

## 8<sup>th</sup> 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 to interpret a message by summarizing, asking questions, and making comments;

(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;

(C) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and

(D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

(2) 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 the meaning, syllabication, pronunciation, word origin, and part of speech;

(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and

(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.

(3) 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 adjust fluency when reading grade-level text based on the reading purpose.

(4) 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.

(5) 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.

(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:

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

(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;

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

(D) paraphrase and summarize 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;

(G) discuss and write about the explicit or implicit meanings of text;

(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;

(I) reflect on and adjust responses as new evidence is presented; and

(J) defend or challenge the authors' claims using relevant text evidence.

(7) 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) analyze how themes are developed through the interaction of characters and events;

(B) analyze how characters' motivations and behaviors influence events and resolution of the conflict;

(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and

(D) explain how the setting influences the values and beliefs of characters.

(8) 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 literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;

(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;

(C) analyze how playwrights develop dramatic action through the use of acts and scenes;

(D) analyze characteristics and structural elements of informational text, including:

(i) the controlling idea or thesis with supporting evidence;

(ii) features such as footnotes, endnotes, and citations; and

(iii) multiple organizational patterns within a text to develop the thesis;

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

(i) identifying the claim and analyzing the argument;

(ii) identifying and explaining the counter argument; and

(iii) identifying the intended audience or reader; and

(F) analyze characteristics of multimodal and digital texts.

(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:

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

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

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

(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes;

(E) identify and analyze the use of literary devices, including multiple points of view and irony;

(F) analyze how the author's use of language contributes to the mood, voice, and tone; and

(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.

(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:

(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;

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

(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and

(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;

(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;

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

(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;

(ii) consistent, appropriate use of verb tenses and active and passive voice;

(iii) prepositions and prepositional phrases and their influence on subject-verb agreement;

(iv) pronoun-antecedent agreement;

(v) correct capitalization;

(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and

(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and

(E) publish written work for appropriate audiences.

(11) 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 such as personal narratives, fiction, and poetry using genre characteristics and craft;

(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;

(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and

(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

(12) 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 student-selected and teacher-guided questions for formal and informal inquiry;

(B) develop and revise a plan;

(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;

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

(E) differentiate between primary and secondary sources;

(F) synthesize information from a variety of sources;

(G) differentiate between paraphrasing and plagiarism when using source materials;

(H) examine sources for:

(i) reliability, credibility, and bias, including omission; and

(ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language;

(I) display academic citations and use source materials ethically; and

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

*Source: The provisions of this §110.24 adopted to be effective September 25, 2017, 42 TexReg 4999.*

# Writing by Design©

## TEKS Alignment

### Scope and Sequence for 8<sup>th</sup> 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"><li>➤ Students will understand the narrative genre.</li><li>➤ Students will choose an event/situation for their narrative.</li></ul> <b>TEKS</b> <ul style="list-style-type: none"><li>➤ 5 A, C, E, G, I, 9 A, 10 A, 11 A</li></ul>
Lesson 2	<ul style="list-style-type: none"><li>➤ Students will understand multiple points of view.</li><li>➤ Students will write their essay in first person.</li></ul> <b>TEKS</b> <ul style="list-style-type: none"><li>➤ 5 A, C, 10 A, 11 A</li></ul>
Lesson 3	<ul style="list-style-type: none"><li>➤ Students will identify their intended audience as they write their narrative.</li></ul> <b>TEKS</b> <ul style="list-style-type: none"><li>➤ 10 A, 11 A</li></ul>
Lesson 4	<ul style="list-style-type: none"><li>➤ Students will establish the mood and tone for their narrative.</li></ul> <b>TEKS</b> <ul style="list-style-type: none"><li>➤ 5 D, 10 C, 11 A</li></ul>
Lesson 5	<ul style="list-style-type: none"><li>➤ Students will organize the events in their narrative and show control over time and pacing.</li></ul> <b>TEKS</b> <ul style="list-style-type: none"><li>➤ 9 E, 10 A, 11 A</li></ul>
Lesson 6	<ul style="list-style-type: none"><li>➤ Students will write an engaging introduction.</li></ul> <b>TEKS</b> <ul style="list-style-type: none"><li>➤ 10 A, 11 A</li></ul>
Lesson 7	<ul style="list-style-type: none"><li>➤ Students will compose a rough draft using their outline as a guide.</li></ul> <b>TEKS</b> <ul style="list-style-type: none"><li>➤ 3, 4, 10 A-B, 11 A</li></ul>
Lesson 8	<ul style="list-style-type: none"><li>➤ Students will write a reflective close.</li></ul>

	<p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 10 A-B, 11 A</li> </ul>
<b>Lesson 9</b>	<ul style="list-style-type: none"> <li>➤ Students will use key strategies to develop characters and events in their narrative.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 5 D, 8 A, 9 D, 10 C, 11 A</li> </ul>
<b>Lesson 10</b>	<ul style="list-style-type: none"> <li>➤ Students will use key strategies to develop characters and events in their narratives.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 5 D, 8 A, 9 D, 10 C, 11 A</li> </ul>
<b>Lesson 11</b>	<ul style="list-style-type: none"> <li>➤ Students will use figurative language effectively in their narrative.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 8 B, 9 F, 10 C, 11 A</li> </ul>
<b>Lesson 12</b>	<ul style="list-style-type: none"> <li>➤ Students will use transitions effectively.</li> <li>➤ Students will vary the beginning of sentences.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 10 C, 11 A</li> </ul>
<b>Lesson 13</b>	<ul style="list-style-type: none"> <li>➤ Students will revise their narratives using the rubric.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 1 A-B, 3, 4, 5 A, 10 D-E, 11 A</li> </ul>
<b>Lesson 14</b>	<ul style="list-style-type: none"> <li>➤ Students will edit their narrative.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 1 A-B, D, 3, 4, 5 A, 10 D-E, 11 A</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>➤ Students will write a personal narrative that reflects what they learned during the Personal Narrative Unit. The narrative will include everything on the Genre Chart and will be completed in one sitting.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 1 A-B, 3, 4, 5 D, 8 B, 10, 11A</li> </ul>

### Summary of an Informative Text

<b>Lesson</b>	<b>Objective &amp; TEKS</b>
<b>Lesson 1</b>	<ul style="list-style-type: none"> <li>➤ Students will understand the purpose of summary writing.</li> <li>➤ Students will understand the differences and similarities between summarizing narratives and summarizing informational texts.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 5 A, C, F-G, I, 8 D ii, 10 A, 11 B, 12 B, E</li> </ul>
<b>Lesson 2</b>	<ul style="list-style-type: none"> <li>➤ Students will understand how organizational structure affects purpose in writing.</li> <li>➤ Students will identify the organizational structure in the article they are reading.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 5 A, C, 8 D, 9 A-C, E, 10 A, 11 B, 12 B, E</li> </ul>
<b>Lesson 3</b>	<ul style="list-style-type: none"> <li>➤ Students will distinguish main ideas from trivial</li> </ul>

	<p>information.</p> <ul style="list-style-type: none"> <li>➤ Students will identify the main ideas in each paragraph of the article they are reading.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 2 A-B, 3, 4, 5 F-G, I, 6 B-C, E, 8 Di-ii, 9 A-C, 10 A, 11 B, 12 B, E</li> </ul>
<b>Lesson 4</b>	<ul style="list-style-type: none"> <li>➤ Students will understand central idea and its function in an article or essay.</li> <li>➤ Students will identify the central idea in the article they are reading.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 2 A-B, 3, 4, 5 F, G, I, 6 C-H, 8 Di, 10 A, 11 B, 12 B, E</li> </ul>
<b>Lesson 5</b>	<ul style="list-style-type: none"> <li>➤ Students will understand how to use their outlines to compose their rough drafts.</li> <li>➤ Students will compose the rough draft of their summary.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 3, 4, 6 C-H, 10 A-B, 11 B, 12 B, E</li> </ul>
<b>Lesson 6</b>	<ul style="list-style-type: none"> <li>➤ Students will understand the strategies used to write a conclusion.</li> <li>➤ Students will write the conclusion to their summary.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 6 C-D, F-H, 10 A-B, 11 B, 12 B, E</li> </ul>
<b>Lesson 7</b>	<ul style="list-style-type: none"> <li>➤ Students will understand the necessity of using their own words when writing.</li> <li>➤ Students will practice paraphrasing idioms.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 3, 4, 5 G-H, 6 C-D, G, 10 B, 11 B, 12 B, E</li> </ul>
<b>Lesson 8</b>	<ul style="list-style-type: none"> <li>➤ Students will understand the importance and purpose of academic language.</li> <li>➤ Students will replace common words with academic language</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 2 A-B, 6 F, H, 10 B, 11 B, 12 B, E</li> </ul>
<b>Lesson 9</b>	<ul style="list-style-type: none"> <li>➤ Students will use transitions effectively.</li> <li>➤ Students will vary the beginning of sentences.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 10 B, 11 B, 12 B, E</li> </ul>
<b>Lesson 10</b>	<ul style="list-style-type: none"> <li>➤ Students will revise their essays using the rubric.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 1 A-B, D, 3, 4, 5 G-I, 10 C, 11 B, 12 B, E</li> </ul>
<b>Lesson 11</b>	<ul style="list-style-type: none"> <li>➤ Students will edit their essays.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 1 A-B, D, 3, 4</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>➤ Students will write a summary of an informational text that reflects what they learned during the Summary: Informational Unit. The summary should include everything on the Genre Chart and will be completed in one sitting.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 1 A-B, 2 A-B, 3, 4, 5 A-C, F-I, 6 C-H, 8 D, 9 A-E, 10, 11 B, 12 B, E</li> </ul>

### Informative: Classification

Lesson	Objective & TEKS
Lesson 1	<ul style="list-style-type: none"> <li>➤ Students will understand the purpose of informational writing.</li> <li>➤ Students will understand the organizational structure of classification.</li> <li>➤ Students will understand the purpose for their essay.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 5 A, C, 8 D, 9 E, 10 A, 11 B, 12 A-B,</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>➤ Students will distinguish between credible sources and unreliable sources.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 5 B, E-F, I, 3, 4, 8 F, 11 B, 12 D</li> </ul>
Lesson 3	<ul style="list-style-type: none"> <li>➤ Students will take notes using note cards for their essay.</li> <li>➤ Students will document all their sources as they conduct their research.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 2 A-B, 3, 4, 5 A-C, 5 F-I, 6 C-H, 8 D, 9 E, 10 A, 11 B</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>➤ Students will understand the purpose of a thesis.</li> <li>➤ Students will write a thesis for their essay.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 3, 4, 5, F-I, 6 C-H, 8 D, 9 A-C, E, 10 B, 11 B, 12 E</li> </ul>
Lesson 5	<ul style="list-style-type: none"> <li>➤ Students will understand the purpose and benefit of creating an outline.</li> <li>➤ Students will organize their notes into an outline.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 3, 4, 5 F-I, 6 C-H, 10 A-B, 11 B, 12 B-C, E</li> </ul>
Lesson 6	<ul style="list-style-type: none"> <li>➤ Students will understand the importance of engaging the reader.</li> <li>➤ Students will write an engaging introduction.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 5 A, C, E-F, 10 B, 11 B</li> </ul>
Lesson 7	<ul style="list-style-type: none"> <li>➤ Students will understand how to use their outlines to compose their rough drafts.</li> <li>➤ Students will compose the rough draft of their essay.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 2 A-B, 3, 4, 5 A, C, E-F, H, 6 C-H, 10 B, 11 B, 12 E</li> </ul>
Lesson 8	<ul style="list-style-type: none"> <li>➤ Students will understand the strategies used to write a conclusion.</li> <li>➤ Students will write the conclusion to their essay.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 5 A, C, E-F, H, 6 C, D, G-H, 10 B-C, 12 E, 11 B</li> </ul>
Lesson 9	<ul style="list-style-type: none"> <li>➤ Students will continue to develop their essays using various strategies.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 10 B-C, 11 B, 12 E</li> </ul>
Lesson 10	<ul style="list-style-type: none"> <li>➤ Students will understand when and how to use parenthetical citations.</li> <li>➤ Students will understand and begin to embed quotations in their essays.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 10 C, D ix-x, 11 B, 12 G</li> </ul>
Lesson 11	<ul style="list-style-type: none"> <li>➤ Students will understand the importance and purpose of academic language and discipline-specific language.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Students will replace common words with academic or discipline-specific words.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 2 A-B, 6 F, 10 C, 11 B</li> </ul>
<b>Lesson 12</b>	<ul style="list-style-type: none"> <li>➤ Students will use transitions effectively.</li> <li>➤ Students will vary the beginning of sentences.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 10 C, 11 B</li> </ul>
<b>Lesson 13</b>	<ul style="list-style-type: none"> <li>➤ Students will understand how illustrations can help aid comprehension.</li> <li>➤ Students will incorporate illustrations in their essay.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 8 D ii, 11 B</li> </ul>
<b>Lesson 14</b>	<ul style="list-style-type: none"> <li>➤ Students will revise their essays using the rubric.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 1 A-B, D, 2 A-B, 3, 4, 5 G, I, 6 G, H, 10 C, 11 B, 12 A-C</li> </ul>
<b>Lesson 15</b>	<ul style="list-style-type: none"> <li>➤ Students will edit their essays.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 1 A-B, D, 2 A-B, 3, 4, 10 D, 11 B</li> </ul>
<b>Lesson 16</b>	<ul style="list-style-type: none"> <li>➤ Students will apply MLA format to the final draft of their essays.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 10 D, E, 11 B, 12 J</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>➤ Students will write an informational essay that reflects what they learned during the Classification Unit.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 1 A-B, 2 A-B, 3, 4, 5 A-C, E-I, 6 C-G, 8 D, 9 A-C, E, 10, 11 B, 12 A-H</li> </ul>

### Argumentative

Lesson	Objective & TEKS
<b>Lesson 1</b>	<ul style="list-style-type: none"> <li>➤ Students will understand the purpose of argumentative writing.</li> <li>➤ Students will understand the purpose for writing an argument.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 5 A, C, 8 E, 10 A, 11 C, 12 A-B</li> </ul>
<b>Lesson 2</b>	<ul style="list-style-type: none"> <li>➤ Students will distinguish between credible sources and unreliable sources.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 2 A-B, 3, 4, 5 B, E-F, I, 6 A-J, 8 E ii, F, 11 C, 12 D</li> </ul>
<b>Lesson 3</b>	<ul style="list-style-type: none"> <li>➤ Students will take notes using note cards for their essay.</li> <li>➤ Students will document all their sources as they conduct their research.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 2 A-B, 3, 4, 6 A-I, 8 E i-ii, 11 C, 12 A-G</li> </ul>
<b>Lesson 4</b>	<ul style="list-style-type: none"> <li>➤ Students will understand the purpose of a thesis.</li> <li>➤ Students will write a thesis for their essay.</li> </ul> <p><b>TEKS</b></p>

	<ul style="list-style-type: none"> <li>➤ 3, 4, 6 A-I, 8 E, 10 A, 11 C, 12 A-C, E</li> </ul>
<b>Lesson 5</b>	<ul style="list-style-type: none"> <li>➤ Students will understand the purpose and benefit of creating an outline.</li> <li>➤ Students will organize their notes into an outline.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 2 A-B, 3, 4, 5 F-I, 6 E, 8 E i-ii, 10 A, 11 C, 12 B-C</li> </ul>
<b>Lesson 6</b>	<ul style="list-style-type: none"> <li>➤ Students will understand the importance of considering their audience and anticipating counterclaims.</li> <li>➤ Students will identify possible counterclaims and write a rebuttal.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 5 E, F, H, 6 B-E, J, 8 E iii, 6 B-E, 10 A, 11 C, 12 A-E</li> </ul>
<b>Lesson 7</b>	<ul style="list-style-type: none"> <li>➤ Students will understand the importance of engaging the reader.</li> <li>➤ Students will write an engaging introduction.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 10 B, 11 C</li> </ul>
<b>Lesson 8</b>	<ul style="list-style-type: none"> <li>➤ Students will understand how to use their outlines to compose their rough drafts.</li> <li>➤ Students will compose the rough draft of their essay.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 3, 4, 4 G-H, 5 G-H, 6 A-G, 8 E, 10 A-B, 11 C, 12 A-F</li> </ul>
<b>Lesson 9</b>	<ul style="list-style-type: none"> <li>➤ Students will understand the strategies used to write a conclusion.</li> <li>➤ Students will write the conclusion to their essay.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 5 H, 6 B-D, 10 B, 11 C</li> </ul>
<b>Lesson 10</b>	<ul style="list-style-type: none"> <li>➤ Students will continue to develop reasons and evidence in their essays.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 2 A-B, 3, 4, 5 G-I, 6 A-I, 8 E, 9 A-C, 10 B, 11 C, 12 A-F</li> </ul>
<b>Lesson 11</b>	<ul style="list-style-type: none"> <li>➤ Students will understand when and how to use parenthetical citations.</li> <li>➤ Students will understand and begin to embed quotations in their essays.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 12 G, I</li> </ul>
<b>Lesson 12</b>	<ul style="list-style-type: none"> <li>➤ Students will understand the importance and purpose of academic language and discipline-specific language.</li> <li>➤ Students will replace common words with academic or discipline-specific words.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 3 A-B, 6 F, 9 F, 10 C, 11 C</li> </ul>
<b>Lesson 13</b>	<ul style="list-style-type: none"> <li>➤ Students will use transitions effectively.</li> <li>➤ Students will vary the beginning of sentences.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 10 C, 11 C</li> </ul>
<b>Lesson 14</b>	<ul style="list-style-type: none"> <li>➤ Students will revise their essays using the rubric.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 1 A-B, D, 5 I, 6 G, 8 E, 10 C, 11 C, 12 A-F</li> </ul>
<b>Lesson 15</b>	<ul style="list-style-type: none"> <li>➤ Students will edit their essays.</li> </ul> <p><b>TEKS</b></p>

	➤ 1 A-B, D, 10 D-E, 11 C
<b>Lesson 16</b>	➤ Students will apply MLA format to the final draft of their essays. <b>TEKS</b>
	➤ 11 D, 12 I-J
<b>Assessment</b>	➤ Students will write an opinion essay that reflects what they learned during the Opinion Unit. <b>TEKS</b>
	➤ 1 A-B, 2 A-B, 3, 4, 5 A-C, F-I, 6 A-J, 8 E, 9 A-C, F, 10, 11 C, 12

*Total Number of Lessons: 67*