



English II Curriculum Bundle # 9

Title	 	Suggested Dates
<i>Informational and Workplace Text</i>		Feb. 22 – March 11 (14 Instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Reading and writing are tools of explanation and communication in informational and procedural text. Assurance Words: Relevance	What makes an informational text effective? How do I decide which details to put in and which to leave out of a work related document? 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. [Link to Secondary ELA Curriculum Resources](#) [Holt Online Resources](#)

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources	
		Instruction	Practice/Assessment
Reading:			
II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: II.1C infer word meaning through the identification and analysis of analogies and other word relationships	Question Stem: In this selection, the word ____ is in paragraph ____; this word is to ____ as ____ is to _____.	LTF Vocabulary strategies Six Steps to vocabulary (analogy)	Holt – Reading Strategies (Pg. 912) “Embroidery” (Pg. 160)
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: II.11A evaluate text for the clarity of its graphics and its visual appeal	Question Stem: How do the graphics in this article contribute to the effectiveness of the author’s message?	Holt: Reading For Information pp 548-555 Evaluating Graphics p 554	Holt – Reading for Information (Pg. 548-555) Pg. 548-555
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: II.11B synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).	Question Stem: What is a conclusion that can be drawn based on the graphical source in this selection?	Holt: Reading for information pp 181-183	Holt – Interpreting Graphic Aids: Resource manager p 131
Metacognitive Reading Comprehension Skills (Figure 19)			
Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message.	Question Stem: How does an employee approach a work related document different from other		

English II Curriculum Bundle # 9

<p>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: RC(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p>	<p>informational text? How does the visual information in ____ help your understanding?</p>		
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: 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, 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 a work related document (see II.15 below)</p>	<p>Holt: Business communication Workshop pp 611-617 Thinkcentral.com KEYWORD: HML10-610 Holt R42</p>	<p>Holt: Business communication Workshop pp 611-617 Thinkcentral.com KEYWORD: HML10-610 Holt R42</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 a work related document (see II.15 below)</p>	<p>Holt: Business communication Workshop pp 611-617 Thinkcentral.com KEYWORD: HML10-610 Holt R42</p>	<p>Holt: Business communication Workshop pp 611-617 Thinkcentral.com KEYWORD: HML10-610 Holt R42</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 writing process to a work related document (see II.15 below)</p>	<p>The Write Path pp 80-93, 111-117 (intranet) Laying the Foundation (Grade 10) “Revision and Editing Strategies” pp. 446</p>	<p>Holt: Business communication Workshop pp 611-617 Thinkcentral.com KEYWORD: HML10-610 Holt R42</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 a work related document (see II.15 below)</p>	<p>The Write Path pp 80-93, 111-117 (intranet) Laying the Foundation (Grade 10) “Revision and Editing Strategies” pp. 446</p>	<p>Thinkcentral.com KEYWORD: HML10-610 Holt R42</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 a work related document (see II.15 below)</p>	<p>PISD Peer Editing Form (intranet)</p>	<p>Holt – Pg. 20, 1168-1171</p>

English II Curriculum Bundle # 9

<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.15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:</p> <p>II.15B(i) organized and accurately conveyed information II.15B(ii) reader-friendly formatting techniques; and II.15B(iii) anticipation of readers' questions;</p>	<p>Follow the writing process above to create a work-related document</p>	<p>Holt: Business communication Workshop pp 611-617</p> <p>Thinkcentral.com KEYWORD: HML10-610</p> <p>Holt R42</p> <p>Mail Bonding</p>	<p>Thinkcentral.com KEYWORD: HML10-610</p> <p>Holt R42</p>
<p>Oral and Written Conventions:</p>			
<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:</p> <p>II.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>II.17A(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles)</p>	<p>Including pronoun usage with verbals:</p> <ul style="list-style-type: none"> • Complement to the infinitive (The speakers are to be <u>they</u> who are running for election.) • Object of infinitive (The chairman asked me to invite <u>him</u> to the conference.) 		<p>Holt – Writing Workshop (Pg. 155, 287, 393, R46)</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:</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>Cornell Summary Notes Note taking strategies EnglishCompanion.com</p>	