

Unit 1: Strategies for Critical Reading and Response

Projects: Book Sellers Reading & Response Project; Annotated Bibliography

Essays: Introduction / Personal Narrative Letter

Readings: Beowulf (Heaney), "The Wife of Bath's Tale" (Chaucer), Le Morte d'Arthur

TEKS Alignment:

- §110.39.4A – "establish purpose for reading assigned and self-selected texts"
- §110.39.4B – "generate questions about text before, during, and after reading to deepen understanding and gain information"
- §110.39.4C – "summarize and paraphrase texts in ways that maintain meaning and logical order"
- §110.39.4D – "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 understanding"
- §110.39.4E – "analyze how the author's use of print and graphic features contributes to meaning"
- §110.39.4F – "make inferences and use evidence to support understanding"
- §110.39.5A – "analyze how the author's use of language contributes to meaning"
- §110.39.5C – "use text evidence and original commentary to support an evaluative response"
- §110.39.5E – "explain how literary elements contribute to theme and genre"
- §110.39.6A – "analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts"
- §110.39.9A – "plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing"
- §110.39.9B – "develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text"

- §110.39.9C – "revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences"
- §110.39.9D – "edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate"
- §110.39.9E – "publish written work for appropriate audiences"
- §110.39.10E – "compose literary analysis using genre characteristics and craft"
- §110.39.11A – "develop questions for formal and informal inquiry"
- §110.39.11F – "synthesize information from a variety of sources"

Unit 2: Analyzing Literary Texts / Literary Analysis Essay

Project: Hamlet Depth of Knowledge Notes

Essay: Literary Analysis Essay

Reading: Hamlet by William Shakespeare

TEKS Alignment:

- §110.39.4A–F (all comprehension objectives above apply)
- §110.39.5A–E – analyze how language and literary elements shape meaning, theme, and genre
- §110.39.6A – analyze thematic development, characterization, POV, setting, and plot
- §110.39.7A – "read and analyze British literature across literary periods"
- §110.39.8A – "evaluate the author's purpose, audience, and message within a text"
- §110.39.9A–E – writing process and publication
- §110.39.10E – compose literary analysis using genre characteristics
- §110.39.11A, 11F – develop inquiry questions and synthesize information from sources

Unit 3A & 3B: Rhetorically Analyzing and Composing Argument / Analyzing Argumentative Texts

Projects: Essay Presentations

Essays: Informative Essay, Argumentative Essay

Reading: "A Modest Proposal" by Jonathan Swift

TEKS Alignment:

- §110.39.4A–F – comprehension strategies for rhetorical texts
- §110.39.5A–E – analyze language, tone, figurative devices, and rhetorical devices
- §110.39.6A – analyze thematic development and argument strategies
- §110.39.9A–E – plan, draft, revise, edit, and publish argumentative and informative writing
- §110.39.10F – "compose rhetorical analysis using genre characteristics and craft"
- §110.39.11A, 11F – develop questions for research and synthesize sources

Unit 4: Opposing Viewpoints / Argumentative Research Essay

Projects: Frankenstein Project

Essays: Complete Argumentative Research Essay

Readings: Poems by William Wordsworth; Frankenstein by Mary Shelley; Jane Eyre by Charlotte Brontë

TEKS Alignment:

- §110.39.4A–F – comprehension across genres
- §110.39.5A–E – analyze authors' use of literary and rhetorical devices
- §110.39.6A – compare thematic and structural elements across texts
- §110.39.9A–E – complete writing process for argumentative research essay
- §110.39.10E, 10F – compose literary and rhetorical analyses
- §110.39.11A, 11F – research, question development, and synthesis of multiple sources

Unit 5: Making Connections Across Texts with Rhetorical & Literary Analysis

Projects: Multimodal Analysis Project

Readings: Jane Eyre, "Factory Reform," "The Lady of Shalott," Great Expectations (excerpts)

TEKS Alignment:

- §110.39.4A–F – comprehension strategies across multiple genres and media
- §110.39.5A–E – analyze language, symbolism, imagery, and literary devices

- §110.39.6A – examine relationships among thematic development, characterization, and structure
- §110.39.9A–E – plan, draft, revise, edit, and publish multimodal compositions
- §110.39.10E, 10F – compose literary and rhetorical analyses
- §110.39.11A, 11F – develop inquiry questions and synthesize research

Unit 6: Producing Authentic Composition with Multiple Genres and Modes

Projects: Workforce / Future Presentations + Annotated Bibliography

Essays: Op-Ed with Multiple Genres / Modes

Readings: “The Victorians Had the Same Concerns About Technology As We Do”; “Harrison Bergeron” by Kurt Vonnegut Jr.

TEKS Alignment:

- §110.39.4A–F – comprehension of informational and literary texts
- §110.39.5A–E – analyze rhetorical and literary strategies for argument and satire
- §110.39.6A – analyze thematic development and character perspectives
- §110.39.9A–E – plan, draft, revise, edit, and publish multimodal and multi-genre writing
- §110.39.10F – compose rhetorical analysis using genre characteristics and craft
- §110.39.11A, 11F – develop research questions and synthesize sources for presentations and annotated bibliographies