

Third Grade

Highlights indicate Writing by Design® TEKS-Alignment

Knowledge and skills.

(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:

(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;

(B) follow, restate, and give oral instructions that involve a series of related sequences of action;

(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;

(D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and

(E) develop social communication such as conversing politely in all situations.

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate and apply phonetic knowledge by:

(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;

(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;

(iii) decoding compound words, contractions, and abbreviations;

(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;

(v) decoding words using knowledge of prefixes;

(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and

(vii) identifying and reading high-frequency words from a research-based list;

(B) demonstrate and apply spelling knowledge by:

(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;

(ii) spelling homophones;

(iii) spelling compound words, contractions, and abbreviations;

(iv) spelling multisyllabic words with multiple sound-spelling patterns;

(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;

(vi) spelling words using knowledge of prefixes; and

(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;

(C) alphabetize a series of words to the third letter; and

(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

(A) use print or digital resources to determine meaning, syllabication, and pronunciation;

(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;

(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and

(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

(6) 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:

(A) establish purpose for reading assigned and self-selected texts;

(B) generate questions about text before, during, and after reading to deepen understanding and gain information;

(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;

(D) create mental images to deepen understanding;

(E) make connections to personal experiences, ideas in other texts, and society;

(F) make inferences and use evidence to support understanding;

(G) evaluate details read to determine key ideas;

(H) synthesize information to create new understanding; and

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(7) 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:

(A) describe personal connections to a variety of sources, including self-selected texts;

(B) write a response to a literary or informational text that demonstrates an understanding of a text;

(C) use text evidence to support an appropriate response;

(D) retell and paraphrase texts in ways that maintain meaning and logical order;

(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

(F) respond using newly acquired vocabulary as appropriate; and

(G) discuss specific ideas in the text that are important to the meaning.

(8) 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:

(A) infer the theme of a work, distinguishing theme from topic;

(B) explain the relationships among the major and minor characters;

(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and

(D) explain the influence of the setting on the plot.

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;

(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;

(C) discuss elements of drama such as characters, dialogue, setting, and acts;

(D) recognize characteristics and structures of informational text, including:

(i) the central idea with supporting evidence;

(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and

(iii) organizational patterns such as cause and effect and problem and solution;

(E) recognize characteristics and structures of argumentative text by:

(i) identifying the claim;

(ii) distinguishing facts from opinion; and

(iii) identifying the intended audience or reader; and

(F) recognize characteristics of multimodal and digital texts.

(10) 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:

(A) explain the author's purpose and message within a text;

(B) explain how the use of text structure contributes to the author's purpose;

(C) explain the author's use of print and graphic features to achieve specific purposes;

(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;

(E) identify the use of literary devices, including first- or third-person point of view;

(F) discuss how the author's use of language contributes to voice; and

(G) identify and explain the use of hyperbole.

(11) 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:

(A) 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;

(B) develop drafts into a focused, structured, and coherent piece of writing by:

(i) organizing with purposeful structure, including an introduction and a conclusion; and

(ii) developing an engaging idea with relevant details;

(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;

(D) edit drafts using standard English conventions, including:

(i) complete simple and compound sentences with subject-verb agreement;

(ii) past, present, and future verb tense;

(iii) singular, plural, common, and proper nouns;

(iv) adjectives, including their comparative and superlative forms;

(v) adverbs that convey time and adverbs that convey manner;

(vi) prepositions and prepositional phrases;

(vii) pronouns, including subjective, objective, and possessive cases;

(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;

(ix) capitalization of official titles of people, holidays, and geographical names and places;

(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and

(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and

(E) publish written work for appropriate audiences.

(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft;

(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;

(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and

(D) compose correspondence such as thank you notes or letters.

*(13) 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:

(A) generate questions on a topic for formal and informal inquiry;

(B) develop and follow a research plan with adult assistance;

(C) identify and gather relevant information from a variety of sources;

(D) identify primary and secondary sources;

(E) demonstrate understanding of information gathered;

(F) recognize the difference between paraphrasing and plagiarism when using source materials;

(G) create a works cited page; and

(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

* **Informative:** Classification lessons 1-13 could be developed as an inquiry and research project by simply recrafting the lesson objective and having students create an inquiry question regarding a holiday or another topic (TEKS 13A-G).

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TEKS Alignment

Scope and Sequence for 3rd Grade

Introductory Six Traits Lessons

Six lessons for introducing the Six Traits of Writing:

Idea, Organization, Voice, Word Choice, Sentence Fluency, and Conventions

Personal Narrative

Lesson	Objective & TEKS
Lesson 1	<ul style="list-style-type: none">➤ Students will understand the memoir genre.➤ Students will choose a topic for their memoir. TEKS <ul style="list-style-type: none">➤ 1A-E, 2A-B, 7A, 7F, 9B, 11A, 12A
Lesson 2	<ul style="list-style-type: none">➤ Students will understand the purpose of engaging the reader.➤ Students will write a repeating line for their paper. TEKS <ul style="list-style-type: none">➤ 1A-E, 2A-B, 7A, 7F, 9B, 11A, 12A
Lesson 3	<ul style="list-style-type: none">➤ Students will organize the events in their memoir. TEKS <ul style="list-style-type: none">➤ 1A-E, 7A, 7F, 9B, 10E, 12A
Lesson 4	<ul style="list-style-type: none">➤ Students will add details to their memories on their outlines. TEKS <ul style="list-style-type: none">➤ 1A-E, 2A-B, 6G, 7A, 7F, 9B, 10E, 11A-D, 12A

Lesson 5	<ul style="list-style-type: none"> ➤ Students will compose a rough draft using their outline as a guide. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A-B, 7A, 7F, 9B, 10E-F, 11A-D, 12A
Lesson 6	<ul style="list-style-type: none"> ➤ Students will write a reflective close. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7A, 7F, 9B, 10E, 11D, 12A
Lesson 7	<p>Students will use key strategies to develop characters and events in their narratives.</p> <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A-B, 6G, 7F, 8B-D, 9B, 10E-F, 11A-D, 12A
Lesson 8	<ul style="list-style-type: none"> ➤ Students will use key strategies to develop characters and events in their narrative. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 3D, 6D, 6G, 7F, 8B-D, 9B, 10E-F, 11A-D, 12A
Lesson 9	<ul style="list-style-type: none"> ➤ Students will use figurative language effectively in their narrative. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 3D, 6G, 7F, 9B, 10E-F, 11A-D, 12A
Lesson 10	<ul style="list-style-type: none"> ➤ Students will use transitions effectively. ➤ Students will vary the beginning of sentences. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 3D, 7F, 9B, 10E-F, 11A-D, 12A
Lesson 11	<ul style="list-style-type: none"> ➤ Students will revise their narratives using the rubric. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7F, 9B, 10E-F, 11A-D, 12A
Lesson 12	<ul style="list-style-type: none"> ➤ Students will edit their narrative. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 9B, 10E-F, 11A-E, 12A
Assessment	<ul style="list-style-type: none"> ➤ Students will write a Personal Memoir that reflects what they learned during the Personal Memoir Unit. The memoir will be completed in one sitting and include everything on the Genre Chart. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A-B, 9B, 10E-F, 11A-E, 12A

Summary of an Informative Text

Lesson	Objective & TEKS
Lesson 1	<ul style="list-style-type: none"> ➤ Students will understand the purpose of summary writing. ➤ Students will understand the differences and similarities between summarizing narratives and summarizing informational texts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7A, 7F, 9D, 12B
Lesson 2	<ul style="list-style-type: none"> ➤ Students will understand how organizational structure affects purpose in writing. ➤ Students will identify the organizational structure in the article they are reading. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 4, 6G, 7B, 7E-F, 9D, 10A-B, 12B
Lesson 3	<ul style="list-style-type: none"> ➤ Students will distinguish main ideas from trivial information. ➤ Students will identify the main ideas in each paragraph of the article they are reading. <p>TEKS</p> <p>1A-E, 2A-B, 4, 6G, 7E-F, 9D, 10A, 12B</p>
Lesson 4	<ul style="list-style-type: none"> ➤ Students will understand central idea and its function in an article or essay. ➤ Students will identify the central idea in the article they are reading. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 6G, 7E-F, 9D, 10A, 12B
Lesson 5	<ul style="list-style-type: none"> ➤ Students will understand how to use their outlines to compose their rough drafts. ➤ Students will compose the rough draft of their summary. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A-B, 7F, 9D, 11A-D, 12B
Lesson 6	<ul style="list-style-type: none"> ➤ Students will understand the strategies used to write a conclusion. ➤ Students will write the conclusion to their summary. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7F, 9D, 11D 12B
Lesson 7	<ul style="list-style-type: none"> ➤ Students will understand the necessity of using their own words when writing. ➤ Students will practice paraphrasing idioms. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 3B, 7D, 7F, 9D, 10A-B, 10F, 11D, 12B
Lesson 8	<ul style="list-style-type: none"> ➤ Students will understand the importance and purpose of academic language. ➤ Students will replace common words with academic language. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A-B, 3B, 4, 7F, 9D, 10A-B, 10F, 11A-D, 12B

Lesson 9	<ul style="list-style-type: none"> ➤ Students will use transitions effectively. ➤ Students will vary the beginning of sentences. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7F, 9D, 10A-B, 10F, 11A-D, 12B
Lesson 10	<ul style="list-style-type: none"> ➤ Students will revise their essays using the rubric. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7F, 9D, 10A-D, 10F, 11A-D, 12B
Lesson 11	<ul style="list-style-type: none"> ➤ Students will edit their essays. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7F, 9D, 11A-E, 12A-B
Assessment	<ul style="list-style-type: none"> ➤ Students will write a summary of informational text that reflects what they learned during the Summary: Informational Unit. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A-B, 3B, 6G-H, 7F, 10A-D, 10F, 11, 12B

Informative: Classification

Lesson	Objective & TEKS
Lesson 1	<ul style="list-style-type: none"> ➤ Students will understand the purpose of informational writing. ➤ Students will understand the organizational structure of classification. ➤ Students will understand the purpose for their essay. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-E, 9D, 10, 11, 12B
Lesson 2	<ul style="list-style-type: none"> ➤ Students will use research to develop their topics. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-E, 4, 5, 6G, 7E-F, 9D, 12B, 13A-G
Lesson 3	<ul style="list-style-type: none"> ➤ Students will understand the purpose and benefit of creating an outline. ➤ Students will organize their notes into an outline. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 6H, 7E-F, 9D, 11, 12B, 13 A-G
Lesson 4	<ul style="list-style-type: none"> ➤ Students will understand the importance of engaging the reader. ➤ Students will write an engaging introduction. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7F, 9D, 10A-D, 10F, 11A-D, 12B

Lesson 5	<ul style="list-style-type: none"> ➤ Students will understand how to use their outlines to compose their rough drafts. ➤ Students will compose the rough draft of their essay. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7E-F, 9D, 10A-D, 10F, 11A-D, 12B, 13 A-G
Lesson 6	<ul style="list-style-type: none"> ➤ Students will understand the strategies used to write a conclusion. ➤ Students will write the conclusion to their essay. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7F, 9D, 10A-D, 10F, 11A-D, 12B, 13A-G
Lesson 7	<ul style="list-style-type: none"> ➤ Students will continue to develop their essays using various strategies. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7F, 9D, 10A-D, 10F, 11A-D, 12B
Lesson 8	<ul style="list-style-type: none"> ➤ Students will understand the importance and purpose of academic language and discipline-specific language. ➤ Students will replace common words with academic or discipline-specific words. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7F, 9D, 10A-D, 10F, 11D, 12B
Lesson 9	<ul style="list-style-type: none"> ➤ Students will use transitions effectively. ➤ Students will vary the beginning of sentences. TEKS <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7F, 9D, 11, 12B
Lesson 10	<ul style="list-style-type: none"> ➤ Students will understand how illustrations can help aid comprehension. ➤ Students will incorporate illustrations in their essay. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 7F, 9D, 10, 11, 12B
Lesson 11	<ul style="list-style-type: none"> ➤ Students will revise their essays using the rubric. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7F, 9D, 11A-D, 12B
Lesson 12	<ul style="list-style-type: none"> ➤ Students will edit their essays. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7F, 9D, 11A-E, 12B
Lesson 13	<ul style="list-style-type: none"> ➤ Students will understand the purpose of a bibliography. ➤ Students will write a bibliography for their essay. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7E-F, 9D, 11, 12B
Assessment	<ul style="list-style-type: none"> ➤ Students will write an informational essay that reflects what they learned during the Classification Unit. <p>TEKS</p>

	➤ 2A-B, 7E-F, 9D, 10A-D, 10F, 11, 12B, 13A-G
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Opinion

Lesson	Objective & TEKS
Lesson 1	<ul style="list-style-type: none"> ➤ Students will understand the purpose for writing an opinion. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 7A, 7C-D, 7F, 9D i, 9E ii, 10A, 11A-D, 12C
Lesson 2	<ul style="list-style-type: none"> ➤ Student will understand there are many different viewpoints to consider when forming an opinion. ➤ Students will objectively summarize two different viewpoints. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 6H, 7A, 7C-D, 7F, 9D i, 9E ii, 11D, 12C
Lesson 3	<ul style="list-style-type: none"> ➤ Students will understand the purpose of a claim. ➤ Students will write a claim for their essay. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7A, 7C-D, 7F, 9D i, 9E ii, 10A-D, 11A-D, 12C
Lesson 4	<ul style="list-style-type: none"> ➤ Students will understand the purpose and benefit of creating an outline. ➤ Students will organize their reasons using an outline. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7A, 7C-F, 9D i, 9E ii, 10A-D, 10F, 11A-D, 12C
Lesson 5	<ul style="list-style-type: none"> ➤ Students will understand the importance of engaging the reader. ➤ Students will write an engaging introduction. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7A, 7C-D, 7F, 9D i, 9E ii, 10A-D, 10F, 11A-D, 12C
Lesson 6	<ul style="list-style-type: none"> ➤ Students will understand how to use their outlines to compose their rough drafts. ➤ Students will compose the rough draft of their essay. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A-B, 7A, 7C-D, 7F, 9D i, 9E ii, 10A-D, 10F, 11A-D, 12C
Lesson 7	<ul style="list-style-type: none"> ➤ Students will understand the strategies used to write a conclusion. ➤ Students will write the conclusion to their essay. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7A, 7C-D, 7F, 9D i, 9E ii, 10A-D, 10F, 11A-D, 12C
Lesson 8	<ul style="list-style-type: none"> ➤ Students will continue to develop reasons and evidence in their essays. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7A, 7C-D, 7F, 9D i, 9E ii, 11A-D, 12C
Lesson 9	<ul style="list-style-type: none"> ➤ Students will understand the importance and purpose of academic language and discipline-specific language. ➤ Students will replace common words with academic or discipline-specific words. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7C-D, 7F, 9D i, 9E ii-iii, 10A-D, 10F, 11A-D, 12C
Lesson 10	<ul style="list-style-type: none"> ➤ Students will use transitions effectively. ➤ Students will vary the beginning of sentences. TEKS <ul style="list-style-type: none"> ➤ 1A-E, 2A-B, 7F, 10B, 11A-D, 12C
Lesson 11	<ul style="list-style-type: none"> ➤ Students will revise their essays using the rubric. TEKS <ul style="list-style-type: none"> ➤ 2A-B, 7F, 10A-D, 10F, 11A-D, 12C

Lesson 12	<ul style="list-style-type: none">➤ Students will edit their essays. TEKS➤ 1A-E, 2A-B, 7F, 10A-D, 10F, 11A-E, 12C
Assessment	<ul style="list-style-type: none">➤ Students will write an opinion essay that reflects what they learned during the Opinion Unit. TEKS <ul style="list-style-type: none">➤ 2A-B, 7A, 7C-D, 7F, 9E ii, 11A-E, 12C

Total Number of Lessons: 58

