

English I – Unit 1 at a Glance

Finding Common Ground

Essential Question:

How can we come together despite our differences?

In this unit, students will explore how people from different cultures, backgrounds, and experiences can build understanding and community. Through a variety of literary and informational texts, students will strengthen their reading, writing, speaking, and critical thinking skills while preparing for success on the English I STAAR End-of-Course Exam.



Featured Texts

- "A Quilt of a Country" by Anna Quindlen (Argument)
- "Unusual Normality" by Ishmael Beah (Personal Essay)
- "Once Upon a Time" by Nadine Gordimer (Short Story)
- "The Vietnam Wall" by Alberto Ríos (Poem)
- "The Gettysburg Address" by Abraham Lincoln
- **Film Clip:** *Saving Lincoln*
- **Independent Reading:** *Facing It* by Yusef Komunyakaa and *Making the Future Better, Together* by Eboo Patel



Students Will Learn To

- Evaluate arguments and determine whether an author's claims are supported with strong evidence.
- Analyze an author's purpose, message, voice, and tone.
- Examine how setting, plot, and theme work together in literature.
- Interpret figurative language, rhetorical devices, and graphic elements.
- Compare ideas presented in different genres and formats.
- Participate in meaningful discussions and collaborative learning activities.
- Write a personal essay using the writing process and textual evidence.



Texas Essential Knowledge and Skills (TEKS)

Students will develop skills aligned to the following Texas English I standards:

Reading

- **4H** – Compare ideas across genres.
- **5B** – Analyze and compare texts.

- **5C** – Evaluate claims and supporting evidence.
- **5J** – Evaluate an author's argument.
- **6C** – Analyze plot development, including subplots.
- **6D** – Analyze how setting contributes to theme.
- **7B** – Analyze graphic elements.
- **7Ei** – Evaluate an author's claims.
- **7Eii** – Evaluate reasoning and evidence.
- **7Eiii** – Evaluate the effectiveness of an argument.
- **7F** – Analyze digital texts and multimedia.
- **8A** – Analyze author's purpose and message.
- **8C** – Analyze graphic elements in literary texts.
- **8D** – Analyze figurative language and rhetorical devices.
- **8F** – Analyze voice and tone.
- **8G** – Analyze rhetorical devices.



Classroom Activities

Throughout this unit, students will participate in engaging, hands-on learning experiences, including:

- **Stream to Start** introductory video
- Close reading and annotation lessons
- **Notice & Note** reading strategies
 - Big Questions
 - Contrast and Contradictions
 - Word Gaps
- Collaborative discussions and debates
- Partner and small-group research activities
- Research projects on immigration, resettled soldiers, fairy tales, the Vietnam Memorial, and the Gettysburg Address
- Evidence-based written responses
- Vocabulary and grammar practice
- Oral presentations and panel discussions
- **Unit Writing Assignment:** Personal Essay
- Independent reading selections
- STAAR-style reading and writing practice



Unit Assessments

Students will demonstrate their learning through:

- Class discussions and collaborative activities
- Reading comprehension checks
- Short and extended written responses

- Research and presentation projects
- Personal essay
- End-of-unit assessment aligned to Texas English I standards

English I – Unit 2 at a Glance

The Struggle for Freedom

Essential Question:

How do people find freedom in the midst of oppression?

In this unit, students will examine how individuals throughout history have responded to injustice, oppression, and inequality. Through speeches, memoirs, historical writing, poetry, podcasts, and fiction, students will analyze how authors communicate powerful messages of courage, resilience, and hope while strengthening the reading, writing, speaking, and critical thinking skills needed for success on the English I STAAR End-of-Course Exam.



Featured Texts

Analyze & Apply

- **"I Have a Dream"** by Martin Luther King Jr. (Speech)
- **"Interview with John Lewis"** (NPR Podcast)
- **From *Hidden Figures*** by Margot Lee Shetterly (History Writing)
- **"The Censors"** by Luisa Valenzuela (Short Story)
- **"Booker T. and W.E.B."** by Dudley Randall (Poem)

Collaborate & Compare

- **From *Reading Lolita in Tehran*** by Azar Nafisi (Memoir)
- **From *Persepolis 2: The Story of a Return*** by Marjane Satrapi (Graphic Memoir)

Independent Reading

- **"We Wear the Mask"** by Paul Laurence Dunbar
- **"The Prisoner Who Wore Glasses"** by Bessie Head



Students Will Learn To

- Analyze arguments and determine whether an author's claims are supported with strong evidence.
- Analyze rhetorical devices and how they strengthen a speaker's message.
- Evaluate digital media, including podcasts and multimodal texts.

- Analyze text structure and make predictions while reading informational texts.
- Analyze literary devices, setting, theme, and poetic language.
- Compare ideas presented across multiple genres and formats.
- Conduct research using reliable sources.
- Write informative, argumentative, and research-based pieces.
- Collaborate with classmates through discussions, presentations, and debates.

Texas Essential Knowledge and Skills (TEKS)

Students will develop skills aligned to the following English I standards:

Reading

- **4B** – Analyze characteristics of informational texts.
- **4C** – Make and revise predictions.
- **4E** – Analyze ideas across texts.
- **4F** – Evaluate viewpoints.
- **4G** – Compare perspectives across texts.
- **4H** – Compare ideas across genres.
- **5A** – Analyze and evaluate ideas.
- **5B** – Compare texts.
- **5C** – Evaluate claims and evidence.
- **5D** – Conduct research using multiple sources.
- **5E** – Synthesize information from research.
- **5I** – Participate in academic discussions and debates.
- **7B** – Analyze poetic elements.
- **7Dii** – Analyze informational text structure.
- **7Ei** – Evaluate arguments.
- **7Eiii** – Evaluate the effectiveness of arguments.
- **7F** – Analyze digital and multimodal texts.
- **8A** – Analyze author's purpose.
- **8B** – Analyze text and graphic features.
- **8C** – Evaluate graphic and visual elements.
- **8D** – Analyze figurative and poetic language.
- **8E** – Analyze literary devices.
- **8F** – Analyze voice and tone.
- **8G** – Analyze rhetorical devices.

Classroom Activities

Throughout this unit, students will participate in engaging learning experiences, including:

-  **Stream to Start** introductory video

-  Close reading and annotation lessons
-  **Notice & Note** reading strategies
 - Big Questions
 - Extreme or Absolute Language
 - Quoted Words
-  Podcast analysis
-  Collaborative discussions and Socratic conversations
-  Small-group activities and debates
-  Research projects on:
 - Martin Luther King Jr.
 - John Lewis
 - African American women during World War II
 - Booker T. Washington and W.E.B. Du Bois
 - Changes in the Iranian government
-  Multimedia presentations and oral presentations
-  Student-created podcast
-  Evidence-based written responses
-  Blog post
-  Letter and email writing
-  Argumentative essay
-  Research report
-  Vocabulary and grammar practice
-  Independent reading
-  STAAR-style reading and writing practice

Unit Assessments

Students will demonstrate their learning through:

- Reading comprehension checks
- Literary and rhetorical analysis activities
- Collaborative discussions and presentations
- Research assignments
- Student-created podcast
- Research report
- End-of-unit assessment aligned to Texas English I standards

English I – Unit 3 at a Glance

The Bonds Between Us

Essential Question:

How do we form and maintain our connections with others?

In this unit, students will explore how relationships, community, empathy, and communication shape our lives. Through fiction, informational texts, science writing, poetry, media, and personal narratives, students will analyze how authors develop ideas about friendship, belonging, and human connection while strengthening the reading, writing, speaking, and critical thinking skills needed for success on the English I STAAR End-of-Course Exam.



Featured Texts

Analyze & Apply

- **"The Grasshopper and the Bell Cricket"** by Yasunari Kawabata (Short Story)
- **"Monkey See, Monkey Do, Monkey Connect"** by Frans de Waal (Science Writing)
- **"With Friends Like These..."** by Dorothy Rowe (Informational Text)
- **"AmeriCorps NCCC: Be the Greater Good"** (Public Service Announcement)

Collaborate & Compare

- **"Loser"** by Aimee Bender (Short Story)
- **"At Dusk"** by Natasha Trethewey (Poem)

Independent Reading

- **"The Power of a Dinner Table"** by David Brooks (Editorial)
- **"The Debt"** by Tim Seibles (Poem)



Students Will Learn To

- Analyze how setting, characterization, and plot develop theme.
- Make inferences and support conclusions with textual evidence.
- Evaluate an author's claim and supporting evidence.
- Summarize and paraphrase informational texts.
- Evaluate details and determine their importance.
- Analyze media messages and multimodal texts.
- Compare themes across different genres.
- Analyze diction, syntax, and figurative language.
- Write original narratives and other evidence-based responses.
- Collaborate effectively through discussion, presentations, and creative projects.



Texas Essential Knowledge and Skills (TEKS)

Students will develop skills aligned to the following English I standards:

Reading

- **4B** – Analyze literary elements and informational texts.
- **4D** – Create mental images while reading.
- **4E** – Compare ideas across texts.
- **4F** – Make inferences and analyze characterization.
- **4G** – Evaluate details and compare ideas.
- **4H** – Compare themes across genres.
- **4I** – Monitor comprehension.
- **5A** – Analyze and synthesize ideas.
- **5B** – Compare texts.
- **5D** – Summarize and paraphrase texts.
- **5E** – Synthesize research.
- **5F** – Develop academic vocabulary.
- **5G** – Support ideas with textual evidence.
- **5I** – Collaborate in academic discussions.
- **5J** – Evaluate an author's claim.
- **6A** – Analyze theme and characterization.
- **6B** – Analyze characterization.
- **6C** – Analyze plot development.
- **6D** – Analyze setting and theme.
- **7Ei** – Evaluate an author's claim.
- **7Eii** – Evaluate reasoning and evidence.
- **7F** – Analyze media and multimodal texts.
- **8A** – Analyze theme and author's message.
- **8D** – Analyze figurative language.
- **8F** – Analyze diction and syntax.



Classroom Activities

Throughout this unit, students will participate in engaging learning experiences, including:

-  **Stream to Start** introductory video
-  Close reading and annotation lessons
-  **Notice & Note** reading strategies
 - Again and Again
 - Aha Moment
 - Words of the Wiser
-  Collaborative discussions and small-group activities
-  Classroom debates
-  Research projects on:
 - Japanese art forms
 - Friendship and neuroscience
 - Public service announcements
 - Themes in *Loser*

- 🎭 Dramatic scene presentations
- 📣 Create and present a Public Service Announcement (PSA)
- ✍️ Informal letter writing
- ✍️ Personal essay
- ✍️ Short story writing
- 📖 Vocabulary and grammar practice
- 📖 Independent reading
- 📖 STAAR-style reading and writing practice

Unit Assessments

Students will demonstrate their learning through:

- Reading comprehension and literary analysis activities
- Class discussions and collaborative projects
- Research assignments
- Dramatic and multimedia presentations
- Student-created Public Service Announcement
- Original short story
- End-of-unit summative assessment aligned to Texas English I standards

English I – STAAR prep

Focus Skills & Activities using Measuring Up lessons:

- Analyzing evidence in argumentative texts (substantiated vs. unsubstantiated opinions)
- Comparing summaries vs. critiques
- Understanding rhetorical devices and language
- Analyzing themes, characterization, plot, diction, imagery, and point of view
- Exploring irony, paradox, and dramatic conventions
- Identifying key details, main ideas, and controlling ideas in informational texts
- Summarizing and paraphrasing
- Studying author's purpose, audience, and message
- Reviewing vocabulary (roots, affixes, connotation, denotation, word origins)
- Benchmark reviews and essay conferences with teacher feedback

Foundational Language Skills

- **2A** – Use context to determine meaning of unfamiliar words
- **2B** – Analyze word parts (roots, affixes, etc.)

Comprehension Skills

- **4C** – Make and correct predictions, revise as needed
- **4E** – Make connections across texts and genres
- **4F** – Make inferences and use evidence
- **4G** – Paraphrase and summarize texts
- **4H** – Synthesize information across sources

Response Skills

- **5B** – Write responses that demonstrate understanding
- **5C** – Use text evidence to support understanding
- **5D** – Summarize key ideas
- **5G** – Evaluate details and evidence

Author's Purpose & Craft

- **6A** – Explain how themes are developed
- **6B** – Analyze character development
- **6C** – Analyze plot development (linear & nonlinear)
- **6D** – Analyze diction, imagery, and tone

Composition & Genre

- **7A** – Analyze characteristics of argumentative texts
- **7B** – Analyze characteristics of informational texts
- **7C** – Analyze characteristics of dramatic texts
- **7Di** – Analyze informational text structures
- **7Dii** – Analyze organizational patterns in informational texts
- **7Ei** – Identify elements of argumentative structure
- **7Eii** – Analyze how evidence supports claims in arguments
- **7Eiii** – Distinguish between substantiated and unsubstantiated opinions

Multiple Genres / Media

- **8A** – Analyze author's purpose, audience, and message
- **8B** – Analyze how language supports meaning
- **8C** – Analyze how style creates meaning
- **8D** – Evaluate author's use of language (e.g., rhetorical devices)
- **8F** – Evaluate how different genres present information

Research & Inquiry

- **10B** – Synthesize information from multiple sources

English I – Unit 4 at a Glance

Sweet Sorrow

Essential Question:

How can love bring both joy and pain?

In this unit, students will explore the many dimensions of love through personal essays, informational texts, multimedia, poetry, and Shakespeare's classic tragedy, *Romeo and Juliet*. Students will examine how authors develop complex themes and characters while strengthening their reading, writing, speaking, and analytical skills in preparation for the English I STAAR End-of-Course Exam.



Featured Texts

Analyze & Apply

- **"The Price of Freedom"** by Noreen Riols (Personal Essay)
- **"Love's Vocabulary"** by Diane Ackerman (Essay)
- **"My Shakespeare"** by Kate Tempest (Video & Poem)
- **The Tragedy of *Romeo and Juliet*** by William Shakespeare (Drama)

Collaborate & Compare

- **"Having It Both Ways"** by Elizabeth Jennings (Sonnet)
- **"Superheart"** by Marion Shore (Sonnet)

Independent Reading

- **"Pyramus and Thisbe"** by Ovid (Myth)
- **"Sonnet 71"** by Pablo Neruda (Sonnet)



Students Will Learn To

- Analyze how authors develop themes about love, sacrifice, and relationships.
- Interpret figurative language, symbolism, and literary devices.
- Analyze Shakespeare's use of characterization, conflict, and parallel plots.
- Evaluate informational and multimedia texts.
- Compare themes across multiple genres.
- Generate meaningful questions while reading.
- Analyze poetry, drama, and multimodal texts.
- Write literary analysis using strong textual evidence.
- Collaborate through discussions, presentations, and creative projects.

Texas Essential Knowledge and Skills (TEKS)

Students will develop skills aligned to the following English I standards:

Reading

- **4B** – Generate questions before, during, and after reading.
- **4D** – Create mental images while reading.
- **4E** – Compare ideas across texts.
- **4F** – Analyze text meanings and themes.
- **4G** – Analyze relationships among ideas.
- **4H** – Compare ideas across genres.
- **5A** – Analyze and synthesize ideas.
- **5B** – Compare literary texts.
- **5C** – Support analysis with textual evidence.
- **5G** – Analyze and interpret texts.
- **5H** – Participate in collaborative discussions.
- **5J** – Evaluate ideas and arguments.
- **6B** – Analyze literary devices and characterization.
- **6C** – Analyze plot and parallel plots.
- **7B** – Analyze poetry.
- **7C** – Analyze dramatic conventions.
- **7D** – Analyze informational texts.
- **7F** – Analyze multimodal texts.
- **8A** – Analyze themes across texts.
- **8D** – Analyze figurative language and poetic elements.
- **8E** – Analyze literary devices.
- **8F** – Analyze language, diction, and dramatic techniques.

Classroom Activities

Throughout this unit, students will participate in engaging learning experiences, including:

-  **Stream to Start** introductory video
-  Close reading and annotation lessons
-  **Notice & Note** reading strategies
 - Big Questions
 - Numbers and Statistics
 - Word Gaps
-  Small-group discussions and Socratic seminars
-  Panel discussions and collaborative presentations
-  Multimedia analysis and video production
-  Creative visual response project
-  Poetry writing

-  Eulogy writing
-  Vocabulary and grammar practice
-  Independent reading
-  STAAR-style reading and writing practice



Unit Assessments

Students will demonstrate their learning through:

- Literary and dramatic analysis activities
- Class discussions and collaborative projects
- Creative writing assignments
- End-of-unit summative assessment aligned to Texas English I standards

Plans/Unit content are subject to change based on educational needs and school timelines.