<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  
Knowledge and skills.  
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:  
(A) describe personal connections to a variety of sources, including self-selected texts;  
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;  
(C) use text evidence to support an appropriate response;  
(D) paraphrase and summarize texts in ways that maintain meaning and logical order;  
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;  
(F) respond using newly acquired vocabulary as appropriate;  
(G) discuss and write about the explicit or implicit meanings of text;  
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and  
(I) reflect on and adjust responses as new evidence is presented.  
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:  
(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;  
(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;  
(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and  
(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure. |
| §110.19. English Language Arts and Reading, Grade 7,  
Knowledge and skills.  
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:  
(A) describe personal connections to a variety of sources, including self-selected texts;  
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;  
(C) use text evidence to support an appropriate response;  
(D) paraphrase and summarize texts in ways that maintain meaning and logical order;  
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;  
(F) respond using newly acquired vocabulary as appropriate; |
(G) discuss and write about the explicit or implicit meanings of text;
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
(I) reflect on and adjust responses as new evidence is presented.

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.
The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;
(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and
(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

§110.20. English Language Arts and Reading Grade 8
Knowledge and skills.
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe personal connections to a variety of sources, including self-selected texts;
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;
(C) use text evidence to support an appropriate response;
(D) paraphrase and summarize texts in ways that maintain meaning and logical order;
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
(F) respond using newly acquired vocabulary as appropriate;
(G) discuss and write about the explicit or implicit meanings of text;
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice
(I) reflect on and adjust responses as new evidence is presented; and
(J) defend or challenge the authors' claims using relevant text evidence.

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.
The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and
(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and
(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

<table>
<thead>
<tr>
<th>STAAR</th>
<th>4 Read this sentence from paragraph 4.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

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

- **F** optimism
- **G** confusion
- **H** excitement
- **J** discomfort

2 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
12 Read the dictionary entry below.

**critical** \(\text{kri-ti-kəl}\) *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>Struggling Learners</th>
<th>The struggling learners may write about the personal attributes of how the people felt about Spindletop.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The struggling learners may write between 1-2 pages.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Learners</th>
<th>The advanced learners will write about the economical, physical, political, and personal attributes of how the people felt about Spindletop.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The advanced learners will write 5-7 pages.</td>
</tr>
</tbody>
</table>

**Helpful Links**
- [Spindletop](https://www.youtube.com/watch?v=8QTXkLK7yyo)
- [Spindletop History Channel](https://www.history.com/topics/landmarks/spindletop)

**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
**English Language Arts Lesson Plan Middle School**

<table>
<thead>
<tr>
<th><strong>Explain</strong></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><strong>Elaborate</strong></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><strong>Evaluate</strong></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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