

# Kindergarten

## 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 and ask questions to understand information and answer questions using multi-word responses;

(B) restate and follow oral directions that involve a short, related sequence of actions;

(C) share information and ideas by speaking audibly and clearly using the conventions of language;

(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and

(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.

(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) identifying and producing rhyming words;

(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;

(iii) identifying the individual words in a spoken sentence;

(iv) identifying syllables in spoken words;

(v) blending syllables to form multisyllabic words;

(vi) segmenting multisyllabic words into syllables;

(vii) blending spoken onsets and rimes to form simple words;

(viii) blending spoken phonemes to form one-syllable words;

(ix) manipulating syllables within a multisyllabic word; and

(x) segmenting spoken one-syllable words into individual phonemes;

(B) demonstrate and apply phonetic knowledge by:

(i) identifying and matching the common sounds that letters represent;

(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;

(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and

(iv) identifying and reading at least 25 high-frequency words from a research-based list;

(C) demonstrate and apply spelling knowledge by:

(i) spelling words with VC, CVC, and CCVC;

(ii) spelling words using sound-spelling patterns; and

(iii) spelling high-frequency words from a research-based list;

(D) demonstrate print awareness by:

(i) identifying the front cover, back cover, and title page of a book;

(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;

(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;

(iv) recognizing the difference between a letter and a printed word; and

(v) identifying all uppercase and lowercase letters; and

(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

(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; and

(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

(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 interact independently with text for increasing periods 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 with adult assistance;
  - (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
  - (C) make and confirm predictions using text features 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 with adult assistance.
- (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;
  - (B) provide an oral, pictorial, or written response to a text;
  - (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.
- (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) discuss topics and determine the basic theme using text evidence with adult assistance;
  - (B) identify and describe the main character(s);
  - (C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and
  - (D) describe the setting.

(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 distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;

(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;

(C) discuss main characters in drama;

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

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

(ii) titles and simple graphics to gain information; and

(iii) the steps in a sequence 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.

(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) discuss with adult assistance the author's purpose for writing text;

(B) discuss with adult assistance 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 with adult assistance how the author uses words that help the reader visualize; and

(E) listen to and experience first- and third-person texts.

(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 by generating ideas for writing through class discussions and drawings;

(B) develop drafts in oral, pictorial, or written form by organizing ideas;

(C) revise drafts by adding details in pictures or words;

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

- (i) complete sentences;
  - (ii) verbs;
  - (iii) singular and plural nouns;
  - (iv) adjectives, including articles;
  - (v) prepositions;
  - (vi) pronouns, including subjective, objective, and possessive cases;
  - (vii) capitalization of the first letter in a sentence and name;
  - (viii) punctuation marks at the end of declarative sentences; and
  - (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and
- (E) share writing.

(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) dictate or compose literary texts, including personal narratives; and
- (B) dictate or compose informational texts.

(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 questions for formal and informal inquiry with adult assistance;
- (B) develop and follow a research plan with adult assistance;
- (C) gather information from a variety of sources 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 §110.23 adopted to be effective September 25, 2017, 42 TexReg 4999.*

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## Scope and Sequence for Kindergarten

### Introductory Six Traits Lessons

Six lessons for introducing the Six Traits of Writing:

Idea, Organization, Voice, Word Choice, Sentence Fluency, and Conventions

### Personal Narrative: Shared Writing

Lesson	Objective & TEKS
<b>Lesson 1</b>	<ul style="list-style-type: none"><li>➤ Students will understand the personal narrative genre.</li><li>➤ Students will choose a topic for their narrative</li></ul> <b>TEKS</b> <ul style="list-style-type: none"><li>➤ 1A-D, 5E, 6A-B, 6F, 7A, 8D, 10A, 11A</li></ul>
<b>Lesson 2</b>	<ul style="list-style-type: none"><li>➤ Students will draw pictures that match the details of the narrative.</li></ul> <b>TEKS</b> <ul style="list-style-type: none"><li>➤ 1A-D, 2A-C, 3B, 5E, 8D iii, 10B-C, 10E</li></ul>
<b>Lesson 3</b>	<ul style="list-style-type: none"><li>➤ Students will understand the importance of using complete sentences in their writing</li><li>➤ Students will fix incomplete sentences</li></ul> <b>TEKS</b> <ul style="list-style-type: none"><li>➤ 1A-D, 6F, 10D i</li></ul>
<b>Lesson 4</b>	<ul style="list-style-type: none"><li>➤ Students will brainstorm and choose a topic sentence for the class' personal narrative.</li></ul> <b>TEKS</b> <ul style="list-style-type: none"><li>➤ 1A-D, 2A-C, 5E, 6F, 10A, 10D-E, 11A</li></ul>
<b>Lesson 5</b>	<ul style="list-style-type: none"><li>➤ Students will brainstorm and choose details for each picture.</li><li>➤ Students write events in the order they happened.</li></ul> <b>TEKS</b> <ul style="list-style-type: none"><li>➤ 1A-D, 2A-C, 5E, 5G, 6D, 6F, 8D iii, 10A</li></ul>
<b>Lesson 6</b>	<ul style="list-style-type: none"><li>➤ Students will use sensory details to add more description to the class narrative.</li></ul> <b>TEKS,</b> <ul style="list-style-type: none"><li>➤ 1A-D, 2A-C, 5D-E, 6D, 6F, 9B-C</li></ul>
<b>Lesson 7</b>	<ul style="list-style-type: none"><li>➤ Students will revise and edit their paper.</li></ul> <b>TEKS</b> <ul style="list-style-type: none"><li>➤ 2A-C, 6F, 10C, 10D</li></ul>

<b>Lesson 8</b>	➤ Students will write their final drafts <b>TEKS</b> ➤ 2A-C, 10D-E
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### Summary of a Narrative Text: Shared Writing

<b>Lesson</b>	<b>Objective &amp; TEKS</b>
<b>Lesson 1</b>	Students will understand the importance of using complete sentences in their writing. Students will form complete sentences. <b>TEKS</b> 1A-D, 2A-C, 2E, 3B, 6F, 10A-B, 10D-E, 11A
<b>Lesson 2</b>	Students will understand the summary genre. Students will write the title and author of the text. <b>TEKS</b> 1A-D, 2A-C, 2E, 6B, 6F-G, 10A-B, 10D, 11A
<b>Lesson 3</b>	Students will understand that the author’s message is what the author wants you to learn from the story. Students will identify the author’s message from a story and write it in their own words. <b>TEKS</b> 1A-D, 2A-C, 2E, 6B, 6D, 6F, 9A, 11A
<b>Lesson 4</b>	Students will understand that a summary includes only the most important details. Students will draw and write the most important details from the beginning of the story. <b>TEKS</b> 1A-D, 2A-C, 2E, 3B, 5G, 6F, 7A-C, 8C-D, 10E, 11A
<b>Lesson 5</b>	Students will understand that a summary includes only the most important details. Students will draw and write the most important details from the middle of the story. <b>TEKS</b> 1A-D, 2A-C, 2E, 3B, 5G, 6F, 7A-C, 8C-D, 10E, 11A
<b>Lesson 6</b>	Students will understand that a summary includes only the most important details. Students will draw and write the most important details from the end of the story. <b>TEKS</b> 1A-D, 2A-C, 2E, 3B, 5G, 6F, 7A-C, 8C-D, 10E, 11A
<b>Lesson 7</b>	Students will revise and edit their rough drafts. <b>TEKS</b> 1A-D, 2A-C, 2E, 5G, 6F, 10C-E, 11A

### Summary of an Informative Text: Shared Writing

<b>Lesson</b>	<b>Objective &amp; TEKS</b>
<b>Lesson 1</b>	Students will understand the importance of using complete sentences in their writing. Students will form complete sentences.

	<p><b>TEKS</b></p> <p>1A-D, 2A-C, 3C, 7F, 10E, 11B</p>
<b>Lesson 2</b>	<p>Students will understand that the central idea is the main idea of the whole text.</p> <p>Students will choose the central idea from an article and write it in their own words.</p> <p><b>TEKS</b></p> <p>1A-D, 2A-C, 5H, 6B, 6D, 6F-G, 10E, 11B</p>
<b>Lesson 3</b>	<p>Students will understand the summary genre.</p> <p>Students will write the title and author of the text.</p> <p><b>TEKS</b></p> <p>1A-D, 2A-C, 6F, 11B</p>
<b>Lesson 4</b>	<p>Students will understand that the topic sentence of a summary tells the reader the central idea of the article.</p> <p>Students will write the topic sentence for the class' summary.</p> <p><b>TEKS</b></p> <p>1A-D, 2A-C, 6F, 10A-B, 11B</p>
<b>Lesson 5</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-D, 5G-H, 6F, 9B, 9D, 10A-B, 11B</p>
<b>Lesson 6</b>	<p>Students will understand that a summary includes only the most important details.</p> <p>Students will write the most important details for the class' summary.</p> <p><b>TEKS</b></p> <p>1A-D, 5G, 6D, 6F, 10A, 11B</p>
<b>Lesson 7</b>	<p>Students will revise and edit their rough drafts.</p> <p><b>TEKS</b></p> <p>1A-D, 2A-C, 6F, 10C-D, 11B</p>

### Informative: Shared Writing

<b>Lesson</b>	<b>Objective &amp; TEKS</b>
<b>Lesson 1</b>	<p>Students will understand the information genre.</p> <p>Students will write their topic sentence.</p> <p><b>TEKS</b></p> <p>1A-D, 2A-C, 5G, 6B, 6F, 11B</p>
<b>Lesson 2</b>	<p>Students will understand the importance of using complete sentences in their writing.</p> <p>Students will form complete sentences.</p> <p><b>TEKS</b></p> <p>1A-D, 3C, 6F, 10D, 11B</p>
<b>Lesson 3</b>	<p>Students understand that details support a topic.</p> <p>Students will write details about their topic.</p>



	<b>TEKS</b> 1A-D, 5G, 6B, 6F, 11B
<b>Lesson 4</b>	Students will use sensory details to add more description to the rough draft. <b>TEKS</b> 1A-D, 2A-C, 2D, 5D, 5G, 6B, 9A-C, 9D, 10A-B, 10D, 11B
<b>Lesson 5</b>	Students will revise and edit their rough drafts. <b>TEKS</b> 1A-D, 2A-C, 10C-D, 11B

### Opinion: Shared Writing

<b>Lesson</b>	<b>Objective &amp; TEKS</b>
<b>Lesson 1</b>	Students will understand the opinion genre Students form a class opinion of the book <b>TEKS</b> 1A-D, 2A-C, 6B, 6F, 10B, 10D-E
<b>Lesson 2</b>	Students will understand the importance of using complete sentences in their writing Students identify complete and incomplete sentences <b>TEKS</b> 1A-D, 2A-C, 6F, 10B, 10D
<b>Lesson 3</b>	Students will draw one detail to support the class' opinion. Students will write 2-4 reasons for the class' opinion. <b>TEKS</b> 1A-D, 6B-C, 6E-F, 10B, 10E
<b>Lesson 4</b>	Students will revise and edit their rough drafts <b>TEKS</b> 1A-D, 2A-C, 10C-D

### Personal Narrative: Guided Writing

<b>Lesson</b>	<b>Objective &amp; TEKS</b>
<b>Lesson 1</b>	Students will understand the personal narrative genre. Students will choose a topic and write a topic sentence for their narratives. <b>TEKS</b> 1A-D, 2A-C, 2E, 6F, 10A-B, 10E, 11A
<b>Lesson 2</b>	Students will draw and write events in chronological order. <b>TEKS</b>

	1A-D, 2A-C, 2E, 5G, 5I, 6F, 10B, 10D, 10E, 11A
<b>Lesson 3</b>	Students will use sensory details to add more description in their narratives. <b>TEKS</b> 1A-D, 2A-C, 2E, 5D, 6B-C, 6F, 9A-D, 10A-D, 10E, 11A
<b>Lesson 4</b>	Students will revise and edit their rough drafts. <b>TEKS</b> 2A-C, 2E, 10A-D, 11A

### Summary of a Narrative Text: Guided Writing

<b>Lesson</b>	<b>Objective &amp; TEKS</b>
<b>Lesson 1</b>	Students will understand the importance of using complete sentences in their writing. Students will form complete sentences. <b>TEKS</b> 1A-D, 2A-C, 2E, 6F, 10A-B, 10E
<b>Lesson 2</b>	Students will understand that the author's message is what the author wants you to learn from the story. Students will identify the author's message from a story and write it in their own words. <b>TEKS</b> 1A-D, 2A-C, 2E, 6B, 6D, 6F, 9A, 10A-B, 10E
<b>Lesson 3</b>	Students will understand the summary genre. Students will write the title and author of the text. <b>TEKS</b> 1A-D, 6B, 6F, 2A-C, 2E, 10B
<b>Lesson 4</b>	Students will understand that the author's message is what the author wants you to learn from the story. Students will write the author's message for their summaries. <b>TEKS</b> 1A-D, 2A-C, 2E, 6B, 6F, 7A, 9A, 10A-B
<b>Lesson 5</b>	Students will understand that a summary includes only the most important details from the beginning, middle, and end. Students will draw and write the most important details from the beginning of the story. <b>TEKS</b> 1A-D, 2A-C, 2E, 6B, 6F, 7B-C, 8C-D, 9A-B, 10A-B, 10D, 10E
<b>Lesson 6</b>	Students will understand that a summary includes only the most important details from the beginning, middle, and end. Students will draw and write the most important details from the middle of the story. <b>TEKS</b> 1A-D, 2A-C, 2E, 6B, 6F, 7B-C, 8C-D, 9A-B, 10A-B, 10D, 10E

<b>Lesson 7</b>	<p>Students will understand that a summary includes only the most important details from the beginning, middle, and end. Students will draw and write the most important details from the end of the story.</p> <p><b>TEKS</b></p> <p>1A-D, 2A-C, 2E, 6B, 6F, 7B-C, 8C-D, 9A-B, 10A-B, 10D, 10E</p>
<b>Lesson 8</b>	<p>Students will revise and edit their rough drafts.</p> <p><b>TEKS</b></p> <p>2A-C, 2E, 10A-B, 10D</p>

### Summary of an Informative Text: Guided Writing

<b>Lesson</b>	<b>Objective &amp; TEKS</b>
<b>Lesson 1</b>	<p>Students will understand the importance of using complete sentences in their writing. Students will form complete sentences.</p> <p><b>TEKS</b></p> <p>1A-D, 2A-C, 2E, 3C, 6F, 10A-B, 10E, 11B</p>
<b>Lesson 2</b>	<p>Students will understand that the central idea is the main idea of the whole text. Students will choose the central idea from an article and write it in their own words.</p> <p><b>TEKS</b></p> <p>1A-D, 2A-C, 2E, 5C, 5G, 6B, 6F, 7A, 8D i, 10A-B, 11B</p>
<b>Lesson 3</b>	<p>Students will understand the summary genre. Students will take notes on the title and author of the text.</p> <p><b>TEKS</b></p> <p>1A-D, 2A-C, 2E, 6B, 6F, 8D i</p>
<b>Lesson 4</b>	<p>Students will understand that the topic sentence of a summary tells the reader the central idea of the text. Students will write the topic sentence for their summaries.</p> <p><b>TEKS</b></p> <p>1A-D, 2A-C, 2E, 6B, 6F, 8D i, 9A, 10A-B, 10E</p>
<b>Lesson 5</b>	<p>Students will understand that a summary includes only the most important details. Students will choose the most important details from the text.</p> <p><b>TEKS</b></p> <p>1A-D, 2A-C, 2E, 5G-H, 6B-C, 6F, 8D i, 10A-B, 11B</p>
<b>Lesson 6</b>	<p>Students will revise and edit their rough drafts.</p> <p><b>TEKS</b></p> <p>1A-D, 2A-C, 2E, 6F, 10C-D, 11B</p>

### Informative: Guided Writing

Lesson	Objective & TEKS
<b>Lesson 1</b>	Students will understand the information genre. Students will write their topic sentence. <b>TEKS</b> 1A-D, 2A-C, 2E, 6F, 10A-B, 10E, 11B
<b>Lesson 2</b>	Students will understand the importance of using complete sentences in their writing. Students will form complete sentences. <b>TEKS</b> 1A-D, 2A-C, 2E, 3C, 6F, 10B-C, 10E, 11B
<b>Lesson 3</b>	Students understand that details support a topic. Students will draw pictures and write details about their families. <b>TEKS</b> 1A-D, 2A-C, 2E, 6F, 10A-B 10E, 11B
<b>Lesson 4</b>	Students understand that details support a topic. Students will draw pictures and write details about their families. <b>TEKS</b> 1A-D, 2A-C, 2E, 6F, 10A-B 10E, 11B
<b>Lesson 5</b>	Students will use sensory details to add more description to the rough draft. <b>TEKS</b> 1A-D, 2A-C, 2E, 6F, 9C, 10A-C 10E, 11B
<b>Lesson 6</b>	Students will revise and edit their rough drafts. <b>TEKS</b> 2A-C, 2E, 6F, 10A-C, 11B

### Opinion: Guided Writing

Lesson	Objective & TEKS
<b>Lesson 1</b>	Students will understand the importance of using complete sentences in their writing. Students identify complete and incomplete sentences. <b>TEKS</b> 1A-D, 2A-C, 2E, 3C, 6B, 6F
<b>Lesson 2</b>	Students will understand the opinion genre. Students write an opinion of the story. <b>TEKS</b> 1A-D, 2A-C, 2E, 6B, 6F, 7A

<b>Lesson 3</b>	Students give reasons that support their opinions. <b>TEKS</b> 1A-D, 2A-C, 2E, 6B-C, 10B
<b>Lesson 4</b>	Students will revise and edit their rough drafts. <b>TEKS</b> 2A-C, 2E, 10C-D

### Personal Narrative: Independent

<b>Lesson</b>	<b>Objective &amp; TEKS</b>
<b>Lesson 1</b>	Students will understand the importance of using complete sentences in their writing. Students will fix run-on sentences. <b>TEKS</b> ➤ 1A-D, 2A-C, 10A
<b>Lesson 2</b>	Students will understand the personal narrative genre. Students will choose a topic for their narrative.  <b>TEKS</b> 1A-D, 2A-C, 2E, 6B, 6F, 9E, 10A-B, 10E
<b>Lesson 3</b>	Students will draw events in chronological order. <b>TEKS</b> 1A-D, 2A-C, 2E, 6B-D, 6F, 8D iii, 10A-B, 10E, 11A
<b>Lesson 4</b>	Students will write their topic sentence. <b>TEKS</b> 2A-C, 2E, 6F, 10A-B, 10E, 11A
<b>Lesson 5</b>	Students will use their picture notes to write details in the order they happened. <b>TEKS</b> 2A-C, 2E, 6F, 10A-C, 10, 11A
<b>Lesson 6</b>	Students will add sensory details to their rough drafts. <b>TEKS</b> 1A-D, 2A-C, 2E, 5B, 5D, 5G, 6B, 6F, 9C, 10A-B, 10E, 11A
<b>Lesson 7</b>	Students will revise and edit their rough drafts. <b>TEKS</b> 2A-C, 2E, 6F, 9C, 10A-D, 11A
<b>Assessment</b>	Students will write a personal narrative. Students will use the strategies from the genre chart. <b>TEKS</b>

2A-C, 2E, 6F, 10A-D, 11A

### Summary of a Narrative Text: Independent

Lesson	Objective & TEKS
<b>Lesson 1</b>	Students will understand the importance of using complete sentences in their writing. Students will form complete sentences. <b>TEKS</b> 1A-D, 2A-C, 2E, 3C, 6F, 10A-B
<b>Lesson 2</b>	Students will understand that the author's message is what the author wants you to learn from the story. Students will identify the author's message from a story and write it in their own words. <b>TEKS</b> 1A-D, 5E, 5G, 6B, 6F, 7A, 9A
<b>Lesson 3</b>	Students will understand the summary genre. Students will take notes on the title and author of the text. <b>TEKS</b> 1A-D, 6B, 6F, 7A
<b>Lesson 4</b>	Students will understand that the author's message is what the author wants you to learn from the story. Students will write the topic sentence with the author's message for their summaries. <b>TEKS</b> 1A-D, 2A-C, 2E, 6B, 6F, 7A, 9A, 10A-B, 10E
<b>Lesson 5</b>	Students will understand that a summary includes only the most important details from the beginning, middle, and end. Students will draw and write the most important details from the beginning of the story. <b>TEKS</b> 1A-D, 2A-C, 2E, 6B, 6F, 7B-C, 8C-D, 9A-B, 10A-B, 10D, 10E
<b>Lesson 6</b>	Students will understand that a summary includes only the most important details from the beginning, middle, and end. Students will draw and write the most important details from the middle of the story. <b>TEKS</b> 1A-D, 2A-C, 2E, 6B, 6F, 7B-C, 8C-D, 9A-B, 10A-B, 10D, 10E

<b>Lesson 7</b>	<p>Students will understand that a summary includes only the most important details from the beginning, middle, and end.  Students will draw and write the most important details from the end of the story.  <b>TEKS</b></p> <p>1A-D, 2A-C, 2E, 6B, 6F, 7B-C, 8C-D, 9A-B, 10A-B, 10D, 10E</p>
<b>Lesson 8</b>	<p>Students will revise and edit their rough drafts.  <b>TEKS</b></p> <p>2A-C, 2E, 10A-B, 10D</p>

### Summary of an Informative Text: Independent

<b>Lesson</b>	<b>Objective &amp; TEKS</b>
<b>Lesson 1</b>	<p>Students will understand the importance of using complete sentences in their writing.  Students will form complete sentences.  <b>TEKS</b></p> <p>1A-D, 2A-C, 2E, 3C, 6F, 10A-B, 10D, 11B</p>
<b>Lesson 2</b>	<p>Students will understand that the central idea is the main idea of the whole text.  Students will choose the central idea from an article and write it in their own words.  <b>TEKS</b></p> <p>1A-D, 2A-C, 2E, 5C, 6B, 6D, 6F, 7A, 8D i, 9A, 11B</p>
<b>Lesson 3</b>	<p>Students will understand the summary genre.  Students will take notes on the title and author of the text.  <b>TEKS</b></p> <p>1A-D, 2A-C, 2E, 5E, 6F</p>
<b>Lesson 4</b>	<p>Students will understand that the topic sentence of a summary tells the reader the central idea of the text.  Students will write the topic sentence for their summaries.  <b>TEKS</b></p> <p>1A-D, 2A-C, 2E, 5G, 6B-C, 6F, 8A, 8D i, 10A-B, 10D-E, 11B</p>
<b>Lesson 5</b>	<p>Students will understand that a summary includes only the most important details.  Students will choose the most important details from the text.  <b>TEKS</b></p> <p>1A-D, 5G-H, 6B, 6F</p>
<b>Lesson 6</b>	<p>Students will understand that a summary includes only the most important details.  Students will write the most important details for their summaries.  <b>TEKS</b></p> <p>1A-D, 2A-C, 2E, 6F, 10A-B, 11B</p>

<b>Lesson 7</b>	Students will write, revise, and edit their summaries. <b>TEKS</b> 2A-C, 2E, 6F, 10A-D, 11B
<b>Assessment</b>	Students will write a summary. Students will use the strategies from the genre chart. <b>TEKS</b> 2A-C, 2E, 6F, 10A-D, 11B

**Informative: Independent**

<b>Lesson</b>	<b>Objective &amp; TEKS</b>
<b>Lesson 1</b>	Students will understand the importance of using complete sentences in their writing. Students will fix run-on sentences. <b>TEKS</b> 1A-D, 2A-C, 2E, 6F, 10A-E
<b>Lesson 2</b>	Students will understand the Informative genre. Students will choose a topic for their writing. <b>TEKS</b> 1A-D, 2A-C, 2E, 6F, 10A-B, 10E, 11B
<b>Lesson 3</b>	Students will draw pictures to give details about the person they chose. Students will write a title and write their topic sentence. <b>TEKS</b> 1A-D, 2A-C, 2E, 10A-B, 10E, 11B
<b>Lesson 4</b>	Students will brainstorm and write three details about their topic. <b>TEKS</b> 1A-D, 2A-C, 2E, 6F, 10A-B, 10E, 11B
<b>Lesson 5</b>	Students will use sensory details to add more description to the rough draft. <b>TEKS</b> 1A-D, 2A-C, 2E, 5D, 6F, 9C, 10A-B, 10E, 11B
<b>Lesson 7</b>	Students will revise and edit their rough drafts <b>TEKS</b> 2A-C, 2E, 6F, 10C-D, 11B
<b>Assessment</b>	Students will write a descriptive paragraph. Students will use the strategies from the genre chart. <b>TEKS</b> 2A-C, 2E, 6F, 10A-D, 11B

**Opinion: Independent**



<b>Lesson</b>	<b>Objective &amp; TEKS</b>
<b>Lesson 1</b>	Students will understand the importance of using complete sentences in their writing. Students will form sentences.  <b>TEKS</b> 1A-D, 6F, 10E
<b>Lesson 2</b>	Students will understand the opinion genre. Students form an opinion of the story.  <b>TEKS</b> 1A-D, 2A-C, 2E, 5B, 5E, 5G, 6B, 10A, 10E
<b>Lesson 3</b>	Students will draw and write two reasons that support their opinions. <b>TEKS</b>  1A-D, 2A-C, 2E, 5E, 5G, 6A-C, 6F, 10A-B, 10E
<b>Lesson 4</b>	Students will write the topic sentence for their opinion. Revise and edit rough drafts. (note: there is no “writing of topic sentence” or “rough draft lesson” in the manual) <b>TEKS</b>  2A-C, 2E, 6F, 10B-D
<b>Assessment</b>	Students will write an opinion about a book. Students will use the strategies from the genre chart. <b>TEKS</b>  2A-C, 2E, 6F, 10A-D

*Total Number of Lessons: 97*

