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| Year-at-a-Glance 25-26 | Subject | English Language Arts & Reading | PEIMS Code | N/A |
| | Course | English II | Grade Level | 10th |

| Q1 Essential Question | Suggested Timeframe | Q1 Building Blocks & Culminating Assessments | District High Priority Learning Standards (HPLS) | Assessments for Learning (Diagnostic/Formative) |
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| How can we support, listen to, and learn from each other as a community of readers and writers? | 1-1.5 weeks | BB0: Building Community and Establishing RWW Routines (Includes required lesson on Academic Integrity) | 1D, 3A, 11H | BOY survey, Notebook Set-up, Conferring about Interest, Writing Territories, Book Tasting, Goals, HPLS BOY Screener |
| | 2-3 weeks | BB1: SSIR SSIR Assessment: Purpose for Reading | 1D, 2B, 3A | Low- Stakes Reading Responses, Evidence Collection or Response Journal, Student Discussions, Reading Conferences, Book Talks |
| | 2-3 weeks | BB2: Reading Skills SCR Collection (focusing on messages) | 5C, 5G, 8A, 9D | Low-Stakes Reading Responses & MC practice, Inferencing, Draft writing & revisions, Conferences, Reflection or Writer's Rationale |
| | 2-3 weeks | BB3: Authentic Process Writing Personal Writing for Craft, Voice, & Message | 8A, 9Bi, 9Bii, 9C, 9D, 10B | Writing territories & seeds, Craft imitation, Draft writing & revisions, Peer Feedback, Writing Conferences, Reflection, HPLS GM #1 |
| Q2 Essential Question | Suggested Timeframe | Q2 Building Blocks & Culminating Assessments | District High Priority Learning Standards (HPLS) | Assessments for Learning (Diagnostic/Formative) |
| How can we convey our ideas to support our own arguments and analyses? | 2 weeks | BB1: SSIR Analysis of Archetypes and Tropes | 1D, 2B, 3A, 4F, 5C, 6B | Evidence Collection or Response Journal, Student discussion, Reading Conferences, Book Talks |
| | 3 weeks | B2: Reading Skills ECR Collection with Reflection | 5C, 9Bi, 9Bii, 9D, 10B | Low-Stakes Reading Responses (various genres & cross-texts), Draft writing & revisions, Conferences Reflection or Rationale |
| | 2-3 weeks | BB3: Authentic Writing Process Writing to Inform or Explain | 8A, 9Bi, 9Bii, 9C, 9D, 10B | Writing territories & Seed Writing, Craft imitation, Draft writing & revisions, Peer Feedback, Writing Conferences, Reflection |
| | 2 weeks | BB4: Review and Reflection District Fall CBA (Window Dec 15-19) | All 1 st Semester TEKS | Exam reviews, Practice Tasks, Conferences |

| Q3 Essential Question | Suggested Timeframe | Q3 Building Blocks & Culminating Assessments | District High Priority Learning Standards (HPLS) | Assessments for Learning (Diagnostic/Formative) |
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| How do we evaluate and imitate the choices authors make for specific audiences and purposes? | 1 week | BB0: Resetting Goals & Reestablishing Routines (Includes Launch of BB2: SSIR) | 1D, 3A | Conferring about S1 Progress, Writing Territories, Book Tasting, Adjust or Create New Goals for Reading and Writing |
| | 2-3 weeks | BB1: SSIR Analysis of Historical or Cultural Setting | 2B, 3A, 4F, 6C, 11A | Low-Stakes Response Journal, Quote House for Setting, Student Discussions, Reading Conferences, Book Talks, HPLS GM #3 |
| | 3 weeks | BB2: Reading Skills Timed Extended Constructed Response | 4E, 5C, 9Bi, 9Bii, 9D, 10B | Low-Stakes Reading Responses, Draft writing & revisions, Conferences, Reflection or Writer's Rationale, Low-stakes MC |
| | 2-3 weeks | BB3: Authentic Writing Process Writing to Evaluate or Judge | 8A, 9Bi, 9Bii, 9C, 9D, 10B | Writing territories & Seed Writing, Craft imitation, Draft writing & revisions, Peer Feedback, Writing Conferences, Reflection |
| Q4 Essential Question | Suggested Timeframe | Q4 Building Blocks & Culminating Assessments | District High Priority Learning Standards (HPLS) | Assessments for Learning (Diagnostic/Formative) |
| How can we explore and celebrate our unique stories in a shared community of readers and writers? | 2-3 weeks | BB1: SSIR Analysis of a Challenging Book | 1D, 2B, 3A, 4I | Book Tastings, Student Discussions, Reading Conferences, Book Talks, Evidence Log, Low-stakes Responses Reflection and goal-setting |
| | 3 weeks | BB2: Reading Skills Personalized Learning Plan for Essential Skills Review | Refer to TEA English II STAAR Blueprint & Frequency Distribution Charts | Reading responses (various genres & cross-texts), STAAR practice activities, Conferences |
| | 2-3 weeks | BB3: Authentic Writing Process Original Writing to Refine Voice and Take Risks | 8A, 9Bi, 9Bii, 9C, 9D, 10B | Writing territories & seeds, Draft planning & writing, Position statement, Craft analysis & imitation, Student revision & edits, Conferences, Reflection |
| | 2 weeks | BB4: Review and Reflect Major Grade #4 is PLC created. (Finals May 18-21) | 2 nd Semester TEKS | Original Published Drafts, Rough Drafts, Reading Responses, Book Responses, Reading Habits |