

1st 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 answer questions using multi-word responses;

(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;

(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;

(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and

(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.

(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 phonological awareness by:

(i) producing a series of rhyming words;

(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;

(iii) distinguishing between long and short vowel sounds in one-syllable words;

(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;

(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;

(vi) manipulating phonemes within base words; and

(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;

(B) demonstrate and apply phonetic knowledge by:

(i) decoding words in isolation and in context by applying common letter sound correspondences;

(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;

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

(iv) using knowledge of base words to decode common compound words and contractions;

(v) decoding words with inflectional endings, including -ed, -s, and -es; and

(vi) identifying and reading at least 100 high-frequency words from a research-based list;

(C) demonstrate and apply spelling knowledge by:

(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;

(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;

(iii) spelling words using sound-spelling patterns; and

(iv) spelling high-frequency words from a research-based list;

(D) demonstrate print awareness by identifying the information that different parts of a book provide;

(E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and

(F) develop handwriting by printing words, sentences, and answers legibly 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 a resource such as a picture dictionary or digital resource to find words;

(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;

(C) identify the meaning of words with the affixes -s, -ed, and -ing; and

(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.

(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 interact independently with text for increasing periods 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 with adult assistance;

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

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

(D) create mental images to deepen understanding with adult assistance;

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

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

(G) evaluate details to determine what is most important with adult assistance;

(H) synthesize information to create new understanding with adult assistance; and

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions 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;

(B) write brief comments on literary or informational texts;

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

(D) retell texts in ways that maintain meaning;

(E) interact with sources in meaningful ways such as illustrating or writing; and

(F) respond using newly acquired vocabulary as appropriate.

(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) discuss topics and determine theme using text evidence with adult assistance;

(B) describe the main character(s) and the reason(s) for their actions;

(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and

(D) describe the setting.

(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, and nursery rhymes;

(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;

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

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

(i) the central idea and supporting evidence with adult assistance;

(ii) features and simple graphics to locate or gain information; and

(iii) organizational patterns such as chronological order and description with adult assistance;

(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; 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) discuss the author's purpose for writing text;

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

(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;

(D) discuss how the author uses words that help the reader visualize; and

(E) listen to and experience first- and third-person texts.

(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 generating ideas for writing such as by drawing and brainstorming;

(B) develop drafts in oral, pictorial, or written form by:

(i) organizing with structure; and

(ii) developing an idea with specific and relevant details;

(C) revise drafts by adding details in pictures or words;

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

(i) complete sentences with subject-verb agreement;

(ii) past and present verb tense;

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

(iv) adjectives, including articles;

(v) adverbs that convey time;

(vi) prepositions;

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

(viii) capitalization for the beginning of sentences and the pronoun "I";

(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and

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

(E) publish and share writing.

(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) dictate or compose literary texts, including personal narratives and poetry;

(B) dictate or compose informational texts, including procedural texts; and

(C) dictate or 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 for formal and informal inquiry with adult assistance;

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

(C) identify and gather relevant sources and information to answer the questions with adult assistance;

(D) demonstrate understanding of information gathered with adult assistance; and

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

Source: The provisions of this §110.22 adopted to be effective September 25, 2017, 42 TexReg 4999.

Writing by Design©

TEKS Alignment

Scope and Sequence for 1st 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 narrative genre. ➤ Students will choose a topic for their narrative. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 8A, 10A-E, 11A, 11Bii, 12A,
Lesson 2	<ul style="list-style-type: none"> ➤ Students will draw events in the order they happened. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 3D, 7A, 9Diii, 11A, 11Bii, 12A-B, 13A-D
Lesson 3	<ul style="list-style-type: none"> ➤ Students will write a topic sentence. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A v-vii, 2B i-v, 2C & 2F, 7A, 8A, 10D viii-x, 11A, 11Bii, 11D
Lesson 4	<ul style="list-style-type: none"> ➤ Students will write three details. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A v-vii, 2B i-v, 7A-B, 8B-D, 9C, 10D viii-x, 11A, 11Bii, 11C-D
Lesson 5	<ul style="list-style-type: none"> ➤ Students will write an ending with a feeling or reflection. ➤ Students add a title to their narrative. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A v-vii, 2B i-v, 6I, 7A-B, 8B-D, 9C, 10Dviii-x, 11C-D
Lesson 6	<ul style="list-style-type: none"> ➤ Students will include naming nouns. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 8B-D, 9C, 10D viii-x, 11D
Lesson 7	<ul style="list-style-type: none"> ➤ Students will use adjectives to add more description to their narratives. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 8B-D, 9C, 10D viii-x, 11D-E
Lesson 8	<ul style="list-style-type: none"> ➤ Students will use linking words effectively. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 10D viii-x, 11D-E
Lesson 9	<ul style="list-style-type: none"> ➤ Students will revise their narratives using the rubric. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 7B, 8B-D, 9C, 10D viii-x, 11C-D
Lesson 10	<ul style="list-style-type: none"> ➤ Students will edit their narrative. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 7B, 8B-D, 9C, 10D viii-x, 11C-D

Assessment	<ul style="list-style-type: none"> ➤ Students will write a personal narrative showing what they learned. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A v-vii, 2B i-v, 7A-B, 8B-D, 9C, 10D viii-x, 11C-E,
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Summary of a Narrative Text

Lesson	Objective & TEKS
Lesson 1	<ul style="list-style-type: none"> ➤ Students will understand the importance of using complete sentences in their writing. ➤ Students will form complete sentences. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A v-vii, 2B i-v, 7F, 8A, 10D viii-x, 11D
Lesson 2	<ul style="list-style-type: none"> ➤ Students will understand the summary genre. ➤ Students will write the title and author of the text. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 2A v-vii, 2B i-v, 2D, 6B, 8A, 13A-D,
Lesson 3	<ul style="list-style-type: none"> ➤ Students will understand that the author’s message is what the author wants you to learn from the story. ➤ Students will identify the author’s message from a story and write it in their own words. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 6B, 6G, 7F, 8A, 8C, 9Di, 10D viii-x, 10E, 11D
Lesson 4	<ul style="list-style-type: none"> ➤ Students will understand that the author’s message is what the author wants the reader to learn from the story. ➤ Students will write the author’s message for their summaries. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A v-vii, 2B i-v, 6B, 6G, 7F, 8A, 8C, 9Di, 10D viii-x, 11D
Lesson 5	<ul style="list-style-type: none"> ➤ Students will understand that a summary includes only the most important details from the beginning, middle, and end. ➤ Students will draw and write the most important details from the beginning of the story. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A v-vii, 2B i-v, 3, 6B, 6G, 8C, 9Di, 10Dviii-x, 11A, 11Bii, 11C-D
Lesson 6	<ul style="list-style-type: none"> ➤ Students will understand that a summary includes only the most important details from the beginning, middle, and end. ➤ Students will draw and write the most important details from the middle of the story. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 2A v-vii, 2B i-v, 6B, 6G, 7F, 8C, 9Di, 10D viii-x, 11A, 11Bii, 11C-D
Lesson 7	<ul style="list-style-type: none"> ➤ Students will understand that a summary includes only the most important details from the beginning, middle, and end. ➤ Students will draw and write the most important details from the end of the story. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A v-vii, 2B i-v, 3B, 6B, 6G, 7F, 8C, 9Di, 10D viii-x, 11A, 11Bii, 11C-D

Lesson 8	<ul style="list-style-type: none"> ➤ Students will understand that an ending sentence of a summary restates the author's message. ➤ Students will write the ending sentences for their summaries. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A v-vii, 2B i-v, 7D, 10A, 10D viii-x, 11A, 11D
Lesson 9	<ul style="list-style-type: none"> ➤ Students will revise and edit their rough drafts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A v-vii, 2B i-v, 6E, 6G, 8C, 9Di, 10D viii-x, 11A, 11Bii, 11D
Assessment	<ul style="list-style-type: none"> ➤ Students will write a summary of a narrative text. ➤ Students will use the strategies from the genre chart. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A v-vii, 2B i-v, 6E, 6G, 8C, 9Di, 10D viii-x, 11A, 11Bii, 11D-E,

Summary of an Informative Text

Lesson	Objective & TEKS
Lesson 1	<ul style="list-style-type: none"> ➤ Students will understand the importance of using complete sentences in their writing. ➤ Students will form complete sentences. <p>TEKS</p> <p>1A, 1C-D, 2A v-vii, 2B i-v, 7F, 8A, 10D viii-x, 11D</p>
Lesson 2	<ul style="list-style-type: none"> ➤ Students will understand the summary genre. ➤ Students will take notes on the title and author of the text. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 3, 6A, 7D, 8A
Lesson 3	<ul style="list-style-type: none"> ➤ Students will understand that the central idea is the main idea of the whole text. ➤ Students will choose the central idea from an article and write it in their own words. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A v-vii, 2B i-V, 6A-B, 6F-G, 7D, 7F, 8A, 8C, 9Di, 10D viii-x, 11A, 11Bii, 11D
Lesson 4	<ul style="list-style-type: none"> ➤ Students will understand that the central idea is the main idea of the article. ➤ Students will write their topic sentence.

	<p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A v-vii, 2B i-v, 6B, 6F-G, 7D, 7F, 8A, 8C, 9Di, 10D viii-x, 11A, 11Bii, 11D,
Lesson 5	<ul style="list-style-type: none"> ➤ Students will understand that the topic sentence of a summary tells the reader the central idea of the text. ➤ Students will write the topic sentence for their summaries. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 6A, 6G-H, 8C, 9Di, 10D viii-x, 11A, 11Bii, 11D
Lesson 6	<ul style="list-style-type: none"> ➤ Students will understand that a summary includes only the most important details. ➤ Students will choose the most important details from the text. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A v-vii, 2B i-v, 6B, 6F-G, 7F, 8A, 8C, 9Di, 10D viii-x
Lesson 7	<ul style="list-style-type: none"> ➤ Students will understand that an ending sentence of a summary includes the central idea. ➤ Students will write the ending sentences for their summaries. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A v-vii, 2B i-v, 7D, 7F, 10D viii-x, 11A, 11Bii, 11D,
Lesson 8	<ul style="list-style-type: none"> ➤ Students will revise and edit their rough drafts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 6F-G, 7F, 8C, 9Di, 10D viii-x, 11A, 11Bii, 11D,
Assessment	<ul style="list-style-type: none"> ➤ Students will write a summary. ➤ Students will use strategies from the genre chart. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A v-vii, 2B i-v, 6F-G, 8C, 9Di, 10D viii-x, 11A, 11Bii, 11D-E,

Informative: Description

Lesson	Objective & TEKS
Lesson 1	<ul style="list-style-type: none"> ➤ Students will understand the information genre. ➤ Students will choose a topic for their descriptive paragraph. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A v-vii, 2B i-v, 7F, 11Bii,
Lesson 2	<ul style="list-style-type: none"> ➤ Students will understand the importance of using complete sentences in their writing. ➤ Students will fix run-on sentences. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2C, 2F, 7F, 11Bii, 11D
Lesson 3	<ul style="list-style-type: none"> ➤ Students will understand that the topic sentence tells the reader what the story is about. ➤ Students will write the topic sentence of their paragraph. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A v-vii, 2B i-v, 2C, 2F, 7F, 11Bii, 11D
Lesson 4	<ul style="list-style-type: none"> ➤ Students will understand how details support a topic. ➤ Students will write details about their favorite toy.

	<p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A v-vii, 2B i-v, 11Bii, 11C-D
Lesson 5	<ul style="list-style-type: none"> ➤ Students will understand that a concluding sentence ends their description. ➤ Students will write an ending that retells the topic in a different way. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A v-vii, 2B i-v, 2C, 2F, 7D, 11Bii, 11D
Lesson 6	<ul style="list-style-type: none"> ➤ Students will understand that naming a noun adds more description to the details. ➤ Students add naming nouns to their rough drafts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 7F, 11Bii, 11C-D
Lesson 7	<ul style="list-style-type: none"> ➤ Students will understand how adjectives add description to the details in their writing. ➤ Students will describe their favorite toy using adjectives. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 6D, 7F, 11Bii, 11C-D
Lesson 8	<ul style="list-style-type: none"> ➤ Students will revise their descriptive paragraphs using the rubric. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2C, 2F, 11Bii, 11C-D
Lesson 9	<ul style="list-style-type: none"> ➤ Students will edit their rough drafts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2C, 2F, 11, 11Bii, 11C-D
Assessment	<ul style="list-style-type: none"> ➤ Students will write a descriptive paragraph ➤ Students will use the strategies from the genre chart <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A v-vii, 2B i-v, 2C, 2F, 11Bii, 11C-E

Informative: How-to Book

Lesson	Objective & TEKS
Lesson 1	<ul style="list-style-type: none"> ➤ Students will understand that the Informative: How-to Book genre tells the reader how to do something. ➤ Students will choose a topic for their how-to paragraphs. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A v-vii, 2B i-v, 7B, 7F, 8A, 11A
Lesson 2	<ul style="list-style-type: none"> ➤ Students will understand that a topic sentence tells the reader what the paragraph is about. ➤ Students will write the topic sentences for their paragraphs. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A v-vii, 2B i-v, 7B, 8A, 10D viii-x, 11A, 11Bii, 11D-E
Lesson 3	<ul style="list-style-type: none"> ➤ Students will understand that instructions are written in order.

	<ul style="list-style-type: none"> ➤ Students will draw and write instructions for their how-to paragraphs and use linking words. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A v-vii, 2B i-v, 3B, 7B, 7F, 8A, 10D viii-x, 11B, 11C-D
Lesson 4	<ul style="list-style-type: none"> ➤ Students will understand that the conclusion is the end of the writing. ➤ Students will write the concluding sentences of their paragraphs. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A v-vii, 2B i-v, 7B, 8A, 10 D viii-x, 11D
Lesson 5	<ul style="list-style-type: none"> ➤ Students will revise and edit their papers. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 7B, 10Dviii-x, 11A, 11Bii, 11D
Assessment	<ul style="list-style-type: none"> ➤ Students will write a how-to paragraph. ➤ Students will use strategies from the Genre Chart. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A v-vii, 2B i-v, 7B, 10D viii-x, 11A, 11Bii, 11D, 11E

Opinion of a Book

Lesson	Objective & TEKS
Lesson 1	<ul style="list-style-type: none"> ➤ Students will understand the opinion genre. ➤ Students form an opinion of the story. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A v-vii, 2B i-v, 3B, 7B, 7F, 8A-D, 9C, 11D
Lesson 2	<ul style="list-style-type: none"> ➤ Students will understand that reasons support an opinion. ➤ Students will draw and write reasons that support their opinions. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A v-vii, 2B i-v, 3B, 7C-F, 8B-D, 9C, 10D viii-x 11A, 11Bii, 11D
Lesson 3	<ul style="list-style-type: none"> ➤ Students will understand that a concluding sentence ends their opinion. ➤ Students will write an ending that makes a recommendation. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A v-vii, 2B i-v, 7C-F, 8A, 10D viii-x, 11D
Lesson 4	<ul style="list-style-type: none"> ➤ Students will understand that naming nouns add more description to the details. ➤ Students add naming nouns to their rough drafts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 11A, 8A-D, 9C, 10D viii-x, 11D
Lesson 5	<ul style="list-style-type: none"> ➤ Students will understand how adjectives add description to the details in their writing. ➤ Students will add adjectives to their rough drafts. <p>TEKS</p>

	➤ 1A, 1C-D, 8A-D, 9C, 10D viii-x, 11A, 11Bii, 11D
Lesson 6	➤ Students will use linking words effectively. TEKS ➤ 7F, 8B-D, 9C, 11A, 11D,
Lesson 7	➤ Students will revise their opinion paragraphs using the rubric. TEKS ➤ 1A, 1C-D, 7C-F, 11A, 11Bii, 8B-D, 9C, 11D, 10D viii-x
Lesson 8	➤ Students will edit their rough drafts. TEKS ➤ 1A, 1C-D, 7C-F, 8B-D, 9C, 10D viii-x, 11A, 11Bii, 11D
Assessment	➤ Students will write an opinion paragraph. ➤ Students will use the strategies from the genre chart. TEKS ➤ 2A v-vii, 2B i-v, 7C-F, 8B-D, 9C, 10D viii-x, 11A, 11Bii, 11D-E

Opinion of a Topic

Lesson	Objective & TEKS
Lesson 1	➤ Students will understand that complete sentences have two parts. ➤ Students will form and write complete sentences. TEKS ➤ 1A, 1C-D, 8A, 10D viii-x, 11A, 11Bii, 11D
Lesson 2	➤ Students will understand the opinion genre. ➤ Students form an opinion of the topic. TEKS ➤ 2A v-vii, 2B i-v, 7C-F, 8A, 11D
Lesson 3	➤ Students will understand that reasons support an opinion. ➤ Students will draw and write reasons that support their opinions. TEKS ➤ 2A v-vii, 2B i-v, 7C-F, 8A, 10D viii-x, 11A, 11Bii, 11D
Lesson 4	➤ Students will understand that a concluding sentence ends their opinion paragraphs. ➤ Students will end their paragraphs with a conclusion. TEKS ➤ 2A v-vii, 2B i-v, 7C-F, 8A, 10D viii-x, 11A, 11Bii, 11D, 12C
Lesson 5	➤ Students will understand the informal letter format. ➤ Students will write a letter using informal letter format. TEKS ➤ 2A v-vii, 2B i-v, 7C-F, 8A, 10D viii-x, 11A, 11Bii, 11D, 12C

Lesson 6	<ul style="list-style-type: none"> ➤ Students will understand that the conclusion is the end of the writing. ➤ Students will write the concluding sentences of their paragraphs. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A v-vii, 2B i-v, 7B, 8A, 10D viii-x, 11D
Lesson 7	<ul style="list-style-type: none"> ➤ Students will understand that naming nouns add more description to the details. ➤ Students add naming nouns to their rough drafts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 8B-D, 9C, 11A, 11Bii
Assessment	<ul style="list-style-type: none"> ➤ Students will write an opinion paragraph. ➤ Students will use the strategies from the genre chart. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A v-vii, 2B i-v, 7C-F, 8B-D, 9C, 10D viii-x, 11A, 11Bii, 11D-E

Total Number of Lessons: 69