

## 4<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, 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) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and

(D) work collaboratively with others to develop a plan of shared responsibilities.

(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 words with specific orthographic patterns and rules, including regular and irregular plurals;

(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 words using advanced knowledge of syllable division patterns such as VV;

(iv) decoding words using knowledge of prefixes;

(v) 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

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

(iv) spelling words using advanced knowledge of syllable division patterns;

(v) spelling words using knowledge of prefixes; and

(vi) 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; and

(C) write legibly in cursive to complete assignments. Note: Directed by the teacher.

(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 relevant meaning of unfamiliar words or multiple-meaning words;

(C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and

(D) identify, use, and explain the meaning of homophones such as reign/rain.

(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 responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;

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

(D) retell, paraphrase, or 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; 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 basic themes supported by text evidence;

(B) explain the interactions of the characters and the changes they undergo;

(C) analyze plot elements, including the rising action, climax, falling action, and resolution; and

(D) explain the influence of the setting, including historical and cultural settings, 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, legends, myths, and tall tales;

(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;

(C) explain structure in drama such as character tags, acts, scenes, and stage directions;

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

(i) the central idea with supporting evidence;

(ii) features such as pronunciation guides and diagrams to support understanding; and

(iii) organizational patterns such as compare and contrast;

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

(i) identifying the claim;

(ii) explaining how the author has used facts for an argument; 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) analyze 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 metaphor, and sound devices such as alliteration and assonance achieves specific purposes;

(E) identify and understand 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 anecdote.

(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, transitions, 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 and avoidance of splices, run-ons, and fragments;

(ii) past tense of irregular verbs;

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

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

(v) adverbs that convey frequency and adverbs that convey degree;

(vi) prepositions and prepositional phrases;

(vii) pronouns, including reflexive;

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

(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;

(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; 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 such as 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 that requests information.

(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 and clarify 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) develop a bibliography; and

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

*Source: The provisions of this §110.7 adopted to be effective September 25, 2017, 42 TexReg 4999.*



# Writing by Design©

## TEKS Alignment

### Scope and Sequence for 4<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 memoir genre.</li><li>➤ Students will choose a topic for their memoir.</li></ul> <b>TEKS</b> <ul style="list-style-type: none"><li>➤ 6 A, C, E, G, I, 10 A, 11 A, 12 A</li></ul>
Lesson 2	<ul style="list-style-type: none"><li>➤ Students will understand the purpose of engaging the reader.</li><li>➤ Students will write a repeating line for their paper.</li></ul> <b>TEKS</b> <ul style="list-style-type: none"><li>➤ 11 A, 12 A</li></ul>
Lesson 3	<ul style="list-style-type: none"><li>➤ Students will organize the events in their memoir.</li></ul> <b>TEKS</b> <ul style="list-style-type: none"><li>➤ 10 E, 11 A, 12 A</li></ul>
Lesson 4	<ul style="list-style-type: none"><li>➤ Students will add details to their memories on their outlines.</li></ul> <b>TEKS</b> <ul style="list-style-type: none"><li>➤ 10 E, 11, A, 12 A</li></ul>
Lesson 5	<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>➤ 2 A-B, 4, 5, 11 A-B, 12 A</li></ul>
Lesson 6	<ul style="list-style-type: none"><li>➤ Students will write a reflective close.</li></ul> <b>TEKS</b> <ul style="list-style-type: none"><li>➤ 11 A-B, 12 A</li></ul>
Lesson 7	<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>➤ 6 D, 11 C, 12 A</li></ul>

<b>Lesson 8</b>	<ul style="list-style-type: none"> <li>➤ Students will use key strategies to develop characters and events in their narrative.</li> </ul> <b>TEKS</b> <ul style="list-style-type: none"> <li>➤ 2 A-B, 6 D, 8 A, 10 D, 11 C, 12 A</li> </ul>
<b>Lesson 9</b>	<ul style="list-style-type: none"> <li>➤ Students will use figurative language effectively in their narrative.</li> </ul> <b>TEKS</b> <ul style="list-style-type: none"> <li>➤ 9 B, 10 F, 11 C, 12 A</li> </ul>
<b>Lesson 10</b>	<ul style="list-style-type: none"> <li>➤ Students will use transitions effectively.</li> <li>➤ Students will vary the beginning of sentences.</li> </ul> <b>TEKS</b> <ul style="list-style-type: none"> <li>➤ 11 C, 12 A</li> </ul>
<b>Lesson 11</b>	<ul style="list-style-type: none"> <li>➤ Students will revise their narratives using the rubric.</li> </ul> <b>TEKS</b> <ul style="list-style-type: none"> <li>➤ 1 A-B, 2 A, 4, 5, 6 A, 11 D-E, 12 A</li> </ul>
<b>Lesson 12</b>	<ul style="list-style-type: none"> <li>➤ Students will edit their narrative.</li> </ul> <b>TEKS</b> <ul style="list-style-type: none"> <li>➤ 1 A-B, D, 2 A, 4, 5, 6 A, 11 D-E, 12 A</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>➤ Students will write a Personal Memoir that reflects what they learned during the Personal Memoir Unit. The memoir will include everything on the Genre Chart and will be completed in one sitting.</li> </ul> <b>TEKS</b> <ul style="list-style-type: none"> <li>➤ 1 A-B, 2 A-B, 4, 5, 6 D, 9 B, 11, 12A</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> <b>TEKS</b> <ul style="list-style-type: none"> <li>➤ 6 A, C, F-G, I, 9 D ii, 11 A, 12 B, 13 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> <b>TEKS</b> <ul style="list-style-type: none"> <li>➤ 6 A, C, 9 D, 10 A-C, E, 11 A, 12 B, 13 B, E</li> </ul>
<b>Lesson 3</b>	<ul style="list-style-type: none"> <li>➤ Students will distinguish main ideas from trivial information.</li> <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, 3 A-B, 4, 5, 6 F-G, I, 7 B-C, E, 9 Di-ii, 10 A-C, 11 A, 12 B, 13 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>➤ 3 A-B, 4, 5, 6 F, G, I, 7 C-G, 9 Di, 11 A, 12 B, 13 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>➤ 2 A-B, 4, 5, 7 C-G, 11 A-B, 12 B, 13 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>➤ 7 C-D, f-G, 11 A-B, 12 B, 13 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>➤ 4, 5, 6 G-H, 7 C-D, G, 11 B, 12 B, 13 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>➤ 3 A-B, 7 F, 11 B, 12 B, 13 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>➤ 11 B, 12 B, 13 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, 2 A, 4, 5, 6 G-I, 11 C, 12 B, 13 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, 2 A, 4, 5</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 A-B, 4, 5, 6 A-C, F-I, 7 C-G, 9 D, 10 A-E, 11, 12 B, 13 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>➤ 6 A, C, 9 D, 10 E, 11 A, 12 B, 13 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>➤ 6 B, E-F, I, 4, 5, 9 F, 12 B, 13 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>➤ 3 A-B, 4, 5, 6 A-C, 6 F-I, 7 C-G, 9 D, 10 E, 11 A, 12 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>➤ 4, 5, 6, F-I, 7 C-G, 9 D, 10 A-C, E, 11 B, 12 B, 13 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>➤ 4, 5, 6 F-I, 7 C-G, 11 A-B, 12 B, 13 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>➤ 6 A, C, E-F, 11 B, 12 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>➤ 6 A, C, E-F, H, 7 C-D, G, 11 B, 12 B, 13 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>➤ 11 B-C, 13 E, 12 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>➤ 11 B-C, 12 B, 13 E</li> </ul>

<b>Lesson 10</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>➤ 11 C, D ix-x, 12 B, 13 G</li> </ul>
<b>Lesson 11</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>➤ 7 F, 11 C, 12 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>➤ 11 C, 12 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>➤ 9 D ii, 12 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, 4, 5, 6 G, I, 7 G, 11 C, 12 B</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, 4, 5, 11 D, 12 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>➤ 11 D, E, 12 B</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 A-B, 4, 5, 6 A-C, E-I, 7 C-G, 9 D, 10 A-C, E, 11, 12 B, 13 A-H</li> </ul>

### Opinion

Lesson	Objective & TEKS
<b>Lesson 1</b>	<ul style="list-style-type: none"> <li>➤ Students will understand the purpose of opinionative writing.</li> <li>➤ Students will understand the purpose for writing an opinion.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 6 A, C, 9 E, 11 A, 12 C, 13 A-B</li> </ul>
<b>Lesson 2</b>	<ul style="list-style-type: none"> <li>➤ Student will understand there are many different viewpoints to consider when forming an opinion.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Students will objectively summarize two different viewpoints.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 3 A-B, 4, 5, 6 B, E-F, I, 7 A-G, 9 E, 11 A, 12 C, 13 A-E</li> </ul>
<b>Lesson 3</b>	<ul style="list-style-type: none"> <li>➤ Students will understand the purpose of a claim.</li> <li>➤ Students will write a claim for their essay.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 4, 5, 9 E i-ii, 11 A, 12 C, 13 E</li> </ul>
<b>Lesson 4</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 reasons using an outline.</li> </ul> <p><b>TEKS</b></p> <ul style="list-style-type: none"> <li>➤ 4, 5, 6 F-I, 7 E, 9 E i-ii, 11 A, 12 C, 13 B-C</li> </ul>
<b>Lesson 5</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>➤ 6 E-F, H, 9 E iii, 7 B-E, 11 A, 12 C, 13 A-E</li> </ul>
<b>Lesson 6</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>➤ 11 B, 12 C</li> </ul>
<b>Lesson 7</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>➤ 2 A-B, 4, 5, 5 G-H, 6 G-H, 7 A-G, 9 E, 11 A-B, 12 C, 13 A-F</li> </ul>
<b>Lesson 8</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>➤ 6 H, 7 B-D, 11 B, 12 C</li> </ul>
<b>Lesson 9</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>➤ 3 A-B, 4, 5, 6 G-I, 7 A-G, 9 E, 10 A-C, 11 B, 12 C, 13 A-F</li> </ul>
<b>Lesson 10</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, 7 F, 10 F, 11 C, 12 C</li> </ul>
<b>Lesson 11</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>➤ 11 C, 12 C</li> </ul>

<b>Lesson 12</b>	➤ Students will revise their essays using the rubric. <b>TEKS</b> ➤ 1 A-B, D, 2 A, 6 I, 7 G, 9 E, 11 C, 12 C, 13 A-F
<b>Lesson 13</b>	➤ Students will edit their essays. <b>TEKS</b> ➤ 1 A-B, D, 2 A, 11 D-E, 12 C
<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 A-B, 4, 5, 6 A-C, F-I, 7 A-G, 9 E, 10 A-C, F, 11, 12 C, 13 A-H

*Total Number of Lessons: 62*