<table>
<thead>
<tr>
<th>Objective</th>
<th>The students are going to write a short fictional story, in their perspectives, of how the people during the early 1900’s felt about Spindletop.</th>
</tr>
</thead>
</table>
| TEKS      | §110.18. English Language Arts and Reading, Grade 6  
(b) Knowledge and skills.  
(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.  
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:  
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;  
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;  
(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;  
(D) edit drafts for grammar, mechanics, and spelling; and  
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. |
|           | §110.19. English Language Arts and Reading, Grade 7,  
(b) Knowledge and skills.  
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:  
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;  
(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;  
(C) complete analogies that describe part to whole or whole to part;  
(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., habeus corpus, e pluribus unum, bona fide, nemesis); and  
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the
meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.

§110.20. English Language Arts and Reading Grade 8
(b) Knowledge and skills.

(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.

(10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;

(B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;

(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and

(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence.

<table>
<thead>
<tr>
<th>STAAR</th>
<th>4 Read this sentence from paragraph 4.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>And he would explain it to me, and though I couldn’t really understand, still I would feel something, a cool fizzing behind my ears, because I was feeding off his astonishment.</em></td>
</tr>
</tbody>
</table>

The sensory language in this sentence highlights the narrator’s —

- F optimism
- G confusion
- H excitement
- J discomfort
The idea of storing seeds has been discussed by global organizations since the 1980s. Dr. Cary Fowler, who was president of the Global Crop Diversity Trust at the time of the vault’s creation, explained that construction plans for such a vault began to come together shortly after several natural disasters devastated global food crops. Fowler and his agency want to collect and safely store seeds to make sure they do not disappear in the future. He and other scientists are concerned that plant diversity is rapidly diminishing. “We are losing biodiversity every day,” Fowler explains. “It is kind of a drip, drip, drip—it’s also inevitable. We need to do something about it.” When a type of food is no longer grown because of a natural disaster, such as a flood, or because it becomes unpopular or too expensive to grow, it can disappear from stores and kitchens forever. The Global Crop Diversity Trust wants to prevent this by preserving as many varieties of seeds as possible. The assortment at the vault ensures that food supplies can be maintained or replenished if necessary.

8 Read the information about the origin of the word replenish.

from Latin plenus, meaning “full”

This information helps the reader understand that replenished in paragraph 2 means —

F built up again
G highly valued
H properly managed
J correctly used

10 Read these sentences from the selection.

“We are losing biodiversity every day,” Fowler explains. “It is kind of a drip, drip, drip—it’s also inevitable.”

The comparison in Fowler’s statement helps the reader understand that —

F few people realize the consequences of losing seed varieties
G seed varieties are lost slowly, but the loss accumulates over time
H many seed varieties have been lost as a result of natural disasters
J scientists think seed varieties could be saved through improved agricultural practices
### Engage

The students will come in with visuals all over the room. Once everyone is in the room the teacher will play the video of Spindletop. After the video, there will be an open floor discussion over what Spindletop was, how it was created, and how is it utilized today.

### Explore

The students will write down, or be provided a powerpoint, of key points over Spindletop. These key points are the dates, topographical key areas, terrain, the businesses in the area, and more. The students will have five minutes to brainstorm over how they are to create a fictional story of the

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### Struggling Learners

- The struggling learners may write about the personal attributes of how the people felt about Spindletop.
- The struggling learners may write between 1-2 pages.

### Advanced Learners

- The advanced learners will write about the economical, physical, political, and personal attributes of how the people felt about Spindletop.
- The advanced learners will write 5-7 pages.

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**Helpful Links**

- Ocean Energy
- Spindletop

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**12** Read the dictionary entry below.

```
critical  \\kri-ti-kal\ adj  
1. relating to a stage of illness 2. tending to evaluate unfavorably 3. needed to serve a purpose 4. using careful judgment
```

Which definition best fits how *critical* is used in paragraph 1?

- **F** Definition 1
- **G** Definition 2
- **H** Definition 3
- **J** Definition 4

1  Deep beneath the permafrost about 600 miles from the North Pole, a concrete chamber is keeping a treasure safe. The vault is hidden 390 feet inside a mountain in Norway’s remote Svalbard Islands. This isolated location ensures that the treasure concealed in the vault will remain untouched by any human or natural disaster. The vault was built to withstand bomb blasts and earthquakes, but the treasure it shields is not what you might expect. This vault was not built to store precious gems or gold bars. It was designed to store something even more valuable and *critical* to our very survival—food. This vault is sometimes called the Fort Knox of food.
<table>
<thead>
<tr>
<th>Explain</th>
<th>This will be the time that any reteaching should be done. This allocated time is for any students that need further guidance or any clarification. The students should write between 3-5 pages.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaborate</td>
<td>Students will be given the majority portion of the period to complete their writing. This is the time that the teacher should be in the power zone. By being in the power zone, this should help eliminate any further questions or clarification that may arise.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>If students complete their essay, they may turn in their work. If they did not finish their work, they must take it home for homework. (If the teacher has time to spare the next instructional day, they may allow for 10-15 minutes, or more, of continued work.)</td>
</tr>
</tbody>
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