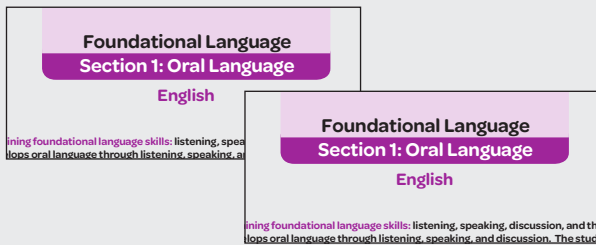
Debbie Diller has created a specific coding system for the 3-5 Flip Chart. The first number listed represents the grade level, the second number listed represents the focus or section, and the letter represents the specific standard.

Example: 3.2A – (Grade 3, Section 2, Standard A)

Certain standards may have substandards displayed as Roman numerals in parenthesis after the letter.

Example: 3.2A (ii) – (Grade 3, Section 2, Standard A, Substandard 2)

Additionally, we have color-coded each strand using the key to the left. This color-coding serves as a visual guide.



ELAR/SLAR Statement:

For Strand 1, we have separated ELAR and SLAR into individual tables as there are numerous differences between the standards. For all other strands, we have combined ELAR and SLAR due to their similarities. It is our hope that teachers on a grade level will plan as a team to meet the needs of all their students, regardless of the language their children speak.

- *I can describe why I think the author wrote this text and what the author was trying to say*
- *Yo puedo describir por qué creo que el autor escribió este texto y que estaba tratando de decir*

“I Can” and “Yo Puedo” Statements:

Within each standard, you will find “I can” and “Yo puedo” statements. These statements were created based on teacher feedback to serve as models for learning objectives you can include in your lesson planning and instruction. The statements reflect the standards’ language specifically, but we encourage you to adapt the statement based on your individual lessons and needs of your students. We have used a Universal Spanish translation for the “Yo Puedo” statements; feel free to use words that reflect the culture of your Spanish-speaking students.

About This Resource (cont.)

The Texas Essential Knowledge and Skills (TEKS) 3-5 Flip Chart was designed by Debbie Diller and Steps To Literacy to provide an easy-to-access tool for planning with the new TEKS strand-by-strand, as well as a vertical alignment view of the standards for preceding and following grades. The standards are from the Vertical Alignment Documents on the Texas Education Agency website.



Tips from Debbie Diller:

Each color-coded strand table features a column of “Tips from Debbie Diller” that is grade-level specific. These tips will help you to understand what each standard means and how to make use of it during classroom instruction. These notes explain some of the ways the new TEKS differ from the old and provide suggestions for implementation in the classroom.

We designed a heavy-duty, long-lasting flip chart for you to use in PLCs and in lesson planning. Please mark it up, utilize it, and give us your feedback. Our Texas Advisory Board will be constantly looking for ways to support you as a Texas educator implementing the new TEKS! Please send suggestions and feedback to STLmarketing@stepstoliteracy.com

4.8A Infer basic themes
supported by text evidences.

Underlining:

You will notice that certain parts of the standards are underlined. The underlining of statements indicates when a new version of the TEK is introduced as you progress through the grades.

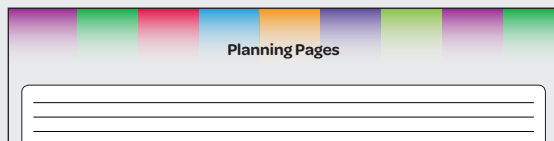
Dashes:

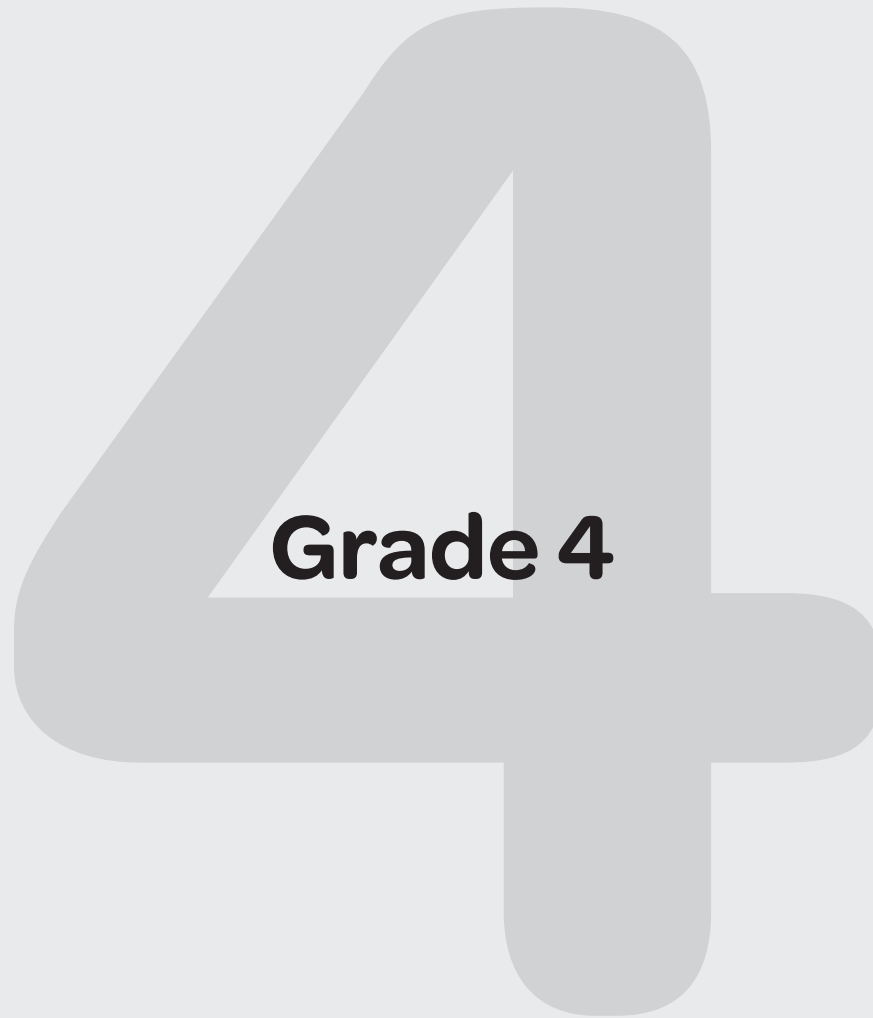
Where dashes appear there is no corresponding grade standard. These spaces are intentionally left blank.

Planning Pages:

We have added complimentary planning pages to the end of the Flip Chart for you to use as a space for notes, ideas, and inspirations.

Grade 3	Grade 4	Grade 5
3.2C Alphabetize a series of words to the third letter.	-	-
3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	4.2C Write legibly in cursive to complete assignments. • I can write cursive words neatly and correctly for all of my assignments	5.2C Write legibly in cursive.





Grade 4
Strand 1

Section 1

Foundational Language
Section 1: Oral Language

English



This icon is used to symbolize when you are teaching the Everyday TEKS™.

Developing and sustaining **foundational language skills**: listening, speaking, discussion, and thinking – **oral language**.
The student develops oral language through listening, speaking, and discussion. The student is expected to:

Grade 3

3.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Grade 4

4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.

- ***I can** listen actively to others, ask questions that help me understand, and make related comments*



Grade 5

5.1A Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments.



Tips From
Debbie Diller

Model active listening by looking at students when they speak and giving them your full attention. Nod, restate what you heard and ask them to elaborate. Then have students do the same. Work as a class to practice active listening daily. Remind scholars to look at the speaker and to ask questions if they don't understand or want more information. Encourage them to make pertinent comments by saying things like, "Jennifer just told us her opinion about school lunches. Travon, what else can you tell us about this topic?"

3.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.

4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.

- ***I can** follow, repeat, and give multiple directions*



5.1B Follow, restate, and give oral instructions that include multiple action steps.

You will have many opportunities for students to do this daily. Don't give directions until students are actively listening! Once scholars are familiar with daily routines, have them take turns for giving instructions for these daily activities (e.g., lining up for lunch; walking in the halls; packing up at the end of the day). Insist upon students speaking in sentences!

Grade 4 Strand 1

Section 1

Foundational Language Section 1: Oral Language

Spanish

Desarrollar y apoyar las destrezas **fundamentales del lenguaje**: escuchar, hablar, discutir y pensar – **lenguaje oral** El estudiante desarrolla el lenguaje oral por medio de la actividad de escuchar, hablar y discutir. Se espera que el estudiante:

Grade 3

3.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Grade 4

4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.

- *Yo puedo escuchar activamente a otros, hacer preguntas que me ayuden a entender y a hacer comentarios significativos*



Grade 5

5.1A Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments.

3.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.

4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.

- *Yo puedo seguir, repetir y dar múltiples instrucciones*



5.1B Follow, restate, and give oral instructions that include multiple action steps.



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Tips From
Debbie Diller

Model active listening by looking at students when they speak and giving them your full attention. Nod, restate what you heard and ask them to elaborate. Then have students do the same. Work as a class to practice active listening daily. Remind scholars to look at the speaker and to ask questions if they don't understand or want more information. Encourage them to make pertinent comments by saying things like, "Jenifer acaba de darnos su opinión sobre los almuerzos escolares. Travon, ¿qué más nos puedes decir sobre este tema?"

You will have many opportunities for students to do this daily. Don't give directions until students are actively listening! Once scholars are familiar with daily routines, have them take turns for giving instructions for these daily activities (formarse para el almuerzo; caminar por los pasillos; empacar al final del día). Insist upon students speaking in sentences!

Grade 4 Strand 2

Section 6

Comprehension Skills

Section 6

English/Spanish



This icon is used to symbolize when you are teaching the **Everyday TEKS™**.

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.

The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

The student is expected to:

Habilidades de comprensión: escuchar, hablar, leer, escribir y pensar utilizando múltiples textos.

El estudiante usa habilidades metacognitivas para desarrollar y profundizar la comprensión de textos cada vez más complejos. Se espera que el estudiante:



Tips From
Debbie Diller

This strand is new. This set of skills used to be called "Figure 19." You'll focus on thinking aloud to help students reflect on their reading and articulate their thoughts before, during, and after they read. Although 4th graders are expected to do these things independently, modeling of thinking is still helpful. Continue to read aloud and do shared reading in upper grades.

Grade 3

3.6A Establish purpose for reading assigned and self-selected texts.

Grade 4

4.6A Establish purpose for reading assigned and self-selected texts.

- *I can explain why I chose this book to read*
- *Yo puedo explicar por qué elegí este libro para leer*



Grade 5

5.6A Establish purpose for reading assigned and self-selected texts.

This isn't author's purpose. It's the **reader's** reason for reading the text. Before reading, model thinking about the genre (using anchor charts created in 4.9A) and what you want to read to find out (e.g., *I want to find out the arguments for and against kids getting an allowance in this persuasive text*). You might have scholars share their thinking with a partner before reading using the sentence starter, *"The genre of this text is _____. My purpose for reading this book today is to find out..."* («El género de este texto es _____. Mi propósito de leer este libro hoy es para descubrir... »).

3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.

4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.

- *I can ask questions about the text before I read, while I read, and after I read*
- *Yo puedo hacer preguntas sobre el texto antes de, durante y después de leer*



5.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.

Asking questions is a huge part of the new TEKS and is very important in helping students think deeply. You might have kids jot down questions they have before, during, and after they read on their own on sticky notes to help them interact with text. The goal is to keep reading to have their questions answered and to promote inquiry.

Grade 4 Strand 3

Section 7

Response Skills

Section 7

English/Spanish

Response skills: listening, speaking, reading, writing, and thinking using multiple texts.

The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

The student is expected to:

Habilidades para responder: escuchar, hablar, leer, escribir y pensar utilizando múltiples textos.

El estudiante responde a una variedad cada vez más desafiante de fuentes de información que lee, escucha o ve.

Se espera que el estudiante:



This icon is used to symbolize when you are teaching the **Everyday TEKS™**.



Tips From
Debbie Diller

This brand-new strand focuses on having students **respond**. I love the reading/writing connections it emphasizes! I recommend still using some **oral** response in 4th grade, as well as **written** response. Students can respond orally as they **listen, view, or read**. Consider using sentence stems, especially for ELLs. I've included some in each section below. Scholars can also write about what they've read, heard, or viewed in a variety of ways. Much of this strand is what I'd call "Everyday TEKS" that can be woven into the fabric of what students do daily. Capitalize on every chance for children to make personal connections and comments, use text evidence, retell, and use new vocabulary as they respond. Beware of the temptation to make students write every time they read. Response enhances and deepens comprehension, but it doesn't always have to be written.

Grade 3

Grade 4

Grade 5

3.7A Describe personal connections to a variety of sources, including self-selected texts.

4.7A Describe personal connections to a variety of sources, including self-selected texts.

- ***I can** think about and tell the most important parts when I read to help me understand*
- ***Yo puedo** hacer y describir mis conexiones con el texto que me ayudó a entender lo que se leyó*



5.7A Describe personal connections to a variety of sources, including self-selected texts.

Note that 4th graders are describing their connections to texts they have chosen to read, not just ones you've read aloud or assigned. Go beyond having kids "code" their connections as "I made a text-to-self connection." When conferring with students one-on-one, have them describe personal connections and tell how these help them understand what they're reading. Sample sentence stems include: *A personal connection to this text is _____. It helps me understand _____. (Una conexión personal relacionada al texto es _____. Me ayuda a entender _____.)*

Grade 4 Strand 4

Section 8

Multiple Genres Section 8: Literary Elements

English/Spanish



This icon is used to symbolize when you are teaching the **Everyday TEKS™**.

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts — **literary elements**.

The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

Múltiples géneros: escuchar, hablar, leer, escribir y pensar utilizando múltiples textos — **elementos literarios**. El estudiante reconoce y analiza elementos literarios dentro y a través del contenido cada vez más complejo de textos literarios tradicionales, contemporáneos, clásicos y diversos. Se espera que el estudiante:



Tips From
Debbie Diller

This strand includes literary and informational text genres all in one place. Pay attention to literary or informational text as you're planning with each standard.

Grade 3

Grade 4

Grade 5

3.8A Infer the theme of a work, distinguishing theme from topic.

4.8A Infer basic themes supported by text evidences.

- ***I can** infer themes of what I'm reading using text evidence*
- ***Yo puedo** inferir temas de lo que estoy leyendo usando evidencia textual*

5.8A Infer multiple themes within a text using text evidence.

In 3rd grade, students learned to distinguish a theme from a topic. I think it's a good idea to review this difference in 4th grade. In literary text, theme is what the author wants us to understand—a general truth—that applies to everyone. A topic is what the text is about in a word or two. A *theme* from *The Three Little Pigs* is "taking your time to do things well pays off." A topic from this folk tale is "building houses." A topic is usually expressed in one or two words, but a theme is usually longer. Here are some examples of themes: good friends try to help each other; it's okay to be different; it takes courage to follow your dream.

3.8B Explain the relationships among the major and minor characters.

4.8B Explain the interactions of the characters and the changes they undergo.

- ***I can** talk about how the characters interact with each other and how they change throughout the story*
- ***Yo puedo** hablar sobre cómo los personajes interactúan entre sí y cómo cambian a lo largo de la historia*

5.8B Analyze the relationships of and conflicts among the characters.

In 3rd grade the TEKS began referring to characters as major and minor characters. In 4th grade, we move our focus to the interactions of the characters (*major and minor*) and the changes they undergo. Ask questions such as: *Who are the major characters? Minor characters? What are they like? How do they interact? Do they get along? How do they influence each other? Do they change, and if so, how? Do their relationships change and if so, how?* *¿Quiénes son los personajes principales? ¿Personajes secundarios? ¿Cómo son? ¿Cómo interactúan? ¿Se llevan bien? ¿Cómo se influyen entre sí? ¿Cambian a lo largo de la historia, y si es así, cómo? ¿Cambian sus relaciones y, si es así, cómo?* Read aloud picture books with strong characters that undergo changes as you think aloud and invite students to respond orally and in writing. Consider short stories for shared reading to model this kind of thinking and questioning.

Grade 4
Strand 5

Section 10

Author's Purpose and Craft

Section 10

English/Spanish

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

Propósito y arte del escritor: escuchar, hablar, leer, escribir y pensar utilizando múltiples textos. El estudiante hace indagaciones críticas para analizar las decisiones de los autores y cómo éstas influyen y comunican significado dentro de una variedad de textos. El estudiante analiza y aplica el arte del escritor con el propósito de desarrollar sus propios productos y presentaciones. Se espera que el estudiante:

Grade 3

3.10A Explain the author's purpose and message within a text.

Grade 4

4.10A Explain the author's purpose and message within a text.

- ***I can** describe why I think the author wrote this text and what the author was trying to say*
- ***Yo puedo** describir por qué creo que el autor escribió este texto y que estaba tratando de decir*

Grade 5

5.10A Explain the author's purpose and message within a text.



This icon is used to symbolize when you are teaching the **Everyday TEKS™**.



Tips From
Debbie Diller

I like this new strand, because it helps connect reading and writing! It moves beyond author's purpose to helping children think about how the author crafts his/her writing. It provides great opportunities to help children read like writers and write like readers. Be sure to work with both literary and informational text in Strand 5.

Author's purpose is much more than PIE (to persuade, inform, or entertain). Look at released items from the state test to see how author's purpose is tested! It doesn't just include these three things. Often test questions relate to informational and persuasive texts and the specific reasons authors wrote about those topics. As you read aloud to students, think aloud with them about why and how the author might have written this text. For fun, find author interviews and read/view these to get the real story behind why authors wrote certain books. Readingrockets.org and nbclearn.com have some excellent children's author interviews. You might even write a class letter to an author asking why s/he wrote a particular book (just address it to the publisher).

Grade 4
Strand 6

Section 11

Composition
Section 11: Writing Process

English/Spanish

Composition: listening, speaking, reading, writing, and thinking using multiple texts — **writing process**. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

Composición: escuchar, hablar, leer, escribir y pensar utilizando múltiples textos — **proceso de escritura**—. El estudiante utiliza el proceso de escritura en forma recurrente para redactar múltiples textos que sean legibles y usa las convenciones apropiadas. Se espera que el estudiante:



This icon is used to symbolize when you are teaching the **Everyday TEKS™**.



Tips From
Debbie Diller

Remember that listening, speaking, reading, writing, and thinking are all part of the writing process. The more students hear stories, read stories, and tell stories, the better their stories will be. They should hear poems, read poems, and play with language orally before they write poetry. Likewise, students should hear nonfiction, read nonfiction, and talk about information before they write informational texts.

Grade 3

3.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

Grade 4

4.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

- ***I can*** use a range of planning strategies to help me develop ideas about genre, topic, purpose, and audience
- ***Yo puedo*** usar una variedad de estrategias de planificación para ayudarme a desarrollar ideas sobre género, tema, propósito y audiencia

Grade 5

5.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

Allow 4th graders to jot down ideas, free write, story map, or even storyboard as part of planning what they'll write about. Know that writers need to choose their own topics. Beware of constantly assigning what you want children to write about or giving them inauthentic story starters or prompts.

Grade 4
Strand 7

Section 13

Inquiry and Research

Section 13

English/Spanish

Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

Indagación e investigación: escuchar, hablar, leer, escribir y pensar utilizando múltiples textos. El estudiante se involucra en procesos de indagación a corto plazo y de forma recurrente y continua para una variedad de propósitos. Se espera que el estudiante:



This icon is used to symbolize when you are teaching the **Everyday TEKS™**.



Tips From
Debbie Diller

There is a huge emphasis on asking (and answering) questions in the new TEKS. This time it's a part of research/inquiry. Pay attention to questions scholars have throughout the day. I like to keep a "wonder wall" or "inquiry board" ("pared de preguntas" o "tabla de investigación") where we can pose our questions and invite others to help answer them all year long. These may grow out of science or social studies topics or just our kids' natural curiosity. Model by showing your own sense of wonder and demonstrating how to form open-ended questions that move beyond simple yes/no answers. You might create a class blot or a google classroom discussion that includes scholars' inquiry questions.

Grade 3

3.13A Generate questions on a topic for formal and informal inquiry.

Grade 4

4.13A Generate and clarify questions on a topic for formal and informal inquiry.

- *I can ask questions and conduct research about the things that make me wonder*
- *Yo puedo hacer preguntas y realizar investigaciones sobre las cosas que me hacen pensar*

Grade 5

5.13A Generate and clarify questions on a topic for formal and informal inquiry.

How to Research:

I. Ask an open-ended question.

Move through the following TEKS for the next steps in the research plan.

This image shows a full page of white paper with horizontal grey ruling lines. In the bottom right corner, there is a logo consisting of a blue icon of three stacked books and the text "Steps To Literacy" in a dark blue font, with a registered trademark symbol (®) at the end.

More Than a Classroom Library-TEKS™

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 - Year-Long Snapshot
 - One Month-Close Up
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Debbie Diller and Steps To Literacy have hand-selected 25 diverse, culturally-relevant, literary and informational model texts per grade level to engage and inspire your students. These texts tie into the TEKS to help you model reading comprehension and writing skills. Each model text is referenced in the Lessons That Last™ section of the planning guide to simplify lesson planning!



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Planning
Guide by
grade



Texas Essential Knowledge and Skills
Planning Guide