

2nd 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 that focus on 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, making appropriate contributions, and building on the ideas of others; and

(E) develop social communication such as distinguishing between asking and telling.

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

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

(iv) manipulating phonemes within base words;

(B) demonstrate and apply phonetic knowledge by:

(i) decoding words with short, long, or variant vowels, trigraphs, and blends;

(ii) decoding words with silent letters such as knife and gnat;

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

(iv) decoding compound words, contractions, and common abbreviations;

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

(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and

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

(C) demonstrate and apply spelling knowledge by:

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

(ii) spelling words with silent letters such as knife and gnat;

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

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

(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and

(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;

(D) alphabetize a series of words and use a dictionary or glossary to find words; and

(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

(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 and pronunciation of unknown words;

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

(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and

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

(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, 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 that demonstrate an understanding of the text;
- (C) use text evidence to support an appropriate response;
- (D) retell and paraphrase texts in ways that maintain meaning and logical order;
- (E) interact with sources in meaningful ways such as 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 (characters') internal and external traits;
- (C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and
- (D) describe the importance of 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, and fairy tales;

(B) explain visual patterns and structures in a variety of poems;

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

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

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

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

(iii) organizational patterns such as chronological order and cause and effect stated explicitly;

(E) recognize characteristics of persuasive text, including:

(i) stating what the author is trying to persuade the reader to think or do; and

(ii) distinguishing facts from opinion; 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 the author's use of print and graphic features to achieve specific purposes;

(D) discuss the use of descriptive, literal, and figurative language;

(E) identify the use of first or third person in a text; and

(F) identify and explain the use of repetition.

(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 drawing and brainstorming;

(B) develop drafts into a focused piece of writing by:

(i) organizing with structure; and

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

(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;

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

(i) complete sentences with subject-verb agreement;

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

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

(iv) adjectives, including articles;

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

(vi) prepositions and prepositional phrases;

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

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

(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;

(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and

(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; 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) compose literary texts, including personal narratives and poetry;

(B) compose informational texts, including procedural texts and reports; and

(C) 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;

- (D) identify primary and secondary sources;
- (E) demonstrate understanding of information gathered;
- (F) cite sources appropriately; and
- (G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Source: The provisions of this §110.4 adopted to be effective September 25, 2017, 42 TexReg 4999.

Writing by Design©

TEKS Alignment

Scope and Sequence for 2nd 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"> ➤ 1A-E, 11, 12A
Lesson 2	<ul style="list-style-type: none"> ➤ Students will identify different ways to engage the reader. ➤ Students will write an engaging beginning to their Narratives. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A iv, 2B-C, 7A, 7D, 7F, 8B-D, 9C, 9D iii, 9E, 10B-E, 12A
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 for their paragraph. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A iv, 2B-C, 7A, 7F, 8B-D, 9D iii, 11, 12A
Lesson 4	<ul style="list-style-type: none"> ➤ Students will understand the importance of putting events in order. ➤ Students will write events in the order they happened. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A iv, 2B-C, 7A, 7D, 7F, 9D iii, 10B-D, 12A

Lesson 5	<ul style="list-style-type: none"> ➤ Students will identify a concluding sentence in a text. ➤ Students will write a concluding sentence with a feeling or reflection. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A iv, 2B-C, 3B, 7A, 7F, 8B-D, 9D iii, 11, 12A
Lesson 6	<ul style="list-style-type: none"> ➤ Students will identify adjectives and sensory details in a text. ➤ Students will describe details of events using adjectives and sensory details. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A iv, 2B-C, 7A, 8B-D, 9D iii, 11, 12A,
Lesson 7	<ul style="list-style-type: none"> ➤ Students will identify naming nouns

	<p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 7D
Lesson 8	<ul style="list-style-type: none"> ➤ Students will understand that you can add details of events using vivid verbs. ➤ Students will describe details of events using vivid verbs. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 7D, 7F, 11D
Lesson 9	<ul style="list-style-type: none"> ➤ Students will understand the importance of transitions and varying sentence beginnings in writing. ➤ Students will use transitions and vary sentence beginnings effectively. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-E, 2A iv, 2B-C, 7A, 7D, 7F, 9D iii, 11, 12A
Lesson 10	<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-E, 2A iv, 2B-C, 7A, 8B-D, 9D iii, 11, 12A
Lesson 11	<ul style="list-style-type: none"> ➤ Students will edit their narrative. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 7A, 8B-D, 9D iii, 11, 12A
Assessment	<ul style="list-style-type: none"> ➤ Students will write a personal narrative showing what they've learned. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A iv, 2B-C, 7A, 7F, 8B-D, 9D iii, 11, 12A,

Summary of a Narrative Text

Lesson	Objective & TEKS
Lesson 1	<ul style="list-style-type: none"> ➤ Students will understand the summary genre. ➤ Students will take notes on the narrative's plot. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 8B-D, 11D
Lesson 2	<ul style="list-style-type: none"> ➤ Students will understand that theme is the main idea of the text. ➤ Students will write the title, author, and theme of the text. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A iv, 2B-C, 3B, 7F, 8B-D, 11D, 12A
Lesson 3	<ul style="list-style-type: none"> ➤ Students will understand that a summary of a narrative text includes only the main ideas from the narrative's plot. ➤ Students will write an outline for their summaries. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A iv, 2B-C, 7F, 8B-D, 11B ii, 11D, 12A
Lesson 4	<ul style="list-style-type: none"> ➤ Students will understand that a topic sentence for a summary of a narrative includes the theme. ➤ Students will write their rough drafts.

	<p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A iv, 2B-C, 7F, 8B-D, 11D, 12A
Lesson 5	<ul style="list-style-type: none"> ➤ Students will understand that a summary ends with a concluding sentence. ➤ Students will write the concluding sentence for their summaries. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A iv, 2B-C, 7F, 11D
Lesson 6	<ul style="list-style-type: none"> ➤ Students will understand that paraphrasing information means putting information into your own words. ➤ Students will practice paraphrasing information. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A iv, 2B-C, 8B-D, 7F, 11D
Lesson 7	<ul style="list-style-type: none"> ➤ Students will understand that transition words connect ideas within a paragraph and help with the flow of writing. ➤ Students will add transition words to their rough drafts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A iv, 2B-C, 7F, 11, 12A
Lesson 8	<ul style="list-style-type: none"> ➤ Students will revise their rough drafts using the rubrics. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 7A, 11, 12A
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, 2A iv, 2B-C, 11, 12A
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 iv, 2B-C, 7F, 8B-D, 11D-E, 12A

Summary of an Informative Text

Lesson	Objective & TEKS
Lesson 1	<ul style="list-style-type: none"> ➤ Students will understand the summary genre. ➤ Students will understand that central idea is the main idea of the text. ➤ Students will write the title, author, and central idea of the text. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A iv, 2B-C, 6G, 7F, 8A-D, 9D i, 11D, 12B
Lesson 2	<ul style="list-style-type: none"> ➤ Students will understand that paraphrasing information means putting information into your own words.

	<ul style="list-style-type: none"> ➤ Students will practice paraphrasing information. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 6G, 7F, 8A-D, 9D i, 11D
Lesson 3	<ul style="list-style-type: none"> ➤ Students will understand that a summary includes only the most important details from the text. ➤ Students will identify and write the main ideas of the article in their own words. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A iv, 2B-C, 6G, 7F, 8A, 9D i, 11D, 12A
Lesson 4	<ul style="list-style-type: none"> ➤ Students will understand that a summary ends with a concluding sentence. ➤ Students will write the concluding sentence for their summaries. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A iv, 2B-C, 6G, 7F, 11D
Lesson 5	<ul style="list-style-type: none"> ➤ Students will understand different genres use different organizational structures. ➤ Students will identify different organizational structures. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 7F, 9D ii, 10B-D
Lesson 6	<ul style="list-style-type: none"> ➤ Students will understand that a topic sentence for a summary of an informational text includes the central idea. ➤ Students will write their rough drafts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-E, 2A iv, 2B-C, 6G, 7F, 8A-D, 9D i-ii, 11D, 12A
Lesson 7	<ul style="list-style-type: none"> ➤ Students will understand that transition words connect ideas within a paragraph and help with the flow of writing. ➤ Students will add transition words to their rough drafts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-E, 2A iv, 2B-C, 7F, 11, 12A
Lesson 8	<p>Students will revise their rough drafts using the rubrics.</p> <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-E, 2A iv, 2B i-vii, 2C, 11, 12A
Lesson 9	<ul style="list-style-type: none"> ➤ Students will edit their rough drafts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A iv, 2B-C, 11, 12A
Assessment	<ul style="list-style-type: none"> ➤ Students will write a summary of an informational text. ➤ Students will use the strategies from the genre chart. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A iv, 2B-C, 6G, 9D i, 3A, 7F, 8A-D, 9D ii, 11D-E, 12A

Informative: Description

Lesson	Objective & TEKS
Lesson 1	<ul style="list-style-type: none"> ➤ Students will understand the informative genre. ➤ Students will choose a topic for their descriptive paragraphs. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-E, 7E-F, 11, 12B
Lesson 2	<ul style="list-style-type: none"> ➤ Students will take notes on the season they chose. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-E, 2A iv, 2B-C, 12B, 6H, 7E, 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 for their paragraphs. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-E, 2A iv, 2B-C, 7F, 11, 12B
Lesson 4	<ul style="list-style-type: none"> ➤ Students will identify different ways to engage the reader. ➤ Students will write an engaging beginning to their descriptive paragraphs. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A iv, 2B-C, 7F, 11, 12B
Lesson 5	<ul style="list-style-type: none"> ➤ Students will understand how facts and definitions develop a topic. ➤ Students will write facts to develop their topics. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A iv, 2B-C, 7D, 7F, 9E ii, 11, 12B
Lesson 6	<ul style="list-style-type: none"> ➤ Students will understand that a concluding sentence ends their paragraph. ➤ Students will write a conclusion that restates the topic <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A iv, 2B-C, 7F, 11D, 12B
Lesson 7	<ul style="list-style-type: none"> ➤ Students will understand that naming nouns add more description to the writing. ➤ Students will add naming nouns to their rough drafts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A iv, 2B-C, 11
Lesson 8	<ul style="list-style-type: none"> ➤ Students will understand how adjectives and sensory details 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"> ➤ 2A iv, 2B-C, 6D, 6G, 7F, 8D, 11D, 12B
Lesson 9	<ul style="list-style-type: none"> ➤ Students will understand that you can add more detail using vivid verbs.

	<ul style="list-style-type: none"> ➤ Students will add vivid verbs to their rough drafts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A iv, 2B-C, 8B-D, 11, 12B
Lesson 10	<ul style="list-style-type: none"> ➤ Students will understand the importance of transitions and varying sentence beginnings in their writing. ➤ Students will use transitions and vary sentence beginnings effectively. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A iv, 2B-C, 8B-D, 11D, 12B
Lesson 11	<ul style="list-style-type: none"> ➤ Students will write their rough drafts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A iv, 2B-C, 7D, 7F, 11, 12B
Lesson 12	<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, 2A iv, 2B-C, 8B-D, 11
Lesson 13	<ul style="list-style-type: none"> ➤ Students will edit their rough drafts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 8B-D, 11
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 iv, 2B-C, 7D-F, 8B-D, 11D-E, 12B

Opinion of a Book

Lesson	Objective & TEKS
Lesson 1	<ul style="list-style-type: none"> ➤ Students will understand the opinion genre. ➤ Students will form an opinion of the story. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A iv, 2B-C, 7B, 7F, 9E ii, 11D, 12
Lesson 2	<ul style="list-style-type: none"> ➤ Students will identify different ways to engage the reader. ➤ Students will write an engaging beginning to their opinion paragraphs. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A iv, 2B-C, 7B, 7F, 8B-D, 9E ii, 11, 12
Lesson 3	<ul style="list-style-type: none"> ➤ Students will understand that reasons support an opinion. ➤ Students will write reasons that support their opinions. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A iv, 2B-C, 7F, 8B-D, 9E ii, 10B, 11, 12A-B

Lesson 4	<ul style="list-style-type: none"> ➤ Students will understand that a concluding sentence ends their opinion paragraph. ➤ Students will write a concluding sentence that makes a recommendation while restating the opinion. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-D, 2A iv, 2B-C, 7B, 7F, 8B-D, 9E ii, 11, 12A
Lesson 5	<ul style="list-style-type: none"> ➤ Students will understand that naming nouns add more description to details. ➤ Students add naming nouns to their rough drafts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-E, 2A iv, 2B-C, 7F, 11, 12A
Lesson 6	<ul style="list-style-type: none"> ➤ Students will understand how adjectives and sensory details add description in their writing. ➤ Students will add adjectives and sensory details to their roughdrafts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-E, 7F, 8B-D, 11, 12A
Lesson 7	<ul style="list-style-type: none"> ➤ Students will understand that you can add more detail using vivid verbs. ➤ Students will add vivid verbs to their rough drafts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-E, 2A iv, 2B-C, 7F, 8B-D, 11, 12A
Lesson 8	<ul style="list-style-type: none"> ➤ Students will understand the importance of transitions and varying sentence beginnings in their writing. ➤ Students will use transitions and vary sentence beginnings effectively. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A iv, 2B-C, 7B, 7F, 8B-D, 11, 12A
Lesson 9	<ul style="list-style-type: none"> ➤ Students will write a rough draft. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A iv, 2B-C, 7B, 7F, 8B-D, 11, 12A
Lesson 10	<ul style="list-style-type: none"> ➤ Students will revise their opinion paragraphs using the rubric. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-E, 2A iv, 2B-C, 7B, 8B-D, 9E ii, 11, 12A
Lesson 11	<ul style="list-style-type: none"> ➤ Students will edit their rough drafts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-E, 7B, 8B-D, 11, 12A
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 iv, 2B-C, 7B, 7F, 8B-D, 9E ii, 11, 12A

Opinion of a Topic

Lesson	Objective & TEKS
Lesson 1	<ul style="list-style-type: none"> ➤ Students will understand the opinion genre. ➤ Students will form an opinion about a topic. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 7B, 9E ii, 11D, 12A
Lesson 2	<ul style="list-style-type: none"> ➤ Students will identify different ways to engage the reader. ➤ Students will write an engaging beginning to their opinion paragraphs. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A iv, 2B-C, 7B, 7F, 9E ii, 11, 12A-B
Lesson 3	<ul style="list-style-type: none"> ➤ Students will understand that reasons support an opinion. ➤ Students will write reasons that support their opinions. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A iv, 2B-C, 7F, 9E ii, 10B, 11D, 12A-B
Lesson 4	<ul style="list-style-type: none"> ➤ Students will understand that a concluding sentence ends their paragraph. ➤ Students will write a concluding sentence that asks a question. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A iv, 2B-C, 7B, 7F, 9E ii, 11D, 12A
Lesson 5	<ul style="list-style-type: none"> ➤ Students will understand the informal letter format. ➤ Students will write a letter using informal letter format. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A iv, 2B-C, 7B, 7F, 11D, 12A, 12C
Lesson 6	<ul style="list-style-type: none"> ➤ Students will write a rough draft of their opinion letters. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A iv, 2B-C, 7B, 7F, 9E ii, 11D, 12A, 12C
Lesson 7	<ul style="list-style-type: none"> ➤ Students will understand that naming nouns add more description to details. ➤ Students will add naming nouns to their rough drafts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A-E, 2A iv, 2B-C, 7F, 9E ii, 11D, 12A
Lesson 8	<ul style="list-style-type: none"> ➤ Students will understand how adjectives and sensory details add description in their writing. ➤ Students will add adjectives and sensory details to their rough drafts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1 A-E, 2A iv, 2B-C, 7F, 8B-D, 9E ii, 11D, 12A
Lesson 9	<ul style="list-style-type: none"> ➤ Students will understand that you can add more detail using vivid verbs. ➤ Students will add vivid verbs to their rough drafts. <p>TEKS</p>

	<ul style="list-style-type: none"> ➤ 1A, 1C-E, 2A iv, 2B-C, 7F, 8B-D, 9E ii, 11D, 12A
Lesson 10	<ul style="list-style-type: none"> ➤ Students will understand the importance of transitions and varying sentence beginnings in their writing. ➤ Students will use transitions and vary sentence beginnings effectively. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-E, 2A iv, 2B-C, 7B, 7F, 8B-D, 9E ii, 11D, 12A
Lesson 11	<ul style="list-style-type: none"> ➤ Students will revise their opinion paragraphs using the rubric. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 1A, 1C-E, 9E ii, 11D, 12A
Lesson 12	<ul style="list-style-type: none"> ➤ Students will edit their rough drafts. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A iv, 2B-C, 9E ii, 11, 12A
Assessment	<ul style="list-style-type: none"> ➤ Students will write a letter stating an opinion about a topic. ➤ Students will use the strategies from the genre chart. <p>TEKS</p> <ul style="list-style-type: none"> ➤ 2A iv, 2B-C, 7F, 9E ii, 11D-E, 12A, 12C

Total Number of Lessons: 77