

English II

Year at a Glance (2021-2022)

Fall Semester

Workshop Routines	Reader's/Writer's Workshop on a structure of routines and procedures that support students and teachers. Teachers are encouraged to work with PLCs and instructional coaches to organize daily routines that will best serve the needs of their learners. Routines for RW Workshop include systematic use of the following: Reader's/Writer's Notebook, self-selected independent reading, mentor texts, Mini lessons, collaboration (student-to-student), and conferring (teacher-to-student).	
Workshop Goals	Students can: utilize the established RW Workshop procedures to make the most of the learning experience; collaborate productively with others and contribute to the classroom community; set personal goals for learning, track their own progress, and provide feedback to others as they work toward their goals; select their own texts for independent reading and respond to them in both personal and analytical ways; read and write for authentic purposes and share their thinking with others.	
Quarter	1 st Quarter	2 nd Quarter
Building Blocks	Who am I, and how have my experiences shaped my identity? Establish routines for RW Workshop, build classroom community, and engage in personal reading and writing to build fluency and voice.	How can I advocate for my ideas and support my argument? Read arguments of others, analyze how writers make purposeful choices to advocate for ideas, and apply craft moves to original persuasive writing.
Skills/Student Habits	<p>Students can...</p> <ul style="list-style-type: none"> ○ Build collaborative communities—discuss, communicate, develop a plan and establish routines for the year (TEKS Strand 1) ○ Set goals and purposes for reading, make connections to texts, establish and evolve good reader habits to understand texts on a deeper level (TEKS Strand 2) ○ Describe connections to texts through a variety of low stakes writing and speaking opportunities (illustrating, notetaking, freewriting, annotating, imitating) (TEKS Strand 3) ○ Read and interact with specific characteristics, structures, and purposes within and across diverse texts (TEKS Strand 4) ○ Study texts and analyze how author's choices influence and communicate meaning and apply author's craft purposefully in writing (TEKS Strand 5) ○ Use an authentic writing process to explore a variety of personal Writing Territories and compose an informational text (personal writing) using genre characteristics and craft (TEKS Strand 6) ○ Engage in informal inquiry when reading and writing (TEKS Strand 7) 	<p>Students can...</p> <ul style="list-style-type: none"> ○ Strengthen collaborative communities through increasingly-complex discussions and sharing—become more independent and interdependent within small groups through peer feedback and writing partners (TEKS Strand 1) ○ Refine good reader habits and strategies, make intentional adjustments before, during, and after reading to deepen comprehension (TEKS Strand 2) ○ Establish an analytical voice through evidence-based responses that explore explicit and implicit meanings of texts (TEKS Strand 3) ○ Recognize and analyze the genre-specific characteristics and structural elements of texts in increasingly complex texts (TEKS Strand 4) ○ Study texts and analyze how authors make choices to influence the beliefs, perceptions, and actions of their audiences. Apply craft moves purposefully in persuasive writing (TEKS Strand 5) ○ Use an authentic writing process to explore a variety of persuasive voices and compose a persuasive text using genre characteristics and craft (TEKS Strand 6) ○ Engage in informal inquiry to support the persuasive writing process (TEKS Strand 7)
Evidence for Learning (Formative)	<ul style="list-style-type: none"> ● RW Notebooks ● Seed writing pieces in RWN ● Conference notes ● Observations during independent practice time, whole-class, and small-group collaboration ● Student work samples ● Exit tickets/sticky notes ● Survey responses 	<ul style="list-style-type: none"> ● RW Notebooks ● Seed writing pieces in RWN ● Conference notes ● Observations during independent practice time, whole-class, and small-group collaboration ● Student work samples ● Exit tickets/sticky notes ● Survey responses
Evidence of Learning (Summative)	<ul style="list-style-type: none"> ● Skills-based reading assessments ● Complete process personal writing ● Additional PLC-designed common assessments 	<ul style="list-style-type: none"> ● Skills-based reading assessments ● Complete process persuasive writing ● Additional PLC-designed common assessments

Spring Semester			
Quarter	3 rd Quarter	4 th Quarter	
Building Blocks	<p>How do I add my voice to the conversation?</p> <p>Analyze author's craft and rhetorical strategies in reading, evaluate and apply more diverse moves and structures in writing, and synthesize information from various sources to support ideas.</p>	<p>How do I share my unique perspective?</p> <p>Establish collaborative book clubs, explore unique perspective, and compose an original text.</p>	
Skills/Student Habits	<p>Students can...</p> <ul style="list-style-type: none"> ○ Leverage collaborative communities to solve problems, strengthen arguments, comprehend complex texts, and assist one another with the writing process (TEKS Strand 1) ○ Comprehend and analyze increasingly complex texts and make connections among and within them. Utilize good reader habits and strategies to work through confusion and breakdowns in comprehension of more complex texts (TEKS Strand 2) ○ Refine analytical voice in more complex evidence-based responses that demonstrate understanding of explicit and implicit meanings of individual and paired texts (TEKS Strand 3) ○ Recognize and analyze the genre-specific characteristics and structural elements within and across increasingly complex texts (TEKS Strand 4) ○ Study texts and analyze how authors make choices to influence the beliefs, perceptions, and actions of their audiences. Apply increasingly sophisticated and diverse craft moves purposefully in their own argumentative writing (TEKS Strand 5) ○ Use an authentic writing process to explore a variety of argumentative voices and compose a nuanced argument using genre characteristics and craft (TEKS Strand 6) ○ Engaging in inquiry to strengthen their argument (TEKS Strand 7) 	<p>Students can...</p> <ul style="list-style-type: none"> ○ Utilize collaborative communities to push thinking, make meaning, and refine language skills by building on the ideas of others, listening actively, responding appropriately, and engaging others in complex conversations (TEKS Strand 1) ○ Employ good reader habits and strategies for independent comprehension of increasingly complex texts and make connections (TEKS Strand 2) ○ Respond within collaborative communities, both orally and in writing, to share interpretations, build on the ideas of others, and deepen understanding of increasingly complex texts (TEKS Strand 3) ○ Read and analyze genre-specific characteristics, structures, and purposes of increasingly complex diverse texts (TEKS Strand 4) ○ Use critical inquiry more independently with the support of a collaborative community to analyze authors' choices and how they influence and communicate meaning. Apply increasingly sophisticated and diverse craft moves purposefully in writing (TEKS Strand 5) ○ Use an authentic writing process to explore established writing identity and compose an original text (literary, etc.) using genre characteristics and craft (TEKS Strand 6) ○ Engage in inquiry to strengthen understanding of texts (TEKS Strand 7) 	
Evidence for Learning (Formative)	<ul style="list-style-type: none"> ● RW Notebooks ● Seed writing pieces in RWN ● Conference notes ● Observations during independent practice time, whole-class, and small-group collaboration ● Student work samples ● Exit tickets/sticky notes ● Survey responses 	<ul style="list-style-type: none"> ● RW Notebooks ● Seed writing pieces in RWN ● Conference notes ● Observations during independent practice time, whole-class, and small-group collaboration ● Student work samples ● Exit tickets/sticky notes ● Book club meeting notes or recordings ● Survey responses 	
Evidence of Learning (Summative)	<ul style="list-style-type: none"> ● Skills-based reading assessments ● Complete process persuasive writing ● Presentation of argument ● Timed persuasive essays ● Additional PLC-designed common assessments 	<ul style="list-style-type: none"> ● Skills-based reading assessments ● Complete process original writing ● Year-end reflection ● Additional PLC-designed common assessments 	