

# Patterns of **POWER**

**PATTERNS OF POWER, GRADES 6–8**

**BY JEFF ANDERSON, TRAVIS LEECH, AND MELINDA CLARK**

**CORRELATION TO**

**Texas Essential Knowledge and Skills (TEKS)  
English Language Arts and Reading (2019 Implementation)**

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# Patterns of Power, Grade 6

## CORRELATION TO

### Texas Essential Knowledge and Skills (TEKS) English Language Arts and Reading (2019 Implementation)

Note: Any lessons with (E) indicate the standard is addressed in the TO EDIT/EDITING CONVERSATIONS section.

<p><b>1. 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:</b></p>	
(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately	This standard is addressed throughout all lessons within small group and whole class discussion that takes place in each of the invitations of the <i>Patterns of Power</i> process.
(B) follow and give oral instructions that include multiple action steps	This standard is addressed throughout all lessons with the instructions given in each invitation of the <i>Patterns of Power</i> process.
(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement	This standard is addressed throughout all lessons within small group and whole class discussion that takes place in each of the invitations of the <i>Patterns of Power</i> process.
<p><b>6. 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:</b></p>	
(A) describe personal connections to a variety of sources, including self-selected texts	An ongoing option in every lesson is for students to summarize and/or respond to their reading in the Invitation to Apply. This standard may be covered numerous times during this invitation throughout the school year.
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres	An ongoing option in every lesson is for students to summarize and/or respond to their reading in the Invitation to Apply. This standard may be covered numerous times during this invitation throughout the school year.
(C) use text evidence to support an appropriate response	An ongoing option in every lesson is for students to summarize and/or respond to their reading in the Invitation to Apply. This standard may be covered numerous times during this invitation throughout the school year.
(D) paraphrase and summarize texts in ways that maintain meaning and logical order	An ongoing option in every lesson is for students to summarize and/or respond to their reading in the Invitation to Apply. This standard may be covered numerous times during this invitation throughout the school year.

(E) interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating	An ongoing option in every lesson is for students to summarize and/or respond to their reading in the Invitation to Apply. This may require students to interact with their self-selected text in one of the ways outlined in this standard.
(F) respond using newly acquired vocabulary as appropriate	As students familiarize themselves with the pattern being studied, they are encouraged to use newly acquired vocabulary in their discussions of author’s purpose and craft, as well as during the application of this pattern in their own writing.
(G) discuss and write about the explicit or implicit meanings of text	An ongoing option in every lesson is for students to summarize and/or respond to their reading in the Invitation to Apply. This standard may be covered numerous times during this invitation throughout the school year.
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	This standard is addressed throughout all lessons within small group and whole class discussion that takes place in each of the invitations of the <i>Patterns of Power</i> process.
(I) reflect on and adjust responses as new evidence is presented	This standard is addressed throughout all lessons within small group and whole class discussion that takes place in each of the invitations of the <i>Patterns of Power</i> process.
<b>9. 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:</b>	
(A) explain the author’s purpose and message within a text	Within the Invitation to Notice, Compare & Contrast, and Edit of every lesson, students analyze and discuss the author’s purpose and craft of the excerpt of writing being studied.
(B) analyze how the use of text structure contributes to the author’s purpose	Within the Invitation to Notice, Compare & Contrast, and Edit of every lesson, students analyze and discuss the author’s purpose and craft of the excerpt of writing being studied.
(F) analyze how the author’s use of language contributes to the mood and voice	Within the Invitation to Notice, Compare & Contrast, and Edit of every lesson, students analyze and discuss the author’s text structure and the purpose behind it.
<b>10. 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:</b>	
(B) develop drafts into a focused, structured, and coherent piece of writing by:	
(ii) developing an engaging idea reflecting depth of thought with specific facts and details	An ongoing option in every lesson is for students to apply their knowledge of the pattern being studied through writing. This standard may be covered numerous times during this invitation throughout the school year.

(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	An ongoing option in every lesson is for students to revisit their own writing and revise it based on the pattern they are working with in the Invitation to Apply. This standard may be covered numerous times during this invitation throughout the school year.
(D) edit drafts using standard English conventions, including:	
(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.7, 7.8
(ii) consistent, appropriate use of verb tenses	4.2(E), 4.5(E), 7.4, 11.1(E), 11.2(E), 11.3(E), 11.4(E), 13.1(E), 13.2(E)
(iii) conjunctive adverbs	13.5
(iv) prepositions and prepositional phrases and their influence on subject-verb agreement	7.1(E), 7.4, 7.5, 8.2(E)
(v) pronouns, including relative	6.4, 6.5, 7.7, 7.8, 11.1, 11.2, 11.3
(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or or neither/nor	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.7, 7.8, 13.4
(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations	6.1(E), 6.3(E), 7.6(E), 9.2(E), 10.1(E), 10.4(E), 10.9(E), 10.10(E), 11.4(E), 12.1, 12.2, 13.1(E), 13.4(E)
(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 11.1, 12.1(E) 12.2, 13.1
(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	4.4(E), 5.5(E), 6.5(E), 8.4(E), 10.8(E), 11.2

# Patterns of Power, Grade 7

## CORRELATION TO

### Texas Essential Knowledge and Skills (TEKS) English Language Arts and Reading (2019 Implementation)

Note: Any lessons with (E) indicate the standard is addressed in the INVITATION TO EDIT/EDITING CONVERSATIONS section.

<p><b>1. 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:</b></p>	
(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas	This standard is addressed throughout all lessons within small group and whole class discussion that takes place in each of the invitations of the <i>Patterns of Power</i> process.
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems	This standard is addressed throughout all lessons with the instructions given in each invitation of the <i>Patterns of Power</i> process.
(D) engage in meaningful discourse and provide and accept constructive feedback from others	This standard is addressed throughout all lessons within small group and whole class discussion that takes place in each of the invitations of the <i>Patterns of Power</i> process.
<p><b>6. 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:</b></p>	
(A) describe personal connections to a variety of sources, including self-selected texts	An ongoing option in every lesson is for students to summarize and/or respond to their reading in the Invitation to Apply. This standard may be covered numerous times during this invitation throughout the school year.
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres	An ongoing option in every lesson is for students to summarize and/or respond to their reading in the Invitation to Apply. This standard may be covered numerous times during this invitation throughout the school year.
(C) use text evidence to support an appropriate response	An ongoing option in every lesson is for students to summarize and/or respond to their reading in the Invitation to Apply. This standard may be covered numerous times during this invitation throughout the school year.
(D) paraphrase and summarize texts in ways that maintain meaning and logical order	An ongoing option in every lesson is for students to summarize and/or respond to their reading in the Invitation to Apply. This standard may be covered numerous times during this invitation throughout the school year.

(E) interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating	An ongoing option in every lesson is for students to summarize and/or respond to their reading in the Invitation to Apply. This may require students to interact with their self-selected text in one of the ways outlined in this standard.
(F) respond using newly acquired vocabulary as appropriate	As students familiarize themselves with the pattern being studied, they are encouraged to use newly acquired vocabulary in their discussions of author’s purpose and craft, as well as during the application of this pattern in their own writing.
(G) discuss and write about the explicit or implicit meanings of text	An ongoing option in every lesson is for students to summarize and/or respond to their reading in the Invitation to Apply. This standard may be covered numerous times during this invitation throughout the school year.
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	This standard is addressed throughout all lessons within small group and whole class discussion that takes place in each of the invitations of the <i>Patterns of Power</i> process.
(I) reflect on and adjust responses as new evidence is presented	This standard is addressed throughout all lessons within small group and whole class discussion that takes place in each of the invitations of the <i>Patterns of Power</i> process.
<b>9. 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:</b>	
(A) explain the author’s purpose and message within a text	Within the Invitation to Notice, Compare & Contrast, and Edit of every lesson, students analyze and discuss the author’s purpose and craft of the excerpt of writing being studied.
(B) analyze how the use of text structure contributes to the author’s purpose	Within the Invitation to Notice, Compare & Contrast, and Edit of every lesson, students analyze and discuss the author’s purpose and craft of the excerpt of writing being studied.
(F) analyze how the author’s use of language contributes to the mood, voice, and tone	Within the Invitation to Notice, Compare & Contrast, and Edit of every lesson, students analyze and discuss the author’s text structure and the purpose behind it.
<b>10. 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:</b>	
(B) develop drafts into a focused, structured, and coherent piece of writing by:	
(ii) developing an engaging idea reflecting depth of thought with specific facts and details	An ongoing option in every lesson is for students to apply their knowledge of the pattern being studied through writing. This standard may be covered numerous times during this invitation throughout the school year.

(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	An ongoing option in every lesson is for students to revisit their own writing and revise it based on the pattern they are working with in the Invitation to Apply. This standard may be covered numerous times during this invitation throughout the school year.
(D) edit drafts using standard English conventions, including:	
(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.7, 7.8
(ii) consistent, appropriate use of verb tenses	4.2(E), 4.5(E), 7.4, 11.1(E), 11.2(E), 11.3(E), 11.4(E), 13.1(E), 13.2(E)
(iii) conjunctive adverbs	13.5
(iv) prepositions and prepositional phrases and their influence on subject-verb agreement	7.1(E), 7.4, 7.5, 8.2(E)
(v) pronoun-antecedent agreement	4.1, 7.2, 11.1, 11.2, 11.3, 11.4
(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or or neither/nor	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.7, 7.8, 13.4
(vii) correct capitalization	6.1(E), 6.3(E), 7.6(E), 9.2(E), 10.1(E), 10.4(E), 10.9(E), 10.10(E), 11.4(E), 12.1, 12.2, 13.1(E), 13.4(E)
(viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons	6.1, 6.3, 6.5, 7.1, 7.2, 7.3, 7.5, 7.7, 7.8(E), 8.4, 9.2(E), 10.4, 10.5, 13.5(E)
(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	4.4(E), 5.5(E), 6.5(E), 8.4(E), 10.8(E), 11.2

# Patterns of Power, Grade 8

## CORRELATION TO

### Texas Essential Knowledge and Skills (TEKS) English Language Arts and Reading (2019 Implementation)

Note: Any lessons with (E) indicate the standard is addressed in the INVITATION TO EDIT/EDITING CONVERSATIONS section.

<p><b>1. 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:</b></p>	
(A) listen actively to interpret a message by summarizing, asking questions, and making comments;	This standard is addressed throughout all lessons within small group and whole class discussion that takes place in each of the invitations of the <i>Patterns of Power</i> process.
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;	This standard is addressed throughout all lessons with the instructions given in each invitation of the <i>Patterns of Power</i> process.
(D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	This standard is addressed throughout all lessons within small group and whole class discussion that takes place in each of the invitations of the <i>Patterns of Power</i> process.
<p><b>6. 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:</b></p>	
(A) describe personal connections to a variety of sources, including self-selected texts	An ongoing option in every lesson is for students to summarize and/or respond to their reading in the Invitation to Apply. This standard may be covered numerous times during this invitation throughout the school year.
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres	An ongoing option in every lesson is for students to summarize and/or respond to their reading in the Invitation to Apply. This standard may be covered numerous times during this invitation throughout the school year.
(C) use text evidence to support an appropriate response	An ongoing option in every lesson is for students to summarize and/or respond to their reading in the Invitation to Apply. This standard may be covered numerous times during this invitation throughout the school year.
(D) paraphrase and summarize texts in ways that maintain meaning and logical order	An ongoing option in every lesson is for students to summarize and/or respond to their reading in the Invitation to Apply. This standard may be covered numerous times during this invitation throughout the school year.

(E) interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating	An ongoing option in every lesson is for students to summarize and/or respond to their reading in the Invitation to Apply. This may require students to interact with their self-selected text in one of the ways outlined in this standard.
(F) respond using newly acquired vocabulary as appropriate	As students familiarize themselves with the pattern being studied, they are encouraged to use newly acquired vocabulary in their discussions of author’s purpose and craft, as well as during the application of this pattern in their own writing.
(G) discuss and write about the explicit or implicit meanings of text	An ongoing option in every lesson is for students to summarize and/or respond to their reading in the Invitation to Apply. This standard may be covered numerous times during this invitation throughout the school year.
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	This standard is addressed throughout all lessons within small group and whole class discussion that takes place in each of the invitations of the <i>Patterns of Power</i> process.
(I) reflect on and adjust responses as new evidence is presented	This standard is addressed throughout all lessons within small group and whole class discussion that takes place in each of the invitations of the <i>Patterns of Power</i> process.
(J) defend or challenge the authors’ claims using relevant text evidence	As students discuss the author’s craft and purpose with classmates throughout the process, they will defend their points using relevant evidence from their understanding of the pattern being studied, as well as the text(s) they are referencing.
<b>9. 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:</b>	
(A) explain the author’s purpose and message within a text	Within the Invitation to Notice, Compare & Contrast, and Edit of every lesson, students analyze and discuss the author’s purpose and craft of the excerpt of writing being studied.
(B) analyze how the use of text structure contributes to the author’s purpose	Within the Invitation to Notice, Compare & Contrast, and Edit of every lesson, students analyze and discuss the author’s purpose and craft of the excerpt of writing being studied.
(F) analyze how the author’s use of language contributes to the mood, voice, and tone	Within the Invitation to Notice, Compare & Contrast, and Edit of every lesson, students analyze and discuss the author’s text structure and the purpose behind it.
<b>10. 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:</b>	

(B) develop drafts into a focused, structured, and coherent piece of writing by:	
(ii) developing an engaging idea reflecting depth of thought with specific facts and details	An ongoing option in every lesson is for students to apply their knowledge of the pattern being studied through writing. This standard may be covered numerous times during this invitation throughout the school year.
(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	An ongoing option in every lesson is for students to revisit their own writing and revise it based on the pattern they are working with in the Invitation to Apply. This standard may be covered numerous times during this invitation throughout the school year.
(D) edit drafts using standard English conventions, including:	
(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.7, 7.8
(ii) consistent, appropriate use of verb tenses and active and passive voice	4.2(E), 4.5(E), 7.4, 8.1, 11.1(E), 11.2(E), 11.3(E), 11.4(E), 13.1(E), 13.2(E)
(iii) prepositions and prepositional phrases and their influence on subject-verb agreement	7.1(E), 7.4, 7.5, 8.2(E)
(iv) pronoun-antecedent agreement	4.1, 7.2 11.1, 11.2, 11.3, 11.4
(v) correct capitalization	6.1(E), 6.3(E), 7.6(E), 9.2(E), 10.1(E), 10.4(E), 10.9(E), 10.10(E), 11.4(E), 12.1, 12.2, 13.1(E), 13.4(E)
(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	commas: 6.3, 6.5, 7.2, 7.3, 7.7, 7.8 semicolons: 8.4, 9.2(E), 10.5, 13.5(E) colons: 7.5, 9.2(E), 10.2, 10.3, 13.3(E) parentheses: 10.7, 10.8
(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	4.4(E), 5.5(E), 6.5(E), 8.4(E), 10.8(E), 11.2



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