

SOCORRO ISD PLANNING GUIDE

ENGLISH II

SB 149 EOC PROJECT

Independent Research Project Individual Graduation Committee (IGC) Recommended Assignment for: English II	Time Allocations 5 class periods (45-minutes each)
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Unit Overview

Independent Project – Students examine how persuasive texts convey author’s purpose through diction, syntax, imagery, and figurative language. Students also engage with poetry. Students analyze author’s use of rhetorical strategies. Students plan and write an argumentative essay.

TEKS/SEs (*district clarifications/elaborations in italics*)

Vocabulary

Ⓢ **ELA.10.1A** 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.

Reading

ELA.10.Fig19A Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images).

Ⓢ **ELA.3** 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.

Ⓢ **ELA.9D** 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

Ⓢ **ELA.10.Fig19B** Make complex inferences about text and use textual evidence to support understanding.

Ⓢ **ELA.10.2A** Compare and contrast differences in similar themes expressed in different time periods.

Ⓢ **ELA.10.2C** Relate (*compare/contrast*) the figurative language of a literary work to its historical and cultural setting.

Ⓢ **ELA.10.6A** 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.

Ⓢ **ELA.10.9B** Distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts.

Writing

ELA.10.13A 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.

Ⓡ **ELA.10.13C** 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.

Ⓡ **ELA.10.13D** Edit drafts for grammar, mechanics, and spelling.

Ⓡ **ELA.10.16A** Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs.

ELA.10.16B Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes 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 context).

Ⓢ **ELA.10.16C** Write an argumentative essay (e.g., evaluative essays, proposals) to counter-arguments based on evidence to anticipate and address objections. Ⓡ **ELA.10.16D** Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate

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◆ English Language Proficiency Standards

- ELPS C.1c Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;
- ELPS C.4c Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.
- ELPS C.5f Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.

College and Career Readiness Standards

- CCRS 2.A1 Use effective reading strategies to determine a written work's purpose and intended audience.
- CCRS 1.A3 Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.
- CCRS 2.A4 Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.
- CCRS 2.A7 Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.
- CCRS 2.A10 Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.

Key Concepts

- | | | |
|--------------------------|-----------------------------|-------------------------|
| • elements of style | • reading comprehension | • writing process |
| • figurative language | • elements of argumentation | • writing traits |
| • vocabulary development | genre (persuasive, poetry) | • reading comprehension |

Academic Vocabulary

- | | | |
|-------------------------|--------------------|----------|
| • anecdotal evidence | • counterargument | • logos |
| • authoritative sources | • ethos | • pathos |
| • bias | • logical evidence | |

Essential Understandings

1. Authors purposefully use precise word choice and sentence fluency to incite a reaction in the reader.
2. An interpretative response analyzes and provides commentary on the effects of the author's stylistic devices.
3. Effective writers use a variety of genres and literary and rhetorical techniques to communicate a controlling idea or theme.
4. Argumentative essays present a pro or con view of a topic and anticipate or address counterarguments in order to persuade their audience.

Assessment Connections

- **Performance Expectation-** Students plan and draft a persuasive essay of sufficient length that includes organized and accurately conveyed information, effective introductory and concluding paragraphs, a variety of sentence structures, a controlling idea or thesis, an organizing structure (e.g. inductive/deductive, compare/contrast) appropriate to purpose, audience, and context, relevant information and valid inferences, rhetorical devices, and transitions between paragraphs.
Formative Assessment – Persuasive Essay.
- Students use released STAAR items to gain familiarity with the stems.
[Released STAAR Items- 2012 Sample: Reading Selections 1 and 2, Questions 6 and 10-15; 2013 Released Exam: Reading: Questions 12-17, 18-22, and 33-38; Writing: Questions 19, 26, and 30](#)

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Instructional Considerations

Students focus on the role of diction and syntax as well as the effects of voice, tone, imagery, and other aspects of figurative language.

Instructional Accommodations for Diverse Learners

The use of SIOP offers further support for ELLs through a range of research-based instructional routines and practices. ELPS have been correlated to various TEKS. See [National Geographic ELPS \(NGELPS\)](#) website.

Vocabulary

Prerequisites

Students should be able to identify unfamiliar words in context and utilize strategies to discover meanings.

Background Knowledge for Teacher

Address vocabulary standards throughout the unit. You may utilize Marzano's Six-Step Process when introducing vocabulary pertinent to student understanding of texts.

Reference Tools- Direct students to any words or phrases they encounter in the texts that they may be unfamiliar, as well as any words with varied meanings or connotations. Encourage students to think about the meanings of each word. Students draw on their prior knowledge and use reference sources to decide on the intended meaning of unfamiliar words or of words with varied meanings. See [Dictionary.com](#). (ELA.10.1E)

Instructional Accommodations for Diverse Learners

◆ Key vocabulary needs to be emphasized by direct teaching and active learning that includes:

- introducing vocabulary
- pronouncing words
- spelling words
- defining words
- creating an illustration or symbol for words
- using words when speaking
- contextualizing individual words to enhance understanding
- adding words to Word Wall
- adding words to the Vocabulary Notebook
- using words when writing
- using "realia" real objects –visuals and pictures, cognates, native language and partner support

Multiple opportunities should be provided for revisiting words as repetition is essential to mastery.

(ELPS C.4a)

Multiple-Meaning Words- Use a Think-Aloud to model strategies that students can use when they come across a word that has more than one meaning. Have students use a Word Questioning graphic organizer when they come across foreign words or phrases that are used in the English language. This helps students make connections between the origins of words and their meanings. (ELA.10.1D)

Vocabulary/Interactive Notebooks- Explain that Vocabulary Notebooks are a way to record and study new words, affixes, root words, base words, and content words. Model how to set up Vocabulary Notebooks. This serves as a resource for students to incorporate new vocabulary in their writing.

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PowerUp Connection

You may have students utilize a digital Vocabulary Notebook that may be accessed from any computer. Websites such as [VocabNotes](#) offer free tutorials on the creation of Vocabulary Notebooks as well as free account creation for students.

An alternate resource for creating Vocabulary Notebooks is the program OneNote. Notebooks can be created and shared with the entire class. Ensure student understanding of how to utilize OneNote by modeling the creation of notebooks and pages.

Reading

Prerequisites

Students should have prior knowledge related to purposes for reading.

Background Knowledge for Teacher

Reading and writing are not separate elements of language arts and are to be integrated throughout the unit. The purpose of reading certain selections is to analyze how the genre choice an author makes can alter how voice and style are conveyed.

Self-Monitoring Techniques- Remind students that good readers go through a process as they read and begin by using prereading strategies. Also remind students that active readers monitor their own comprehension through various methods. Use the following list of strategies to help students develop self-monitoring techniques:

- Ask yourself questions about what you have read.
- Stop frequently to summarize what you have read.
- Give yourself time to synthesize the information.
- Make connections to what you have read.
- Replay events of the story in your mind so that you can formulate vivid sensory images.

Literacy/Interactive Notebooks- Encourage students to use Literacy Notebooks to record insights and text analysis. While reading texts, students formulate possible questions about the chosen text, answer the questions, and add textual evidence to prove their answers. Have students do this alone or in pairs and encourage them to keep these notes in their Literacy Notebooks. **(ELA.10.Fig19A, ELA.10.Fig19B)**

Summarization- Students summarize the important ideas in the texts they read. Remind students that summaries are not statements of opinions. Students should be careful not to include their own opinions (bias) when providing summaries. Students should restate the main ideas, the formality of tone, the audience being addressed, and the purpose for the passage. To help students formulate clear and concise summaries, have students use the steps for rule-based summaries. **(ELA.10.9A)**

Formative Assessment- Use Dialectical Journals as a method of analysis and to focus text discussion. Provide students with a specific focus for their journal entries with regard to genre and style of text. Ask students to look at how the following elements affect voice and tone in expository in persuasive texts:

- Literary and stylistic devices: figurative language, imagery, dialogue, tone, mood, diction
- Genre/historical conventions
- Inferences and text evidence (anecdotal, empirical, logical, relevant, etc.)

(ELA.10.6A)

STAAR Connection- There are several STAAR test released items for ELA.10.Fig19B and ELA.10.3A. Providing students with assessment items that have the same or similar stem helps them prepare for the STAAR exam. See [Released STAAR Items](#) in Assessment Connections for examples. In addition, the Texas Education Agency has provided a helpful resource page that can be accessed at the main [TEA](#) website.

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Writing

Prerequisites

Students should understand the writing process and how to use it to develop a piece of writing.

Background Knowledge for Teachers

Reading and writing are not separate elements of language arts and are to be integrated throughout the unit. Utilize the Gradual Release method of instruction (“I do,” “We do,” “You do”) when introducing new content. Review the writing process.

Thesis Construction- Remind students that their essay must be focused on a thesis that adopts one side of an issue. This thesis must be proven by using relevant evidence from authoritative sources. It must also honestly represent the view. The essay must take into consideration any counterarguments and dispute them with relevant evidence. **(ELA.10.16A)**

Have students use a graphic organizer to help them choose an organizing structure that is appropriate to the audience, purpose, and context of the essay in order to begin the drafting process. See Graphic Organizers in Instructional Strategies. **(ELA.10.16D)**

Instructional Accommodations for Diverse Learners

- ◆ Allow ELLs to utilize a four-step plan to organize their ideas.

Introductions & Conclusions- Remind students their essay must contain an effective introduction and conclusion. Use mentor texts to provide examples of effective introductions and conclusions. Instruct students to use the following questions to critique model introductions.

- Does this introduction catch the reader’s attention?
- Does this introduction contain the thesis statement?
- Does this introduction provide an overview of the essay’s content?

Instruct students to use the following questions to critique model conclusions:

- Does this conclusion sum up the essay?
- Does this conclusion give the reader something more to think about?

Argumentative Appeals- Students write their drafts utilizing a variety of argumentative appeals and persuasive techniques to appeal to a person’s emotions, logic, and ethics. Students need to include a range of appeals with careful word choice. The following is a list of techniques that students can use.

- analogies- draw comparisons that help your argument relate to your audience
- anecdotes- tell personal stories that readers can connect to
- case studies- retell researched cases where one side of the argument has been illustrated and documented
- descriptions- describe your side of the argument and provide details whenever necessary

Have students use self-questioning strategies to evaluate the appeals they have included in their essay. Have students use the strategy to determine if more appeals are needed or if more of a variety should be included. See *Literature Grade 10*. **(ELA.10.16F)**

Counterarguments and Evidence- An important element in writing argumentative essays is to take all sides of an issue into consideration. Although students are writing a persuasive essay they must acknowledge opposing viewpoints. These may be included in the essay, but students should do so honestly and accurately. Encourage students to consider conducting outside research on the topics about which they are writing. The information from these sources may be used as evidence in support of their arguments. Mini-lessons on evaluating sources may be necessary to help students evaluate the validity of facts they find. Students should record all information they find in their Writer’s/Interactive Notebooks. **(ELA.10.16A, ELA.10.16B, ELA.10.16C, ELA.10.16E)**



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Revising- As students begin revising, hold Writing Conferences to monitor student progress. Verify that each student has a clear thesis. Have students focus on how they can improve style, word choice, and figurative language in their drafts. See *Writing Coach Grade 10*. (ELA.10.13C)

Instructional Accommodations for Diverse Learners

Access to the General Curriculum (AGC)- Allow extra revising and editing practice online. See [Revision and Editing Game](#) website in online Resources.

Have students self-evaluate their essays by asking themselves questions to help them with the revision process. See Self-Questioning in Instructional Strategies. (ELA.10.13C)

STAAR Connection- There are several STAAR test released items for TEK ELA.10.16A, ELA.10.16D and ELA.10.16F. Providing students with assessment items that have the same or similar stems helps them prepare for the STAAR exam. There is a sample prompt for the Persuasive Essay which correlates to the Argumentative Essay TEKS. See [Released STAAR Items](#) in Assessment Connections. In addition, the Texas Education Agency has a resource page that can be accessed at the main [TEA](#) website.

Instructional Strategies / Activities

Vocabulary

Cues, Questions, and Advance Organizers

[Graphic Organizers](#)- Word Questioning (ELA.10.1D)

Students can use this graphic organizer to activate prior knowledge and to guide them to the meaning of unfamiliar words. The emphasis for this part of the unit should be on foreign words and phrases. The graphic organizer asks the students several questions to help them develop the meaning of unfamiliar words and phrases. The questions incorporate all the levels of Bloom’s Taxonomy. See the **Word Questioning** template.

PowerUp Connection

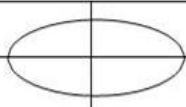
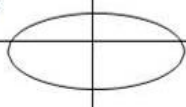
[Graphic Organizers](#) connects to digital tools that assist in integrating Graphic Organizers.

Instructional Accommodations for Diverse Learners

Cues, Questions, and Advance Organizers

[Graphic Organizers](#)- Differentiated Vocabulary Maps

These graphic organizers address aspects of vocabulary study in a differentiated manner based on the proficiency levels of ELLs. Students write the word in the oval.

Level 1	Word with syllabication		Illustration or symbol
	New word with prefix or suffix		Simple sentence with the verb “be” or present progressive tense
Level 5	Definition in student’s own words ; a synonym and an antonym		Illustration or symbol
	Root with three different affixes; part of speech noted for each word		Compound-complex sentence using word and synonym or antonym

See *Making Content Comprehensible for Middle/Secondary English Learners: The SIOP Model*.

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Reading

Cues, Questions, and Advance Organizers

Before Reading Checklist (ELA.10.Fig19A)

Provide students with questions to ask themselves before reading. Model using this technique using a Think-Aloud.

Questions may include:

- What are my purposes for reading?
- What do I already know about this topic?
- What do I predict about this text? What do I think I will learn?
- What reading strategies will help me understand this?

Cues, Questions, and Advanced Organizers

Graphic Organizers- Dialectical Journals (Double-entry Journals) (ELA.10.6A)

Use Dialectical Journals as a method for annotation and continued commentary/analysis.

Text/Quote	Commentary	Analysis / Inference

These Dialectical Journals should specifically ask students to analyze how literary elements affect the voice and tone of a selection. Students may even work together to develop the connections between ideas. Remind students to provide textual evidence for every inference they make. In addition, develop a rubric to help guide students in what elements their Dialectical Journals should contain. See *Dialectical Journal Template*.

PowerUp Connection

Graphic Organizers connects to digital tools that assist in integrating Graphic Organizers.

Summarizing and Note-taking

Rule-Based Summarizing (ELA.10.9A)

Students need to have a set of “rules” they follow when summarizing. This strategy will help students find some structure when summarizing.

1. Write a summary based on the text you have read.
2. Delete trivial or unimportant information that is not necessary to understand what the text is about.
3. Delete repetitious information.
4. Replace lists of things with general words that describe the list or group (e.g. elm, oak, cedar-replace with trees).
5. Find a topic sentence; if there is not a topic sentence, then add one.

Writing

Cooperative Learning

Rubrics- Argumentative Essays

Pair students and examine the Argumentative Essay Rubric. Have students note important aspects that the essay must include. Then, have students read four or five argumentative essays of varying degrees of effectiveness. After they read, have them classify each essay as effective, somewhat effective, and ineffective. They should then discuss the following questions:

- Why did you give the essay that classification?
- How can it be improved? or What makes it effective?
- How does the author handle counter-arguments?
- Is the author persuasive?
- What would have made the essay more persuasive?
- What are some persuasive techniques the author uses?

Instructional Accommodations for Diverse Learners Setting

Objectives and Providing Feedback

Graphic Organizers- Basic Persuasive Writing

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Use a four step plan that involves the following:

- Work with a partner. Brainstorm issues about which you would like to know more. Choose one.
- Research the chosen topic.
- Record and organize your information into lists of pros and cons regarding your issue. Have partners read each other's information and decide what is useful or not or if they need more information. If possible, guide the partners to write about different sides of the same issue.
- Write a draft following the outline below:

Title:
Introduction: Tell what your issue is. Explain why people should be interested in learning about this. Write your position.
Idea 1: One reason to support your opinion with details and/or examples.
Idea 2: A second reason to support your opinion with details and/or examples.
Idea 3: A third reason to support your opinion with details and/or examples.
Conclusion: Explain why you think the topic is interesting.

Resources

Adopted Instructional Materials

- *Best Practices Toolkit*. Illinois: Holt McDougal, 2010.
 - New Word Analysis pp. E8, E24
 - Persuasive Essay p. C31
 - Persuasive Writing: Editorial p. C32
 - Persuasive Writing: Problem and Solution p. C33
 - Persuasive Writing: Proposal p. C34
 - Words with Multiple Meanings p. E31
- *Literature Grade 10*. Illinois: Holt McDougall, 2010. See Resources folder for a list of suggested texts and resources.
- *Literature Grade 10 Resource Manager Unit 8 and 11*. Illinois: Holt McDougal, 2010. See Resources folder for a list of suggested texts and resources.
- *Writing Coach Grade 10*. New Jersey: Pearson, 2012.
 - The Writing Process pp. 26-46
 - Response to Literature pp. 20, 196
 - Chapter 9: Persuasive Writing

Professional Texts

- Culham, Ruth. *6+1 Traits of Writing: The Complete Guide Grades 3 and Up*. Connecticut: Scholastic, 2003.
- Gallagher, Kelly. *Reading Reasons*. Maine: Stenhouse Publishers, 2003.
- LeMaster, Jonathan. *Critical Reading: Deep Reading Strategies for Expository Texts, Teacher Guide 7-12*. San Diego: Avid, 2009.
- Marzano, Robert J. *A Handbook for Classroom Instruction that Works*. Virginia: ASCD, 2001.
- Seidlitz, John. *Navigating the ELPS*. San Clemente, California: Seidlitz Education Center, 2008.

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