

Crunchtime Lessons for STAAR 2.0

Note: Friday is left out. Who has five consecutive instructional days anyway? But if you do, repeat anything you want. Or go at your students' paces. Or enjoy a fire drill. Or SSR day. Or journal-sharing day.

Week 1: How to Respond to Reading			
	Grammar Keepers (approx. 5-8 min)	Daily Writing (approx. 10 min)	Reading Response (approx. 22-25 minutes)
Mon	Pitchforking Sounds (Lesson #81)	Daily Journal (with grammar)	Lesson 1: Responding to reading using the “Text Structures for Basic Reader Response” (Lesson from <i>Fables</i> pg. 15-25). <ul style="list-style-type: none"> ● Read fable (or any piece). ● Model writing a response (using the “Character’s Feelings” text structure)--look at student examples. ● Students practice/share.
Tue	Pitchforking Actions (Lesson #76)	Daily Journal (with grammar)	Practice the SAME “Basic Reader Response” structure from Monday, using a different stimulus, plus using a pitchfork in the answer.
Wed	Ba-da-bings (Lesson #78)	Daily Journal (with grammar)	Practice the SAME “Basic Reader Response” structure from Monday, using a different stimulus, plus using a ba-da-bing in the answer.
Thu	Pitchforking Nouns (Lesson #77)	Daily Journal (with grammar)	Practice the SAME “Basic Reader Response” structure from Monday, using a different stimulus, plus using a pitchfork in the answer.
Week 2: How to Write about a Moral/Theme			
	Grammar Keepers (approx. 5-8 min)	Daily Writing (approx. 10 min)	Reading Response (approx. 22-25 minutes)
Mon	Sentence Wringer: Two-word sentences (Lesson #68)	Daily Journal (with grammar)	Lesson 3: Writing a kernel essay about a moral using the “Structures for Connecting This to My Life” (Lesson from <i>Fables</i> pg. 30-38).
Tue	Sentence Wringer: Noun Test (Lesson #86)	Daily Journal (with grammar)	Lesson 3: Writing another kernel essay about a moral using the “Structures for Connecting This to My Life” (Lesson from <i>Fables</i> pg. 30-38).
Wed	Sentence Wringer: Psst! Test (Lesson #69)	Daily Journal (with grammar)	Introduce QA12345 and use the practice questions (orally in pairs--no writing, just talking). (Lesson 6: QA12345 from <i>Fables</i> pg. 111-116).

Thu	Sentence Wringer: Verb Test (Lesson #70)	Daily Journal (with grammar)	Use QA12345 to respond to a moral from a piece in writing (Lesson 6: QA12345 from <i>Fables</i> pg. 111-116).
Week 3: How to Answer Comprehension Questions (whether short or extended)			
	Grammar Keepers (approx. 5-8 min)	Daily Writing (approx. 10 min)	Reading Response (approx. 22-25 minutes)
Mon	Sentence Wringer: Joining sentences (Lessons #71-72)	Daily Journal (with grammar)	Lesson 4: Writing answers to comprehension questions using “Constructed Response Questions” and “Structures for Answering Questions about a Text” (Lesson from <i>Fables</i> pg. 65-73). <ul style="list-style-type: none"> • Have kids create their own questions. • Model answering a question with a structure.
Tue	Sentence Wringer Practice (Lesson #73)	Daily Journal (with grammar)	Choose a student-created question, construct a short-answer using a structure from the list (in Lesson 5), and share.
Wed	Paragraph Overhaul (Lesson #74)	Daily Journal (with grammar)	Have students extend their short answer into a full essay (ECR) by: <ul style="list-style-type: none"> • Hunting for dead giveaways • Changing them to pitchforks, ba-da-bings, more details, specific language • Color-coding the author’s craft (create your own legend for this).
Thu	AAAWWUBBIS (Lesson #75)	Daily Journal (with grammar)	Use QA12345 to respond to a moral from a piece in writing (Lesson 6: QA12345 from <i>Fables</i> pg. 111-116).
Week 4: Responding to Author’s Craft			
	Grammar Keepers (approx. 5-8 min)	Daily Writing (approx. 10 min)	Reading Response (approx. 22-25 minutes)
Mon	Subject-Verb agreement (Lesson #33)	Daily Journal (with grammar)	Lesson 5: Writing Answers about the Author’s Craft using “Author’s Choice Questions” and “Structures for Answering Questions about Author’s Choices” (Lesson from <i>Fables</i> pg. 74-82). <ul style="list-style-type: none"> • Have kids create their own questions. • Model answering a question with a structure.
Tue	Me/I (Lesson #32)	Daily Journal (with grammar)	Choose a student-created question, construct a short-answer using a structure from the list (in Lesson 5), and share.
Wed	When to Use Apostrophes:	Daily Journal (with grammar)	Have students extend their short answer into a full essay (ECR) by:

	<ul style="list-style-type: none"> • Contractions • Possessions (Lessons #40-41)		<ul style="list-style-type: none"> • Hunting for dead giveaways • Changing them to pitchforks, ba-da-bings, more details, specific language • Color-coding the author’s craft (create your own legend for this).
Thu	When NOT to Use Apostrophes: <ul style="list-style-type: none"> • Plurals • Verbs (Lessons #43-44)	Daily Journal (with grammar)	<ul style="list-style-type: none"> • Conduct a gallery walk of high scoring (released) essays. • Have students polish (adding transitional phrases) and publish (type) their own ECR.
Week 5: Test Prep			
	Grammar Keepers (approx. 5-8 min)	Daily Writing (approx. 10 min)	Reading Response (approx. 22-25 minutes)
Mon	Common Errors (Choose your own from Lessons #1-30)	Daily Journal (with grammar)	<ul style="list-style-type: none"> • Look at example prompts and released student essays. What do they notice? • Review some high-scoring essays (already “chunked up” or “kernelized”) and use the reader rubric to assess it.
Tue	Common Errors (Choose your own from Lessons #1-30)	Daily Journal (with grammar)	Read through some editing passages and do a think-aloud using their <i>Grammar Keepers</i> knowledge and skills to find the correct answers. They can eliminate the mistakes by “proving” them.
Wed	Common Errors (Choose your own from Lessons #1-30)	Daily Journal (with grammar)	Teach the Dead Giveaways and practice spotting them in multiple-choice questions (See YouTube videos and the Dead Giveaways PPT on the website).
Thu	Common Errors (Choose your own from Lessons #1-30)	Daily Journal (with grammar)	<ul style="list-style-type: none"> • Review the grammar rules on the TAAS Specs (available on the website). • Review some low-scoring essays and use the reader rubric to assess it. Why did it get that score? What would they do to improve it?