

Prompt	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<u>Analytical</u>	<u>Analytical</u>	<u>Analytical</u>	<u>Analytical</u>	<u>Analytical</u>
Use the reading selection	<u>Essay</u>	<u>Essay</u>	<u>Essay</u>	<u>Essay</u>	<u>Essay</u>
TEKS E2.15A	Based on Reading Content	Based on Reading Content	Based on Reading Content	Based on Reading Content	Based on Reading Content

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<p>Week 2</p> <p>Prompt Title: <i>Write an essay stating your position on which is more important: what a person says or what a person does.</i></p> <p>TEKS E2.16A E2.16B E2.16C E2.16D E2.16E E2.16F</p>	<p>Persuasive 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 persuasive 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>Persuasive 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>Persuasive 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>Persuasive 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>Persuasive 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 stating your opinion on whether it is better to live in large city or small town.</i></p> <p>2013 Release</p> <p>TEKS E2.16A E2.16B E2.16C E2.16D E2.16E E2.16F</p>	<p><u>Persuasive</u> 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 persuasive 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><u>Persuasive</u> 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><u>Persuasive</u> 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><u>Persuasive</u> 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><u>Persuasive</u> 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	<u>Retesting Week</u>	<u>Retesting Week</u>	<u>Retesting Week</u>	<u>Retesting Week</u>	<u>Retesting Week</u>
	Alternately, open week for benchmarks, district or School assessments	Alternately, open week for benchmarks, district or School assessments	Alternately, open week for benchmarks, district or School assessments	Alternately, open week for benchmarks, district or School assessments	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 E2.15C.i E2.15C.ii E2.15C.iii</p>	<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>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>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>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>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 the 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