

Prompt	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Week 1</p> <p>Prompt Title: <i>Write an essay explaining important factors when choosing the right college or post secondary plan.</i></p> <p>TEKS E2.15A</p>	<p>Expository Collaborative: Interactive Writing</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Build background • Review prompt • Show expository form, samples, pre-writing, and outlines • Introduce Detail Moves <p>Make groups and discuss roles</p>	<p>Expository 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>Expository 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>Expository 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>Expository 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 3</p> <p>Prompt Title: <i>If someone discovered a formula that would enable us to live forever, would that be a blessing or a curse?</i></p> <p>TEKS E2.16A E2.16B E2.16C E2.16D E2.16E E2.16F</p>	<p>Persuasive 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>Persuasive 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 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: 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>Persuasive 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 4</p> <p>Prompt Title: <i>If someone discovered a formula that would enable us to live forever, would that be a blessing or a curse?</i></p> <p>TEKS E2.16A E2.16B E2.16C E2.16D E2.16E E2.16F</p> <p>Use reading selection</p> <p>TEKS E2.15C</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>Interpretive Response Collaborative: Interactive Writing</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Refer to TEKS for the specific student expectations 	<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>Interpretive Response Collaborative: Interactive Writing</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Refer to TEKS for the specific student expectations 	<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>Interpretive Response Complete Collaborative: Interactive Writing</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Refer to TEKS for the specific student expectations 	<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>Interpretive Response Independent Practice: Complete Prewriting-Plan or Begin Draft</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Refer to TEKS for the specific student expectations 	<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>Interpretive Response Independent Practice: Complete Prewriting-Plan or Begin Draft</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Refer to TEKS for the specific student expectations

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<p>Week 5</p> <p>Prompt Title: <i>Write an essay convincing others whether technology is positive or negative.</i></p> <p>TEKS E2.16A E2.16B E2.16C E2.16D E2.16E E2.16F</p>	<p>Persuasive 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>Persuasive 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 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: 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>Persuasive 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 6</p> <p>Prompt Title: <i>Write an essay convincing others whether technology is positive or negative.</i></p> <p>TEKS E2.16A E2.16B E2.16C E2.16D E2.16E E2.16F</p> <p>TEKS E2.14B</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: Discussions about Poetry Writing</p> <p>Instructional Expectations Collaborative: Discussions about Poetry</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> Whole group Review poetry elements Read lyrical poems Review reverse outlines as a model plan Review how the poet conveyed sensory details using the conventions of poetry Point out Detail Moves used in the poems 	<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: Shared Writing</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> Whole group writing using plan for poetry Read/Share Explicitly use Detail Moves Ensure use of sensory details using the conventions of poetry 	<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 Independent Practice: Student Prewriting-Plan</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> Monitor each student independent plan for lyrical poem Encourage use of Detail Moves Ensure use of clear occasion as central idea 	<p>Persuasive y 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> <ul style="list-style-type: none"> First draft Revise <p>Instructional Expectations</p> <ul style="list-style-type: none"> Monitor each student poetry plan or first draft Revise and edit first draft poem Provide explicit positive feedback Encourage use of Detail Moves 	<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</p> <ul style="list-style-type: none"> Final draft <p>Instructional Expectations</p> <ul style="list-style-type: none"> Final draft - lyrical poem Facilitate completion of poem Provide positive feedback Set goals Share/publish