

Fun-Size Academic Writing for Serious Learning

Part 2. Informative/Explanatory - Lesson 64: Moving Between Concrete Details and Abstract Ideas

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12	
<p>Students will apply what they have learned about the use of sensory details (Reading/Comprehension of Literary Text/Sensory Language 3.10A-Eng. IV 7A) in written texts. This essay focuses on the use of concrete details (expository/explanatory writing) and the inclusion of abstract ideas (personal narrative/imaginative writing).</p>	<p>Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding.</p>										
	<p>3.10A identify language that creates a graphic, visual experience and appeals to the senses</p>	<p>4.8A identify the author’s use of similes and metaphors to produce imagery</p>	<p>5.8A evaluate the impact of sensory details, imagery, and figurative language in literary text</p>	<p>6.8A explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains</p>	<p>7.8A determine the figurative meaning of phrases and analyze how an author’s use of language creates imagery, appeals to the senses, and suggests mood</p>	<p>8.8A explain the effect of similes and extended metaphors in literary text</p>	<p>Eng. I 7A explain the role of irony, sarcasm, and paradox in literary works</p>	<p>Eng. II 7A explain the function of symbolism, allegory, and allusions in literary works</p>	<p>Eng. III 7A analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works</p>	<p>Eng. IV 7A analyze how the author’s patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works</p>	
	<p>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p>										
	<p>3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range a strategies (e.g., brainstorming, graphic organizers, logs, journals)</p>	<p>5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p>					<p>Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p>				
	<p>3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs</p>	<p>5.15B, 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing</p>					<p>Eng. I 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning</p>				
<p>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>											
<p>3.20A & 4.18A create brief compositions that: (i) establish a central idea in a topic sentence; (iii) contain a concluding statement; (ii) include supporting sentences with simple facts, details, and explanations</p>	<p>5.18A & 6.17A create multi-paragraph essays to convey information about the topic that: (i) present effective introductions and concluding paragraphs; (ii) guide and inform the reader’s understanding of key ideas and evidence; (iii) include specific facts, details, and examples in an appropriately organized structure; (iv) use a variety of sentence structures and transitions to link paragraphs</p>			<p>7.17A & 8.17A write multi-paragraph essay to convey information about a topic that: (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs; (iv) accurately synthesizes ideas from several sources</p>			<p>Eng. I 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a controlling idea or thesis; (iv) an organizing structure appropriate to purpose, audience; and context; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant information and valid inferences</p>	<p>Eng. II 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a thesis or controlling idea; (iv) an organizing structure appropriate to purpose, audience; and context; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant evidence and well-chosen details; (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement</p>	<p>Eng. III 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant and substantial evidence and well-chosen details; (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources</p>	<p>Eng. IV 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant and substantial evidence and well-chosen details; (vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources ; (vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it</p>	

Fun-Size Academic Writing for Serious Learning

Part 2. Informative/Explanatory - Lesson 65: Using Quotations to Support a Thesis in a Literary Essay

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12
<p>Students may want to begin this writing activity by focusing on one character (main character or supporting character) analyzing his/her quotations for evidence regarding the character's actions and motives. Students take can use this information in conjunction with the text structure on page 144.</p>	<p>Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.</p>									
	<p>3.8B & 4.6B describe the interaction of characters including their relationships and the changes they undergo.</p>	<p>5.6B explain the roles and functions of characters in various plots, including their relationships and conflicts</p>	<p>6.6B recognize dialect and conversational voice and explain how authors use dialect to convey character</p>	<p>7.6B analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts</p>	<p>8.6B analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict</p>	<p>Eng. I 5B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils</p>	<p>Eng. II 5B analyze differences in the characters moral dilemmas in works of fiction across different countries or cultures</p>	<p>Eng. III 5B analyze the internal and external development of characters through a range of literary devices</p>	<p>Eng. IV 5B analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters</p>	
	<p>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p>									
	<p>3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range a strategies (e.g., brainstorming, graphic organizers, logs, journals)</p>	<p>5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p>					<p>Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p>			
	<p>3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs</p>	<p>5.15B , 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing</p>					<p>Eng. 1 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning</p>			
<p>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>										
<p>3.20C write responses to literary or expository texts that demonstrate an understanding of the text</p>	<p>4. 18C, 5.18C & 6.17C write responses to literary or expository texts and provide evidence from the text to demonstrate understanding</p>			<p>7.17C & 8.17C write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate</p>		<p>Eng. I 15C & Eng. II 15C write an interpretative response to an expository or a literary text (e.g., essay or review) that: (i) extends beyond a summary and literal analysis; (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices</p>		<p>Eng. III 15C & Eng. IV 15C write an interpretation of an expository or a literary text that: (i) advances a clear thesis statement; (ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text; (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; (v) anticipates and responds to readers' questions or contradictory information</p>		

Fun-Size Academic Writing for Serious Learning

Part 2. Informative/Explanatory - Lesson 66: Writing an Extended Apostrophe

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12										
The TEKS do not include second-person point of view. Discuss what students know/understand about first- and third-person point of view. Personification is included in the 6 th grade TEKS (6.8A) for sensory language. Students will use their background knowledge (and mentor texts) as a springboard for understanding how Steve uses personification and second-person point of view in writing her letter (p. 147).	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.																			
	3.8C & 4.6C Identify whether the narrator or speaker of a story is first or third person		5.6C explain different forms of third-person points of view in stories		6.6C describe different forms of point of view, including first- and third-person		7.6C analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited		8.6C analyze different forms of point of view, including limited versus omniscient, subjective versus objective		Eng. I 5C analyze the way in which a work of fiction is shaped by the narrator's point of view		Eng. II 5C evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction		Eng. III 5C analyze the impact of narration when the narrator's point of view shifts from one character to another		Eng. IV 5C compare and contrast the effects of different forms of narration across various genres of fiction			
	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.																			
	3.10A identify language that creates a graphic, visual experience and appeals to the senses		4.8A identify the author's use of similes and metaphors to produce imagery		5.8A evaluate the impact of sensory details, imagery, and figurative language in literary text		6.8A explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains		7.8A determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood		8.8A explain the effect of similes and extended metaphors in literary text		Eng. I 7A explain the role of irony, sarcasm, and paradox in literary works		Eng. II 7A explain the function of symbolism, allegory, and allusions in literary works		Eng. III 7A analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works		Eng. IV 7A analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works	
	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.																			
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)			5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea												
3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs			5.15B, 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing				Eng. I 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning													
Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.																				
3.20A & 4.18A create brief compositions that: (i) establish a central idea in a topic sentence; (ii) include supporting sentences with simple facts, details, and explanations			5.18A & 6.17A create multi-paragraph essays to convey information about the topic that: (i) present effective introductions and concluding paragraphs; (ii) guide and inform the reader's understanding of key ideas and evidence; (iii) include specific facts, details, and examples in an appropriately organized structure; (iv) use a variety of sentence structures and transitions to link paragraphs				7.17A & 8.17A write multi-paragraph essay to convey information about a topic that: (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs; (iv) accurately synthesizes ideas from several sources		Eng. I 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a controlling idea or thesis; (iv) an organizing structure appropriate to purpose, audience; and context; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant information and valid inferences		Eng. II 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a thesis or controlling idea; (iv) an organizing structure appropriate to purpose, audience; and context; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant evidence and well-chosen details; (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement		Eng. III 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant and substantial evidence and well-chosen details; (vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources		Eng. IV 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant and substantial evidence and well-chosen details; (vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; (vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it					

Fun-Size Academic Writing for Serious Learning

Part 2. Informative/Explanatory - Lesson 67: Multimedia Analysis of a Literary Theme

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12										
This writing activity brings together many reading and writing comprehension strategies. Students need exposure to the varying genres included in this activity. Students also need to have participated in literary discussions prior to beginning this writing activity.	Figure 19 Comprehension Skills																			
	Fig. 19 (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence			Fig. 19 (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence			Fig. 19 (F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence		Fig. 19 (F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence		Fig. 19 (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images)									
	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.																			
	3.5A paraphrase the themes and supporting details of fables, legends, myths, or stories		4.3A summarize and explain the lesson or message of a work of fiction as its theme		5.3A compare and contrast the themes or moral lessons of several works of fiction from various cultures		6.3A infer the implicit theme of a work of fiction, distinguishing theme from the topic		7.3A describe multiple themes in a work of fiction		8.3A analyze literary works that share similar themes across cultures		Eng. I 2A analyze how the genre of texts with similar themes shapes meaning		Eng. II 2A compare and contrast differences in similar themes expressed in different time periods		Eng. III 2A analyze the way in which the theme or meaning of a selections represents a view or comment on the human condition		Eng. IV 2A compare and contrast works of literature that express a universal theme	
	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.																			
	3.10A identify language that creates a graphic, visual experience and appeals to the senses		4.8A identify the author's use of similes and metaphors to produce imagery		5.8A evaluate the impact of sensory details, imagery, and figurative language in literary text		6.8A explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains		7.8A determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood		8.8A explain the effect of similes and extended metaphors in literary text		Eng. I 7A explain the role of irony, sarcasm, and paradox in literary works		Eng. II 7A explain the function of symbolism, allegory, and allusions in literary works		Eng. III 7A analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works		Eng. IV 7A analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works	
	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.																			
				5.11E & 6.10D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres			7.10E & 8.10D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence			Eng. I 9D & Eng. II 9D synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence			Eng. III 9D synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence		Eng. IV 9D synthesize ideas and make logical connections (e.g., thematic links, author analyses) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence					
	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.																			
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range a strategies (e.g., brainstorming, graphic organizers, logs, journals)			5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea					Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea											
3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs			5.15B, 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing					Eng. I 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning												

Part 2. Informative/Explanatory - Lesson 67: Multimedia Analysis of a Literary Theme (page 2)

<p>Writing/Literary Texts. (Grades K-8) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. (Courses Eng. I-IV) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing.</p>						
<p>3.18B & 4.16B write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse)</p>	<p>5.16B & 6.15B write poems using: (ii) figurative language (e.g., similes, metaphors)</p>	<p>7.15B & 8.15B write poems using: (ii) figurative language (e.g., personification, idioms, hyperbole)</p>	<p>Eng. II 14B & Eng. II 14B write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads)</p>	<p>Eng. III 14B & Eng. IV 14B write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse)</p>		
<p>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>						
<p>3.20A & 4.18A create brief compositions that: (i) establish a central idea in a topic sentence; (iii) contain a concluding statement; (ii) include supporting sentences with simple facts, details, and explanations</p>	<p>5.18A & 6.17A create multi-paragraph essays to convey information about the topic that: (i) present effective introductions and concluding paragraphs; (ii) guide and inform the reader's understanding of key ideas and evidence; (iii) include specific facts, details, and examples in an appropriately organized structure; (iv) use a variety of sentence structures and transitions to link paragraphs</p>	<p>7.17A & 8.17A write multi-paragraph essay to convey information about a topic that: (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs; (iv) accurately synthesizes ideas from several sources</p>	<p>Eng. I 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a controlling idea or thesis; (iv) an organizing structure appropriate to purpose, audience; and context; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant information and valid inferences</p>	<p>Eng. II 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a thesis or controlling idea; (iv) an organizing structure appropriate to purpose, audience; and context; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant evidence and well-chosen details; (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement</p>	<p>Eng. III 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant and substantial evidence and well-chosen details; (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources</p>	<p>Eng. IV 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant and substantial evidence and well-chosen details; (vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; (vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it</p>
<p>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>						
		<p>6.17D & 7. 17D produce a multimedia presentation involving text and graphics using available technology</p>	<p>8.17D produce a multimedia presentation involving text, graphics, images, and sound using available technology</p>	<p>Eng. I 15D & Eng. II 15D produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience</p>	<p>Eng. III 15D & Eng. IV 15D produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view</p>	

Fun-Size Academic Writing for Serious Learning

Part 3. Opinion/Argument - Lesson 68: Using Facts as Evidence

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12		
This writing activity asks students to identify facts and opinions. Students may revise a piece of writing or begin a new piece of writing. Teachers may want to students to write a persuasive essay or a persuasive letter (the TEKS for both are listed with this lesson).	Figure 19 Comprehension Skills											
	Fig. 19 (B) ask literal, interpretive, and evaluative questions of text			Fig. 19 (B) ask literal, interpretive, evaluative, and universal questions of text				Fig. 19 (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images)				
	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.											
	3.13A draw conclusions from the facts presented in text and support those assertions with textual evidence	4.11B distinguish fact from opinion in a text and explain how to verify what is fact	5.11B determine the facts in a text and verify them through establish methods	6.10B explain whether facts included in an argument are used for or against an issue	7.10B distinguish factual claims from commonplace assertions and opinions	8.10B distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text	Eng. I 9B differentiate between opinions that are substantiated and unsubstantiated in the text	Eng. II 9B distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts	Eng. III 9B distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported	Eng. IV 9B explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints		
	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.											
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range a strategies (e.g., brainstorming, graphic organizers, logs, journals)			5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				
	3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs			5.15B, 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing				Eng. I 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning				
	3.17C & 4.15C revise drafts for coherence, organization, use of simple and compound sentences, and audience			5.15C & 6.14C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed			7.14C & 8.14C revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience; and genre have been addressed		Eng. I 13C & Eng. II 13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed		Eng. III 13C & Eng. IV 13C revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes, (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases	
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that includes: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:											
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details			5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives			7.18A & 8.18A establishes a clear thesis or position 7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments 7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion		Eng. I 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence		Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs	Eng. IV 16A a clear thesis or position based on logical reasons forms of with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)

Part 3. Opinion/Argument - Lesson 68: Using Facts as Evidence (page 2)

				Eng. 1 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views	Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)	Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)	
				Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections		Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives	
				Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context		Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context	
				Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas		Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used	
					Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)	Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)	
						Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone	
<p>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>							
3.20B & 4.18B write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing)	5.18B write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing)	6.17B write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing)	7.17B & 8.17B write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context	Eng. I 15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; (ii) reader-friendly formatting techniques	Eng. II 15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; (ii) reader-friendly formatting techniques; (iii) anticipation of readers' questions	Eng. III 15B write procedural or work-related documents (e.g., resumes, proposals, college applications, operation manuals) that include: (v) appropriate organizational structures supported by facts and details (documented if appropriate); (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; (ii) appropriate formatting structures (e.g., headings, graphics, white space); (iii) relevant questions that engage readers and consider their needs; (iv) accurate technical information in accessible language	Eng. IV 15B write procedural or work-related documents (e.g., resumes, proposals, college applications, operation manuals) that include: (v) appropriate organizational structures supported by facts and details (documented if appropriate); (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; (ii) appropriate formatting structures (e.g., headings, graphics, white space); (iii) relevant questions that engage readers and address their potential problems and misunderstandings; (iv) accurate technical information in accessible language

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Part 3. Opinion/Argument - Lesson 69: Using Formal Versus Informal Language

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12				
Focus on the intended audience for this writing activity. Make an anchor chart (t-chart) with the headings "Formal" and "Informal" language/register. Read examples of formal and informal writing (student samples on pages 155 & 157 both address homelessness) and write examples of each under the correct heading. Discuss how the intended audience often determines the language/register used for writing. If students do not have a formal piece of writing to revise, start by writing a formal piece together. Then ask students to find a spot where they can revise the writing by using informal language. It is important the gist of the writing remains the same, only the tone/mood has changed.	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.													
	3.17C & 4.15C revise drafts for coherence, organization, use of simple and compound sentences, and audience			5.15C & 6.14C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed			7.14C & 8.14C revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience; and genre have been addressed			Eng. I 13C & Eng. II 13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed		Eng. III 13C & Eng. IV 13C revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes, (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases		
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:													
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details			5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives			7.18A & 8.18A establishes a clear thesis or position 7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments 7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion		Eng. I 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence		Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs		Eng. IV 16A a clear thesis or position based on logical reasons forms of with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)	
									Eng. I 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views		Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)		Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)	
									Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections		Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives			
									Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context		Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context			
									Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas		Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used			
											Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)		Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)	
													Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone	

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Part 3. Opinion/Argument - Lesson 70: Writing a Script for a Public Service Announcement

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12	
This writing activity asks students to apply what they know about the structure and elements of drama (including stage directions). Students will use this structure to write a persuasive piece ("call to action"). If students choose to record their PSAs, refer to the Reading/Media Literacy TEKS. If students include dialogue, refer to the Oral and Written Conventions/Handwriting, Capitalization, and Punctuation TEKS for quotations.	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.										
	3.7A explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed	4.5A describe the structural elements particular to dramatic literature	5.5A analyze the similarities and differences between an original text and its dramatic adaptation	6.5A explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line	7.5A explain a playwright's use of dialogue and stage directions	8.5A analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays	Eng. I 4A explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text	Eng. II 4A analyze how archetypes and motifs in drama affect the plot of plays	Eng. III 4A analyze the themes and characteristics in different periods of modern American drama	Eng. IV 4A evaluate how the structure and elements of drama change in the works of British dramatists across literary periods	
	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.										
	3.8B & 4.6B describe the interaction of characters including their relationships and the changes they undergo.	3.8B & 4.6B describe the interaction of characters including their relationships and the changes they undergo.	3.8B & 4.6B describe the interaction of characters including their relationships and the changes they undergo.	3.8B & 4.6B describe the interaction of characters including their relationships and the changes they undergo.	3.8B & 4.6B describe the interaction of characters including their relationships and the changes they undergo.	3.8B & 4.6B describe the interaction of characters including their relationships and the changes they undergo.	3.8B & 4.6B describe the interaction of characters including their relationships and the changes they undergo.	3.8B & 4.6B describe the interaction of characters including their relationships and the changes they undergo.	3.8B & 4.6B describe the interaction of characters including their relationships and the changes they undergo.	3.8B & 4.6B describe the interaction of characters including their relationships and the changes they undergo.	
	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.										
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)	5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea					Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				
	3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs	5.15B, 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing					Eng. 1 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning				
	Writing/Literary Texts. (Grades K-8) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. (Courses Eng. I-IV) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing.										
								Eng. 1 14C & Eng. II 14C write a script with an explicit or implicit theme and details that contribute to a definite mood or tone	Eng. III 14C & Eng. IV 14C write a script with an explicit or implicit theme, using a variety of literary techniques		
	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.										
			6.17D & 7. 17D produce a multimedia presentation involving text and graphics using available technology	8.17D produce a multimedia presentation involving text, graphics, images, and sound using available technology	Eng. I 15D & Eng. II 15D produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience			Eng. III 15D & Eng. IV 15D produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view			

Part 3. Opinion/Argument - Lesson 70: Writing a Script for a Public Service Announcement (page 2)

Writing/Persuasive Texts.

(Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to:

(Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:

(Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:

(Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:

<p>3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details</p>	<p>5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives</p>	<p>7.18A & 8.18A establishes a clear thesis or position</p> <p>7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments</p> <p>7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion</p>	<p>Eng. 1 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence</p>		<p>Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs</p>	<p>Eng. IV 16A a clear thesis or position based on logical reasons forms of with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)</p>
			<p>Eng. 1 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views</p>	<p>Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)</p>	<p>Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)</p>	
			<p>Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections</p>		<p>Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives</p>	
			<p>Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context</p>		<p>Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context</p>	
			<p>Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas</p>		<p>Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used</p>	
				<p>Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)</p>	<p>Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)</p>	
					<p>Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone</p>	

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Part 3. Opinion/Argument - Lesson 71: Examining Quotations

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12		
Teachers may choose to begin this writing activity by discussing a variety of quotations with students (historical, current, cultural, etc.). Together, choose one of the quotations and apply the text structure at the bottom of page 160. Then students can choose another quotation, one that is important to them, and apply the same text structure.	Figure 19 Comprehension Skills											
	Fig. 19 (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence		Fig. 19 (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence			Fig. 19 (F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence		Fig. 19 (F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence		Fig. 19 (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images)		
	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.											
	3.10A identify language that creates a graphic, visual experience and appeals to the senses	4.8A identify the author's use of similes and metaphors to produce imagery	5.8A evaluate the impact of sensory details, imagery, and figurative language in literary text	6.8A explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains	7.8A determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood	8.8A explain the effect of similes and extended metaphors in literary text	Eng. I 7A explain the role of irony, sarcasm, and paradox in literary works	Eng. II 7A explain the function of symbolism, allegory, and allusions in literary works	Eng. III 7A analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works	Eng. IV 7A analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works		
	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.											
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range a strategies (e.g., brainstorming, graphic organizers, logs, journals)		5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea					
	3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs		5.15B , 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing				Eng. 1 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning					
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:											
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details		5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives			7.18A & 8. 18A establishes a clear thesis or position 7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments 7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion		Eng. 1 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence		Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs		Eng. IV 16A a clear thesis or position based on logical reasons forms of with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)
								Eng. 1 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views		Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)		Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)

Part 3. Opinion/Argument - Lesson 71: Examining Quotations (page 2)

				Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections	Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives
				Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context	Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context
				Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas	Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used
				Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)	Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)
					Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone

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Part 3. Opinion/Argument - Lesson 72: Developing Sentence Variety

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12			
<p>Suggested Pairings - Refer to Grammar Keepers: Lesson 71. Joining Sentences Legally Lesson 72. Joining Sentences Illegally Lesson 73. Sentence Wringer Practice</p>	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.												
	3.17C & 4.15C revise drafts for coherence, organization, use of simple and compound sentences, and audience		5. 15C & 6.14C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed			7. 14C & 8.14C revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience; and genre have been addressed			Eng. I 13C & Eng. II 13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed		Eng. III 13C & Eng. IV 13C revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes, (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases		
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:												
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details		5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives			7.18A & 8. 18A establishes a clear thesis or position 7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments 7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion			Eng. 1 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence		Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs		Eng. IV 16A a clear thesis or position based on logical reasons forms of with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)
									Eng. 1 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views	Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)	Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)		
									Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections		Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives		
									Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context		Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context		
									Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas		Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used		

Part 3. Opinion/Argument - Lesson 72: Developing Sentence Variety (page 2)

					<p>Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)</p>	<p>Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)</p>
						<p>Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone</p>
<p>Oral and Written Conventions/ Handwriting, Capitalization, and Punctuation. (Grades 6-7 and Courses Eng. I – IV) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (Grade 8) Student write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity.</p>						
	<p>3.22C, 4.20C, 5.20C & 6.19C use complete simple and compound sentences with correct subject-verb agreement</p>	<p>7.19C & 8.19C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents parallel structures, and consistent tenses</p>	<p>Eng. I 17C & Eng. II 17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)</p>	<p>Eng. III 17C & Eng. IV 17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)</p>		

Fun-Size Academic Writing for Serious Learning

Part 3. Opinion/Argument - Lesson 73: Using Personal Experiences to Support Opinions

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12		
In this writing activity students will blend personal narrative writing with persuasive writing as they use their personal experiences as evidence or support for an opinion.	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.											
	3.17C & 4.15C revise drafts for coherence, organization, use of simple and compound sentences, and audience		5. 15C & 6.14C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed			7. 14C & 8.14C revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience; and genre have been addressed			Eng. I 13C & Eng. II 13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed		Eng. III 13C & Eng. IV 13C revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes, (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases	
	Writing. Students write about their own experiences.											
	3.19A write about important personal experiences		4.17A write about important personal experiences	5.17A write a personal narrative that conveys thoughts and feelings about an experience		6.16A write a personal narrative that has a clearly defined focus and communicate the importance of or reasons for actions and/or consequences	7.16A write a personal narrative that has a clearly defined focus and communicate the importance of or reasons for actions and/or consequences	8.16A write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences				
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:											
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details		5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives			7.18A & 8. 18A establishes a clear thesis or position 7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments 7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion		Eng. 1 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence		Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs		Eng. IV 16A a clear thesis or position based on logical reasons forms of with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)
							Eng. 1 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views	Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)	Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)			
							Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections		Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives			

Part 3. Opinion/Argument - Lesson 73: Using Personal Experiences to Support Opinions (page 2)

				Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context	Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context	
				Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas	Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used	
					Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)	Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)
						Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone

Fun-Size Academic Writing for Serious Learning

Part 3. Opinion/Argument - Lesson 74: Using Verbs and Adjectives to Back Up Opinions

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12	
<p style="font-size: small;">Suggested Pairings - Refer to Grammar Keepers: Lesson 87. Verbs Lesson 88. Adjectives</p>	<p>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p>										
	<p>3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)</p>		<p>5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p>				<p>Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p>				
	<p>3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs</p>		<p>5.15B, 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing</p>				<p>Eng. I 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning</p>				
	<p>Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p>										
	<p>3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details</p>		<p>5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives</p>		<p>7.18A & 8. 18A establishes a clear thesis or position</p> <p>7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments</p> <p>7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion</p>		<p>Eng. I 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence</p>		<p>Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs</p>		<p>Eng. IV 16A a clear thesis or position based on logical reasons forms of with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)</p>
							<p>Eng. I 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views</p>	<p>Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)</p>	<p>Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)</p>		
							<p>Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections</p>		<p>Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives</p>		
						<p>Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context</p>		<p>Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context</p>			

Part 3. Opinion/Argument - Lesson 74: Using Verbs and Adjectives to Back Up Opinions (page 2)

						Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas	Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used	
						Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)	Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)	
							Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone	
<p>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.</p>								
3.22A(i) verbs (past, present, future)	4.20A(i) verbs (irregular verbs and active voice)	5.20A(i) verbs (irregular verbs and active voice)	6.19A(i) verbs (irregular verbs and active and passive voice)	7.19A(i) verbs (perfect and progressive tenses) and participles	8.19A(i) verbs (perfect and progressive tenses) and participles	Eng. I & Eng. II 17A more complex active and passive tenses and verbals (gerunds, infinitives, participles)		
3.22A(iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the)	4.20A(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest)	5.20A(iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best)	6.19A(iii) predicate adjectives (<i>She is intelligent.</i>) and their comparative and superlative forms (e.g., many, more, most)					

Fun-Size Academic Writing for Serious Learning

Part 3. Opinion/Argument - Lesson 75: Making a Claim About a Historical Event

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12			
	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.												
	3.13C identify explicit cause and effect relationships among ideas in texts	4.11C describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison	5.11C analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among ideas	6.10C explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint	7.10C use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text	8.10C & Eng. I 9C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns	Eng. II 9C, Eng. III 9C & Eng. IV 9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns						
This writing activity will give students an opportunity to write about historical events being discussed in class. The use of a cause-and-effect organizational structure will support students as they follow the text structure on page 168.	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.												
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range a strategies (e.g., brainstorming, graphic organizers, logs, journals)	5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea							
	3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs	5.15B , 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing				Eng. I 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning							
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:												
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details	5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives				7.18A & 8. 18A establishes a clear thesis or position		Eng. I 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence			Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs		Eng. IV 16A a clear thesis or position based on logical reasons forms of with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)
						7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments							
						7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion							
							Eng. I 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views	Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)	Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)				
								Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections	Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives				
								Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context	Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context				

Part 3. Opinion/Argument - Lesson 75: Making a Claim About a Historical Event (page 2)

Suggested Pairings - Refer to Grammar Keepers: Lesson 48. Commas After Beginning Phrases/Clauses Lesson 87. Verbs Lesson 91. Prepositions						Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas	Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used			
						Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)	Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)			
								Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone		
	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.									
	3.22A(i) verbs (past, present, future)	4.20A(i) verbs (irregular verbs and active voice)	5.20A(i) verbs (irregular verbs and active voice)	6.19A(i) verbs (irregular verbs and active and passive voice)	7.19A(i) verbs (perfect and progressive tenses) and participles	8.19A(i) verbs (perfect and progressive tenses) and participles	Eng. I & Eng. II 17A more complex active and passive tenses and verbals (gerunds, infinitives, participles)			
3.22A(v) prepositions and prepositional phrases	4.20A(v) prepositions and prepositional phrases to convey location, time, direction, or provide details	5.19A(v) prepositions and prepositional phrases to convey location, time, direction, or provide details	6.19A(v) prepositions and prepositional phrases to convey location, time, direction, or provide details	7.19A(v) prepositions and prepositional phrases and their influence on subject-verb agreement						
3.23C(ii) commas in series and dates	4.21C(i) commas in compound sentences	5.21B(i) commas in compound sentences	6.20B(i) commas in compound sentences	7.20B(i) commas after introductory words, phrases, and clauses	8.20B(i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences	Eng. I 18B(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions	Eng. II 18B(i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions			

Fun-Size Academic Writing for Serious Learning

Part 3. Opinion/Argument - Lesson 76: Using Sensory Details

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12
<p>Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding.</p>										
	<p>3.10A identify language that creates a graphic, visual experience and appeals to the senses</p>	<p>4.8A identify the author’s use of similes and metaphors to produce imagery</p>	<p>5.8A evaluate the impact of sensory details, imagery, and figurative language in literary text</p>	<p>6.8A explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains</p>	<p>7.8A determine the figurative meaning of phrases and analyze how an author’s use of language creates imagery, appeals to the senses, and suggests mood</p>	<p>8.8A explain the effect of similes and extended metaphors in literary text</p>	<p>Eng. I 7A explain the role of irony, sarcasm, and paradox in literary works</p>	<p>Eng. II 7A explain the function of symbolism, allegory, and allusions in literary works</p>	<p>Eng. III 7A analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works</p>	<p>Eng. IV 7A analyze how the author’s patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works</p>
<p>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p>										
	<p>3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)</p>		<p>5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p>			<p>Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p>				
	<p>3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs</p>		<p>5.15B, 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing</p>			<p>Eng. I 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning</p>				
	<p>3.17C & 4.15C revise drafts for coherence, organization, use of simple and compound sentences, and audience</p>		<p>5.15C & 6.14C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed</p>		<p>7.14C & 8.14C revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience; and genre have been addressed</p>		<p>Eng. I 13C & Eng. II 13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed</p>		<p>Eng. III 13C & Eng. IV 13C revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes, (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases</p>	
<p>Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p>										
	<p>3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details</p>		<p>5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives</p>		<p>7.18A & 8.18A establishes a clear thesis or position</p> <p>7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments</p> <p>7.18C & 8.18C includes evidence that is logically organized to support the author’s viewpoint and that differentiates between fact and opinion</p>		<p>Eng. I 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence</p>		<p>Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs</p>	<p>Eng. IV 16A a clear thesis or position based on logical reasons forms of with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)</p>

Suggested Pairing: [Icon Teaching Sequence from Bernabei Writing Tools](#)

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Part 3. Opinion/Argument - Lesson 76: Using Sensory Details (page 2)

			<p>Eng. I 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views</p>	<p>Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)</p>	<p>Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)</p>
			<p>Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections</p>		<p>Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives</p>
			<p>Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context</p>		<p>Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context</p>
			<p>Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas</p>		<p>Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used</p>
				<p>Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)</p>	<p>Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)</p>
					<p>Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone</p>

Fun-Size Academic Writing for Serious Learning

Part 3. Opinion/Argument - Lesson 77: Using Parentheses

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12	
Suggested Pairings - Refer to Fun-Size Academic Writing for Serious Learning Lesson 4. Using Asides	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.										
	3.17C & 4.15C revise drafts for coherence, organization, use of simple and compound sentences, and audience	5. 15C & 6.14C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed		7. 14C & 8.14C revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience; and genre have been addressed			Eng. I 13C & Eng. II 13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed		Eng. III 13C & Eng. IV 13C revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes, (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases		
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:										
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details	5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives		7.18A & 8. 18A establishes a clear thesis or position 7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments 7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion			Eng. 1 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence		Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs	Eng. IV 16A a clear thesis or position based on logical reasons forms of with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)	
							Eng. 1 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views	Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)	Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)		
								Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections	Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives		
								Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context	Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context		
								Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas	Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used		

Part 3. Opinion/Argument - Lesson 77: Using Parentheses (page 2)

Punctuation is addressed in K-2 (K.17C, 1.21C & 2.22C(ii)) with the Knowledge and Skills statement: "Students will continue to apply earlier standards with greater complexity". The use of parentheses and other advanced forms of punctuation is introduced in grade 6 (6.20B(ii)).						Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)	Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)	
							Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone	
	Oral and Written Convention/Handwriting, Capitalization, and Punctuation. (Grades 6-7 and Courses Eng. I-IV) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (Grade 8) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity.							
K.17C use punctuation at the end of a sentence 1.21C recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences 2.22C recognize and use punctuation marks, including: (i) ending punctuation in sentences								
			6.20B(iii) parenthesis, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements)	7.20B(ii) semicolons, colons, and hyphens	8.20B(ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses	Eng. I 18B(iii) dashes to emphasize parenthetical information	Eng. II 18B(iii) dashes to emphasize parenthetical information	

Fun-Size Academic Writing for Serious Learning

Part 3. Opinion/Argument - Lesson 78: Naming and Renaming

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12	
Create a t-chart. Students can practice “Naming and Renaming” by thinking of someone or something for the left side of the t-chart and then record on the right side different ways to rename the person or object.	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.										
	3.17C & 4.15C revise drafts for coherence, organization, use of simple and compound sentences, and audience	5. 15C & 6.14C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed	7. 14C & 8.14C revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience; and genre have been addressed	Eng. I 13C & Eng. II 13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	Eng. III 13C & Eng. IV 13C revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes, (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases						
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:										
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details	5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives	7.18A & 8. 18A establishes a clear thesis or position 7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments 7.18C & 8.18C includes evidence that is logically organized to support the author’s viewpoint and that differentiates between fact and opinion	Eng. I 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence	Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs	Eng. IV 16A a clear thesis or position based on logical reasons forms of with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)					
							Eng. I 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views	Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author’s own words and not out of context)	Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author’s own words and not out of context)		
							Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections	Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives			
							Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context	Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context			
							Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas	Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used			

Part 3. Opinion/Argument - Lesson 78: Naming and Renaming (page 2)

						<p>Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)</p>	<p>Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)</p>
							<p>Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone</p>
<p>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.</p>							
<p>3.22A(iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the)</p>	<p>4.20A(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest)</p>	<p>5.20A(iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best)</p>	<p>6.19A(iii) predicate adjectives (<i>She is intelligent.</i>) and their comparative and superlative forms (e.g., many, more, most)</p>				

Fun-Size Academic Writing for Serious Learning

Part 3. Opinion/Argument - Lesson 79: Using an Innovative Format

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12			
Students may need to read and discuss various samples of news stories/news reports/news casts before beginning this writing activity. Students will also draw upon their background knowledge from the reading strand - media literacy. Students may want to read aloud or present their revised "newscast".	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.												
	3.16A understand how communication changes when moving from one genre of media to another	4.14A explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior	5.14A explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news)	6.13A explain messages conveyed in various forms of media	7. 13A interpret both explicit and implicit messages in various forms of media	8.13A evaluate the role of media in focusing attention on events and informing opinion on issues	Eng. I 12A compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts	Eng. II 12A, Eng. III 12A & Eng. IV 12A evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts					
	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.												
	3.17C & 4.15C revise drafts for coherence, organization, use of simple and compound sentences, and audience			5. 15C & 6.14C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed			7. 14C & 8.14C revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience; and genre have been addressed			Eng. I 13C & Eng. II 13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed		Eng. III 13C & Eng. IV 13C revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes, (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases	
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:												
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details			5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives			7.18A & 8. 18A establishes a clear thesis or position 7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments 7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion		Eng. I 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence		Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs		Eng. IV 16A a clear thesis or position based on logical reasons forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)
								Eng. I 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views	Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)	Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)			
								Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections		Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives			

Part 3. Opinion/Argument - Lesson 79: Using an Innovative Format (page 2)

The TEKS for producing a multimedia presentation and listening speaking are included if students record and/or present their newscast.						Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context	Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context			
						Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas	Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used			
						Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)	Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)			
								Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone		
	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.									
				6.17D & 7. 17D produce a multimedia presentation involving text and graphics using available technology	8.17D produce a multimedia presentation involving text, graphics, images, and sound using available technology	Eng. I 15D & Eng. II 15D produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience	Eng. III 15D & Eng. IV 15D produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view			
	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity.									
	3.30A speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	4.28A express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate effectively	5.28A give organized presentations, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	6.27A give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	7.27A 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	8.27A advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	Eng. I 25A give presentations using informal, formal, and technical language effectively to meet the needs of audience purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	Eng. II 25A advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	Eng. III 25A give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	Eng. IV 25A formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively

Fun-Size Academic Writing for Serious Learning

Part 3. Opinion/Argument - Lesson 80: Using Internal Citations

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12	
Begin by reviewing how quotation marks are used to signify a direct quote. When a writer includes paraphrased information, quotation marks are not used. When the work of another author(s) is included in a piece of writing, the citation is made using parenthesis within the body of the text.	Figure 19 Comprehension Skills										
	Fig. 19 (E) summarize information in text, maintaining meaning and logical order		Fig. 19 (E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts				Fig. 19 (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images)				
	Fig. 19 (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence		Fig. 19 (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence		Fig. 19 (F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence	Fig. 19 (F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence					
	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.										
				5.11E & 6.10D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres		7.10D & 8.10D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence		Eng. I 9D & Eng. II 9D synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence		Eng. III 9D synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence	Eng. IV 9D synthesize ideas and make logical connections (e.g., thematic links, author analyses) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence
	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.										
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range a strategies (e.g., brainstorming, graphic organizers, logs, journals)		5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				
	3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs		5.15B , 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing				Eng. I 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning				
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:										
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details		5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives		7.18A & 8. 18A establishes a clear thesis or position 7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments 7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion		Eng. I 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence		Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs		Eng. IV 16A a clear thesis or position based on logical reasons forms of with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)

Part 3. Opinion/Argument - Lesson 80: Using Internal Citations (page 2)

						Eng. 1 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views	Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)	Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)	
						Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections		Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives	
						Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context		Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context	
						Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas		Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used	
							Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)	Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)	
								Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone	
<p>Oral and Written Conventions/ Handwriting, Capitalization, and Punctuation. (Grades 6-7 and Courses Eng. I – IV) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (Grade 8) Student write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity.</p>									
	4.21C(ii) quotation marks	5.21C(ii) proper punctuation and spacing for quotations	6.20C(ii) proper punctuation and spacing for quotations			Eng. I 18B(i) quotation marks to indicate sarcasm or irony	Eng. II 18B(ii) quotation marks to indicate sarcasm or irony		
<p>Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.</p>									
3.26D & 4.42D identify the author, title, publisher, and publication year of sources		5.24D & 6.23D identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format		7.23C & 8.23C record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format		Eng. I 21C & Eng. II 21C paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number)		Eng. III 12C & Eng. IV 21C paragraph, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources	

Fun-Size Academic Writing for Serious Learning

Part 3. Opinion/Argument - Lesson 81: Drawing Editorial Cartoons

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students may need to view and discuss various editorial cartoons prior to beginning this writing/illustrating activity. Inferential thinking is key to understanding cartoons and students will apply this knowledge as they create their own editorial cartoons.</p>	Figure 19 Comprehension Skills											
	Fig. 19 (D) make inferences about text using textual evidence to support understanding			Fig. 19 (D) make inferences about text and use textual evidence to support understanding		Fig. 19 (D) make complex inferences about text and use textual evidence to support understanding		Fig. 19 (B) make complex inferences about text and use textual evidence to support understanding		Fig. 19 (B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding		
	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.											
	3.16A understand how communication changes when moving from one genre of media to another	4.14A explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior	5.14A explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news)	6.13A explain messages conveyed in various forms of media	7.13A interpret both explicit and implicit messages in various forms of media	8.13A evaluate the role of media in focusing attention on events and informing opinion on issues	Eng. I 12A compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts	Eng. II 12A, Eng. III 12A & Eng. IV 12A evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts				
	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.											
	3.17C & 4.15C revise drafts for coherence, organization, use of simple and compound sentences, and audience		5.15C & 6.14C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed			7.14C & 8.14C revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience; and genre have been addressed		Eng. I 13C & Eng. II 13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed		Eng. III 13C & Eng. IV 13C revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes, (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases		
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:											
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details		5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives			7.18A & 8.18A establishes a clear thesis or position 7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments 7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion		Eng. I 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence		Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs		Eng. IV 16A a clear thesis or position based on logical reasons forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)
								Eng. I 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views		Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)		Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)

Part 3. Opinion/Argument - Lesson 81: Drawing Editorial Cartoons (page 2)

				Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections	Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives
				Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context	Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context
				Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas	Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used
				Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)	Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)
					Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone

Fun-Size Academic Writing for Serious Learning

Part 3. Opinion/Argument - Lesson 82: Knocking Down the Opposition

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12	
This writing activity gives students the opportunity to consider opposing sides to an argument. Students craft their essay in a way to address the opposition while making their position seem to be the best solution.	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.										
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)		5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				
	3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs		5.15B, 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing				Eng. I 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning				
	3.17C & 4.15C revise drafts for coherence, organization, use of simple and compound sentences, and audience		5.15C & 6.14C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed			7.14C & 8.14C revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed		Eng. I 13C & Eng. II 13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed		Eng. III 13C & Eng. IV 13C revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes, (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases	
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:										
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details		5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives			7.18A & 8.18A establishes a clear thesis or position 7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments 7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion		Eng. I 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence		Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs	
							Eng. I 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views	Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)	Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)		

Part 3. Opinion/Argument - Lesson 82: Knocking Down the Opposition (page 2)

				Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections	Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives
				Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context	Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context
				Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas	Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used
				Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)	Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)
					Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone

Fun-Size Academic Writing for Serious Learning

Part 3. Opinion/Argument - Lesson 83: Using Quirky Mental Images in an Argument

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12	
Figure 19 Comprehension Skills											
Readers use the comprehension strategy of visualization to “see” what the author creates in his/her writing. Students will use this strategy as a writer when they include sensory language that helps the reader visualize events taking place in a piece of writing.	Fig. 19 (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)				Fig. 19 (C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images)		Fig. 19 (A) reflect on understanding to monitor comprehension (e.g., asking question, summarizing and synthesizing, making connections, creating sensory images)				
	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding.										
	3.10A identify language that creates a graphic, visual experience and appeals to the senses	4.8A identify the author’s use of similes and metaphors to produce imagery	5.8A evaluate the impact of sensory details, imagery, and figurative language in literary text	6.8A explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains	7.8A determine the figurative meaning of phrases and analyze how an author’s use of language creates imagery, appeals to the senses, and suggests mood	8.8A explain the effect of similes and extended metaphors in literary text	Eng. I 7A explain the role of irony, sarcasm, and paradox in literary works	Eng. II 7A explain the function of symbolism, allegory, and allusions in literary works	Eng. III 7A analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works	Eng. IV 7A analyze how the author’s patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works	
	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.										
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range a strategies (e.g., brainstorming, graphic organizers, logs, journals)	5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea					
	3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs	5.15B , 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing				Eng. I 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning					
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:										
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details	5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives		7.18A & 8. 18A establishes a clear thesis or position 7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments 7.18C & 8.18C includes evidence that is logically organized to support the author’s viewpoint and that differentiates between fact and opinion		Eng. I 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence			Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs	Eng. IV 16A a clear thesis or position based on logical reasons forms of with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)	
							Eng. I 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views	Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author’s own words and not out of context)	Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author’s own words and not out of context)		

Part 3. Opinion/Argument - Lesson 83: Using Quirky Mental Images in an Argument (page 2)

				Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections	Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives
				Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context	Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context
				Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas	Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used
				Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)	Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)
					Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone

Fun-Size Academic Writing for Serious Learning

Part 2. Informative/Explanatory - Lesson 84: Using Question and Answer to Frame an Argument

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12		
Share Lorelei's piece on page 187. Discuss how Lorelei used elements of research to compose a cohesive essay. The amount of research required for this writing activity will be determined by the teacher and students.	Figure 19 Comprehension Skills											
	Fig. 19 (B) ask literal, interpretive, and evaluative questions of text			Fig. 19 (B) ask literal, interpretive, evaluative, and universal questions of text				Fig. 19 (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images)				
	Research/Research Plan. Students ask open-ended questions and develop a plan for answering them.											
	3.25A & 4.23A generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic			5.23A & 6.22A brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic			7.22A, 8.22A & Eng. I-IV 20A brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic					
	3.25B & 4.23B generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question			5.23B & 6.22B generate a research plan for gathering relevant information about the major research question			7.22B & 8.22B apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches		Eng. I 20B & Eng. II 20B formulate a plan for engaging in research on a complex, multifaceted topic		Eng. III 20B & Eng. IV 20B formulate a plan for engaging in in-depth research on a complex, multifaceted topic	
	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.											
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range a strategies (e.g., brainstorming, graphic organizers, logs, journals)			5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				
	3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs			5.15B, 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing				Eng. I 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning				
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:											
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details			5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives			7.18A & 8. 18A establishes a clear thesis or position		Eng. I 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence		Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs	
						7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments				Eng. IV 16A a clear thesis or position based on logical reasons forms of with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)		
						7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion						
								Eng. I 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views		Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)		
										Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)		

Part 2. Informative/Explanatory - Lesson 84: Using Question and Answer to Frame an Argument (page 2)

				Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections	Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives
				Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context	Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context
				Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas	Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used
				Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)	Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)
					Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone

Fun-Size Academic Writing for Serious Learning

Part 2. Informative/Explanatory - Lesson 85: Writing a Letter to Raise Awareness About a Social Problem

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12	
<p>Students need to have an understanding of cause-and-effect as a text structure and organizational strategy. Ask students to identify a problem that they would like to address in an essay or letter. It will be important to help students determine to whom they will address their concern (an organization, a business, or an individual).</p>	<p>Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p>										
	<p>3.13C identify explicit cause and effect relationships among ideas in texts</p>	<p>4.11C describe explicit and implicit relationships among ideas in texts organized by cause and effect, sequence, or comparison</p>	<p>5.11C analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas</p>	<p>6.10C explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author’s viewpoint</p>	<p>7.10C use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text</p>	<p>8.10C & Eng. I 9C make subtle inferences and draw complex conclusions about ideas in text and their organizational patterns</p>	<p>Eng. II – Eng. IV 9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns</p>				
	<p>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p>										
	<p>3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range a strategies (e.g., brainstorming, graphic organizers, logs, journals)</p>	<p>5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p>				<p>Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p>					
	<p>3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs</p>	<p>5.15B , 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing</p>				<p>Eng. I 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning</p>					
<p>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>											
<p>3.20B & 4.18B write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing)</p>	<p>5.18B write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing)</p>	<p>6.17B write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing)</p>	<p>7.17B & 8.17B write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context</p>			<p>Eng. I 15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; (ii) reader-friendly formatting techniques</p>	<p>Eng. II 15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; (ii) reader-friendly formatting techniques; (iii) anticipation of readers’ questions</p>	<p>Eng. III 15B write procedural or work-related documents (e.g., resumes, proposals, college applications, operation manuals) that include: (v) appropriate organizational structures supported by facts and details (documented if appropriate); (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; (ii) appropriate formatting structures (e.g., headings, graphics, white space); (iii) relevant questions that engage readers and consider their needs; (iv) accurate technical information in accessible language</p>	<p>Eng. IV 15B write procedural or work-related documents (e.g., resumes, proposals, college applications, operation manuals) that include: (v) appropriate organizational structures supported by facts and details (documented if appropriate); (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; (ii) appropriate formatting structures (e.g., headings, graphics, white space); (iii) relevant questions that engage readers and address their potential problems and misunderstandings; (iv) accurate technical information in accessible language</p>		

Fun-Size Academic Writing for Serious Learning

Part 3. Opinion/Argument - Lesson 86: Using Repetition (Anaphora) for Emphasis and Style

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12	
<p style="font-size: small; margin: 0;">Anaphora is not explicitly stated in the TEKS. It is a rhetorical or stylistic device that writers can choose to use in their writing to show a high degree of emotion and/or commitment. Partners can read aloud each piece of writing to see if the writer has created the desired effect.</p>	<p>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p>										
	<p>3.17C & 4.15C revise drafts for coherence, organization, use of simple and compound sentences, and audience</p>		<p>5. 15C & 6.14C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed</p>		<p>7. 14C & 8.14C revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience; and genre have been addressed</p>		<p>Eng. I 13C & Eng. II 13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed</p>		<p>Eng. III 13C & Eng. IV 13C revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes, (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases</p>		
	<p>Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p>										
	<p>3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details</p>		<p>5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives</p>		<p>7.18A & 8. 18A establishes a clear thesis or position</p> <p>7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments</p> <p>7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion</p>		<p>Eng. I 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence</p>		<p>Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs</p>		<p>Eng. IV 16A a clear thesis or position based on logical reasons forms of with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)</p>
							<p>Eng. I 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views</p>	<p>Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)</p>	<p>Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)</p>		
						<p>Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections</p>		<p>Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives</p>			

Part 3. Opinion/Argument - Lesson 86: Using Repetition (Anaphora) for Emphasis and Style (page 2)

						Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context	Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context		
						Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas	Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used		
						Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)	Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)		
								Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone	
<p>Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity.</p>									
3.30A speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	4.28A express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate effectively	5.28A give organized presentations, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	6.27A give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	7.27A 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	8.27A advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively	Eng. I 25A give presentations using informal, formal, and technical language effectively to meet the needs of audience purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	Eng. II 25A advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	Eng. III 25A give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively	Eng. IV 25A formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively

Fun-Size Academic Writing for Serious Learning

Part 2. Informative/Explanatory - Lesson 87: Keeping an Argument From Sliding Into a Personal Narrative

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12		
<p>This lesson is an important writing activity for students. Students need to have opportunities to practice the art of weaving personal experiences into persuasive writing. If done well, these brief anecdotes are almost like “facts” that support the writer’s position. Make an anchor chart (t-chart) with the elements of personal narrative writing in one column and persuasive writing in the other column. As students highlight (yellow and blue) Tori’s writing on page 193, add these examples to the anchor chart as a way to make visible the two writing styles Tori uses in her writing.</p>	<p>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p>											
	<p>3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)</p>		<p>5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p>				<p>Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p>					
	<p>3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs</p>		<p>5.15B, 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing</p>				<p>Eng. 1 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning</p>					
	<p>Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p>											
	<p>3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details</p>		<p>5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives</p>			<p>7.18A & 8. 18A establishes a clear thesis or position</p>		<p>Eng. 1 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence</p>		<p>Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs</p>		<p>Eng. IV 16A a clear thesis or position based on logical reasons forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)</p>
						<p>7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments</p>						
						<p>7.18C & 8.18C includes evidence that is logically organized to support the author’s viewpoint and that differentiates between fact and opinion</p>						
							<p>Eng. 1 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views</p>		<p>Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author’s own words and not out of context)</p>	<p>Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author’s own words and not out of context)</p>		
									<p>Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections</p>		<p>Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives objections</p>	
									<p>Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context</p>		<p>Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context</p>	
								<p>Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas</p>		<p>Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used</p>		

Part 2. Informative/Explanatory - Lesson 87: Keeping an Argument From Sliding Into a Personal Narrative (page 2)

						Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)	Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)
							Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone

Writing. Students write about their own experiences.

3.19A write about important personal experiences	4.17A write about important personal experiences	5.17A write a personal narrative that conveys thoughts and feelings about an experience	6.16A write a personal narrative that has a clearly defined focus and communicate the importance of or reasons for actions and/or consequences	7.16A write a personal narrative that has a clearly defined focus and communicate the importance of or reasons for actions and/or consequences	8.16A write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences				
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Fun-Size Academic Writing for Serious Learning

Part 3. Opinion/Argument - Lesson 88: Creating a Poster for Persuasion

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12	
<p>Students may need to view and discuss examples of posters or billboards advertising a person, place or thing. Students need to discuss how these forms of media are used to persuade others. Inferential thinking is key to comprehension (big ideas expressed in few words). Teachers may also want to review author's purpose with students. Is the author trying to change the way the reader thinks or convince the reader to agree with their position?</p>	Figure 19 Comprehension Skills										
	Fig. 19 (D) make inferences about text using textual evidence to support understanding			Fig. 19 (D) make inferences about text and use textual evidence to support understanding		Fig. 19 (D) make complex inferences about text and use textual evidence to support understanding		Fig. 19 (B) make complex inferences about text and use textual evidence to support understanding		Fig. 19 (B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding	
	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.										
	3.16A understand how communication changes when moving from one genre of media to another	4.14A explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior	5.14A explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news)	6.13A explain messages conveyed in various forms of media	7. 13A interpret both explicit and implicit messages in various forms of media	8.13A evaluate the role of media in focusing attention on events and informing opinion on issues	Eng. I 12A compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts	Eng. II 12A, Eng. III 12A & Eng. IV 12A evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts			
	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.										
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)			5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea			Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				
	3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs			5.15B , 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing			Eng. I 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning				
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:										
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details			5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives		7.18A & 8. 18A establishes a clear thesis or position 7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments 7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion		Eng. I 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence		Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs	Eng. IV 16A a clear thesis or position based on logical reasons forms of with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)
								Eng. I 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views	Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)	Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)	

Part 3. Opinion/Argument - Lesson 88: Creating a Poster for Persuasion (page 2)

				Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections	Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives
				Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context	Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context
				Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas	Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used
				Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)	Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)
					Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone

Fun-Size Academic Writing for Serious Learning

Part 3. Opinion/Argument - Lesson 89: Using Analogies to Show, Not Tell

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12	
<p>Two key reading comprehension strategies are important to the development of this piece of writing: making inferences and making text-to-self-connections. Students will need to have background knowledge of analogies and how writers use analogies to make a connection to the reader. If you are looking for a way to differentiate between analogy and metaphor, refer to this information found at: http://www.spellingcity.com/analogies.html.</p>	Figure 19 Comprehension Skills										
	<p>Fig. 19 (D) make inferences about text using textual evidence to support understanding</p>			<p>Fig. 19 (D) make inferences about text and use textual evidence to support understanding</p>		<p>Fig. 19 (D) make complex inferences about text and use textual evidence to support understanding</p>		<p>Fig. 19 (B) make complex inferences about text and use textual evidence to support understanding</p>		<p>Fig. 19 (D) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding</p>	
	Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.										
	<p>3.14A Identify what the author is trying to persuade the reader to think or do</p>	<p>4.12A explain how an author uses language to present information to influence what the reader thinks or does</p>	<p>5.12A identify the author's viewpoint or position and explain the basic relationship among ideas (e.g., parallelism, comparison, causality) in the argument</p>	<p>6.11A compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence</p>	<p>7. 11A analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument</p>	<p>8.11A compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents</p>	<p>Eng. I 10A analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience</p>	<p>Eng. II 10A explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments</p>	<p>Eng. III 10A evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts</p>	<p>Eng. IV 10A evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text</p>	
	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.										
	<p>3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range a strategies (e.g., brainstorming, graphic organizers, logs, journals)</p>	<p>5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p>					<p>Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p>				
<p>3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs</p>	<p>5.15B , 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing</p>					<p>Eng. I 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning</p>					

Part 3. Opinion/Argument - Lesson 89: Using Analogies to Show, Not Tell (page 2)

<p>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>							
<p>3.20B & 4.18B write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing)</p>	<p>5.18B write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing)</p>	<p>6.17B write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing)</p>	<p>7.17B & 8.17B write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context</p>	<p>Eng. I 15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; (ii) reader-friendly formatting techniques</p>	<p>Eng. II 15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; (ii) reader-friendly formatting techniques; (iii) anticipation of readers' questions</p>	<p>Eng. III 15B write procedural or work-related documents (e.g., resumes, proposals, college applications, operation manuals) that include: (v) appropriate organizational structures supported by facts and details (documented if appropriate); (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; (ii) appropriate formatting structures (e.g., headings, graphics, white space); (iii) relevant questions that engage readers and consider their needs; (iv) accurate technical information in accessible language</p>	<p>Eng. IV 15B write procedural or work-related documents (e.g., resumes, proposals, college applications, operation manuals) that include: (v) appropriate organizational structures supported by facts and details (documented if appropriate); (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; (ii) appropriate formatting structures (e.g., headings, graphics, white space); (iii) relevant questions that engage readers and address their potential problems and misunderstandings; (iv) accurate technical information in accessible language</p>

Fun-Size Academic Writing for Serious Learning

Part 3. Opinion/Argument - Lesson 90: Anticipating and Overcoming Objections

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12		
This writing activity brings together the elements of writing a persuasive text (establishing a position and responding to alternatives and/or concerns). However, instead of a traditional persuasive essay, students will write their essay in the form of a letter.	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.											
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)		5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea					
	3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs		5.15B, 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing				Eng. I 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning					
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:											
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details		5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives			7.18A & 8.18A establishes a clear thesis or position 7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments 7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion		Eng. I 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence		Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs		Eng. IV 16A a clear thesis or position based on logical reasons forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)
								Eng. I 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views	Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)		Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)	
								Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections		Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives		
								Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context		Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context		

Part 3. Opinion/Argument - Lesson 90: Anticipating and Overcoming Objections (page 2)

				Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas	Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used		
				Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)	Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)		
						Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone	
<p>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>							
3.20B & 4.18B write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing)	5.18B write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing)	6.17B write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing)	7.17B & 8.17B write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context	Eng. I 15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; (ii) reader-friendly formatting techniques	Eng. II 15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; (ii) reader-friendly formatting techniques; (iii) anticipation of readers' questions	Eng. III 15B write procedural or work-related documents (e.g., resumes, proposals, college applications, operation manuals) that include: (v) appropriate organizational structures supported by facts and details (documented if appropriate); (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; (ii) appropriate formatting structures (e.g., headings, graphics, white space); (iii) relevant questions that engage readers and consider their needs; (iv) accurate technical information in accessible language	Eng. IV 15B write procedural or work-related documents (e.g., resumes, proposals, college applications, operation manuals) that include: (v) appropriate organizational structures supported by facts and details (documented if appropriate); (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; (ii) appropriate formatting structures (e.g., headings, graphics, white space); (iii) relevant questions that engage readers and address their potential problems and misunderstandings; (iv) accurate technical information in accessible language

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Part 3. Opinion/Argument - Lesson 91: Anticipating a Reader's Objections

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12			
Writers often make inferences when they predict or anticipate what readers may be thinking. After reading Stetson's essay on page 201, readers will use their inferring skills to draw stick figures in the margin, adding word bubbles with comments showing what the character may be thinking in response to the writing. Students will infer what readers may think when using the "making a sales pitch" text structure on page 200. Students will also rely on inferring skills when drawing their argument as a comic strip.	Figure 19 Comprehension Skills												
	Fig. 19 (D) make inferences about text using textual evidence to support understanding			Fig. 19 (D) make inferences about text and use textual evidence to support understanding		Fig. 19 (D) make complex inferences about text and use textual evidence to support understanding		Fig. 19 (B) make complex inferences about text and use textual evidence to support understanding		Fig. 19 (D) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding			
	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.												
	3.16A understand how communication changes when moving from one genre of media to another	4.14A explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior		5.14A explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news)		6.13A explain messages conveyed in various forms of media		7.13A interpret both explicit and implicit messages in various forms of media		8.13A evaluate the role of media in focusing attention on events and informing opinion on issues		Eng. I 12A compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts Eng. II 12A, Eng. III 12A & Eng. IV 12A evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts	
	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.												
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)			5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea					
	3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs			5.15B, 6.14B, 7.14B & 7.14C develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing				Eng. 1 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning					
	3.17C & 4.15C revise drafts for coherence, organization, use of simple and compound sentences, and audience			5.15C & 6.14C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed		7.14C & 8.14C revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience; and genre have been addressed		Eng. I 13C & Eng. II 13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed		Eng. III 13C & Eng. IV 13C revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes, (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases			
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:												
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details			5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives		7.18A & 8.18A establishes a clear thesis or position 7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments 7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion		Eng. 1 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence		Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs		Eng. IV 16A a clear thesis or position based on logical reasons forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)	

Part 3. Opinion/Argument - Lesson 91: Anticipating a Reader's Objections (page 2)

				<p>Eng. 1 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views</p>	<p>Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)</p>	<p>Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)</p>
				<p>Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections</p>		<p>Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives</p>
				<p>Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context</p>		<p>Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context</p>
				<p>Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas</p>		<p>Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used</p>
					<p>Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)</p>	<p>Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)</p>
						<p>Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone</p>

Fun-Size Academic Writing for Serious Learning

Part 3. Opinion/Argument - Lesson 92: Using Hyperbole for Effect

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12										
The reader needs to be able to identify places in the written text when the author has chosen to use hyperbole (exaggeration). Then the reader must infer why the author would use this rhetorical device and did the writer achieve the desired effect. Hyperbole is included in the TEKS in Eng. III13C and Eng. IV 13C as part of the revision process. The student expectations for Eng. III 16F & Eng. IV 16F includes the use of rhetorical devices to back up assertions (e.g., appeals to logic, emotions, and ethical beliefs). The use of exaggeration/hyperbole is also included in the reading comprehension strategies for sensory language and persuasive text.	Figure 19 Comprehension Skills																			
	Fig. 19 (D) make inferences about text using textual evidence to support understanding			Fig. 19 (D) make inferences about text and use textual evidence to support understanding			Fig. 19 (D) make complex inferences about text and use textual evidence to support understanding			Fig. 19 (B) make complex inferences about text and use textual evidence to support understanding		Fig. 19 (B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding								
	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding.																			
	3.10A identify language that creates a graphic, visual experience and appeals to the senses		4.8A identify the author’s use of similes and metaphors to produce imagery		5.8A evaluate the impact of sensory details, imagery, and figurative language in literary text		6.8A explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains		7.8A determine the figurative meaning of phrases and analyze how an author’s use of language creates imagery, appeals to the senses, and suggests mood		8.8A explain the effect of similes and extended metaphors in literary text		Eng. I 7A explain the role of irony, sarcasm, and paradox in literary works		Eng. II 7A explain the function of symbolism, allegory, and allusions in literary works		Eng. III 7A analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works		Eng. IV 7A analyze how the author’s patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works	
	Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.																			
				5.12B recognize exaggerated, contradictory, or misleading statements in text		6.11B identify simply faulty reasoning used in persuasive texts		7.11B identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts		8.11B analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts		Eng. I 10B analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors’ propositions		Eng. II 10B analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks		Eng. III 10B analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations		Eng. IV 10B draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language		
	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.																			
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range a strategies (e.g., brainstorming, graphic organizers, logs, journals)			5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea												
	3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs			5.15B , 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing				Eng. I 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning												
	3.17C & 4.15C revise drafts for coherence, organization, use of simple and compound sentences, and audience			5. 15C & 6.14C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed			7. 14C & 8.14C revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience; and genre have been addressed			Eng. I 13C & Eng. II 13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed		Eng. III 13C & Eng. IV 13C revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes, (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases								
Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:																				

Part 3. Opinion/Argument - Lesson 92: Using Hyperbole for Effect (page 2)

<p>3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details</p>	<p>5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives</p>	<p>7.18A & 8.18A establishes a clear thesis or position</p> <p>7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments</p> <p>7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion</p>	<p>Eng. 1 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence</p>		<p>Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs</p>	<p>Eng. IV 16A a clear thesis or position based on logical reasons forms of with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)</p>
			<p>Eng. 1 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views</p>	<p>Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)</p>	<p>Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)</p>	
			<p>Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections</p>		<p>Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives</p>	
			<p>Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context</p>		<p>Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context</p>	
			<p>Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas</p>		<p>Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used</p>	
				<p>Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)</p>	<p>Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)</p>	
					<p>Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone</p>	

Fun-Size Academic Writing for Serious Learning

Part 2. Informative/Explanatory - Lesson 93: Discovering a Problem, Proposing a Solution

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12		
Refer to Lesson 87: Keeping an Argument From Sliding Into a Personal Narrative. Students will include personal experiences/anecdotes in this writing activity, but the overall purpose of this composition is to discuss a problem along with possible solutions in hopes of persuading others to take action.	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.											
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)			5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				
	3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs			5.15B, 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing				Eng. 1 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning				
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:											
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details			5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives			7.18A & 8. 18A establishes a clear thesis or position 7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments 7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion		Eng. 1 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence		Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs Eng. IV 16A a clear thesis or position based on logical reasons forms of with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)	
									Eng. 1 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views		Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)	
									Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections		Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives	
									Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context		Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context	
									Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas		Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used	

Part 2. Informative/Explanatory - Lesson 93: Discovering a Problem, Proposing a Solution (page 2)

Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)

Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)

Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone

Writing. Students write about their own experiences.

3.19A write about important personal experiences

4.17A write about important personal experiences

5.17A write a personal narrative that conveys thoughts and feelings about an experience

6.16A write a personal narrative that has a clearly defined focus and communicate the importance of or reasons for actions and/or consequences

7.16A write a personal narrative that has a clearly defined focus and communicate the importance of or reasons for actions and/or consequences

8.16A write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences

Fun-Size Academic Writing for Serious Learning

Part 3. Opinion/Argument - Lesson 94: Weaving Information Into a Persuasive Argument

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12		
This writing activity brings together the elements of writing a persuasive text (establishing a position and responding to alternatives and/or concerns). However, instead of a traditional persuasive essay, students will write their essay in the form of a letter.	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.											
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)	5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea					Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea					
	3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs	5.15B, 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing					Eng. I 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning					
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:											
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details	5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives			7.18A & 8.18A establishes a clear thesis or position 7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments 7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion		Eng. I 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence		Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs		Eng. IV 16A a clear thesis or position based on logical reasons supported by various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)	
								Eng. I 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views	Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)	Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)		
								Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections		Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives		
								Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context		Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context		

Part 3. Opinion/Argument - Lesson 94: Weaving Information Into a Persuasive Argument (page 2)

				Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas	Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used	
				Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)	Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)	
						Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone
<p>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>						
3.20B & 4.18B write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing)	5.18B write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing)	6.17B write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing)	7.17B & 8.17B write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context	Eng. I 15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; (ii) reader-friendly formatting techniques	Eng. II 15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; (ii) reader-friendly formatting techniques; (iii) anticipation of readers' questions	Eng. III 15B write procedural or work-related documents (e.g., resumes, proposals, college applications, operation manuals) that include: (v) appropriate organizational structures supported by facts and details (documented if appropriate); (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; (ii) appropriate formatting structures (e.g., headings, graphics, white space); (iii) relevant questions that engage readers and consider their needs; (iv) accurate technical information in accessible language
						Eng. IV 15B write procedural or work-related documents (e.g., resumes, proposals, college applications, operation manuals) that include: (v) appropriate organizational structures supported by facts and details (documented if appropriate); (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; (ii) appropriate formatting structures (e.g., headings, graphics, white space); (iii) relevant questions that engage readers and address their potential problems and misunderstandings; (iv) accurate technical information in accessible language

Fun-Size Academic Writing for Serious Learning

Part 2. Informative/Explanatory - Lesson 95: Writing a Descriptive Lead

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12	
This writing activity gives students the opportunity to describe the character traits of a person they admire. The student expectations found in the reading strand for character analysis and sensory language are transferred and applied as students write effective descriptive leads with stated or implied thesis statements.	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.										
	3.8B & 4.6B describe the interaction of characters including their relationships and the changes they undergo.	5.6B explain the roles and functions of characters in various plots, including their relationships and conflicts	6.6B recognize dialect and conversational voice and explain how authors use dialect to convey character	7.6B analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts	8.6B analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict	Eng. I 5B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils	Eng. II 5B analyze differences in the characters moral dilemmas in works of fiction across different countries or cultures	Eng. III 5B analyze the internal and external development of characters through a range of literary devices	Eng. IV 5B analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters		
	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.										
	3.10A identify language that creates a graphic, visual experience and appeals to the senses	4.8A identify the author's use of similes and metaphors to produce imagery	5.8A evaluate the impact of sensory details, imagery, and figurative language in literary text	6.8A explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains	7.8A determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood	8.8A explain the effect of similes and extended metaphors in literary text	Eng. I 7A explain the role of irony, sarcasm, and paradox in literary works	Eng. II 7A explain the function of symbolism, allegory, and allusions in literary works	Eng. III 7A analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works	Eng. IV 7A analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works	
	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.										
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range a strategies (e.g., brainstorming, graphic organizers, logs, journals)	5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea					Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				
3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs	5.15B , 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing					Eng. I 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning					
3.17C & 4.15C revise drafts for coherence, organization, use of simple and compound sentences, and audience	5. 15C & 6.14C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed			7. 14C & 8.14C revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience; and genre have been addressed		Eng. I 13C & Eng. II 13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed		Eng. III 13C & Eng. IV 13C revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes, (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases			

Part 3. Opinion/Argument - Lesson 95: Writing a Descriptive Lead (page 2)

	<p>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>						
<p>3.20A & 4.18A create brief compositions that: (i) establish a central idea in a topic sentence; (iii) contain a concluding statement; (ii) include supporting sentences with simple facts, details, and explanations</p>	<p>5.18A & 6.17A create multi-paragraph essays to convey information about the topic that: (i) present effective introductions and concluding paragraphs; (ii) guide and inform the reader's understanding of key ideas and evidence; (iii) include specific facts, details, and examples in an appropriately organized structure; (iv) use a variety of sentence structures and transitions to link paragraphs</p>	<p>7.17A & 8.17A write multi-paragraph essay to convey information about a topic that: (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs; (iv) accurately synthesizes ideas from several sources</p>	<p>Eng. I 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a controlling idea or thesis; (iv) an organizing structure appropriate to purpose, audience; and context; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant information and valid inferences</p>	<p>Eng. II 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a thesis or controlling idea; (iv) an organizing structure appropriate to purpose, audience; and context; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant evidence and well-chosen details; (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement</p>	<p>Eng. III 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant and substantial evidence and well-chosen details; (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources</p>	<p>Eng. IV 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant and substantial evidence and well-chosen details; (vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources ; (vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it</p>	

Fun-Size Academic Writing for Serious Learning

Part 3. Opinion/Argument - Lesson 96: Using Third-Person Examples in an Argument

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12				
First and third-person point of view are included in the TEKS for reading literary text. Students need to be familiar with the varying points of view – mentor text examples will be help students identify each perspective. Then students can use Nicholas’s piece on page 211 to showcase how writers use third-person examples when they want their writing to read like an article advocating for something important to the writer.	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.													
	3.8C & 4.6C identify whether the narrator or speaker of a story is first or third person	5.6C explain different forms of third-person points of view in stories	6.6C describe different forms of point of view, including first- and third-person	7.6C analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited	8.6C analyze different forms of point of view, including limited versus omniscient, subjective versus objective	Eng. I 5C analyze the way in which a work of fiction is shaped by the narrator’s point of view	Eng. II 5C evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction	Eng. III 5C analyze the impact of narration when the narrator’s point of view shifts from one character to another	Eng. IV 5C compare and contrast the effects of different forms of narration across various genres of fiction					
	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.													
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range a strategies (e.g., brainstorming, graphic organizers, logs, journals)	5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea					Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea							
	3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs	5.15B , 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing					Eng. 1 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning							
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:													
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details	5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives			7.18A & 8. 18A establishes a clear thesis or position			Eng. 1 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence			Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs		Eng. IV 16A a clear thesis or position based on logical reasons forms of with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)	
					7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments									
					7.18C & 8.18C includes evidence that is logically organized to support the author’s viewpoint and that differentiates between fact and opinion									
							Eng. 1 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views	Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author’s own words and not out of context)	Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author’s own words and not out of context)					

Part 3. Opinion/Argument - Lesson 96: Using Third-Person Examples in an Argument (page 2)

				Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections	Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives
				Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context	Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context
				Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas	Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used
				Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)	Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)
					Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone

Fun-Size Academic Writing for Serious Learning

Part 2. Informative/Explanatory - Lesson 97: Using Opposites (Antithesis) to Make an Impact

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12		
There is not a specific TEKS for antithesis. Antithesis will be taught when other rhetorical devices are being taught. This is a writing skill most likely employed by skillful writers who are ready to present varying viewpoints in their writing. Students will need guidance to understand that the use of antithesis should not confuse the reader, but make the writer's thesis clear to the reader.	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.											
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)	5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea						
	3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs	5.15B, 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing				Eng. I 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning						
	3.17C & 4.15C revise drafts for coherence, organization, use of simple and compound sentences, and audience	5.15C & 6.14C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed	7.14C & 8.14C revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience; and genre have been addressed			Eng. I 13C & Eng. II 13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed			Eng. III 13C & Eng. IV 13C revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes, (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases			
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that includes: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:											
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details	5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives			7.18A & 8.18A establishes a clear thesis or position 7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments 7.18C & 8.18C includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion		Eng. I 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence			Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs	Eng. IV 16A a clear thesis or position based on logical reasons forms of with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)	
								Eng. I 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views	Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)	Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author's own words and not out of context)		
								Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections		Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives		

Part 2. Informative/Explanatory - Lesson 97: Using Opposites (Antithesis) to Make an Impact (page 2)

			Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context	Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context
			Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas	Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used
			Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)	Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)
				Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone

Writing. Students write about their own experiences.

3.19A write about important personal experiences	4.17A write about important personal experiences	5.17A write a personal narrative that conveys thoughts and feelings about an experience	6.16A write a personal narrative that has a clearly defined focus and communicate the importance of or reasons for actions and/or consequences	7.16A write a personal narrative that has a clearly defined focus and communicate the importance of or reasons for actions and/or consequences	8.16A write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences				
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Fun-Size Academic Writing for Serious Learning

Part 2. Informative/Explanatory - Lesson 98: Revising an Argument for Length

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12										
<p>This writing activity gives students the opportunity to understand how revising an essay for length can enhance the overall piece of writing. Students will want to share original/revised drafts with others and discuss what changes were made. Did the “gist” of the writing remain consistent? Did the writer include the “right amount” of important information? After comparing the original essay with the revised essay, ask students which piece of writing they prefer and explain why.</p>	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.																			
	3.8B & 4.6B describe the interaction of characters including their relationships and the changes they undergo.		5.6B explain the roles and functions of characters in various plots, including their relationships and conflicts		6.6B recognize dialect and conversational voice and explain how authors use dialect to convey character		7.6B analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts		8.6B analyze how the central characters’ qualities influence the theme of a fictional work and resolution of the central conflict		Eng. I 5B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils		Eng. II 5B analyze differences in the characters moral dilemmas in works of fiction across different countries or cultures		Eng. III 5B analyze the internal and external development of characters through a range of literary devices		Eng. IV 5B analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters			
	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding.																			
	3.10A identify language that creates a graphic, visual experience and appeals to the senses		4.8A identify the author’s use of similes and metaphors to produce imagery		5.8A evaluate the impact of sensory details, imagery, and figurative language in literary text		6.8A explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains		7.8A determine the figurative meaning of phrases and analyze how an author’s use of language creates imagery, appeals to the senses, and suggests mood		8.8A explain the effect of similes and extended metaphors in literary text		Eng. I 7A explain the role of irony, sarcasm, and paradox in literary works		Eng. II 7A explain the function of symbolism, allegory, and allusions in literary works		Eng. III 7A analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works		Eng. IV 7A analyze how the author’s patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works	
	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.																			
3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range a strategies (e.g., brainstorming, graphic organizers, logs, journals)			5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea													
3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs			5.15B , 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing				Eng. I 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning													
3.17C & 4.15C revise drafts for coherence, organization, use of simple and compound sentences, and audience			5. 15C & 6.14C revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed			7. 14C & 8.14C revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed		Eng. I 13C & Eng. II 13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed			Eng. III 13C & Eng. IV 13C revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes, (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases									

Part 3. Opinion/Argument - Lesson 98: Revising an Argument for Length (page 2)

<p>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>						
<p>3.20A & 4.18A create brief compositions that: (i) establish a central idea in a topic sentence; (iii) contain a concluding statement; (ii) include supporting sentences with simple facts, details, and explanations</p>	<p>5.18A & 6.17A create multi-paragraph essays to convey information about the topic that: (i) present effective introductions and concluding paragraphs; (ii) guide and inform the reader’s understanding of key ideas and evidence; (iii) include specific facts, details, and examples in an appropriately organized structure; (iv) use a variety of sentence structures and transitions to link paragraphs</p>	<p>7.17A & 8.17A write multi-paragraph essay to convey information about a topic that: (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs; (iv) accurately synthesizes ideas from several sources</p>	<p>Eng. I 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a controlling idea or thesis; (iv) an organizing structure appropriate to purpose, audience; and context; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant information and valid inferences</p>	<p>Eng. II 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a thesis or controlling idea; (iv) an organizing structure appropriate to purpose, audience; and context; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant evidence and well-chosen details; (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement</p>	<p>Eng. III 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant and substantial evidence and well-chosen details; (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources</p>	<p>Eng. IV 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant and substantial evidence and well-chosen details; (vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources ; (vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it</p>

Fun-Size Academic Writing for Serious Learning

Part 2. Informative/Explanatory - Lesson 99: Using the Literary Present Tense to Present an Argument

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12		
This writing activity gives students the opportunity to focus on verb tense (present tense verbs). Students may want to take this piece of writing through the entire writing process including, revising, editing and publishing.	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.											
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range a strategies (e.g., brainstorming, graphic organizers, logs, journals)			5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				
	3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs			5.15B, 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing				Eng. 1 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning				
	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.											
	3.20C write responses to literary or expository texts that demonstrate an understanding of the text		4. 18C, 5.18C & 6.17C write responses to literary or expository texts and provide evidence from the text to demonstrate understanding			7.17C & 8.17C write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate		Eng. I 15C & Eng. II 15C write an interpretative response to an expository or a literary text (e.g., essay or review) that: (i) extends beyond a summary and literal analysis; (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; (iii) analyzes the aesthetic effects of an author’s use of stylistic or rhetorical devices		Eng. III 15C & Eng. IV 15C write an interpretation of an expository or a literary text that: (i) advances a clear thesis statement; (ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text; (iii) analyzes the aesthetic effects of an author’s use of stylistic or rhetorical devices; (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; (v) anticipates and responds to readers’ questions or contradictory information		
	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.											
	3.22A(i) & 4.20A(i) verbs (past, present, future)			5.20A(i) verbs (irregular verbs and active voice)	6.19A(i) verbs (irregular verbs and active and passive voice)	7.19A(i) & 8.19A(i) verbs (perfect and progressive tenses) and participles		Eng. I 17A(i) & Eng. II 17A(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles)				
	3.22C, 4.20C, 5.20C & 6.19C use complete simple and compound sentences with correct subject-verb agreement				7.19C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents parallel structures, and consistent tenses		8.19C use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents parallel structures, and consistent tenses	Eng. I 17C, Eng. II 17C, Eng. III 17C, & Eng. IV 17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)				

Fun-Size Academic Writing for Serious Learning

Part 3. Opinion/Argument - Lesson 100: Making Inferences From Pictures

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12	
Review theme (a truism or life lesson) with students. Explain how they will weave the truism into their piece of writing. The sample on page 219 introduces the truism ("Our families help make us who we are.") in the first paragraph. The writer then writes a brief personal narrative explaining what is happening in the picture. The final paragraph and conclusion state the truism (almost like a fact).	Figure 19 Comprehension Skills										
	Fig. 19 (D) make inferences about text using textual evidence to support understanding			Fig. 19 (D) make inferences about text and use textual evidence to support understanding		Fig. 19 (D) make complex inferences about text and use textual evidence to support understanding		Fig. 19 (B) make complex inferences about text and use textual evidence to support understanding		Fig. 19 (B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding	
	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.										
	3.5A paraphrase the themes and supporting details of fables, legends, myths, or stories	4.3A summarize and explain the lesson or message of a work of fiction as its theme	5.3A compare and contrast the themes or moral lessons of several works of fiction from various cultures	6.3A infer the implicit theme of a work of fiction, distinguishing theme from the topic	7.3A describe multiple themes in a work of fiction	8.3A analyze literary works that share similar themes across cultures	Eng. I 2A analyze how the genre of texts with similar themes shapes meaning	Eng. II 2A compare and contrast differences in similar themes expressed in different time periods	Eng. III 2A analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition	Eng. IV 2A compare and contrast works of literature that express a universal theme	
	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.										
	3.16A understand how communication changes when moving from one genre of media to another	4.14A explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior	5.14A explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news)	6.13A explain messages conveyed in various forms of media	7. 13A interpret both explicit and implicit messages in various forms of media	8.13A evaluate the role of media in focusing attention on events and informing opinion on issues	Eng. I 12A compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts		Eng. II 12A, Eng. III 12A & Eng. IV 12A evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts		
	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.										
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)		5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				
	3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs		5.15B, 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing				Eng. I 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning				
	Writing. Students write about their own experiences.										
3.19A write about important personal experiences	4.17A write about important personal experiences	5.17A write a personal narrative that conveys thoughts and feelings about an experience	6.16A write a personal narrative that has a clearly defined focus and communicate the importance of or reasons for actions and/or consequences	7.16A write a personal narrative that has a clearly defined focus and communicate the importance of or reasons for actions and/or consequences	8.16A write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences						

Part 3. Opinion/Argument - Lesson 100: Making Inferences From Pictures (page 2)

	<p>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>						
	<p>3.20A & 4.18A create brief compositions that: (i) establish a central idea in a topic sentence; (iii) contain a concluding statement; (ii) include supporting sentences with simple facts, details, and explanations</p>	<p>5.18A & 6.17A create multi-paragraph essays to convey information about the topic that: (i) present effective introductions and concluding paragraphs; (ii) guide and inform the reader's understanding of key ideas and evidence; (iii) include specific facts, details, and examples in an appropriately organized structure; (iv) use a variety of sentence structures and transitions to link paragraphs</p>	<p>7.17A & 8.17A write multi-paragraph essay to convey information about a topic that: (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs; (iv) accurately synthesizes ideas from several sources</p>	<p>Eng. I 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a controlling idea or thesis; (iv) an organizing structure appropriate to purpose, audience; and context; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant information and valid inferences</p>	<p>Eng. II 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a thesis or controlling idea; (iv) an organizing structure appropriate to purpose, audience; and context; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant evidence and well-chosen details; (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement</p>	<p>Eng. III 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant and substantial evidence and well-chosen details; (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources</p>	<p>Eng. IV 15A write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (ii) rhetorical devices, and transitions between paragraphs; (v) relevant and substantial evidence and well-chosen details; (vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources ; (vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it</p>

Fun-Size Academic Writing for Serious Learning

Part 3. Opinion/Argument - Lesson 101: Supporting an Argument With Expert Knowledge

Grade Level TEKS	3	4	5	6	7	8	9	10	11	12		
Ask students to create a short list of things they know quite a bit about. Explain to student that they will write as an “expert” on one of these topics. Students can share their lists with one another and discuss each topic briefly as a way to help them determine which one topic they will write about. Students will include personal experiences and anecdotes as a way to strengthen their position.	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.											
	3.17A & 4.15A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range a strategies (e.g., brainstorming, graphic organizers, logs, journals)		5.15A, 6.14A, 7.14A & 8.14A plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea				Eng. I 13A, Eng. II 13A, Eng. III 13A & Eng. IV 13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range a strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea					
	3.17B & 4.15B develop drafts by categorizing ideas and organizing them into paragraphs		5.15B , 6.14B, 7.14B & 7.14B develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing				Eng. 1 13B, Eng. II 13B, Eng. III 13B, Eng. IV 13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning					
	Writing/Persuasive Texts. (Grades 2-6) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: (Grades 7-8) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: (Courses Eng. I-II) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: (Courses Eng. III-IV) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:											
	3.21A & 4.19A write persuasive essays for appropriate audiences that establish a position and use supporting details		5.19A & 6.18A write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives			7.18A & 8. 18A establishes a clear thesis or position 7.18B & 8.18B considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments 7.18C & 8.18C includes evidence that is logically organized to support the author’s viewpoint and that differentiates between fact and opinion		Eng. 1 16A & Eng. II 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence		Eng. III 16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs		Eng. IV 16A a clear thesis or position based on logical reasons forms of with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions)
								Eng. 1 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views	Eng. II 16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author’s own words and not out of context)	Eng. III 16B & Eng. IV 16B accurate and honest representation of these views (i.e., in the author’s own words and not out of context)		

Part 3. Opinion/Argument - Lesson 101: Supporting an Argument With Expert Knowledge (page 2)

										Eng. I 16C & Eng. II 16C counter-arguments based on evidence to anticipate and address objections	Eng. III 16D & Eng. IV 16D information on the complete range of relevant perspectives
										Eng. I 16D & Eng. II 16D an organizing structure appropriate to the purpose, audience, and context	Eng. III 16C & Eng. IV 16C an organizing structure appropriate to the purpose, audience, and context
										Eng. I 16E & Eng. II 16E analysis of the relative value of specific data, facts, and ideas	Eng. III 16E & Eng. IV 16E demonstrate consideration of the validity and reliability of all primary and secondary sources used
										Eng. II 16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations)	Eng. III 16F & Eng. IV 16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs)
											Eng. IV G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone
<p>Writing. Students write about their own experiences.</p>											
	3.19A write about important personal experiences	4.17A write about important personal experiences	5.17A write a personal narrative that conveys thoughts and feelings about an experience	6.16A write a personal narrative that has a clearly defined focus and communicate the importance of or reasons for actions and/or consequences	7.16A write a personal narrative that has a clearly defined focus and communicate the importance of or reasons for actions and/or consequences	8.16A write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences					