

# English II & Pre-AP English II ELA - Year at a Glance

	1 <sup>st</sup> Grading Period	2 <sup>nd</sup> Grading Period
<b>First Semester</b>	<b><u>WRITING PORTFOLIO</u></b>	<b><u>WRITING PORTFOLIO</u></b>
	<p><b>Processed Expository or Persuasive Essay</b> (Readiness)</p> <input type="checkbox"/> Compose, revise and edit multiple drafts with feedback and reflection	<p><b>Processed Expository or Persuasive Essay</b> (Readiness)</p> <input type="checkbox"/> Compose, revise and edit multiple drafts with feedback and reflection
	<p><b>Timed Expository Essay</b></p> <input type="checkbox"/> Scored with holistic rubric	<p><b>Timed Expository Essay</b></p> <input type="checkbox"/> Scored with holistic rubric
	<p><b>Evidence Based Writing</b> (Readiness)</p> <input type="checkbox"/> SAR or Mini-Q	<p><b>Evidence Based Writing</b> (Readiness)</p> <input type="checkbox"/> SAR or Mini-Q
	<b><u>READING</u></b>	<b><u>READING</u></b>
	<p><b>Comprehension of Informational Texts</b></p> <input type="checkbox"/> Expository (Readiness)	<p><b>Comprehension of Informational Texts</b></p> <input type="checkbox"/> Expository (Readiness)
	<input type="checkbox"/> Persuasive Supporting)	<input type="checkbox"/> Persuasive Supporting)
	<input type="checkbox"/> Procedural (Supporting/Embedded)	<input type="checkbox"/> Procedural (Supporting/Embedded)
	<p><b>Comprehension of Literary Texts</b></p> <input type="checkbox"/> Fiction (Readiness )	<p><b>Comprehension of Literary Texts</b></p> <input type="checkbox"/> Fiction (Readiness )
	<input type="checkbox"/> Poetry (Supporting)	<input type="checkbox"/> Poetry (Supporting)
	<input type="checkbox"/> Literary Nonfiction (Supporting)	<input type="checkbox"/> Literary Nonfiction (Supporting)
	<input type="checkbox"/> Drama(Supporting)	<input type="checkbox"/> Drama(Supporting)
	<p><b>Analysis across Genres</b></p> <input type="checkbox"/> Theme and Genre (Readiness)	<p><b>Analysis across Genres</b></p> <input type="checkbox"/> Theme and Genre (Readiness)
	<input type="checkbox"/> Complex Inferences (Readiness)	<input type="checkbox"/> Complex Inferences (Readiness)
	<input type="checkbox"/> Vocabulary: connotations & denotations within context (Readiness)	<input type="checkbox"/> Vocabulary: connotations & denotations within context (Readiness)
	<input type="checkbox"/> Media Literacy (Supporting/Embedded)	<input type="checkbox"/> Literacy (Supporting/Embedded)
	<b><u>DISTRICT ASSESSMENT</u></b>	<b><u>DISTRICT ASSESSMENTS</u></b>
	<input type="checkbox"/> None	<input type="checkbox"/> PSAT <input type="checkbox"/> DCA-reading, revising, editing, timed writing
	<b>Pre-AP Extension</b>	
	<input type="checkbox"/> AP question stems <input type="checkbox"/> Summer reading – “Book Talks”	<input type="checkbox"/> Lit Mini-Q:synthesis of multiple texts <input type="checkbox"/> Ind. novel study & class seminar
<b>Second Semester</b>	<b><u>WRITING PORTFOLIO</u></b>	<b><u>WRITING PORTFOLIO</u></b>
	<p><b>Processed Persuasive Essay</b> (Readiness)</p> <input type="checkbox"/> STAAR style prompt (Read, Write, Think) with feedback and reflection	<p><b>Critical Analysis (literary or rhetorical)</b> (Readiness)</p> <input type="checkbox"/> Focus on well-developed paragraph
	<p><b>Timed Expository Essay</b></p> <input type="checkbox"/> 26 lines & scored with holistic rubric	<p><b>Timed Essay</b></p> <input type="checkbox"/> 26 lines & scored with holistic rubric
	<p><b>Evidence Based Writing</b> (Readiness)</p> <input type="checkbox"/> SAR or Mini-Q	
	<b><u>READING</u></b>	<b><u>READING</u></b>
	<p>STAAR Blitz: practice with timed readings in preparation for STAAR EOC</p> <p><b>Comprehension of Informational Texts</b></p> <input type="checkbox"/> Expository (Readiness)	<p><b>Comprehension of Informational Texts</b></p> <input type="checkbox"/> Expository (Readiness)
	<input type="checkbox"/> Persuasive Supporting)	<input type="checkbox"/> Persuasive Supporting)
	<input type="checkbox"/> Procedural (Supporting/Embedded)	<input type="checkbox"/> Procedural (Supporting/Embedded)
	<p><b>Comprehension of Literary Texts</b></p> <input type="checkbox"/> Fiction (Readiness )	<p><b>Comprehension of Literary Texts</b></p> <input type="checkbox"/> Fiction (Readiness )
	<input type="checkbox"/> Poetry (Supporting)	<input type="checkbox"/> Poetry (Supporting)
	<input type="checkbox"/> Literary Nonfiction (Supporting)	<input type="checkbox"/> Literary Nonfiction (Supporting)
	<input type="checkbox"/> Drama(Supporting)	<input type="checkbox"/> Drama(Supporting)
	<p><b>Analysis across Genres</b></p> <input type="checkbox"/> Theme and Genre (Readiness)	<p><b>Analysis across Genres</b></p> <input type="checkbox"/> Theme and Genre (Readiness)
	<input type="checkbox"/> Complex Inferences (Readiness)	<input type="checkbox"/> Complex Inferences (Readiness)
	<input type="checkbox"/> Vocabulary: connotations & denotations within context (Readiness)	<input type="checkbox"/> Vocabulary: connotations & denotations within context (Readiness)
	<input type="checkbox"/> Media Literacy (Supporting/Embedded)	<input type="checkbox"/> Media Literacy (Supporting/Embedded)
	<b><u>DISTRICT ASSESSMENT</u></b>	<b><u>DISTRICT ASSESSMENT</u></b>
	<input type="checkbox"/> DCA-reading, revising, editing, timed writing	<input type="checkbox"/> STAAR EOC
	<b>Pre-AP Extension</b>	
	<input type="checkbox"/> Lit Mini-Q: synthesis of multiple texts <input type="checkbox"/> Ind. novel study& seminars	<input type="checkbox"/> Lit Mini-Q: synthesis of multiple texts <input type="checkbox"/> AP question stems
		<input type="checkbox"/> Intro to grade 11 summer reading
<p><b>TEXT COMPLEXITY:</b> An integral component of critical reading instruction is teaching students how to “tackle” increasingly complex texts each year.</p> <ul style="list-style-type: none"> <li>• The author’s vocabulary/use of language may be more varied and challenging because it is nonliteral/figurative, abstract, academic, or technical</li> <li>• Sentence structures may be more varied, dense, and sophisticated</li> <li>• The author’s use of literary elements/devices, rhetorical strategies, organizational patterns, and text features maybe more nuanced or sophisticated</li> <li>• The topic/content may be less familiar or more cognitively demanding</li> <li>• Relationships among ideas may be less explicit and require more interpretation, reasoning, and inferential thinking to understand the subtlety, nuances, and depth of ideas</li> </ul>		