

English II Curriculum Bundle # 8



Title	Suggested Dates
Personal Expression	Feb. 1 – Feb. 19 (13 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.	<p>What stylistic and rhetorical devices do authors use to create a specific response in the reader?</p> <p>How can I be sure that my interpretation of a text is valid?</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.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>II.1D show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., <i>glasnost</i>, <i>avant-garde</i>, <i>coup d'état</i>)</p>	<div style="border: 1px solid black; padding: 5px; color: red;"> <p>Note: PSAT/NMSQT: Schedule one day in computer lab with grade-level counselor for Review of Critical Reading Questions and Results.</p> </div>	<p>Six Steps to Vocabulary Development Vocabulary Notebook Teaching Idioms 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>TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	<p>Dallas County Schools Smart Documents: Summary and Main Idea 7F, 7G (P. R13); Use Text to Defend Response 10B (P. R104)</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 are expected to:</p> <p>II.9A summarize text and distinguish between a summary</p>	<p>TAKS-10.7F Produce summaries of texts by identifying main ideas and their supporting details</p> <p>TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	<p>Example of Critique</p>

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and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;		
Writing:		
<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>Gretchen Bernabei's TAKS writing strategies EoL: Writing a Personal Reflection (Pp. 28-49) LTF: Personal Odyssey Essay (P. 532) (Note: May need to change text of reference)</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>Note: Phrasing is awkward here. The transitions and rhetorical devices are to be included in the draft. TAKS-10.1C Organize ideas in writing to ensure coherence, logical progression, and support for ideas</p>	<p>Gretchen Bernabei's TAKS writing strategies</p>
<p>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>TAKS-10.1B Write in a voice and style appropriate to audience and purpose</p>	<p>Gretchen Bernabei's TAKS writing strategies The Write Path pp 80-93 (intranet)</p>
<p>II.13D edit drafts for grammar, mechanics, and spelling; and</p>	<p>TAKS-10.2C Proofread writing for appropriateness of organization, content, style, and conventions</p>	<p>Gretchen Bernabei's TAKS writing strategies The Write Path pp 111-117 (intranet)</p>
<p>II.13E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>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>Gretchen Bernabei's TAKS writing strategies The Write Path pp 111-117 (intranet) TAKS Rubric (intranet)</p>
<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. 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 II.15C(i) extends beyond a summary and literal analysis</p>		<p>Gretchen Bernabei's TAKS OER strategies Dallas County Schools Smart Document: Use Text to Defend Responses 10B (P. R104) OER Rubric (intranet)</p>

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<p>II.15C ... write an interpretative response to an expository or a literary text (e.g., essay or review) that II.15C(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations</p>		<p>Gretchen Bernabei's TAKS OER strategies OER Rubric (intranet)</p>
<p>II.15C ... write an interpretative response to an expository or a literary text (e.g., essay or review) that II.15C(iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices</p>		<p>Gretchen Bernabei's TAKS OER strategies OER Rubric (intranet) LTF: Dialectical Journals (P. 388) The Write Path pp 25-26 (intranet)</p>
<p>Figure: 19 TAC §110.30(b) English II (§110.32 English Language Arts and Reading)</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>(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>		