

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

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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 <u>E2.16A</u> 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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<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>				
	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>TEKS E2.15C.i E2.15C.ii E2.15C.iii</p>	<p><u>Interpretive Response</u> Independent Practice</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</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</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</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</p> <p>Instructional Expectations</p> <ul style="list-style-type: none"> Refer to TEKS for the specific student expectations