

English II – Year at a Glance

Teacher: Ms. Williams

Course Overview:

This year, students will read a variety of short stories, poems, nonfiction works, and drama while building skills in reading, writing, grammar, vocabulary, and critical thinking. They will also participate in **book clubs**, **projects**, and **in-class essays** to strengthen comprehension and communication skills.

Unit 1 – Exploring Literature & Author’s Purpose

Key Texts:

- *What, of This Goldfish, Would You Wish?* by Etgar Keret
- *Without Title* by Diane Glancy
- Book club selections (student choice)

Focus Skills:

- Identifying archetypes and literary devices
- Understanding tone and author’s purpose
- Annotating and analyzing short stories and poetry
- Writing an annotated bibliography

Major Activities:

- Weekly grammar warm-ups
- “Three Wishes” creative writing activity
- Vocabulary sketch note group work
- Honors Project introduction & presentation
- Book club discussions
- Unit Test

TEKS:

- **Readiness:** E2.2.B, E2.4.F, E2.4.G, E2.4.H, E2.5.B, E2.5.C, E2.5.D, E2.7.D.i, E2.8.A, E2.9.B.i, E2.9.B.ii, E2.9.C, E2.9.D.i, E2.10.B

- **Supporting:** E2.2.A, E2.2.C, E2.4.C, E2.4.E, E2.9.D, E2.9.D.ii, E2.9.D.iii, E2.9.D.iv, E2.9.D.v, E2.9.D.vi, E2.10.D
- **Other Student Expectations:** E2.1.A, E2.1.B, E2.1.C, E2.1.D, E2.3.A, E2.4.A, E2.4.B, E2.4.D, E2.4.I, E2.5.A, E2.5.E, E2.5.F, E2.5.G, E2.5.H, E2.5.I, E2.7.D, E2.9.A, E2.9.B, E2.9.E, E2.11.A, E2.11.B, E2.11.C, E2.11.D, E2.11.E, E2.11.F, E2.11.G, E2.11.G.i, E2.11.H, E2.11.I

Readiness Standards

- **E2.2.B** — Analyze context to distinguish among denotative, connotative, and figurative meanings of words.
- **E2.4.F** — Make inferences and use evidence to support understanding.
- **E2.4.G** — Evaluate details read to determine key ideas.
- **E2.4.H** — Synthesize information from multiple texts to create new understanding.
- **E2.5.B** — Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
- **E2.5.C** — Use text evidence and original commentary to support an interpretive response.
- **E2.5.D** — Paraphrase and summarize texts in ways that maintain meaning and logical order.
- **E2.7.D.i** — Analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
- **E2.8.A** — Analyze the author’s purpose, audience, and message within a text.
- **E2.9.B.i** — Distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts.
- **E2.9.B.ii** — Analyze how authors use various types of evidence to support claims.
- **E2.9.C** — Make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.
- **E2.9.D.i** — Analyze and synthesize information across texts to draw conclusions.
- **E2.10.B** — Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.

Supporting Standards

- **E2.2.A** — Use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of vocabulary.
- **E2.2.C** — Determine the meaning of foreign words or phrases used frequently in English such as *pas de deux*, *status quo*, *déjà vu*, *avant-garde*, *coup d'état*.
- **E2.4.C** — Make and correct or confirm predictions using text features, characteristics of genre, and structures.
- **E2.4.E** — Make connections to personal experiences, ideas in other texts, and society.
- **E2.9.D** — Analyze, synthesize, and evaluate across texts.
- **E2.9.D.ii** — Compare perspectives across texts on similar ideas or topics.
- **E2.9.D.iii** — Evaluate rhetorical choices across texts.
- **E2.9.D.iv** — Examine organizational structures across texts.
- **E2.9.D.v** — Analyze tone and bias across texts.
- **E2.9.D.vi** — Draw conclusions across texts and support them with textual evidence.
- **E2.10.D** — Compose correspondence in a professional or friendly structure such as letters or emails.

Other Student Expectations

- **E2.1.A** — Listen actively and ask questions to clarify information.
- **E2.1.B** — Engage in meaningful discourse and express ideas clearly.
- **E2.1.C** — Give organized presentations that communicate ideas clearly.
- **E2.1.D** — Work collaboratively with others to develop and strengthen ideas.
- **E2.3.A** — Self-select text and read independently for a sustained period of time.
- **E2.4.A** — Establish purpose for reading assigned and self-selected texts.
- **E2.4.B** — Generate questions about text before, during, and after reading to deepen understanding.
- **E2.4.D** — Create mental images to deepen understanding.
- **E2.4.I** — Monitor comprehension and make adjustments such as re-reading, using background knowledge, or annotating when understanding breaks down.

- **E2.5.A** — Describe personal connections to a variety of sources, including self-selected texts.
 - **E2.5.E** — Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
 - **E2.5.F** — Respond using acquired content and academic vocabulary as appropriate.
 - **E2.5.G** — Discuss and write about the explicit or implicit meanings of text.
 - **E2.5.H** — Respond orally or in writing with appropriate register, vocabulary, tone, and voice.
 - **E2.5.I** — Reflect on and adjust responses when valid evidence warrants.
 - **E2.7.D** — Analyze characteristics and structural elements of texts beyond informational genres (e.g., persuasive, argumentative).
 - **E2.9.A** — Plan a piece of writing appropriate for various purposes and audiences by generating ideas through brainstorming, journaling, or discussion.
 - **E2.9.B** — Distinguish among kinds of evidence used to support arguments and claims.
 - **E2.9.E** — Recognize characteristics of persuasive texts such as distinguishing fact from opinion.
 - **E2.11.A** — Develop questions for formal and informal inquiry.
 - **E2.11.B** — Critique the research process at each step to implement changes as needed.
 - **E2.11.C** — Develop and revise a plan for inquiry.
 - **E2.11.D** — Modify the major research question as necessary to refocus the research plan.
 - **E2.11.E** — Locate relevant sources and gather information.
 - **E2.11.F** — Synthesize information from a variety of sources.
 - **E2.11.G** — Examine sources for credibility and bias, including omission.
 - **E2.11.G.i** — Identify and explain instances of bias in source material.
 - **E2.11.H** — Display academic citations and use source materials ethically to avoid plagiarism.
 - **E2.11.I** — Use an appropriate mode of delivery (written, oral, or multimodal) to present results.
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Unit 2 – Literary Nonfiction, Fiction, and Poetry

Key Texts:

- *Total Eclipse* by Annie Dillard
- *The Night Face Up* by Julio Cortázar
- *Mirror* by Sylvia Plath
- Book club selections (student choice)

Focus Skills:

- Analyzing literary nonfiction and short stories
- Understanding plot structure, figurative language, and poetic meter
- Making inferences and analyzing connotation/denotation
- Writing an expository essay

Major Activities:

- Weekly grammar warm-ups
- Vocabulary practice
- Informational/Analysis Essay (Over *Total Eclipse* by Annie Dillard)
- Poetry analysis worksheets
- Honors Project: Poetry
- Unit Exam

TEKS:

- **Readiness:** E2.4.F, E2.4.G, E2.4.H, E2.5.B, E2.5.C, E2.5.D, E2.6.B, E2.6.C, E2.8.A, E2.8.D, E2.8.F, E2.9.B.i, E2.9.B.ii, E2.9.C, E2.10.B
- **Supporting:** E2.4.C, E2.4.E, E2.6.A, E2.6.D, E2.7.A, E2.7.B, E2.7.C, E2.8.B, E2.8.C, E2.8.E, E2.9.D
- **Other Student Expectations:** E2.1.A, E2.1.B, E2.1.C, E2.1.D, E2.4.A, E2.4.B, E2.4.I, E2.5.A, E2.5.E, E2.5.G, E2.5.H, E2.5.I, E2.5.J, E2.9.A, E2.9.B, E2.9.E, E2.10.A, E2.11.E, E2.11.F, E2.11.H

Readiness Standards

- **E2.4.F** — Make inferences and use evidence to support understanding.
- **E2.4.G** — Evaluate details read to determine key ideas.

- **E2.4.H** — Synthesize information from multiple texts to create new understanding.
- **E2.5.B** — Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
- **E2.5.C** — Use text evidence and original commentary to support an interpretive response.
- **E2.5.D** — Paraphrase and summarize texts in ways that maintain meaning and logical order.
- **E2.6.B** — Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **E2.6.C** — Identify and analyze the use of literary devices such as imagery, symbolism, and figurative language.
- **E2.8.A** — Analyze the author’s purpose, audience, and message within a text.
- **E2.8.D** — Analyze the effect of stylistic choices such as diction and syntax on meaning, tone, and mood.
- **E2.8.F** — Analyze how the author’s use of language contributes to mood, voice, and tone.
- **E2.9.B.i** — Distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts.
- **E2.9.B.ii** — Analyze how authors use different types of evidence to support their claims.
- **E2.9.C** — Make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.
- **E2.10.B** — Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.

Supporting Standards

- **E2.4.C** — Make and correct or confirm predictions using text features, characteristics of genre, and structures.
- **E2.4.E** — Make connections to personal experiences, ideas in other texts, and society.
- **E2.6.A** — Identify and use appropriate conventions and grammar in spoken and written communication.

- **E2.6.D** — Use precise language and domain-specific vocabulary to communicate effectively.
 - **E2.7.A** — Analyze characteristics and structural elements of literary texts such as setting, plot, and theme.
 - **E2.7.B** — Analyze how characters' motivations and conflicts influence the plot or theme.
 - **E2.7.C** — Analyze the author's use of point of view, including limited or omniscient narration, to influence the reader's understanding.
 - **E2.8.B** — Analyze how the use of text structure contributes to an author's purpose.
 - **E2.8.C** — Evaluate the impact of an author's use of rhetorical devices and persuasive techniques.
 - **E2.8.E** — Evaluate the effectiveness of an author's organizational structure and transitions.
 - **E2.9.D** — Analyze and synthesize information across texts to draw conclusions and support ideas.
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Other Student Expectations

- **E2.1.A** — Listen actively and ask questions to clarify information.
- **E2.1.B** — Engage in meaningful discourse and express ideas clearly.
- **E2.1.C** — Give organized presentations that communicate ideas effectively.
- **E2.1.D** — Work collaboratively with others to develop and strengthen ideas.
- **E2.4.A** — Establish purpose for reading assigned and self-selected texts.
- **E2.4.B** — Generate questions about text before, during, and after reading to deepen understanding.
- **E2.4.I** — Monitor comprehension and make adjustments such as re-reading, using background knowledge, or annotating when understanding breaks down.
- **E2.5.A** — Describe personal connections to a variety of sources, including self-selected texts.
- **E2.5.E** — Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **E2.5.G** — Discuss and write about the explicit or implicit meanings of text.

- **E2.5.H** — Respond orally or in writing with appropriate register, vocabulary, tone, and voice.
 - **E2.5.I** — Reflect on and adjust responses when valid evidence warrants.
 - **E2.5.J** — Defend or challenge an author’s claims using relevant text evidence.
 - **E2.9.A** — Plan a piece of writing appropriate for various purposes and audiences by generating ideas through strategies such as brainstorming, journaling, or discussion.
 - **E2.9.B** — Distinguish among kinds of evidence used to support arguments and claims.
 - **E2.9.E** — Recognize characteristics of persuasive texts such as distinguishing fact from opinion.
 - **E2.10.A** — Compose literary texts such as personal narratives, short stories, and poetry using genre characteristics and craft.
 - **E2.11.E** — Locate relevant sources and gather information.
 - **E2.11.F** — Synthesize information from a variety of sources.
 - **E2.11.H** — Display academic citations and use source materials ethically to avoid plagiarism.
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Unit 3 – Informational Texts & Persuasive Techniques

Key Texts:

- *Joyas Voladoras* by Brian Doyle
- *Texas v. Johnson* (Supreme Court case)
- “Find Your Park” campaign (media analysis)
- *Unanswered* (informational essay)
- Book club selections

Focus Skills:

- Identifying logos, ethos, pathos, and logical fallacies
- Distinguishing between primary and secondary sources
- Structuring informational and persuasive essays
- Analyzing media techniques and purposes

Major Activities:

- In-class informational and persuasive essays
- Research and poster project
- Honors Project: Advertisement
- Semester Exam

TEKS:

- **Readiness:** E2.4.F, E2.4.G, E2.4.H, E2.5.B, E2.5.C, E2.5.D, E2.7.D.i, E2.7.E.i, E2.7.E.ii, E2.8.A, E2.8.D, E2.8.F, E2.9.B.i, E2.9.B.ii, E2.9.C, E2.10.B, E2.10.C
- **Supporting:** E2.4.C, E2.4.E, E2.7.D.ii, E2.7.E.iii, E2.8.B, E2.8.C, E2.8.G, E2.9.D
- **Other Student Expectations:** E2.1.A, E2.1.C, E2.1.D, E2.4.A, E2.4.B, E2.4.I, E2.5.A, E2.5.E, E2.5.G, E2.5.H, E2.5.I, E2.5.J, E2.7.D, E2.7.E, E2.7.F, E2.9.A, E2.9.B, E2.9.E, E2.11.A, E2.11.B, E2.11.C, E2.11.D, E2.11.F, E2.11.G, E2.11.G.i, E2.11.G.ii, E2.11.H, E2.11.I

Readiness Standards

- **E2.4.F** — Make inferences and use evidence to support understanding.
- **E2.4.G** — Evaluate details read to determine key ideas.
- **E2.4.H** — Synthesize information from multiple texts to create new understanding.
- **E2.5.B** — Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
- **E2.5.C** — Use text evidence and original commentary to support an interpretive response.
- **E2.5.D** — Paraphrase and summarize texts in ways that maintain meaning and logical order.
- **E2.7.D.i** — Analyze how dramatists develop complex characters through dialogue and staging.
- **E2.7.E.i** — Analyze the effect of rhyme schemes, meter, and imagery in poetry.
- **E2.7.E.ii** — Analyze the impact of diction and figurative language on meaning in poetry.
- **E2.8.A** — Analyze the author’s purpose, audience, and message within a text.
- **E2.8.D** — Analyze the effect of stylistic choices such as diction and syntax on meaning, tone, and mood.
- **E2.8.F** — Analyze how the author’s use of language contributes to mood, voice, and tone.

- **E2.9.B.i** — Distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts.
 - **E2.9.B.ii** — Analyze how authors use different types of evidence to support their claims.
 - **E2.9.C** — Make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.
 - **E2.10.B** — Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
 - **E2.10.C** — Compose argumentative texts using genre characteristics and craft.
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Supporting Standards

- **E2.4.C** — Make and correct or confirm predictions using text features, characteristics of genre, and structures.
 - **E2.4.E** — Make connections to personal experiences, ideas in other texts, and society.
 - **E2.7.D.ii** — Analyze the relationships and interactions among characters that advance the plot or develop theme.
 - **E2.7.E.iii** — Analyze the effects of extended metaphor, symbolism, and irony in poetry.
 - **E2.8.B** — Analyze how the use of text structure contributes to an author’s purpose.
 - **E2.8.C** — Evaluate the impact of an author’s use of rhetorical devices and persuasive techniques.
 - **E2.8.G** — Evaluate how the use of media and technology influences meaning.
 - **E2.9.D** — Analyze and synthesize information across texts to draw conclusions and support ideas.
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Other Student Expectations

- **E2.1.A** — Listen actively and ask questions to clarify information.
- **E2.1.C** — Give organized presentations that communicate ideas effectively.
- **E2.1.D** — Work collaboratively with others to develop and strengthen ideas.
- **E2.4.A** — Establish purpose for reading assigned and self-selected texts.
- **E2.4.B** — Generate questions about text before, during, and after reading to deepen understanding.

- **E2.4.I** — Monitor comprehension and make adjustments such as re-reading, using background knowledge, or annotating when understanding breaks down.
- **E2.5.A** — Describe personal connections to a variety of sources, including self-selected texts.
- **E2.5.E** — Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **E2.5.G** — Discuss and write about the explicit or implicit meanings of text.
- **E2.5.H** — Respond orally or in writing with appropriate register, vocabulary, tone, and voice.
- **E2.5.I** — Reflect on and adjust responses when valid evidence warrants.
- **E2.5.J** — Defend or challenge an author’s claims using relevant text evidence.
- **E2.7.D** — Analyze how dramatists develop complex characters through dialogue and staging.
- **E2.7.E** — Analyze how poets use sound devices, imagery, and figurative language to evoke emotion.
- **E2.7.F** — Analyze how authors use language and literary techniques to develop complex themes.
- **E2.9.A** — Plan a piece of writing appropriate for various purposes and audiences by generating ideas through strategies such as brainstorming, journaling, or discussion.
- **E2.9.B** — Distinguish among kinds of evidence used to support arguments and claims.
- **E2.9.E** — Recognize characteristics of persuasive texts such as distinguishing fact from opinion.
- **E2.11.A** — Plan and organize ideas to research a topic.
- **E2.11.B** — Gather relevant information from a variety of sources.
- **E2.11.C** — Synthesize and organize information effectively.
- **E2.11.D** — Develop a position supported by accurate evidence and logical reasoning.
- **E2.11.F** — Evaluate the reliability, credibility, and validity of sources.
- **E2.11.G** — Display academic citations and use source materials ethically to avoid plagiarism.
- **E2.11.G.i** — Use a consistent citation style to credit sources.

- **E2.11.G.ii** — Integrate quotations and paraphrases smoothly into text.
 - **E2.11.H** — Use digital tools to produce, publish, and update individual or shared writing projects.
 - **E2.11.I** — Use technology responsibly to create, communicate, and collaborate.
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Unit 4 – Argument & Debate

Key Texts:

- “The Importance of Homework” (article)
- “Do Kids Really Need Homework?” (article)

Focus Skills:

- Comparing arguments in multiple texts
- Supporting claims with evidence
- Writing a reflection and defending/challenging an author’s claim

Major Activities:

- Group work to analyze argumentative articles
- Reflection writing assignment
- Argumentative Unit Test (combined with Unit 3B)

TEKS:

- **Readiness:** E2.4.F, E2.4.G, E2.4.H, E2.5.B, E2.5.C, E2.5.D, E2.7.D.i, E2.7.E.i, E2.7.E.ii, E2.8.A, E2.8.D, E2.8.F, E2.9.B.i, E2.9.B.ii, E2.9.C, E2.10.C
- **Supporting:** E2.4.C, E2.4.E, E2.7.D.ii, E2.7.E.iii, E2.8.B, E2.8.C, E2.8.G, E2.9.D
- **Other Student Expectations:** E2.1.A, E2.1.D, E2.4.A, E2.4.B, E2.4.I, E2.5.A, E2.5.E, E2.5.G, E2.5.H, E2.5.I, E2.5.J, E2.7.D, E2.7.E, E2.7.F, E2.9.A, E2.9.B, E2.9.E, E2.11.A, E2.11.B, E2.11.C, E2.11.D, E2.11.E, E2.11.F, E2.11.G, E2.11.G.i, E2.11.G.ii, E2.11.H, E2.11.I

Readiness Standards

- **E2.4.F** — Make inferences and use evidence to support understanding.
- **E2.4.G** — Evaluate details read to determine key ideas.
- **E2.4.H** — Synthesize information from multiple texts to create new understanding.

- **E2.5.B** — Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
- **E2.5.C** — Use text evidence and original commentary to support an interpretive response.
- **E2.5.D** — Paraphrase and summarize texts in ways that maintain meaning and logical order.
- **E2.7.D.i** — Analyze how dramatists develop complex characters through dialogue and staging.
- **E2.7.E.i** — Analyze the effect of rhyme schemes, meter, and imagery in poetry.
- **E2.7.E.ii** — Analyze the impact of diction and figurative language on meaning in poetry.
- **E2.8.A** — Analyze the author’s purpose, audience, and message within a text.
- **E2.8.D** — Analyze the effect of stylistic choices such as diction and syntax on meaning, tone, and mood.
- **E2.8.F** — Analyze how the author’s use of language contributes to mood, voice, and tone.
- **E2.9.B.i** — Distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts.
- **E2.9.B.ii** — Analyze how authors use different types of evidence to support their claims.
- **E2.9.C** — Make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.
- **E2.10.C** — Compose argumentative texts using genre characteristics and craft.

Supporting Standards

- **E2.4.C** — Make and correct or confirm predictions using text features, characteristics of genre, and structures.
- **E2.4.E** — Make connections to personal experiences, ideas in other texts, and society.
- **E2.7.D.ii** — Analyze the relationships and interactions among characters that advance the plot or develop theme.
- **E2.7.E.iii** — Analyze the effects of extended metaphor, symbolism, and irony in poetry.
- **E2.8.B** — Analyze how the use of text structure contributes to an author’s purpose.

- **E2.8.C** — Evaluate the impact of an author’s use of rhetorical devices and persuasive techniques.
 - **E2.8.G** — Evaluate how the use of media and technology influences meaning.
 - **E2.9.D** — Analyze and synthesize information across texts to draw conclusions and support ideas.
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Other Student Expectations

- **E2.1.A** — Listen actively and ask questions to clarify information.
- **E2.1.D** — Work collaboratively with others to develop and strengthen ideas.
- **E2.4.A** — Establish purpose for reading assigned and self-selected texts.
- **E2.4.B** — Generate questions about text before, during, and after reading to deepen understanding.
- **E2.4.I** — Monitor comprehension and make adjustments such as re-reading, using background knowledge, or annotating when understanding breaks down.
- **E2.5.A** — Describe personal connections to a variety of sources, including self-selected texts.
- **E2.5.E** — Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **E2.5.G** — Discuss and write about the explicit or implicit meanings of text.
- **E2.5.H** — Respond orally or in writing with appropriate register, vocabulary, tone, and voice.
- **E2.5.I** — Reflect on and adjust responses when valid evidence warrants.
- **E2.5.J** — Defend or challenge an author’s claims using relevant text evidence.
- **E2.7.D** — Analyze how dramatists develop complex characters through dialogue and staging.
- **E2.7.E** — Analyze how poets use sound devices, imagery, and figurative language to evoke emotion.
- **E2.7.F** — Analyze how authors use language and literary techniques to develop complex themes.
- **E2.9.A** — Plan a piece of writing appropriate for various purposes and audiences by generating ideas through strategies such as brainstorming, journaling, or discussion.

- **E2.9.B** — Distinguish among kinds of evidence used to support arguments and claims.
 - **E2.9.E** — Recognize characteristics of persuasive texts such as distinguishing fact from opinion.
 - **E2.11.A** — Plan and organize ideas to research a topic.
 - **E2.11.B** — Gather relevant information from a variety of sources.
 - **E2.11.C** — Synthesize and organize information effectively.
 - **E2.11.D** — Develop a position supported by accurate evidence and logical reasoning.
 - **E2.11.E** — Locate, evaluate, and integrate evidence from primary and secondary sources.
 - **E2.11.F** — Evaluate the reliability, credibility, and validity of sources.
 - **E2.11.G** — Display academic citations and use source materials ethically to avoid plagiarism.
 - **E2.11.G.i** — Use a consistent citation style to credit sources.
 - **E2.11.G.ii** — Integrate quotations and paraphrases smoothly into text.
 - **E2.11.H** — Use digital tools to produce, publish, and update individual or shared writing projects.
 - **E2.11.I** — Use technology responsibly to create, communicate, and collaborate.
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Unit 5 – STAAR Prep & Cross-Genre Analysis

Focus Skills:

- Analyzing theme, character development, symbolism, allegory, and archetypes
- Understanding dramatic conventions and plot contribution
- Comparing literary and informational texts
- Reviewing persuasive essay skills

Major Activities:

- Measuring Up lessons (TEKS-aligned skill practice)
- Progress Learning assignments
- Tier 3 Tutorials & Essay Bootcamp
- In-class essays and practice tests

TEKS:

- **Readiness:** E2.4.F, E2.4.G, E2.4.H, E2.5.B, E2.5.C, E2.5.D, E2.6.B, E2.6.C, E2.7.D.i, E2.7.E.i, E2.7.E.ii, E2.8.A, E2.8.D, E2.8.F, E2.9.B.i, E2.9.B.ii, E2.9.C, E2.10.B, E2.10.C
- **Supporting:** E2.4.C, E2.4.E, E2.6.A, E2.6.D, E2.7.A, E2.7.B, E2.7.C, E2.7.D.ii, E2.7.E.iii, E2.8.B, E2.8.C, E2.8.E, E2.8.G, E2.9.D
- **Other Student Expectations:** E2.1.A, E2.1.C, E2.1.D, E2.4.A, E2.4.B, E2.4.I, E2.5.A, E2.5.E, E2.5.G, E2.5.H, E2.7.D, E2.7.E, E2.7.F, E2.9.A, E2.9.B, E2.9.E, E2.10.A, E2.11.G, E2.11.G.i, E2.11.G.ii

Readiness Standards

- **E2.4.F** — Make inferences and use evidence to support understanding.
- **E2.4.G** — Evaluate details read to determine key ideas.
- **E2.4.H** — Synthesize information from multiple texts to create new understanding.
- **E2.5.B** — Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
- **E2.5.C** — Use text evidence and original commentary to support an interpretive response.
- **E2.5.D** — Paraphrase and summarize texts in ways that maintain meaning and logical order.
- **E2.6.B** — Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **E2.6.C** — Identify and analyze the use of literary devices such as imagery, symbolism, and figurative language.
- **E2.7.D.i** — Analyze how dramatists develop complex characters through dialogue and staging.
- **E2.7.E.i** — Analyze the effect of rhyme schemes, meter, and imagery in poetry.
- **E2.7.E.ii** — Analyze the impact of diction and figurative language on meaning in poetry.
- **E2.8.A** — Analyze the author's purpose, audience, and message within a text.
- **E2.8.D** — Analyze the effect of stylistic choices such as diction and syntax on meaning, tone, and mood.
- **E2.8.F** — Analyze how the author's use of language contributes to mood, voice, and tone.

- **E2.9.B.i** — Distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts.
 - **E2.9.B.ii** — Analyze how authors use different types of evidence to support their claims.
 - **E2.9.C** — Make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.
 - **E2.10.B** — Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
 - **E2.10.C** — Compose argumentative texts using genre characteristics and craft.
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Supporting Standards

- **E2.4.C** — Make and correct or confirm predictions using text features, characteristics of genre, and structures.
- **E2.4.E** — Make connections to personal experiences, ideas in other texts, and society.
- **E2.6.A** — Identify and use appropriate conventions and grammar in spoken and written communication.
- **E2.6.D** — Use precise language and domain-specific vocabulary to communicate effectively.
- **E2.7.A** — Analyze characteristics and structural elements of literary texts such as setting, plot, and theme.
- **E2.7.B** — Analyze how characters' motivations and conflicts influence the plot or theme.
- **E2.7.C** — Analyze the author's use of point of view, including limited or omniscient narration, to influence the reader's understanding.
- **E2.7.D.ii** — Analyze the relationships and interactions among characters that advance the plot or develop theme.
- **E2.7.E.iii** — Analyze the effects of extended metaphor, symbolism, and irony in poetry.
- **E2.8.B** — Analyze how the use of text structure contributes to an author's purpose.
- **E2.8.C** — Evaluate the impact of an author's use of rhetorical devices and persuasive techniques.
- **E2.8.E** — Evaluate the effectiveness of an author's organizational structure and transitions.
- **E2.8.G** — Evaluate how the use of media and technology influences meaning.

- **E2.9.D** — Analyze and synthesize information across texts to draw conclusions and support ideas.
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Other Student Expectations

- **E2.1.A** — Listen actively and ask questions to clarify information.
- **E2.1.C** — Give organized presentations that communicate ideas effectively.
- **E2.1.D** — Work collaboratively with others to develop and strengthen ideas.
- **E2.4.A** — Establish purpose for reading assigned and self-selected texts.
- **E2.4.B** — Generate questions about text before, during, and after reading to deepen understanding.
- **E2.4.I** — Monitor comprehension and make adjustments such as re-reading, using background knowledge, or annotating when understanding breaks down.
- **E2.5.A** — Describe personal connections to a variety of sources, including self-selected texts.
- **E2.5.E** — Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **E2.5.G** — Discuss and write about the explicit or implicit meanings of text.
- **E2.5.H** — Respond orally or in writing with appropriate register, vocabulary, tone, and voice.
- **E2.5.I** — Reflect on and adjust responses when valid evidence warrants.
- **E2.5.J** — Defend or challenge an author's claims using relevant text evidence.
- **E2.7.D** — Analyze how dramatists develop complex characters through dialogue and staging.
- **E2.7.E** — Analyze how poets use sound devices, imagery, and figurative language to evoke emotion.
- **E2.7.F** — Analyze how authors use language and literary techniques to develop complex themes.
- **E2.9.A** — Plan a piece of writing appropriate for various purposes and audiences by generating ideas through strategies such as brainstorming, journaling, or discussion.
- **E2.9.B** — Distinguish among kinds of evidence used to support arguments and claims.

- **E2.9.E** — Recognize characteristics of persuasive texts such as distinguishing fact from opinion.
 - **E2.10.A** — Compose literary texts such as personal narratives, short stories, and poetry using genre characteristics and craft.
 - **E2.11.G** — Display academic citations and use source materials ethically to avoid plagiarism.
 - **E2.11.G.i** — Use a consistent citation style to credit sources.
 - **E2.11.G.ii** — Integrate quotations and paraphrases smoothly into text.
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Unit 6 – Drama Study: *Macbeth*

Key Texts:

- *Macbeth* by William Shakespeare (full play)

Focus Skills:

- Understanding Shakespearean language and themes
- Analyzing character relationships and dramatic structure
- Comparing film adaptations to the play

Major Activities:

- Character maps and Venn diagrams
- Media project (Macbeth playlist)
- Macbeth Test
- Reflection Essay
- Honors Project presentations
- Semester Exam

TEKS:

- **Readiness:** E2.4.F, E2.4.G, E2.4.H, E2.5.B, E2.5.C, E2.5.D, E2.6.B, E2.6.C, E2.7.D.i, E2.7.E.i, E2.7.E.ii, E2.8.A, E2.8.D, E2.8.F, E2.9.B.i, E2.9.B.ii, E2.9.C, E2.10.B, E2.10.C
- **Supporting:** E2.4.C, E2.4.E, E2.6.A, E2.6.D, E2.7.A, E2.7.B, E2.7.C, E2.7.D.ii, E2.7.E.iii, E2.8.B, E2.8.C, E2.8.E, E2.8.G, E2.9.D

- **Other Student Expectations:** E2.1.A, E2.1.C, E2.1.D, E2.4.A, E2.4.B, E2.4.I, E2.5.A, E2.5.E, E2.5.G, E2.5.H, E2.5.I, E2.5.J, E2.7.D, E2.7.E, E2.7.F, E2.9.A, E2.9.B, E2.9.E, E2.10.A, E2.11.A

Readiness Standards

- **E2.4.F** — Make inferences and use evidence to support understanding.
- **E2.4.G** — Evaluate details read to determine key ideas.
- **E2.4.H** — Synthesize information from multiple texts to create new understanding.
- **E2.5.B** — Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
- **E2.5.C** — Use text evidence and original commentary to support an interpretive response.
- **E2.5.D** — Paraphrase and summarize texts in ways that maintain meaning and logical order.
- **E2.6.B** — Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **E2.6.C** — Identify and analyze the use of literary devices such as imagery, symbolism, and figurative language.
- **E2.7.D.i** — Analyze how dramatists develop complex characters through dialogue and staging.
- **E2.7.E.i** — Analyze the effect of rhyme schemes, meter, and imagery in poetry.
- **E2.7.E.ii** — Analyze the impact of diction and figurative language on meaning in poetry.
- **E2.8.A** — Analyze the author’s purpose, audience, and message within a text.
- **E2.8.D** — Analyze the effect of stylistic choices such as diction and syntax on meaning, tone, and mood.
- **E2.8.F** — Analyze how the author’s use of language contributes to mood, voice, and tone.
- **E2.9.B.i** — Distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts.
- **E2.9.B.ii** — Analyze how authors use different types of evidence to support their claims.
- **E2.9.C** — Make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.

- **E2.10.B** — Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
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Supporting Standards

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 - **E2.7.E.iii** — Analyze the effects of extended metaphor, symbolism, and irony in poetry.
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Other Student Expectations

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- **E2.9.A** — Plan a piece of writing appropriate for various purposes and audiences by generating ideas through strategies such as brainstorming, journaling, or discussion.
- **E2.9.B** — Distinguish among kinds of evidence used to support arguments and claims.
- **E2.9.E** — Recognize characteristics of persuasive texts such as distinguishing fact from opinion.
- **E2.10.A** — Compose literary texts such as personal narratives, short stories, and poetry using genre characteristics and craft.
- **E2.11.A** — Plan and organize ideas to research a topic.

Throughout the Year, Students Will:

- Participate in book clubs and class discussions
- Complete grammar and vocabulary warm-ups
- Write informational, analytical, and persuasive essays
- Engage in creative projects and honors-level work
- Take MAP/NWEA tests to track growth