


# 5<sup>th</sup> Six Weeks 2025-2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2/23	2/24	2/25	2/26	2/27
<p><b>Objective:</b> Students will complete a benchmark review packet with a partner and go over the questions as a class.</p> <p>1A</p>	<p><b>BENCHMARK</b></p>	<p><b>BENCHMARK</b></p>	<p><b>Objective:</b> Students will develop a clear understanding of the Texas EOC English I exam, including its format, question types, and expectations, to better prepare for test day.</p>	<p><b>Objective:</b> Introduce STAAR test structure and question types</p> <p>Model how to annotate fiction passages</p> <p>Practice: 5 STAAR-style questions.</p>
3/2	3/3	3/4	3/5	3/6
<p><b>Objective:</b> Students will analyze elements of fiction including theme, characterization, and plot development through guided practice and small-group discussion.</p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>• Theme</li> <li>• Characterization</li> <li>• Plot development</li> </ul> <p><a href="#">Curipod</a></p>	<p><b>Objective:</b> <b>Critical Reading: Inference and Purpose (Part 1)</b></p> <p>Students will develop critical reading skills by practicing how to make inferences and identify an author's purpose in a text.</p> <ul style="list-style-type: none"> <li>• Review inference strategies</li> <li>• Author's purpose practice</li> <li>• Think-aloud modeling</li> </ul>	<p><b>Objective:</b> <b>Critical Reading: Inference and Purpose (Part 2)</b></p> <p>Students will apply inference and author's purpose skills by working through mixed passages and participating in reading strategy stations focused on inference, tone, and purpose.</p> <ul style="list-style-type: none"> <li>• Practice with mixed passages</li> <li>• Stations: <ul style="list-style-type: none"> <li>○ Inference</li> <li>○ Tone</li> <li>○ Author's</li> </ul> </li> </ul>	<p><b>LOFTHOUSE OUT FOR TRAINING</b></p> <p><b>Objective:</b> Students will demonstrate understanding of fiction analysis skills by completing a STAAR-style fiction quiz in DMAC.</p> <p>STAAR fiction quiz DMAC (10–12 questions)</p> <p><b>Poetry Analysis (Part 1)</b></p> <p>Students will analyze poetry by identifying poetic structure and figurative language while practicing annotation strategies.</p> <ul style="list-style-type: none"> <li>• Poetic structure</li> <li>• Figurative language</li> </ul>	<p><b>Objective:</b> <b>Poetry Analysis (Part 2)</b></p> <p>Students will determine theme, tone, and mood in poetry and apply their understanding through STAAR-style practice questions.</p> <ul style="list-style-type: none"> <li>• Theme in poetry</li> <li>• Tone and mood</li> <li>• STAAR poetry practice set</li> </ul>

		purp ose	<ul style="list-style-type: none"> <li>Annotation practice</li> </ul>	
3/9	3/10	3/11	3/12	3/13
 <h1 style="text-align: center;">SPRING BREAK</h1>				
3/16	3/17	3/18	3/19	3/20
<p><b>Objective:</b></p> <p>Students will use context clues and word parts to determine the meaning of unfamiliar words.</p> <p><b>Vocabulary in Context &amp; Roots (Part 1)</b></p> <ul style="list-style-type: none"> <li>Context clue strategies</li> <li>Common roots and affixes</li> </ul> <p>Students will apply vocabulary strategies to reading passages and participate in activities that reinforce understanding of roots and affixes.</p> <p><b>Vocabulary in Context &amp; Roots (Part 2)</b></p> <ul style="list-style-type: none"> <li>Practice passages with vocab questions</li> </ul>	<p><b>Objective:</b></p> <p>Students will apply literary analysis skills by practicing STAAR-style questions involving both fiction and poetry and participating in small-group reteach as needed.</p> <p><b>Mixed Literary Practice</b></p> <ul style="list-style-type: none"> <li>Poetry + Fiction questions</li> <li>Small group reteach based on struggles</li> </ul>	<p><b>Objective:</b></p> <p>Students will analyze expository texts by identifying text structures and distinguishing between main ideas and supporting details.</p> <p><b>Expository Text Strategies (Part 1)</b></p> <ul style="list-style-type: none"> <li>Text structure review</li> <li>Main idea vs supporting details</li> </ul> <p>Students will examine author's craft in informational texts and practice answering STAAR-style questions.</p> <p><b>Expository Text Strategies (Part 2)</b></p> <ul style="list-style-type: none"> <li>Author's craft in informational texts</li> </ul>	<p><b>Objective:</b></p> <p>Students will identify persuasive techniques by analyzing claims, evidence, and counterarguments in argumentative texts.</p> <p><b>Persuasive Techniques (Part 1)</b></p> <ul style="list-style-type: none"> <li>Claims</li> <li>Evidence</li> <li>Counterarguments</li> </ul> <p>Students will evaluate arguments by identifying propaganda techniques and determining the strength of an author's claims.</p> <p><b>Persuasive Techniques (Part 2)</b></p> <ul style="list-style-type: none"> <li>Propaganda techniques</li> <li>Identify argument strength</li> </ul> <p>Students will review rhetorical appeals (ethos, pathos, and</p>	<p><b>Objective:</b></p> <p>Students will analyze the ECR rubric and learn how to construct a strong extended constructed response.</p> <p><b>Mastering the ECR (Part 1)</b></p> <ul style="list-style-type: none"> <li>Break down the ECR rubric</li> <li>Model strong response</li> </ul>

<ul style="list-style-type: none"> <li>Vocabulary challenge activity</li> </ul>		<ul style="list-style-type: none"> <li>Practice STAAR questions</li> </ul>	<p>logos) and apply their understanding through analysis activities and STAAR-style practice.</p> <p><b>Recap: Rhetorical Appeals</b></p> <ul style="list-style-type: none"> <li>Ethos, Pathos, Logos review</li> <li>Quick analysis activity</li> <li>STAAR practice</li> </ul>	
3/23	3/24	3/25	3/26	3/27
<p><b>Objective:</b></p> <p>Students will write a practice ECR response and evaluate responses using the STAAR rubric through peer scoring.</p> <p><b>Mastering the ECR (Part 2)</b></p> <ul style="list-style-type: none"> <li>Students write practice ECR</li> <li>Peer scoring using rubric</li> </ul>	<p><b>Objective:</b></p> <p>Students will revise writing for clarity by combining sentences and eliminating redundancy.</p> <p><b>Revising for Clarity (Part 1)</b></p> <ul style="list-style-type: none"> <li>Sentence combining</li> <li>Removing redundancy</li> </ul> <p>Students will improve writing organization by analyzing transitions and completing STAAR-style revising questions.</p> <p><b>Revising for Clarity (Part 2)</b></p> <ul style="list-style-type: none"> <li>Organization and</li> </ul>	<p><b>Objective:</b></p> <p>Students will analyze tone and style in writing and distinguish between formal and informal language.</p> <p>Students will complete SCR practice.</p> <p><b>Style and Mechanics (Part 1)</b></p> <ul style="list-style-type: none"> <li>Tone and style</li> <li>Formal vs informal language</li> </ul>	<p><b>Objective:</b></p> <p>Students will complete SCR practice.</p> <p><a href="#">curipod</a></p>	<p><b>Objective:</b></p> <p>Students will complete SCR practice.</p>

	<p>transitions</p> <ul style="list-style-type: none"> <li>• STAAR revising questions</li> </ul>			
3/30	3/31	4/1	4/2	4/3
<p><b>Objective:</b></p> <p>Students will revise passages and review grammar concepts to improve clarity and correctness in writing.</p> <p><b>Style and Mechanics (Part 2)</b></p> <ul style="list-style-type: none"> <li>• Practice revising passages</li> <li>• Grammar mini review</li> </ul>	<p><b>Objective:</b></p> <p>Students will edit writing by identifying and correcting punctuation errors, fragments, and run-on sentences.</p> <p><b>Editing and Grammar</b></p> <ul style="list-style-type: none"> <li>• Quick review of: <ul style="list-style-type: none"> <li>○ Punctuation</li> <li>○ Fragments</li> <li>○ Run-ons</li> </ul> </li> <li>• Editing practice set</li> </ul>	<p><b>Objective:</b></p> <p>Students will review and strengthen skills in areas identified as low-performing, including inference, revising, poetry analysis, and ECR responses.</p> <p><b>Targeted Reteach Day</b></p> <p><b>Focus on lowest data areas:</b></p> <ul style="list-style-type: none"> <li>• Inference</li> <li>• Revising</li> <li>• Poetry</li> <li>• ECR</li> </ul>	<p><b>Objective:</b></p> <p>Students will demonstrate readiness for the STAAR EOC by completing a practice assessment in DMAC.</p>	<p><b>Holiday</b></p>
4/6	4/7	4/8	4/9	4/10
<p><b>Holiday</b></p>	<p><b>Objective:</b></p> <p>Students will review key STAAR strategies and skills through the Final EOC Review lesson.</p> <p><b>Final EOC Review Lesson</b></p> <ul style="list-style-type: none"> <li>• Go through slides</li> </ul>	<p><b>Objective:</b></p> <p>Students will review key STAAR strategies and skills through the Final EOC Review lesson.</p> <p><b>Final EOC Review Lesson</b></p> <ul style="list-style-type: none"> <li>• Go through slides</li> </ul>	<p><b>Objective:</b></p> <p>Students will review key STAAR strategies and skills through the Final EOC Review lesson.</p> <p><b>Final EOC Review Lesson</b></p> <ul style="list-style-type: none"> <li>• Go through slides</li> </ul>	<p><b>Objective:</b></p> <p>EOC English 1</p>

	<ul style="list-style-type: none"><li>• Last strategy reminders</li><li>• Confidence review activity</li><li>• Test-day tips</li></ul>	<ul style="list-style-type: none"><li>• Last strategy reminders</li><li>• Confidence review activity</li><li>• Test-day tips</li></ul>	<ul style="list-style-type: none"><li>• Last strategy reminders</li><li>• Confidence review activity</li><li>• Test-day tips</li></ul>	
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