

## English II Curriculum Bundle # 7



Title	Suggested Dates
<i>Personal Expression</i>	Jan. 5 – Jan. 29 (16 instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Reading and writing are tools of expression and communication on a personal level and to a larger audience.	What makes an introductory paragraph(s) effective? How do I decide which details to put in and which to leave out of an analytical essay? How does changing the position of clauses and phrases impact the meaning or effect that a sentence has on a reader?

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)
<b>Reading:</b>		
<b>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b> II.1C infer word meaning through the identification and analysis of analogies and other word	<b>TAKS-10.6G</b> Read and understand analogies	<a href="#">Dallas County Schools Smart Document: Word Meaning, Analogies (P.R12)</a> <a href="#">LTF Vocabulary strategies</a>
<b>II.11 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</b> II.11A evaluate text for the clarity of its graphics and its visual appeal	<b>TAKS-10.19C</b> Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements	<a href="#">Dallas County Schools Smart Documents: Media: Relationships of Ideas 19B (Pp. R 129-131)</a>
<b>II.11 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</b> II.11B synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).	<b>TAKS-10.20B</b> Deconstruct media to get the main idea of the message's content	<a href="#">Dallas County Schools Smart Documents: Media: Purpose 19C (pp. R132-141)</a>
<b>Writing:</b>		

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<p><b>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:</b>  <b>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:</b>          II.13A plan a first draft by selecting the correct genre for 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>Apply writing process to analytical essay (see II.15 below)</p>	<p><a href="http://web.uvic.ca/wguide/Pages/EssaysToc.html">http://web.uvic.ca/wguide/Pages/EssaysToc.html</a>  <a href="http://www.tameri.com/write/formgenre.html">http://www.tameri.com/write/formgenre.html</a></p>
<p><b>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:</b>          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 analytical essay (see II.15 below)</p>	<p><a href="http://web.uvic.ca/wguide/Pages/EssaysToc.html">http://web.uvic.ca/wguide/Pages/EssaysToc.html</a>  <a href="#">Organizational Patterns</a> (intranet)  <a href="#">Transitions</a></p>
<p><b>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:</b>          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 writing process to analytical essay (see II.15 below)   <b>TAKS-10.1B</b> Write in a voice and style appropriate to audience and purpose</p>	<p><a href="#">The Write Path pp 80-93, 111-117</a> (intranet)  <a href="#">Laying the Foundation</a> (Grade 10) “Revision and Editing Strategies” pp. 446  <a href="#">Acts of Teaching: How to Teach Writing</a></p>
<p><b>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:</b>          II.13D edit drafts for grammar, mechanics, and spelling</p>	<p>Apply writing process to analytical essay (see II.15 below)  <b>TAKS-10.2C</b> Proofread writing for appropriateness of organization, content, style, and conventions</p>	<p><a href="#">The Write Path pp 80-93, 111-117</a> (intranet)  <a href="#">Laying the Foundation</a> (Grade 10) “Revision and Editing Strategies” pp. 446  <a href="#">Acts of Teaching: How to Teach Writing</a></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 analytical essay (see II.15 below)  <b>TAKS-10.2B</b> Develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience and purpose.  <b>TAKS 10.3D</b> Produce error-free writing in the final draft.</p>	<p><a href="#">The Write Path pp 80-93, 111-117</a> (intranet)  <a href="#">Laying the Foundation</a> (Grade 10) “Revision and Editing Strategies” pp. 446  <a href="#">Acts of Teaching: How to Teach Writing</a>  <a href="#">Peer Editing Form for secondary ELA</a>  <a href="#">PISD Peer Editing Form</a> (intranet)</p>
<p><b>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:</b>          II.15A write an analytical essay of sufficient length that</p>		<p><a href="#">EoL: Writing a Literary Analysis (Pp. 178-197)</a>  <a href="#">Text Analysis Chart</a> (intranet)</p>

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includes: II.15A(i) effective introductory and concluding paragraphs and a variety of sentence structures		
<b>II.15 ...write an analytical essay of sufficient length that includes:</b> II.15A(ii) rhetorical devices, and transitions between paragraphs		
<b>II.15 ...write an analytical essay of sufficient length that includes:</b> II.15 (iii) a thesis or controlling idea		<a href="#">Creating a Thesis Statement</a>
<b>II.15 ...write an analytical essay of sufficient length that includes:</b> II.15A(iv) an organizing structure appropriate to purpose, audience, and context		<a href="#">EoL: Writing a Literary Analysis (Pp. 178-197)</a>
<b>II.15 ...write an analytical essay of sufficient length that includes:</b> II.15A(v) relevant evidence and well-chosen details		
<b>II.15 ...write an analytical essay of sufficient length that includes:</b> II.15A(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement		
<b>Oral and Written Conventions:</b>		
<b>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:</b> II.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: II.17A(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles)	<b>TAKS-10.3C</b> Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions <b>TAKS-10.5A</b> Evaluate writing for both mechanics and content  <b>Including pronoun usage with verbals:</b> <ul style="list-style-type: none"> <li>• Complement to the infinitive (The speakers are to be <u>they</u> who are running for election.)</li> <li>• Object of infinitive (The chairman asked me to invite <u>him</u> to the conference.)</li> </ul>	<a href="#">EoL: Chapter 18, Active Voice and Passive Voice (Pp. 601-605)</a>
<b>Listening and Speaking:</b>		

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<p><b>II.24 Listening and Speaking/Listening.</b> 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:</p> <p>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 for clarification and elaboration</p>	<p><b>TAKS-10.14A</b> Focus attention, interpret, respond, and evaluate speaker's message</p>	<p><a href="#">Cornell Summary Notes</a> <a href="#">Note taking strategies EnglishCompanion.com</a></p>
<p><b>Figure: 19 TAC §110.30(b)</b> <b>English II (§110.32 English Language Arts and Reading)</b></p>		
<p><b>Reading/Comprehension Skills.</b> 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:</p>		
<p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences about text and use textual evidence to support understanding.</p>		