

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

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

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

<b>Lesson 8</b>	<ul style="list-style-type: none"> <li>➤ Students will understand that an ending sentence of a summary restates the author's message.</li> <li>➤ Students will write the ending sentences for their summaries.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 1A, 1C-D, 2A v-vii, 2B i-v, 7D, 10A, 10D viii-x, 11A, 11D</li> </ul>
<b>Lesson 9</b>	<ul style="list-style-type: none"> <li>➤ Students will revise and edit their rough drafts.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 2A v-vii, 2B i-v, 6E, 6G, 8C, 9Di, 10D viii-x, 11A, 11Bii, 11D</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>➤ Students will write a summary of a narrative text.</li> <li>➤ Students will use the strategies from the genre chart.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 2A v-vii, 2B i-v, 6E, 6G, 8C, 9Di, 10D viii-x, 11A, 11Bii, 11D-E,</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 importance of using complete sentences in their writing.</li> <li>➤ Students will form complete sentences.</li> </ul> <p><b>TEKS</b></p> <p>1A, 1C-D, 2A v-vii, 2B i-v, 7F, 8A, 10D viii-x, 11D</p>
<b>Lesson 2</b>	<ul style="list-style-type: none"> <li>➤ Students will understand the summary genre.</li> <li>➤ Students will take notes on the title and author of the text.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 1A, 3, 6A, 7D, 8A</li> </ul>
<b>Lesson 3</b>	<ul style="list-style-type: none"> <li>➤ Students will understand that the central idea is the main idea of the whole text.</li> <li>➤ Students will choose the central idea from an article and write it in their own words.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 1A, 1C-D, 2A v-vii, 2B i-V, 6A-B, 6F-G, 7D, 7F, 8A, 8C, 9Di, 10D viii-x, 11A, 11Bii, 11D</li> </ul>
<b>Lesson 4</b>	<ul style="list-style-type: none"> <li>➤ Students will understand that the central idea is the main idea of the article.</li> <li>➤ Students will write their topic sentence.</li> </ul>

	<p><b>TEKS</b></p> <p>➤ 1A, 1C-D, 2A v-vii, 2B i-v, 6B, 6F-G, 7D, 7F, 8A, 8C, 9Di, 10D viii-x, 11A, 11Bii, 11D,</p>
<b>Lesson 5</b>	<p>➤ Students will understand that the topic sentence of a summary tells the reader the central idea of the text.</p> <p>➤ Students will write the topic sentence for their summaries.</p> <p><b>TEKS</b></p> <p>➤ 6A, 6G-H, 8C, 9Di, 10D viii-x, 11A, 11Bii, 11D</p>
<b>Lesson 6</b>	<p>➤ Students will understand that a summary includes only the most important details.</p> <p>➤ Students will choose the most important details from the text.</p> <p><b>TEKS</b></p> <p>➤ 1A, 1C-D, 2A v-vii, 2B i-v, 6B, 6F-G, 7F, 8A, 8C, 9Di, 10D viii-x</p>
<b>Lesson 7</b>	<p>➤ Students will understand that an ending sentence of a summary includes the central idea.</p> <p>➤ Students will write the ending sentences for their summaries.</p> <p><b>TEKS</b></p> <p>➤ 1A, 1C-D, 2A v-vii, 2B i-v, 7D, 7F, 10D viii-x, 11A, 11Bii, 11D,</p>
<b>Lesson 8</b>	<p>➤ Students will revise and edit their rough drafts.</p> <p><b>TEKS</b></p> <p>➤ 6F-G, 7F, 8C, 9Di, 10D viii-x, 11A, 11Bii, 11D,</p>
<b>Assessment</b>	<p>➤ Students will write a summary.</p> <p>➤ Students will use strategies from the genre chart.</p> <p><b>TEKS</b></p> <p>➤ 2A v-vii, 2B i-v, 6F-G, 8C, 9Di, 10D viii-x, 11A, 11Bii, 11D-E,</p>

### Informative: Description

<b>Lesson</b>	<b>Objective &amp; TEKS</b>
<b>Lesson 1</b>	<p>➤ Students will understand the information genre.</p> <p>➤ Students will choose a topic for their descriptive paragraph.</p> <p><b>TEKS</b></p> <p>➤ 1A, 1C-D, 2A v-vii, 2B i-v, 7F, 11Bii,</p>
<b>Lesson 2</b>	<p>➤ Students will understand the importance of using complete sentences in their writing.</p> <p>➤ Students will fix run-on sentences.</p> <p><b>TEKS</b></p> <p>➤ 1A, 1C-D, 2C, 2F, 7F, 11Bii, 11D</p>
<b>Lesson 3</b>	<p>➤ Students will understand that the topic sentence tells the reader what the story is about.</p> <p>➤ Students will write the topic sentence of their paragraph.</p> <p><b>TEKS</b></p> <p>➤ 1A, 1C-D, 2A v-vii, 2B i-v, 2C, 2F, 7F, 11Bii, 11D</p>
<b>Lesson 4</b>	<p>➤ Students will understand how details support a topic.</p> <p>➤ Students will write details about their favorite toy.</p>

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

### **Informative: How-to Book**

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

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

### Opinion of a Book

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

	<ul style="list-style-type: none"> <li>➤ 1A, 1C-D, 8A-D, 9C, 10D viii-x, 11A, 11Bii, 11D</li> </ul>
<b>Lesson 6</b>	<ul style="list-style-type: none"> <li>➤ Students will use linking words effectively.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 7F, 8B-D, 9C, 11A, 11D,</li> </ul>
<b>Lesson 7</b>	<ul style="list-style-type: none"> <li>➤ Students will revise their opinion paragraphs using the rubric.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 1A, 1C-D, 7C-F, 11A, 11Bii, 8B-D, 9C, 11D, 10D viii-x</li> </ul>
<b>Lesson 8</b>	<ul style="list-style-type: none"> <li>➤ Students will edit their rough drafts.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 1A, 1C-D, 7C-F, 8B-D, 9C, 10D viii-x, 11A, 11Bii, 11D</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>➤ Students will write an opinion paragraph.</li> <li>➤ Students will use the strategies from the genre chart.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 2A v-vii, 2B i-v, 7C-F, 8B-D, 9C, 10D viii-x, 11A, 11Bii, 11D-E</li> </ul>

### Opinion of a Topic

<b>Lesson</b>	<b>Objective &amp; TEKS</b>
<b>Lesson 1</b>	<ul style="list-style-type: none"> <li>➤ Students will understand that complete sentences have two parts.</li> <li>➤ Students will form and write complete sentences.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 1A, 1C-D, 8A, 10D viii-x, 11A, 11Bii, 11D</li> </ul>
<b>Lesson 2</b>	<ul style="list-style-type: none"> <li>➤ Students will understand the opinion genre.</li> <li>➤ Students form an opinion of the topic.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 2A v-vii, 2B i-v, 7C-F, 8A, 11D</li> </ul>
<b>Lesson 3</b>	<ul style="list-style-type: none"> <li>➤ Students will understand that reasons support an opinion.</li> <li>➤ Students will draw and write reasons that support their opinions.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 2A v-vii, 2B i-v, 7C-F, 8A, 10D viii-x, 11A, 11Bii, 11D</li> </ul>
<b>Lesson 4</b>	<ul style="list-style-type: none"> <li>➤ Students will understand that a concluding sentence ends their opinion paragraphs.</li> <li>➤ Students will end their paragraphs with a conclusion.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 2A v-vii, 2B i-v, 7C-F, 8A, 10D viii-x, 11A, 11Bii, 11D, 12C</li> </ul>
<b>Lesson 5</b>	<ul style="list-style-type: none"> <li>➤ Students will understand the informal letter format.</li> <li>➤ Students will write a letter using informal letter format.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 2A v-vii, 2B i-v, 7C-F, 8A, 10D viii-x, 11A, 11Bii, 11D, 12C</li> </ul>

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

*Total Number of Lessons: 69*