5th Six Weeks 2024-2025

| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| --- | --- | --- | --- | --- |
| 2/17 | 2/18 | 2/19 | 2/20 | 2/21 |
| **STAFF DEVELOPMENT**  **Student Holiday** | Objective: 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. Activity: Begin with a brief overview of the Texas EOC English I exam, discussing the different sections (reading, writing, revising/editing).  Display a sample test blueprint and explain the number of questions, time limits, and scoring.  Walk students through sample questions from each section.  1A | **LOFTHOUSE OUT FOR TRAINING** Objective: Students will familiarize themselves with the STAAR by engaging in the Pop STAAR Series assignment. Activity: Read Taylor Swift’s “Shake it Off” and answer the SCRs in complete sentences.  –minor  4F, 5C | **Objective:**  Students will analyze a fiction passage from an EOC exam, demonstrating their ability to comprehend, interpret, and answer multiple-choice and short-response questions effectively.  **Activity:**  Distribute an EOC-style fiction passage to students.  Guide them through a pre-reading strategy, such as previewing the title, and identifying the genre.  Have students read the passage independently and annotate key details.  Students will then answer multiple-choice questions.  Review answers as a class.  4G, 6B | **Objective:**  Students will strengthen their nonfiction reading comprehension skills by completing an EOC-style passage and questions on DMAC. Additionally, they will reinforce their understanding of key test concepts by working through EOC task cards as a group.  **Activity:**  Students will log into DMAC and complete a nonfiction EOC passage with corresponding multiple-choice and short-answer questions.  Students will move to Google Classroom to work on EOC task cards, which will include a mix of skills-based questions (literary elements, text structures, inference, vocabulary in context, etc.).  8A, 8D |
| 2/24 | 2/25 | 2/26 | 2/27 | 2/28 |
| **Objective:**  Students will analyze the EOC Extended Constructed Response (ECR) rubric and examine sample responses to understand scoring criteria. They will practice evaluating past ECRs to distinguish between high- and low-scoring responses and complete an assignment comparing Short Constructed Responses (SCR) and Extended Constructed Responses (ECR) on Google Classroom.--minor  **Activity:**  Begin by reviewing the EOC ECR rubric, discussing key components such as organization, textual evidence, and depth of analysis.  Provide sample ECR responses ranging from low (0-3) to high (8-10) scores.  As a class, analyze and score several responses, justifying why each one received its score.  Students will then complete the SCR vs. ECR assignment on Google Classroom, where they drag and drop the two response types.  7D.i, 7E.ii, 9C, 10B | **Objective:**  Students will practice developing a **strong thesis statement** for the EOC essay by analyzing EOC prompt, identifying key components, and constructing clear, focused thesis statements.  **Activity:**  Begin with a brief review of the EOC essay structure, focusing on the importance of a strong thesis. Have students write thesis statement on outline; “The author’s language in paragraph 8 of the excerpt suggests that Grandma…”–minor  7A, 7B, 7C | **Objective:**  Students will practice writing **effective introductions and conclusions** for the EOC essay by outlining their structure and ensuring clarity, coherence, and relevance to the thesis. Activity: Using the **EOC-style essay prompt**, they will draft an **outline** for their introduction and conclusion.  Students will then write their **intro and conclusion** using their outline as a guide.  5E, 5G | **Objective:**  Students will practice writing body paragraphs for the EOC essay by incorporating clear, relevant evidence and explanations to support their thesis statement.  **Activity**:  Start with a review of the structure of a body paragraph (topic sentence, evidence, explanation, and closing sentence).  Discuss how to select and incorporate evidence (quotations, facts, or examples) that supports their thesis. Emphasize the importance of clear and logical explanations to connect the evidence back to the main argument.  Provide a sample body paragraph to model how to organize evidence and explanations cohesively.  Have students draft two body paragraphs based on their earlier thesis and outline, focusing on using specific evidence and providing clear explanations.  5H, 6A, 6D | **Objective:**  Students will practice writing body paragraphs for the EOC essay by incorporating clear, relevant evidence and explanations to support their thesis statement.  **Activity**:  Start with a review of the structure of a body paragraph (topic sentence, evidence, explanation, and closing sentence).  Discuss how to select and incorporate evidence (quotations, facts, or examples) that supports their thesis. Emphasize the importance of clear and logical explanations to connect the evidence back to the main argument.  Provide a sample body paragraph to model how to organize evidence and explanations cohesively.  Have students draft two body paragraphs based on their earlier thesis and outline, focusing on using specific evidence and providing clear explanations (finished outline)--minor  5H, 6A, 6D |
| 3/3 | 3/4 | 3/5 | 3/6 | 3/7 |
| EOC Essay Practice; type essay on a google doc in google classroom and submit–major  10C | Review literary devices (imagery, symbolism, irony, ect).  Literary devices crossword–minor  2B, 8E | Compare/contrat themes across multiple texts  EOC practice questions in GC  8B, 4H | Understanding tone/diction in different genres.  Identifying Tone and Word Choice assignment  2B, 8E | EOC practice test in DMAC–minor |
| 3/10 | 3/11 | 3/12 | 3/13 | 3/14 |
| Spring break clip art 5 |  | Fluo Gums Font Generator Preview |  |  |
| 3/17 | 3/18 | 3/19 | 3/20 | 3/21 |
| **Objective**:  Students will practice scoring Extended Constructed Responses (ECRs) to enhance their understanding of scoring criteria, followed by a review of effective test-taking strategies and common EOC question types.  **Activity 1**: Score ECRs for Warm-Up  Begin with a warm-up activity where students review and score sample ECRs using the EOC rubric.  **Activity 2**: Review Test-Taking Strategies for the EOC  Transition into a test-taking strategy review, focusing on techniques that help students succeed on the EOC.  **Activity 3:** Review Common EOC Question Types  Review different types of EOC questions (multiple-choice, short-response, ECRs).  7E.iii, 9D, 11G.i, 11G.ii | **Objective**:  Students will complete a warm-up activity by reading a passage and answering two questions on Google Classroom (GC), followed by a review of test-taking strategies and common EOC question types to prepare them for the exam.  **Activity**: Review Test-Taking Strategies for the EOC. Review Common EOC Question Types  Multiple-Choice Questions: Focus on reading for context clues and understanding the main idea. Discuss strategies for eliminating incorrect choices and making educated guesses.  Short-Response Questions: Emphasize clear, concise responses that directly address the question and include evidence from the text.  Extended Constructed Responses (ECRs):  Discuss the structure of a strong ECR (clear thesis, relevant evidence, thorough explanations).  Practice breaking down the rubric and understanding what is needed for a high score.  7E.iii, 9D, 11G.i, 11G.ii | **Objective**:  Students will practice scoring Short Constructed Responses (SCRs) as a warm-up, followed by a review of revising and editing strategies and practice with multiple-choice revising/editing questions to prepare for the EOC.  **Activity**:  Review Revising and Editing  Begin with a mini-lesson on common revising and editing skills tested on the EOC. Practice Multiple-Choice Revising/Editing Questions  Provide multiple-choice revising/editing questions based on an EOC-style passage.  Have students practice answering these questions, focusing on identifying errors in grammar, punctuation, and sentence structure.–minor  7E.iii, 9D, 11G.i, 11G.ii | **Objective**:  Students will practice writing an Extended Constructed Response (ECR) essay under timed conditions, focusing on planning, organizing, and drafting a strong response to an EOC-style prompt.  **Activity**: Timed Writing Practice (ECR)  Writing (40 minutes):  Timed Writing: Students will write their ECR in 40 minutes.  They should focus on clarity, structure, and including at least two pieces of evidence in each body paragraph.  7E.iii, 9D, 11G.i, 11G.ii | CBA (?)–minor |
| 3/24 | 3/25 | 3/26 | 3/27 | 3/28 |
| **Objective:**  Students will review and strengthen their key reading skills for analyzing fiction, nonfiction, and poetry, with a focus on strategies for understanding and interpreting different types of texts in preparation for the EOC.  **Activity:**  Briefly review fiction elements: plot, setting, character development, theme, and point of view. Discuss key elements of nonfiction, including author’s purpose, audience, and structure (e.g., cause/effect, compare/contrast). Review the elements of poetry, including rhyme, rhythm, meter, tone, and figurative language.  7D, 7E, 9E | **Objective:**  Students will review and strengthen their key reading skills for analyzing fiction, nonfiction, and poetry, with a focus on strategies for understanding and interpreting different types of texts in preparation for the EOC.  **Activity:**  Briefly review fiction elements: plot, setting, character development, theme, and point of view. Discuss key elements of nonfiction, including author’s purpose, audience, and structure (e.g., cause/effect, compare/contrast). Review the elements of poetry, including rhyme, rhythm, meter, tone, and figurative language.  7D, 7E, 9E | Focused writing practice (SCR)--minor  7D, 7E, 9E | Test on DMAC (mock EOC)--major | Q&A strategies; confidence building for the EOC test |
| 3/31 | 4/1 | 4/2 | 4/3 | 4/4 |
| EOC Review–Minor  **Objective:** Identify strengths and weaknesses.  **Activity:**  Give students a mini-EOC practice test (multiple-choice & short response).  Have them review their own answers and set personal goals for improvement.  Review common test-taking strategies (elimination method, time management, reading questions first, etc.).  1A, E1.1C, E1.1D, E1.4I, E1.5A, E1.11G | EOC Review  **Objective:** Strengthen close reading and analytical skills.  **Activity:**  Provide an EOC-style passage with multiple-choice and short-answer questions.  Teach annotation techniques (underline key ideas, summarize paragraphs, circle unknown words).  Practice “answer justification” where students must explain why they chose an answer.  1A, E1.1C, E1.1D, E1.4I, E1.5A, E1.11G | EOC Review–minor  **Objective:** Compare themes, structures, and author’s purpose.  **Activity:**  Read a paired passage set (fiction & nonfiction).  Discuss how to compare and contrast texts effectively.  Have students practice answering a multi-part EOC-style question.  Create a Venn diagram comparing the two texts.  1A, E1.1C, E1.1D, E1.4I, E1.5A, E1.11G | EOC Review  **Objective:** Strengthen grammar, punctuation, and sentence structure skills.  **Activity:**  Provide an EOC-style revising & editing passage with errors.  Have students work in pairs to correct errors and justify their choices.  Review common mistakes (subject-verb agreement, misplaced modifiers, comma splices, etc.).  1A, E1.1C, E1.1D, E1.4I, E1.5A, E1.11G | EOC Review  **Objective:** Improve students' ability to determine word meanings in context.  **Activity:**  Review different types of **context clues** (definition, synonym, antonym, inference, etc.).  Provide an EOC passage with challenging vocabulary and have students use context clues to define words.  1A, E1.1C, E1.1D, E1.4I, E1.5A, E1.11G |