

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><u>Expository</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 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><u>Expository</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>Expository</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>Expository</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>Expository</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

Prompt	Monday	Tuesday	Wednesday	Thursday	Friday
<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><u>Expository</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 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><u>Expository</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>Expository</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>Expository</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>Expository</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

Prompt	Monday	Tuesday	Wednesday	Thursday	Friday
<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><u>Expository</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 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><u>Expository</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>Expository</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>Expository</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>Expository</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

Prompt	Monday	Tuesday	Wednesday	Thursday	Friday
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

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

Prompt	Monday	Tuesday	Wednesday	Thursday	Friday
Week 6 <u>TEKS</u> E1.15C.i E1.15C.ii E1.15C.iii	<u>Interpretive Response</u> Independent Practice <u>Instructional Expectations</u> Refer to TEKS for the specific student expectations	<u>Interpretive Response</u> Independent Practice <u>Instructional Expectations</u> Refer to TEKS for the specific student expectations	<u>Interpretive Response</u> Independent Practice <u>Instructional Expectations</u> Refer to TEKS for the specific student expectations	<u>Interpretive Response</u> Independent Practice <u>Instructional Expectations</u> Refer to TEKS for the specific student expectations	<u>Interpretive Response</u> Independent Practice <u>Instructional Expectations</u> Refer to TEKS for the specific student expectations