



SALES SAMPLER

Texas Essential Knowledge and Skills
Teacher Companion
English and Spanish Language Arts & Reading





Debbie Diller: More Than A Classroom Library- TEKS™ Teacher Companion is published by
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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 teacher companion 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 teacher companion. Please share your thoughts with us: STLMarketing@stepstoliteracy.com.

Special thanks to my Steps To Literacy cohorts.

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

 This icon is used to symbolize when you are teaching the Lessons That Last™.

About This Resource

Greetings Texas Educators! Thank you for purchasing this grade-specific teacher companion for the new ELAR/SLAR TEKS. The Texas Essential Knowledge and Skills (TEKS) Teacher Companion was designed by Debbie Diller and Steps To Literacy to provide an easy, friendly and useful way to integrate the new TEKS into your academic year. The Teacher Companion is **dual-language (English and Spanish)** to allow for easier co-planning within your department. In addition to the tools and resources you'll find within this guide, we also offer blank templates at the end so that you can adapt/modify anything we've offered to meet the needs of your specific school/district. Below are suggestions for how to get the most from this resource.

★ WHY this Teacher Companion?

- to simplify the teaching of the new TEKS for language arts
- to help you focus on the most important TEKS for reading comprehension and writing/composition
- to provide lessons (and related books) you can teach multiple times to students to help them connect reading and writing
- to give you literature that matches the needs and cultures of your children

★ WHAT is included in this resource?

- an overview and teaching tips for literacy components for teaching reading comprehension and writing/composition
- a list of Everyday TEKS™ - the TEKS you can naturally pull into daily instruction
- a one-page summary of the TEKS for reading comprehension connected to the writing/composition TEKS to help you focus your teaching
- Lessons That Last™ which were written by Debbie Diller to help you teach the most critical TEKS for reading comprehension connected to writing/composition. These lessons are designed to be taught multiple times with different books which saves you time in lesson planning. **Each lesson includes:**
 - Several model texts to use in the lesson
 - Ways to maximize student engagement
 - Materials needed
 - Teacher prompts to encourage student independence
 - Key vocabulary to build learning of new words from the model text
 - EL/Dual-language support ideas
 - Whole group lesson steps
 - On-the-spot assessment ideas
 - Author's craft connections (with related TEKS matching Strand 5)
 - How to adapt this lesson for small group teaching
 - Writing connections (with related TEKS matching Strands 3 and 6)
 - Evaluation/grading ideas

Teacher Companion Highlights Kindergarten

Literacy Components:

These literacy components are ones you can return to throughout the year as a reminder of how to focus each area of your instruction. Use the Literacy Components for Reading Comprehension and Writing/Composition pages for tips on making your reading and writing times most effective. Includes ideas to support Read Aloud/Write Aloud, Small Group, Shared Reading, and Independent Reading for each grade K-2.

LC: Reading
Literacy Components for Reading Comprehension

LC: Writing
Literacy Components for Writing/Composition

READ ALOUD & THINK ALOUD
Read aloud daily! It's a time to think aloud and model comprehension strategies to which group lessons using model texts that are on or higher than the TEKS from Strand 2 (Metacognition Skills) and Strand 3 (Response) as you read to the class. Integrate your Everyday TEKS during read aloud time. Keep kids engaged, be prepared, read with enthusiasm. A plan for active participation. Always set your purpose for reading (e.g., "Let's find out who the main character is and what she does in this book.") Focus on new vocabulary that helps kids use these words in the classroom library for independent reading time. Use these books in writing time, too, as you model and support how to apply author's craft to students' writing.

GUIDED READING/SMALL GROUP
Guided reading is for differentiation. Take time to think about what to read & choose text that matches that reading behaviors they are working on. In kindergarten may focus on phonological awareness, print concepts work, and/or guided reading depending on student needs. Be sure you are doing more of the work than you or small group. Don't read to the group or give them all that hard words ahead of time. Leave them to do (with a little bit of support from you, as needed). If comprehension is an goal of every guided reading group, use book thinking questions ahead of time to encourage deeper group thinking. The perfect time of day to build independence with reading is when they can do with just a bit of support.

SHARED READING
During shared reading, read enlarged text that everyone can see with your class in a shared voice. Use Big Books which help young children develop print concepts like how to use reading and directionality. Choose text that's slightly above the reading level of your class. Use patterned text that includes high frequency words your class is learning. Also use any poetry or songs (like the line "A line of print on a sentence strip with a pocket chart. Add shared reading of simple readers, theater and informational text as you study these genres. Use Strand 4 (Multiple Genres). During shared reading, integrate phonics and have students apply high frequency words using Strand 5 (Foundational Skills). Students might use highlighting tools, such as Wikia Stix or highlighter tape to find words you are reading.

INDEPENDENT READING
Establish routines for daily independent reading time via Strand 5 (Foundational Skills). It takes time & consistency but will pay off in practice when you've modeled behaviors to build their skills. You might make a chart of expectations (with photos) with your class. Daily, as needed. Have kids to talk about the picture in their own words. Provide familiar books from read aloud and guided reading (2 mins). Build the number of minutes children spend in independent (to 15-20 mins). Provide time for kids to share briefly with each other and books they're reading. As readers read, confer with individuals to help and support them as readers.

Read aloud daily! It's a time to think aloud and model comprehension strategies to which group lessons using model texts that are on or higher than the TEKS from Strand 2 (Metacognition Skills) and Strand 3 (Response) as you read to the class. Integrate your Everyday TEKS during read aloud time. Keep kids engaged, be prepared, read with enthusiasm, & plan for active participation. Always set your purpose for reading (e.g., "Let's find out who the main character is and what she does in this book.") Focus on new these words as they respond! Model, model, move these books to the classroom library for independent reading time. Use these books in writing time, too, as you model and support how to apply author's craft to students' writing.

Everyday TEKS™:

The Everyday TEKS™ represent key skills from five of the seven TEKS strands. The Everyday TEKS™ call-outs make it easy for teachers to know they are covering these essential standards in their daily lessons.

TEKS #	TEKS Summary	TEKS #	TEKS Summary
K.3A	Use a resource such as a picture dictionary or digital resource to find words.	K.3A	Use a resource such as a picture dictionary or digital resource to find words.
K.3B	Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	K.3B	Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
K.3C	Identify and use words that name actions, directions, positions, sequences, categories, such as colors, shapes, and textures, and locations.	K.3B	Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
K.4A	Self-select text and interact independently with text for increasing periods of time.	K.3B	Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Identify and use words that name actions, directions, positions, sequences, categories, such as colors, shapes, and textures, and locations.

Reading/Writing Connections:

This one-page TEKS At-A-Glance is designed to help you focus your teaching on big ideas for reading comprehension and writing/composition while making strong connections across reading and writing. It is organized into two specific groupings, a Literary Text focus and Informational Text/Inquiry & Research focus, in order to provide specific support for fiction and nonfiction reading and writing.

Connections: Grade K
Kindergarten Reading/Writing Connections At-A-Glance

Focus on these TEKS when planning throughout the year to maximize instructional time.

Literary Text Focus
As a teacher of reading, focus on these big ideas as students study author's craft:
 K.8A Demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes.
 K.9E Listen to and experience first- and third-person texts.
 K.7B Identify and describe the main characters.
 K.7D Describe the setting.
 K.7C Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.
 K.8C Discuss main characters in drama.
 K.7B Discuss topics and determine themes using text evidence with adult assistance.

Informational Text/Inquiry & Research Focus
As a teacher of writing, focus on these big ideas as students apply author's craft:
 K.8A Demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales and nursery rhymes.
 K.9E Listen to and experience first- and third-person texts.
 K.7B Identify and describe the main characters.
 K.7D Describe the setting.
 K.7C Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.
 K.8C Discuss main characters in drama.
 K.7B Discuss topics and determine themes using text evidence with adult assistance.

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 K.9E Listen to and experience first- and third-person texts
 K.7B Identify and describe the main characters
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 K.7C Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance
 K.8C Discuss main characters in drama
 K.7B Discuss topics and determine themes using text evidence with adult assistance

Teacher Companion Highlights Kindergarten

English!

TEKS K.8.A

LESSONS THAT LAST™
Armadilly Chili

Model Text: Armadilly Chili by Helen Ketteman (Albert Whitman, NY, 2004)

Maximizing Student Engagement: Well-known folktale children can act out/vetell (e.g., The Little Red Hen; The Three Little Pigs).

Materials: Read aloud "model text" large character stick puppets (e.g., armadillo, spider, bluebird, horned toad); props for telling the story (e.g., cooking pot, table or long table, plastic bags, small puppets, pieces of fabric (green felt cut into small containers for gathering ingredients, brown paper lunch sack, empty chocolate box)

Model: How to think about the parts of a folktale (e.g., main character might be an animal that talks, good and bad characters, often things are in three, like the three friends that didn't want to help, problem that is solved and might teach a lesson; story has been told over and over for many generations).

Prompting for Independence:

- "This is a folktale and not necessarily the story of something in this story who or why they drew friends?"
- "There is a problem in a folktale. What is the problem and how is it resolved or fixed?"
- "Folktale are good and bad characters. Who is the good character in the book? Who's characters are not so good?"
- "Why do you think this story has been told over and over again? What lesson is it teaching?"

Vocabulary from the Model Text: blue neither, blunty, humphred, enogged, dretched, apologies (Use these words and phrases often as you talk about the book!)

ELL Support: This book has lots of figurative language. Use body language to show action in the story as you read aloud. For example, when you read these words: Blue neither's blunty (he did, could mean no setting, it is a mighty and right; it is a rough and a blunty; the dretched, dretched, covered. On repeated readings, help the children listen for these words that means it's really cold outside and show when they hear them. If it's cold outdoors, use the same language when they are building up to go home or playing outdoors for hours.

Whole Group Lesson Steps:

- As you study folktale, make and refer to an anchor chart about this genre. Use simple language and pictures. For example, *Folktale*, are told over & over many times; a speech bubble, have characters both good and bad characters, like a little girl and a bad character. Use the words, a problem, show a sad face, a resolution (show a happy face), 3 show picture of 3 little pigs).
- Read the folktale. The title that fits before reading this book which is a text on the familiar tale. Point to the anchor chart and it visuals as you tell children to listen for good and bad characters, a problem, a resolution, and three of something.

LTL-English-Kindergarten 15

TEKS K.7.B

LESSONS THAT LAST™
Biblioburro: Una historia real de Colombia

Model Text: Biblioburro: Una historia real de Colombia por Juanita Winker (Simon & Schuster, 2010)

Maximizing Student Engagement: Story with a strong, memorable character students will remember; students turn and talk about characters, discuss what libraries look like around the world.

Materials: Read aloud "model text" photos of libraries from around the world.

Model: How to think about and describe the main characters.

Prompting for Independence:

- "Quien es el personaje principal? ¿De quien es esta presentación más libro?"
- "¿Cómo se ve este personaje? ¿Cómo se ve este personaje?"
- "¿Cómo se ve este personaje? ¿Cómo se ve este personaje?"

Vocabulary from the Model Text: biblioburro, ponkillo, amos mis apodosados, comparativos, ambulatorio

Dual-Language Support: Start with a picture walk of the story to support your dual language students. Read the title and then focus solely on the illustrations from page to page. Begin a discussion with students and ask for volunteers to tell what they think is happening based on the illustrations. Reform from reading any pages until you complete a full picture walk.

Whole Group Lesson Steps:

- Make an anchor chart about characters with your class. Cut out the shape of a bear for the chart to make it memorable and write the words *Personaje Principal*, across the top. Then add a picture of Luis from the model text. Leave space to add pictures of other main characters from read aloud books as you read them.
- As you read aloud, ask students to listen for *el personaje principal*. You might say, "¿Quién es el personaje principal? Háblame de él, ¿cómo se ve? ¿Cómo se siente? ¿Qué hace?"
- Close the lesson by asking students what they learned about *el personaje principal* in this book. Have them turn and talk with a partner beginning with the sentence frame, "El personaje principal es..."

On-the-Spot Assessment: Can students identify the main character? Can they speak in sentences to describe this character?

LTL-Spanish-Kindergarten 40

Spanish!

TEKS K.7.B

LESSONS THAT LAST™
Biblioburro: Una historia real de Colombia

Model Text: Biblioburro: Una historia real de Colombia por Juanita Winker (Simon & Schuster, 2010)

Maximizing Student Engagement: Story with a strong, memorable character students will remember; students turn and talk about characters, discuss what libraries look like around the world.

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Model: How to think about and describe the main characters.

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- "Quien es el personaje principal? ¿De quien es esta presentación más libro?"
- "¿Cómo se ve este personaje? ¿Cómo se ve este personaje?"
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On-the-Spot Assessment: Can students identify the main character? Can they speak in sentences to describe this character?

LTL-Spanish-Kindergarten 40

TEKS K.7.B

LESSONS THAT LAST™
Una historia real de Colombia

Model Text: Biblioburro: Una historia real de Colombia por Juanita Winker (Simon & Schuster, 2010)

Maximizing Student Engagement: Story with a strong, memorable character students will remember; students turn and talk about characters, discuss what libraries look like around the world.

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- "Quien es el personaje principal? ¿De quien es esta presentación más libro?"
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Whole Group Lesson Steps:

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- Close the lesson by asking students what they learned about *el personaje principal* in this book. Have them turn and talk with a partner beginning with the sentence frame, "El personaje principal es..."

On-the-Spot Assessment: Can students identify the main character? Can they speak in sentences to describe this character?

LTL-Spanish-Kindergarten 40

Kindergarten English
Model Text List for Lessons That Last™

Kindergarten English
Model Text List for Lessons That Last™

Armadilly Chili K.8.A Pages 14-15

Drawing a Bear with Spines K.8.G.3 Pages 20-21

Hector the Collector K.7.C Pages 18-19

I Am Not a Bear K.7.C Pages 18-19

Little One Step K.2.B Page 24-25

Ribbita Can K.8.D.10.20.21 Pages 26-27

Twinkle, Twinkle, Little Lamb K.7.D.10.20.21 Pages 28-29

What George Forgot K.7.D.10.20.21 Pages 30-31

Hector the Collector K.7.C

LTL Model Text List: English - Kindergarten 16

LESSONS THAT LAST™ English/Spanish

TEKS _____ Dates: _____

Model Text: _____

Materials: _____

Vocabulary from the Model Text: _____

ELL Support / Dual Language Support: _____

Mini-Lesson Procedure: _____

Model Text: _____

Vocabulary: _____

Lessons That Last: English/Spanish

Lessons That Last™:

Each concise, 2-page lesson includes:

- Model Text/TEKS correlation & basic materials needed
- Tips on maximizing student engagement with prompts
- ELL and Dual-Language support
- Whole Group Lessons
- Author's Craft Connections
- Vocabulary Highlights
- Small Group Connections
- Reading and Writing Connections
- Additional recommended titles for use with the lesson
- **And MORE!**

Lessons That Last™ Templates:

Ready to craft your own lessons like Debbie Diller? Partner your favorite literature with our Lessons That Last™ templates in order to continue to make the most out of your literacy instruction!

Literacy Components for Reading Comprehension



Here is a brief summary of the elements of comprehension instruction included in the Teacher Companion. Remember to make explicit connections between reading and writing when teaching, especially as you use model texts.

READ ALOUD & THINK ALOUD

Read aloud daily! It's a time to think aloud and model comprehension strategies in whole group lessons using model texts that are on-level or higher. Weave in TEKS from Strand 2 (Metacognition Skills) and Strand 3 (Response) as you read to the class. Integrate your Everyday TEKS during read aloud, too. To keep kids engaged, be prepared, read with enthusiasm, & plan for active participation. Always set your purpose for reading (e.g., "Let's find out who the main character is and what she does in this book.") Focus on new vocabulary & help kids use these words as they respond! Model, model, model in read aloud, and then move these books to the classroom library for independent reading time. Use these books in writing time, too, as you model and support how to apply author's craft to students' writing.

GUIDED READING/SMALL GROUP

Guided reading is for differentiation. Take time to think about what each group needs & choose text/work that matches that reading behaviors. Small groups in kindergarten may focus on phonological awareness, print concepts, letter work, and/or guided reading depending on student needs. Be sure students are doing more of the work than you in small group. Don't read the book to the group or give them all the hard words ahead of time. Leave some work for them to do (with a little bit of support from you, as needed). Be sure to include comprehension as part of every guided reading group; and plan a few higher-level thinking questions ahead of time to encourage deeper thinking. Small group is the perfect time of day to build relationships with your students and find out what they can do with just a bit of support.

SHARED READING

During shared reading, read enlarged text that everyone can see *with* your class in a shared voice. Use Big Books which help young children develop print concepts like one-to-one matching and directionality. Choose text that's slightly above the reading level of your class. Use patterned text that includes high frequency words your class is learning. Also use easy poems written line by line (4-6 lines of print) on sentence strips with a pocket chart. Add shared reading of simple reader's theater and informational text as you study these genres. (See Strand 4: Multiple Genres). During shared reading, integrate phonics and have students apply high frequency words, using Strand 1 (foundational skills). Student might use highlighting tools, such as Wikki Stix or highlighter tape to find words you are studying.

INDEPENDENT READING

Establish routines for daily independent reading time via Strand 1 (Foundational Skills). It takes time & consistency but will pay off as students practice what you've modeled in lessons to build their skill as readers. You might make a chart of expectations (with photos) with your class & review it daily, as needed. Model how to talk about the pictures if they don't know all the words. Provide familiar books from read aloud and guided reading. Start small (5 min.) & build the number of minutes children spend in independent reading (to 10-15 min.). Provide time for kids to share briefly with each other about the books they're reading. As students read, confer with individuals to learn about and support them as readers.

Literacy Components for Writing/Composition



Here is a brief summary of the elements of composition instruction included in the Teacher Companion. Remember to make explicit connections between reading and writing when teaching, especially as you use model texts.

WRITE ALOUD

Write aloud for just a few minutes in whole group to give children a chance to observe the writing and thinking process of a skilled writer before they write on their own. Use write aloud to model how you get an idea from your own life to write about. Also show how you draw a picture, write words to match, and then add details to tell more. Model with the same materials children will be using. (Start with blank, unlined paper in kindergarten. Later in the year add paper with a box and a few lines for writing.) Write aloud is also a great time to show students how to apply author's craft as you use a speech bubble or a label like the books you're reading aloud. Model how to work on a piece of writing for several days by returning to a piece you've written and adding more. I like to use a date stamp on the front to show I'm working on a piece for another day. Kids like to do that, too!

SHARED WRITING

You won't have time to do write aloud and shared writing every day during writing time. Choose shared writing when you want to write a piece *with* the whole class (or a small group) about a topic they have shared experience with (e.g., a response to read aloud; a letter to an author about a favorite book; an informational text about a topic studied in social studies or science). Use chart paper or a large dry erase board & markers so everyone can see. Shared writing may be a 5 to 10-minute mini-lesson with the teacher as scribe before students write on their own in independent writing. Or it might be a time to share the pen in small group. The purpose of shared writing is to provide support for students as you help them write something together to build their confidence and skill as writers.

INDEPENDENT WRITING

Be sure to carve out time daily for kids to write on their own during independent writing. This is the most important part of writers' workshop! Teach students your expectations (e.g., draw, then write the whole time, don't sharpen pencils during this time). Give children choices when writing. Help them find things to write that they know and care about. Don't make everyone write about the same thing! Help to provide real purposes and audiences for student writing. Let them make books and cards for others to read; share their responses to literature with others. While students write, spend time conferring with individuals. Talk with children, listen to their writing, and help them dig deeper to communicate the stories and information they have inside them. End writing time with a brief sharing time where student authors listen to each other's writing and give feedback.

CONVENTIONS & CRAFT

Try to balance conventions and craft when teaching children how to write. Conventions are important (in communicating a message for someone else to read), but don't overdo it! Conventions include punctuation (a capital letter at the beginning and a period at the end), spelling high frequency words correctly, correct letter formation, and spaces—which are easy to see. But be sure to focus just as much time (if not more) on the craft of writing. Model texts can provide support for writers as they study author's craft (e.g., how to start a piece; matching words to pictures; using text features to communicate information). Model both conventions and craft as you write aloud in front of your students or engage in shared writing.

Everyday TEKS (ELAR & SLAR)

These “Everyday TEKS” can be explicitly taught and then reinforced as a routine/habit of mind. They are intended to be used throughout and beyond the school day, as well as across the year. Instead of trying to teach every TEK separately, plan to weave these into your daily routines naturally, using this tool.



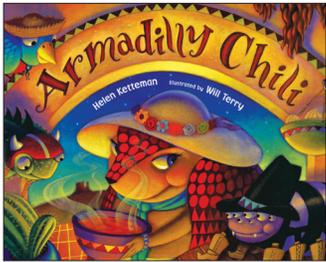
STRAND 1, Section1: FOUNDATIONAL LANGUAGE SKILLS: ORAL LANGUAGE

TEKS #	TEKS Summary	 Tips From Debbie
K.1A	Listen actively and ask questions to understand information and answer questions using multi-word responses.	
K.1B	Restate and follow oral directions that involve a short, related sequence of actions.	★ Every day you’ll have many opportunities to have class discussions. Teach students how to actively listen by looking at the speaker, staying focused on the topic, and using the conventions of language orally (speaking loudly and clearly enough for others to hear and understand). Plan for children to work collaboratively and teach them how to take turns and help each other.
K.1C	Share information and ideas by speaking audibly and clearly using the conventions of language	★ Students might take turns being the “class greeter.” Their job is to greet visitors to the classroom by introducing themselves and telling what the class is working on at that time.
K.1D	Work collaboratively with others by following agreed-upon rules for discussion, including taking turns	★ Daily there will be opportunities for following and giving directions. Have kids restate directions, as needed. List simple directions with picture support when they are multi-step.
K.1E	Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	

STRAND 1, Section2: FOUNDATIONAL LANGUAGE SKILLS: BEGINNING READING AND WRITING

K.2E	Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	★ Take every chance to model HOW to form letters as you write in front of your class. Think aloud, “ <i>Start at the top, then pull down, and loop around...</i> ” Have kids practice writing their first names using accurate strokes with the first letter as uppercase and the rest in lowercase letters. Then move to last names.
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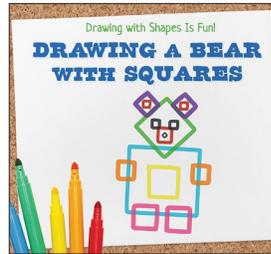
Kindergarten English Model Text List for Lessons That Last™



Armadilly Chili

K.8A

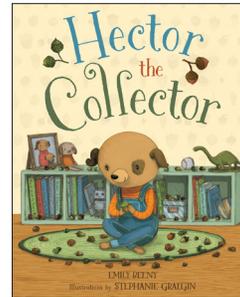
Pages 14-15



**Drawing a Bear
with Squares**

K.8D (iii)

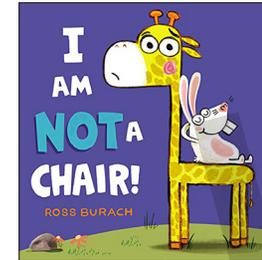
Pages 16-17



Hector the Collector

K.7C

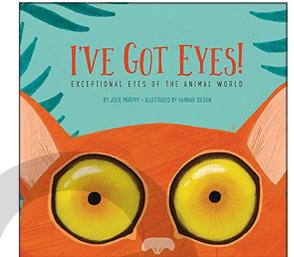
Pages 18-19



I Am Not a Chair!

K.7B

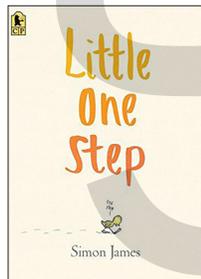
Pages 20-21



I've Got Eyes!

K.8E (ii)

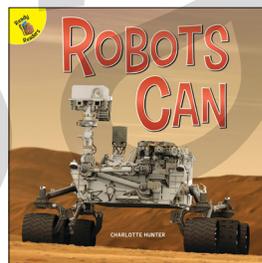
Pages 22-23



Little One Step

K.7A

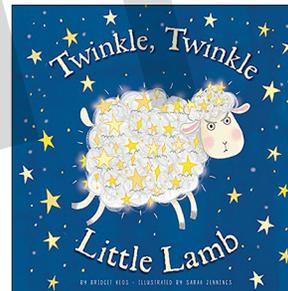
Pages 24-25



Robots Can

K.8D, K.8D (i)

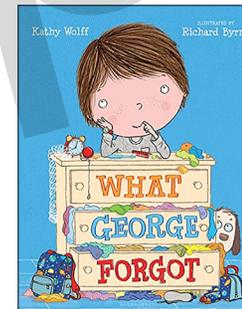
Pages 26-27



**Twinkle, Twinkle,
Little Lamb**

K.8B, K.2A

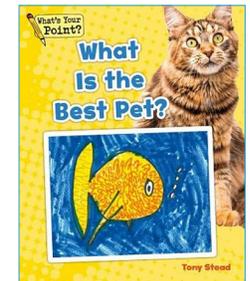
Pages 28-29



What George Forgot

K.7D

Pages 30-31

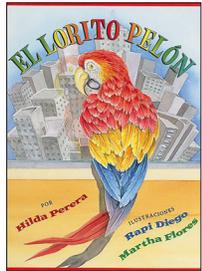


What is the Best Pet?

K.8E

Pages 32-33

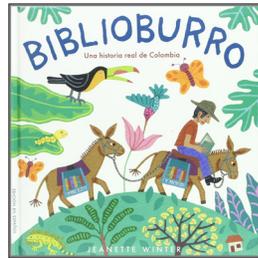
Kindergarten Spanish Model Text List for Lessons That Last™



El Lorito Pelón

K.7A

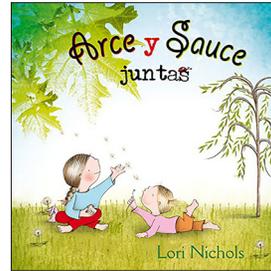
Pages 34-35



Biblioburro: Una historia real de Colombia

K.7B

Pages 36-37



Arce y Sauce: Juntas

K.7C

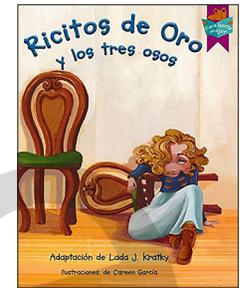
Pages 38-39



¿Qué Hace La Gata por Las Noches?

K.7D

Pages 40-41



Ricitos de Oro y los Tres Osos

K.8A

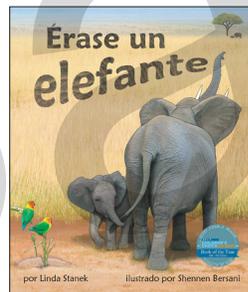
Pages 42-43



Brilla, Brilla, Estrellita

K.8B, K.2A (i)

Pages 44-45



Érase un elefante

K.8D, K.8D (i)

Pages 46-47



Manualidades con Tubos de Papel Higiénico

K.8D (iii)

Pages 48-49



Mostrar Respeto

K.8E

Pages 50-51



Mis Amigos Tienen Autismo

K.8E (ii)

Pages 52-53

TEKS 2.8B

LESSONS THAT LAST™

The Boy and the Whale



TEKS 2.8B: Describe the main character's (characters') internal and external traits.

Model Text: *The Boy and the Whale* by Mordicai Gerstein (Roaring Brook Press, NY, 2017)

Maximizing Student Engagement: Story with a strong, memorable character students can relate to; showing my thinking and charting it on a life-size cutout of a person; students turn and talk about characters.

Materials: Read aloud “model text;” life-size cutout of a person (child); sticky notes in two light colors (like yellow and light blue); thick black marker; character traits list (www.readwritethink.org).

Model: How to think about and jot down details about the main character's external and internal traits.

Prompting for Independence:

- “Describe/tell what the main character looks like. Look at the illustrations and the words about the character. Those are his/her **external traits**.”
- “Read a bit and pay attention to how the character acts. Those are his/her **internal traits**. Think: What did the character do and why? What else do you think this character might do?” (e.g., *The boy is curious. He wanted to get closer to see the whale. He's going to jump in! The boy's internal trait is that he is curious.*)

Vocabulary from the Model Text: *tangled, net, helpless, gasped, destroyed, face* (Use these words often as you talk about the book!)

ELL Support: *Panga* means machete. It's also a fishing boat (named for the knife-like shape of its bow) and is used mostly in Central America, the Caribbean, Africa, the Middle East, and Asia. Have students talk about boats they know. Bring in a *net* for kids to see/touch/talk about. Find and show a short video (search for *fishing with nets in the ocean*) and talk about panga boats and fishing with nets.

Whole Group Lesson Steps:

1. Display the child-size cutout. Tell students that today you'd like them to think about the main character and his/her **external traits** and **internal traits**. (Describe these terms.) Use two colors of sticky notes. Write the words, **external traits** on one and **internal traits** on the other with your marker. Then examine the book cover and have students turn and talk about the character's external traits. Jot their words on individual corresponding colored sticky notes (*boy, little...*). Ask volunteers to place these outside the large cutout figure.
2. Repeat this process as you read aloud a bit at a time, but now focus on **internal traits** using the other color of sticky notes and placing these inside the cutout. You might display a large chart titled **Character Traits** with words for students to refer to. (You could build this with your class or use a pre-printed list.) Be sure to use vocabulary from the model text as you talk with your students (e.g., *The boy feels helpless because the whale is stuck in a net.*).
3. Close the lesson by asking students what they learned about characters' external and internal traits. They might turn and talk or write a response.

LESSONS THAT LAST™
The Boy and the Whale

On-the-Spot Assessment: Can students describe the main characters’ external and internal traits during whole-group lessons? Do they confuse *internal and external*? During independent reading time, ask children who are reading fiction about the main characters’ traits in their books.

Author’s Craft Connection:

- Acknowledge that text is written in first person and model for students how you know. **(TEKS 2.10E)**
- Notice and discuss the author’s use of ellipses on pg. 9 – 10. Explain to students what ellipses are and discuss how they influence the text. “*Why do you think the author used them? What does the sentence stretching between two pages do for you as a reader?*” It happens again on pg. 18-19. “*How is the text different this time? What effect does it have on the reader and the story?*” Remember that as readers (and writers!), it’s important to think about the choices of the author as well as the illustrator and think about how those choices impact the story.
- Pages 20 and 21 are flipped vertically – ask your students their opinion on this!
- Discuss the author’s use of descriptive language and imagery on pg. 32, “It BURST out of the water, leaped into the sky, spun around, crashed back into the sea... and out again!” **(TEKS 2.10D)**

Small Group Connection: Use the same language you taught with from whole-group. Have students read stories in guided reading/ small group and jot down the main characters’ internal and external traits on colored sticky notes that match those from whole-group. They can post their notes in a smaller version of a character cutout (or drawing).

Writing Connection: Students might draw a character (or themselves) and write external character traits around it and internal character traits inside the figure. Then help them use what they’re learning about character traits to write their own narratives. Refer back to the “model text” and character trait sticky notes and examine how the author showed character traits with illustrations, words, and actions. Model how to do this yourself before asking kids to try it on their own. Whenever possible, use vocabulary learned over time from the “model text” in your writing.

Evaluation (Grading): After ample instruction and practice, give students a new story to read independently. Have them describe the main character’s (characters’) internal and external character traits. They might draw the outline of their character and jot down traits like you did with different colored sticky notes or colored pencils.

Other Model Text Suggestions:

You can repeat this lesson with other texts, such as the following, which are included in the Grade 2 English Model Text Set:

- *My Best Buddy* by YeShil Kim
- *The Most Magnificent Thing* by Ashley Spires

TEKS 2.8B

LESSONS THAT LAST™ *La Idea Más Maravillosa*



TEKS 2.8B: Describe los atributos internas y externas de los personajes principales.

Model Text: *La Idea Más Maravillosa* by Ashley Spires (Penguin Random House – Grupo Editorial, Spain. 2017).

Maximizing Student Engagement: Story with a strong, memorable character students can relate to; showing my thinking and chart it on a life-size cutout of a person; students turn and talk about characters.

Materials: Read aloud “model text;” life-size cutout of a person (child); sticky notes in two light colors (like yellow and light blue); thick black marker; character traits list (www.readwritethink.org).

Model: How to think about and jot down details about los atributos internas y externas de los personajes principales.

Prompting for Independence:

- “Describe cómo es la persona principal. Fíjate en las ilustraciones y en las palabras sobre la persona principal. **Esas son sus atributos externos.**”
- “Lee y observa cómo actúa la persona principal. Esas son sus **atributos internos**. Piensa: ¿qué hace la persona principal y por qué? ¿Qué otra cosa consideras que la persona principal podría hacer? (por ejemplo, la niña es creativa. Usa las herramientas para hacer objetos que tengan un propósito y funcionen. El **atributo interno** de la niña es que es creativa).”

Vocabulary from the Model Text: *maravillosa, contrata, materiales, mide, obra, enfurece* (Use these words often as you talk about the book!)

Dual-Language Support: En la historia, la niña utiliza muchas herramientas (*tools*). Usa un martillo (*hammer*), un destornillador (*screwdriver*), una sierra (*saw*) y pegamento (*glue*). Deje que sus estudiantes hablen sobre las herramientas que ellos conocen. Lleve algunas herramientas a su clase para que los niños las vean, las toquen y hablen sobre ellas. Muestre un video corto que hable sobre la construcción y las herramientas que se utilizan. Pregúnteles si alguna vez han usado herramientas o para qué lo hicieron. Compare las palabras en español y en inglés: *maravillosa/marvellous*, *materiales/materials*. Señale otros cognados en el texto. Muéstreles a los estudiantes las palabras que son similares o diferentes en ambos idiomas. Ayude a los niños a usar las palabras correctas en español y en inglés.

Whole Group Lesson Steps:

1. Display the child-size cutout. Tell students that today you’d like them to think about the main character and his/her internal and external traits. (Describe these terms). Use two colors of sticky notes. Write the words **atributos externos** on one and **atributos internos** on the other with your marker. Then examine the book cover and have students turn and talk about the character’s external traits. Jot their words on individual corresponding colored sticky notes (*chica, pequeña...*). Ask volunteers to place these outside the large cutout figure.
2. Repeat this process as you read aloud a bit at a time, but now focus on internal traits using the other color of sticky notes and placing these inside the cutout. You might display a large chart titled Traits with words for students to refer to. (You could build this with your class or use a pre-printed list.) Be sure to use vocabulary from the model text as you talk with your students (e.g., *La niña se enfurece porque su obra no ha quedado bien*).

3. Close the lesson by asking students what they learned about the internal and external traits of the main character. They might turn and talk or write a response.

On-the-Spot Assessment: Can students describe the internal and external traits of the main character (characters) during whole-group lessons? Do they confuse internal and external traits? During independent reading time, ask kids reading fiction about the traits of the main character (characters) in their books.

Author’s Craft Connection:

- Discuss the author’s choice of title and repeated use of the word, *maravillosa*. Why do you think the author used that word rather than *buena o fantastica*? What do you notice about the way the title was written on the cover? **(TEKS 2.10C, 2.10F)**
- Notice and discuss the author’s use of all capital letters for some words throughout the book, starting on p. 2. Explain how they influence the text. “*All capital letters are sometimes used in words that authors want to emphasize or because they want you to imagine the word is being yelled. Why do you think the author used them?*”
- Discuss the author’s use of minimal sentences and illustrations on pages 21-22. Why do you think the author put so little on these pages? Compare this spread to the previous spread on pages 19-20. Why do you think the author used so many sentences and illustrations on these pages? “*The author is trying to convey the thoughts and emotions happening inside the girl.*” **(TEKS 2.10C)**

Small Group Connection: Use the same language you taught with from whole-group. Have students read stories in guided reading/ small group and jot down *atributos internas y externas de los personajes principales* on colored sticky notes that match those from whole-group. They can post their notes in a smaller version of a character cutout (or drawing).

Writing Connection: Students might draw a character (or themselves) and write *atributos externos* around it and *atributos internos* inside the figure. Then help them use what they’re learning about *atributos* to write their own narratives. Refer back to the “model text” and traits sticky notes and examine how the author showed the traits with actions, pictures and words. Model how to do this yourself before asking kids to try it on their own. Whenever possible, use vocabulary learned over time from the “model text” in your writing.

Evaluation (Grading): After ample instruction and practice, give students a new story to read independently. Have them describe the internal and external traits of the main character. They might draw the outline of their character and jot down traits like you did with different colored sticky notes or colored pencils.

Other Model Text Suggestions:

You can repeat this lesson with other texts, such as the following, which are included in the Grade 2 Spanish Model Text Set:

- *La princesa del agua* por Susan Verde
- *Pedro Perfecto, arquitecto* por Andrea Beaty