**English II – Unit 4 – Analyzing Fiction & STAAR Prep**  
Team: Brooks, Pressley, Thurmond & Woodward

**UNIT OVERVIEW**  
**Unit 4: Identity in Fiction**

This unit consists of two parts, Part 1: Reading Fiction and Part 2: Analyzing Fiction, focusing on the theme of identity as students explore short stories and a full-length novel. Students analyze plot structure, conflict, characterization, theme, tone, mood, setting, and other elements of fiction. In Part 1, students create a full-length analytical essay, examining the historical environment of the novel and explain how this influenced the meaning. Students focus on Sentence Fluency and Presentation with a review of pronoun forms. In Part 2, students review the elements of an effective 26-line persuasive essay and craft an example in preparation for the STAAR exam.

**Part One**

**Vocabulary**

Ⓡ ELA 10.1B Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words.

Ⓢ ELA.10.1C Infer word meaning through the identification and analysis of analogies and other word relationships.

Ⓢ ELA.10.1D Show and explain the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., glasnost, avant-garde, coup d’etat).

**Reading**

Ⓡ ELA.10.Fig19B Make complex inferences about text and use textual evidence to support understanding.

Ⓢ ELA.10.2B Analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature.

Ⓡ ELA.10.5A Analyze isolated scenes or chapters and their contribution to the success of the plot as a whole in a variety of works of fiction.

Ⓢ ELA.10.5B Analyze differences in the characters’ moral dilemmas in works of fiction across different countries or cultures.

Ⓢ ELA.10.5C Evaluate the connection between forms of narration/point of view (e.g., unreliable, omniscient) and tone in works of fiction.

Ⓢ ELA.10.7A Analyze and explain the function of symbolism, allegory, and allusions in literary works.

**Writing**

Ⓡ ELA.10.13C 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.

Ⓡ ELA.10.13D Edit drafts for grammar, mechanics, and spelling.

ELA.10.14A Write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone.

Ⓡ ELA.10.15A.i Write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures.

Ⓡ ELA.10.15A.ii Write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs.

Ⓡ ELA.10.15A.iii Write an analytical essay of sufficient length that includes a thesis or controlling idea.

Ⓡ ELA.10.15A.iv Write an analytical essay of sufficient length that includes an organizing structure (e.g. inductive/deductive, compare/contrast) appropriate to purpose, audience, and context.

- Aligned to Upcoming State Readiness Standard - State Process Standard Ⓡ - State

Ⓡ ELA.10.15A.v Write an analytical essay of sufficient length that includes relevant evidence and well-chosen details.

Ⓡ ELA.10.15A.vi Write an analytical essay of sufficient length that includes distinctions about the relative value of specific data, facts, and ideas that support the thesis statement.

Ⓡ ELA.10.17A.iii Use and understand the function of reciprocal pronouns (e.g., each other, one another)) in the context of reading, writing, and speaking.

ELA.10.17B Identify and use the subjunctive mood to express doubts, wishes, and possibilities.

Ⓡ ELA.10.18A Use conventions of capitalization and punctuation correctly and consistently.

Ⓢ ELA.10.18B.ii Use correct punctuation marks including: quotation marks to indicate sarcasm or irony.

**Listening and Speaking**

ELA.10.26A 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.  
  
Part Two

**Vocabulary**

Ⓡ ELA 10.1B Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words.

Ⓢ ELA.10.1C Infer word meaning through the identification and analysis of analogies and other word relationships.

Ⓢ ELA.10.1D Show and explain the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., glasnost, avant-garde, coup d’etat).

**Reading**

Ⓡ ELA.10.Fig19B Make complex inferences about text and use textual evidence to support understanding.

Ⓢ ELA.10.2B Analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature.

Ⓡ ELA.10.5A Analyze isolated scenes or chapters and their contribution to the success of the plot as a whole in a variety of works of fiction.

Ⓢ ELA.10.5B Analyze differences in the characters’ moral dilemmas in works of fiction across different countries or cultures.

Ⓢ ELA.10.5C Evaluate the connection between forms of narration/point of view (e.g., unreliable, omniscient) and tone in works of fiction.

Ⓢ ELA.10.7A Analyze and explain the function of symbolism, allegory, and allusions in literary works.

**Writing**

Ⓡ ELA.10.13B Structure ideas in a sustained and persuasive (logical) 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.  
Ⓡ ELA.10.13C 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.  
Ⓡ ELA.10.13D Edit drafts for grammar, mechanics, and spelling.  
Ⓡ ELA.10.16A Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs.

Ⓢ ELA.10.16C Write an argumentative essay (e.g., evaluative essays, proposals) to counterarguments based on evidence to anticipate and address objections.

Ⓡ ELA.10.16D Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes an organizing structure appropriate to the purpose, audience, and context.

Ⓡ ELA.10.16E Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes an analysis of the relative value of specific data, facts, and ideas.

Ⓢ ELA.10.16F Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).

**Speaking and Listening**

ELA.10.26A 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.

**UNIT CALENDAR - OVERVIEW**

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| 5 Jan  **Teacher Work Day** | 6 Jan  **DAY ONE** Revising & Editing 1 Non-fiction Article 1 SOAPStone  6 Ws Deep Questions ACES OER Independent Novel Dialog Journal 1 | 7 Jan  **STAAR Benchmark** | 8 Jan  **DAY ONE** Revising & Editing 1 Non-fiction Article 1 SOAPStone  6 Ws Deep Questions ACES OER Independent Novel Dialog Journal 1 | 9 Jan   **DAY TWO** Revising & Editing 2 Non-fiction Article 2 SOAPStone  Graphic Organizer 1 Persuasive Essay 1 Independent Novel Dialog Journal 2 |
| 12 Jan  **DAY TWO**  Revising & Editing 2 Non-fiction Article 2 SOAPStone  Graphic Organizer 1 Persuasive Essay 1 Independent Novel Dialog Journal 2 | 13 Jan  **STAAR Benchmark** Revising & Editing 3 Practice STAAR Essay Graphic Organizer Essay Draft 1 | 14 Jan  **STAAR Benchmark  Early Dismissal** Revising & Editing 3 Practice STAAR Essay Graphic Organizer Essay Draft 1 | 15 Jan  **DAY THREE**  Revising & Editing 3 Practice STAAR Essay Graphic Organizer Essay Draft 1 | 22 Nov  **DAY THREE**  Revising & Editing 3 Practice STAAR Essay Revising & Editing Final Re-write of Essay |
| 19 Jan  **NO SCHOOL** | 20 Jan  **DAY FOUR**  Revising & Editing 3 Practice STAAR Essay Revising & Editing Final Re-write of Essay | 21 Jan  **DAY FOUR** Revising & Editing 4 Revising & Editing of STAAR Essay | 22 Jan  **DAY FIVE** Revising & Editing 4 Revising & Editing of STAAR Essay | 23 Jan  **DAY FIVE** Revising & Editing 5 Norming STAAR Essays – Big City vs Small Towns |
| 26 Jan  **DAY SIX** Warm Up:  Revising & Editing 5 Lesson:  Norming STAAAR Essays – Big City vs Small Town | 27 Jan  **DAY SIX**  LAPTOP DEPLOYMENT | 28 Jan  **DAY SEVEN** LAPTOP DEPLOYMENT | 29 Jan  **DAY SEVEN** Warm Up:  Revising & Editing 6 Lesson:  Student Essays – Norming Big City vs Small Towns | 30 Jan  **DAY EIGHT**   Warm Up:  Revising & Editing 6 Lesson:  Student Essays – Norming Big City vs Small Towns |

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| 2 Feb   **DAY NINE**  DLA Snapshot 4  Released STAAR Persuasive Essay Assessment | 3 Feb  **DAY NINE**  DLA Snapshot 4  Released STAAR Persuasive Essay Assessment | 4 Feb   **DAY TEN** Warm Up:  Six-Plus No 34 or 35 Lesson:  ELA2 Reading 1 – OER LitGen Reading 1 - OER Focus: A of ACES, Answer QUIZ: Kahoot! | 5 Feb  **DAY TEN** Warm Up:  Six-Plus No 34 or 35 Lesson:  ELA2 Reading 1 – OER LitGen Reading 1 - OER Focus: A of ACES, Answer QUIZ: Kahoot! | 6 Feb  **DAY ELEVEN** Warm Up:  Six-Plus No 36 & 37 Lesson:  ELA2 Reading 2 – OER LitGen Reading 2 - OER Focus: C of ACES,  Cite QUIZ: Kahoot! |
| 9 Feb  **DAY ELEVEN**  Warm Up:  Six-Plus No 36 & 37 Lesson:  ELA2 Reading 2 – OER LitGen Reading 2 - OER Focus: C of ACES,  Cite QUIZ: Kahoot! | 10 Feb  **DAY TWELVE**  Warm Up:  Six-Plus No 38 & 39 Lesson:  ELA2 Reading 3 – OER LitGen Reading 3 - OER Focus: E & S of ACES,  Example & Summary  QUIZ: Kahoot! | 11 Feb   **DAY TWELVE** Warm Up:  Six-Plus No 38 & 39 Lesson:  ELA2 Reading 3 – OER LitGen Reading 3 - OER Focus: C of ACES,  Example & Summary QUIZ: Kahoot! | 12 Feb   **DAY THIRTEEN**  Warm Up Quiz: Six-Plus No 40 & 41 ASSESSMENT: ELA2 Reading 4 – OER ELA 2 Reading 5 – OER LitGen Reading 4 – OER LitGen Reading 5 OER Final Quiz: Kahoot! | 13 Feb  **DAY THIRTEEN**  Warm Up Quiz: Six-Plus No 40 & 41 ASSESSMENT: ELA2 Reading 4 – OER ELA 2 Reading 5 – OER LitGen Reading 4 – OER LitGen Reading 5 OER Final Quiz: Kahoot! |
| 16 Feb  **DAY FOURTEEN** | 17 Feb  **DAY FOURTEEN** | 18 Feb  **DAY FIFTEEN** | 19 Feb   **DAY FIFTEEN** | 20 Feb   **DAY SIXTEEN** |
| 23 Feb  **DAY SIXTEEN** | 24 Feb  **DAY SEVENTEEN** | 25 Feb  **DAY SEVENTEEN** | 27 Feb  **DAY EIGHTEEN** | 28 Feb  **DAY EIGHTEEN** |
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**UNIT OBJECTIVES**  
Part One   
  
Vocabulary

Ⓢ **ELA 10.1A** 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.

Ⓢ **ELA.10.1C** Infer word meaning through the identification and analysis of analogies and other word relationships.   
  
Reading   
**ELA.10.Fig19A** Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images).   
Ⓢ **ELA.10.Fig19B** Make complex inferences about text and use textual evidence to support understanding.   
Ⓢ **ELA.10.2A** Compare and contrast differences in similar themes expressed in different time periods.   
Ⓢ **ELA.10.2B** Analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature.   
Ⓢ **ELA.10.2C** Relate *(compare/contrast)* the figurative language of a literary work to its historical and cultural setting.   
Ⓢ **ELA.10.4A** Analyze how archetypes and motifs in drama affect the plot of plays.   
Ⓢ **ELA.10.7A** *Analyze and* explain the function of symbolism, allegory, and allusions in literary works.   
  
Writing   
**ELA.10.14C** Write a script with an explicit or implicit theme and details that contribute to a definite mood or tone. Ⓡ **ELA.10.15A.i** Write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures.   
Ⓡ **ELA.10.15A.ii** Write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs.   
Ⓡ **ELA.10.15A.iii** Write an analytical essay of sufficient length that includes a thesis or controlling idea.   
Ⓡ **ELA.10.15A.iv** Write an analytical essay of sufficient length that includes an organizing structure *(e.g. inductive/deductive, compare/contrast)* appropriate to purpose, audience, and context.   
Ⓡ **ELA.10.15A.v** Write an analytical essay of sufficient length that includes relevant evidence and well-chosen details.   
Ⓡ **ELA.10.15A.vi** Write an analytical essay of sufficient length that includes distinctions about the relative value of specific data, facts, and ideas that support the thesis statement.   
Ⓢ **ELA.10.17C** Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

Listening and Speaking   
**ELA.10.24B** Follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes.   
**ELA.10.26A** 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.   
  
Part Two   
Vocabulary   
Ⓢ **ELA 10.1A** 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.   
Ⓢ **ELA.10.1C** Infer word meaning through the identification and analysis of analogies and other word relationships. Reading   
**ELA.10.Fig19A** Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images).   
Ⓢ **ELA.10.Fig19B** Make complex inferences about text and use textual evidence to support understanding.   
Ⓢ **ELA.10.2B** Analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature.   
Ⓢ **ELA.10.2C** Relate *(compare/contrast)* the figurative language of a literary work to its historical and cultural setting.   
Ⓢ **ELA.10.4A** Analyze how archetypes and motifs in drama affect the plot of plays.   
Ⓢ **ELA.10.7A** *Analyze and* explain the function of symbolism, allegory, and allusions in literary works.   
  
Writing   
Ⓡ **ELA.10.13C** 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.   
Ⓡ **ELA.10.13D** Edit drafts for grammar, mechanics, and spelling.   
Ⓡ **ELA.10.15A.i** Write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures.   
Ⓡ **ELA.10.15A.ii** Write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs. Ⓡ **ELA.10.15A.iii** Write an analytical essay of sufficient length that includes a thesis or controlling idea. Ⓡ **ELA.10.15A.iv** Write an analytical essay of sufficient length that includes an organizing structure *(e.g. inductive/deductive, compare/contrast)* appropriate to purpose, audience, and context.   
Ⓡ **ELA.10.15A.v** Write an analytical essay of sufficient length that includes relevant evidence and well-chosen details.

Ⓡ **ELA.10.15A.vi** Write an analytical essay of sufficient length that includes distinctions about the relative value of specific data, facts, and ideas that support the thesis statement.   
Ⓡ **ELA.10.17A.iii** Use and understand the function of reciprocal pronouns (e.g., each other, one another) in the context of reading, writing, and speaking.   
Ⓢ **ELA.10.18B.i** Use correct punctuation marks including: comma placement in nonrestrictive phrases, clauses, and contrasting expressions.   
**ELA.10.18B.iii** Use correct punctuation marks, including: dashes to emphasize parenthetical information. Listening and Speaking   
**ELA.10.26A** 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.

**English II – UNIT IV – Analyzing Fiction & STAAR Review  
   
Day 1 – Mon 6 & Thurs 8 Jan 2015**

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| **Objectives** | Scholars will practice revising and editing for grammar, punctuation, capitalization, and style.  Scholars will read for deep meaning, interpreting non-fiction articles. Scholars will write open-ended response essays. Scholars will read independent novels and write dialog journals. |
| **Materials** | Non-fiction articles, English 2 Literature text book, Independent Novels, Journals, SOAPStone, DIDLS, ACES, Graph Paper, Loose Leaf Paper, Pens, Pencils, Highlighters. |
| **Do Now (20 minutes)** | Scholars will practice revising and editing  CFU |
| **Direct Teaching (30 minutes)** | Non-fiction article.  SOAPSTONE - CFU  6Ws Deep Questions - CFU |
| **Independent Practice (30 minutes)** | ACES OER CFU |
| **SSR & Independent Novel**  **(20 minutes)** | Independent Novel  Dialog Journal |

OBJECTIVES – Highlight from this list

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| Vocabulary Ⓢ **ELA 10.1A**  Ⓢ **ELA.10.1C** | Reading **ELA.10.Fig19A**  Ⓢ **ELA.10.Fig19B**  Ⓢ **ELA.10.2A** Ⓢ **ELA.10.2B** Ⓢ **ELA.10.2C**  Ⓢ **ELA.10.4A**  Ⓢ **ELA.10.7A** | Writing  Ⓡ **ELA.10.13C**  Ⓡ **ELA.10.13D**  Ⓡ **ELA.10.15A.i**  Ⓡ **ELA.10.15A.ii** . Ⓡ **ELA.10.15A.iii**  Ⓡ **ELA.10.15A.iv**  Ⓡ **ELA.10.15A.v**  Ⓡ **ELA.10.15A.vi**  Ⓡ **ELA.10.17A.iii**  **ELA.10.18B.iii** | Listening and Speaking  **ELA.10.24B**  **ELA.10.26A** |

**Day 2 – Fri 9 & Mon 12 Jan 2015**

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| **Objectives** | Scholars will practice revising and editing for grammar, punctuation, capitalization, and style.  Scholars will read for deep meaning, interpreting non-fiction articles. Scholars will create a graphic organizer and write a persuasive STAAR Essay. Scholars will read independent novels and write dialog journals. |
| **Materials** | Non-fiction articles, English 2 Literature text book, Independent Novels, Journals, SOAPStone, DIDLS, ACES, Graph Paper, Loose Leaf Paper, Pens, Pencils, Highlighters. |
| **Do Now (20 minutes)** | Scholars will practice revising and editing  CFU |
| **Direct Teaching (30 minutes)** | Non-fiction article.  SOAPSTONE - CFU  Graphic Organizer |
| **Independent Practice (30 minutes)** | Persuasive Essay - CFU |
| **SSR & Independent Novel**  **(20 minutes)** | Independent Novel  Dialog Journal |

OBJECTIVES – Highlight from this list

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| Vocabulary Ⓢ **ELA 10.1A**  Ⓢ **ELA.10.1C** | Reading **ELA.10.Fig19A**  Ⓢ **ELA.10.Fig19B**  Ⓢ **ELA.10.2A** Ⓢ **ELA.10.2B** Ⓢ **ELA.10.2C**  Ⓢ **ELA.10.4A**  Ⓢ **ELA.10.7A** | Writing  Ⓡ **ELA.10.13C**  Ⓡ **ELA.10.13D**  Ⓡ **ELA.10.15A.i**  Ⓡ **ELA.10.15A.ii** . Ⓡ **ELA.10.15A.iii**  Ⓡ **ELA.10.15A.iv**  Ⓡ **ELA.10.15A.v**  Ⓡ **ELA.10.15A.vi**  Ⓡ **ELA.10.17A.iii**  **ELA.10.18B.iii** | Listening and Speaking  **ELA.10.24B**  **ELA.10.26A** |

**Day 3 – Tues 13 & Wed 14 Jan 2015**

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| **Objectives** | Scholars will practice revising and editing for grammar, punctuation, capitalization, and style.  Scholars will read for deep meaning, interpreting non-fiction articles. Scholars will create a graphic organizer and write a persuasive STAAR Essay. Scholars will read independent novels and write dialog journals. |
| **Materials** | Non-fiction articles, English 2 Literature text book, Independent Novels, Journals, SOAPStone, DIDLS, ACES, Graph Paper, Loose Leaf Paper, Pens, Pencils, Highlighters. |
| **Do Now (20 minutes)** | Scholars will practice revising and editing  CFU |
| **Direct Teaching (30 minutes)** | Non-fiction article.  SOAPSTONE - CFU  Graphic Organizer |
| **Independent Practice (30 minutes)** | Graphic Organizer - CFU |
| **SSR & Independent Novel**  **(20 minutes)** | Independent Novel  Dialog Journal |

OBJECTIVES – Highlight from this list

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| Vocabulary Ⓢ **ELA 10.1A**  Ⓢ **ELA.10.1C** | Reading **ELA.10.Fig19A**  Ⓢ **ELA.10.Fig19B**  Ⓢ **ELA.10.2A** Ⓢ **ELA.10.2B** Ⓢ **ELA.10.2C**  Ⓢ **ELA.10.4A**  Ⓢ **ELA.10.7A** | Writing  Ⓡ **ELA.10.13C**  Ⓡ **ELA.10.13D**  Ⓡ **ELA.10.15A.i**  Ⓡ **ELA.10.15A.ii** . Ⓡ **ELA.10.15A.iii**  Ⓡ **ELA.10.15A.iv**  Ⓡ **ELA.10.15A.v**  Ⓡ **ELA.10.15A.vi**  Ⓡ **ELA.10.17A.iii**  **ELA.10.18B.iii** | Listening and Speaking  **ELA.10.24B**  **ELA.10.26A** |

**Day 4 – Thurs 15 & Fri 16 Jan 2015**

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| **Objectives** | Scholars will practice revising and editing for grammar, punctuation, capitalization, and style.  Scholars will read for deep meaning, interpreting non-fiction articles. Scholars will create a graphic organizer and write a persuasive STAAR Essay. Scholars will read independent novels and write dialog journals. |
| **Materials** | Non-fiction articles, English 2 Literature text book, Independent Novels, Journals, SOAPStone, DIDLS, ACES, Graph Paper, Loose Leaf Paper, Pens, Pencils, Highlighters. |
| **Do Now (20 minutes)** | Scholars will practice revising and editing  CFU |
| **Direct Teaching (30 minutes)** | Non-fiction article.  SOAPSTONE - CFU  Persuasive Essay - CFU |
| **Independent Practice (30 minutes)** | Persuasive Essay – CFU  Revising & Editing – CFU |
| **SSR & Independent Novel**  **(20 minutes)** | Independent Novel  Dialog Journal |

OBJECTIVES – Highlight from this list

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| Vocabulary Ⓢ **ELA 10.1A**  Ⓢ **ELA.10.1C** | Reading **ELA.10.Fig19A**  Ⓢ **ELA.10.Fig19B**  Ⓢ **ELA.10.2A** Ⓢ **ELA.10.2B** Ⓢ **ELA.10.2C**  Ⓢ **ELA.10.4A**  Ⓢ **ELA.10.7A** | Writing  Ⓡ **ELA.10.13C**  Ⓡ **ELA.10.13D**  Ⓡ **ELA.10.15A.i**  Ⓡ **ELA.10.15A.ii** . Ⓡ **ELA.10.15A.iii**  Ⓡ **ELA.10.15A.iv**  Ⓡ **ELA.10.15A.v**  Ⓡ **ELA.10.15A.vi**  Ⓡ **ELA.10.17A.iii**  **ELA.10.18B.iii** | Listening and Speaking  **ELA.10.24B**  **ELA.10.26A** |

**Day 5 – Thu 22 & Fri 23 Jan 2015**

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| **Objectives** | Scholars will practice revising and editing for grammar, punctuation, capitalization, and style.  Scholars will read for deep meaning, interpreting non-fiction articles. Scholars will read a short story and interpret, analyze, and evaluate its literary elements. Scholars will discuss the literary elements. Scholars will create an Academic Vocabulary reference in their journals Scholars will read independent novels and write dialog journals. |
| **Materials** | Non-fiction articles, English 2 Literature text book, Independent Novels, Journals, SOAPStone, DIDLS, ACES, Graph Paper, Loose Leaf Paper, Pens, Pencils, Highlighters. |
| **Do Now (20 minutes)** | Scholars will practice revising and editing |
| **Direct Teaching (30 minutes)** | Short Story 1 - CFU  Literary Terms 1 - CFU  Discussion |
| **Independent Practice (30 minutes)** | Academic Vocabulary Set 1 - CFU |
| **SSR & Independent Novel**  **(20 minutes)** | Independent Novel - CFU  Dialog Journal |

OBJECTIVES – Highlight from this list

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| Vocabulary Ⓢ **ELA 10.1A**  Ⓢ **ELA.10.1C** | Reading **ELA.10.Fig19A**  Ⓢ **ELA.10.Fig19B**  Ⓢ **ELA.10.2A** Ⓢ **ELA.10.2B** Ⓢ **ELA.10.2C**  Ⓢ **ELA.10.4A**  Ⓢ **ELA.10.7A** | Writing  Ⓡ **ELA.10.13C**  Ⓡ **ELA.10.13D**  Ⓡ **ELA.10.15A.i**  Ⓡ **ELA.10.15A.ii** . Ⓡ **ELA.10.15A.iii**  Ⓡ **ELA.10.15A.iv**  Ⓡ **ELA.10.15A.v**  Ⓡ **ELA.10.15A.vi**  Ⓡ **ELA.10.17A.iii**  **ELA.10.18B.iii** | Listening and Speaking  **ELA.10.24B**  **ELA.10.26A** |

**Day 6 – Mon 26 & Tues 27 Jan 2015**

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| **Objectives** | Scholars will practice revising and editing for grammar, punctuation, capitalization, and style.  Scholars will read for deep meaning, interpreting short stories for their literary value.  Scholars will read a short story and interpret, analyze, and evaluate its literary elements. Scholars will discuss the literary elements. Scholars will write open-ended response essays. Scholars will read independent novels and write dialog journals.. |
| **Materials** | Non-fiction articles, English 2 Literature text book, Independent Novels, Journals, SOAPStone, DIDLS, ACES, Graph Paper, Loose Leaf Paper, Pens, Pencils, Highlighters. |
| **Do Now (20 minutes)** | Scholars will practice revising and editing |
| **Direct Teaching (30 minutes)** | Short Story 2 - CFU  SOAPSTONE - CFU  Literary Elements 2 - CFU |
| **Independent Practice (30 minutes)** | ACES OER - CFU |
| **SSR & Independent Novel**  **(20 minutes)** | Independent Novel - CFU  Dialog Journal |

OBJECTIVES – Highlight from this list

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| Vocabulary Ⓢ **ELA 10.1A**  Ⓢ **ELA.10.1C** | Reading **ELA.10.Fig19A**  Ⓢ **ELA.10.Fig19B**  Ⓢ **ELA.10.2A** Ⓢ **ELA.10.2B** Ⓢ **ELA.10.2C**  Ⓢ **ELA.10.4A**  Ⓢ **ELA.10.7A** | Writing  Ⓡ **ELA.10.13C**  Ⓡ **ELA.10.13D**  Ⓡ **ELA.10.15A.i**  Ⓡ **ELA.10.15A.ii** . Ⓡ **ELA.10.15A.iii**  Ⓡ **ELA.10.15A.iv**  Ⓡ **ELA.10.15A.v**  Ⓡ **ELA.10.15A.vi**  Ⓡ **ELA.10.17A.iii**  **ELA.10.18B.iii** | Listening and Speaking  **ELA.10.24B**  **ELA.10.26A** |

**Day 7 – Wed 28 & Thurs 29 Jan 2015**

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| **Objectives** | Scholars will practice revising and editing for grammar, punctuation, capitalization, and style.  Scholars will read for deep meaning, interpreting poems for their artistic value.  Scholars will evaluate and analyze poems. Scholars will write original poems.  Scholars will read independent novels and write dialog journals. |
| **Materials** | Non-fiction articles, English 2 Literature text book, Independent Novels, Journals, SOAPStone, DIDLS, ACES, Graph Paper, Loose Leaf Paper, Pens, Pencils, Highlighters. |
| **Do Now (20 minutes)** | Scholars will practice revising and editing |
| **Direct Teaching (30 minutes)** | Poems 1 & 2  SOASPStone - CFU  DIDLS - CFU |
| **Independent Practice (30 minutes)** | Poetry Elements 1 - CFU  Original Poem 1 - CFU |
| **SSR & Independent Novel**  **(20 minutes)** | Independent Novel - CFU  Dialog Journal |

OBJECTIVES – Highlight from this list

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| Vocabulary Ⓢ **ELA 10.1A**  Ⓢ **ELA.10.1C** | Reading **ELA.10.Fig19A**  Ⓢ **ELA.10.Fig19B**  Ⓢ **ELA.10.2A** Ⓢ **ELA.10.2B** Ⓢ **ELA.10.2C**  Ⓢ **ELA.10.4A**  Ⓢ **ELA.10.7A** | Writing  Ⓡ **ELA.10.13C**  Ⓡ **ELA.10.13D**  Ⓡ **ELA.10.15A.i**  Ⓡ **ELA.10.15A.ii** . Ⓡ **ELA.10.15A.iii**  Ⓡ **ELA.10.15A.iv**  Ⓡ **ELA.10.15A.v**  Ⓡ **ELA.10.15A.vi**  Ⓡ **ELA.10.17A.iii**  **ELA.10.18B.iii** | Listening and Speaking  **ELA.10.24B**  **ELA.10.26A** |

**Day 8 – Fri 30 Jan & Mon 2 Feb 2015**

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| **Objectives** | Scholars will practice revising and editing for grammar, punctuation, capitalization, and style.  Scholars will read for deep meaning, interpreting poems for their artistic value.  Scholars will evaluate and analyze poems. Scholars will write original poems.  Scholars will read independent novels and write dialog journals. |
| **Materials** | Non-fiction articles, English 2 Literature text book, Independent Novels, Journals, SOAPStone, DIDLS, ACES, Graph Paper, Loose Leaf Paper, Pens, Pencils, Highlighters. |
| **Do Now (20 minutes)** | Scholars will practice revising and editing |
| **Direct Teaching (30 minutes)** | Poems 3 & 4  SOASPStone  DIDLS |
| **Independent Practice (30 minutes)** | Poetry Elements 2  Original Poem 2 |
| **SSR & Independent Novel**  **(20 minutes)** | Independent Novel  Dialog Journal |

OBJECTIVES – Highlight from this list

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| Vocabulary Ⓢ **ELA 10.1A**  Ⓢ **ELA.10.1C** | Reading **ELA.10.Fig19A**  Ⓢ **ELA.10.Fig19B**  Ⓢ **ELA.10.2A** Ⓢ **ELA.10.2B** Ⓢ **ELA.10.2C**  Ⓢ **ELA.10.4A**  Ⓢ **ELA.10.7A** | Writing  Ⓡ **ELA.10.13C**  Ⓡ **ELA.10.13D**  Ⓡ **ELA.10.15A.i**  Ⓡ **ELA.10.15A.ii** . Ⓡ **ELA.10.15A.iii**  Ⓡ **ELA.10.15A.iv**  Ⓡ **ELA.10.15A.v**  Ⓡ **ELA.10.15A.vi**  Ⓡ **ELA.10.17A.iii**  **ELA.10.18B.iii** | Listening and Speaking  **ELA.10.24B**  **ELA.10.26A** |

**Day 9 – Mon 2 & Tues 3 Feb 2015**

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| **Objectives** | Scholars will take the District Snapshot.  Scholars will take a persuasive essay assessment. |
| **Materials** | Non-fiction articles, Fiction articles, English 2 Literature text book, Independent Novels, Journals, SOAPStone, DIDLS, ACES, Graph Paper, Loose Leaf Paper, Pens, Pencils, Highlighters. |
| **Do Now (20 minutes)** | Snapshot |
| **Direct Teaching (30 minutes)** | Snapshot |
| **Independent Practice (30 minutes)** | Snapshot |
| **SSR & Independent Novel**  **(20 minutes)** | Kahoot! Quiz |

OBJECTIVES – Highlight from this list

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| Vocabulary Ⓢ **ELA 10.1A**  Ⓢ **ELA.10.1C** | Reading **ELA.10.Fig19A**  Ⓢ **ELA.10.Fig19B**  Ⓢ **ELA.10.2A** Ⓢ **ELA.10.2B** Ⓢ **ELA.10.2C**  Ⓢ **ELA.10.4A**  Ⓢ **ELA.10.7A** | Writing  Ⓡ **ELA.10.13C**  Ⓡ **ELA.10.13D**  Ⓡ **ELA.10.15A.i**  Ⓡ **ELA.10.15A.ii** . Ⓡ **ELA.10.15A.iii**  Ⓡ **ELA.10.15A.iv**  Ⓡ **ELA.10.15A.v**  Ⓡ **ELA.10.15A.vi**  Ⓡ **ELA.10.17A.iii**  **ELA.10.18B.iii** | Listening and Speaking  **ELA.10.24B**  **ELA.10.26A** |

**Day 10 – Weds 4 & Thurs 5 Feb 2015**

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| **Objectives** | Scholars will practice the Six-Plus Paragraphs technique for increased inferencing and reading comprehension. |
| **Materials** | Non-fiction articles, Fiction articles, English 2 Literature text book, Independent Novels, Journals, SOAPStone, DIDLS, ACES, Graph Paper, Loose Leaf Paper, Pens, Pencils, Highlighters. |
| **Do Now (20 minutes)** | Six-Plus No 34 or 35. |
| **Direct Teaching (30 minutes)** | Reading Selection 1 – Aesop’s Fables – OER ACES strategy.   Focus: Answering (A of ACES) the question. |
| **Independent Practice (30 minutes)** | OER Essay Question. |
| **SSR & Independent Novel**  **(20 minutes)** | Kahoot! Quiz |

OBJECTIVES – Highlight from this list

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| Vocabulary Ⓢ **ELA 10.1A**  Ⓢ **ELA.10.1C** | Reading **ELA.10.Fig19A**  Ⓢ **ELA.10.Fig19B**  Ⓢ **ELA.10.2A** Ⓢ **ELA.10.2B** Ⓢ **ELA.10.2C**  Ⓢ **ELA.10.4A**  Ⓢ **ELA.10.7A** | Writing  Ⓡ **ELA.10.13C**  Ⓡ **ELA.10.13D**  Ⓡ **ELA.10.15A.i**  Ⓡ **ELA.10.15A.ii** . Ⓡ **ELA.10.15A.iii**  Ⓡ **ELA.10.15A.iv**  Ⓡ **ELA.10.15A.v**  Ⓡ **ELA.10.15A.vi**  Ⓡ **ELA.10.17A.iii**  **ELA.10.18B.iii** | Listening and Speaking  **ELA.10.24B**  **ELA.10.26A** |

**Day 11 – Fri 6 & Mon 9 Feb 2015**

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| **Objectives** | Scholars will practice the Six-Plus Paragraphs technique for increased inferencing and reading comprehension. |
| **Materials** | Non-fiction articles, Fiction articles, English 2 Literature text book, Independent Novels, Journals, SOAPStone, DIDLS, ACES, Graph Paper, Loose Leaf Paper, Pens, Pencils, Highlighters. |
| **Do Now (20 minutes)** | Six-Plus No 36 & 37 |
| **Direct Teaching (30 minutes)** | Reading Selection 2 – Aesop’s Fables – OER ACES strategy.   Focus: Cite (C of ACES) the question. |
| **Independent Practice (30 minutes)** | OER Essay Question. |
| **SSR & Independent Novel**  **(20 minutes)** | Kahoot! Quiz |

OBJECTIVES – Highlight from this list

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| Vocabulary Ⓢ **ELA 10.1A**  Ⓢ **ELA.10.1C** | Reading **ELA.10.Fig19A**  Ⓢ **ELA.10.Fig19B**  Ⓢ **ELA.10.2A** Ⓢ **ELA.10.2B** Ⓢ **ELA.10.2C**  Ⓢ **ELA.10.4A**  Ⓢ **ELA.10.7A** | Writing  Ⓡ **ELA.10.13C**  Ⓡ **ELA.10.13D**  Ⓡ **ELA.10.15A.i**  Ⓡ **ELA.10.15A.ii** . Ⓡ **ELA.10.15A.iii**  Ⓡ **ELA.10.15A.iv**  Ⓡ **ELA.10.15A.v**  Ⓡ **ELA.10.15A.vi**  Ⓡ **ELA.10.17A.iii**  **ELA.10.18B.iii** | Listening and Speaking  **ELA.10.24B**  **ELA.10.26A** |

**Day 12 – Tues 10 & Weds 11 Feb 2015**

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| **Objectives** | Scholars will practice the Six-Plus Paragraphs technique for increased inferencing and reading comprehension. |
| **Materials** | Non-fiction articles, Fiction articles, English 2 Literature text book, Independent Novels, Journals, SOAPStone, DIDLS, ACES, Graph Paper, Loose Leaf Paper, Pens, Pencils, Highlighters. |
| **Do Now (20 minutes)** | Six-Plus No 38 & 39 |
| **Direct Teaching (30 minutes)** | Reading Selection 3 –  Focus: Providing Examples and a Summer (E and S of ACES) for the question. |
| **Independent Practice (30 minutes)** | OER Essay Question. |
| **SSR & Independent Novel**  **(20 minutes)** | Kahoot! Quiz |

OBJECTIVES – Highlight from this list

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| Vocabulary Ⓢ **ELA 10.1A**  Ⓢ **ELA.10.1C** | Reading **ELA.10.Fig19A**  Ⓢ **ELA.10.Fig19B**  Ⓢ **ELA.10.2A** Ⓢ **ELA.10.2B** Ⓢ **ELA.10.2C**  Ⓢ **ELA.10.4A**  Ⓢ **ELA.10.7A** | Writing  Ⓡ **ELA.10.13C**  Ⓡ **ELA.10.13D**  Ⓡ **ELA.10.15A.i**  Ⓡ **ELA.10.15A.ii** . Ⓡ **ELA.10.15A.iii**  Ⓡ **ELA.10.15A.iv**  Ⓡ **ELA.10.15A.v**  Ⓡ **ELA.10.15A.vi**  Ⓡ **ELA.10.17A.iii**  **ELA.10.18B.iii** | Listening and Speaking  **ELA.10.24B**  **ELA.10.26A** |

**Day 13 – Thurs 12 & Fri 13 Feb 2015**

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| **Objectives** | Scholars will be assessed on the Six-Paragraph format. |
| **Materials** | Non-fiction articles, Fiction articles, English 2 Literature text book, Independent Novels, Journals, SOAPStone, DIDLS, ACES, Graph Paper, Loose Leaf Paper, Pens, Pencils, Highlighters. |
| **Do Now (20 minutes)** | Six-plus paragraph QUIZ. |
| **Direct Teaching (30 minutes)** | ASSESSMENT of the Open-Ended Response (Short Answer Response) using the ACES strategy. |
| **Independent Practice (30 minutes)** | ASSESSMENT of the Open-Ended Response (Short Answer Response) using the ACES strategy. |
| **SSR & Independent Novel**  **(20 minutes)** | Kahoot! Quiz |

OBJECTIVES – Highlight from this list

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| Vocabulary Ⓢ **ELA 10.1A**  Ⓢ **ELA.10.1C** | Reading **ELA.10.Fig19A**  Ⓢ **ELA.10.Fig19B**  Ⓢ **ELA.10.2A** Ⓢ **ELA.10.2B** Ⓢ **ELA.10.2C**  Ⓢ **ELA.10.4A**  Ⓢ **ELA.10.7A** | Writing  Ⓡ **ELA.10.13C**  Ⓡ **ELA.10.13D**  Ⓡ **ELA.10.15A.i**  Ⓡ **ELA.10.15A.ii** . Ⓡ **ELA.10.15A.iii**  Ⓡ **ELA.10.15A.iv**  Ⓡ **ELA.10.15A.v**  Ⓡ **ELA.10.15A.vi**  Ⓡ **ELA.10.17A.iii**  **ELA.10.18B.iii** | Listening and Speaking  **ELA.10.24B**  **ELA.10.26A** |

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|  | **SOAPStone Mon 15 Dec 2014** |
|  |  |
| Doc Title | “Loss of smell could predict death” |
| Author | Lauren Raab |
| Publisher | Los Angeles Times |
|  |  |
| Speaker |  |
|  |  |
| Occasion |  |
|  |  |
| Audience |  |
|  |  |
| Purpose |  |
|  |  |
| Subject |  |
|  |  |
| Tone(mood) |  |
|  |  |

|  |  |
| --- | --- |
|  | DIDLS **Mon 15 Dec 2014** |
|  |  |
| Diction |  |
| 1 word |  |
|  |  |
| Imagery |  |
| 3+ words |  |
|  |  |
|  |  |
| Details |  |
| 2 words |  |
|  |  |
| Language |  |
|  |  |
| Sentence |  |
| Structure |  |
|  |  |
| Tone |  |
|  |  |
| Mood |  |

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|  | **Tone & Mood – “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”** |
|  |  |
| Intro | 222222In the article, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,” the |
|  | overall tone is \_\_\_\_\_\_\_\_\_\_\_\_ and the mood is \_\_\_\_\_\_\_\_\_. To |
|  | create this tone and mood, the writer uses diction, images, |
|  | details, language and sentence structure. The diction or words in this |
| Diction | article include \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_. A |
| Image | major image used in this article is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | \_\_\_\_\_\_\_. Details used in this article include \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_ |
| Details | \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_. The author uses |
| Language | \_\_\_\_\_\_\_\_\_\_\_ language and \_\_\_\_\_\_\_\_\_\_ sentence structure. |
| Sent. Struct. | All of these details, diction, and images combine for |
|  | the overall tone of \_\_\_\_\_\_\_\_\_\_ and mood of \_\_\_\_\_\_\_\_\_. |
|  |  |

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| --- | --- |
| Answer | The author uses the following details to foreshadow |
|  | the ending: \_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and |
| Cite | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. In “A Nightmare in Yellow,” Frederic |
|  | Brown writes, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Explain | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” What this quote shows is that |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. In summary, Frederic Brown |
| Summarize | uses the details of \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ |
|  | to foreshadow the ending of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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English II Writing

Persuasive Prompt

Read the following quotation.

“Censorship is to art, as lynching is to justice.”

—Henry Louis Gates

Google’s products are popular among Chinese young people and activist who do not want their email monitored by the Chinese government. China has recently blocked Gmail service to its citizens. Think carefully about this idea.

Write an essay stating your position on whether the United States should follow China and began censoring its Internet.

Be sure to —

• state your position clearly  
• use appropriate organization  
• provide specific support for your argument  
• choose your words carefully  
• edit your writing for grammar, mechanics, and spelling

**QUESTION: Should the US censor its Internet like China does?**

Intro – The US (should or should not) censor its Internet like China.

**Reason 2**  
Privacy

**Reason 1**   
Free speech

**Reason 3**

**Example 1**

**Example 1**

**Example 1**

Persuasive essay Rough Draft

**Example 2**

**Example 2**

**Example 2**

Conclusion –

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| Intro |  |
|  |  |
|  |  |
| Reason 1 |  |
| Example 1 |  |
| Example 2 |  |
|  |  |
| Reason 2 |  |
| Example 1 |  |
| Example 2 |  |
|  |  |
| Reason 3 |  |
| Example 1 |  |
| Example 2 |  |
|  |  |
| Conclusion |  |
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Persuasive Essay

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