

## English 2: First Nine Weeks

English 2: First Nine Weeks		
Writing Focus: Expository and Literary Draft	Assessment	Resources
<p><b>13 Writing Process</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) 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: <i>Related Standard</i></p> <p>(B) 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: <b>RS Focus: Literary Piece (Short Story)</b></p> <p>(C) 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: <b>RS</b></p> <p>(D) edit drafts for grammar, mechanics, and spelling: <b>RS</b></p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences: <i>Related Standard</i></p> <p><b>15 - Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes (iii) a controlling idea or thesis; Focus: thesis for expository piece – SS</b></p> <p>(A) (i) effective introductory and concluding paragraphs and a variety of sentence structures; <b>Focus: thesis for expository piece -- SS</b></p> <p><b>14 Literary Text</b></p> <p>(A) 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: <i>Related Standard</i></p> <p>(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone: <i>Related Standard</i></p> <p><b>Focus: Full process paper for expository piece—prewriting/brainstorming, introduction, conclusion, diction (choices to create mood and tone), syntax, details, revision based on feedback, and coherence</b></p>	<p>L: What are the major points of the expository text?</p> <p>M: Compare/contrast expository and literary texts</p> <p>H: What criteria would you use to evaluate students' expository essays?</p>	<p><u>Holt McDougal Literature R36-37; TX15-16</u></p> <p>www.collegeboard.com</p> <p>Conferences; Proofreading Symbols</p> <p>Timed Writings; College Readiness Essays</p>

**RS: Readiness Standards-** standards that will be tested on the EOC assessment

**SS: Supporting Standards-** standards that may appear on the EOC assessment

*Related Standards-* TEKS that aid in the development of skills covered in the Readiness Standards

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	<p><b>17 Conventions:</b>          (A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]: <b>RS</b>              (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles):                  <b>SS</b>                  S/V Agreement; Punctuation; Proper Nouns</p> <p>(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex): <b>RS</b></p> <p><b>18 Handwriting, Capitalization &amp; Punctuation:</b>          (A) use of conventions of capitalization: <b>RS</b></p> <p><b>19 Spelling:</b>          Students spell correctly. Students are expected to:          (A) spell correctly, including using various resources to determine and check correct spellings: <b>RS</b></p> <p><b>Focus: active and passive tenses, compound sentences, comma usage w/coordinating conjunctions, capitalization, spelling-homonyms/homophones</b></p>	<p>L: Identify parts of speech.</p> <p>M: Create sentences using the different parts of speech.</p> <p>H: Explain how chosen parts of speech further understanding of a text.</p>	<p><u>Holt McDougal Literature</u> pg. T17</p> <p>Conferences; Proofreading Symbols</p> <p><u>Holt McDougal Literature</u> pg. T18 Dictionary; Word Processing Spell Check</p>
<b>Research Focus: Develop a Topic</b>		<b>Assessment</b>	<b>Resources</b>
TEKS	<p><b>20 Research Plan</b>          (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic: <i>Related Standard</i>          (B) formulate a plan for engaging in research on a complex, multi-faceted topic: <i>Related Standard</i></p> <p><b>Focus: Brainstorming &amp; Selecting Topics</b></p>	<p>L: List major points in order</p> <p>M: List pros and cons of subject</p> <p>H: What is your favorite topic choice? Why?</p>	<p><u>Holt McDougal Literature</u> pg. T18</p> <p><u>Holt McDougal Literature</u> pgs. 1320-1322</p> <p><u>Texas Write Source</u> pgs. 380-384 Interests/Expertise index card; Tri-fold</p>

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<b>Short Answer: Literary</b>		<b>Assessment</b>	<b>Resources</b>
TEKS	<p><b>2 Reading/Comprehension of Literary Text/ Theme and Genre</b> Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence (A) compare and contrast differences in similar themes expressed in different time periods: <b>SS</b></p> <p><b>15 Expository and Procedural Text</b> (C) write an interpretative response to an expository or a literary text (i) extends beyond a summary and literal analysis: <i>Related Standard</i> (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations: <i>Related Standard</i></p> <p><b>Figure 19.</b> Students use a flexible range of meta-cognitive reading skills in both assigned and independent reading to understand an author’s message. (B) make complex inferences about text and use textual evidence to support understanding: <b>RS</b></p> <p><b>Focus: generating ideas (beyond the literal) from evidence, and formatting</b></p>	<p>L: What is the question asking?</p> <p>M: What quotes can you find to support your answer?</p> <p>H: Explain why the quotes support your answer.</p>	<p><u>Holt McDougal Literature</u> pg. T16</p> <p><u>Holt McDougal Literature</u> pgs. 105, 170, 295, 341, 412, 475, 520, 625, 715, 764, 843, 927, 1052, 1179, 1314</p> <p>TEA website Evidence and Ideas T- Chart; <i>Fiction Selections</i>; Question Stems</p>
<b>Reading / Comprehension Skills</b>			
Addendum	<p>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.</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images): <i>Related Standard</i></p> <p>(B) make complex inferences about text and use textual evidence to support understanding: <i>Related Standard</i></p> <p><b>Focus: drawing conclusions, making inferences (with and without textual evidence), summarizing, questioning</b></p>		

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	Reading / Comprehension of Literary Text	Assessment	Resources
TEKS	<p><b>2 Theme and Genre</b> 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. (A) compare and contrast differences in similar themes expressed in different time periods: <b>SS</b> (C) relate the figurative language of a literary work to its historical and cultural setting: <b>SS</b></p> <p><b>Focus: making inferences and drawing conclusions about theme, and analyzing figurative language from various genres</b></p>	<p>L: How can you recognize the genre of a story?</p> <p>M: How would you change one type of figurative language to another?</p> <p>H: Why is figurative language important?</p>	<p><u>Holt McDougal Literature</u> pgs. TX36-TX37</p> <p>Fiction and nonfiction selections</p>
	<p><b>3 Poetry</b> Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. <b>SS</b></p> <p><b>Focus: analyzing text and structure, making inferences, and drawing conclusions</b></p>	<p>Imagery &amp; Figurative Language Charts</p> <p>L: What are the poetic terms?</p> <p>M: Identify elements of poetry in specific poems.</p>	<p><u>Holt McDougal Literature</u> pgs. T11 &amp; TX37</p> <p><a href="http://www.loc.gov/poetry/180/">http://www.loc.gov/poetry/180/</a></p> <p><a href="http://www.poemhunter.com/">http://www.poemhunter.com/</a></p>
	<p><b>5 Fiction</b> (A) Students analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction. <b>RS</b></p> <p><b>Focus: setting, rising action, climax, falling action, resolution</b></p>	<p>H: Predict what you think will happen next in the story.</p>	<p><u>Holt McDougal Literature</u> pgs. TX37 Everyday Use; To Build a Fire</p>
	<p><b>6 Literary Nonfiction</b> Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction. <b>SS</b></p> <p><b>Focus: diction, syntax, analyze text structure</b></p>	<p><i>from</i> Farewell to Manzanar; Montgomery Boycott; <i>from</i> The Johnstown Flood; The Power of Music</p>	<p><u>Holt McDougal Literature</u> pgs. T12 &amp; TX36-37</p> <p><a href="http://www.Chron.com">www.Chron.com</a> <a href="http://www.Nytimes.com">www.Nytimes.com</a> <a href="http://www.Newsweek.com">www.Newsweek.com</a></p>

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<p><b>7 Sensory Language</b>            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. Students are expected to explain the function of symbolism, allegory, and allusions in literary works.  <b>SS</b></p> <p><b>Focus: simile, metaphor, sensory imagery and language</b></p>	<p>L: Define the 5 senses.</p> <p>M: How would you alter a sight image to a touch?</p> <p>H: Identify the symbolism in the given text.</p>	<p><u>Holt McDougal Literature</u> pgs. T12 &amp; TX36-37</p>
Reading/Comprehension of Informational Text	Assessment	Resources
<p><b>8 Culture and History</b>            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. 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. <b>RS</b></p> <p><b>Focus: controlling idea, author’s purpose</b></p>	<p>L: What is the best example of main idea?</p> <p>M: Identify the theme.</p> <p>H: Explain how theme relates to today’s society.</p>	<p><u>Holt McDougal Literature</u> pgs. T13 &amp; TX36-37</p> <p>Background from <i>Fiction Selections &amp; Nonfiction Selections</i>; Mini-Web searches</p>
<p><b>11 Procedural Text</b>            Students understand how to glean and use information in procedural texts and documents.  <i>Related Standard</i></p> <p><b>Focus: use text to guide action</b></p>	<p>L: Restate daily objectives.</p> <p>M: Apply classroom procedures during class.</p> <p>H: What is the most important daily objective? Why?</p>	<p><u>Holt McDougal Literature</u> pgs. T14 &amp; TX37</p> <p>Daily objectives, rubrics, syllabi, classroom procedures, student handbook, and etc.</p>

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<b>Vocabulary</b>		<b>Assessment</b>	<b>Resources</b>
TEKS	<p><b>1 Vocabulary Development</b></p> <p>(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes:) <b>SS</b></p> <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. <b>RS</b></p> <p><b>Focus: roots, affixes, synonyms, antonyms</b></p>	<p>L: How would you define given affixes and roots?</p> <p>M: Use a thesaurus to find synonyms for given words.</p> <p>H: Rewrite a text incorporating given affixes and roots.</p>	<p><u>Holt McDougal Literature</u> pg. T10</p> <p>Vocabulary text</p> <p>Word Wall; Verbal-Visual; Frayer Model; Cognates; Polysemous Words; Homonyms; Homophones</p>
<b>Listening, Speaking &amp; Teamwork</b>		<b>Assessment</b>	<b>Resources</b>
TEKS	<p><b>24 Listening</b></p> <p>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.</p> <p>(A) 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: <i>Related Standard</i></p> <p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes: <i>Related Standard</i></p> <p><b>26 Teamwork</b></p> <p>Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making <i>Related Standard</i></p>	<p>L: What is an active listener?</p> <p>M: What examples indicate that one is an active listener?</p> <p>H: What is the value of active listening?</p>	<p><u>Holt McDougal Literature</u> pgs. T21</p> <p>Audio Selections; Peer Evaluation; Conferencing; Flexible Grouping; Inner/Outer Circle</p>

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Reading / Media Literacy		Assessment	Resources
TEKS	<p><b>12 Media Literacy</b>            Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional text <b>SS</b></p>	<p>L: Which media is most informative?            M: How would you incorporate media into your work?            H: Which media is most influential?</p>	<p><u>Holt McDougal Literature</u> pgs. T14            Art; Photographs;            Advertisements;            Photographs;            Advertisements</p>

## English 2: Second Nine Weeks

	Writing Focus: Persuasive (full process)	Assessment	Resources
TEKS	<p><b>13 Writing Process</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) 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: <i>Related Standard</i></p> <p>(B) 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: <b>RS</b></p> <p>(C) 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: <b>RS</b></p> <p>(D) edit drafts for grammar, mechanics, and spelling: <b>RS</b> and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. <i>Related Standard</i></p> <p><b>16 Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes: <b>RS</b></p> <p>(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence <b>RS</b></p> <p>(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author’s own words and not out of control): <i>Related Standard</i></p> <p>(C) counter arguments based on evidence to anticipate and address objections: <i>Related Standard</i></p> <p>(D) an organizing structure appropriate to the purpose, audience, and context: <b>RS</b></p> <p>(E) an analysis of the relative values of specific data, facts, and ideas. <b>RS</b></p> <p><b>Focus: Full process persuasive paper-pre-writing/brainstorming, introduction, thesis development, structure, incorporation of data, facts, and ideas, conclusion, arguments w/evidence, rhetorical devices, transitions, revision based on feedback, and coherence</b></p>	<p>L: How would you choose an audience and purpose?</p> <p>M: Create a t-chart listing the pros and cons of your topic.</p> <p>H: Effectively argue both sides of your topic.</p>	<p><u>Holt McDougal Literature</u> pgs. T16</p> <p><u>Holt McDougal Literature</u> Unit 6</p> <p><u>Texas Write Source</u> pgs. 194-220</p> <p><u>Holt McDougal Literature</u> pgs. R40-R41</p> <p><u>Holt McDougal Literature</u> pgs. 150 &amp; 391</p> <p>Thesis Sentence Starters; Thesis/Controlling Idea Chart; Webbing; Outline</p> <p>Clocking; Conferences; Ratiocination; Proofreading Symbols</p> <p>Timed Writings; College Readiness Essays</p>



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<p><b>17 Conventions:</b> (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: <b>RS</b>     (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles) <b>SS</b>     (ii) restrictive and nonrestrictive relative clauses <b>SS</b> (B) Identify and use the subjunctive mood to express doubts, wishes, and possibilities: <b>SS</b> and (C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex) <b>RS</b></p> <p><b>18 Handwriting, Capitalization &amp; Punctuation</b> (A) use conventions of capitalization <b>RS</b> (B) use correct punctuation marks including <b>RS</b>     (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions. <b>SS</b>     (ii) Quotation marks to indicate sarcasm or irony. <b>SS</b></p> <p><b>19 Spelling</b> Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. <b>RS</b></p> <p><b>Focus: active and passive tenses, complex sentences, comma usage w/non-restrictive phrases and clauses, capitalization, spelling-homonyms/homophones, subjunctive mood, complex sentences, compound sentences</b></p>	<p>L: Identify parts of speech.</p> <p>M: Create sentences using the different parts of speech.</p> <p>H: Explain how chosen parts of speech further understanding of a text.</p>	<p><u>Holt McDougal Literature</u> pg. T17</p> <p><u>Holt McDougal Literature</u> pg. T18</p> <p><u>Holt McDougal Literature</u> pg. T18 Dictionary; Word Processing Spell Check</p> <p>Dictionary; Word Processing Spell Check</p>
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Research Focus: Gathering Sources	Assessment	Resources
<p><b>21 Gathering Sources</b>            Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. <i>Related Standard</i></p> <p>(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry <i>Related Standard</i></p> <p>(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs <i>Related Standard</i>: and</p> <p>(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number) <i>Related Standard</i>.</p> <p><b>22 Synthesizing Information</b>            Students clarify research questions and evaluate and synthesize collected information. <i>Related Standard</i></p> <p>(A) modify the major research question as necessary to refocus the research plan: <i>Related Standard</i></p>	<p>L: List appropriate sources for your topic using MLA guide</p> <p>M: Which sources are most reliable? How?</p> <p>H: Synthesize sources into an effective essay to back up your position.</p>	<p><u>Holt McDougal Literature</u> pg. T19</p> <p><a href="http://www.midway.edu/library/topics">http://www.midway.edu/library/topics</a> (Research Topics)</p> <p><a href="http://owl.english.purdue.edu/owl/resource/658/01/">http://owl.english.purdue.edu/owl/resource/658/01/</a> (Research Guide for students and teachers)</p> <p><a href="http://www.unb.ca/fredericton/studentservices/_resources/pdfs/ws/mlaquotations.pdf">http://www.unb.ca/fredericton/studentservices/_resources/pdfs/ws/mlaquotations.pdf</a> (examples of embedded text evidence)</p> <p>MLA manual</p> <p>KWL; Guided Questions; Note Cards; Outlining; Intro to MLA</p> <p><i>Café Squidd</i></p>
<p><b>Focus: research questions, developing &amp; following a plan, locating sources, paraphrasing/summarizing information on note cards, introduce MLA</b></p>		<p>10</p>

TEKS

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<b>Short Answer: Expository</b>		<b>Assessment</b>	<b>Resources</b>
<p><b>2 Reading/Comprehension of Literary Text/Theme and Genre</b> – 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>(A) compare and contrast differences in similar themes expressed in different time periods <b>SS</b></p> <p><b>15 Expository and Procedural Text</b></p> <p>(C) write an interpretative response to an expository or a literary text: <i>Related Standard</i></p> <p>(i) extends beyond a summary and literal analysis: (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations (iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices</p> <p><b>Figure 19.</b> Students use a flexible range of meta-cognitive reading skills in both assigned and independent reading to understand an author's message.</p> <p>(B) make complex inferences about text and use textual evidence to support understanding: <b>RS</b></p> <p><b>Focus: generating Ideas (beyond the literal) from evidence, embedding quotations, analyzing author's style &amp; use of rhetoric, and formatting</b></p>	<p><b>TEKS</b></p>	<p>L: What is the question asking?</p> <p>M: What quotes can you find to support your answer?</p> <p>H: Explain why the quotes support your answer.</p>	<p><u>Holt McDougal Literature</u> pg. T16</p> <p><u>Holt McDougal Literature</u> pgs. 105, 170, 295, 341, 412, 475, 520, 625, 715, 764, 843, 927, 1052, 1179, 1314</p> <p>TEA website</p> <p>Evidence and Ideas T-Chart; <i>Nonfiction Selections</i>; Question Stems</p>
<b>Reading / Comprehension Skills</b>		<b>Focus: Fiction</b>	
<p><b>Addendum</b></p> <p>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.</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images) <i>Related Standard</i></p> <p>(B) make complex inferences about text and use textual evidence to support understanding. <b>RS</b></p> <p><b>Focus: drawing conclusions, making inferences (with and without textual evidence), making connections, summarizing, questioning, creating sensory images</b></p>			

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	Reading / Comprehension of Literary Text	Assessment	Resources
TEKS	<p><b>2 Theme and Genre</b> 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. (A) compare and contrast differences in similar themes expressed in different time periods <b>SS:</b> (B) relate the figurative language of a literary work to its historical and cultural setting <b>SS.</b></p> <p><b>Focus: making inferences and drawing conclusions about theme, and analyzing figurative language from various genres</b></p>	<p>L: How can you recognize theme in a novel?</p> <p>M: Summarize the historical context of TKAM.</p> <p>H: State the main theme of TKAM and defend your position.</p>	<p><i>To Kill a Mockingbird</i></p> <p><u>Holt McDougal Literature R36-37</u></p> <p><u>Holt McDougal Literature Unit 6</u></p>
	<p><b>3 Poetry</b> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. <b>SS</b></p> <p><b>Focus: analyzing structure and elements, making inferences, and drawing conclusions</b></p>	<p>L: Explicate a given poem line by line.</p> <p>M: What is the speaker’s tone in the poem?</p> <p>H: Conclude the author’s main point in the poem using text support.</p>	<p><u>Holt McDougal Literature pgs. T11 &amp; TX37</u></p> <p><a href="http://www.loc.gov/poetry/180/">http://www.loc.gov/poetry/180/</a></p> <p><a href="http://www.poemhunter.com/">http://www.poemhunter.com/</a></p> <p><u>Holt McDougal Literature Unit 6</u></p>
	<p><b>5 Fiction</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction <b>RS</b></p> <p><b>Focus: flashback, foreshadowing, <i>in medias res</i>, and elements of plot</b></p>	<p>Novel; Two Friends; The Interlopers; Salvador Late or Early; Harrison Bergeron; The Pedestrian; Sweet Potato Pie</p>	<p><u>Holt McDougal Literature pgs. TX37</u></p> <p><u>Holt McDougal Literature Unit 6</u></p>

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<p><b>7 Sensory Language</b>          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. Students are expected to explain the function of symbolism, allegory, and allusions in literary works. <b>SS</b></p> <p><b>Focus: simile, metaphor, allusion, idiom, symbolism, sensory imagery and language</b></p>	<p>L: Define symbolism.</p> <p>M: Identify allusions in given poems.</p> <p>H: Create a poem using a specific image as a symbol.</p>	<p><u>Holt McDougal Literature</u> pgs. T12 &amp; TX36-37  <i>Novel; Fiction Selections &amp; Non-fiction Selections;</i>          Focus on symbolism</p>
<b>Reading/Comprehension of Informational Text</b>	<b>Assessment</b>	<b>Resources</b>
<p><b>8 Culture and History</b>          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. 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. <b>RS</b></p> <p><b>Focus: analyze controlling idea, author’s purpose, and details in support of main idea</b></p>	<p>L: What is the author’s main idea?</p> <p>M: Identify the theme of the text.</p> <p>H: Explain how the theme relates to today’s society.</p>	<p><u>Holt McDougal Literature</u> pgs. T13 &amp; TX36-TX37; Unit 6</p> <p><i>Fiction Selections &amp; Non-fiction Selections;</i>          Mini-Web searches;          A Eulogy for Dr. Martin Luther King</p>

## English 2: Second Nine Weeks

<p><b>9 Expository Text</b>          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>(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinion in a critique. <b>RS</b></p> <p>(B) distinguish among different kinds of evidence (e.g. logical, empirical, anecdotal) used to support conclusions and arguments in texts: <b>SS</b></p> <p>(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns. <b>RS</b></p> <p><b>Focus: distinguish various types of evidence, identify: controlling idea, main idea, and supporting details, evaluate opinion</b></p>	<p>L: What are the major points of the expository text?</p> <p>M: Compare/contrast expository and literary texts</p> <p>H: What criteria would you use to evaluate students' expository essays?</p>	<p><u>Holt McDougal Literature</u> pgs. T13 &amp; TX36-TX37; Unit 6</p> <p>www.Chron.com          www.Nytimes.com          www.Newsweek.com</p> <p><i>Non-fiction Selections; Speeches</i></p> <p><u>Holt McDougal Literature</u> pgs. T14 &amp; TX36-TX37</p>
<p><b>10 Informational Text/Persuasive Text</b>          Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments. <b>SS</b></p> <p>(B) analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks. <i>Related Standard</i></p> <p><b>Focus: analyzing arguments, debates, rhetoric (repetition, fallacies, allusions, &amp; etc.)</b></p>	<p>L: What are the major points of persuasive text?</p> <p>M: Locate examples of fallacies in text.</p> <p>H: What criteria would you use to evaluate students' persuasive essays?</p>	<p>www.Chron.com          www.Nytimes.com          www.Newsweek.com</p>
<p><b>11 Procedural Text</b>          Students understand how to glean and use information in procedural texts and documents.</p> <p>(A) evaluate text for the clarity of its graphics and its visual appeal: <b>SS</b></p> <p>(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented <b>SS</b></p> <p><b>Focus: evaluate text, critique effect, use several texts as the basis for drawing conclusions</b></p>	<p>L: What are the major points of the procedural text?</p> <p>M: Compare/contrast procedural and persuasive texts.</p> <p>H: What criteria would you use to evaluate students' procedural essays?</p>	<p><u>Holt McDougal Literature</u> pgs. TX 14 &amp; TX37</p> <p>MLA Handbook</p> <p>Instructions; Models; Maps; Diagrams</p>

## English 2: Second Nine Weeks

<b>Vocabulary</b>		<b>Assessment</b>	<b>Resources</b>
TEKS	<p><b>1 Vocabulary Development</b></p> <p>(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes: <b>SS</b></p> <p>(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words: <b>RS</b></p> <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology <b>RS</b></p> <p><b>Focus: roots, affixes, connotation, denotation, synonyms, antonyms, context clues</b></p>	<p>L: Break down words into roots and affixes.</p> <p>M: Identify the connotations and denotations of given words.</p> <p>H: Create a short story using given roots, affixes, connotations, and denotations.</p>	<p><u>Holt McDougal Literature</u> pg. T10</p> <p>Word Wall; Verbal-Visual; Frayer Model; Cognates; Polysemous Words</p> <p>Vocabulary text</p>
<b>Listening, Speaking &amp; Teamwork</b>		<b>Assessment</b>	<b>Resources</b>
TEKS	<p><b>24 Listening</b></p> <p>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: <i>Related Standard</i></p> <p>(A) 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) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes.</p> <p><b>26 Teamwork</b></p> <p>Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building and setting ground rules for decision-making. <i>Related Standard</i></p>	<p>L: What is an active listener?</p> <p>M: What examples indicate that one is an active listener?</p> <p>H: What is the value of active listening?</p>	<p><u>Holt McDougal Literature</u> pgs. T21</p> <p>Audio Selections; Peer Evaluation; Conferencing</p>

## English 2: Second Nine Weeks

Reading / Media Literacy		Assessment	Resources
TEKS	<p><b>12 Media Literacy</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts: <b>SS</b></p> <p>(C) examine how individual bias in coverage of the same event influences the audience: <i>Related Standard</i></p>	<p>L: Identify the different types of media.</p> <p>M: Determine the effects of given media on viewers.</p> <p>H: Create a media on TKAM using persuasive techniques.</p>	<p><i>To Kill a Mockingbird</i> book and film; <u>Holt McDougal Literature</u> pg. T14; Compare TKAM Film w/Text; Art; Photographs; Advertisements</p>



## English 2: Third Nine Weeks

	Writing Focus: Expository Essay	Assessment	Resources
TEKS	<p><b>13 Writing Process</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) 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: <i>Related Standard</i></p> <p>(B) 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: <b>RS</b></p> <p>(C) 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: <b>RS</b></p> <p>(D) edit drafts for grammar, mechanics, and spelling: <b>RS</b></p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences: <i>Related Standard</i></p> <p><b>15 Expository</b> 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>(A) write an [analytical] essay of sufficient length that includes: <b>RS</b></p> <ul style="list-style-type: none"> <li>(i) effective introductory and concluding paragraphs and a variety of sentence structures:</li> <li>(ii) rhetorical devices, and transitions between paragraphs:</li> <li>(iii) a thesis or controlling idea:</li> <li>(iv) an organizing structure appropriate to purpose, audience, and context:</li> <li>(v) relevant evidence and well-chosen details:</li> <li>(vi) distinctions about the relative value of specific data, facts, ideas, that support the thesis statement.</li> </ul> <p><b>Focus: Full process literary analysis paper- prewriting, brainstorming, thesis development, structure, transitions, incorporation of textual evidence, effective introductions and conclusions, and coherence</b></p>	<p>L: What are the major points of the expository text? M: Compare/contrast expository and literary texts</p> <p>H: What criteria would you use to evaluate students' expository text?</p>	<p><u>Texas Write Source</u> pgs. 137-164</p> <p><u>Holt McDougal Literature R37-40</u></p> <p><u>Holt McDougal Literature pg. T15-T16</u></p> <p><u>Holt McDougal Literature Unit 3</u></p> <p>www.collegeboard.com</p> <p>Webbing; Listing; Outlining; Flow Chart</p> <p>Timed Writings; College Readiness Essays</p>

## English 2: Third Nine Weeks

<p><b>17 Conventions</b>          (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: <b>RS</b>              (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles):                  <b>SS</b>              (ii) restrictive and nonrestrictive relative clauses: <b>SS</b>              (iii) reciprocal pronouns (e.g., each other, one another): <b>SS</b></p> <p>(C) use a variety of correctly structured sentences: <b>RS</b></p> <p><b>18 Handwriting, Capitalization &amp; Punctuation</b>          Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.          (A) use conventions of capitalization: <b>RS</b>          (B) use correct punctuation marks: <b>RS</b>              (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions:                  <b>SS</b></p> <p><b>19 Spelling</b>          Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. <b>RS</b></p> <p><b>Focus: active and passive tenses, complex sentences, comma usage w/ phrases and clauses, reciprocal pronouns, capitalization, spelling-homonyms/homophones, complex sentences, compound sentences, compound-complex sentences</b></p>	<p>L: Identify parts of speech.</p> <p>M: Create sentences using the different parts of speech.</p> <p>H: Explain how chosen parts of speech further understanding of a text.</p>	<p><u>Holt McDougal Literature</u> pg. T17</p> <p><u>Holt McDougal Literature</u> pg. T18</p> <p>Dictionary</p> <p>Word Processing Spell Check</p> <p>Pronoun/Antecedents; Combining using semicolons; S/V Agreement; Punctuation; Proper Nouns; Conferences; Proofreading Symbols</p>
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## English 2: Third Nine Weeks

Research Focus: Synthesizing Information	Assessment	Resources
<p><b>22 Synthesizing Information</b>            Students clarify research questions and evaluate and synthesize collected information.            (A) modify the major research question as necessary to refocus the research plan: <i>Related Standard</i>            (B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity and: <i>Related Standard</i>            (C) critique the research process as each step to implement changes as the need occurs and is identified: <i>Related Standard</i></p> <p style="text-align: center;"><b>Focus: modifying research questions, following a plan, making necessary changes in drafts, evaluating relevant information &amp; deciding what to include, paraphrasing/summarizing information on note cards, utilize MLA format</b></p>	<p>L: Create a series of research questions.</p> <p>M: How do the sources answer given research questions?</p> <p>H: Synthesize collected questions and answers to support main point.</p>	<p><u>Holt McDougal Literature</u> pg. T19</p> <p><u>Holt McDougal Literature</u> pgs. 1320-1322</p> <p><u>Texas Write Source</u> pgs. 380-384</p> <p><a href="http://owl.english.purdue.edu/owl/resource/658/01/">http://owl.english.purdue.edu/owl/resource/658/01/</a>            (Research Guide for students and teachers)</p> <p><a href="http://www.unb.ca/fredericton/studentservices/_resources/pdfs/ws/s/mlaquotations.pdf">http://www.unb.ca/fredericton/studentservices/_resources/pdfs/ws/s/mlaquotations.pdf</a>            (examples of embedded text evidence)</p> <p><i>Café Squidd</i></p> <p>Hierarchy Diagram;            Note            Cards; Outlining;            Begin Drafting;            MLA Parenthetical Citations</p>

TEKS

## English 2: Third Nine Weeks

<b>Short Answer: Cross Over</b>		<b>Assessment</b>	<b>Resources</b>
TEKS	<p><b>2 Reading/Comprehension of Literary Text/ Theme and Genre.</b> Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence (A) compare and contrast differences in similar themes expressed in different time periods: <b>SS</b></p> <p><b>15 Expository and Procedural Text</b> (C) write an interpretative response to an expository or a literary text (i) extends beyond a summary and literal analysis: <i>Related Standard</i> (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations: <i>Related Standard</i> (iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices: <i>Related Standard</i></p> <p><b>Figure 19.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. (B) make complex inferences about text and use textual evidence to support understanding: <b>RS</b></p> <p><b>Focus: generating ideas (beyond the literal) from evidence, comparing and contrasting similar thematically linked texts, formatting, embedding quotations</b></p>	<p>Questioning:</p> <p>L: What is the question asking?</p> <p>M: What quotes can you find to support your answer?</p> <p>H: Explain why the quotes support your answer.</p> <p>H: How is the idea of _____ important in both selections?"</p>	<p><u>Holt McDougal Literature</u> pg. TX16</p> <p><u>Holt McDougal Literature</u> pgs. 105, 170, 295, 341, 412, 475, 520, 625, 715, 764, 843, 927, 1052, 1179, 1314</p> <p>TEA website</p> <p>Venn Diagram; Question Stems; Tri-fold</p>
<b>Reading / Comprehension Skills</b>		<b>Focus: Extended Fiction</b>	
Addendum	<p>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.</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images): <i>Related Standard</i></p> <p>(B) make complex inferences about text and use textual evidence to support understanding: <b>RS</b></p> <p><b>Focus: drawing conclusions, making inferences (with and without textual evidence), making connections, summarizing, questioning, creating sensory images</b></p>		

## English 2: Third Nine Weeks

Reading / Comprehension of Literary Text		Assessment	Resources
TEKS	<p><b>2 Theme and Genre</b> 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. (A) compare and contrast differences in similar themes expressed in different time periods: <b>SS</b> (B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature: <b>SS</b> (C) relate the figurative language of a literary work to its historical and cultural setting: <b>SS</b></p> <p><b>Focus: making inferences and drawing conclusions about theme, analyzing character archetypes, and analyzing figurative language from various genres</b></p>	<p>L: Define archetypes in literature. M: Identify different types of archetypes in stories. H: Create a short story incorporating a main character with a tragic flaw.</p>	<p>Novel  <u>Holt McDougal Literature</u> pgs. TX36-TX37 <i>Nonfiction &amp; Fiction Selections</i>; Novel; The Pit and the Pendulum; The Possibility of Evil; The Blue Stones; Shoofly Pie</p>
	<p><b>3 Poetry</b> Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. <b>SS</b></p> <p><b>Focus: analyzing structure and elements, making inferences, and drawing conclusions using evidence</b></p>	<p>L: Define inference.  M: Identify inferences in given texts.  H: Identify poetic elements in given poems.</p>	<p><u>Holt McDougal Literature</u> pgs. TX 11 &amp; TX37  <a href="http://www.poemhunter.com/">http://www.poemhunter.com/</a>  <a href="http://www.loc.gov/poetry/180/">http://www.loc.gov/poetry/180/</a></p>
	<p><b>5 Fiction</b> (A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction: <b>RS</b> (B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures: <b>SS</b> (C) evaluate the connections between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction: <b>SS</b> (D) demonstrate familiarity with works by authors from non-English –speaking literary traditions with emphasis on 20<sup>th</sup> century world literature: <i>Related Standard</i></p> <p><b>Focus: characterization, internal and external conflict, point-of-view</b></p>	<p>L: Identify plot structure of stories.  M: Compare/ contrast various forms of narration in given texts.  H: Create a character sketch with an unreliable narrator.</p>	<p><u>Holt McDougal Literature</u> pgs. TX37  <i>Fiction Selections</i> Novel; The Pit and the Pendulum; The Possibility of Evil; The Blue Stones; Shoofly Pie</p>

## English 2: Third Nine Weeks

<p><b>6 Nonfiction</b> Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction. <b>SS</b></p> <p><b>Focus: voice, tone/mood</b></p>		<p><u>Holt McDougal Literature</u> pgs. T12 &amp; TX36-37; Blowup: What Went Wrong at Storm King Mountain; Author Brings Back Memories of Not So Long Ago; <i>from</i> Deep Survival</p>
<p><b>7 Sensory Language</b> 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. Students are expected to explain the function of symbolism, allegory, and allusions in literary works. <b>SS</b></p> <p>Identify and explain author’s purpose for figurative language</p> <p><b>Focus: simile, metaphor, allusion, hyperbole, symbolism, sensory imagery and language</b></p>		<p><u>Holt McDougal Literature</u> pgs. T12 &amp; TX36-37</p>
<b>Reading/Comprehension of Informational Text</b>	<b>Assessment</b>	<b>Resources</b>
<p><b>8 Culture and History</b> 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. 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. <b>RS</b></p> <p><b>Focus: analyze controlling idea, author’s purpose, and details in support of main idea</b></p>		<p><u>Holt McDougal Literature</u> pgs. T13 &amp; TX36-TX37; Unit 3</p> <p>Novel; Background from <i>Fiction Selections &amp; Nonfiction Selections</i></p>

<p><b>9 Expository (informational)</b>  Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.  (A) summarize text and distinguish between a summary and a critique and identify nonessential information in a summary and unsubstantiated opinions in a critique: <b>RS</b>  (C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns and: <b>RS</b>  (D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence:  <i>Related Standard</i></p> <p><b>Focus: compare and contrast viewpoints based on textual evidence, make and defend stances, distinguish between controlling idea/main idea, and supporting details, evaluate opinions</b></p>	<p>L: What are the major points of the expository text?</p> <p>M: Compare/contrast expository and literary texts</p> <p>H: What criteria would you use to evaluate students' expository text?</p>	<p><u>Holt McDougal Literature</u> pgs. T13 &amp; TX36-TX37</p> <p>www.Chron.com  www.Nytimes.com  www.Newsweek.com</p> <p><u>Holt McDougal Literature</u> Unit 3</p> <p><i>Nonfiction Selections</i></p>
<p><b>11 Procedural Text</b>  Students understand how to glean and use information in procedural texts and documents. Students are expected to:  (A) evaluate text for clarity of its graphics and its visual appeal: <i>Related Standard</i>  (B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics): <i>Related Standard</i></p> <p><b>Focus: evaluate text, critique effect, use several texts as the basis for drawing conclusions</b></p>	<p>L: What are the major points of procedural text?</p> <p>M: Compare/contrast expository and procedural texts.</p> <p>H: What criteria would you use to evaluate students' procedural text?</p>	<p><u>Holt McDougal Literature</u> pgs. TX 14 &amp; TX37</p> <p>MLA Handbook</p> <p><i>Nonfiction Selections</i></p>

## English 2: Third Nine Weeks

	<b>Vocabulary</b>	<b>Assessment</b>	<b>Resources</b>
<p style="text-align: center;"><b>1 Vocabulary Development</b></p> <p>(A) determine the meaning of <b>grade: level technical academic English words</b> in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes): <b>SS</b></p> <p>(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words: <b>RS</b></p> <p>(C) infer word meaning through the identification and analysis of analogies and other word relationships: <b>SS</b></p> <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology: <b>RS</b></p> <p style="margin-top: 20px;"><b>Focus: roots, affixes, connotation, denotation, synonyms, antonyms, context clues, word origins</b></p>	<p>L: Break down words into roots and affixes.</p> <p>M: Create a chart using academic English words in multiple content areas.</p> <p>H: Build a graph showing how certain words cross over from content area to content area.</p>	<p><u>Holt McDougal Literature</u> pg. T10</p> <p>Word Wall; Verbal-Visual; Frayer Model; Cognates; Polysemous Words</p>	

TEKS



## English 2: Third Nine Weeks

Listening, Speaking & Teamwork		Assessment	Resources
TEKS	<p><b>24 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.</p> <p>(A) 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: <i>Related Standard</i></p> <p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes: <i>Related Standard</i></p> <p><b>26 Teamwork</b> Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision-making: <i>Related Standard</i></p>	<p>L: What is an active listener?</p> <p>M: What examples indicate that one is an active listener?</p> <p>H: What is the value of active listening?</p>	<p><u>Holt McDougal Literature</u> pgs. T21</p> <p>Audio; Peer Evaluation; Conferencing; Flexible Grouping; Debate; Inner/Outer Circle</p>
Reading / Media Literacy		Assessment	Resources
TEKS	<p><b>12 Media Literacy</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional text: <b>SS</b></p> <p>(C) examine how individual perception or bias in coverage of the same event influences the audience and: <i>Related Standard</i></p>	<p>Symbolism Analysis of the opening credits; Art; Photographs; Advertisements; Commercials; Triplet visuals</p>	<p><u>Holt McDougal Literature</u> pg. T14</p> <p>Symbolism Analysis of the opening credits; Art; Photographs; Advertisements; Commercials; Triplet visuals</p>

## English 2: Fourth Nine Weeks

Writing Focus: Research (full process)		
	Assessment	Resources
TEKS	<p><b>13 Writing Process</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) 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: <i>Related Standard</i></p> <p>(B) 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: <b>RS</b></p> <p>(C) 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: <b>RS</b></p> <p>(D) edit drafts for grammar, mechanics, and spelling <b>RS</b></p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. <i>Related Standard</i></p> <p><b>16 Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience. <b>RS</b></p> <p>(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence <b>RS</b></p> <p>(B) an organizing structure appropriate to the purpose, audience, and context: <i>Related Standard</i></p> <p>(C) counter arguments based on evidence to anticipate and address objections: <i>Related Standard</i></p> <p>(D) an organizing structure appropriate to the purpose, audience, and context: <b>RS</b></p> <p>(E) an analysis of the relative values of specific data, facts, and ideas. <b>RS</b></p> <p>(F) a range of appropriate appeals (e.g. descriptions, anecdotes, case studies, analogies, illustrations) <i>Related Standard</i></p> <p><b>Focus: Full process research paper- internal documentation, works cited, including appropriate data for support, counter arguments, appeals, and coherence</b></p>	<p><a href="http://www.tcc.edu/students/resources/writcent/handouts/writing/restopics.htm">http://www.tcc.edu/students/resources/writcent/handouts/writing/restopics.htm</a> (Research Topics)</p> <p><a href="http://www.midway.edu/library/topics">http://www.midway.edu/library/topics</a> (Research Topics)</p> <p><a href="http://www.aresearchguide.com/">http://www.aresearchguide.com/</a> (Research Guide for students and teachers)</p> <p><a href="http://owl.english.purdue.edu/owl/resource/658/01/">http://owl.english.purdue.edu/owl/resource/658/01/</a> (Research Guide for students and teachers)</p> <p><a href="http://www.collegeboard.com">www.collegeboard.com</a></p> <p>Holt/McDougal text pp. 380-384</p>

## English 2: Fourth Nine Weeks

<p><b>17 Conventions:</b> (A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]: <b>RS</b> (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles): <b>SS</b> (ii) restrictive and nonrestrictive relative clauses: <b>SS</b> (iii) reciprocal pronouns (e.g. each other, one another): <b>SS</b> (C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). <b>RS</b></p> <p><b>18 Handwriting, Capitalization &amp; Punctuation:</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. (A) use conventions of capitalization: <b>RS</b> (B) use correct punctuation marks <b>RS</b> (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions <b>SS</b></p> <p><b>19 Spelling</b> Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. <b>RS</b></p> <p><b>Focus: active and passive tenses, complex sentences, comma usage w/ phrases and clauses, reciprocal pronouns, capitalization, punctuation, spelling-homonyms/homophones, complex sentences, compound sentences, compound-complex sentences</b></p>	<p>L: Identify parts of speech.</p> <p>M: Create sentences using the different parts of speech.</p> <p>H: Explain how chosen parts of speech further understanding of a text.</p>	<p><u>Holt McDougal Literature</u> pg. T17</p> <p><u>Holt McDougal Literature</u> pg. T18</p> <p>Dictionary; Word Processing Spell Check</p> <p><a href="http://www.unb.ca/fredericton/student-services/_resources/pdfs/ws/s/mlaquotations.pdf">http://www.unb.ca/fredericton/student-services/_resources/pdfs/ws/s/mlaquotations.pdf</a> (examples of embedded text evidence)</p>
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## English 2: Fourth Nine Weeks

Research Focus: Organizing and Presenting Ideas	Assessment	Resources
<p><b>23 Organizing and Presenting Ideas</b>            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 and an oral presentation that:</p> <p>(A) marshals evidence in support of a clear thesis statement and related claims: <i>Related Standard</i>            (B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view: <i>Related Standard</i>            (C) uses graphics and illustrations to help explain concepts where appropriate: <i>Related Standard</i>            (D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research: <i>Related Standard</i>            (E) uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials. <i>Related Standard</i></p> <p><b>15 Expository</b>            (D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience. <i>Related Standard</i></p> <p style="text-align: right;"><b>Focus: thesis w/evidence, visual representations of information, evidence of evaluative resources, essay w/ evidence of MLA documentation; multi-genre representations</b></p>	<p>L: Review and revise questions/research from previous six weeks</p> <p>M: Complete final draft and revisions</p> <p>H: Publish research paper/multi- genre project</p>	<p><a href="http://owl.english.purdue.edu/owl/resource/658/01/">http://owl.english.purdue.edu/owl/resource/658/01/</a> (Research Guide for students and teachers)</p> <p><a href="http://www.unb.ca/fredericton/student-services/_resources/pdfs/ws/mlaquotations.pdf">http://www.unb.ca/fredericton/student-services/_resources/pdfs/ws/mlaquotations.pdf</a> (examples of embedded text evidence)</p> <p><a href="http://www.ehow.com/list_6459013_creative-ways-present-school-projects.html">http://www.ehow.com/list_6459013_creative-ways-present-school-projects.html</a> (Presentation ideas)</p>

TEKS

## English 2: Fourth Nine Weeks

Reading / Comprehension of Literary Text		Assessment	Resources
TEKS	<p><b>2 Theme and Genre</b> 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. (A) compare and contrast differences in similar themes expressed in different time periods: <b>SS</b> (B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature: <b>SS</b> (C) relate the figurative language of a literary work to its historical and cultural setting. <b>SS</b></p> <p><b>Focus: making inferences and drawing conclusions about theme, and analyzing figurative language from various genres</b></p>		<p>Novel</p> <p><u>Holt McDougal Literature</u> pgs. TX36-TX37</p> <p><i>Fiction &amp; Nonfiction Selections</i></p>
	<p><b>3 Poetry</b> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry. <b>SS</b></p> <p><b>Focus: analyzing structure and elements, making inferences, and drawing conclusions using evidence</b></p>	<p>The Artilleryman's Vision; Piano; Slam, Dunk, &amp; Hook; Piano; The Knight; Eldorado; Prometheus; Oedipus</p>	<p><u>Holt McDougal Literature</u> pg. TX37</p> <p><a href="http://www.loc.gov/poetry/180/">http://www.loc.gov/poetry/180/</a></p> <p><a href="http://www.poemhunter.com/">http://www.poemhunter.com/</a></p>
	<p><b>4 Drama</b> Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how archetypes and motifs in drama affect the plot of the plays. <b>SS</b></p> <p><b>Focus: structure (scripts, dialogue, stage directions), analyzing setting, event and motif archetypes</b></p>		<p><u>Holt McDougal Literature</u></p> <p><i>Antigone</i> <i>Julius Caesar</i></p>
	<p><b>5 Fiction</b> <b>Students understand</b> (B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures. <b>SS</b></p> <p><b>Focus: compare and contrast characters' internal and external conflicts</b></p>		<p><u>Holt McDougal Literature</u> pgs. TX36-TX37</p> <p><i>Fiction Selections;</i> <i>Antigone; Julius Caesar</i></p>

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<p><b>7 Sensory Language</b> 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. Students are expected to explain the function of symbolism, allegory, and allusions in literary works. <b>SS</b></p> <p><b>Focus: simile, metaphor, symbolism, allusion, allegory, and sensory imagery &amp; language</b></p>		<p><u>Holt McDougal Literature</u></p> <p><i>Fiction &amp; Nonfiction Selections; Antigone Julius Caesar</i></p>
<b>Reading/Comprehension of Informational Text</b>	<b>Assessment</b>	<b>Resources</b>
<p><b>8 Culture and History</b> 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. 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. <b>SS</b></p> <p><b>Focus: analyze controlling idea, author's purpose, and details in support of main idea</b></p>		<p><u>Holt McDougal Literature</u> pgs. T13 &amp; TX36-37</p> <p>Background for <i>Antigone</i>; Background for <i>Julius Caesar</i></p>
<p><b>9 Expository (Informational)</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding: (A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinion in a critique: <b>RS</b> (B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in text. <b>SS</b></p> <p><b>Focus: distinguish various types of evidence, identify: controlling idea, main idea, and supporting details, evaluate opinions</b></p>		<p><u>Holt McDougal Literature</u> pgs. T13 &amp; TX36-TX37</p> <p>www.Chron.com www.Nytimes.com www.Newsweek.com</p> <p><u>Holt McDougal Literature</u> Unit 6</p> <p><i>Nonfiction Selections</i></p>

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	<p><b>11 Procedural Text</b>          Students understand how to glean and use information in procedural texts and documents:          (B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics). <b>SS</b></p> <p><b>Focus: use several texts as the basis for drawing conclusions</b></p>		<p><u>Holt McDougal Literature</u> pgs. T14 &amp; TX37</p> <p>Timelines          World Maps          Globe Theatre diagram          Ancient Greek Amphitheatre</p>
<b>Vocabulary</b>		<b>Assessment</b>	<b>Resources</b>
TEKS	<p><b>1 Vocabulary Development</b></p> <p>(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes: <b>SS</b></p> <p>(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words: <b>RS</b></p> <p>(C) infer word meaning through the identification and analysis of analogies and other word relationships: <b>SS</b></p> <p>(D) 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'etat</i>): <b>SS</b></p> <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. <b>RS</b></p> <p><b>Focus: roots, affixes, connotation, denotation, synonyms, antonyms, context clues, word origins, analogies</b></p>	<p>L: Break words into roots and affixes.</p> <p>M: Create a chart using academic English words in multiple content areas.</p> <p>H: Build a graph showing how certain words cross over from content area to content area.</p>	<p><u>Holt McDougal Literature</u> pg. T10</p> <p>Vocabulary text</p> <p>Word Wall; Verbal-Visual; Frayer Model; Cognates; Polysemous Words</p>

## English 2: Fourth Nine Weeks

Listening, Speaking & Teamwork		Assessment	Resources
TEKS	<p><b>24 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. <b>RS</b></p> <p>(A) 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: <i>Related Standard</i></p> <p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes: <i>Related Standard</i></p> <p>(C) evaluate how the style and structure of a speech support or undermine its purpose or meaning. <i>Related Standard</i></p> <p><b>26 Teamwork</b> Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building and setting ground rules for decision-making. <i>Related Standard</i></p>	<p>L: What is an active listener?</p> <p>M: What examples indicate that one is an active listener?</p> <p>H: What is the value of active listening?</p>	<p><u>Holt McDougal Literature</u> pgs. T21</p> <p>Audio Selections; Research Presentations; Conferencing</p>
Reading / Media Literacy		Assessment	Resources
TEKS	<p><b>12 Media Literacy</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional text: <b>SS</b></p> <p>(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music): <i>Related Standards</i></p>		<p>Films; Clips</p> <p><i>Antigone; Julius Caesar</i>; Art; Photographs; Advertisements</p>