

English II Curriculum Bundle # 3



Title	Suggested Dates
<i>Building the Foundation</i>	Oct. 5 – Oct. 23 (14 instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Writers use patterns to develop their ideas and connect to their readers.	<p>What techniques can I use to create a story that reveals a truth about my life?</p> <p>What characteristics are common in story plots?</p>

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:		
<p>II.2 Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>II.2A compare and contrast differences in similar themes expressed in different time periods</p>	<p>TAKS-10.11A Compare and contrast varying aspects of texts such as themes, conflicts, and allusions.</p> <p>Including:</p> <p>both within and across texts</p> <ul style="list-style-type: none"> • analyzing individual characters and • comparing/contrasting characters <p>Analyzing Traits of Characters</p> <ul style="list-style-type: none"> • Physical Traits • Personal Traits (e.g., moral, ethical, evil, compassionate, loving, wealthy/poor) • Emotional Traits <p>Analyzing Motivation of Characters (for decisions, actions, and changes)</p> <ul style="list-style-type: none"> • Intellectual Motivation • Emotional Motivation • Physical Motivation • Psychological Motivation (e.g., status-seeking, power, etc.) <p>“Allusions” refer to the author’s reference to literary elements (e.g., parables, quotations, history, Biblical, mythological, classical literature).</p>	<p>Elements of Language 4th Course (EoL 4) pp. 178-181</p> <p>LTF- Peeling Back the Layers-“Nightwatch” (Pg.180); Identifying Literary Themes-Sophocles and Johnson (LTF Pg 220)</p> <p>Glencoe Literature Course 5 Teachers’ Index</p>

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	<p>How the reader knows about the character</p> <ul style="list-style-type: none"> • What the character says • What the character does or does not do • What other characters tell us about the character • What the author tells us about the character directly and • indirectly (e.g. Explanatory words in quotations and other • characters' reactions to the character <p>Including recognizing theme as: the “central or dominating idea—the message implicit in a work. The theme is seldom stated directly. It is an abstract concept indirectly expressed through recurrent images, actions, characters, and symbols and must be inferred by the reader or spectator. Theme differs from subject in that must be inferred by the reader or spectator. Theme differs from subject in that theme is a comment, observation, or insight about the subject.</p>	
<p>II.7 Reading/ Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</p> <p>II.7 Students are expected to explain the function of symbolism, allegory, and allusions in literary works.</p>	<p>TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p> <p>“Allusions” refer to the author’s reference to literary elements (e.g., parables, quotations, history, Biblical, mythological, classical literature).</p> <p>Including such TAKS-tested issues as:</p> <ul style="list-style-type: none"> • the author’s purpose in using a specific metaphor or simile • the author’s purpose in alluding to a specific parable (or other • allusion) • the purpose of the author’s use of rhythms/repetition in a narrative passage • the author’s use of “figurative/vividly descriptive language” such as • specific images and vivid adjectives/adverbs 	<p>EoL 4 Pg. 180 EoL 4 Pg. 195 EoL 4 Pg. 125 EoL 4 Pg. 199 EoL: Symbolism EoL: Allegory</p>
<p>Writing:</p>		
<p>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:</p> <p>II.13A plan a first draft by selecting the correct genre for</p>	<p>Apply writing process to Story (see II.14 below)</p>	<p>Essay Writing (UVIC) The Write Path pp 80-93 (intranet)</p>

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<p>conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p>		
<p>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</p>	<p>Apply writing process to procedural piece (see II.15 below)</p>	<p>Essay Writing (UVIC) The Write Path p. 125 (intranet)</p>
<p>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</p>	<p>Apply revision process to story form this bundle or the poem from bundle 1 to publish. TAKS-10.1B Write in a voice and style appropriate to audience and purpose</p>	<p>The Write Path 80-93, 111-117 (intranet) Laying the Foundation (Grade 10) “Revision and Editing Strategies” pp. 446 Acts of Teaching: How to Teach Writing</p>
<p>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</p>	<p>Apply writing process to procedural piece (see II.15 below) TAKS-10.2C Proofread writing for appropriateness of organization, content, style, and conventions</p>	<p>The Write Path 80-93, 111-117 (intranet) Laying the Foundation (Grade 10) “Revision and Editing Strategies” pp. 446 Acts of Teaching: How to Teach Writing</p>
<p>II.13E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>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.</p>	<p>The Write Path 80-93, 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 (intranet)</p>
<p>II.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to: II.14A write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone</p>		<p>Short Story Writing for High School Freytag’s Pyramid The Write Path pp 118-124 (intranet)</p>
<p>Oral and Written Conventions:</p>		

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<p>II.17 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to: II.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: II.17A(iii) reciprocal pronouns (e.g., each other, one another) PSAT Prep: Pronoun Use</p>	<p>Including:</p> <ul style="list-style-type: none"> • Emphatic/reflexive (He himself will pay the damages.) • Indefinite (all, any, both, each, either, everybody, none, several, some, someone) 	<p>Pronouns ESC Writing Resource Center</p> <p>PSAT Lessons (PISD Intranet) PSAT Materials/Materials for the classroom/ Writing Prep/Grammar and usage/ Pronoun Use</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.18B use correct punctuation marks including: II.18B(ii) quotation marks to indicate sarcasm or irony PSAT Prep: Punctuation with colons</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>II.18B(ii)Example: Whenever Algernon wants to avoid an unwelcome social obligation, he makes an ostensible visit to his "sick friend".</p>	<p>PSAT Lessons (PISD Intranet) PSAT Materials/Materials for the classroom/ Writing Prep/Grammar and usage/ Punctuation with colons</p>
<p>Research:</p>		
<p>II.23 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that: II.23C uses graphics and illustrations to help explain concepts where appropriate</p>		<p>Organizational Patterns (intranet) Research Paper Guide, p. 14: Incorporating Graphics</p>
<p>II.23 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that: II.23D uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research</p>		<p>Scoring Guides Research Rubric</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.24A listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content</p>	<p>TAKS-10.14A Focus attention, interpret, respond, and evaluate speaker's message</p>	<p>Cornell note taking Cornell Notes PPT</p>

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for clarification and elaboration;

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

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.