How to Use This Book

STELLAR is divided into four thematic stand-alone units. Each unit offers three options for planning.

Option One encompasses instruction with components of the assessment given when appropriate. The suggested time frame, based on 45-minute instructional periods, is a total of 10 days for instruction, 3 days for assessment, and 2 days for review and debrief. An overview of the planning steps for Option One along with a sample calendar immediately follow this foreword.

Option Two documents student improvement through baseline testing, targeted instruction, and retesting. The suggested time frame, based on 45-minute instructional periods, is 4 days for baseline testing, 7 days for instruction and practice, 2 days for retesting, and 2 days for review and debrief. An overview of the planning steps for Option Two along with a sample calendar immediately follow this foreword.

Option Three strictly consists of test preparation (e.g., practice in test-taking skills, gaining familiarity with format and vocabulary, and understanding the expectations of a standardized assessment). The instructor may use the passages and assessments at the beginning of each unit to prepare students for the STAAR EOC English II. The suggested time frame, based on 45-minute instructional periods, is 4 days for assessment and 3 days for review and debrief. A sample planning calendar immediately follows this foreword.

A Note to the Teacher: Every *STELLAR* unit is designed to engage students' interest by addressing subjects and content they will encounter in their everyday lives. All activities and facilitation questions contained herein are suggestions. Please preview all selections for applicability and appropriateness before using the materials in your classroom. All movie suggestions are sourced from The Internet Movie Database, and music selections are sourced from iTunes.

Planning for Option One:
Teaching, Testing, Reviewing

A written overview of the planning steps for using this text for teaching, testing, and reviewing, along with a graphical representation of the process, are provided for your use. A blank calendar for use when planning is included at the end of this section.

Step One begins with planning instruction by deciding whether to use the literature selections in this text, choose supplemental literature, or use a mixture of both. Regardless of the source, make sure the selections come from multiple genres. If you have chosen to solely use supplemental literature, construct the themes based on the selections. If you have chosen to use both provided and self-selected texts, make sure the connections that provide the theme(s) carry through in each selection.

Step Two involves asking questions to help direct learning:

- What themes, or big ideas, does the text(s) address?
- Are the themes subtly connected or is the connection more apparent?
- How can the big ideas for each selection be connected through the theme?

In **Step Three**, first determine the various skills (TEKS) that are naturally embedded within each selection, as well as those within the theme. Next locate the skills within each of the RLA strands.

Step Four identifies the areas within each strand that most likely will need explicit instruction for the students to be able to take ownership of their learning. List the skills and plan the most effective strategies and methods for approaching each skill, including classroom (formative) assessment. Be sure to take the following into consideration:

- In what order should the skills be taught?
- What mini lessons are necessary to provide explicit skill instruction?
- How will the instruction address multiple levels of skill proficiency?
- Is the classroom assessment effective for determining comprehension?
- How will students show evidence of skill attainment and mastery?
- What task(s) must be successfully completed?

Step Five focuses on the administration of sections of the assessments. Review your planning up to this point and look at the provided assessment. Select portions of the assessment and plan their placement within the

learning cycle. For example, one choice is to administer the reading multiple-choice questions after each reading selection has been completed. The short-answer questions that apply to a single selection could also be administered at the completion of the reading. The revising and editing questions would be administered at the most appropriate time throughout the instructional process. The short-answer questions, which apply to more than one selection along with the written component (stories and essays), would be administered at the completion of all reading selections. An answer key is provided at the back of each unit.

After incorporating the sections of the test into the learning cycle, build the necessary time for administration of these sections of the test into your overall plans.

NOTE: When using Option One, it is not necessary or expected that the included assessments would be administered in their entirety.

In the final stage, **Step Six**, after the sections of the assessments have been scored, review the data and chart the weaknesses overall and individually. Then plan how best to approach any areas needing additional instructional time and resources. It is imperative that educators allow for time to reteach and review skills for persistent weaknesses before continuing within the unit or moving on to another unit.

The entire process of lesson planning for Option One might look something like this.

Step One: Determine themes in selected literature; find multigenre connections to the themes.

Literature Selected/Genre	Themes in Selected Literature	Genre Options		Possible Thematic Connections
		Literary Text	Poetry	
			Drama	
			Fiction (short story or novel)	
			Literary Nonfiction	
		Informational Text	Expository	
			Persuasive	
			Procedural	

Step Two: Develop essential unit questions. (What enduring understandings do you want students to take from this unit of study?)

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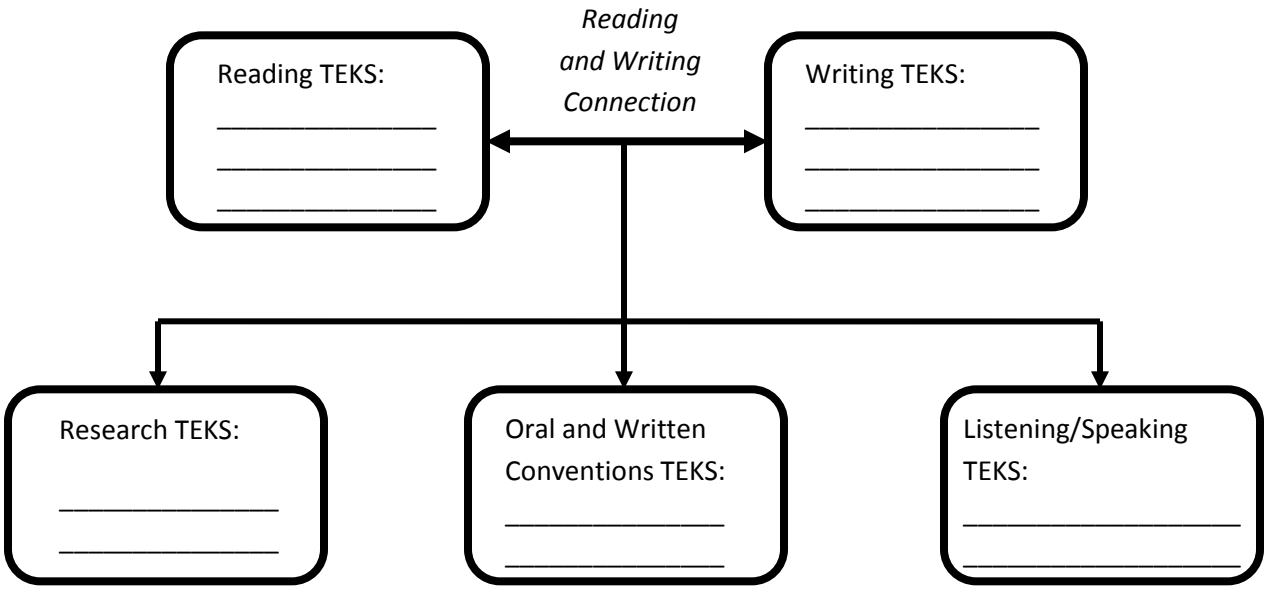
Step Three: Identify skills for unit study. Begin with the reading strand skills and then look for natural connections with other strands.



Step Four: Identify focal points needing explicit instruction (mini lessons) in order for students to reach mastery levels and take ownership of their learning.

Skill for Explicit Instruction	Methods Used for Explicit Instruction	Formative Assessment Options	Approximate Time Needed

Step Five: Identify the sections of the assessment to be used and determine their placement within the learning cycle.

Section of Assessment (Question Numbers and Strand)	**Placement in Learning Cycle**	**Approximate Time Needed**

Step Six: Identify the persistent weak area(s) or TEKS in this unit. (Begin with the end in mind.)

Skill Weakness (TEKS)	**Overall**	**Individual**	**Plan for Additional Instruction**

Planning for Option Two:
Benchmark Testing, Teaching, Retesting

A written overview of the planning steps for using this text for benchmark testing, teaching, and retesting, along with a graphical representation of the process are provided for your use. A blank calendar for use when planning is included at the end of this section.

Step One involves asking questions to help direct learning:

- What themes or big ideas does the text(s) address?
- Are the themes subtly connected or is the connection more apparent?
- How can the big ideas for each selection be connected through the theme?

Step Two begins with planning instruction by deciding whether to use the literature selections in this text or to choose supplemental literature. Regardless of the source, make sure the selections come from multiple genres. If you have chosen to use supplemental literature, construct the themes based the selections.

In **Step Three**, first determine the reading skills (TEKS) that are naturally embedded within each selection, as well as those within the theme. Next locate the skills within each of the RLA strands.

Step Four identifies the areas within each strand that most likely will need explicit instruction for the students to be able to take ownership of their learning. List the skills and plan the most effective strategies and methods for approaching each skill, including classroom (formative) assessment. Be sure to take the following into consideration:

- In what order should the skills be taught?
- What mini lessons are necessary to provide explicit skill instruction?
- How will the instruction address multiple levels of skill proficiency?
- Is the classroom assessment effective for determining comprehension?
- How will students show evidence of skill attainment and mastery?
- What task(s) must be successfully completed?

The final planning segment, **Step Five**, is re-administering the assessment/benchmark using the same parameters (time, sequential order of items, etc.) as the initial administration. Using the provided answer key at the back of each unit, score the assessments, review the data to determine growth areas, chart the weaknesses overall and individually, and then plan

how best to approach any areas needing additional instructional time and resources. It is imperative that educators allow for time to reteach and review skills for persistent weaknesses before moving on to another unit.

The entire process of lesson planning for Option Two might look something like this.

Step One: Develop essential unit questions. (What enduring understandings do you want students to take from this unit of study?)

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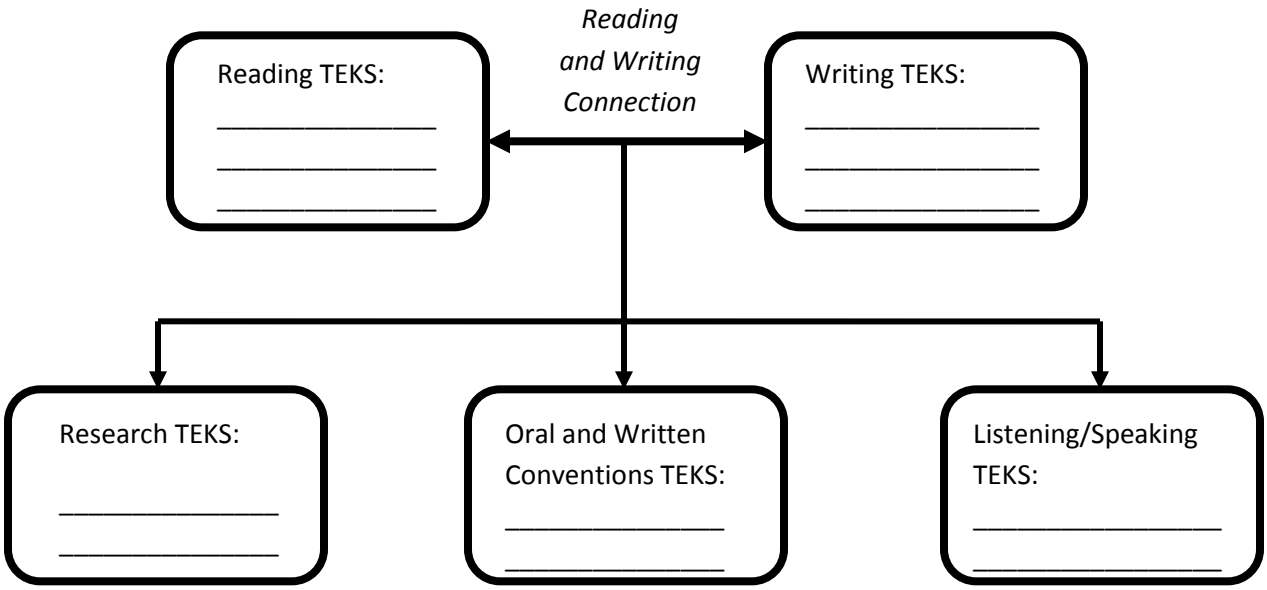
_____

_____

Step Two: Determine themes in selected literature; find multigenre connections to the themes.

Literature Selected/Genre	**Themes in Selected Literature**	**Genre Options**		**Possible Thematic Connections**
		Literary Text	Poetry	
			Drama	
			Fiction (short story or novel)	
			Literary Nonfiction	
		Informational Text	Expository	
			Persuasive	
			Procedural	

Step Three: Identify skills for unit study. Begin with the reading strand skills and then look for natural connections with other strands.



Step Four: Identify focal points needing explicit instruction (mini lessons) in order for students to reach mastery levels and take ownership of their learning.

Skill for Explicit Instruction	Methods Used for Explicit Instruction	Formative Assessment Options	Approximate Time Needed

Step Five: Identify the persistent weak area(s) or TEKS in this unit. (Begin with the end in mind.)

Skill Weakness (TEKS)	Overall	Individual	Plan for Additional Instruction

Planning for Option Three:
Test Prep for Summative Assessments

A written overview of the planning steps for using this text as a test prep tool, along with a graphical representation of the process, are provided for your use. A blank calendar for use when planning is included at the end of this section.

Step One begins with planning the administration of the assessment. After selecting the assessment you would like to use, read through the assessment and look at the length of each reading selection and the number of multiple-choice questions for each selection.

In **Step Two**, review the short-answer questions. Select the questions you would prefer to include and determine an approximate length of time necessary for the students to respond successfully.

In **Step Three**, determine the approximate length of time it will take the students to successfully read, interact with, and answer the Editing and Revising section of the assessment.

Step Four is the written portion of the assessment. Two choices have been included and may be used to give the students a choice when they begin to write. The other option is that you select one of the two options and administer the test in that manner. Review the two options and decide on an approximate length of time to allow for writing.

The final segment, **Step Five**, takes a look at the results and the data generated. After scoring, review the data to chart the weaknesses overall and individually, using the provided answer key at the back of each unit. Then plan the best way to approach any areas needing instructional time and additional resources. It is imperative that educators allow for time to review the assessment and/or specific skills showing weaknesses before moving on to another unit.

The entire process of lesson planning for Option Three might look something like this.

Step One: Determine the length of time needed for the students to read and interact with each selection.

Unit Number	Title of Selection	Approximate Time Needed for Reading and Interaction	Number of Questions	Approximate Time Needed to Answer Questions

Step Two: Determine the length of time needed for the students to successfully respond to each short-answer question chosen to be included on the assessment.

Unit Number	Title of Selection(s)	Short-Answer Question (List Number)	Approximate Time Needed to Answer Questions

Step Three: Determine the length of time needed for the students to successfully interact with the text and respond to each revising and editing question in that section. This section should be given as a unit and not broken apart.

Unit Number	Number of Editing Questions	Approximate Time Needed to Answer Questions	Number of Revising Questions	Approximate Time Needed to Answer Questions

Step Four: Determine which choice(s) will be administered and an approximate length of time to allow.

Unit Number	Choice 1	Approximate Time Needed	Choice 2	Approximate Time Needed

Step Five: Identify the weak area(s) or TEKS in this unit. (Begin with the end in mind.)

Skill Weakness (TEKS)	Overall	Individual	Plan for Instruction

Planning Calendar for Options 1–3

Week	Weekday	**Option 1** Teaching, Testing, Reviewing	**Option 2** Benchmarking, Teaching, Retesting	**Option 3** Assessment Only
Week One	Monday	Thematic Instruction: • address essential questions using discussion or grouping activity • engage student interest through technology integration	Test Administration: • reading passages • note-taking	Test Administration: • reading passages • note-taking
	Tuesday	Thematic Instruction: • read paired passages, take notes (annotate)	Test Administration: • reading passages • revising and editing questions	Test Administration: • reading passages • note-taking • revising and editing questions
	Wednesday	Thematic Instruction: • grouping activity to discuss reading (perhaps Socratic seminar), based on essential questions • technology integration inquiry-based activity	Test Administration: • answering multiple-choice questions	Test Administration: • answering multiple-choice questions
	Thursday	Thematic Instruction: • reflective writing using essential questions or quotations • mini lesson on revising and editing skills using reflective writing	Test Administration: • drafting short-answer and essay questions	Test Administration: • drafting short-answer and essay questions
	Friday	Test Administration: • revising and editing sections Thematic Instruction: • introduce mini research project (with technology component) • group work on project	Thematic Instruction: • address essential questions using discussion or grouping activity • engage student interest through technology integration	Test Review and Debrief: • targeting multiple-choice items

Planning Calendar for Options 1–3

Week	Weekday	**Option 1** Teaching, Testing, Reviewing	**Option 2** Benchmarking, Teaching, Retesting	**Option 3** Assessment Only
Week Two	Monday	Thematic Instruction: • revisit essential questions • group work on research projects	Thematic Instruction: • grouping activity to discuss reading (perhaps Socratic seminar), based on essential questions • technology integration inquiry-based activity	Test Review and Debrief: • targeting short-answer and essay responses
	Tuesday	Thematic Instruction: • group research project presentations • discussion format debrief of big ideas related to the theme	Thematic Instruction: • reflective writing using essential questions or quotations • mini lesson on revising and editing skills using reflective writing	Test Review and Debrief: • targeting revising and editing skills
	Wednesday	Thematic Instruction: • mini lesson on excerpting textual evidence • group activity to locate textual evidence • discussion format (consider silent discussions)	Thematic Instruction: • mini lesson on excerpting textual evidence • group activity to locate textual evidence • discussion format (consider silent discussions)	
	Thursday	Thematic Instruction: • introduction of short-answer response rubric Test Administration: • short-answer question response	Thematic Instruction: • practice with literary analysis using discussion format or technology tool • revisit reading and add to annotations using grouping format	
	Friday	Test Review and Debrief: • examining student short-answer exemplars • practice with scoring based on rubric	Thematic Instruction: • mini lesson on characteristics of genres (literary versus informational texts) • review of writing process strategies and skills	

Planning Calendar for Options 1–3

Week	Weekday	**Option 1** Teaching, Testing, Reviewing	**Option 2** Benchmarking, Teaching, Retesting	**Option 3** Assessment Only
Week Three	Monday	Thematic Instruction: • review of writing process • mini lesson on characteristics of genres (informational versus literary texts)	Skill Practice: • skills-based vocabulary review • study-skill strategies for literary analysis	
	Tuesday	Test Administration: • essay	Test Administration: • answering multiple-choice questions (including revising and editing)	
	Wednesday	Test Review and Debrief: • examining student essay exemplars • practice scoring based on essay rubric Skill Practice: • skills-based vocabulary review • study-skill strategies for literary analysis	Test Administration: • drafting short-answer and essay questions	
	Thursday	Test Administration: • answering multiple-choice questions	Test Review and Debrief: • targeting multiple-choice items (including revising and editing)	
	Friday	Test Review and Debrief: • targeting multiple-choice items Thematic Instruction: • reteaching of skills based on mastery	Test Review and Debrief: • targeting short-answer and essay responses	

Planning Calendar for Options 1–3

Week	Day One	Day Two	Day Three	Day Four	Day Five
One					
Two					
Three					

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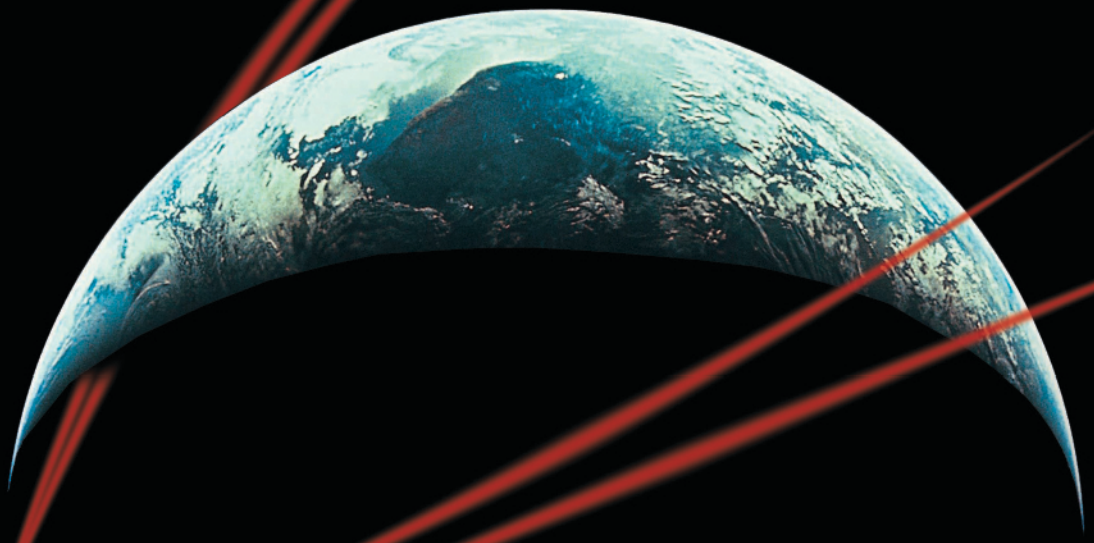

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