



English II Curriculum Bundle # 7

Title	 	Suggested Dates
<i>Analyzing Expository Text</i>		Jan. 4- Jan. 28 (19 Instructional days) Jan. 31 –

Big Idea/Enduring Understanding	Guiding Questions
<p>Reading and writing are tools of expression and communication on a personal level and to a larger audience.</p> <p>Assurance Words: Extrapolate, Generalizations, Interrelated</p>	<p>How can I be sure that my interpretation of a text is valid?</p> <p>How can I draw conclusions from cultural and historical texts?</p> <p>What is the difference between a summary and a critique?</p> <p>How do I use text evidence to craft an OER on an expository piece of literature?</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. [Link to Secondary ELA Curriculum Resources](#) [Holt Online Resources](#)

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources	
		Instruction	Practice/Assessment
Reading:			
<p>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>I.1C produce analogies that describe a function of an object or its description;</p>	<p>Note: PSAT/NMSQT: Schedule one day in computer lab with grade-level counselor for Review of Critical Reading Questions and Results.</p>	<p>Six Steps to Vocabulary Development Vocabulary Notebook Teaching Idioms</p>	<p>LTF Online Vocabulary Quad Cards</p>
<p>II.8 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.</p> <p>II.8 Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details</p>	<p>Question Stem: Which quotation from the selection best summarizes the author's view of _____?</p>		<p>Holt – Triplet Study (Pg. 694), Pg. 118-119, 226-227</p>
<p>II.9 Reading/ 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</p>	<p>Question Stem:</p> <ul style="list-style-type: none"> • Does any information included in this response to _____ go beyond summary? • What is the best summary of this 	<p>Example of Critique</p>	

English II Curriculum Bundle # 7

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources	
		Instruction	Practice/Assessment
<p>are expected to: II.9A summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;</p>	<p>article?</p>		
<p>Metacognitive Reading Comprehension Skills (Figure 19)</p>			
<p>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:</p> <p>RC(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>RC(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p>	<p>Question Stem: What are the four most important facts that help support the author’s purpose?</p>		
	<p>Question Stem: From the information in paragraph ___ the reader can tell that _____.</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 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 for Expository OER.</p>	<p>Holt Writing Workshop: Interpretive Response to Expository Text pp 390-399 (Thinkcentral.com Keyword: HML10-390)</p> <p>Gretchen Bernabei’s TAKS writing strategies LTF: Personal Odyssey Essay (P. 532) (Note: May need to change text of reference)</p>	<p>(Thinkcentral.com Keyword: HML10-390)</p>
<p>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 for Expository OER.</p>	<p>Gretchen Bernabei’s TAKS writing strategies</p>	<p>(Thinkcentral.com Keyword: HML10-390)</p>

English II Curriculum Bundle # 7

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources	
		Instruction	Practice/Assessment
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 for Expository OER.	Gretchen Bernabei's TAKS writing strategies The Write Path pp 80-93 (intranet)	(Thinkcentral.com Keyword: HML10-390)
II.13D edit drafts for grammar, mechanics, and spelling; and	Apply writing process for Expository OER.	Gretchen Bernabei's TAKS writing strategies The Write Path pp 111-117 (intranet)	(Thinkcentral.com Keyword: HML10-390)
II.13E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Apply writing process for Expository OER.	Gretchen Bernabei's TAKS writing strategies The Write Path pp 111-117 (intranet) TAKS Rubric (intranet)	(Thinkcentral.com Keyword: HML10-390)
<p>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.</p> <p>Students are expected to:</p> <p>II.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that</p> <p>II.15C(i) extends beyond a summary and literal analysis</p> <p>II.15C(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations</p> <p>II.15C(iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices</p>	Apply writing process for Expository OER.	<p>Holt Writing Workshop: Interpretive Response to Expository Text pp 390-399 (Thinkcentral.com Keyword: HML10-390)</p> <p>Gretchen Bernabei's TAKS OER strategies</p> <p>OER Rubric (intranet)</p> <p>LTF: Dialectical Journals (P. 388)</p> <p>The Write Path pp 25-26 (intranet)</p>	<p>Holt – “Deep Survival” (Pg. 103), “By the Waters of Babylon” (Pg. 322), Pg. 99</p>