

[ALL Unit 1 Texts and Resources on Shared Drive](#)

<p align="center">English II, Unit 1 Overview- <i>Ourselves and Others</i> - 32 Days August 9, 2023 - September 22, 2023 Essential Question: <i>How do we engage with others while staying true to ourselves?</i> Indicates Newly Introduced Skill/Standard *Tested Standard on 23-24 STAAR 2.0 RLA Assessment</p>					
Unit Texts	Reading Skills	Writing & Research Skills	English Language Proficiency Standards	Vocabulary/Language Skills	District Assessment/Reteach Information
<p>➤ What, of this Goldfish, Would You Wish? (Short Story)</p> <p>➤ Without Title (Poem)</p> <p>➤ from Texas v. Johnson Majority Opinion (Court Opinion)</p> <p>➤ American Flag Stands for Tolerance (Argument)</p> <p>➤ By Any Other Name (Memoir)*<i>Mentor Text</i></p> <p>➤ Novel Study Options:</p> <ul style="list-style-type: none"> Frankenstein by Shelley Lord of the Flies by Golding In the Time of the Butterflies by Alvarez <p><i>Reminder: Teachers may only do one novel study each semester.</i></p>	<p>4A Establish purpose for reading.</p> <p>4E Make connections to ideas in other texts and society. *</p> <p>4F Make inferences and use evidence to support understanding. *</p> <p>4G Evaluate details to determine key ideas. *</p> <p>4I Monitor comprehension and make adjustments.</p> <p>5D Paraphrase and summarize texts. *</p> <p>5E Interact with sources in meaningful ways.</p> <p>6A Analyze how themes are developed. *</p> <p>6B Analyze how authors develop characters. *</p> <p>6D Analyze how settings influence characterization.*</p> <p>7A Read and analyze world literature.*</p> <p>7Ei Analyze claim, appeals, and conclusion in argumentative texts.*</p> <p>7Eii Analyze types of evidence in argumentative texts.*</p> <p>7Eiii Analyze audience in argumentative texts.*</p> <p>8A Analyze the author's purpose.*</p> <p>8D Analyze how language informs and shapes perception.*</p> <p>8E Analyze the use of literary devices.*</p> <p>8G Analyze the purpose of rhetorical devices.*</p>	<p>10A Compose literary texts.</p> <p>10D Compose correspondence in a professional or friendly structure.</p> <p>11Gi Examine sources for credibility and bias.</p> <p>Short Constructed Response:</p> <p>5B Write a response that demonstrates understanding of texts.*</p> <p>5C Use text evidence to support an appropriate response.*</p> <p>5F Respond using acquired content and academic vocabulary as appropriate.</p> <p>ECR Literary Analysis Process (Expository): 9A-E, 10B-C, 11A, 11E-F, 11I</p> <p>HMH Interactive Writing Studio Lessons</p> <ul style="list-style-type: none"> ➤ Writing Writing Arguments: Formal Style ➤ Writing Narratives: OV ➤ Using Text Evidence ➤ Writing as a Process <p>HMH Interactive Speaking & Listening Studio Lessons Available Online:</p> <ul style="list-style-type: none"> ➤ Participating in Collaborative Discussions ➤ Use Media in a Presentation ➤ Giving a Presentation ➤ Giving a Presentation: Deliver Your Presentation ➤ Participating in Collaborative Discussions: Listening & Responding 	<p>1C Acquire basic and grade-level vocabulary.</p> <p>1E Internalize basic language.</p> <p>1H Develop and expand repertoire of learning strategies.</p> <p>2B Recognize elements of the English sound system in newly acquired vocabulary.</p> <p>2C Learn new expressions during interactions.</p> <p>2D Monitor understanding of spoken language.</p> <p>2G Understand the general meaning of spoken language for various topics.</p> <p>2H Understand spoken language.</p> <p>3A Practice producing sounds of newly acquired vocabulary.</p> <p>3C Speak using a variety of grammatical structures with increasing accuracy and ease.</p> <p>3E Share information in cooperative interactions.</p> <p>3G Express opinions, ideas, and feelings.</p> <p>3H Narrate with increasing specificity and detail.</p> <p>4A Establish purpose for reading.</p> <p>4A Learn relationships between sounds and letters of the English language.</p> <p>4B Recognize directionality of English reading.</p> <p>4D Use prereading supports to enhance comprehension of written text.</p> <p>4F Grasp language structures.</p> <p>4F Use visual and contextual support to read.</p> <p>5B Write using newly acquired basic vocabulary.</p> <p>5D Edit writing for appropriate verb tenses.</p> <p>5F Write using a variety of sentence patterns and a variety of connecting words.</p> <p>5G Narrate with increasing specificity and detail.</p> <p>5G Examine sources for credibility and bias.</p>	<p>1A Engage in meaningful and respectful discourse.</p> <p>1C Give a formal presentation.</p> <p>2 Use newly acquired vocabulary expressively.*</p> <p>2B Analyze context to distinguish meanings (connotative and denotative).*</p> <p>2C Determine the meaning of foreign words.*</p> <p>5G Discuss explicit meanings of text.</p> <p>5H Respond orally with appropriate register.</p> <p>HMH Interactive Vocabulary Studio Lessons</p> <ul style="list-style-type: none"> ➤ Using Context Clues ➤ Denotation & Connotation ➤ Understand Word Origins <p>HMH Interactive Grammar Studio Lessons</p> <ul style="list-style-type: none"> ➤ Verb Tense ➤ Punctuating Independent Clauses ➤ Dashes and Parentheses 	<p>Unit 1 District Assessment Window in Eduphoria for Students:</p> <p>➤ September 19-22</p> <p>➤ Assessment will be opened in Eduphoria for teachers on Wednesday, September 13, 2023, for teachers to ensure required student supports have been added.</p> <p>➤ Reteach Days for Unit 1 based on campus data:</p> <p>➤ October 2-3</p> <p>➤ Unit 1 Reteach Text Options: -from The Pleasure of Reading (Memoir) -The Wife's Story (Short Story)</p> <p>➤ Reteach day resources should be campus/teacher created during DDI (data) PLC meeting(s) to address specific under-performing standards from Unit 1.</p> <p>HMH Interactive Level Up/Reteach Tutorials</p> <ul style="list-style-type: none"> ➤ Setting ➤ Historical and Cultural Context ➤ Analyzing Arguments ➤ Making Inferences

Teachers are encouraged to use instructional strategies from [Lead4ward](#) and [ELLlevation](#) during class time.

[ALL Unit 2 Texts and Resources on Shared Drive](#)

<p align="center">English II, Unit 2: How We See Things September 25, 2023 - October 31, 2023; 23 Days Essential Question: When do differences become conflicts? Indicates Newly Introduced Skill/Standard *Tested Standard on 22-23 STAAR 2.0 RLA Assessment</p>					
Unit Texts	Reading Skills	Writing & Research Skills	English Language Proficiency Standards	Vocabulary/Language Skills	District Assessment/Reteach Information
<p>➤ Total Eclipse (Essay)</p> <p>➤ The Night Face Up (Short Story) *Mentor Text</p> <p>➤ Mirror (Poem)</p> <p>➤ A Contribution to Statistics (Poem)</p> <p>➤ The World as 100 People (Infographic)</p> <p>➤ Novel Study Options:</p> <ul style="list-style-type: none"> Brave New World by Huxley Our Town by Wilder The Turn of the Screw by James <p><i>Reminder: Teachers may only do one novel study each semester.</i></p>	<p>4E Make connections to personal experiences, ideas in other texts, and society.*</p> <p>4F Make inferences and use evidence to support understanding.*</p> <p>6B Analyze how authors develop characters through historical and cultural settings.*</p> <p>6C Analyze isolated scenes and their contribution to the plot as a whole.*</p> <p>7B Analyze the conventions and effects of conventions in poems.*</p> <p>7Di Analyze thesis and relevant supporting evidence.*</p> <p>7F Analyze characteristics of multimodal texts.*</p> <p>8A Analyze author's purpose, audience, and message within a text.*</p> <p>8B Analyze use of text structure to achieve the author's purpose.*</p> <p>8C Evaluate the author's use of print and graphic features to achieve specific purposes.*</p> <p>8D Analyze how the author's use of language informs and shapes the perception of readers.*</p> <p>8E Analyze the use of literary devices to achieve purposes.*</p> <p>8F Analyze author's diction and syntax.*</p> <p>8G Analyze the purpose of rhetorical devices.*</p>	<p>5H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p>10A Compose literary texts.</p> <p>10D Compose correspondence in a friendly structure.</p> <p>11H Display academic citations and use source materials to avoid plagiarism.</p> <p>Short Constructed Response:</p> <p>5B Write a response that demonstrates understanding of texts.*</p> <p>5C Use text evidence to support an appropriate response.*</p> <p>5F Respond using acquired content and academic vocabulary as appropriate.</p> <p>ECR Literary Analysis Process (Expository): 9A-E, 10B-C, 11A, 11E-F, 11I</p> <p>HMH Interactive Writing Studio Lessons</p> <ul style="list-style-type: none"> ➤ Writing Narratives ➤ Writing as a Process: Task, Purpose, & Audience ➤ Using Text Evidence: Summarizing, Paraphrasing, & Quoting <p>HMH Interactive Speaking & Listening Studio Lessons Available Online:</p> <ul style="list-style-type: none"> ➤ Participating in Collaborative Discussions: Establishing & Following Procedure ➤ Use Media in a Presentation: Using Presentation Software ➤ Participating in Collaborative Discussions: Listening & Responding 	<p>1C Use strategic learning techniques to acquire vocabulary.</p> <p>1D Speak using learning strategies.</p> <p>1E Internalize new basic language.</p> <p>1H Analyze sayings and expressions.</p> <p>2B Recognize the English sound system.</p> <p>2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.</p> <p>2D Monitor understanding of spoken language and seek clarification as needed.</p> <p>2E Use visual, contextual, and linguistic support to enhance and confirm understanding of spoken language.</p> <p>2G Understand the important details of spoken language.</p> <p>2I Demonstrate listening comprehension of increasingly difficult spoken English.</p> <p>2J Demonstrate listening comprehension by following directions.</p> <p>3B Expand and internalize English vocabulary.</p> <p>3F Ask and give information during speaking assignments.</p> <p>3G Express opinions, ideas, and feelings.</p> <p>3J Respond orally to information.</p> <p>4A Use cognates.</p> <p>4C Develop basic sight vocabulary used routinely in written classroom materials.</p> <p>4E Read linguistically accommodated content area material.</p> <p>4F Use visual and contextual support to enhance and confirm understanding.</p> <p>4G Demonstrate comprehension by participating in shared reading, retelling or summarizing material.</p> <p>4I Demonstrate English comprehension and expand reading skills.</p> <p>4J Employ inferential skills.</p> <p>5E Employ increasingly complex grammatical structures in content area writing.</p> <p>5F Write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences.</p> <p>5G Explain with increasing specificity and detail to fulfill writing needs.</p>	<p>1A Give a formal presentation.</p> <p>1A Engage in meaningful discourse.</p> <p>1B Follow and give complex oral instructions.</p> <p>2 Use newly acquired vocabulary expressively.*</p> <p>2B Analyze context.*</p> <p>2B Distinguish denotative and connotative meanings.*</p> <p>HMH Interactive Vocabulary Studio Lessons</p> <ul style="list-style-type: none"> ➤ Denotation & Connotation <p>HMH Interactive Grammar Studio Lessons</p> <ul style="list-style-type: none"> ➤ Sentence Structure 	<p>Unit 2 District Assessment Window in Eduphoria for Students:</p> <p>➤ October 25-30</p> <p>➤ Assessment will be opened in Eduphoria for teachers on Wednesday, October 18, 2023, for teachers to ensure required student supports have been added.</p> <p>➤ Reteach Days for Unit 2 based on campus data:</p> <p>➤ November 8-9</p> <p>➤ Unit 2 Reteach Text Options:</p> <ul style="list-style-type: none"> -from Big Bang: The Origin of the Universe (Memoir) -By the Waters of Babylon (Short Story) <p>➤ Reteach day resources should be campus/teacher created during DDI (data) PLC meeting(s) to address specific under-performing standards from Unit 2.</p> <p>HMH Interactive Level Up/Reteach Tutorials</p> <ul style="list-style-type: none"> ➤ Plot: Sequence of Events ➤ Reading Graphic Aids ➤ Reading for Details ➤ Literal and Figurative Meanings

Teachers are encouraged to use instructional strategies from [Lead4ward](#) and [ELlevation](#) during class time.

[ALL Unit 3 Texts and Resources on Shared Drive](#)

<p align="center">English II Unit 3 - The Natural World - 28 Days November 1, 2023 - December 20, 2023 Essential Question: What effect do we have on nature, and how does nature affect us? Indicates Newly Introduced Skill/Standard *Tested Standard on 22-23 STAAR 2.0 RLA Assessment</p>					
Unit Texts	Reading Skills	Writing & Research Skills	English Language Proficiency Standards	Vocabulary/Language Skills	District Assessment/Reteach Information
<p>➤ My Life As a Bat (Short Story)</p> <p>➤ Jovás Voladoras (Essay) *Mentor Text</p> <p>➤ The Seventh Man (Short Story)</p> <p>➤ Carry (Poem)</p> <p>➤ Novel Study Options:</p> <ul style="list-style-type: none"> • Into the Wild by Krakeur • The Life Pi by Martel • The Old Man and the Sea by Hemmingway <p><i>Reminder: Teachers may only do one novel study each semester.</i></p>	<p>4D Create mental images to deepen understanding.*</p> <p>4E Make connections to ideas in other texts.*</p> <p>4F Use evidence to support understanding.*</p> <p>4G Evaluate details read to determine key ideas.*</p> <p>4H Synthesize information from multiple texts.*</p> <p>6A Analyze how themes are developed.*</p> <p>6B Analyze complex characters.*</p> <p>6C Analyze plot.*</p> <p>6D Analyze how historical and cultural settings influence texts.*</p> <p>7B Analyze a variety of poetic forms.*</p> <p>8B Analyze use of text structure.*</p> <p>8D Analyze the author's use of language.*</p> <p>8F Analyze how the author's diction and syntax contribute to mood, voice, and tone.*</p>	<p>10A Compose literary texts.</p> <p>11B Critique the research process.</p> <p>11Gi Examine sources for credibility, bias, and/or faulty reasoning.</p> <p>Short Constructed Response:</p> <p>5B Write a response that demonstrates understanding of texts.*</p> <p>5C Use text evidence to support an appropriate response.*</p> <p>5F Respond using acquired content and academic vocabulary as appropriate.</p> <p>ECR Literary Analysis Process (Expository): 9A-E, 10B-C, 11A, 11E-F, 11I</p> <p>HMH Interactive Writing Studio Lessons</p> <ul style="list-style-type: none"> ➤ Writing Arguments Overview ➤ Writing Informative Texts Overview ➤ Conducting Research: Refocusing Your Inquiry <p>HMH Interactive Speaking & Listening Studio Lessons Available Online:</p> <ul style="list-style-type: none"> ➤ Participating in Collaborative Discussions: Speaking Constructively ➤ Use Media in a Presentation ➤ Giving a Presentation 	<p>1A Use prior knowledge.</p> <p>1B Monitor oral language production.</p> <p>2C Learn new language structures and vocabulary.</p> <p>2H Understand implicit ideas and information in increasingly complex spoken language.</p> <p>2I Demonstrate listening comprehension of complex spoken English.</p> <p>3A Practice producing sounds of newly acquired vocabulary.</p> <p>3D Speak using vocabulary to internalize new English words.</p> <p>3E Share information in cooperative interactions.</p> <p>3G Express opinions.</p> <p>3J Respond orally to information presented in a wide variety of media.</p> <p>4A Decode words using sound-letter relationships and cognates.</p> <p>4A Identify cognates.</p> <p>4B Recognize directionality of English reading.</p> <p>4F Use visual and contextual support and support from peers and teachers.</p> <p>5D Edit writing for standard grammar and usage.</p> <p>5F Write using a variety of grade-appropriate sentence lengths.</p> <p>5E Employ complex grammatical structures.</p> <p>5F Write using a variety of grade-appropriate sentence patterns.</p>	<p>1A Engage in meaningful and respectful discourse.</p> <p>1C Give a formal presentation that incorporates a clear thesis and valid evidence.</p> <p>1D Participate collaboratively.</p> <p>2 Develop and sustain language skills for vocabulary.</p> <p>2A Use print or digital resources to clarify and validate vocabulary.</p> <p>2B Analyze context to distinguish meanings of words.</p> <p>2B Analyze context to distinguish the denotative and connotative meanings of words.</p> <p>5G Discuss explicit or implicit meanings.</p> <p>HMH Interactive Vocabulary Studio Lessons</p> <ul style="list-style-type: none"> ➤ Denotation & Connotation ➤ Using Reference Sources <p>HMH Interactive Grammar Studio Lessons</p> <ul style="list-style-type: none"> ➤ Sentence Structure ➤ Colons 	<p>Unit 3 District Assessment Window in Eduphoria for Students:</p> <p>➤ December 7-12</p> <p>➤ Assessment will be opened in Eduphoria for teachers on Friday, December 1, 2023, for teachers to ensure required student supports have been added.</p> <p>➤ District Eng. II Midterm Exam:</p> <p>➤ December 18-20</p> <p>➤ Reteach Days for Unit 3 based on campus data:</p> <p>➤ January 18-19</p> <p>➤ Unit 3 Reteach Text Options:</p> <ul style="list-style-type: none"> -from Hope for Animals and Their World (Argument) -Wolves (Short Story) <p>➤ Reteach day resources should be campus/teacher created during DDI (data) PLC meeting(s) to address specific under-performing standards from Unit 3.</p> <p>HMH Interactive Level Up/Reteach Tutorials</p> <ul style="list-style-type: none"> ➤ Imagery ➤ Figurative Language ➤ Summarizing ➤ Main Idea & Supporting Details ➤ Taking Notes & Outlining ➤ Connotations & Denotations

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[ALL Unit 4 Texts and Resources on Shared Drive](#)

<p style="text-align: center;">English II Unit 4 - <i>Hard-Won Liberty</i> - 27 Days January 10, 2024 - February 16, 2024 Essential Question: What do we need in order to be free? Indicates Newly Introduced Skill/Standard *Tested Standard on 22-23 STAAR 2.0 RLA Assessment</p>					
Unit Texts	Reading Skills	Writing & Research Skills	English Language Proficiency Standards	Vocabulary/Language Skills	District Assessment/Reteach Information
<p>➤ Letters From Birmingham Jail (Argument)</p> <p>➤ Elsewhere (Poem)</p> <p>➤ The Hawk Can Soar (Memoir)</p> <p>➤ from Letter to Viceroy, Lord Irwin (Poem) *Mentor Text</p> <p>➤ The Briefcase (Short Story)</p>	<p>4C Make and correct or confirm predictions.*</p> <p>4E Make connections to personal experiences and society.*</p> <p>4F Make inferences and use evidence to support understanding.*</p> <p>4G Evaluate details to determine key ideas.*</p> <p>4H Synthesize information.*</p> <p>5D Paraphrase and summarize texts.*</p> <p>6A Analyze theme development.*</p> <p>6B Analyze character development.*</p> <p>7B Analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant and eye; and other conventions.*</p> <p>7Ei Analyze characteristics of argumentative texts, such as claim, appeals, and convincing conclusion.*</p> <p>7Eii Analyze types of evidence and counterarguments.*</p> <p>7Eiii Analyze identifiable audience or reader.*</p> <p>8A Analyze author's purpose, audience, and message within a text.*</p> <p>8B Analyze use of text structure.*</p> <p>8D Analyze the author's use of language.*</p> <p>8E Analyze the use of literary devices such as irony, sarcasm, and motif.*</p> <p>8F Analyze effect of author's diction and syntax on mood, voice, and tone.*</p> <p>8G Analyze rhetorical devices.*</p> <p>8G Explain the purpose of rhetorical devices.*</p>	<p>5G Discuss and write about text meanings.</p> <p>10D Compose correspondence.</p> <p>11D Modify research questions.</p> <p>11E Locate relevant sources in inquiry and research</p> <p>11Gi Examine sources for credibility, bias, and/or faulty reasoning.</p> <p>11H Display academic citations, including paraphrased and quoted text.</p> <p>Short Constructed Response:</p> <p>5B Write a response that demonstrates understanding of texts.*</p> <p>5C Use text evidence to support an appropriate response.*</p> <p>5F Respond using acquired content and academic vocabulary as appropriate.</p> <p>ECR Literary Analysis Process (Expository): 9A-E, 10B-C, 11A, 11E-F, 11I</p> <p>HMH Interactive Writing Studio Lessons</p> <p>➤ Writing Arguments: Persuasive Techniques</p> <p>➤ Producing & Publishing with Technology</p> <p>➤ Using Text Evidence: Attribution</p> <p>HMH Interactive Speaking & Listening Studio Lessons Available Online:</p> <p>➤ Tracing a Speaker's Argument</p> <p>➤ Use Media in a Presentation</p> <p>➤ Giving a Presentation</p> <p>➤ Using Media in a Presentation</p>	<p>1A Use prior knowledge.</p> <p>1B Monitor oral language production.</p> <p>1D Speak using learning strategies.</p> <p>1E Internalize new basic language by using and reusing it.</p> <p>1G Distinguish formal and informal English.</p> <p>1H Develop and expand repertoire of learning strategies.</p> <p>2A Distinguish intonation patterns.</p> <p>2C Learn basic vocabulary heard during classroom instruction and interactions.</p> <p>2D Monitor understanding of spoken language.</p> <p>2E Confirm understanding.</p> <p>2G Understand important details.</p> <p>2H Understand implicit ideas and information in complex spoken language.</p> <p>2I Demonstrate listening comprehension.</p> <p>3B Expand vocabulary by retelling basic information.</p> <p>3C Speak using a variety of structures.</p> <p>3D Speak using grade-level content area vocabulary.</p> <p>3E Share information.</p> <p>3G Express opinions, ideas, and feelings.</p> <p>3J Respond orally to information to build and reinforce concept attainment.</p> <p>4A Decode words using cognates.</p> <p>4A Identify cognates, affixes, and base words.</p> <p>4A Learn relationships between sounds and letters of the English language.</p> <p>4B Recognize directionality of English reading.</p> <p>4C Comprehend English vocabulary used routinely in written classroom materials.</p> <p>4D Use pre reading supports for comprehension.</p> <p>4F Use visual and contextual support to enhance and confirm understanding.</p> <p>4F Use support from peers.</p> <p>4G Demonstrate comprehension of increasingly complex English.</p> <p>4G Employ inferential skills.</p> <p>5B Write using basic vocabulary and content-based grade-level vocabulary</p> <p>5D Edit writing for standard grammar and usage.</p> <p>5E Employ increasingly complex grammatical structures in content area writing.</p> <p>5G Describe with increasing detail.</p> <p>5F Write using a variety of grade-appropriate sentence patterns.</p>	<p>1A Engage in active and meaningful discourse.</p> <p>1C Give a formal presentation.</p> <p>2 Use newly acquired vocabulary expressively.*</p> <p>2A Use print or digital resources.*</p> <p>2A Use resources to clarify and validate understanding of technical vocabulary.*</p> <p>2B Analyze the context of words.*</p> <p>2B Distinguish the denotative and connotative meanings of words.*</p> <p>HMH Interactive Vocabulary Studio Lessons</p> <p>➤ Denotation & Connotation</p> <p>➤ Using Context Clues</p> <p>➤ Specialized Vocabulary</p> <p>HMH Interactive Grammar Studio Lessons</p> <p>➤ Sentences & Sentence Fragments</p> <p>➤ Punctuation I: Opener</p> <p>➤ Punctuation II: Opener</p> <p>➤ Spelling: Opener</p>	<p>Unit 4 District Assessment Window in Eduphoria for Students:</p> <p>➤ February 9-14</p> <p>➤ Assessment will be opened in Eduphoria for teachers on Monday, February 5, 2024, for teachers to ensure required student supports have been added.</p> <p>➤ Reteach Days for Unit 4 based on campus data:</p> <p>➤ March 1-4</p> <p>➤ Unit 4 Reteach Text Options:</p> <p>-from Speech at the March on Washington (Speech)</p> <p>-The Book of the Dead (Short Story)</p> <p>➤ Reteach day resources should be campus/teacher created during DDI (data) PLC meeting(s) to address specific under-performing standards from Unit 4.</p> <p>HMH Interactive Level Up/Reteach Tutorials</p> <p>➤ Author's Style</p> <p>➤ Rhyme</p> <p>➤ Elements of an Argument</p> <p>➤ Analyzing Arguments</p> <p>➤ Paraphrasing</p> <p>➤ Summarizing</p>

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[ALL Unit 5 Texts and Resources on Shared Drive](#)

<p style="text-align: center;">English II Unit 5 - Responses to Change - 18 Days February 21, 2024 - March 22, 2024 Essential Question: How do changes around us reveal who we are? Indicates Newly Introduced Skill/Standard *Tested Standard on 22-23 STAAR 2.0 RLA Assessment</p>					
Unit Texts	Reading Skills	Writing and Research Skills	English Language Proficiency Standards	Vocabulary/Language Skills	District Assessment/Reteach Information
<p>➤ from A Community Forever Altered by a Forgotten Massacre (Feature Article)</p> <p>➤ from The Fever (Science Writing)</p>	<p>2A Use print or digital resources.*</p> <p>4F Make inferences and use evidence.*</p> <p>4G Evaluate details to determine key ideas.*</p> <p>7Di Analyze thesis, evidence, examples, and conclusion.*</p> <p>7Dii Analyze the relationship between organizational design and thesis.*</p> <p>8A Analyze the author's purpose and message.*</p> <p>8B Analyze text structure to achieve purpose.*</p> <p>8E Analyze the use of literary devices.*</p>	<p>Short Constructed Response:</p> <p>5B Write a response that demonstrates understanding of texts.*</p> <p>5C Use text evidence to support an appropriate response.*</p> <p>5F Respond using acquired content and academic vocabulary as appropriate.</p> <p>ECR Literary Analysis Process (Expository): 9A-E, 10B-C, 11A, 11E-F, 11I</p> <p>HMH Interactive Writing Studio Lessons</p> <p>➤ Writing Information Texts: Organizing Ideas</p> <p>➤ Writing Narratives Overview</p> <p>➤ Using Text Evidence Overview</p> <p>➤ Conducting Research Overview</p> <p>HMH Interactive Speaking & Listening Studio Lessons Available Online:</p> <p>➤ Giving a Presentation: Delivering Your Presentation</p> <p>➤ Giving a Presentation: Presenting a Recitation</p> <p>➤ Participating in Collaborative Discussions</p>	<p>1A Use prior knowledge and experiences to understand meanings in English.</p> <p>1B Monitor oral and written language production and employ self-corrective techniques.</p> <p>1C Use strategic learning techniques to acquire vocabulary.</p> <p>1D Speak using learning strategies.</p> <p>1E Internalize new basic and academic language.</p> <p>2E Use visual, contextual, and linguistic support.</p> <p>2I Demonstrate listening comprehension.</p> <p>3I Adapt spoken language for formal and informal purposes.</p> <p>3J Respond orally to information presented.</p> <p>4A Learn relationships between sounds and letters.</p> <p>4A Use cognates.</p> <p>4F Use visual and contextual support to enhance and confirm understanding.</p> <p>4I Demonstrate English comprehension.</p> <p>5E Employ grammatical structures.</p> <p>5F Write using a variety of grade-appropriate sentence patterns.</p> <p>5G Describe with increasing specificity and detail.</p>	<p>1B Follow and give oral instructions.</p> <p>1C Give a formal presentation.</p> <p>2 Develop and sustain language skills.*</p> <p>HMH Interactive Vocabulary Studio Lessons</p> <p>➤ Common Roots, Prefixes, & Suffixes</p> <p>➤ Synonyms and Antonyms</p> <p>➤ Using Reference Sources</p> <p>HMH Interactive Grammar Studio Lessons</p> <p>➤ Subject-Verb Agreement</p> <p>➤ Quotation Marks</p>	<p>Unit 5 District Assessment Window in Eduphoria for Students:</p> <p>➤ March 20-22</p> <p>➤ Assessment will be opened in Eduphoria for teachers on Monday, March 18, 2024, for teachers to ensure required student supports have been added.</p> <p>➤ Reteach Days for Unit 5 based on campus data:</p> <p>➤ April 2-3</p> <p>➤ Unit 5 Reteach Text Options:</p> <p>-After the Storm (Memoir)</p> <p>-The Norwegian Rat (Short Story)</p> <p>➤ Reteach day resources should be campus/teacher created during DDI (data) PLC meeting(s) to address specific under-performing standards from Unit 5.</p> <p>HMH Interactive Level Up/Reteach Tutorials</p> <p>➤ Setting</p> <p>➤ Figurative Language</p> <p>➤ Cause-and-Effect Organization</p> <p>➤ Analyzing Visuals</p>

Teachers are encouraged to use instructional strategies from [Lead4ward](#) and [ELlevation](#) during class time.

[ALL Unit 6 Texts and Resources on Shared Drive](#)

<p style="text-align: center;">English II Unit 6 - Absolute Power - 22 Days April 22, 2024 - May 21, 2024 Essential Question: What are the sources of true power? Indicates Newly Introduced Skill/Standard <i>*Tested Standard on 22-23 STAAR 2.0 RLA Assessment</i></p>					
Unit Texts	Reading Skills	Writing and Research Skills	English Language Proficiency Standards	Vocabulary/Language Skills	District Assessment/Reteach Information
<p>Teachers may choose <u>one</u> of the following options below to read after STAAR EOC testing:</p> <p>➤ Macbeth (Drama)</p> <p>or</p> <p>➤ Julius Caesar (Drama)</p> <p>➤ Novel Study:</p> <ul style="list-style-type: none"> Animal Farm by Orwell The Prince by Machiavelli 	<p>2A Use print or digital resources.</p> <p>4I Monitor comprehension.</p> <p>6A Analyze how themes are developed.</p> <p>6B Analyze how authors develop characters.</p> <p>6C Analyze isolated scenes.</p> <p>7A Read and analyze world literature.</p> <p>7C Analyze dramatic conventions.</p> <p>8A Analyze the author's purpose.</p> <p>8D Analyze use of language.</p> <p>8E Analyze use of literary devices.</p> <p>8F Analyze author's diction and syntax.</p>	<p>5G Discuss and write about the text.</p> <p>Short Constructed Response:</p> <p>5B Write a response that demonstrates understanding of texts.*</p> <p>5C Use text evidence to support an appropriate response.*</p> <p>5F Respond using acquired content and academic vocabulary as appropriate.</p> <p>ECR Literary Analysis Process (Expository): 9A-E, 10B-C, 11A, 11E-F, 11I</p> <p>Research Process:</p> <p>11B Critiquing Research</p> <p>11D Modify Research Question</p> <p>11Gi, 11Gii Evaluating Sources</p> <p>11E, 11F Research and Notetaking</p> <p>11H Sources and Citations</p> <p>11I Mode of Delivery</p> <p>HMH Interactive Writing Studio Lessons</p> <p>➤ Writing Information Texts Overview</p> <p>➤ Writing Narratives Overview</p> <p>➤ Using Text Evidence Overview</p> <p>HMH Interactive Speaking & Listening Studio Lessons Available Online:</p> <p>➤ Giving a Presentation: Delivering Your Presentation</p> <p>➤ Participating in Collaborative Discussions</p>	<p>1B Monitor oral language production.</p> <p>2A Distinguish sounds of English.</p> <p>2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.</p> <p>2I Demonstrate listening comprehension.</p> <p>3A Practice producing sounds of vocabulary.</p> <p>3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.</p> <p>3H Narrate with specificity and detail.</p> <p>4A Decode (sound out) words.</p> <p>4F Use visual and contextual support.</p> <p>4G Demonstrate comprehension by shared reading, retelling or summarizing material.</p> <p>5C Spell familiar English words with increasing accuracy, and employ English spelling patterns and rules.</p> <p>5D Edit writing for grammar and usage.</p> <p>5E Employ complex grammatical structures.</p> <p>5G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs.</p>	<p>1A Engage in meaningful discourse.</p> <p>1B Follow and give complex oral instructions.</p> <p>1C Give a formal presentation.</p> <p>2 Use newly acquired vocabulary expressively.</p> <p>2B Analyze context.</p> <p>HMH Interactive Vocabulary Studio Lessons</p> <p>➤ Common Roots, Prefixes, & Suffixes</p> <p>HMH Interactive Grammar Studio Lessons</p> <p>➤ Pronoun Agreement</p> <p>➤ Dashes and Parentheses</p>	<p>Unit 6 District Assessment Window in Eduphoria for Students:</p> <p>➤ May 14-16</p> <p>➤ Assessment will be opened in Eduphoria for teachers on Wednesday, May 8, 2024, for teachers to ensure required student supports have been added.</p> <p>Final Exam Window in Eduphoria for Students:</p> <p>➤ May 17-21</p> <p>➤ Assessment will be opened in Eduphoria for teachers on Wednesday, May 14, 2024, for teachers to ensure required student supports have been added.</p>

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