

Prompt	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Week 1</p> <p>Prompt Title: <i>Write an essay explaining where you would serve your community and why.</i></p> <p><b>TEKS</b> E1.15A.i E1.15A.ii E1.15A.iii E1.15A.iv E1.15A.v</p>	<p><b>Expository</b> Collaborative: Interactive Writing</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Build background</li> <li>• Review prompt</li> <li>• Show expository form, samples, pre-writing, and outlines</li> <li>• Introduce Detail Moves</li> <li>• Make groups and discuss roles</li> </ul>	<p><b>Expository</b> Collaborative: Interactive Writing (Approx. 12-15 min)</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Monitor groups by collaborating and participating in the group parts of the essay</li> <li>• Read/Share group essay</li> <li>• Utilize grammar and Detail Move lessons</li> </ul>	<p><b>Expository</b> Complete Collaborative: Interactive Writing (Approx. 12-15 min) Score &amp; set goals (Approx. 15-20 min)</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Revise group essay</li> <li>• Present group essay</li> <li>• Rescore if necessary</li> <li>• Monitor student plans as they begin independent planning</li> </ul>	<p><b>Expository</b> Independent Practice: Student Prewriting- Plan</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Monitor each student plan/prewriting</li> <li>• Facilitate direction and provide explicit positive feedback</li> <li>• Utilize grammar and Detail Move lessons</li> </ul>	<p><b>Expository</b> Independent Practice: Students Complete Prewriting- Plan or Begin Draft</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Monitor each student plan</li> <li>• Revisit Detail Moves</li> <li>• Set time limits and redirect off-task behavior</li> <li>• Facilitate direction and provide explicit positive feedback</li> <li>• Ensure use of <b>one</b> central idea and main ideas that contribute to it</li> </ul>

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<p>Week 2</p> <p>Prompt Title: <i>Write an essay explaining where you would serve your community and why.</i></p> <p><b>TEKS</b> E1.15A.i E1.15A.ii E1.15A.iii E1.15A.iv E1.15A.v</p> <p><b>TEKS</b> E1.14C</p>	<p><b>Expository</b> Independent Practice:</p> <ul style="list-style-type: none"> <li>• First Draft</li> <li>• Revise</li> </ul> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Monitor each student draft</li> <li>• Facilitate direction and provide explicit positive feedback</li> <li>• Encourage use of Detail Moves</li> <li>• Watch for sentence variation: FANBOYS, subordinate conjunctions</li> <li>• Set time limits and redirect off-task behavior</li> <li>• Ensure the draft matches the student plan</li> </ul> <p><b>Script</b></p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Refer to TEKS for the specific student expectations</li> </ul>	<p><b>Expository</b> Independent Practice:</p> <ul style="list-style-type: none"> <li>• Draft/revisions</li> </ul> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Monitor each student draft</li> <li>• Facilitate direction and provide explicit positive feedback</li> <li>• Encourage use of Detail Moves</li> <li>• Watch for sentence variation: FANBOYS, subordinate conjunctions, etc.</li> <li>• Set time limits and redirect off-task behavior</li> <li>• Ensure the draft matches the student plan</li> </ul> <p><b>Script</b></p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Refer to TEKS for the specific student expectations</li> </ul>	<p><b>Expository</b> Independent Practice:</p> <ul style="list-style-type: none"> <li>• Draft/revisions</li> </ul> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Monitor each student draft</li> <li>• Facilitate direction and provide explicit positive feedback</li> <li>• Encourage use of Detail Moves</li> <li>• Watch for sentence variation: FANBOYS, subordinate conjunctions</li> <li>• Set time limits and redirect off-task behavior</li> <li>• Ensure the draft matches the student plan</li> </ul> <p><b>Script</b></p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Refer to TEKS for the specific student expectations</li> </ul>	<p><b>Expository</b> Independent Practice:</p> <ul style="list-style-type: none"> <li>• Final draft</li> <li>• Score</li> </ul> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Assist students with scoring</li> <li>• Facilitate reflections on writing</li> <li>• Provide explicit positive feedback</li> <li>• Set goals</li> <li>• Assist students who have not completed final draft</li> </ul> <p><b>Script</b></p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Refer to TEKS for the specific student expectations</li> </ul>	<p><b>Expository</b> Independent Practice:</p> <ul style="list-style-type: none"> <li>• Final draft</li> <li>• Score</li> </ul> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Assist students with scoring</li> <li>• Facilitate reflections on writing</li> <li>• Provide explicit positive feedback</li> <li>• Set goals</li> <li>• Assist students who have not completed final draft</li> </ul> <p><b>Script</b></p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Refer to TEKS for the specific student expectations</li> </ul>

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<p>Week 3</p> <p>Prompt Title: <i>Write an essay explaining your personality to the reader and the importance of showing people your unique talents and personality.</i></p> <p><b>TEKS</b> E1.15A.i E1.15A.ii E1.15A.iii E1.15A.iv E1.15A.v</p>	<p><b>Expository</b> Collaborative: Interactive Writing</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Build background</li> <li>• Review prompt</li> <li>• Show expository form, samples, pre-writing, and outlines</li> <li>• Introduce Detail Moves</li> <li>• Make groups and discuss roles</li> </ul>	<p><b>Expository</b> Collaborative: Interactive Writing (Approx. 12-15 min)</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Monitor groups by collaborating and participating in the group parts of the essay</li> <li>• Read/Share group essay</li> <li>• Utilize grammar and Detail Move lessons</li> </ul>	<p><b>Expository</b> Complete Collaborative: Interactive Writing (Approx. 12-15 min) Score &amp; set goals (Approx. 15-20 min)</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Revise group essay</li> <li>• Present group essay</li> <li>• Rescore if necessary</li> <li>• Monitor student plans as they begin independent planning</li> </ul>	<p><b>Expository</b> Independent Practice: Student Prewriting- Plan</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Monitor each student plan/prewriting</li> <li>• Facilitate direction and provide explicit positive feedback</li> <li>• Utilize grammar and Detail Move lessons</li> </ul>	<p><b>Expository</b> Independent Practice: Students Complete Prewriting- Plan or Begin Draft</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Monitor each student plan</li> <li>• Revisit Detail Moves</li> <li>• Set time limits and redirect off-task behavior</li> <li>• Facilitate direction and provide explicit positive feedback</li> <li>• Ensure use of <b>one</b> central idea and main ideas that contribute to it</li> </ul>

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<p>Week 4</p> <p>Prompt Title: <i>Write an essay explaining your personality to the reader ad the importance of showing people your unique talents and personality.</i></p> <p><b>TEKS</b> E1.15A.i E1.15A.ii E1.15A.iii E1.15A.iv E1.15A.v</p> <p>Use reading selection</p> <p><b>TEKS</b> E1.15C</p>	<p><b>Expository</b> Independent Practice:</p> <ul style="list-style-type: none"> <li>• First Draft</li> <li>• Revise</li> </ul> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Monitor each student draft</li> <li>• Facilitate direction and provide explicit positive feedback</li> <li>• Encourage use of Detail Moves</li> <li>• Watch for sentence variation: FANBOYS, subordinate conjunctions</li> <li>• Set time limits and redirect off-task behavior</li> <li>• Ensure the draft matches the student plan</li> </ul> <p><b>Interpretive Response</b> Collaborative: Interactive Writing</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Refer to TEKS for the specific student expectations</li> </ul>	<p><b>Expository</b> Independent Practice:</p> <ul style="list-style-type: none"> <li>• Draft/revisions</li> </ul> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Monitor each student draft</li> <li>• Facilitate direction and provide explicit positive feedback</li> <li>• Encourage use of Detail Moves</li> <li>• Watch for sentence variation: FANBOYS, subordinate conjunctions, etc.</li> <li>• Set time limits and redirect off-task behavior</li> <li>• Ensure the draft matches the student plan</li> </ul> <p><b>Interpretive Response</b> Collaborative: Interactive Writing</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Refer to TEKS for the specific student expectations</li> </ul>	<p><b>Expository</b> Independent Practice:</p> <ul style="list-style-type: none"> <li>• Draft/revisions</li> </ul> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Monitor each student draft</li> <li>• Facilitate direction and provide explicit positive feedback</li> <li>• Encourage use of Detail Moves</li> <li>• Watch for sentence variation: FANBOYS, subordinate conjunctions</li> <li>• Set time limits and redirect off-task behavior</li> <li>• Ensure the draft matches the student plan</li> </ul> <p><b>Interpretive Response</b> Collaborative: Interactive Writing</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Refer to TEKS for the specific student expectations</li> </ul>	<p><b>Expository</b> Independent Practice:</p> <ul style="list-style-type: none"> <li>• Final draft</li> <li>• Score</li> </ul> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Assist students with scoring</li> <li>• Facilitate reflections on writing</li> <li>• Provide explicit positive feedback</li> <li>• Set goals</li> <li>• Assist students who have not completed final draft</li> </ul> <p><b>Interpretive Response</b> Collaborative: Interactive Writing</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Refer to TEKS for the specific student expectations</li> </ul>	<p><b>Expository</b> Independent Practice:</p> <ul style="list-style-type: none"> <li>• Final draft</li> <li>• Score</li> </ul> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Assist students with scoring</li> <li>• Facilitate reflections on writing</li> <li>• Provide explicit positive feedback</li> <li>• Set goals</li> <li>• Assist students who have not completed final draft</li> </ul> <p><b>Interpretive Response</b> Collaborative: Interactive Writing</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Refer to TEKS for the specific student expectations</li> </ul>

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<p>Week 5</p> <p>Prompt Title: <i>Write an essay explaining how and why it is important to maintain a balance in life.</i></p> <p><b>TEKS</b> E1.15A.i E1.15A.ii E1.15A.iii E1.15A.iv E1.15A.v</p>	<p><b>Expository</b> Collaborative: Interactive Writing</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Build background</li> <li>• Review prompt</li> <li>• Show expository form, samples, pre-writing, and outlines</li> <li>• Introduce Detail Moves</li> <li>• Make groups and discuss roles</li> </ul>	<p><b>Expository</b> Collaborative: Interactive Writing (Approx. 12-15 min)</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Monitor groups by collaborating and participating in the group parts of the essay</li> <li>• Read/Share group essay</li> <li>• Utilize grammar and Detail Move lessons</li> </ul>	<p><b>Expository</b> Complete Collaborative: Interactive Writing (Approx. 12-15 min) Score &amp; set goals (Approx. 15-20 min)</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Revise group essay</li> <li>• Present group essay</li> <li>• Rescore if necessary</li> <li>• Monitor student plans as they begin independent planning</li> </ul>	<p><b>Expository</b> Independent Practice: Student Prewriting- Plan</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Monitor each student plan/prewriting</li> <li>• Facilitate direction and provide explicit positive feedback</li> <li>• Utilize grammar and Detail Move lessons</li> </ul>	<p><b>Expository</b> Independent Practice: Students Complete Prewriting- Plan or Begin Draft</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Monitor each student plan</li> <li>• Revisit Detail Moves</li> <li>• Set time limits and redirect off-task behavior</li> <li>• Facilitate direction and provide explicit positive feedback</li> <li>• Ensure use of one central idea and main ideas that contribute to it</li> </ul>

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<p>Week 6</p> <p>Prompt Title: <i>Write an essay explaining how and why it is important to maintain a balance in life.</i></p> <p><b>TEKS</b> E1.15A.i E1.15A.ii E1.15A.iii E1.15A.iv E1.15A.v</p> <p><b>TEKS</b> E1.14B</p>	<p><b>Expository</b> Independent Practice:</p> <ul style="list-style-type: none"> <li>• First Draft</li> <li>• Revise</li> </ul> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Monitor each student draft</li> <li>• Facilitate direction and provide explicit positive feedback</li> <li>• Encourage use of Detail Moves</li> <li>• Watch for sentence variation: FANBOYS, subordinate conjunctions</li> <li>• Set time limits and redirect off-task behavior</li> <li>• Ensure the draft matches the student plan</li> </ul> <p><b>Poetry</b> Collaborative: Discussions about Poetry</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Whole group</li> <li>• Review poetry elements</li> <li>• Read lyrical poems</li> <li>• Review reverse outlines as a model plan</li> <li>• Review how the poet conveyed sensory details using the conventions of poetry</li> <li>• Point out Detail Moves used in the poems</li> </ul>	<p><b>Expository</b> Independent Practice:</p> <ul style="list-style-type: none"> <li>• Draft/revisions</li> </ul> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Monitor each student draft</li> <li>• Facilitate direction and provide explicit positive feedback</li> <li>• Encourage use of Detail Moves</li> <li>• Watch for sentence variation: FANBOYS, subordinate conjunctions, etc.</li> <li>• Set time limits and redirect off-task behavior</li> <li>• Ensure the draft matches the student plan</li> </ul> <p><b>Poetry</b> Collaborative: Shared Writing</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Whole group writing using plan for poetry</li> <li>• Read/Share</li> <li>• Explicitly use Detail Moves</li> <li>• Ensure use of sensory details using the conventions of poetry</li> </ul>	<p><b>Expository</b> Independent Practice:</p> <ul style="list-style-type: none"> <li>• Draft/revisions</li> </ul> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Monitor each student draft</li> <li>• Facilitate direction and provide explicit positive feedback</li> <li>• Encourage use of Detail Moves</li> <li>• Watch for sentence variation: FANBOYS, subordinate conjunctions</li> <li>• Set time limits and redirect off-task behavior</li> <li>• Ensure the draft matches the student plan</li> </ul> <p><b>Poetry</b> Independent Practice: Student Prewriting-Plan</p> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Monitor each student independent plan for lyrical poem</li> <li>• Encourage use of Detail Moves</li> <li>• Ensure use of clear occasion as central idea</li> </ul>	<p><b>Expository</b> Independent Practice:</p> <ul style="list-style-type: none"> <li>• Final draft</li> <li>• Score</li> </ul> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Assist students with scoring</li> <li>• Facilitate reflections on writing</li> <li>• Provide explicit positive feedback</li> <li>• Set goals</li> <li>• Assist students who have not completed final draft</li> </ul> <p><b>Poetry</b> Independent Practice:</p> <ul style="list-style-type: none"> <li>• First draft</li> <li>• Revise</li> </ul> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Monitor each student poetry plan or first draft</li> <li>• Revise and edit first draft poem</li> <li>• Provide explicit positive feedback</li> <li>• Encourage use of Detail Moves</li> </ul>	<p><b>Expository</b> Independent Practice:</p> <ul style="list-style-type: none"> <li>• Final draft</li> <li>• Score</li> </ul> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Assist students with scoring</li> <li>• Facilitate reflections on writing</li> <li>• Provide explicit positive feedback</li> <li>• Set goals</li> <li>• Assist students who have not completed final draft</li> </ul> <p><b>Poetry</b> Independent Practice:</p> <ul style="list-style-type: none"> <li>• Final draft</li> </ul> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Final draft - lyrical poem</li> <li>• Facilitate completion of poem</li> <li>• Provide positive feedback</li> <li>• Set goals Share/publish</li> </ul>