

Course: English II			Designated Six Weeks: ALL		
TEKS	Guiding Questions/Specificity	Assessment	Academic Vocabulary	Instructional Strategies	Resources/ Weblinks

Philosophy for Writing and Research

As the writing and research processes are whole skills, each should be reinforced at all six weeks terms. However, specific skills may also be reinforced within specific six weeks units. Therefore, while all writing and research TEKS are included within the ongoing section, attention is given to individual skills within each noted term. Not all writing and research TEKS are taught within each term as the focus should remain on whole year, whole process instruction.

Philosophy for Reading

Within each semester, at least one selection from the novel list should be utilized for instruction in addition to the textbook and outside sources.

Philosophy for Standardized Test Preparation

Within each six week term, at least one timed reading and/or writing assessment should be given. This assessment is in response to the untimed nature of state testing in contrast to the timed nature of standardized testing.

Ongoing TEKS reinforced each six weeks

Figure: 19 TAC §110.17(b)
Reading/Comprehension Skills. 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 and increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

<p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing connections, creating and synthesizing, making sensory images); and</p> <p>(B) make complex inferences about text and use textual evidence to support understanding. (Readiness)</p>	<p>How can monitoring comprehension improve understanding of the text?</p> <p>-Text dependent reading</p>	<p>*Summarize this selection by including the four most important events. *What is the best summary of this selection? *What sensory image does the author use to enhance the understanding of the reader? *What connection can the reader make between the author’s purpose and the main character’s motivation? *A conclusion that can be made about ___ in this story is – *The reader can tell that – *What text evidence supports the</p>	<p>Predict Prove Infer</p>	<p>Reading across genres and across types of text</p>	<p>SQ3R Twelve Powerful Words</p>
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		conclusion that __? *Based on the evidence in paragraph __, the reader can conclude that – *Paragraph __ suggests that – *You can tell from this passage that – *The reader can infer from paragraph __ that – *Which sentence in this selection supports the inference that __? *The reader can conclude that the author – *What can you conclude about __? *What information in this article supports the conclusion that __? *In paragraph __, the sentence “ ” shows -			
(10.1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:					
(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; (Supporting) (B) analyze textual context	How does vocabulary choice enhance the meaning of a text?	*In paragraph __ of this story, what does the word __ mean? *What is the root word for the word in paragraph __ that means __? *Read the following dictionary entry. Which definition best matches the meaning of the __ as it is used in paragraph __? *In this story, the word __ is in paragraph __; this word is to __ as __ is to __.	Vocabulary in context SAT vocabulary	Note cards ELPS 4A, 4C, 4F, 4K, 1H, 1B	Holt Ancillary materials SAT Vocabulary

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<p>(within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words; (Readiness)</p> <p>(C) infer word meaning through the identification and analysis of analogies and other word relationships(Supporting)</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'état</i>); and (Supporting)</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. (Readiness)</p>		<p>* __ is to __ as __ is to __.</p> <p>*What does the expression __ as used in paragraph __ mean?</p> <p>*The phrase __ used in paragraph __ means –</p> <p>*The origin of the word __ as used in paragraph __ is -</p> <p>*Read the dictionary entry for the word __. Which definition represents the meaning of the word __ as used in paragraph __? (Dictionary entry with four definitions is shown and students must use context clues to determine the meaning of the word as it is used in the passage.)</p>			

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(10.7) Reading/Comprehension of Literary Text/Sensory Language. 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. (Supporting)	How do literary elements contribute to meaning in texts? *symbolism: The practice of representing things by means of symbols or of attributing symbolic meanings of significance to objects, events, or relationships. allegory: The representation of abstract ideas or principles by characters, figures, or events in narrative, dramatic, or pictorial form. allusions: (1) The act of alluding; indirect reference. (2) An instance of indirect reference.	*What does the author's use of the expression "___" in paragraph ___ mean? *The author's use of symbolic language helps the reader understand – *How did the author use allegory to increase the complexity of the plot? *Which line from the story serves as an example of allusion?	symbols allegory allusions text specific vocabulary	ELPS 1H, 4E, 4J	Fiction novel from MISD approved reading list http://www.webengli-shteacher.com/index.html
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(10.13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining	How can students use writing to effectively communicate their responses to literature?		Free write Thesis Draft Quote Paraphrase	Kernals SAT timed writing Chunk writing Peer editing	Current novel Library and computer lab http://www.webengli-shteacher.com/index.html
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<p>appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</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; (Readiness)</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; (Readiness)</p> <p>(D) edit drafts for grammar, mechanics, and</p>	<p>-Mini lessons as needed -Teacher/student conferences</p>		<p>Summarize Edit</p>	<p>ELPS 1A, 3G, 5B, 4D, 4G, 5F, 5D, 4F</p>	<p>html</p> <p>Project based learning: http://pbl-online.org/.</p> <p>Rubrics: http://www.rubrics4teachers.com/writing.php.</p>

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spelling; and (Readiness) (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences					
(10.17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.					
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (Readiness) Below are (Supporting) (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); (ii) restrictive and nonrestrictive relative clauses; and (iii) reciprocal pronouns (e.g., each other, one another); (B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and	How can students continue to improve their English language conventions? -Introduce convention then practice through speaking and writing	-Conventions are assessed through writing activities	active and passive tense verbals gerunds, infinitives, participles restrictive and nonrestrictive relative clauses reciprocal pronouns subjunctive compound and complex sentences	ELPS 3C, 3D, 3G, 5E, 5F, 5G	<u>Grammar, Usage, and Language</u> workbook

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(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). (Readiness)					
(10.18) Oral and Written Conventions/Handwriting					
(A) use conventions of capitalization; and (Readiness) (B) use correct punctuation marks including: (Readiness) (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; (Supporting) (ii) quotation marks to indicate sarcasm or irony; and (Supporting) (iii) dashes to emphasize parenthetical information	How can students improve their English language conventions in their writing?		Capitalization Punctuation <u>Sentences</u> Purpose Declarative Exclamatory Imperative Interrogative Subjects/Verbs	ELPS 5C, 5F	MLA Handbook Holt- Writing Workshops and Writing Handbooks. www.grammardog.com
(10.19) Oral and Written Conventions/Spelling. Students spell correctly.					
Students are expected to spell correctly, including using various resources to	How can student produce error-free writing?	Spelling is assessed in the context of writing		ELPS 1B, 5C, 5A	Dictionary Thesaurus Personal spelling list

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determine and check correct spellings. (Readiness)					of commonly misspelled words
(10.20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them.					
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and (B) formulate a plan for engaging in research on a complex, multi-faceted topic.	How do students begin the research process? -Mini lessons as needed -Creating a research plan		topic brainstorm research limited topic	Teacher modeling ELPS 1E, 3F, 3G, 1F	http://www.webenglishteacher.com/research.html Big 6 Research model: www.big6.com
(10.21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.					
(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; (B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and (C) paraphrase,	How do students find and record information about a topic? -Paraphrasing -Validity and reliability of sources -Plagiarism		topic data quote summarize paraphrase plagiarism cite (citation)	ELPS 2F, 4K, 5B, 4G, 5G	Library Computer lab School databases Other sources as approved by teacher http://www.plagiarism.org/ .

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summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).					
(10.22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information.					
(A) modify the major research question as necessary to refocus the research plan; (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 (C) critique the research process at each step to implement changes as the need occurs and is identified.	How do students refine their research?		-edu -gov -org, etc. thesis	ELPS 1B, 4K	Library Computer lab School databases Other sources as approved by teacher
(10.23) Research/Organizing and Presenting Ideas. 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 or an oral presentation that:					
(A) marshals evidence in support of a clear thesis statement and related claims;	How do students produce a completed research paper?		outline introduction body paragraphs conclusion	Teachers modeling	Computer or writing lab Ideas:

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<p>(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;</p> <p>(C) uses graphics and illustrations to help explain concepts where appropriate;</p> <p>(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; and</p> <p>(E) uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials.</p>			<p>support transition MLA formatting</p>		<p>http://www.buzzle.com/articles/presentation-ideas-for-school-projects.html.</p> <p>Rubrics: http://www.teach-nology.com/web_tools/rubrics/presentation/.</p>
(10.24) Listening and Speaking/Listening. 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>(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight</p>	<p>How can students effectively listen in a variety of situations?</p>		<p>specific vocabulary relating to subject matter.</p>	<p>ELPS 2D, 2I, 3F, 2E, 2G, 2H, 2I, 3F, 2A, 2B</p>	<p>Cornell notes (from AVID program)</p>

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<p>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; and</p> <p>(C) evaluate how the style and structure of a speech support or undermine its purpose or meaning.</p>					
<p>(10.25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity.</p>					
<p>Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to</p>	<p>How can students continue to improve their speaking skills?</p>		<p>body language articulation pronunciation pitch speed volume pauses</p>	<p>ELPS 1D, 2C, 3B, 3C, 3D, 3G, 3H, 3I, 3J, 3A</p>	<p>Library, computer lab, and library databases http://www.webengli shteacher.com/speech.html</p>

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communicate ideas effectively.					
(10.26) Listening and Speaking/Teamwork. 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.	How can students work together in groups? -Group collaboration			ELPS 1B, 1G, 2I, 3E	