

Prompt	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Week 1</p> <p><u>Activity 1</u> <u>TEKS</u> E2.17C</p> <p><u>Activity 2</u> <u>TEKS</u> E2.17A.ii E2.17C</p> <p><u>Activity 3</u> <u>TEKS</u> E2.17A.ii E2.18B.i</p> <p><u>Activity 4</u> <u>TEKS</u> E2.17A.ii E2.18B.i</p> <p><u>Activity 5</u> <u>TEKS</u> E2.17A.i</p>	<p><u>Establish Collaborative Groups Activities</u></p> <p>Activity 1: <i>Mix and Match</i> Purpose of Activity: Make Complete sentences from fragments</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Introduce class writing routines • Set up cooperative groups with writer, speaker, mechanic, and manager • Explain group roles with activity 1 • Monitor, praise, and redirect • Establish procedures for sharing the group work 	<p><u>Establish Collaborative Groups Activities</u></p> <p>Activity 2: <i>Runaway Sentences</i> Purpose of Activity: Avoid run-ons</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Review/introduce class writing routines • Practice/set up cooperative groups with writer, speaker, mechanic, and manager • Review/explain group roles with activity 2 • Monitor, praise, and redirect • Review/establish procedures for sharing the group work 	<p><u>Establish Collaborative Groups Activities</u></p> <p>Activity 3: <i>Fanboys</i> Purpose of Activity: sentence variation- compound sentences</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Review/introduce class writing routines • Practice/set up cooperative groups with writer, speaker, mechanic, and manager • Review/explain group roles with activity 3 • Monitor, praise, and redirect • Review/establish procedures for sharing the group work 	<p><u>Establish Collaborative Groups Activities</u></p> <p>Activity 4: <i>Subordinate Conjunction Song</i> Purpose of Activity: sentence variation- complex sentences</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Review/introduce class writing routines • Practice/set up cooperative groups with writer, speaker, mechanic, and manager • Review/explain group roles with activity 4 • Monitor, praise, and redirect • Review/establish procedures for sharing the group work 	<p><u>Establish Collaborative Groups Activities</u></p> <p>Activity 5: <i>Verb Tense-3 Day Journal</i> Purpose of Activity: use correct verb tense</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Review/introduce class writing routines • Practice/set up cooperative groups with writer, speaker, mechanic, and manager • Review/explain group roles with activity 5 • Monitor, praise, and redirect • Review/establish procedures for sharing the group work

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<p>Week 2</p> <p>Activity 6 TEKS E2.17C</p> <p>Activity 7 TEKS E2.18A</p> <p>Prompt Title: <i>Write an essay explaining why it always seems difficult to end summer break and start a new school year.</i></p> <p>TEKS E2.15A.i E2.15A.ii E2.15A.iii E2.15A.iv E2.15A.v</p>	<p>Establish Collaborative Groups Activities</p> <p>Activity 6: <i>Color My World</i> Purpose of Activity: Use adjectives and adverbs correctly</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> Review/introduce class writing routines Practice/set up cooperative groups with writer, speaker, mechanic, and manager Review/explain group roles with activity 6 Monitor, praise, and redirect Review/establish procedures for sharing the group work 	<p>Establish Collaborative Groups Activities</p> <p>Activity 7: <i>Writing Detective</i> Purpose of Activity: Proofread for capitalization and punctuation marks</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> Review/introduce class writing routines Practice/set up cooperative groups with writer, speaker, mechanic, and manager Review/explain group roles with activity 7 Monitor, praise, and redirect Review/establish procedures for sharing the group work 	<p>Expository</p> <p>Collaborative: Interactive Writing</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> Whole group Introduce expository outline Review prompt, expository form, samples Introduce pre-writing/plan Facilitate a shared writing experience with the introduction and the first main idea 	<p>Expository</p> <p>Collaborative: Shared/ Interactive Writing</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> Whole group Review expository outline and shared writing from previous day Review prompt and expository form Review pre-writing/plan Facilitate an interactive writing experience for the second main idea of the essay Monitor groups by collaborating in the draft of each group paragraph 	<p>Expository</p> <p>Collaborative: Shared/ Interactive Writing</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> Whole group Review expository outline and shared writing from previous day Review prompt and expository form Review pre-writing/plan Facilitate an interactive writing experience for the second main idea of the essay Monitor groups by collaborating and assisting the completion of each paragraph. Provide the concluding statement Publish/share interactively read the paper

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<p>Week 3</p> <p>Prompt Title: <i>Write a story about a surprising turn of events.</i></p> <p>TEKS E2.14A</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 the student plan

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<p>Week 5</p> <p>Prompt Title: <i>Write an essay explaining your position on whether or not students should be required to learn a foreign language before graduating from high school.</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.i E2.15C.ii E2.15C.iii</p>	<p><u>Persuasive</u> 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><u>Interpretive Response</u> Collaborative: Interactive Writing</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Refer to TEKS for the specific student expectations 	<p><u>Persuasive</u> 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><u>Interpretive Response</u> Collaborative: Interactive Writing</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Refer to TEKS for the specific student expectations 	<p><u>Persuasive</u> 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><u>Interpretive Response</u> Complete Collaborative: Interactive Writing</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Refer to TEKS for the specific student expectations 	<p><u>Persuasive</u> 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><u>Interpretive Response</u> 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><u>Persuasive</u> 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><u>Interpretive Response</u> 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 6</p> <p>Use reading selection</p> <p><u>TEKS</u> E2.15C.i E2.15C.ii E2.15C.iii</p>	<p><u>Interpretive Response</u> Independent Practice</p> <p><u>Instructional Expectations</u></p> <ul style="list-style-type: none"> Refer to TEKS for the specific student expectations 	<p><u>Interpretive Response</u> Independent Practice</p> <p><u>Instructional Expectations</u></p> <ul style="list-style-type: none"> Refer to TEKS for the specific student expectations 	<p><u>Interpretive Response</u> Independent Practice</p> <p><u>Instructional Expectations</u></p> <ul style="list-style-type: none"> Refer to TEKS for the specific student expectations 	<p><u>Interpretive Response</u> Independent Practice</p> <p><u>Instructional Expectations</u></p> <ul style="list-style-type: none"> Refer to TEKS for the specific student expectations 	<p><u>Interpretive Response</u> Independent Practice</p> <p><u>Instructional Expectations</u></p> <ul style="list-style-type: none"> Refer to TEKS for the specific student expectations