

## 7<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 and ask clarifying questions that build on others' ideas;

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

(C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and

(D) engage in meaningful discourse and provide and accept constructive feedback from others.

(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 such as contrast or cause and effect to clarify the meaning of words; and

(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.

(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; and

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

(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) infer multiple themes within and across texts using text evidence;

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

(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and

(D) analyze how the setting influences character and plot development.

(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, myths, fantasy, and science fiction;

(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;

(C) analyze how playwrights develop characters through dialogue and staging;

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

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

(ii) features such as references or acknowledgements; and

(iii) organizational patterns that support multiple topics, categories, and subcategories;

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

(i) identifying the claim;

(ii) explaining how the author uses various types of evidence and consideration of alternatives to support the 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 metaphor and personification achieves specific purposes;

(E) identify the use of literary devices, including subjective and objective point of view;

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

(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.

(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;

(iii) conjunctive adverbs;

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

(v) pronoun-antecedent agreement;

(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;

(vii) correct capitalization;

(viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; and

(ix) 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; and
  - (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;
- (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 §110.23 adopted to be effective September 25, 2017, 42 TexReg 4999.*

# Writing by Design©

## TEKS Alignment

### Scope and Sequence for 7<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
<b>Lesson 1</b>	<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>
<b>Lesson 2</b>	<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>
<b>Lesson 3</b>	<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>
<b>Lesson 4</b>	<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>
<b>Lesson 5</b>	<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>
<b>Lesson 6</b>	<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>
<b>Lesson 7</b>	<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>
<b>Lesson 8</b>	<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>➤ 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> <b>TEKS</b> <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> <b>TEKS</b> <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> <b>TEKS</b> <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> <b>TEKS</b> <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> <b>TEKS</b> <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> <b>TEKS</b> <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> <b>TEKS</b> <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> <b>TEKS</b> <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> <b>TEKS</b> <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 information.</li> <li>➤ Students will identify the main ideas in each paragraph of the article they are reading.</li> </ul> <b>TEKS</b>

	<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
<b>Lesson 1</b>	<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>
<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>➤ 5 B, E-F, I, 3, 4, 8 F, 11 B, 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, 5 A-C, 5 F-I, 6 C-H, 8 D, 9 E, 10 A, 11 B</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, 5, F-I, 6 C-H, 8 D, 9 A-C, E, 10 B, 11 B, 12 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>➤ 3, 4, 5 F-I, 6 C-H, 10 A-B, 11 B, 12 B-C, 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>➤ 5 A, C, E-F, 10 B, 11 B</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, 3, 4, 5 A, C, E-F, H, 6 C-H, 10 B, 11 B, 12 E</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>➤ 5 A, C, E-F, H, 6 C, D, G-H, 10 B-C, 12 E, 11 B</li> </ul>
<b>Lesson 9</b>	<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>
<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>➤ 10 C, D ix-x, 11 B, 12 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>➤ 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

<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 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-G 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, 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> <ul style="list-style-type: none"> <li>➤ 1 A-B, D, 10 D-E, 11 C</li> </ul>

<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-I, 8 E, 9 A-C, F, 10, 11 C, 12

*Total Number of Lessons: 67*