## HIGH SCHOOL Curriculum & Resources

### 2019 STAAR/EOC Camp/Review

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## High School Professional Learning

### 2019 STAAR/EOC Camp/Review

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## HIGH SCHOOL CURRICULUM SAMPLE

### 9th GRADE ALGEBRA 1 STAAR/EOC CAMP/REVIEW UNIT

#### WEEK 1

**TEKS:** [Algebra 1 Blueprint](#) | [Algebra 1 Assessed Curriculum](#)  
Reporting Category 1: Describing and Graphing Linear Functions, Equations, and Inequalities.  
- **3.C** graph linear functions on the coordinate plane and identify key features, including x-intercept, y-intercept, zeros, and slope, in mathematical and real-world problems  
  *Readiness Standard*  
- **12.A** decide whether relations represented verbally, tabularly, graphically, and symbolically define a function. *Supporting Standard*  
- **12.B** evaluate functions, expressed in function notation, given one or more elements in their domains. *Supporting Standard*  

**ELPS:**  
- **2E** use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;  
- **5B** write using newly acquired basic vocabulary and content-based grade-level vocabulary;  

**TRANSFER GOALS:**  
- Express appropriate mathematical reasoning by constructing viable arguments, critiquing their own reasoning and the reasoning of others, and attending to precision when making mathematical statements.  
- Connect personal experiences, build on prior knowledge across contents, recognize and interchange multiple representations of mathematical concepts.  

**UNDERSTANDINGS:**  
*Students will understand that...*  
- The key features of linear functions, when graphed on a coordinate plane, have both meaning in a mathematical context and in real-world problems.  
- Function notation is important in mathematics both symbolically (for writing equations and functions) and conceptually (to understand the input/output  

**ESSENTIAL QUESTIONS:**  
- What form do I need to get my function in to graph and find the key features?  
- What key feature will help me predict or make interpretations in real world application?  
- What is the meaning of the key features in content of the problem I have been given?
### Relationship between the Domain and Range of Functions

#### STUDENTS WILL KNOW....
- how to graph linear functions on the coordinate plane (using technology)

#### STUDENTS WILL BE SKILLED AT....
- identify key features, including x-intercept, y-intercept, zeros, and slope, in mathematical and real-world problems
- evaluating a function

### Assessment (Closing Products/Exit Tickets):

- **Exit Ticket 1:** Describe the difference between the X & Y intercepts using either a table or graph.
- **Exit Ticket 2:** Explain how you justified whether or not your situation was linear.
- **Exit Ticket 3:** Explain the meaning of the intercepts in the context of your situation. How are the meanings similar? How are they different?
- **Exit Ticket 4:** STAAR Formatted Items | Exit Ticket 4 KEY
- **Exit Ticket 5:** STAAR Formatted Items | Exit Ticket 5 KEY

#### Week 1 Assessment | Week 1 Assessment Reflection: Lead4ward Rockin Review- Fixer Upper

### Academic Vocabulary:
- linear function*
- Slope
- x-intercept*
- zeros*
- function*
- y-intercept*
- domain
- range
- function notation
WEEK 1 LEARNING PLAN:

DAY 1: Follow the Gradual Release of Instruction or the High School Instructional Model
Recall prior knowledge and level the playing field

• Do Now & Mini-Lesson: TEKS Aligned (10 minutes)
  o Do Now/Launch:(5 MIN) Facilitate a Brain Dump: show students the Math Joke then have them write everything they can remember about parts of a linear graph.
  o Model a Think Aloud (5 MIN) Think Aloud One Pager What form do I need to get my function in to graph and find the key features?

• Small Groups: (25 minutes)
  Rotate Students Through Stations to Make Meaning of Content:
  Instructional Tip: Consider preassigned groups. Groups can be used for differentiation.
  STATION ONE- TEACHER STATION: Introduction to Interpreting Graphs
  • Allow students to engage in math discourse about the prompt, then whole group share out
  • Allow students to individually note similarities and differences of each graph, then share with shoulder or table partner(s)
  • Facilitate, within the small group, answering the 6 questions
    o Discussion Points: Broken y-axis in #2 graph, Reading the scales on the axes
  STATION TWO: Graphs
  • You Do Together or You Do

Lesson Closure & Exit Ticket (10 minutes)
Notes: Attributes of Linear Functions
• Facilitate math discourse to complete the charts using students feedback.
  Instructional Tip: Project each chart separately. You can also use large class size post-its.
• Students should take notes on the Notes Page
• Exit Activity: Tuba Factory
DAY 2: Follow the Gradual Release of Instruction or the High School Instructional Model
Learning builds on background knowledge

- **Do Now & Mini-Lesson: TEKS Aligned (10 minutes)**
  - Do Now/Launch: (5 MIN) Complete Quizlet Flashcards
  - Mini Lesson: Model solving an equation and Explain how you justified whether or not your model situation was linear. Have students turn and talk to discuss their understanding. Consider misconceptions as students share out before launching stations.

- **Small Groups: (25 minutes)**
  Rotate Students Through Stations to Make Meaning of Content:
  Instructional Tip: Consider preassigned groups. Groups can be used for differentiation.
  STATION ONE- TEACHER STATION: Situations
  - Lead the small group through Situation A. Instructional Tip: Be sure to Think-Aloud during as you work through the situation.
  - Allow students to work with a shoulder through Situation B.
  STATION TWO: Attributes of Linear Function (Question Cards) Activity
  - Have students cut out one set of question cards (each set has six cards)
  - Have students put two question cards on each question stem. Students can choose which questions cards they put with which question stem.
  - Have students answer each question card using the information from the question stem.
  Instructional Tip: Having cards precut and sorted into small ziplock bags is a time saver.

- **Lesson Closure & Exit Ticket (10 minutes)**
  Bring lesson to a close with a guided discussion. Have students turn and talk to share their responses rather than reply to whole group. Model this practice before having them think and respond. Always connect back to the learning objective to ensure alignment between the tasks in small groups and the learning goal.
  Exit Ticket: Hit or Miss (5 MIN or HOMEWORK)
DAY 3: Follow the Gradual Release of Instruction or the High School Instructional Model

Learning promotes student-centered engagement when students monitor and adjust their own participation

- **Do Now & Mini-Lesson: TEKS Aligned (10 minutes)**
  - Do Now/Launch: (5 MIN) Complete Linear Crossword Puzzle
  - Mini Lesson: Explain the meaning of the intercepts in the context of your situation. How are the meanings similar? How are they different? Facilitate a brief discussion with a 1-minute turn and talk.

- **Small Groups: (25 minutes)**
  Allows Students to Work in Small Group Stations to Make Meaning of Content: Students match the problem with the rate of change, and color the match the same color. Color Sort, Activity #4
  As students work, ask them the following questions:
  - How do you determine the slope from a problem situation?
  - How do you determine the slope from a graph?
  Instructional Tip: This is a great activity to allow student to adjust participation (student choice: You Do or You Do Together)

**Lesson Closure & Exit Ticket (10 minutes)**

**Multiple Representation Scramble Stations**

- PRIOR TO CLASS: Print the stations on card stock or put in sheet protectors around the room.
- The first page is given to pairs of students who cut out and put their names on each of the four sections.
- The students are to tap the sections to the Linear Equation Stations around the room. NOTE: The students are only allowed to put one representation on any one station (so they must work at least 4 stations).
  Instructional Tip: Facilitate teacher/student discourse during the activity and use to ongoing assess
DAY 4: Follow the Gradual Release of Instruction or the High School Instructional Model
Learning is tiered toward discussion and peer-to-peer support.

- **Do Now & Mini-Lesson: TEKS Aligned (10 minutes)**
  - Do Now/Launch: (5 MIN) Complete Slope Practice Decoder-What Do You Call A Duck?
  - Mini Lesson: What is the meaning of the key features in content of the problem I have been given? Use an example problem and model this for students before they begin station rotations. Focus on thinking aloud. *Think Aloud One Pager*

- **Small Groups: (25 minutes)**
  Rotate Students Through Stations to Make Meaning of Content:
  Instructional Tip: Consider preassigned groups. Groups can be used for differentiation.
  **STATION ONE- TEACHER STATION:** Intercepts Part 1
  - Facilitate, within the small group, answering Question #4
    - Discussion Points: Changing from standard to slope intercept form or Finding intercepts by plugging in zero to the respective variables.
  - Students complete the remainder of the assignment
  Instructional Tip: This is a great activity to allow student to adjust participation (*student choice: You Do or You Do Together*)
  **STATION TWO: Intercepts Part 2**
  - PRIOR TO CLASS: Print the stations on card stock or put in sheet protectors around the room.
  - The first page is given to students to record their work as they rotate through the stations.
  Instructional Tip: Facilitate teacher/student discourse during the activity and use to ongoing assess

- **Lesson Closure & Exit Ticket (10 minutes)**
  Bring lesson to a close with a guided discussion. Have students turn and talk to share their responses rather than reply to whole group. Model this practice before having them think and respond. Always connect back to the learning objective to ensure alignment between the tasks in small groups and the learning goal.
  Exit Ticket: Math Puzzle/Challenge based on content taught *Purpose of Homework* (5 MIN or HOMEWORK)
DAY 5: Follow the Gradual Release of Instruction or the High School Instructional Model
Ownership of Learning is transferred to allow students to self-assess and evidence learning to themselves.

- **Do Now & Mini-Lesson: TEKS Aligned (10 minutes)**
  - Do Now/Launch: (5 MIN) Complete Slope Review Exercises - Characteristics of Linear Functions
  - Mini Lesson: Select from this resource or the aligned resource of your choice to model and think aloud Math Discourse Prompts/Questions

- **Small Groups: (25 minutes)**
  Rotate Students Through Stations to Make Meaning of Content:
  Instructional Tip: Consider preassigned groups. Groups can be used for differentiation.
  STATION ONE: Rate of Change Activity- Card Sort
    - PRIOR TO CLASS: cut cards and separate into ziplock bags (or simply paperclip together)
    - Have students select six cards from the bag
    - Students should select a combination of tables, graphs, and algebraic situations. Students may need to redraw to obtain variety.
    - Have students complete a frayer model for each of the six cards. Frayer Model Attributes Card Sort.
  Instructional Tip: Differentiation: assign students a specific combination, of cards to draw, based need.
  Instructional Tip: This is a great activity to allow student to adjust participation (student choice: You Do or You Do Together)
  STATION TWO- Self Assessment: Evaluate: Attributes of Linear Functions
  Instructional Tip: Provide solution station for students to self assess.

- **Lesson Closure & Exit Ticket (10 minutes)**
  Bring lesson to a close with a guided discussion. Have students turn and talk to share their responses rather than reply to whole group. Model this practice before having them think and respond. Always connect back to the learning objective to ensure alignment between the tasks in small groups and the learning goal.
## SPRING ISD 2019 STAAR/EOC Camp/Review

### RESOURCES:

- **Brain Dump One Pager**
- **Math Discourse Prompts/Questions**
- **Slope Practice Decoder ANSWERS**
- **Linear Crossword Puzzle ANSWERS**
- **Algebra 1 IQ Released Questions**
- **SISD Algebra 1 Scope & Sequence**
- **High School Math Instructional Model**
- **Algebra 1 Assessed Curriculum**
- **Think Aloud One Pager**
- **Learner Engagement Rubric**
- **Slope Review Exercises ANSWERS**
- **Algebra 1 Field Guide**
- **SISD Algebra 1 Pacing Calendar**
- **Algebra 1 Blueprint**

### TECHNOLOGY INTEGRATION:

- Consider allowing students to complete [Notes: Attributes of Linear Functions](#) using a google hangout or discussion board
- Consider facilitating the Closing Products (Quick Checks) through Socrative or Kahoot.

### ARTS INTEGRATION:

- **Frayer Model**
### HIGH SCHOOL CURRICULUM SAMPLE

#### EOC ENGLISH I  STAAR/EOC CAMP/REVIEW UNIT WEEK 1

**TEKS:** (ONLY ASSESSED TEKS) [Blueprint](#), [Assessed Curriculum](#), [Weighting Chart](#)

**Day 1:** Pre Assessment
- **1.5A** analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development **Supporting**
- **1.5B** analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils **Readiness**
- **1.5 Fig 19 B** analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils **Readiness**
- **1.13D** edit drafts for grammar, mechanics, and spelling **Readiness**
- **1.17C** use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) **Readiness**

**Day 2:**
- **Figure 19:** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message.
- **Figure 19B:** Students will make complex inferences about text and use textual evidence to support understanding. **Readiness Standard**

**Day 3:**
- **E1.1B** analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words **Readiness Standard**
- **E1.5B** analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils **Readiness Standard**

**Day 4:**
- E1.1B analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words **Readiness Standard**
- 1.5 Fig 19 B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils **Readiness**

**Day 5**
- E1.1B analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words **Readiness Standard**
- 1.5 Fig 19 B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils **Readiness Standard**
- TEKS 1.5B Fig19B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils **Readiness Standard**
- TEKS 1.5B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils **Readiness Standard**
- TEKS 1.5A analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development **Supporting Standard**
- TEKS 1.1A determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes **Supporting Standard**
- TEKS 1.3A analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry **Supporting Standard**

**ELPS:**
- 2C learn new language structures, expressions, basic and academic vocabulary
- 2F listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;
- 3D speak using content area grade level vocabulary in context to internalize new English words and build academic language proficiency
- 3E share information in cooperative learning interactions


**TRANSFER GOALS:**
- Read and write with comprehension in a variety of genres and work in transactional literacy;
- Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
- Develop the habit of reading and writing for enjoyment, read and write with comprehension, and be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
• Read and comprehend a range of complex texts and media created for various audiences and purposes, including for enjoyment and for deeper understanding of a subject.
• Expand vocabulary and knowledge of language conventions in order to convey precise understandings of concepts.
• Listen actively to engage in a range of conversations, to analyze and to synthesize ideas, positions, and accuracy in order to learn, reflect, and respond.

UNDERSTANDINGS:
• Reading a wide range of literature provides exposure to the aesthetic, philosophical, and ethical factors that comprise the human experience.
• Developing breadth of vocabulary provides insight into the nature of language which allows for an increased understanding of culture and multiple ways to view the world.
• A working knowledge of text types and text demands builds a reader’s capacity to make meaning of literature.
• The readers’ job is to consistently read a variety of diverse texts, make connections, add to background knowledge, and ask questions to build meaning.
• Readers choose strategies depending on the text complexity and types of text they are reading.

ESSENTIAL QUESTIONS:
• How does reading influence and/or shape our identity?
• How does what I am reading influence how I should read and process a text?
• How can proper application of grammar, mechanics, and usage rules improve written communication or clarify an author’s intended purpose?
• How can I evaluate and reflect to improve my writing based on what I’ve read?
• How do readers determine the strategies they use for reading different types of text?
• How can resources be used to determine purpose?
• How does the writing process support building meaning?

STUDENTS WILL KNOW....
• We will know the different types of genres and their purpose.
• We will know how to determine unknown words.
• We will know how to authors develop complex characters.

STUDENTS WILL BE SKILLED AT....
• We will examine different genres in order to determine the characteristics of fiction and expository genre and to understand the thinking (metacognition) required for each of the different genres.
• SWBSA navigating fiction texts.

ASSESSMENT: (This is a recursive process utilized to evaluate understanding of concepts throughout the lesson)
SPRING ISD 2019 STAAR/EOC Camp/Review

- Pre Assessment and Pre Assessment Answer Key
- Genre Posters from Tour of Knowledge
- Do Nows

- Day 4 Exit Ticket
- Day 5 Exit Ticket

Teachers can choose the appropriate assessment for individualized learning from Lead4ward's Instructional Playlist:
- 3-2-1- Summary
- Connect 4 Thinking
- Lead4ward Playlist
- Graphic Organizers
- KWL Chart
- Tabletop Tweets
- Odd One Out
- Four Corners

WEEK 1 LEARNING PLAN:
Day 1: Follow the Gradual Release of Instruction or the High School Instructional Model

Do Now & Mini-Lesson: TEKS Aligned (10 minutes)
- Do Now: How does reading influence and/or shape our identity? Have the question posted and give students time to respond in writing and then to a partner.
- Mini Lesson: Let students know that over the next few weeks we will refine and deepen our understanding of essential concepts before our state assessment. Watch Motivational Video by Eric Thomas: Start at 54 seconds- end at 3 minutes & 15 seconds. https://youtu.be/kHbQ1Rq1Gvs Plan your introduction/do now based on the focused TEKS for the day. Jot down script for your “I Do” portion of the lesson.

Small Groups: (25 minutes)
- Give students 10-15 minutes to take the pre-assessment independently (Use this formative data to create small groups for differentiated instruction. The data will also let you know how much time to spend on each TEKS).Distribute the STAAR Aligned Pre Assessment and give students a minute to look over and ask questions before they begin. (Pre Assessment Answer Key)
• Arrange desks so students are facing each other. Give students time to review the pre assessment with their table groups using Lead4ward’s Get to the Point. Students will analyze their answers and discuss to determine if their answer choice was relevant or possible. Use question stems to guide small group conversation. (Groups will each have a different tasks- assign the tasks below to different groups)
  • Independent Reading Station: Students read at their reading level using a text or NEWSELA. NEWSELA curates articles on current events to each student’s reading level.
  • Revise/Edit Stations: Students analyze a student released sample writing. Or Dictionary Station: Students practice using the dictionary.
  • Word Connotation Station: Students will determine the meaning of a word within its context.
  • Text Structures Writing: Students will write using a designated text structure

Lesson Closure & Exit Ticket (10 minutes)
Bring lesson to a close with a guided discussion. Have students turn and talk to share their responses rather than reply to whole group. Model this practice before having them think and respond. Always connect back to the learning objective to ensure alignment between the tasks in small groups and the learning goal.
Exit Ticket: 3-2-1- Summary (Choose from the options in Stage 2, create your own or use a resource you currently have.)

DAY 2: Follow the Gradual Release of Instruction or the High School Instructional Model
Do Now & Mini-Lesson: TEKS Aligned (10 minutes)
• Do Now: Have students fill in the following sentence on a notecard: I feel most confident about the ______ section of the reading test and least confident about the _____ section because _______. One Word Splash Using the Splash template, ask students to write one word they feel sums up what they know about genres.

• Mini Lesson: Use the Genre Overview Lesson PowerPoint with students. The PowerPoint goes over directions. Plan your introduction/do now based on the focused TEKS for the day. Jot down script for your “I Do”portion of the lesson. Genre Review: Tour of Knowledge (Lead4Ward) We will use the EOC I review to become aware of student comprehension and learning needs through an interactive genre review. Students will be able to understand different genres and use them to help think systematically about texts.
Small Groups: (25 minutes)

- Tour of Knowledge (from Lead4ward’s Instructional Playlist): Teacher will break the class into 7 groups of genre experts. Students and teacher will work with their groups to create genre products, using their Lead4ward genre bookmarks. Students will create a genre product to capture notes and help classmates learn about either fiction or expository text. Students will view the genre products of each group and record any new findings. Students will reflect on the different types of thinking required for each genre. The teacher will pose questions about the genre lesson.
- Students will use the Lead4ward's Texas Two Step to discuss what they know about expository and fictional text.
- Drama Station: Students will review drama at this station.
- Vocabulary Station: Students will make a frayer model for academic vocabulary words. Here is a video explanation.

Lesson Closure & Exit Ticket (10 minutes)

- Genre Overview: The teacher can provide students with additional information regarding genres by using the Genre Review Overview sheet that notes the demands of the genre and the thinking that needs to occur. Bring lesson to a close with a guided discussion. Have students turn and talk to share their responses rather than reply to whole group. Model this practice before having them think and respond. Always connect back to the learning objective to ensure alignment between the tasks in small groups and the learning goal.
- Formative Assessment/Exit Ticket: High Five Summary

DAY 3: Follow the Gradual Release of Instruction or the High School Instructional Model

Do Now & Mini-Lesson: TEKS Aligned (10 minutes)

- **Do Now:**

Tell students that vocabulary questions should be easy points on the test. Give them the following question:

“She seemed cool and aloof rather than warm and friendly. She was known to sleep outside on a hammock, and she did not eat meat.”
The word **aloof** means---

a. Sad  
b. Angry  
c. Selfish  
d. Distant  

- Use Lead4ward’s [Brain in the Game](https://www.youtube.com/watch?v=Brain_in_the_Game) to check Do Now. Give students a minute to answer the question and then call on them for their responses. Model to students how to respond using the dictionary under a document camera or have a student model how they came to the correct response.

- **Mini lesson:** [Review Character Foils PowerPoint](https://www.youtube.com/watch?v=Review_Character_Foils)

  Read from Chapter 5, *The Musgrave Ritual* and annotate as you read for the following [annotation questions](https://www.youtube.com/watch?v=annotation_questions). As you read, **annotate** the text with your thinking. Make sure to point out text that lets us know about the character. Have students circle details that support Watson’s assessment of Holmes’ untidiness. As you read, **annotate** the text with your thinking. As you annotate, answer these questions:

  - I infer…
  - I think____ because____
  - This reminds me of__
  - This is important because__

  - Or use notice and note to interact with the text. Here are the [signposts posters](https://www.youtube.com/watch?v=signposts_posters), and a [video](https://www.youtube.com/watch?v=video) explaining the signposts. For more information regarding signposts, look at this [document](https://www.youtube.com/watch?v=document).

  - To support ELPS 2F, here is the [audio](https://www.youtube.com/watch?v=audio).
Small Groups: (25 minutes)

- Achieve 3000 (technology needed): Students work on targeted concepts.
- Teacher Small Group: The teacher can use the exit tickets as material for his/her small group.
- Vocabulary Station: Students will make a frayer model for academic vocabulary words. Here is a video explanation.  
  Writing Station: Here is a PDF with lessons from Fun Size Writing by Gretchen Bernabei, that can be used as stations.
- Independent Reading Station: Students read at their reading level using NEWSELA. NEWSELA curates articles on current events to each student’s reading level.
- Revise/Edit Stations: Students analyze a student released sample writing.
- Dictionary Station: Students practice using the dictionary.
- Drama Station: Students will review drama at this station.
- Word Connotation Station: Students will determine the meaning of a word within its context.

Lesson Closure & Exit Ticket (10 minutes)

Bring lesson to a close with a guided discussion. Have students turn and talk to share their responses rather than reply to whole group. Model this practice before having them think and respond. Always connect back to the learning objective to ensure alignment between the tasks in small groups and the learning goal.

Exit Ticket:

DAY 4: Follow the Gradual Release of Instruction or the High School Instructional Model

Do Now & Mini-Lesson: TEKS Aligned (10 minutes)

- Do Now:

Tell students that vocabulary questions should be easy points on the test. Give them the following question:

The stranger zipped open the shotgun case and pulled out a tripod. “I’m a photographer,” he explained calmly.

Because the Latin prefix tri—means “three” and the Latin root pod means “feet,” the reader can tell that word tripod in paragraph 17 means—

a. A camera with three lenses
b. A three-headed microphone  
c. A case for three cameras  
d. A three-legged stand

- **Mini Lesson**: Read *Deep! By John Fritzell* and annotate the text with your thinking. As you read, annotate the text with your thinking. As you annotate, answer these questions:
  - I infer…
  - I think____ because___  
  - This reminds me of__  
  - This is important because__

Or use notice and note to interact with the text. Here are the **signposts posters**, and a **video** explaining the signposts. For more information regarding signposts, look at this **document**.

Make sure to point out text that reveals information about the character. Model how to answer the questions and use **IQ Slapdown** to engage students.
  - **Example Video**

**Small Groups: (25 minutes)**
- **Revise/Edit Stations**: Students analyze a student released sample writing.
- **Dictionary Station**: Students practice using the dictionary.
- **Achieve 3000**: Students work on targeted concepts.
- **Teacher Small Group**: The teacher can use the exit tickets as material for his/her small group.
- **Vocabulary Station**: Students will make a frayer model for academic vocabulary words. Here is a **video** explanation.
- **Writing Station**: Here is a **PDF** with lessons from *Fun Size Writing* by Gretchen Bernabei, that can be used as stations.
- **Independent Reading Station**: Students read at their reading level using **NEWSELA**. NEWSELA curates articles on current events to each student’s reading level.
- **Drama Station**: Students will review drama at this station.
- **Word Connotation Station**: Students will determine the meaning of a word within its context.
- **Text Structures Writing**: Students will write using a designated text structure

**Lesson Closure & Exit Ticket (10 minutes)**
Bring lesson to a close with a guided discussion. Have students turn and talk to share their responses rather than reply to whole group. Model this practice before having them think and respond. Always connect back to the learning objective to ensure alignment between the tasks in small groups and the learning goal.

- Formative Assessment: Exit Ticket

**Day 5: Follow the Gradual Release of Instruction or the High School Instructional Model**

**Do Now & Mini-Lesson: TEKS Aligned (10 minutes)**

- **Do Now:**
  
  “Like pilgrims approaching a sacred site, we pass under the sign that says “Welcome Home.” Read the dictionary entry below.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Definition 1</td>
<td></td>
</tr>
<tr>
<td>B. Definition 2</td>
<td></td>
</tr>
<tr>
<td>C. Definition 3</td>
<td></td>
</tr>
<tr>
<td>D. Definition</td>
<td></td>
</tr>
</tbody>
</table>

Which definition best fits the meaning of site as it is used in line 1?

A. Definition 1
B. Definition 2
C. Definition 3
D. Definition

- **Mini Lesson:** STAAR Questions Practice. The teacher will model how to answer Deep! STAAR questions. Model how to answer the questions and use Lead4ward’s Rock and Roll to engage with the text. Use IQ Slapdown to check answers.
  
  o Example Video
Small Groups: (25 minutes)
- **Revise/Edit Stations:** Students analyze a student released sample writing.
- **Dictionary Station:** Students practice using the dictionary.
- **Achieve 3000:** Students work on targeted concepts.
- **Teacher Small Group:** The teacher can use the exit tickets as material for his/her small group.
- **Vocabulary Station:** Students will make a frayer model for academic vocabulary words. Here is a video explanation.
- **Writing Station:** Here is a PDF with lessons from Fun Size Writing by Gretchen Bernabei, that can be used as stations.
- **Independent Reading Station:** Students read at their reading level using NEWSELA. NEWSELA curates articles on current events to each student’s reading level.

Lesson Closure & Exit Ticket (10 minutes)
Bring lesson to a close with a guided discussion. Have students turn and talk to share their responses rather than reply to whole group. Model this practice before having them think and respond. Always connect back to the learning objective to ensure alignment between the tasks in small groups and the learning goal.

Day 5 Exit Ticket

RESOURCES:

All documents
- **Google Drive**

Instructional Considerations
- **ELs:** Strategies for English Learners
- **GT:** GT Differentiation Suggestions
- **SPED:** Special Education Support Manual

TECHNOLOGY INTEGRATION:
- IQ Slapdown Example Video
- Genre Overview PowerPoint
- Notice and Note signposts posters, and a video

ARTS INTEGRATION:
- Visual arts are used to capture student's knowledge of genres.
- The Frayer Model asks students to illustrate. In other words, to use nonlinguistic representation that reflects the word meaning.