



Whole Group Reading- Focus Overview

Week	Reading	Writing
Week 1	Expository	Quotations, appositive phrases
	8.2A, 8.2B 8.10A, 8.10C 8.10F19D	8.17C, 8.19Aii
Week 2	Expository	Develop controlling idea, relative pronouns
	8.2A, 8.2B 8.10A, 8.10C,, 8.10F19D, 8.10F19E	8.14A, 8.17C, 8.19Aiv
Week 3	Expository, Poetry (Spiral Review)	Organizational strategy, controlling idea, facts and details, sentence structures, facts and details,
	8.2A, 8.2B 8.4A, 8.10A, 8.10D, 8.4F19D,8F19F	8.14B, 8.17Ai, 8.17Aii, 8.17Aiii, 8.17Aiv, 8.17Av, 8.19Av
Week 4	Literary Nonfiction, Poetry (Spiral Review)	Organizational strategy,
	8.2B 8.7A, 8.8A 8.4F19D, 8.7F19D, 8.7F19E, 8F19F	8.14B, 8.19B, 8.19C
Week 5	Fiction, Expository (Spiral Review)	Editing, capitalization, punctuation
	8.2B, 8.2E 8.6A, 8.6B, 8.6F19D, 8.6F19E	8.14C, 8.14D, 8.20A, 8.20Bi, 8.20Bii
Week 6	ACP	
	Review and ACP	

Common Paired Selection Genres:
Persuasive/Poetry
Fiction/Poetry

Poetry Fiction, Lit. NF, Sensory Language, Expository, Testing Frequency

TEKS/SE	SW1	SW2	ACP	SW4	SW5	STAAR
8.2A		4	2	1		7
8.2B	3		3	2		19
8.2E			1	2		6
8.4A			2			20
8.4F19D		5	1			21
8.6A	4		2	4		20
8.6B	2		2	3		13
8.6F19D			2			11
8.6F19E			1			5
8.7A			2			0
8.7F19D		5	1			19
8.7F19E			1			3
8.8A		3	1	1		10
8.10A			3	2		31
8.10C			3			15
8.10D			2			12
8.10F19D			2			21
8.10F19E			1			9
8F19F	2	3	2			34



Expository/Poetry
Fiction/Persuasive
Persuasive/Expository

Week 1	Monday 11/5	Tuesday 11/6	Wednesday 11/7	Thursday 11/8	Friday 11/9
Guided/ Independent Reading	Establishing Habits				
	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits 	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits 	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits 	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits 	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits
Whole Group Reading Focus	Reading Engagement- Expository				
	<p><u>Daily Vocabulary Focus:</u> 8.2A Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.</p> <p><u>Genre: Expository:</u> 8.10 Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p> <p>8.10A Summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order.</p>	<p><u>Daily Vocabulary Focus:</u> 8.2B Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings.</p> <p><u>Genre: Expository:</u> 8.10 Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p> <p>8.10C Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns.</p>	<p><u>Daily Vocabulary Focus:</u> 8.2B Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings.</p> <p><u>Genre: Expository:</u> 8.10 Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p> <p>8.10C Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns.</p>	<p><u>Daily Vocabulary Focus:</u> 8.2B Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings.</p> <p><u>Genre: Expository:</u> 8.10 Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p> <p>8.10C Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns.</p>	<p><u>Daily Vocabulary Focus:</u> 8.2B Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings.</p> <p><u>Genre: Expository:</u> 8.10 Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p> <p>8.10F19D Make complex inferences about text and use textual evidence to support understanding.</p>



LO					
Guiding Question	<p>8.2A How do Latin roots and affixes help determine word meaning?</p> <p>8.10 What are the characteristics of an effective summary for the whole text?</p> <p>8.10A What relationship exists between the ideas in the text and the title of the text?</p> <p>What are the characteristics of an effective summary for a section of text?</p> <p>What is the main idea of a paragraph(s) or section of the text?</p> <p>What text evidence supports a main idea or supporting detail?</p>	<p>8.2B How does context help determine word meaning?</p> <p>8.10C How does the author organize the text?</p> <p>What is the purpose of organizational patterns?</p> <p>What text evidence supports a specific idea?</p>	<p>8.2B How does context help determine word meaning?</p> <p>8.10C How does the author organize the text?</p> <p>What is the purpose of organizational patterns?</p> <p>What text evidence supports a specific idea?</p>	<p>8.2B How does context help determine word meaning?</p> <p>8.10C How does the author organize the text?</p> <p>What is the purpose of organizational patterns?</p> <p>What text evidence supports a specific idea?</p>	<p>8.2B How does context help determine word meaning?</p> <p>8.10F19D What inferences and/or conclusions can be drawn about specific details?</p> <p>What text evidence supports inferences and/or conclusions?</p> <p>What are the characteristics of an effective summary for the whole text?</p>

Suggested Resources	<p>Hook: Animal Welfare: What is it?</p> <p>Key Texts Wildlife in the Balance</p>
---------------------	---

	<p>Animal Welfare or Animal Rights. Instagram Taking Steps To Warn Users Against Instructive Animal Interactions Hook 2: Animal Welfare vs. Animal Rights</p> <p>Supporting Texts The Case for Animal Welfare</p> <p>Alternative Texts At the Zoo</p> <p>Key Strategies: Academic Conversations You may wish to begin this Unit with a discussion about the types of texts covered in previous units to highlight the distinction between unit genres. Mention that this Unit will be addressing ethical issues concerning animals. We will be focusing on form and structure of a variety of informational texts. Have students complete a KWL chart about ethical issues concerning animals. Prompt: What are some issues you have heard or observed about animal ethics?</p>				
STAAR stems	<p>8.2A What does the word (word) mean in paragraph #? The Latin word (Latin word) meaning “place short definition here,” helps the reader understand that (word) in paragraph # means to —</p> <p>8.10 Based on the information the author includes about (detail from text), the reader can conclude that the author believes that — The information in the text box suggests that — The author emphasizes the</p>	<p>8.2B Which words from paragraph # help the reader understand what (word) means? In paragraph #, the word (word) means — What do the words (phrase) mean in paragraph #?</p> <p>8.10C The author organizes the selection by — The organizational pattern of the selection allows the author to — The author presents the events that led to (detail</p>	<p>8.2B Which words from paragraph # help the reader understand what (word) means? In paragraph #, the word (word) means — What do the words (phrase) mean in paragraph #?</p> <p>8.10C The author organizes the selection by — The organizational pattern of the selection allows the author to — The author presents the events that led to (detail from text) in</p>	<p>8.2B Which words from paragraph # help the reader understand what (word) means? In paragraph #, the word (word) means — What do the words (phrase) mean in paragraph #?</p> <p>8.10C The author organizes the selection by — The organizational pattern of the selection allows the author to — The author presents the events that led to (detail from text) in</p>	<p>8.2B Which words from paragraph # help the reader understand what (word) means? In paragraph #, the word (word) means — What do the words (phrase) mean in paragraph #?</p> <p>8.10F19D Based on the information the author includes about (detail from text), the reader can conclude that the author believes that — The author emphasizes the idea that —</p>



<p>idea that — (A person in the text executes an action) most likely because he/she — The outcome/success/failure of (a person's action) depended primarily on —</p> <p>The title of the selection highlights the idea that — Which sentence from the selection best shows that the author (description of author's feelings about a detail in the text)?</p> <p>Which sentence supports the idea that —</p> <p>Which sentence from the selection explains why/that (detail/idea from the text)?</p> <p>Which sentence from the selection suggests that (idea/detail from text)? Which of these is the best summary of this article?</p> <p>– Alternate wording: Write an effective summary</p> <p>8.10C The author organizes the selection by —</p> <p>The organizational pattern of the selection allows the author to —</p>	<p>from text) in chronological order in order to emphasize that — Why does the author begin this selection by (verb: explaining, describing, highlighting, etc.) (topic of first paragraph(s)) —</p> <p>By presenting the ideas included in paragraphs # through #, the author is able to —</p> <p>Which of these supports the idea that (description of idea from text)? – Alternate wording: Which sentence from the text supports the idea that (description of idea from text)?</p>	<p>chronological order in order to emphasize that — Why does the author begin this selection by (verb: explaining, describing, highlighting, etc.) (topic of first paragraph(s)) —</p> <p>By presenting the ideas included in paragraphs # through #, the author is able to —</p> <p>Which of these supports the idea that (description of idea from text)? – Alternate wording: Which sentence from the text supports the idea that (description of idea from text)?</p>	<p>chronological order in order to emphasize that — Why does the author begin this selection by (verb: explaining, describing, highlighting, etc.) (topic of first paragraph(s)) —</p> <p>By presenting the ideas included in paragraphs # through #, the author is able to —</p> <p>Which of these supports the idea that (description of idea from text)? – Alternate wording: Which sentence from the text supports the idea that (description of idea from text)?</p>	<p>(A person in the text executes an action) most likely because he/she —</p> <p>The outcome/success/failure of (a person's action) depended primarily on —</p> <p>The title of the selection highlights the idea that — Which sentence from the selection best shows that the author (description of author's feelings about a detail in the text)?</p> <p>Which sentence supports the idea that —</p> <p>Which sentence from the selection explains why/that (detail/idea from the text)?</p> <p>Which sentence from the selection suggests that (idea/detail from text)?</p>
---	---	---	---	---



	<p>The author presents the events that led to (detail from text) in chronological order in order to emphasize that —</p> <p>Why does the author begin this selection by (verb: explaining, describing, highlighting, etc.) (topic of first paragraph(s)) —</p> <p>By presenting the ideas included in paragraphs # through #, the author is able to —</p> <p>Which of these supports the idea that (description of idea from text)? – Alternate wording: Which sentence from the text supports the idea that (description of idea from text)?</p>				
DOL Exemplar					

Week 2	Monday 11/12	Tuesday 11/13	Wednesday 11/14	Thursday 11/15	Friday 11/16
Guided/ Independent Reading	Establishing Habits				
	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits 	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits 	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits 	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits 	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits  Hooray! Happy Thanksgiving break!
Whole Group Reading Focus	Expository				
	<p><u>Daily Vocabulary Focus:</u> 8.2A Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes</p> <p><u>Genre: Expository:</u> 8.10A Summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order.</p>	<p><u>Daily Vocabulary Focus:</u> 8.2B Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings.</p> <p><u>Genre: Expository:</u> 8.10C Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns.</p>	<p><u>Daily Vocabulary Focus:</u> 8.2B Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings.</p> <p><u>Genre: Expository:</u> 8.10C Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns.</p>	<p><u>Daily Vocabulary Focus:</u> 8.2B Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings.</p> <p><u>Genre: Expository:</u> 8.10F19D Make complex inferences about text and use textual evidence to support understanding.</p>	<p><u>Daily Vocabulary Focus:</u> 8.2B Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings.</p> <p><u>Genre: Expository:</u> 8.10F19E Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts.</p>
LO					



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Guiding Question</p>	<p>8.2A How do Latin roots and affixes help determine word meaning</p> <p>8.10A What relationship exists between the ideas in the text and the title of the text?</p> <p>What are the characteristics of an effective summary for a section of text?</p> <p>What is the main idea of a paragraph(s) or section of the text?</p> <p>What text evidence supports a main idea or supporting detail?</p>	<p>8.2B How does context help determine word meaning?</p> <p>8.10C How does the author organize the text?</p> <p>What is the purpose of organizational patterns?</p> <p>What text evidence supports a specific idea?</p>	<p>8.2B How does context help determine word meaning?</p> <p>8.10C How does the author organize the text?</p> <p>What is the purpose of organizational patterns?</p> <p>What text evidence supports a specific idea?</p>	<p>8.2B How does context help determine word meaning?</p> <p>8.10F19D What inferences and/or conclusions can be drawn about specific details?</p> <p>What text evidence supports inferences and/or conclusions?</p> <p>What are the characteristics of an effective summary for the whole text?</p>	<p>8.2B How does context help determine word meaning?</p> <p>8.10F19E What are the characteristics of an effective summary for the whole text?</p>
---	--	--	--	---	--

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Suggested Resources</p>	<p>Key Texts CRM Zoos Paired Passage Should We Have Zoos?</p> <p>Key Strategies: Response to Text Provide each student with a copy of the text for this Close Reading Module, Zoos Paired Passage. You may wish to read over the module in its entirety to become familiar with all of the lesson components prior to presenting the lesson.</p> <p>CRM Hallmarks:</p> <ul style="list-style-type: none"> “Students become familiar with the text through rereadings and are introduced to academic vocabulary.” “Students build a foundational understanding of the text through text dependent questioning and focused text annotations.” “Students promote discussion that leads to understanding.” <p>Lead students through several readings and academic conversations about the text to develop a good understanding of the selection.</p> <p>Focus of each reading</p> <ol style="list-style-type: none"> Gist Clarification and making inferences Author’s purpose and finding supporting ideas in the text. How do the ideas in this selection compare to other readings for this six weeks, i.e. Wildlife in the Balance. 				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">STAAR stems</p>	<p>8.2A What does the word (word) mean in paragraph #?</p> <p>The Latin word (Latin word) meaning “place short definition here,” helps the reader understand that (word) in paragraph # means to —</p> <p>8.10A Which idea about (topic in the text) does the title of the selection support?</p> <p>What is the best summary of the section titled “Title of Section”?</p>	<p>8.2B Which words from paragraph # help the reader understand what (word) means?</p> <p>In paragraph #, the word (word) means —</p> <p>What do the words (phrase) mean in paragraph #?</p> <p>8.10C The author organizes the selection by —</p> <p>The organizational pattern of the selection allows the author to —</p>	<p>8.2B Which words from paragraph # help the reader understand what (word) means?</p> <p>In paragraph #, the word (word) means —</p> <p>What do the words (phrase) mean in paragraph #?</p> <p>8.10C The author organizes the selection by —</p> <p>The organizational pattern of the selection allows the author to —</p> <p>The author presents the</p>	<p>8.2B Which words from paragraph # help the reader understand what (word) means?</p> <p>In paragraph #, the word (word) means —</p> <p>What do the words (phrase) mean in paragraph #?</p> <p>8.10F19D Based on the information the author includes about (detail from text), the reader can conclude that the author believes that —</p> <p>The author emphasizes the idea that —</p>	<p>8.2B Which words from paragraph # help the reader understand what (word) means?</p> <p>In paragraph #, the word (word) means —</p> <p>What do the words (phrase) mean in paragraph #?</p> <p>8.10F19E Which of these is the best summary of this article?</p>



	<p>What are paragraphs # and # mainly about? According to the article, why did the (person in text) (description of something the person did/wants)?</p> <p>In paragraphs # and #, the author presents the idea that —</p> <p>What is the main idea of paragraph #?</p> <p>Which of these best describes why (detail from text)?</p> <p>Which information from the selection supports the idea that (description of main idea or supporting detail from selection)?</p> <p>Which sentence from the selection indicates that (description of main idea or supporting detail from selection)?</p> <p>Which idea from the selection is supported by the information in paragraph #?</p>	<p>The author presents the events that led to (detail from text) in chronological order in order to emphasize that —</p> <p>Why does the author begin this selection by (verb: explaining, describing, highlighting, etc.) (topic of first paragraph(s)) —</p> <p>By presenting the ideas included in paragraphs # through #, the author is able to —</p> <p>Which of these supports the idea that (description of idea from text)? – Alternate wording: Which sentence from the text supports the idea that (description of idea from text)?</p>	<p>events that led to (detail from text) in chronological order in order to emphasize that —</p> <p>Why does the author begin this selection by (verb: explaining, describing, highlighting, etc.) (topic of first paragraph(s)) —</p> <p>By presenting the ideas included in paragraphs # through #, the author is able to —</p> <p>Which of these supports the idea that (description of idea from text)? – Alternate wording: Which sentence from the text supports the idea that (description of idea from text)?</p>	<p>(A person in the text executes an action) most likely because he/she —</p> <p>The outcome/success/failure of (a person's action) depended primarily on —</p> <p>The title of the selection highlights the idea that — Which sentence from the selection best shows that the author (description of author's feelings about a detail in the text)?</p> <p>Which sentence supports the idea that —</p> <p>Which sentence from the selection explains why/that (detail/idea from the text)?</p> <p>Which sentence from the selection suggests that (idea/detail from text)?</p>	
<p>DOL Exemplar</p>					



Week 3	Monday 11/26	Tuesday 11/27	Wednesday 11/28	Thursday 11/29	Friday 11/30
Guided/ Independent Reading	Establishing Habits				
	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits 	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits 	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits 	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits 	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits
Whole Group Reading Focus	Expository, Poetry				
	<p>Daily Vocabulary Focus: 8.2B Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings.</p> <p>Genre: Expository: 8.10A Summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order.</p>	<p>Daily Vocabulary Focus: 8.2B Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings.</p> <p>Genre: Expository: 8.10D Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence.</p>	<p>Daily Vocabulary Focus: 8.2B Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings.</p> <p>Genre: Expository: 8.10D Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence.</p>	<p>Genre: Poetry: 8.4A Compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).</p> <p>8.4F19D Make complex inferences about text and use textual evidence to support understanding.</p>	<p>Genre: Poetry/Expository: 8F19F Make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence.</p>
LO					



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Guiding Question</p>	<p>8.2B How does context help determine word meaning?</p> <p>8.10D What ideas about the topic would the author most likely have?</p> <p>What text evidence supports a specific idea?</p> <p>How does the author connect ideas within a text?</p>	<p>8.2B .How does context help determine word meaning?</p> <p>8.10D What ideas about the topic would the author most likely have?</p> <p>What text evidence supports a specific idea?</p> <p>How does the author connect ideas within a text?</p>	<p>8.4A How do poetic characteristics and devices reveal meaning?</p>	<p>8.4F19D What ideas about the topic would the author most likely have?</p> <p>What text evidence supports a specific idea?</p> <p>How does the author connect ideas within a text?</p>	<p>8F19F What are the similarities between two texts? What are the differences between two texts?</p>
---	--	---	--	---	--

Key Texts:

[SeaWorld to stop orca breeding program, shows featuring killer whales](#)
[Support: SeaWorld to stop orca breeding program, shows featuring killer whales](#) (alternative Lexile levels)
[A generation of SeaWorld whales born in confinement comes to an end](#)
[Ending "Shamu" stunts isn't enough to protect whales, activists say](#)

LA Times [opinion article](#)
Smithsonian [article](#)
SeaWorld Cares [page](#)
National Geographic [article](#) on Chinese orca breeding

Supporting Texts:

[Real news reports on fake news as people try to figure out the difference](#)

You may choose to read this text to support students' understanding of information bias as they proceed in writing their research papers. Note that media literacy is important because it can be difficult for students to recognize the difference between an advertisement written as an article and an informational article. You may wish to have an **academic conversation** about this week's guiding question after reading. "Why is it important to recognize bias informational sources?"

Key Strategies: Academic Conversations

Consider the Narrowed Big Ideas and Essential question of the week. Guide students to understand information bias and animal ethics. Your instructional guidance may include activating prior knowledge on the topics with a [carousel brainstorming activity](#). Post topics, images, or comments around the class. Have students walk around to write comments about what they know or how they connect with each.

Allow students to talk about their experiences with each posted topic. Share how the activity relates to the learning for the week. Post the Big Idea and Essential Question of the week. Consider having these visible throughout the week so that you and students can refer to these to guide learning and **academic conversations**.

Have students preview [SeaWorld to stop orca breeding program, shows featuring killer whales](#). Allow students to point out the features that they notice. Have them consider how these features will assist them in comprehending the text. Discuss the significance of subtitles and images. Ask students about the expressions on the trainers' faces. Highlight how images and caption add meaning to a text.

Special Education Support:

Consider providing the passage at varying lexile levels to address the needs of the students. [Support: SeaWorld to stop orca breeding program, shows featuring killer whales](#)

Have students create a summary of the ideas expressed in the selection. Tell students to use the text features such as images and subtitles to support their answers. Mention that the way the author organizes the text provides a framework for how he or she wants readers to interpret information.

SEL Competency - Social Awareness

- Perspective taking

Consider the Essential Question of the week. Have students work in pairs to discuss and answer. Have pairs share their answers with the whole class. Encourage students by letting them know their

opinions are valued and do not all have to be the same.

Respond to the following:

1. Though there is controversy around zoos and circuses, do they provide some value to society?
2. How do the ideas in this document compare to the ideas in other documents we have read throughout the six weeks? *(To support recall, you may wish to have students pull out their One Page Collage on 'Animal Welfare or Animal Rights?' and notes from Zoos Paired Passage)*

Key Resources

Leveled text

[SeaWorld to stop orca breeding program, shows featuring killer whales](#)

[Support: A Generation of Sea World whales born in confinement comes to an end](#)

[Carousel Brainstorming Activity](#)

STAAR stems	<p>8.2B Which words from paragraph # help the reader understand what (word) means?</p> <p>In paragraph #, the word (word) means —</p> <p>What do the words (phrase) mean in paragraph #?</p>	<p>8.2B Which words from paragraph # help the reader understand what (word) means?</p> <p>In paragraph #, the word (word) means —</p> <p>What do the words (phrase) mean in paragraph #?</p>	<p>8.2B .Which words from paragraph # help the reader understand what (word) means?</p> <p>In paragraph #, the word (word) means —</p> <p>What do the words (phrase) mean in paragraph #?</p>	<p>8.4A The repetition of the word(s) “word(s)” emphasizes the speaker’s desire to —</p> <p>The poet chooses an (adjective) rhyme scheme most likely to —</p>	<p>8.4F19D Based on the information the author includes about (detail from text), the reader can conclude that the author believes that —</p> <p>The author emphasizes the idea that —</p> <p>(A person in the text executes an action) most likely because he/she —</p> <p>The outcome/success/failure of (a person’s action) depended primarily on —</p> <p>The title of the selection highlights the idea that —</p> <p>Which sentence from the selection best shows that the author (description of author’s feelings about a detail in</p>	<p>8F19F With which statement would the author most likely agree? – Alternate wording: Write a statement with which the author would most likely agree.</p> <p>What can the reader conclude about the author’s opinion of (detail from text)?</p> <p>Which statement from the article describes</p>
	<p>8.10D With which statement would the author most likely agree? – Alternate wording: Write a statement with which the author would most likely agree.</p> <p>What can the reader conclude about the author’s opinion of (detail from text)?</p> <p>Which statement from the article describes</p>	<p>8.10D With which statement would the author most likely agree? – Alternate wording: Write a statement with which the author would most likely agree.</p> <p>What can the reader conclude about the author’s opinion of (detail from text)?</p> <p>Which statement from the article describes</p>	<p>8.10D With which statement would the author most likely agree? – Alternate wording: Write a statement with which the author would most likely agree.</p> <p>What can the reader conclude about the author’s opinion of (detail from text)?</p> <p>Which statement from the article describes</p>			



	<p>(detail from text)?</p> <p>How does the author support the idea that (description of idea from text)?</p> <p>Which idea does the author emphasize throughout the selection?</p> <p>Which sentence from the text relates to the information in the text box following paragraph #?</p> <p>The author begins and ends the selection by bringing together the idea that —</p> <p>The author suggests (idea/detail from the text) because he/she —</p> <p>The title of the selection emphasized the idea that —</p>	<p>(detail from text)?</p> <p>How does the author support the idea that (description of idea from text)?</p> <p>Which idea does the author emphasize throughout the selection?</p> <p>Which sentence from the text relates to the information in the text box following paragraph #?</p> <p>The author begins and ends the selection by bringing together the idea that —</p> <p>The author suggests (idea/detail from the text) because he/she —</p> <p>The title of the selection emphasized the idea that —</p>	<p>How does the author support the idea that (description of idea from text)?</p> <p>Which idea does the author emphasize throughout the selection?</p> <p>Which sentence from the text relates to the information in the text box following paragraph #?</p> <p>The author begins and ends the selection by bringing together the idea that —</p> <p>The author suggests (idea/detail from the text) because he/she —</p> <p>The title of the selection emphasized the idea that —</p>		<p>the text)?</p> <p>Which sentence supports the idea that —</p> <p>Which sentence from the selection explains why/that (detail/idea from the text)?</p> <p>Which sentence from the selection suggests that (idea/detail from text)?</p>	<p>box following paragraph #?</p> <p>The author begins and ends the selection by bringing together the idea that —</p> <p>The author suggests (idea/detail from the text) because he/she —</p> <p>The title of the selection emphasized the idea that —</p> <p>Both the author of the passage and speaker of the poem would most likely agree that —</p> <p>Read these excerpts from the passage and poem.</p> <p>(Sentence from passage with paragraph #.) (Lines from poem with line #)</p> <p>Based on these excerpts, the reader can conclude that both the author and the poet share a similar belief that —</p>
<p>DOL Exemplar</p>						



Week 4	Monday 12/3	Tuesday 12/4	Wednesday 12/5	Thursday 12/6	Friday 12/7
Guided/ Independent Reading	Practicing Habits				
	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits 	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits 	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits 	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits 	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits
Whole Group Reading Focus	Literary Non-Fiction and Poetry				
	<p><u>Genre: Poetry:</u> 8.4F19D Compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).</p>	<p><u>Genre: Poetry:</u> 8.8A Explain the effect of similes and extended metaphors in literary text.</p>	<p><u>Daily Vocabulary Focus:</u> 8.2B Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings.</p> <p><u>Genre: LNF:</u> 8.7A Analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.</p> <p>8.7F19D Make complex inferences about text and use textual evidence to support understanding.</p>	<p><u>Daily Vocabulary Focus:</u> 8.2B Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings.</p> <p><u>Genre: LNF:</u> 8.7F19E Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts.</p>	<p><u>Daily Vocabulary Focus:</u> 8.2B Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings.</p> <p><u>Genre: LNF/Poetry</u> 8F19F Make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence.</p>
LO					

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Guiding Question</p>	<p>8.4F19D What inferences and/or conclusions can be drawn about the organization of a poem?</p> <p>What inferences and/or conclusions can be drawn about specific details?</p> <p>What text evidence supports inferences and/or conclusions?</p>	<p>8.8A How does sensory language contribute to meaning?</p>	<p>8.2B How does context help determine word meaning?</p> <p>8.7A What is the purpose in including specific details?</p> <p>What is the purpose of a specific organizational structure?</p> <p>8.7F19D What is the purpose in including specific details?</p> <p>What is the purpose of a specific organizational structure?</p>	<p>8.2B How does context help determine word meaning?</p> <p>8.7F19E What are the characteristics of an effective summary for a section of the text?</p>	<p>8.2B How does context help determine word meaning?</p> <p>8F19F What are the similarities between two texts? What are the differences between two texts?</p>
---	--	---	---	--	---

<p>Suggested Resources</p>	<p>*See Resources below for additional literature selections: Holt Common Lit: https://www.commonlit.org/ Newsela.com: https://newsela.com/ Ereadingworksheets.com: https://www.ereadingworksheets.com/ Readworks.org: https://www.readworks.org/</p>				
<p>STAAR stems</p>	<p>8.4F19D</p> <p>Dividing the poem into (number: two, three, four, etc.) stanzas allows the poet to —</p> <p>The (detail) is important to the poem because it represents —</p> <p>The poet likely intends for the last two lines to express the speaker's —</p> <p>Read the following lines from the poem. (Lines from poem) Why does the poet compare (detail or person) to (detail or person)?</p> <p>What do the descriptions of (detail) throughout the poem suggest about the speaker?</p> <p>What does stanza # of the poem suggest about (topic of poem)?</p> <p>Which words from the poem show that the speaker is (feeling) to/at (person, place, thing, idea in the text)?</p>	<p>8.8A</p> <p>The (poetic technique: metaphor, repetition, personification, etc.) in stanza # is used to emphasize that the —</p> <p>The poet uses a (poetic technique: metaphor, repetition, personification, etc.) in lines # and # to reveal that the speaker —</p> <p>The imagery in line # helps the reader visualize/understand —</p>	<p>8.2B</p> <p>Which words from paragraph # help the reader understand what (word) means?</p> <p>In paragraph #, the word (word) means —</p> <p>What do the words (phrase) mean in paragraph #?</p> <p>8.7A</p> <p>The author uses a (organizing feature: bulleted list, sequential order, etc.) in order to highlight —</p> <p>The organization of the selection allows the author to —</p> <p>8.7F19D</p> <p>What is the most likely reason why the author is (feeling the author has)? What can readers conclude about (person described in passage) based on (a specific description provided by author)?</p> <p>Through his/her experiences</p>	<p>8.2B</p> <p>Which words from paragraph # help the reader understand what (word) means?</p> <p>In paragraph #, the word (word) means —</p> <p>What do the words (phrase) mean in paragraph #?</p> <p>8.7F19E</p> <p>What is the best summary of the events leading up to (description of a particular point in time in the text)?</p>	<p>8.2B</p> <p>Which words from paragraph # help the reader understand what (word) means?</p> <p>In paragraph #, the word (word) means —</p> <p>What do the words (phrase) mean in paragraph #?</p> <p>8F19F</p> <p>How does the author's purpose for writing "(Persuasive Title)" differ from the poet's purpose in "(Poetry Title)"?</p> <p>What is one difference between the author of the passage and the speaker in the poem?</p>



	<p>In stanza #, the poet uses the words “(phrase from poem)” and “(another phrase from poem)” to suggest/show/illustrate/describe —</p> <p>In contrast to line #, line # shows that (person in poem) now feels —</p> <p>In lines # - #, the speaker observes that (person in poem) want to —</p>		with (detail from text), the author gained		
DOL Exemplar					



Week 5	Monday 12/10	Tuesday 12/11	Wednesday 12/12	Thursday 12/13	Friday 12/14
Guided/ Independent Reading	Practicing Habits				
	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits 	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits 	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits 	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits 	<ul style="list-style-type: none"> Guided Reading Lesson Revisit good independent reading habits
Whole Group Reading Focus	Fiction & Expository Review				
	<p><u>Daily Vocabulary Focus:</u> 8.2B Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings. <u>Genre: Fiction:</u> 8.6A Analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved.</p>	<p><u>Daily Vocabulary Focus:</u> 8.2B Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings. <u>Genre: Fiction:</u> 8.6B Analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict.</p>	<p><u>Daily Vocabulary Focus:</u> 8.2B Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings. <u>Genre: Fiction:</u> 8.6F19D Make complex inferences about text and use textual evidence to support understanding.</p>	<p><u>Daily Vocabulary Focus:</u> 8.2E 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. <u>Genre: Fiction:</u> 8.6F19E Summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts.</p>	<p>*Spiral review based on data ACP tested genres: Expository Literary Nonfiction Fiction Poetry</p>
LO					
Guiding Question	<p>8.2B How does context help determine word meaning?</p> <p>8.6A How do specific events and/or details contribute to plot development?</p>	<p>8.2B How does context help determine word meaning?</p> <p>8.6B How does characterization contribute to the story's theme?</p>	<p>8.2B How does context help determine word meaning?</p> <p>8.6F19D What inferences and/or conclusions can be made about characters based on</p>	<p>8.2E How do dictionary definitions along with context help determine word meaning?</p> <p>8.6F19E What are the characteristics of an effective summary for</p>	



	<p>What text evidence reveals a plot element?</p>	<p>How do specific details and events reveal characterization?</p> <p>How does characterization contribute to the story's plot?</p> <p>What text evidence supports inferences and/or conclusions about characterization?</p>	<p>What text evidence supports inferences and/or conclusions about characterization?</p>	<p>What are the characteristics of an effective summary for part of the text?</p>	
--	---	--	--	---	--

<p>Suggested Resources</p>	<p>*See Resources below for additional literature selections: Holt Common Lit: https://www.commonlit.org/ Newsela.com: https://newsela.com/ Ereadingworksheets.com: https://www.ereadingworksheets.com/ Readworks.org: https://www.readworks.org/</p>				
<p>STAAR stems</p>	<p>8.2B In paragraph #, the word (word) means? Which words from paragraph # help the reader understand the meaning of (word)?</p> <p>8.6A The author included paragraph # in order to — Which event triggers the main problem in the story? Paragraphs # through # help build tension in the story by — Paragraph # is important to the story because — The story reaches its climax when — (Detail) contributes to the development of the plot because it — Which statement best expresses the main conflict in the excerpt?</p>	<p>8.2B In paragraph #, the word (word) means? Which words from paragraph # help the reader understand the meaning of (word)?</p> <p>8.6B Paragraphs # through # support the primary theme of the excerpt by emphasizing —</p>	<p>8.2B In paragraph #, the word (word) means? Which words from paragraph # help the reader understand the meaning of (word)?</p> <p>8.6F19D The narrator describes (detail) in a way that shows his/her — For (Character), (event in story) most likely represents — The final sentence of the story suggests that (Character) most likely feels — Based on (Character's) conversation with (different Character) in paragraphs # through #, the reader can conclude that — Which sentence best explains why (Character) (description of character's thoughts/feelings about something)? Which sentence from the story best expresses (Character 1's) (thought/feeling) about/for (Character 2)?</p>	<p>8.2E Read the following dictionary entry. word \pronunciation\ part of speech 1. definition 2. definition 3. definition 4. definition</p> <p>Which definition most closely matches the meaning of (word) as it is used in paragraph #?</p> <p>8.6F19E Which of these is the best summary of the story? – Alternate wording: Write an effective summary of the story.</p>	



	<p>- Alternate wording: In one sentence, identify the main conflict of the excerpt.</p> <p>Which event from the story suggests that (Character) will resolve his/her conflict?</p> <p>The author builds tension at the beginning of the story by —</p> <p>Which event initiates the rising action of the story?</p> <p>Character's response to (different character's) comment/action adds to the conflict by —</p> <p>The description of (Character's) (action) in paragraphs # - # is important to the excerpt because it shows /reveals/explains demonstrates —</p> <p>The last two paragraphs in the excerpt convey that the (narrator or character is)?</p>		<p>Which sentence from the story best illustrates the narrator's (feeling about something)?</p>		
<p>DOL Exemplar</p>					

Week 6	Monday 12/17	Tuesday 12/18	Wednesday 12/19	Thursday 12/20	Friday 12/21
Guided/ Independent Reading	Practicing Habits				
	<ul style="list-style-type: none"> MATH ACP 	<ul style="list-style-type: none"> READING ACP 	<ul style="list-style-type: none"> WRITING ACP 	 Hooray! Happy break!!	
Whole Group Reading Focus	Reteach, Poetry, Fiction, Literary Nonfiction & Expository, ACP				
LO					
Guiding Question					



Suggested Resources					
STAAR stems					
DOL Exemplar					