

Prompt	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Week 1</p> <p>Prompt Title: <i>Write an essay explaining whether people should be more concerned about others than about themselves.</i></p> <p>2011 Sample Release</p> <p>TEKS E1.15A.i E1.15A.ii E1.15A.iii E1.15A.iv E1.15A.v</p>	<p>Expository Collaborative: Interactive Writing (Approx. 12-15 min) Score & set goals for independent practice (Approx. 12-15 min)</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 • Make Groups and discuss roles • Monitor groups by collaborating and participating in the group parts of the essay • Complete/Read/Share 	<p>Expository Independent Practice: Student Prewriting-Plan</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor each student independent plan • Encourage use of Detail Moves • Ensure use of one central idea and main ideas that contribute to it 	<p>Expository Independent Practice: Complete Prewriting-Plan or Begin Draft</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor each student plan or first draft • Facilitate direction and provide explicit positive feedback • Utilize grammar and detail move lessons 	<p>Expository Independent Practice: Continue Draft Revise and Edit</p> <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>Expository Independent Practice: Final Draft Score</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor each student final 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

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<p>Week 2</p> <p>Prompt Title: <i>Write an essay explaining the effect of one new technology on people's lives.</i></p> <p>2012 Release</p> <p>TEKS E1.15A.i E1.15A.ii E1.15A.iii E1.15A.iv E1.15A.v</p>	<p>Expository Collaborative: Interactive Writing (Approx. 12-15 min) Score & set goals for independent practice (Approx. 12-15 min)</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 • Make Groups and discuss roles • Monitor groups by collaborating and participating in the group parts of the essay • Complete/Read/Share 	<p>Expository Independent Practice: Student Prewriting-Plan</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor each student independent plan • Encourage use of Detail Moves • Ensure use of one central idea and main ideas that contribute to it 	<p>Expository Independent Practice: Complete Prewriting-Plan or Begin Draft</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor each student plan or first draft • Facilitate direction and provide explicit positive feedback • Utilize grammar and detail move lessons 	<p>Expository Independent Practice: Continue Draft Revise and Edit</p> <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>Expository Independent Practice: Final Draft Score</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor each student final 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

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<p>Week 3</p> <p>Prompt Title: <i>Write an essay explaining why it is sometimes necessary to take a chance.</i></p> <p>2013 Release</p> <p>TEKS E1.15A.i E1.15A.ii E1.15A.iii E1.15A.iv E1.15A.v</p>	<p>Expository Collaborative: Interactive Writing (Approx. 12-15 min) Score & set goals for independent practice (Approx. 12-15 min)</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 • Make Groups and discuss roles • Monitor groups by collaborating and participating in the group parts of the essay • Complete/Read/Share 	<p>Expository Independent Practice: Student Prewriting-Plan</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor each student independent plan • Encourage use of Detail Moves • Ensure use of one central idea and main ideas that contribute to it 	<p>Expository Independent Practice: Complete Prewriting-Plan or Begin Draft</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor each student plan or first draft • Facilitate direction and provide explicit positive feedback • Utilize grammar and detail move lessons 	<p>Expository Independent Practice: Continue Draft Revise and Edit</p> <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>Expository Independent Practice Final Draft Score</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> • Monitor each student final 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

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Week 4	Retesting Week				
	Alternately, open week for benchmarks, district or School assessments				

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<p>Week 5</p> <p>Use the reading selection</p> <p>TEKS E1.15C.i E1.15C.ii E1.15C.iii</p>	<p><u>Interpretive Response</u> Collaborative: Interactive Writing</p> <p>Instructional Expectations Refer to TEKS for the specific student expectations</p>	<p><u>Interpretive Response</u> Collaborative: Interactive Writing</p> <p>Instructional Expectations Refer to TEKS for the specific student expectations</p>	<p><u>Interpretive Response</u> Complete Collaborative: Interactive Writing</p> <p>Instructional Expectations Refer to TEKS for the specific student expectations</p>	<p><u>Interpretive Response</u> Independent Practice: Complete Prewriting- Plan or Begin Draft</p> <p>Instructional Expectations Refer to TEKS for the specific student expectations</p>	<p><u>Interpretive Response</u> Independent Practice: Complete Prewriting- Plan or Begin Draft</p> <p>Instructional Expectations Refer to TEKS for the specific student expectations</p>

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Week 6 <u>TEKS</u> E1.15C.i E1.15C.ii E1.15C.iii	<p><u>Interpretive Response</u> Independent Practice</p> <p><u>Instructional Expectations</u> Refer to TEKS for the specific student expectations</p>	<p><u>Interpretive Response</u> Independent Practice</p> <p><u>Instructional Expectations</u> Refer to TEKS for the specific student expectations</p>	<p><u>Interpretive Response</u> Independent Practice</p> <p><u>Instructional Expectations</u> Refer to TEKS for the specific student expectations</p>	<p><u>Interpretive Response</u> Independent Practice</p> <p><u>Instructional Expectations</u> Refer to TEKS for the specific student expectations</p>	<p><u>Interpretive Response</u> Independent Practice</p> <p><u>Instructional Expectations</u> Refer to TEKS for the specific student expectations</p>