

Prompt	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Week 1</p> <p>Prompt Title: <i>Write a personal narrative about the events that occurred when a place that you know well changed.</i></p> <p>TEKS 8.16A</p>	<p><u>Narrative</u> Collaborative: Interactive Writing</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Build background • Review prompt • Show narrative form, samples, pre-writing, and outlines • Introduce Detail Moves • Make groups and discuss roles 	<p><u>Narrative</u> Collaborative: Interactive Writing (Approx. 12-15 min)</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor groups by collaborating and participating in the group parts of the essay • Read/Share group essay • Utilize grammar and Detail Move lessons 	<p><u>Narrative</u> Complete Collaborative: Interactive Writing (Approx. 12-15 min) Score & set goals (Approx. 15-20 min)</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Revise group essay • Present group essay • Rescore if necessary • Monitor student plans as they begin independent planning 	<p><u>Narrative</u> Independent Practice: Student Prewriting- Plan</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor each student plan/prewriting • Facilitate direction and provide explicit positive feedback • Utilize grammar and Detail Move lessons 	<p><u>Narrative</u> Independent Practice: Students Complete Prewriting- Plan or Begin Draft</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor each student plan • Revisit Detail Moves • Set time limits and redirect off-task behavior • Facilitate direction and provide explicit positive feedback • Ensure storyline in student plan

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<p>Week 2</p> <p>Prompt Title: <i>Write a personal narrative about the events that occurred when a place that you know well changed.</i></p> <p>TEKS 8.16A</p>	<p><u>Narrative</u> Independent Practice:</p> <ul style="list-style-type: none"> • First Draft • Revise <p><u>Instructional Expectations</u></p> <ul style="list-style-type: none"> • Monitor each student draft • Facilitate direction and provide explicit positive feedback • Encourage use of Detail Moves • Watch for sentence variation: FANBOYS, subordinate conjunctions • Set time limits and redirect off-task behavior • Ensure the draft matches the student plan 	<p><u>Narrative</u> Independent Practice:</p> <ul style="list-style-type: none"> • Draft/revisions <p><u>Instructional Expectations</u></p> <ul style="list-style-type: none"> • Monitor each student draft • Facilitate direction and provide explicit positive feedback • Encourage use of Detail Moves • Watch for sentence variation: FANBOYS, subordinate conjunctions, etc. • Set time limits and redirect off-task behavior • Ensure the draft matches the student plan 	<p><u>Narrative</u> Independent Practice:</p> <ul style="list-style-type: none"> • Draft/revisions <p><u>Instructional Expectations</u></p> <ul style="list-style-type: none"> • Monitor each student draft • Facilitate direction and provide explicit positive feedback • Encourage use of Detail Moves • Watch for sentence variation: FANBOYS, subordinate conjunctions • Set time limits and redirect off-task behavior • Ensure the draft matches the student plan 	<p><u>Narrative</u> Independent Practice:</p> <ul style="list-style-type: none"> • Final draft • Score <p><u>Instructional Expectations</u></p> <ul style="list-style-type: none"> • Assist students with scoring • Facilitate reflections on writing • Provide explicit positive feedback • Set goals • Assist students who have not completed final draft 	<p><u>Narrative</u> Independent Practice:</p> <ul style="list-style-type: none"> • Final draft • Score <p><u>Instructional Expectations</u></p> <ul style="list-style-type: none"> • Assist students with scoring • Facilitate reflections on writing • Provide explicit positive feedback • Set goals • Assist students who have not completed final draft

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Week 3	<p><u>Writer's Workshop Continues</u></p> <p>Alternately, open week for benchmarks, district or School assessments</p>	<p><u>Writer's Workshop Continues</u></p> <p>Alternately, open week for benchmarks, district or School assessments</p>	<p><u>Writer's Workshop Continues</u></p> <p>Alternately, open week for benchmarks, district or school assessments</p>	<p><u>Writer's Workshop Continues</u></p> <p>Alternately, open week for benchmarks, district or school assessments</p>	<p><u>Writer's Workshop Continues</u></p> <p>Alternately, open week for benchmarks, district or school assessments</p>

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<p>Week 4</p> <p>Prompt Title: <i>Write an essay stating your position on whether Instagram is a beneficial social network.</i></p> <p>TEKS 8.18A 8.18B 8.18C</p>	<p><u>Persuasive</u> Collaborative: Interactive Writing</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Build background • Review prompt • Show persuasive form, samples, pre-writing, and outlines • Introduce Detail Moves • Make groups and discuss roles 	<p><u>Persuasive</u> Collaborative: Interactive Writing (Approx. 12-15 min)</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor groups by collaborating and participating in the group parts of the essay • Read/Share group essay • Utilize grammar and Detail Move lessons 	<p><u>Persuasive</u> Complete Collaborative: Interactive Writing (Approx. 12-15 min) Score & set goals (Approx. 15-20 min)</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Revise group essay • Present group essay • Rescore if necessary • Monitor student plans as they begin independent planning 	<p><u>Persuasive</u> Independent Practice: Student Prewriting- Plan</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor each student plan/prewriting • Facilitate direction and provide explicit positive feedback • Utilize grammar and Detail Move lessons 	<p><u>Persuasive</u> Independent Practice: Students Complete Prewriting- Plan or Begin Draft</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor each student plan • Revisit Detail Moves • Set time limits and redirect off-task behavior • Facilitate direction and provide explicit positive feedback • Ensure use of one central idea and main ideas that contribute to it

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<p>Week 5</p> <p>Prompt Title: <i>Write an essay stating your position on whether Instagram is a beneficial social network.</i></p> <p>TEKS 8.18A 8.18B 8.18C</p> <p>Poetry Prompt Title: <i>Write a poem</i></p> <p>Poems for collaborative sharing: 1 Point of View 2 Snowstorm</p> <p>TEKS 8.15B.i 8.15B.ii 8.15B.iii</p>	<p>Persuasive Independent Practice:</p> <ul style="list-style-type: none"> • First Draft • Revise <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor each student draft • Facilitate direction and provide explicit positive feedback • Encourage use of Detail Moves • Watch for sentence variation: FANBOYS, subordinate conjunctions • Set time limits and redirect off-task behavior • Ensure the draft matches the student plan <p>Poetry Collaborative: Interactive Writing</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Build background • Review prompt • Show poetry form, samples, pre-writing, and outlines • Introduce Detail Moves • Make groups and discuss roles 	<p>Persuasive Independent Practice:</p> <ul style="list-style-type: none"> • Draft/revisions <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor each student draft • Facilitate direction and provide explicit positive feedback • Encourage use of Detail Moves • Watch for sentence variation: FANBOYS, subordinate conjunctions, etc. • Set time limits and redirect off-task behavior • Ensure the draft matches the student plan <p>Poetry Collaborative: Interactive Writing (Approx. 12-15 min)</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor groups by collaborating and participating in the group parts of the essay • Read/Share group essay • Utilize grammar and Detail Move lessons 	<p>Persuasive Independent Practice:</p> <ul style="list-style-type: none"> • Draft/revisions <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor each student draft • Facilitate direction and provide explicit positive feedback • Encourage use of Detail Moves • Watch for sentence variation: FANBOYS, subordinate conjunctions • Set time limits and redirect off-task behavior • Ensure the draft matches the student plan <p>Poetry Complete Collaborative: Interactive Writing (Approx. 12-15 min) Score & set goals (Approx. 15-20 min)</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Revise group essay • Present group essay • Rescore if necessary • Monitor student plans as they begin independent planning 	<p>Persuasive Independent Practice:</p> <ul style="list-style-type: none"> • Final draft • Score <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Assist students with scoring • Facilitate reflections on writing • Provide explicit positive feedback • Set goals • Assist students who have not completed final draft <p>Poetry Independent Practice: Student Prewriting-Plan</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor each student plan/prewriting • Facilitate direction and provide explicit positive feedback • Utilize grammar and Detail Move I-lesson 	<p>Persuasive Independent Practice:</p> <ul style="list-style-type: none"> • Final draft • Score <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Assist students with scoring • Facilitate reflections on writing • Provide explicit positive feedback • Set goals • Assist students who have not completed final draft <p>Poetry Independent Practice: Students Complete Prewriting-Plan or Begin Draft</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor each student plan • Revisit Detail Moves • Set time limits and redirect off-task behavior • Facilitate direction and provide explicit positive feedback • Ensure use of occasion

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<p>Week 6</p> <p>Prompt Title: <i>Write a poem</i></p> <p>TEKS 8.15B.i 8.15B.ii 8.15B.iii</p>	<p>Poetry Independent Practice:</p> <ul style="list-style-type: none"> • First Draft • Revise <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor each student draft • Facilitate direction and provide explicit positive feedback • Encourage use of Detail Moves • Watch for sentence variation: FANBOYS, subordinate conjunctions • Set time limits and redirect off-task behavior • Ensure the draft matches the student plan 	<p>Poetry Independent Practice:</p> <ul style="list-style-type: none"> • Draft/revisions <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor each student draft • Facilitate direction and provide explicit positive feedback • Encourage use of Detail Moves • Watch for sentence variation: FANBOYS, subordinate conjunctions, etc. • Set time limits and redirect off-task behavior • Ensure the draft matches the student plan 	<p>Poetry Independent Practice:</p> <ul style="list-style-type: none"> • Draft/revisions <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor each student draft • Facilitate direction and provide explicit positive feedback • Encourage use of Detail Moves • Watch for sentence variation: FANBOYS, subordinate conjunctions • Set time limits and redirect off-task behavior • Ensure the draft matches the student plan 	<p>Poetry Independent Practice:</p> <ul style="list-style-type: none"> • Final draft • Score <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Assist students with scoring • Facilitate reflections on writing • Provide explicit positive feedback • Set goals • Assist students who have not completed final draft 	<p>Poetry Independent Practice:</p> <p>Final draft Score</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Assist students with scoring • Facilitate reflections on writing • Provide explicit positive feedback • Set goals • Assist students who have not completed final draft