### Student Weekly Learning Targets

1. Students will increase their stamina as readers by reading independently.
2. Students will read and annotate fictional texts.
3. Students will analyze fictional texts and text features.
4. Students will respond in writing to their reading.

### Monday

1. Begin by completing 15 minutes of independent reading. This can be a book of your choice. You may use MackinVia (HUB Digital Resources), Houston Publish Library- HPL (HUB Digital Resources), any novels at home, or any other accessible texts.
2. As you read, make note of anything that surprises you, any examples of interesting language, or any words that stand out. Be sure to record this information in your reader’s notebook (or device or available paper).
3. Next, select one text from the fiction section of the ELA Connect Four. Please read and annotate the text using the Reading Is Thinking Easy Annotation guide in the Resource Packet.
4. Next, select one option within the Reader’s Response section of the ELA Connect Four and complete the task using the selected text and the resources attached. All bolded items are resources in your resources packet.
5. Next, select one option within the STAAR Stems section of the ELA Connect Four and complete the stem/question using the selected text.
6. Finally, create a writer’s notebook entry. This entry can be about anything you choose. It can be your thoughts or a reflection regarding your reading. It could be a review of something you’ve watched or read recently. It could also be something about your experiences. For more ideas, see Writing Prompts in the Resource Packet. The entry should be no shorter than half a page.

### Tuesday

1. Begin by completing 15 minutes of independent reading. This can be a book of your choice. You may use MackinVia (HUB Digital Resources), Houston Publish Library- HPL (HUB Digital Resources), any novels at home, or any other accessible texts.
2. As you read, make note of anything that surprises you, any examples of interesting language, or any words that stand out. Be sure to record this information in your reader’s notebook (or device or available paper).
3. Next, return to the fiction text from yesterday. Please reread your annotations to review the text.
4. Next, select one option within the Graphic Organizer section of the ELA Connect Four and complete the task using the selected text and the resources attached. All bolded items are resources in your resources packet.
5. Next, select one option within the Writing section of the ELA Connect Four and complete the task.
6. Finally, create a writer’s notebook entry. This entry can be about anything you choose. It can be your thoughts or a reflection regarding your reading. It could be a review of something you’ve watched or read recently. It could also be something about your experiences. For more ideas, see Writing Prompts in the Resource Packet. The entry should be no shorter than half a page.
### Wednesday

1. Begin by completing 15 minutes of independent reading. This can be a book of your choice. You may use MackinVia (HUB Digital Resources), Houston Publish Library- HPL (HUB Digital Resources), any novels at home, or any other accessible texts.
2. As you read, make note of anything that surprises you, any examples of interesting language, or any words that stand out. Be sure to record this information in your reader’s notebook (or device or available paper).
3. Next, select a second text from the fiction section of the **ELA Connect Four**. Please read and annotate the text using the Reading is Thinking Easy Annotation guide in the Resource Packet.
4. Next, select one option within the Reader's Response section of the **ELA Connect Four** and complete the task using the selected text and the resources attached. Keep in mind, the Reader's Response task can be completed based on the texts you choose within the genre or you independent reading book. All bolded items are resources in your resources packet.
5. Next, select one option within the STAAR Stems section of the **ELA Connect Four** and complete the stem/question using the selected text.
6. Finally, create a writer’s notebook entry. This entry can be about anything you choose. It can be your thoughts or a reflection regarding your reading. It could be a review of something you’ve watched or read recently. It could also be something about your experiences. For more ideas, see Writing Prompts in the Resource Packet. The entry should be no shorter than half a page.

### Thursday

1. Begin by completing 15 minutes of independent reading. This can be a book of your choice. You may use MackinVia (HUB Digital Resources), Houston Publish Library- HPL (HUB Digital Resources), any novels at home, or any other accessible texts.
2. As you read, make note of anything that surprises you, any examples of interesting language, or any words that stand out. Be sure to record this information in your reader’s notebook (or device or available paper).
3. Next, return to the fictional text from yesterday. Please reread your annotations to review the text.
4. Next, select one option within the Graphic Organizer section of the **ELA Connect Four** and complete the task using the selected text and the resources attached. All bolded items are resources in your resources packet.
5. Next, select one option within the Writing section of the **ELA Connect Four** and complete the task.
6. Finally, create a writer’s notebook entry. This entry can be about anything you choose. It can be your thoughts or a reflection regarding your reading. It could be a review of something you’ve watched or read recently. It could also be something about your experiences. For more ideas, see Writing Prompts in the Resource Packet. The entry should be no shorter than half a page.

### Friday

1. Begin by completing 15 minutes of independent reading. This can be a book of your choice. You may use MackinVia (HUB Digital Resources), Houston Publish Library- HPL (HUB Digital Resources), any novels at home, or any other accessible texts.
2. As you read, make note of anything that surprises you, any examples of interesting language, or any words that stand out. Be sure to record this information in your reader’s notebook (or device or available paper).
3. Create a one-pager on fictional texts as a cumulative project. Please use the Genre One-Pager template in the Resource Packet.
4. Finally, create a writer’s notebook entry. This entry can be about anything you choose. It can be your thoughts or a reflection regarding your reading. It could be a review of something you’ve watched or read recently. It could also be something about your experiences. For more ideas, see Writing Prompts in the Resource Packet. The entry should be no shorter than half a page.
<table>
<thead>
<tr>
<th>Student-Produced Weekly Product</th>
</tr>
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<tbody>
<tr>
<td>By the end of the week, you will have completed a fictional text genre study and will have the following products:</td>
</tr>
<tr>
<td>• 2 Reader’s Response tasks</td>
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<td>• 2 STAAR Stems tasks</td>
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<tr>
<td>• 2 Graphic Organizer tasks</td>
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<tr>
<td>• 2 Writing tasks</td>
</tr>
<tr>
<td>• 5 writer’s notebook entries</td>
</tr>
<tr>
<td>• 1 fictional text Genre One-Pager</td>
</tr>
</tbody>
</table>
Houston ISD
Home-based Ongoing Mobile Education (H.O.M.E.)
English Language Arts
Grade 7
English Language Arts – Grade 7

Table of Contents

Student Instruction Guide
ELA Connect Four
Easy Annotation Guide
Writing Prompts
Genre One-Pager

Reader Response Resources
- Reader’s Response: Story Pyramid
- Story Board
- Character Investigation
- Reader’s Response: Informational Pyramid
- Book Review
- Reader’s Response: Check in Letter
- Invitation to Imitate
- Reader’s Response: Biographical Pyramid
- Pro/Con
- Making Connections
- Cause and Effect

Graphic Organizers
- Character-Change Map
- Dialectical Journal
- Comic Strip
- Plot Diagram
- Five W’s
- Main Idea and Details Web
- Inference Map
- Notice-Name-Effect
- Venn Diagram
- Timeline

*Resources are included only one time in this document. However, students may use them multiple times depending on the tasks they select.
Instructions:
The menu below includes tasks you can use to prepare for STAAR. You can complete this with or without the use of a device, but you do need to make sure you have the adopted textbook for your grade level or course:

- Grade 6- Pearson myPerspectives Texas Edition grade 6
- Grade 7- Pearson myPerspectives Texas Edition grade 7
- Grade 8- Pearson myPerspectives Texas Edition grade 8
- English I- Holt McDougal Literature grade 9
- English II- Holt McDougal Literature grade 10

For each genre, you will begin by selecting 1 text. Please read and annotate the texts using the **Reading is Thinking Easy Annotation** guide. Next, select 1 option within each Task section and complete the task using the selected text and the resources attached. Keep in mind, the Reader's Response task can be completed based on the texts you choose within the genre or you independent reading book. After you have completed your four choice tasks for your first text, you will repeat this process with a second text. You should choose different activities from each category for your second text. All bolded items are resources in your resources packet.

<table>
<thead>
<tr>
<th>Task</th>
<th>Fiction</th>
<th>Informational</th>
<th>Poetry</th>
<th>Persuasive</th>
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<tbody>
<tr>
<td>Reader's Response</td>
<td>Choice 1</td>
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<td>STAA Stems</td>
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<tr>
<td>Graphic Organizers</td>
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<td></td>
<td>Choice 4</td>
<td>Choice 4</td>
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<td>Choice 4</td>
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Repeated these steps for each genre. By the end, you should have 32 completed tasks. If you have access to a digital device, you can use the digital textbook through the HUB and/or pick texts from each genre by accessing the following sites:

- **Fiction**
  - Awesome Stories
  - LoudLit

- **Informational**
  - Commonlit
  - Newsela

- **Poetry**
  - Academy of American Poets
  - Poetry Foundation

- **Persuasive**
  - American Rhetoric

You should continue independent reading using either a library book, classroom library book, or from MackinVia (HUB Digital Resources) and Houston Publish Library- HPL (HUB Digital Resources).
## ELA Connect Four

**Fiction**
- "Two Kinds" from "The Joy Luck Club" p. 15 (myPerspectives)
- "The Last Dog" p. 191 (myPerspectives)
- "He-y, Come on Ou-t!" p. 481 (myPerspectives)
- "The Circuit" p. 567 (myPerspectives)

**Informational**
- "The Case of the Disappearing Words: Saving the World’s Endangered Languages" p. 37 (myPerspectives)
- "Tutors Teach Seniors New High-Tech Tricks" p. 67 (myPerspectives)
- "Learning Rewires the Brain" p. 357 (myPerspectives)
- "Black Sunday: The Storm That Gave Us the Dust Bowl" p. 513 (myPerspectives)

**Poetry**
- "Science-Fiction Cradlesong" p. 180 (myPerspectives)
- "Jaguar" p. 449 (myPerspectives)
- "The Sparrow" p. 450 (myPerspectives)
- "Trying to Name What Doesn’t Change", p. 372 (myPerspectives)
- "I Myself" p. 373 (myPerspectives)

**Persuasive**
- "Leaving Main Street", page 128 (myPerspectives)
- "Mars Can Wait. Oceans Can’t." p. 211 (myPerspectives)
- "Packing for Mars" p. 219 (myPerspectives)
- "Malala Yousafzai’s Address to the United Nations, July 2013" (CommonLit)
- Emma Watson’s United Nations Speech (CommonLit)

### Task
- Reader Response
- STAAR Stems
- Graphic Organizers
- Writing
- Reader’s Response
- Complete the Reader’s Response: Story Pyramid using your independent reading or on one of the texts listed above.
- Complete the Story Board using your independent reading or on one of the texts listed above.
- Complete the Character Investigation based on a character from your independent reading or from a text listed above.

- Complete the Reader’s Response: Informational Pyramid graphic organizer using one of the texts above to investigate a topic of one of the articles.
- Complete a Book Review using your independent reading or on one of the texts listed above.
- Complete Reader’s Response: Check in Letter using your independent reading or on one of the texts listed above.

- Choose an image from one of the poems and sketch a visual.
- Choose a sentence or line from your reading and use the Invitation to Imitation chart to imitate author’s craft.
- Complete Reader’s Response: Biographical Pyramid graphic organizer using one of the texts above to analyze the speaker of one of the poems.

- Determine if you agree or disagree with the text by completing the Pro/Con graphic organizer with your reasons from the text.
- Complete the Reader’s Response: Check in Letter using one of the texts listed above.
- Complete the Making Connections graphic organizer to compare two texts you have read.
- Complete a Reader’s Response using a Cause and Effect graphic organizer.
## STAAR Stems

- A summary of the story is...
- The story’s setting influences the plot by...
- The point of view of the text helps the reader understand...
- A sentence that suggests the main conflict will be resolved is...

- A summary of the article is...
- The author’s main purpose in writing this selection is to...
- The author organizes this selection by...
- The author supports the main idea by...
- Based on the selection, the reader can conclude that...

- The poet’s use of _____ helps the reader...
- The poet’s feelings of _____ is suggested in...
- The reader can infer that the poet feels...
- Line ___ is important to the poem because...

- The author wrote the selection most likely to...
- The author supports the claim by...
- An idea that the author suggests is...
- An example of stereotyping (or another rhetorical fallacy) is...

## Graphic Organizers

- Use the Character-Change Map to help you determine how the main character grows or changes throughout the story.
- Use a Dialectical Journal to track your thinking as you read the story. On the left side of the journal, you will write down important textual quotes or evidence. On the right side of the journal, you will write a personal reaction or connection to the quote you wrote.
- Use a Comic Strip Organizer to track the sequence or major events of the story by sketching as you read.

- Using one of the texts you read, complete the Five W’s graphic organizer to summarize the text.
- Complete the Main Idea Map graphic organizer to map the main idea and key details from a text you read.
- Using one of the texts, complete the Inference Map graphic organizer.
- Use a Dialectical Journal to track your thinking as you read the text. On the left side of the journal, you will write down important textual quotes or evidence. On the right side of the journal, you will write a personal reaction or connection to the quote you wrote.

- Use a Dialectical Journal to track your thinking as you read the poem. On the left side of the journal, you will write down important textual quotes. Pay attention to imagery, figurative language and structure. On the right side of the journal, you will write a personal reaction, connection, or an inference you made to the quote you wrote.
- Use the Notice-Name-Effect chart to locate and identify poetic elements and then analyze their effects on the reader.
- Complete one of the Making Connections graphic organizer to compare speakers and/or authors of...

- Using a text you read, use Venn Diagram to compare and contrast two sides of an argument.
- Using one of the texts, create a Timeline to help you identify the important sequence of events that lead to the author’s main point or purpose.
- Create an outline of the author’s main arguments and supporting details from one of the texts you read.
- Use a Cause and Effect graphic organizer to consider the causes and effects of an issue from one of the texts you read.
### Writing

<table>
<thead>
<tr>
<th>Task</th>
<th>Fiction</th>
<th>Informational</th>
<th>Poetry/Drama</th>
<th>Persuasive</th>
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<tbody>
<tr>
<td></td>
<td>• Use a <strong>Plot Diagram</strong> to track the plot using text evidence as you read.</td>
<td></td>
<td>two texts you have read. (Compare a poem and one other text from another genre of your choice.)</td>
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</tr>
<tr>
<td>Writing</td>
<td>• Many people believe that humanity’s future may depend on space exploration. Write an essay explaining why you would/would not want to be part of space exploration.</td>
<td></td>
<td>• Everyone can have an impact on their community. Write about one way that young people can influence their communities.</td>
<td>• Some scientists believe that the oceans are in urgent need of scientific study and help. Write an essay explaining a serious issue that people need to know about.</td>
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<tr>
<td></td>
<td>• For many cultures the relationship with nature is every important. Write an essay explaining how people can have a relationship (or connection) with nature.</td>
<td></td>
<td>• Art is one way that people communicate with the world. Write about the importance of art in daily life.</td>
<td>• Technology plays an important role in new discoveries. Write an essay explaining how technology helps you make new discoveries.</td>
</tr>
<tr>
<td></td>
<td>• Many people move in hopes of a better life. Write an essay explaining what people need to lead a “good” life.</td>
<td></td>
<td>• Every day is a new day. Write about why we should be open to new experiences.</td>
<td>• Exploring Mars has a very expensive price tag, but many people say it is necessary to do. Write an essay explaining the importance of doing what’s right, regardless of the cost.</td>
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<tr>
<td>Symbol</td>
<td>Description</td>
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<tr>
<td>🌟</td>
<td>This is important!</td>
<td></td>
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<tr>
<td></td>
<td>Key words or details.</td>
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<tr>
<td>🤔</td>
<td>I have a question, or I don’t understand.</td>
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<tr>
<td>😱</td>
<td>This is surprising!</td>
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</tr>
<tr>
<td>🩰</td>
<td>I made a connection.</td>
<td></td>
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<tr>
<td>❤️</td>
<td>This is my favorite part!</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>✔️</td>
<td>I agree!</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>📝</td>
<td>These help me understand!</td>
<td></td>
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</table>

Reading is Thinking!

**EASY ANNOTATION**
Write about your day in a movie preview voice. (“In a world...”).
Find a picture that inspires you on onceuponapicture.co.uk and freewrite or answer the questions below the picture.
How do you think current events will be explained in history books? Write an excerpt from a history book a hundred years from now about things that are happening now.
If you had to give a speech right now about any subject, what could you talk about for five minutes? What would you say?
Play an autocorrect game! On a cell phone, type ‘In the future, I will’ and then hit the middle suggested word button until you get a complete sentence. What did you get? Does it seem true or not?
Choose one word from a headline or news story and write a story or poem with that as the title.
Choose a scene from your independent reading book and rewrite it from the point of view of another character.
What was your favorite movie or book as a child? Do you think you would feel the same about it if you read or watched it today? Why or why not?
Journal about your experience during the shutdown.
Write a letter to your future self. What do you hope your future self has learned from this experience?
What is the most precious object you own and why?
What childhood toy do you wish you still had and why?
Cast your independent reading book! If they were to make your independent reading book into a movie, who would play all the characters?
If you were to write your memoir (the story of your life), what would the title be and why? What events would you write about?
If you had an unlimited budget, what would you do for your next birthday party? Who would you invite? Where would it be? What kind of food would be served?
Qualities List or Web

List or make a web of all of the qualities that make this genre what it is.

For Example

What are some examples of this genre that you have read? How do you know they fit in this genre?

Make A Connection

Choose three (3) of the qualities above and find examples of those qualities in one of the texts you've read in this genre.

Freewrite

Freewrite in this genre! Write your own story, poem, informational, or persuasive text in fifty words or fewer.
Reading is Thinking!

Reader's Response: Story Pyramid

Title: _______________ Author: __________

Character

Character Trait

Character Trait

Describe the Setting

State the Main Character’s Problem

Important Story Event

Important Story Event

Important Story Event

State How the Main Character Solves the Problem

Key Takeaway: Why is this important? What did I take to heart?
Reading is Thinking!

Reader's Response: Character Investigation

The Character is ...

Saying

Thinking

Coming From

Feeling

Doing

Other People are saying...

Heading To
Reading is Thinking!

Reader's Response: Informational Pyramid

Title: _______________ Author: __________

Subject

Describe Subject

Where the Subject Exists

Subject's Importance to the World

One Interesting Fact on Subject

One More Interesting Fact on Subject

One Last Interesting Fact on Subject

One Sentence Summary on What You Read

Key Takeaway: Why is this important? What did I take to heart?
Dear _________________,

I am currently reading ____________________________ by __________________.

It’s about _____________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
One thing the author does in the book that I really like _____________________________________
______________________________________________________________________________
______________________________________________________________________________
This book makes me think about ____________________________________________________
because _________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
I’m wondering if _________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Your student,

______________________
Mentor Sentences

We become more skilled by noticing the moves that writers make and trying them out in our own writing.

Mentor Sentence

My teacher’s model Sentence

My sentence
**Reader's Response: Biography Pyramid**

**Title: **

**Author: **

<table>
<thead>
<tr>
<th>Person</th>
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<tbody>
<tr>
<td>Character Trait</td>
<td>Character Trait</td>
</tr>
<tr>
<td>Person's Birth Date</td>
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<tr>
<td>Person's Place of Birth</td>
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<tr>
<td>Important Event in Person's Life</td>
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<tr>
<td>Another Important Event in Person's Life</td>
<td></td>
</tr>
<tr>
<td>A Third Important Event in Person's Life</td>
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<tr>
<td>The Effect the Person Had on the World</td>
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</table>

**Key Takeaway: Why is this important? What did I take to heart?**
Pro/Con Graphic Organizer

Argument: _____________________________________________________________

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<thead>
<tr>
<th>Pro</th>
<th>Con</th>
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Created by HISD Secondary Curriculum and Development
Making Connections across texts

(Character 1)

IS SIMILAR TO

(Character 1)

BECAUSE THEY BOTH...

(Character 1)

AND

(Character 1)

WOULD MOST LIKELY AGREE...
Making Connections across texts

(Character 1) and (Character 2)

Differ because...

Unlike, (Character 1) thinks....

THINKS....
MAKING CONNECTIONS ACROSS TEXTS

(Text 1) DIFFERS FROM (Text 2)

BECAUSE...

UNLIKE (Text 1), (Text 2)...

IS....
Making Connections across texts

(Text 1) is similar to (Text 2) because they both...

(Author of Text 1) and (Author of Text 2) would most likely agree...
**Cause-Effect Frame**

**About the Strategy**

A cause-effect frame helps students identify what happened and why it happened in both fictional and nonfictional texts. When students can see that there are causal relationships between events or ideas in text, they can make generalizations about other causal relationships in new texts and in life situations.

**Cause-Effect Frame**

1. Suzy sees Leah for the first time in the refugee camp, where Leah refuses the sweater that Suzy brings.

2. Leah goes to school but tears off her nametag.

The nametag reminds her of the yellow star she had to wear in Germany.

- Suzy’s teacher assigns her to help Leah. Suzy thinks Leah is mean because she never smiles and doesn’t talk much.

- Suzy is shocked by what she reads and gets more information from her mother that helps her understand Leah.

- Leah has to have her appendix out. While Leah is sick, Suzy reads Leah’s diary.

- Suzy and Leah begin to become friends.

**Skills and Strategies:** summarize, sequence, cause-effect, make inferences

**Step 1**

To find an effect, ask, “What happened?”

**Step 2**

To find a cause, ask, “Why did this happen?”

---

**Idea Exchange**

- Suggest that students look for clue words, such as since, as a result, consequently, therefore, and thus.

- Remind students that some causes are not stated in the text. Students will have to figure out the cause by looking at what happened and asking themselves, “Why might this have happened?”

**Keep in Mind**

**Solo Exploration**

Help students see that they can use cause-effect frames as a way to organize their writing. Students can choose an important school issue and use a cause-effect frame to outline the main point. Ask students to place the outlines in their portfolios to use for future writing.
Cause-Effect Frame
## Dialectical Journal

<table>
<thead>
<tr>
<th>The Text Says...</th>
<th>My Thinking is...</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Five Ws Chart

Use these questions as you read, and write important details. Remember, you may not need to answer every question.

<table>
<thead>
<tr>
<th>Who?</th>
</tr>
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<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>What?</th>
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<table>
<thead>
<tr>
<th>When?</th>
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</table>

<table>
<thead>
<tr>
<th>Where?</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Main Idea and Details Web
Inference Graphic Organizer

The Text Says…

My Thinking is…

I Can Infer…

Created by HISD Secondary Curriculum and Development
## Notice-Name-Effect Graphic Organizer

<table>
<thead>
<tr>
<th>Notice</th>
<th>Name</th>
<th>Effect</th>
</tr>
</thead>
</table>

Created by HISD Secondary Curriculum and Development
Timeline Graphic Organizer
Students will be able to use simulations of simple events to make predictions and determine sample spaces (MATH.7.6A, MATH.7.6B, MATH.7.6H). The student should be able to demonstrate and verify the following:

- I can explain the difference between events based on choice and chance.
- I can list the outcomes of a probability experiment or simulation.
- I can define a sample space for a simulation or experiment using a tree diagram or list.
- I can explain how qualitative factors interact with quantitative factors (how chance can impact choice).

Monday – Introduction to SKUNK!

SKUNK! – Probability Doesn’t Stink!
How do you play games? Are you willing take a chance? Some of us will risk everything for a big play while others choose to make conservative decisions. Is it possible use mathematics to help make such choices?

For the following activity, you will need to have 2 dice. If you do not have access to dice, write the whole numbers 1, 2, 3, 4, 5, and 6 on separate pieces of paper. Fold them up and place them into a cup. Each time you must roll a dice, place all six papers into the cup and draw out one number. Repeat this process two times if you are asked to roll 2 dice. It may be easier to create two cups with sets of folded numbers in them.

Also, this game is more fun if you play it with other team members … so invite your family to join you in the learning!

The goal of the SKUNK game is to accumulate as many points as possible by the end of the game. There are five rounds in SKUNK – one for each letter in the word SKUNK. Play begins with the “S” column and proceeds to the “K” column. Points are accumulated by making several “good” rolls in a row and choosing to stop before a “bad” roll occurs and clears all the points.

Directions:
1. Each member of the team needs a score sheet which may be printed or created on a sheet of notebook paper.

2. The way a player indicates they are playing in the round is to stand up. So, to begin each round of the game, all players stand.

3. On the first roll, all the players get a total of the two dice or a zero if any “ones” are rolled. So, for instance, if John, Alyssa, Thelma, and Phil are all playing and John rolls a 4 and a 5, everyone gets to place a 9 in the “S” column.

4. Before the next roll of the dice, players determine if they want to stay in the round or get out before a “one” is rolled – because, remember, when a “one” is rolled, you lose all the points accumulated in that round. Players who are standing get the results of the next dice roll; those who sit down keep the score they have earned for that round regardless of the remaining dice rolls in the round. Once a player sits down, they may not stand up again until the beginning of the next round. (To see how John, Alyssa, Thelma, and Phil progress through their game, see their SKUNK Game Scenario)
Monday – Introduction to SKUNK!

5. Players who remain standing continue to roll the dice and add points to their totals … until a “one” is rolled. If a “one” is rolled, the players who are standing lose all points for that round and the round is over.

6. Play continues until the fifth round is complete. The winner is the player with the most total points.

Analysis Questions:

1. What parts of the SKUNK game are places where you made a choice? These are points in the game where you controlled what happened.

2. What parts of the SKUNK game were based on chance? These are points in the game where you did not control what happened.

3. What are some other games that you have played in which the plays involve choices and chance? Explain plays that allow choice and plays that involve chance.

4. When people decide to take an umbrella with them to work – is that a choice or is it based on chance? Explain your thinking.

5. What are other real-life examples that involve choice, chance, or both? Explain your thinking.
When you played SKUNK! Yesterday, you had to choose when you thought a bad roll might occur. How did you determine when to sit? Did you have a feeling? There is actually a mathematical way to make your decision. Let’s analyze the possibilities.

Analysis Questions:

1. Rolling a “one” in SKUNK is a “bad” roll.
   a. How many different ways could the dice land in a “bad” roll?

   b. What are the chances that you might roll a “one” or a double “one”? Explain how you determined the chances.

2. Rolling anything else other than a “one” in SKUNK is a “good” roll.
   a. How many different ways could the dice land in a “good” roll?

   b. What are the chances that you might roll anything that does not contain a “one”? Explain how you determined the chances.
Tuesday – Sample Spaces

In order to answer these questions, it might be helpful to think about the sample space that is possible when the dice are rolled.

Two ways to draw out all of the possibilities is to use a tree diagram or a table. Suppose you roll a two for one of the dice … what are the choices for all of the other dice on a “good” roll?

<table>
<thead>
<tr>
<th>First dice</th>
<th>Second dice</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

Can you list out all of the possible outcomes? Try extending either the tree diagram or the table. To help create the tree diagram or the table, access the PBS Rolling Dice Possible Outcomes sheet.

Two additional ways to determine all the possible outcomes is to make a list or draw a picture. If you have access to the internet, you may want to watch the PBS video located at: https://wqln.pbslearningmedia.org/resource/mgbh.math.sp.probabilitydi/probability-with-dice/

Now that you have created the sample space for possible outcomes, double check your answers to today’s problems.

Wednesday – Analyzing Game Moves

Access the SKUNK Game Scenario. The scenario describes the beginning of a game between 4 students: John, Alyssa, Thelma, and Phil.

Analysis Questions:

1. Which player(s) followed a “play it safe” strategy? How do you know? How did it work for them? Explain your thinking.
Wednesday – Analyzing Game Moves

2. Which player(s) followed a “risk it all” strategy? How do you know? How did it work for them? Explain your thinking.

Thursday – Play it SAFE? Or Risk it ALL?

Access the SKUNK Game Scenario. The scenario describes the beginning of a game between 4 students: John, Alyssa, Thelma, and Phil. Recall your analysis of the players’ actions yesterday. Use your analysis to guide your choices today.

Analysis Questions:

1. Play SKUNK using a “play it safe” strategy. Describe the outcome of your game. Was it what you expected? How does your understanding of the sample space help you make your decisions?

2. Play SKUNK using a “risk it all” strategy. Describe the outcome of your game. Was it what you expected? How does your understanding of the sample space help you make your decisions?
Friday – Portfolio Project: Anyone can win!

Access the **SKUNK Game Scenario**. The scenario describes the beginning of a game between 4 students: John, Alyssa, Thelma, and Phil.

Using the **SKUNK Game Scenario** as stated, is it possible to finish the scenario in a way that allows any of the players to win? In other words, for each player, describe why you think it is impossible for them to win. Or, describe how it could be possible for them to win. Be sure to include game sheets for each player as part of your description.

---

**Student-Produced Weekly Product**

Student completes an analysis of the SKUNK game based on an understanding of sample spaces as well as behavior choices. The products include:

- Analysis Questions for Monday
- Analysis Questions for Tuesday and Sample Space
- Analysis Questions for Wednesday
- Analysis Questions for Thursday
- Portfolio Project: Alternative Game Scenarios
Rolling Dice: Possible Outcomes

Die 1

| 6 | 5 | 4 | 3 | 2 | 1 |

Die 2

| 1 |
| 2 |
| 3 |
| 4 |
| 5 |
| 6 |
Sample Game Scenario

To help clarify how the game might be played, review the following game involving John, Alyssa, Thelma, and Phil.

Remember that at the start of the game all players were standing. The first roll of the dice earned everyone 9 points (the sum of a 4 and a 5). Their score sheets looked like the following:

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>K</th>
<th>U</th>
<th>N</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thelma</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alyssa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phil</td>
<td></td>
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</tr>
</tbody>
</table>

In the second roll of the “S” round, Alyssa rolled two 3s. That earned all players 6 points. Their score sheets looked like the following:

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>K</th>
<th>U</th>
<th>N</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>9</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alyssa</td>
<td>9</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thelma</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phil</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Before rolling the third time in the “S” round, Thelma decided she wanted to keep her 15 points so she sat down. John, Alyssa, and Phil wanted to stay in the game so they remained standing … and Phil rolled a one and a two for a total of 3 points. BUT … remember if a “one” is rolled, all standing players lose their points and the round is over. Thus, the score boards look like the following at the end of the “S” round.

Now it is time to begin the “K” round. John receives the dice again and this time he rolls a sum of 2 … because he rolled two “ones.” That means everyone receives 0 points for the “K” round.

During the “U” round, Alyssa rolls a double six for 12 points. All remain standing and Thelma rolls a four and a three for a total of 7 points. Thelma again decides to take her points and sits down. Alyssa follows her lead and also sits. Phil and John have chosen to battle it out. Phil takes the dice and rolls a 2 and a 5 for a total of 7 points. John then rolls an 8 with a 3 and 5. Phil rolls again and gets 7 points by rolling a 1 and a 6. “Too bad guys – you just lost all of your points again!” shouts Thelma. Their score sheets to this point are below.
The game continues …

What would you advise John and Phil to do? Is there a way to know if a “one” is more likely to be rolled? What sums are more likely to show up? How can Alyssa catch up to Thelma before the end of the game?
Student Weekly Learning Targets

• I CAN Recognize that radiant energy from the Sun is transformed into chemical energy through the process of photosynthesis

Monday

Create a Cartoon Strip About How House Plants Freshen Indoor Air

The main goal of the cartoon Strip is to take what you have learned about your research on how house plants freshen indoor air and photosynthesis to create a cartoon that illustrates and explains what you have learned in it in clear, simple language. Make sure you read through each day’s instructions before you start working.

Must Haves:
• At least 6 cartoon scenes
• Must include a title
• Diagram showing photosynthesis.
• Photosynthesis equation
• Description of why plants contribute to air quality
• Include 5 scientific facts.
• Must use scientific vocabulary
• Must include labeled illustrations in each scene of the cartoon that are related to the topic and make it easier to understand.

Materials Needed:
• paper
• pen
• colored pencils or markers

Research how house plants freshen indoor air using credible websites. Listed below are two recommended links to reference sites to help with your research. Use your computer or cellphone to access the sites below.

Recommended websites:
• CK-12
  o Photosynthesis lesson
    https://www.ck12.org/c/physical-science/photosynthesis/lesson/Photosynthesis-Reactions-MS-PS/?referrer=concept_details
  o FlexBooks® 2.0 > CK-12 Life Science For Middle School > 2.17 Cellular Respiration and Photosynthesis
• TED Talk Video: How to Grow Fresh Air| Kamal Meattle
  https://www.ted.com/talks/kamal_meattle_how_to_grow_fresh_air

As you research how house plants freshen indoor air, consider the following questions:
• What part of your research on how house plants freshen indoor air is the most important?
• What grabs your attention about your research on how house plants freshen indoor air?
• Guiding questions:
  o How do plants utilize radiant energy?
  o What must occur for photosynthesis to take place?
  o How does photosynthesis impact plant and animal life?
### Monday

Fill out a T chart or Venn Diagram as you research how plants freshen the indoor air to help you compare and contrast the information from the two recommended websites on your topic. You will title this chart *Compare and Contrast Research Chart* and add this chart to your science notebook.

### Tuesday

Consider two other credible websites that can be used for additional research on how house plants freshen indoor air. See the list of possible websites below. Visit the sites and add this information to your *Compare and Contrast Research Chart*. Looking at the information you have gathered, select one website that has the best information based on the guiding questions from the *Compare and Contract Research Chart*.

**Secondary Science Online Resources**

<table>
<thead>
<tr>
<th>Content Resource Links</th>
<th>Lab Simulation Resource Links</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khan Academy <a href="https://www.khanacademy.org/">free supplemental support and tutorials</a></td>
<td>Gizmos is a district resource that can be accessed through the HISD HUB under &quot;More &gt; Digital Resources &gt; Science &gt; Gizmos&quot;</td>
</tr>
<tr>
<td>El Paso ISD CK-12 <a href="https://flexbooks.ck12.org/user:zxbpc2rzy2llbmn1mjaxoubnbwpbc5jb20./cbook/episd-7th-grade-science-2019/">e-text for science</a></td>
<td>PhET is a free online science and math interactive simulation website. These science simulations can assist with lab investigations. <a href="https://phet.colorado.edu/en/simulations/category/new">https://phet.colorado.edu/en/simulations/category/new</a></td>
</tr>
<tr>
<td><a href="https://www.ck12.org/browse/">CK-12 e-text for science e-texts</a></td>
<td>Exploratorium offers online science learning experiences <a href="https://www.exploratorium.edu/explore">https://www.exploratorium.edu/explore</a></td>
</tr>
<tr>
<td>TED Talk YouTube Video: How to Grow Fresh Air</td>
<td>Kamal Meattle <a href="https://youtu.be/9tEyU1UBX0Y">https://youtu.be/9tEyU1UBX0Y</a></td>
</tr>
</tbody>
</table>

### Wednesday

On the next page of your science notebook, brainstorm some ideas about your favorite cartoons and explain why they liked them.

Using the information in the *Compare and Contract Research Chart* you completed, select an idea that you want to illustrate in your cartoon strip about how house plants freshen indoor air. Think of selecting something you find interesting.

Now create a storyboard. There is a template available near the end of the document to help guide you. This will help you with the lay-out for your cartoon strip. Remember to keep the langue clear and simple. Remember to also consider how this will be graded; look at the rubric below and *Must Haves* again.
Thursday

Collect your supplies and begin working on creating the scenes for the cartoon strip using all the information you have collected.

Must Haves:
- At least 6 cartoon scenes
- Must include a title
- Diagram showing photosynthesis.
- Photosynthesis equation
- Description of why plants contribute to air quality
- Include 5 scientific facts.
- Must use scientific vocabulary
- Must include labeled illustrations in each scene of the cartoon that are related to the topic and make it easier to understand.

Friday

Finish the writing and illustrations for your cartoon strip about how house plants freshen indoor air.

When you are finished share your cartoon strip with someone in your home.

Student-Produced Weekly Product

Cartoon strip on how house plants freshen indoor air with research supporting documentation
## Rubric for Quality Student Work

Directions: Use this for student self-assessment and teacher grading.

4 = Exceeding standard 3 = Meeting standard 2 = Approaching standard 1 = Beginning

<table>
<thead>
<tr>
<th>4- Exceeding standard</th>
<th>3- Meeting Standard</th>
<th>2- Approaching standard</th>
<th>1- Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>All indicators for Level 3 are met, and some or all of the following evidence is demonstrated:</td>
<td>Assigned task is fully executed - Must have:</td>
<td>Assigned task is mostly executed.</td>
<td>Assigned task is not executed.</td>
</tr>
<tr>
<td>work skillfully communicate thinking and reasoning processes</td>
<td>• At least 6 cartoon scenes</td>
<td></td>
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<tr>
<td>work shows evidence of employing higher-level thinking skills</td>
<td>• Must include a title</td>
<td></td>
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<tr>
<td>work shows evidence of synthesizing diverse perspectives or points of view to construct knowledge or create new meaning</td>
<td>• Diagram showing photosynthesis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Photosynthesis equation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Description of why plants contribute to air quality</td>
<td></td>
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<td></td>
<td>• Include 5 scientific facts.</td>
<td></td>
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<tr>
<td></td>
<td>• Must use scientific vocabulary</td>
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<td></td>
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<tr>
<td></td>
<td>• Must include illustrations in each scene of the cartoon that are related to the topic and make it easier to understand.</td>
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</tbody>
</table>

| Writing contains evidence that supports scientific facts and provides solutions to real-world problems or makes connections that apply your learning to a new experience. |
| Writing contains evidence that supports scientific facts. | Writing contains incomplete evidence to support scientific facts. | Writing contains no evidence that supports scientific facts. |

| Creates connections between multiple representations of the data using pictures, graphs, calculations, and/or charts to explain how to arrive at the conclusion/answer. |
| A connection in the wording, pictures, graphs, calculations, and/or charts are included to explain how to arrive at the conclusion/answer. | All necessary wording, pictures, graphs, calculations, and/or charts are included to explain how to arrive at the conclusion/answer. | Inaccurate wording, pictures, graphs, calculations, and/or charts are included, and cannot be used to explain how to arrive at the conclusion/answer. |

| Writing is logically organized and contains no unnecessary facts not supported by specific evidence/data |
| Writing is logically organized and contains one unnecessary fact not supported by evidence/data. | Writing is logically organized and contains multiple unnecessary facts not supported by evidence/data. | Writing is not logically organized and contains unnecessary facts not supported by evidence/data. |

HISD Secondary Science created using Microsoft Word Table
Create a Cartoon Strip: Compare and Contrast Research Chart

<table>
<thead>
<tr>
<th>Websites</th>
<th>Guiding Questions:</th>
<th>What part of your research on the use of house plants to freshen the air of indoor spaces is the most important?</th>
<th>What grabs your attention about your research on the use of house plants to freshen the air of indoor spaces?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td><strong>Recommended Website 1:</strong></td>
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<tr>
<td><strong>Recommended Website 2:</strong></td>
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<td></td>
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<td></td>
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<tr>
<td><strong>Other Website 1:</strong></td>
<td></td>
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</tbody>
</table>
Create a Cartoon Strip: Story Outline/Story Board Chart

<table>
<thead>
<tr>
<th>Cartoon Strip Title:</th>
<th>Cartoon Scene 1</th>
<th>Cartoon Scene 2</th>
<th>Cartoon Scene 3</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Cartoon Scene 4</td>
<td>Cartoon Scene 5</td>
<td>Cartoon Scene 6</td>
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</tbody>
</table>
Student Weekly Learning Targets

- I can use valid primary and secondary sources to acquire information about Texas.
- I can create a written presentation of social studies information including citations and avoiding plagiarism.

Monday

Guiding Question: How can you create a book review about Texas and Texas history that is useful for other readers?

Project Overview: The purpose of this project is to introduce students to creating book reviews (of primary and secondary sources) as well as pique their interest in Texas history. Students will choose one short text or book of their choice to read. This book can be short—around 30 pages. Ideally, students should choose a book about Texas or a topic from Texas history. Students can also use MackinVia (online digital resource) to find a book or text. Students can also use MackinVia (online digital resource) to find a book or text. Printed or online articles can be used if students cannot access a book. After reading, students create a book review using PowerPoint presentation. Note: Suggested online resources can be accessed using any type of internet-capable device (e.g. laptop, tablet, mobile phone).

Staging the Question

Think of a movie they have recently seen that they really enjoyed or absolutely hated. Why did you feel this way? Why did you hate the movie? Or love it?

Write two-three sentences explaining your opinion about the movie.

______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

Congratulations—you just created a movie review—they their opinion about a movie they recently viewed. The same can be done with books. You will use a similar process to review a book about Texas or Texas history.

Review Rubric

Take a few minutes to read over the criteria for this project on the rubric (attached). For this project, you will create a four-slide PowerPoint presentation about your book. If you do not have PowerPoint, you may use another presentation tool or create your review using paper.

Day One Checkpoint:

- Choose your book of choice and begin reading.
- Review the project rubric.
Tuesday

**Prewriting and Brainstorming**

Continue to read your book. As you read, keep the rubric in mind. You may want to jot down notes as you read in the space below. Think about the following:

- What surprised you?
- What made you think about something in a new way?

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

Day Two Checkpoint:

- Continue to read your book.
- Notes have been taken as you read to help with the presentation.

Wednesday

**Prewriting and Brainstorming**

Finish reading your book. As you read, keep the rubric in mind. When finished, respond to the following question in the space provided.

- Would you recommend this book to someone else? Why or why not?

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

Day Three Checkpoint:

- Finish reading your book.
- Answer the question: Would you recommend this book to someone else? Why or why not?
Thursday

Begin Creating Presentation
Now that you have finished reading your book, begin to create your PowerPoint presentation. Remember, if you do not have access to PowerPoint, you can create your presentation using paper.

Checkpoint:
- Complete first two slides of presentation.

Friday

Finish Creating Presentation
Use today to finish your book review. Remember—use the rubric as you create it!

Checkpoint:
Book review presentation is completed and ready to be submitted.

Student-Produced Weekly Product

Book Review Rubric

<table>
<thead>
<tr>
<th>MUST HAVES</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>PowerPoint</td>
<td>70 points</td>
<td></td>
</tr>
<tr>
<td>□ PowerPoint composed of FOUR slides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ First slide contains title of book, author’s name, an image of the cover, and the reviewer’s name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Second slide contains a concise summary of the book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Third slide contains the reader’s reactions to the book (What struck you as noteworthy? What surprised you? What changed, challenged, or confirmed your thinking?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Fourth slide contains reader’s recommendation (Would you recommend this book to your audience? Why or why not?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ PowerPoint includes at least FOUR relevant images</td>
<td></td>
<td></td>
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</tbody>
</table>

Mechanics

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 points</td>
<td></td>
</tr>
</tbody>
</table>

- There are few to no errors in spelling, punctuation, and grammar in the final draft of the PowerPoint
- Presentation is clear and show significant effort

TOTAL SCORE

Comments: