


English II Curriculum Bundle # 2

Title		Suggested Dates
<i>Building the Foundation</i>		Sept. 14 – Oct. 2 (13 instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Writers use patterns to develop their ideas and connect to their readers.	What patterns are best for communicating instructions or memos? How does the pattern I choose influence the meaning and effectiveness of my writing?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
Reading:		
II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: II.1A determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes		Six Steps to Vocabulary Development LTF Vocabulary strategies Dallas County Schools Smart Teaching Documents, Obj. 1: Word Meaning, 6B (pp. R1-R5)
II.5 Reading/ Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: II.5D demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature.	Notes: Provide literature from a variety of cultures and authors Emphasize the stated and inferred characteristics of various cultures from a characteristics and experiences of characters from other cultures Analyzes narrative and expository text to identify distinctive and shared characteristics TAKS-10.9A Recognize distinctive and shared characteristics of cultures through reading	The Write Path pp. 72-73 (intranet)
Writing:		
II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: II.13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences,	Apply writing process to procedural piece (see II.15 below)	Essay Writing (UVIC) The Write Path pp 80-93, 111-117 (intranet) (AVID) PSAT Lessons (PISD Intranet) PSAT Materials/Materials for the classroom/

English II Curriculum Bundle # 2

determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea		Writing Prep/The essay
II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: II.13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning	Apply writing process to procedural piece (see II.15 below)	Essay Writing (UVIC) The Write Path 80-94 (intranet) (AVID)
II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: II.13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	Apply writing process to procedural piece (see II.15 below) TAKS-10.1B Write in a voice and style appropriate to audience and purpose	The Write Path 80-93 and 111-117 (intranet) Laying the Foundation (Grade 10) “Revision and Editing Strategies” pp. 446 Acts of Teaching: How to Teach Writing
II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: II.13D edit drafts for grammar, mechanics, and spelling	Apply writing process to procedural piece (see II.15 below) TAKS-10.2C Proofread writing for appropriateness of organization, content, style, and conventions	The Write Path 80-93 and 111-117 (intranet) Laying the Foundation (Grade 10) “Revision and Editing Strategies” pp. 446 Acts of Teaching: How to Teach Writing
II.13E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Apply writing process to procedural piece (see II.15 below) TAKS-10.2B Develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience and purpose. TAKS 10.3D Produce error-free writing in the final draft.	The Write Path 80-93 and 111-117 (intranet) Laying the Foundation (Grade 10) “Revision and Editing Strategies” pp. 446 Acts of Teaching: How to Teach Writing Peer Editing Form for secondary ELA PISD Peer Editing Form
II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: II.15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: II.15B(i) organized and accurately conveyed information II.15B(ii) reader-friendly formatting techniques; and II.15B(iii) anticipation of readers' questions;		EoL: How-to Paper Mail Bonding EoL: Instructions for a process
Oral and Written Conventions:		
II.17 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of	TAKS-10.3B Demonstrate control over grammatical elements such as subject-verb agreement, pronoun	Elements of Language Course Four (EoL4) Pg. 359-360; 704-706; 724-735; 968

English II Curriculum Bundle # 2

<p>academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to: II.17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p> <p>PSAT Prep: Verb Tense, SV agreement, Modifiers, Sentence Structure</p>	<p>antecedent agreement, verb forms, and parallelism Including: Subject-Verb agreement</p> <ul style="list-style-type: none"> • When noun or prepositional is placed between subject and verb (The list of addresses was prepared by the secretary.) • When the verb precedes the subject (In this catalog are the requirements for admission, the courses, and the fees.) <p>Confusing conjunctions (as, as if that, whether) Parallel structure</p>	<p>Four Uses of the Comma (intranet) Using English, Multiple Handouts</p> <p>PSAT Lessons (PISD Intranet) PSAT Materials/Materials for the classroom/ Writing Prep/Grammar and usage/ Verb Tense S-V agreement Modifiers Sentence Structure</p>
<p>II.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: II.18A use conventions of capitalization</p>	<p>TAKS-10.3A Produce legible work that shows accurate spelling, and correct use of the conventions of punctuation and capitalization such as italics and ellipses</p>	<p>EoL: Capitalization</p>
<p>II.19 Oral and Written Conventions/Spelling. Students spell correctly. II.19 Students are expected to spell correctly, including using various resources to determine and check correct spellings</p>		<p>Glencoe Spelling and Grammar</p>
<p>Listening and Speaking:</p>		
<p>II.24 Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: II.24B follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes.</p>		<p>The Write Path 111-117 (intranet) Debriefing of the writing process.</p>
<p>II.26 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. II.26 Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making</p>		<p>The Write Path 111-117 (intranet)</p>

Figure: 19 TAC §110.30(b)
English II (§110.32 English Language Arts and Reading)

English II Curriculum Bundle # 2

Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and
- (B) make complex inferences about text and use textual evidence to support understanding.