***We realize that during this six weeks you will be preparing your students for success on the STAAR test. This daunting task can often look very different from campus to campus and even classroom to classroom because quality intervention requires deep and continued reflection on student mastery and data. This unit has been intentionally designed to incorporate the TEKS that are traditionally low across the district. However, we wish to encourage you to examine the data for your own campus when designing your instruction. Another important data point to consider is how frequently various standards are tested. While we’ve eliminated certain standards based upon their frequency, you may also want to consider how many test items are generally written for each standard when determining how much time to spend on an individual TEKS. To do this, use*** [***Lead4Ward.com***](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Flead4ward.com%2Fresources%2F&data=02%7C01%7CRGILLIS%40dallasisd.org%7Ce4cacf0f84fe48a6136208d6912602d4%7C800a094b60c842e5afe66ccb630750c2%7C0%7C0%7C636855990246205734&sdata=xYcKQnjfBEtw1CcJ5GLtAIFRNYZL%2F8be7quhpTmNS%2B8%3D&reserved=0)***’s free*** [***Reading Frequency Distribution chart (by standard)***](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Flead4ward.com%2Fdocs%2FReadingFrequencyDistribution_2018.pdf&data=02%7C01%7CRGILLIS%40dallasisd.org%7Ce4cacf0f84fe48a6136208d6912602d4%7C800a094b60c842e5afe66ccb630750c2%7C0%7C0%7C636855990246205734&sdata=ykMzk6fAHfbqhU%2B67loRns8nurJWGJ6WYi9AOn8Bf4s%3D&reserved=0)***. We recommend considering how often an item was tested in the last three years.***

***One final note: You are the expert on your students, your classroom and your data. To give this unit the highest impact, you are empowered to make the best data-driven decisions for your own students.***

Whole Group Reading- Focus Overview

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| |  |  |  | | --- | --- | --- | |  | **Reading** | **Writing: Grammar Lessons** | | **Week 1** | Poetry/Literary Nonfiction | Incorporate writing in  response to reading | | **7.2A, 7.2E**  **7.8A,**  **7.4&F19D, 7.7&F19D, 7F19F** | Transitions  7.19Aviii | | **Week 2** | Fiction | Appositives | | **7.2A, 7.2B, 7.2E**  **7.6A, 7.6B, 7.8A,**  **7.6&F19D, 7.8&F19D** | 7.19Aii | | **Week 3** | Expository/Expository | Verbs and Participles  Consistent Tenses | | **7.2A, 7.2B, 7.2E**  **7.10A. 7.10C**  **7.10&F19D, 7Fig19F** | *7.19Ai*  *7.19C* | | **Week 4** | **STAAR** **REVIEW** WEEK!!!  Data- Driven Instruction |  | |  | | **Week 5** | STAAR |  | |  | | | **Week 6** | Persuasive and Drama | Parallel Structure  Semicolons, colons, hyphens | | **7.2A, 7.2B, 7.2E**  **7.5A, 7.11B**  **7.5&F19D** | 7.19C  *7.20Bii* | | | **Genre Testing Frequency**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **SW1** | **SW2** | **ACP** | **SW4** | **SW5** | **STAAR** | | **7.2A** |  |  |  |  | **1** | **10** | | **7.2B** | **2** | **5** |  | **5** | **1** | **14** | | **7.2E** |  |  |  |  | **2** | **8** | | **7.5A** |  | **5** |  |  | **2** | **12** | | **7.6A** |  | **3** |  | **4** | **1** | **5** | | **7.6B** |  | **5** |  | **5** | **2** | **15** | | **7.8A** | **2** |  |  | **4** | **2** | **14** | | **7.10A** |  |  |  | **2** | **5** | **22** | | **7.10C** |  |  |  | **2** | **2** | **10** | | **7.19F** |  |  |  |  | **4** | **34** | | **7.4F19D** | **3** |  |  |  | **6** | **3** | | **7.5F19D** |  |  |  |  | **2** | **4** | | **7.6F19D** |  | **6** | **1** | **2** | **1** | **1** | | **7.7F19D** | **3** |  |  |  | **4** | **4** | | **7.8F19D** |  |  |  |  | **1** | **9** | | **7.10F19D** |  |  |  | **2** | **2** | **24** | |

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| **Week 1** | **Monday 4/15** | **Tuesday 4/16** | **Wednesday 4/17** | **Thursday 4/18** | **Friday 4/19** |
|  | Establishing Habits | | | | |
| * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* | *Inclement Weather Day* |
|  | Poetry/Literary Nonfiction Paired Text | | | | |
| Daily Vocabulary Focus:  **7.2E**  use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate  word choices, and parts of speech of words  Comprehension: Poetry  **7.4&F19D**  Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their  understanding.  **(F19D)** make complex  inferences about text  and use textual  evidence to support  understanding | Daily Vocabulary Focus:  **7.2A**  determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes  Comprehension: Literary Nonfiction  **7.7&F19D**  Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide  evidence from text to support their understanding.  **(F19D)** make complex  inferences about text  and use textual  evidence to support  understanding | Daily Vocabulary Focus:  **7.2E**  use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words  Comprehension: Literary Nonfiction  **7.8A**  determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood | Comprehension: Literary Nonfiction/Poetry  Paired Texts  F19F  make connections between and across texts, including other media (e.g., film, play), and provide textual evidence |  |
|  |  |  |  |  |  |
|  | **7.2E**  How do dictionary definitions along with context help determine word meaning?  **7.4&F19D**  What inferences and/or conclusions can be drawn about poetic techniques?  What inferences and/or conclusions can be drawn about sentence structure?  What inferences and/or conclusions can be drawn about point of view?  What inferences and/or conclusions can be drawn based on specific details?  What text evidence supports inferences and/or conclusions? | **7.2A**  How do Latin and Greek roots and affixes help determine word meaning?  **7.7&F19D**  What text evidence supports inferences and/or conclusions?  What inferences and/or conclusions can be  drawn about characterization?  What inferences and/or conclusions can be  drawn about specific details? | **7.2E**  How do dictionary definitions along with context help determine word meaning?  **7.8A**  Why does the author include sensory language? | **F19F**  What are the similarities between two texts?  What are the differences between two texts?  What text evidence in one text embodies the ideas of a second text? |  |

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|  | **Text:**  **2013 (you may want to create questions for the below texts to align with the current rigor of STAAR)**  **Literary Nonfiction:** [**Car Talk**](https://drive.google.com/open?id=1Y4KYRUDY1sM03GO3L6CKah81h4-xbNPt)  **Poetry:** [**Needed**](https://drive.google.com/open?id=1Y4KYRUDY1sM03GO3L6CKah81h4-xbNPt)  [**Answer Key**](https://drive.google.com/open?id=1PaBRkk4rFPNgqOYux6j7yYplloBQBkxZ)  Literary Nonfiction  Biography Living Timeline Project  See [here](https://drive.google.com/file/d/1Qk56yPOisUu8aSK_Dyc-gNdgoM7meDrX/view) for Instructions/Planning guide  See [here](https://drive.google.com/file/d/1iFIXoThfzz7fB-1z-vpz40kUkh8jw408/view) for Rubric  [Biography Research Report Guide](https://drive.google.com/file/d/1UBIRxn5mJfAULBfwrpUWP14DCr9Z8wZw/view)  [Tri Fold Bookmark for Text Study](https://drive.google.com/open?id=1MvsZaH9LcbYQ0jv4l3E0nFdwNtWmrxE8) (Fiction or Expository) | | | |  |
|  | **7.2E**  Which meaning best matches the way the (word) is used in line #?  **7.4&F19D**  The (poetic technique: repetition, personification, hyperbole, etc.) of/in  the lines “(Line from poem/Line from poem)” is used to emphasize  the —  The author reveals the speaker’s feelings mainly by —  The poet’s use of (sentence structure: short sentences, fragments, etc.)  helps create —  The point of view of the poem helps the reader understand —  Which of these best describes how the speaker feels about (topic of poem)?  Why does the poet include the words (“words/words”) in lines # and #?  At the end of the poem, the speaker realizes/thinks —  In the first stanza, the poet suggests that (idea from text) because —  Line # is important to the poem because it helps —  In stanza #, the (person, place, or thing in poem) is described mainly as  —  Why is stanza # important to the poem?  By describing the qualities of (person, place, or thing in poem), the poet emphasizes | **7.2A**  The Latin word (place Latin word here) meaning “place short definition  here,” helps the reader understand that (word) means to —  **7.7&F19D**  What can the reader infer about (person in text)?  What word best describes the author’s thought/feeling about a detail in the text)?  The author includes the description in paragraph # to convey that —  The author’s reaction to (detail from text) suggests that he/she was —  How does the author reveal (detail from the text)?  The author includes the question in paragraph # most likely to — | **7.2E**  Which meaning best matches the way the (word) is used in line #?  **7.8A**  Read the following lines from the poem.  (Lines from poem)  The poet includes these lines most likely to suggest that the speaker —  The imagery in these lines contributes to a sense of —  The (figurative language: imagery, simile, metaphor, etc.) in lines # through # helps the reader understand | F19F  Which of these best describes what the author of “(Literary Nonfiction Title)” and (Narrator) in “(Poetry Title)” learn about (topic of both  selections)?  ‒ Alternate wording: Describe what the author of “(Literary Nonfiction  Title)” and (Narrator) in “(Poetry Title)” learn about (topic of both selections)?  How does the author of “(Literary Nonfiction Title)” differ from (the  narrator) in “(Poetry Title)”?  How are/is (topic of both selections) described in the selections different?  What is one difference between the selections?  According to the selections, the (topic, person, place, or thing in Selection 1) is different from the (topic, person, place, or thing in  Selection 2) because — |  |
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|  | Punctuating sentences and Organizing writing | | | | |
| Mentor Sentence Routine:  Day 1- Copy or glue sentence into notebook.  Invitation to notice- what do you notice about this sentence? | Mentor Sentence Routine:  Day 2- Label the parts of speech. | Mentor Sentence Routine:  Day 3- Invitation to revise, keep the meaning but revise the sentence. | Mentor Sentence Routine:  Day 4- Invitation to re-write- keep the structure of the sentence but rewrite with your own meaning. | Mentor Sentence Routine:  Day 5- Invitation to edit- mentor sentence editing quiz to correct grammatical errors. |
|  | \*\*Additional time for reading review support | | | |  |
|  | [Grammar Lesson: Transition Words](https://docs.google.com/document/d/10TRpWOx_NuackaHVRPiHe90-TukEszqs4qTCC-MbjOA/edit)  (7.19Aviii) | | | |  |
|  | \*\*Incorporate writing in response to reading | | | |  |

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| Week 2 | **Monday 4/22** | **Tuesday 4/23** | **Wednesday 4/24** | **Thursday 4/25** | **Friday 4/26** |
|  | Establishing Habits | | | | |
| *Inclement Weather Day* | * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* |
|  | Fiction | | | | |
|  | Daily Vocabulary Focus:  **7.2A**  determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes  Comprehension: Fiction  **7.6A**  explain the influence of the setting on plot development | Daily Vocabulary Focus:  **7.2B**  use context (within a sentence and in larger sections of text) to  determine or clarify the meaning of unfamiliar or ambiguous words  Comprehension: Fiction  **7.6B**  analyze the development of the plot through the internal and  external responses of the characters, including their motivations and  conflicts | Daily Vocabulary Focus:  **7.2E**  use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate  word choices, and parts of speech of words  Comprehension: Fiction  **7.6&F19D**  Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.  **F19D**  make complex inferences about text and use textual  evidence to support  understanding | Comprehension: Fiction  **7.8A**  determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and  suggests mood  **7.8&F19D**  Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide  evidence from text to support their understanding.  **F19D**  make complex inferences about text and use textual  evidence to support  understanding |
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|  |  | **7.2A**  How do Latin and Greek roots and affixes  help determine word meaning?  **7.6A**  How do specific details and events contribute to the story’s plot?  How does setting influence plot development? | **7.2B**  How does context help determine word  meaning?  **7.6B**  How does internal and external  characterization contribute to the story’s  plot? | **7.2E**  How do dictionary definitions along with context help determine word meaning?  **7.6&F19D**  What text evidence does the author include to foreshadow future events?  What inferences and connections can be made between the author’s use of specific sentence structures and fictional elements (e.g., mood, characterization, etc.)?  What inferences and/or conclusions can be  made about the narrator/characters based on specific details?  What text evidence supports inferences and/or conclusions about the narrator? | **7.8A**  How does figurative/sensory language  contribute to meaning?  **7.8&F19D**  How does sensory language suggest a specific mood?  How does sensory language contribute to meaning? |

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|  |  | **Fiction:**  **2018:** [**Vacation Exaggeration**](https://drive.google.com/open?id=19JDhNYoX68ZE77No3L6GIGlUQBMzdUG0)  [**Answer Key**](https://drive.google.com/open?id=1IlwixsgPqdYVulMUj3hmQqfXKd13MHDV)  **2017:** [**Smiles to Go**](https://drive.google.com/open?id=19vcSmsUqi0KJio6cyTqwC-FQ-0hGy0rc)  [**Answer Key**](https://drive.google.com/open?id=15oiS-gAB74c6HCyqwwjOvz0lMO0-oUPn)  **2016:** [**From Here to the Sargasso**](https://drive.google.com/open?id=1DH9zEVZ8UWKSbM9-uGruovC-EjAeGph-)  [**Answer Key**](https://drive.google.com/open?id=1z5kvn38j4z787sItcK9w8ELPAHkqr9Qt)  [**TDQ 7.6B**](https://drive.google.com/open?id=1chCib_81D-fBamWLtgUMzUvbbyaBdlO0)  **2015:** [**Airball: My Life in Briefs**](https://drive.google.com/open?id=18tP5TPIUOqDrZWJ9qNIeTSVjYxu09pZ7)  [**Answer Key**](https://drive.google.com/open?id=1A2colrTdrVUbIeUK2kFtbXqmSL1RUmVx)  [Tri Fold Bookmark for Text Study](https://drive.google.com/open?id=1MvsZaH9LcbYQ0jv4l3E0nFdwNtWmrxE8) (Fiction or Expository) | | | |
|  |  | **7.2A**  The Latin word (place Latin word here) meaning “place short definition here,” helps the reader understand that the (word) means —  In paragraph #, the word (word) means —  Read this information about the origin of the word (word).  **7.6A**  Why is (detail) important to the story?  What is the significance of (event involving a character)?  How does the setting influence the plot of the story?  How does the setting contribute to (Character’s) conflict in the story?  How does the setting advance the plot of the story?  The setting is important to the plot because — | **7.2B**  What does (word) mean in paragraph #?  **7.6B**  (Character 1’s) interaction with (Character 2) contributes to the plot by —  Which of these best describes (Character’s) internal conflict in the story? Alternate wording: Describe (Character’s) internal conflict in the story. | **7.2E**  Which definition most closely matches the way the word (word) is used in paragraph #?  **7.6&F19D**  Which sentence from the text foreshadows that (forthcoming event)?  The author uses (sentence structure: short sentences, questions, exclamations, etc.) in paragraph # to help create a feeling of?  The author’s use of (sentence structure: short sentences, questions,  exclamations, etc.) in paragraph # helps the reader understand —  The details in paragraph # help the reader infer that —  Read these sentences from the story.  Sentence. (paragraph #)  Sentence. (paragraph #)  Based on these sentences, the reader can infer that (Character)  thinks —  (Character’s) thoughts in these sentences reveal that he/she —  Why does the narrator (describe action by the narrator)? | **7.8A**  The author uses figurative language in this sentence most likely to  **7.8&F19D**  In paragraph #, which words does the author use to create a (adjective) mood?  Read the following sentence from paragraph #.  (Sentence from paragraph.)  The author uses the comparison to help the reader understand —  In paragraph #, the author refers to (detail from text) as (“quoted description of detail from the text”) to show that —  What does the simile in paragraph # suggest about (Character)? |
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|  | Punctuating sentences and Organizing writing | | | | |
| Mentor Sentence Routine:  Day 1- Copy or glue sentence into notebook.  Invitation to notice- what do you notice about this sentence? | Mentor Sentence Routine:  Day 2- Label the parts of speech. | Mentor Sentence Routine:  Day 3- Invitation to revise, keep the meaning but revise the sentence. | Mentor Sentence Routine:  Day 4- Invitation to re-write- keep the structure of the sentence but rewrite with your own meaning. | Mentor Sentence Routine:  Day 5- Invitation to edit- mentor sentence editing quiz to correct grammatical errors. |
|  |  | \*\* Additional time for reading review support | | | |
|  |  | [Grammar Lesson: Appositives](https://docs.google.com/document/d/1RTQXskR0n2bJ_cKjdvy3yUvj5xnistHhlGgC_DZfqYk/edit)  (7.19Aii) | | | |
|  |  | \*\*Incorporate writing in response to reading. | | | |

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| Week 3 | **Monday 4/29** | **Tuesday 4/30** | **Wednesday 5/1** | **Thursday 5/2** | **Friday 5/3** |
|  | Establishing Habits | | | | |
| * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* |
|  | Expository/Expository Paired Text | | | | |
| Daily Vocabulary Focus:  **7.2A**  determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes  Comprehension: Expository  **7.10A**  evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning | Daily Vocabulary Focus:  **7.2B**  use context (within a sentence and in larger sections of text) to  determine or clarify the meaning of unfamiliar or ambiguous words  Comprehension: Expository  **7.10C**  use different organizational patterns as guides for summarizing and  forming an overview of different kinds of expository text | Daily Vocabulary Focus:  **7.2E**  use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words  Comprehension: Expository  **7.10A**  evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning | Daily Vocabulary Focus:  **7.2B**  use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words  Comprehension: Expository  **7.10&F19D**  Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.  **F19D**  make complex  inferences about text  and use textual  evidence to support  understanding | **7Fig19F**  Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence. |
|  |  |  |  |  |  |
|  | **7.2A**  How do Latin and Greek roots and affixes help determine word meaning?  **7.10A**  What is the main idea of a paragraph(s)?  What is the main idea of the whole text?  What text evidence supports a main idea  or supporting detail? | **7.2B**  How does context help determine word meaning?  **7.10C**  How does the author organize the text? | **7.2E**  How do dictionary definitions along with context help determine word meaning?  **7.10A**  What is the main idea of a paragraph(s)?  What is the main idea of the whole text?  What text evidence supports a main idea  or supporting detail? | **7.2B**  How does context help determine word meaning?  **7.10&F19D**  What inferences and/or conclusions can be  drawn about specific details?  What text evidence supports inferences and/or conclusions? | **7Fig19F**  What are the similarities between two texts?  What are the differences between two texts?  What text evidence in one text embodies the ideas of a second text? |

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|  | **Expository**  **2017:** [**Reinforcing the Past and The Cutty Sark**](https://drive.google.com/open?id=19vcSmsUqi0KJio6cyTqwC-FQ-0hGy0rc)  [**Answer Key**](https://drive.google.com/open?id=15oiS-gAB74c6HCyqwwjOvz0lMO0-oUPn)  **2016:** [**Robots on the Reef and Something Fishy**](https://drive.google.com/open?id=1DH9zEVZ8UWKSbM9-uGruovC-EjAeGph-)  [**Answer Key**](https://drive.google.com/open?id=1z5kvn38j4z787sItcK9w8ELPAHkqr9Qt)  **2015:** [**Golden Opportunities and A Gold Miner's Tale**](https://drive.google.com/open?id=18tP5TPIUOqDrZWJ9qNIeTSVjYxu09pZ7)  [**Answer Key**](https://drive.google.com/open?id=1A2colrTdrVUbIeUK2kFtbXqmSL1RUmVx)  **2014:** [**Uncovering a New Era in Archaeology and Picturing the Past for the Future**](https://drive.google.com/open?id=1y_SmYBMkv9ivn3d2_mnfRYyIvVFNyh88)  [**Answer Key**](https://drive.google.com/open?id=1VN4NMI3GSOlJHpn53KtjmuIzCdkaTCB5) | | | | |
|  | **7.2A**  The Latin word (place Latin word here) meaning “place short definition  here,” helps the reader understand that the word (word) means —  In paragraph #, the word (word) means —  Read the information about the origin of the word (word).  The information helps the reader understand that (word) in paragraph #  means —  **7.10A**  Paragraph # focuses primarily on —  Paragraph # is mainly about —  The author (verb: hopes, thinks, feels, etc.) that —  Which idea does the information in paragraph # support?  Which sentence expresses the main idea of the selection?  ‒ Alternate wording: Write a sentence that expresses the main idea of the selection.  Which sentence from the selection supports the idea that (main idea or  supporting detail from text)?  Which detail from the selection explains why (idea from text)?  How does the author support the idea that (idea from text)? | **7.2B**  Which phrase from paragraph # helps the reader understand the  meaning of the word (word) in paragraph #?  What does the word (word) mean in paragraph #?  **7.10C**  The author organizes the selection by —  The (type of organizational pattern) of paragraph # helps the author  emphasize the — | **7.2E**  Read the dictionary entry below for the word (word).  Which meaning of (word) is used in paragraph #?  **7.10A**  Paragraph # focuses primarily on —  Paragraph # is mainly about —  The author (verb: hopes, thinks, feels, etc.) that —  Which idea does the information in paragraph # support?  Which sentence expresses the main idea of the selection?  ‒ Alternate wording: Write a sentence that expresses the main idea of the selection.  Which sentence from the selection supports the idea that (main idea or  supporting detail from text)?  Which detail from the selection explains why (idea from text)?  How does the author support the idea that (idea from text)? | **7.2B**  Which phrase from paragraph # helps the reader understand the  meaning of the word (word) in paragraph #?  What does the word (word) mean in paragraph #?  **7.10&F19D**  (Subject of text) most likely believes that —  Based on the details from paragraph #, the reader can conclude that (subject of text) most likely (thinks/enjoys/feels/knows) that —  (Person in text’s) comment in paragraph # helps the reader  understand —  The reader can conclude that (detail from the text) (verb: is, was, etc.) —  Based on the selection, why did (description of event from text) happen?  In paragraph #, the examples of (description of examples from text)  suggest that —  In paragraph #, the author compares (detail from the text) with (another  detail from the text) in order to (verb: explain, emphasize, list, describe,  etc.) —  Which of these conclusions about (detail from text) is supported by paragraph #?  ‒ Alternate wording: What conclusion about (detail from text) is supported by paragraph #?  Read the sentences from the selection.  These sentences help the reader understand that — | **7Fig19F**  How does the author of “(Literary Nonfiction Title)” differ from (the  narrator) in “(Poetry Title)”?  How does “(Literary Nonfiction Title)” differ from “(Poetry Title)”? |
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|  | Punctuating sentences and Organizing writing | | | | |
| Mentor Sentence Routine:  Day 1- Copy or glue sentence into notebook.  Invitation to notice- what do you notice about this sentence? | Mentor Sentence Routine:  Day 2- Label the parts of speech. | Mentor Sentence Routine:  Day 3- Invitation to revise, keep the meaning but revise the sentence. | Mentor Sentence Routine:  Day 4- Invitation to re-write- keep the structure of the sentence but rewrite with your own meaning. | Mentor Sentence Routine:  Day 5- Invitation to edit- mentor sentence editing quiz to correct grammatical errors. |
|  | \*\* Additional time for reading review support | | | | |
|  | [**Grammar:** Verbs and Participles](https://docs.google.com/document/d/1m0b284sNhqKfJtaPiWFmCbGLqa12qfMTQH5fX_zg808/edit)  (*7.19Ai*) | | [**Grammar:** Consistent Tenses](https://docs.google.com/document/d/1r_LL-rJoB_DCel5Q72krLliDRVDKx34jMVl2loMoxko/edit)  *(7.19C)* | |  |
|  | \*\*Incorporate writing in response to reading. | | | | |

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| Week 4 | **Monday 5/6** | **Tuesday 5/7** | **Wednesday 5/8** | **Thursday 5/9** | **Friday 5/10** |
|  | Practicing Habits | | | | |
| * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* |
|  | **STAAR** **REVIEW** WEEK!!! | | | | |
| **DRAMA** Review | **POETRY** Review | **FICTION** Review | **LITERARY NONFICTION** Review | **EXPOSITORY/PERSUASIVE** Review |
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|  | \*Drama Thinking Jobs  [Thinking Jobs and Annotations](https://docs.google.com/presentation/d/1MT_Bwk_TrFflzeygRTq72bNozDoyVH1hqSQuF1BY9SI/edit#slide=id.g4d753184a3_0_70)  \*High leverage Drama SE’s | \*Poetry Thinking Jobs  [Thinking Jobs and Annotations](https://docs.google.com/presentation/d/1MT_Bwk_TrFflzeygRTq72bNozDoyVH1hqSQuF1BY9SI/edit#slide=id.g4d753184a3_0_70)  \*High leverage Poetry SE’s | \*Fiction Thinking Jobs  [Thinking Jobs and Annotations](https://docs.google.com/presentation/d/1MT_Bwk_TrFflzeygRTq72bNozDoyVH1hqSQuF1BY9SI/edit#slide=id.g4d753184a3_0_70)  \*High leverage Fiction SE’s | \*Literary Nonfiction  Thinking Jobs  [Thinking Jobs and Annotations](https://docs.google.com/presentation/d/1MT_Bwk_TrFflzeygRTq72bNozDoyVH1hqSQuF1BY9SI/edit#slide=id.g4d753184a3_0_70)  Autobiography, Diary  \*High leverage lit non fiction SE’s | \*Expository Thinking Jobs  [Thinking Jobs and Annotations](https://docs.google.com/presentation/d/1MT_Bwk_TrFflzeygRTq72bNozDoyVH1hqSQuF1BY9SI/edit#slide=id.g4d753184a3_0_70)  \*High leverage expository SE’s |

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|  | Ideas for engaging review:   * [Instructional Strategies Playlist](https://lead4ward.com/docs/instructional_strategies/playlist_2018_19.pdf): Try **Rock & Roll Vocabulary, Positive Pings or Summary Salad** * Jeopardy review (provide students with a passage and put the questions into the jeopardy powerpoint template) * Escape room (Make the answer choices of a practice passage into a code that unlocks a prize) * Obstacle course (Students complete an obstacle course as they successfully complete passages and questions) * Reading/Writing Review Stations * STAAR Bingo * Etc! | | | | |
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|  | \*\* Additional time for reading review support  \*\*Incorporate writing in response to reading. | | | | |
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| Week 5 | **Monday 5/13** | **Tuesday 5/14** | **Wednesday 5/15** | **Thursday 5/16** | **Friday 5/17** |
|  | Practicing Habits | | | | |
| * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* |
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|  | MATH | READING | SCIENCE | Social Studies | Make-Ups |
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|  | STAAR WEEK | | | | |
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| Week 6 | **Monday 5/20** | **Tuesday 5/21** | **Wednesday 5/22** | **Thursday 5/23** | **Friday 5/24** |
|  | Practicing Habits | | | | |
| * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* | * *Guided reading/ Independent reading/ strategy groups* |
|  | Persuasive and Drama | | | | |
| Daily Vocabulary Focus:  **7.2A**  determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes  Comprehension: Persuasive  **7.11B**  identify such rhetorical fallacies as ad hominem, exaggeration,  stereotyping, or categorical claims in persuasive texts | Daily Vocabulary Focus:  **7.2B**  use context (within a sentence and in larger sections of text) to  determine or clarify the meaning of unfamiliar or ambiguous words  Comprehension: Drama  **7.5A**  explain a playwright's use of dialogue and stage directions | Daily Vocabulary Focus:  **7.2B**  use context (within a sentence and in larger sections of text) to  determine or clarify the meaning of unfamiliar or ambiguous words  Comprehension: Drama  **7.5&F19D**  Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.  **F19D** make complex  inferences about text and use textual evidence to support understanding | ACP | ACP |
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|  | **7.2A**  How do Latin and Greek roots and affixes help determine word meaning?  **7.11B**  What text evidence reveals a logical fallacy? | **7.2B**  How does context help determine word meaning?  **7.5A**  How do stage directions reveal key details,  plot elements, setting, and  Characterization?  How does dialogue reveal character traits, thoughts/feelings, actions and/or plot elements? | **7.2E**  How do dictionary definitions along with context help determine word meaning?  **7.5&F19D**  What inferences and/or conclusions can be  made about details and literary techniques (e.g., irony)?  What is ironic about (summary of boxed information)?  Why does (Character) (description of character’s action)?  What can the reader infer about (Character) based on how the play  ends? |  |  |

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|  | Drama:  2017: [Just a Trim](https://drive.google.com/open?id=19vcSmsUqi0KJio6cyTqwC-FQ-0hGy0rc) [Answer Key](https://drive.google.com/open?id=15oiS-gAB74c6HCyqwwjOvz0lMO0-oUPn)  2015: [A Hard Rain](https://drive.google.com/open?id=18tP5TPIUOqDrZWJ9qNIeTSVjYxu09pZ7) [Answer Key](https://drive.google.com/open?id=1A2colrTdrVUbIeUK2kFtbXqmSL1RUmVx)  Persuasive:  2016: [A Recipe for Life](https://drive.google.com/open?id=1DH9zEVZ8UWKSbM9-uGruovC-EjAeGph-) [Answer Key](https://drive.google.com/open?id=1z5kvn38j4z787sItcK9w8ELPAHkqr9Qt)  2014: [Sink or Sail](https://drive.google.com/open?id=1y_SmYBMkv9ivn3d2_mnfRYyIvVFNyh88) [Answer Key](https://drive.google.com/open?id=1VN4NMI3GSOlJHpn53KtjmuIzCdkaTCB5) | | | | |
|  | **7.2A**  The Latin word (place Latin word here) meaning “place short definition here,” helps the reader understand that the (word) means —  In paragraph #, the word (word) means —  Read this information about the origin of the word (word).  **7.11B**  Which of the author’s statements is an example of (logical fallacy:  stereotyping, etc.)? | **7.2B**  Which phrase from paragraph # helps the reader understand the  meaning of the word (word) in paragraph #?  What does the word (word) mean in paragraph #?  **7.5A**  The playwright uses the sounds of (description of sounds: rain and  thunder, banging, etc.) throughout the play mainly to (verb:  inform/hint/provide) —  Why does the playwright include stage directions at the (beginning/end)  of Scene #?  The stage directions in paragraph # indicate that — | **7.2E**  How do dictionary definitions along with context help determine word meaning?  **7.5&F19D**  What inferences and/or conclusions can be made about details and literary techniques (e.g., irony)? |  |  |
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|  | \*Persuasive writing and/ or research | | | | |
|  | [**Grammar: Parallel Structure**](https://docs.google.com/document/d/1qiUGETes1kO5SwpRjcNb1MbABi7zKFsQMHf7soKN2GA/edit)  ***7.19C*** | | [**Grammar: Semicolons, colons, hyphens**](https://docs.google.com/document/d/1TDZdsFM95XQ9P98eEtBDaIAGkcLbuvjJ28KPP3BEzxA/edit)  ***7.20Bii*** | |  |
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