

English II On-Level and AAC Overview 2024 – 2025

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [Glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

- [Grading Period 1](#)
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At Home Connections

The following are suggestions for reinforcing literacy development at home. These ideas can be used throughout the school year. You will find additional ideas to reinforce learning at home within each unit below.

- *Students are encouraged to read independent, self-selected texts regularly.*
- *Help your child to find a quiet place to read for an uninterrupted period of time.*
- *Provide access to a variety of texts. Links to resources can be found at the end of this document.*
- *Provide your child opportunities to respond to text and share their thoughts about what they are reading.*
- *When your child has questions about a topic, encourage them to investigate independently. Guide them through analyzing their sources and synthesizing information. Let them share what they learned with other family members.*

Process Standards:

The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

In secondary ELA, we have seven main processes that appear in every unit throughout the year in whole or in part. You will notice that some Texas Essential Knowledge and Skills Statements (TEKS) appear in multiple concepts. ELA skills are interconnected, and the repetition of these skills in multiple contexts reflects how the strands are “integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy” (Introduction to English Language Arts, Grade 6, *Texas Essential Knowledge and Skills*). These skills are introduced and explicitly taught throughout the first semester, then integrated into instruction in the units that follow. The process skills for 6th grade ELA include:

Making Meaning of Text:

10.2B analyze context to distinguish among denotative, connotative, and figurative meanings of words

10.4B generate questions about text before, during, and after reading to deepen understanding and gain information;

10.4D create mental images to deepen understanding

10.4E make connections to personal experiences, ideas in other texts, and society

10.4I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down

10.5A describe personal connections to a variety of sources, including self-selected texts

10.5E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating

Reading, Talking, and Writing About Text:

10.1A engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes

10.1D participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making

10.5B write responses that demonstrate understanding of texts, including comparing texts within and across genres

10.5F respond using acquired content and academic vocabulary as appropriate

10.5G discuss and write about the explicit or implicit meanings of text

10.5H respond orally or in writing with appropriate register, vocabulary, tone, and voice

Critical Thinking:

10.4C make and correct or confirm predictions using text features, characteristics of genre, and structures

10.4F make inferences and use evidence to support understanding;

10.4G evaluate details read to determine key ideas

10.4H synthesize information from multiple texts to create new understanding

10.5C use text evidence and original commentary to support a comprehensive response

10.5D paraphrase and summarize texts in ways that maintain meaning and logical order

10.5I reflect on and adjust responses when valid evidence warrants

Author's Craft and Purpose:

10.4E make connections to personal experiences, ideas in other texts, and society

10.5A describe personal connections to a variety of sources, including self-selected texts

10.5C use text evidence and original commentary to support a comprehensive response

10.5D paraphrase and summarize texts in ways that maintain meaning and logical order

10.8A analyze the author's purpose, audience, and message within a text

Writing Process:

10.9A plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing

10.9B develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:

(i) using an organizing structure appropriate to purpose, audience, topic, and context; and

(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;

10.9C revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

10.9D edit drafts using standard English conventions, including :

(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments ;

(ii) consistent, appropriate use of verb tense and active and passive voice; ;

(iii) pronoun-antecedent agreement ;

- (iv) correct capitalization ;
- (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and
- (vi) correct spelling

10.9E publish written work for appropriate audiences

Grading Period 1

Unit 1: Author’s Craft: Literary Structures

Estimated Date Range: August 8 – October 9

Estimated Time Frame: 42 days

Note: Includes 2 days for Re-engagement within unit

This unit introduces key questions that will drive instruction for the entire year: “How do author’s craft choices affect a reader? How do I use my understanding of author’s craft to make meaning as I read and share my thoughts when I write?” Teachers work with students to establish the routines of close reading, independent reading, talking about text, and systems for recording their metacognition, writing about reading, and goal setting. These routines and systems will support reading and writing processes over the course of the year as students build independence to tackle increasingly complex texts. In addition, teachers are responsible for communicating classroom literacy routines to parents, who serve as essential partners between classroom and home life.

Students will work with literary text as the second question shifts to more specific craft moves: “How does the author use ____ to shape meaning and connect to a reader?” Readers explore how an author’s purpose for writing drives decisions about developing character, setting, conflict to connect to a reader. As they discover these elements in literary text and analyze how they are used, they will try them in their own literary as they dive into the writing process. Moving forward in this unit, students will focus on how language communicates theme to a reader, analyzing figurative language, point of view, sentence structure and variety, and the subtleties of word choice as they consider the question, “How does the author use (figurative language, word choice, sentence variety) to shape meaning and connect to a reader?” They will continue writing constructed responses, this time to analyze how all these elements come together to create a theme. Students will read mentor texts, then use them as models as they try those same craft moves in their own writing to communicate theme to the teacher and peers.

Throughout the unit, students engage in daily, authentic reading, writing, and talking tasks, both formal and informal, close reading, and conferring with their teacher, as they make connections to and across texts. As students examine texts, they will identify ways the author helps them make those connections. Students participate in rich academic discussion to reflect on author’s purpose, as well as selecting a favorite writing task from the unit to take through the writing process to publish a narrative process piece.

Genres in this unit: Readers will analyze literary texts with literary structures. Teachers select texts that provide examples for development of character, setting, and conflict. These texts may be connected by topic or theme. The literary texts may serve as anchor texts for enriching student learning with additional genres. In addition, titles selected should act as model texts to support the writing process. Titles may also be used as “anchor texts” which can guide the selection of additional genres to enrich and expand instruction. Writing and speaking tasks focus on responding to text. Readers will also analyze literary texts, such as short stories, poetry, drama, and other genres as they look for examples of figurative language, imagery, sentence structure, and word choice. expand instruction. Writing and speaking tasks include responding to text, completing a literary process piece, and writing a short literary text such as a poem.

At Home Connections

- Students are expected to read 30 minutes per week in addition to their coursework. It is best practice for students to read for a sustained period. It is important for them to see you as a reader as well. Talk to your child about what they are reading and perhaps share what you are reading with them. Have them set their own goals for increasing their reading time and discovering new authors and genres.
- In this unit, students work together to build a literacy community. Talk to your child about how we treat, and expect to be treated by, other members of the learning community. How does one respond to others in a learning environment, through speech and in writing, whether face-to-face or electronically? How do conversational styles differ depending on audience, purpose, and location? Ask them how discussions are going and how they prepare for them. Ask them how they are contributing to the discussions.
- Encourage them to explore unfamiliar words as they come across them and develop a system for collecting and storing new vocabulary.
- Students continue to read literary texts; ask your child about:
 - The characters in the story. Are there characters they can relate to, they like or dislike, and why?
 - Ask them about the story's plot. Do events seem to be happening in order or are there events out of order? How does this affect them as readers? Does it confuse them or help them understand? Does the order of events build suspense and make them want to keep reading?
 - Who is telling the story? Is there more than one person telling the story? How does the person who is telling the story impact how they as the reader see the events unfolding?
 - What is the mood or feelings your child feels when reading the story? What features in the story cause that feeling?
 - What connection to personal experiences, other books they have read, movies they have seen, or to larger ideas happening in society does your child make while reading the story?
 - What features from the stories they are reading do they like? How might they use some of those features in their own writing?

During this unit, students begin drafting their own literary pieces. Ask your child:

- What story are you telling?
- Why did you choose to tell this story?
- What do you want your readers to know, think about, feel after reading your story?
- The purpose usually contains a message. What do you want the message of your story to be?
- Who are the characters in their story? What makes the characters believable? What is the conflict in the story?
- What is the story's setting? How does the setting impact the characters and the events in the plot?
- What is the order of events in your story? Do they build toward a climax? Are there any events that need to be told in a different order?
- Students continue to draft and revise their literary texts; ask your child:
 - While revising, has your story changed? How? Why?
 - What is the exact word choice that best communicates the meaning they had intended?

Editing is an important part of the writing process, ask your child if they have:

- Checked for correct spelling, capitalization, and punctuation.
- Punctuated dialogue correctly.
- Used diverse types of sentences: some short, medium, and long, including some complex sentences.

Concepts within Unit 1 Link to TEKS	Success Criteria for Unit 1
Concept #1: Building a Literacy Community	<ul style="list-style-type: none"> • Participate in academic discourse • Adjust communication to audience and purpose

<p>10.1A; 10.1D; 10.4F; 10.5B; 10.5C; 10.8A; 10.4B; 10.5D; 10.1B; 10.3A; 10.4E; 10.5A; 10.5E; 10.5G; 10.7A</p>	<ul style="list-style-type: none"> • Listen respectfully • Make inferences and use evidence to support understanding • Write responses that demonstrate understanding • Discuss text using relevant text evidence • Explain the author’s purpose and message
<p><u>Concept #2:</u> Analyzing character and theme as a reader and writer 10.6A; 10.6B; 10.9A; 10.4H; 10.5B; 10.5C; 10.5G; 10.8A; 10.8E; 10.1A; 10.3A; 10.5F; 10.7A; 10.10A</p>	<ul style="list-style-type: none"> • Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures • Analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events • Brainstorm ideas and characters for developing my own literary text
<p><u>Concept #3:</u> Analyzing the interactions among Setting, Plot, Character, and Theme as a Reader and Writer 10.6A; 10.6C; 10.6D; 10.9B(i, ii); 10.5B; 10.5C; 10.5G; 10.7C; 10.1A; 3A; 10.5F; 10.7A; 10.10A</p>	<ul style="list-style-type: none"> • Analyze connections between setting, character and plot development, and theme • Analyze how the setting influences characterization and theme • Develop Describe the setting in my own literary texts • Make connections between the setting and character development in my own literary text • Analyze isolated scenes and how they contribute to the plot as a whole • Draft a literary text using genre characteristics that is: <ul style="list-style-type: none"> ○ Focused ○ Coherent ○ Structured
<p><u>Concept #4:</u> Analyzing language as a reader and writer 10.8A; 10.8F; 10.9C; 10.5B; 10.5C; 10.5G; 10.8D; 10.8E; 10.1A; 10.3A; 10.5F; 10.7A; 10.10A</p>	<ul style="list-style-type: none"> • Identify the use of literary devices to achieve a specific purpose • Identify the use of literary devices to achieve a specific purpose (such as irony, sarcasm, and motif) • Analyze how diction and syntax contribute to the mood, voice, and tone • Explain the author’s purpose, audience, AND message within a text • Revise drafts to improve style and diction
<p><u>Concept #5:</u> Analyzing Structure as a Reader and Editing and Publishing as a Writer 10.7B; 10. 8B; 10.9D (i; ii, iii, iv, v, vi); 10. 9E; 10.5C; 10.8A; 10.8C; 10.1A; 10.3A; 10.5F; 10.7A; 10.10A</p>	<ul style="list-style-type: none"> • Analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms • Analyze use of text structure to achieve the author’s purpose • Edit drafts, using standard English conventions (specific editing lessons will be based on student need as identified in assessment data)

Ongoing Skills

- Discuss text using relevant text evidence
- Describe connections to text to share and deepen understanding
- Identify points of agreement and disagreement
- Reflect on and adjust Responses as new evidence is presented
- Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts
- Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society
- Self-select text and read independently

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Grading Period 2

Unit 2: Author's Craft: Informational Text and Inquiry

Estimated Date Range: October 16-December 20

Estimated Time Frame: 41 days

Note: Includes 2 days for Re-engagement within the unit

Note: While the focus of this unit is on informational text, teachers still address the multi-genre and author's purpose and craft strands by connecting ideas across genres

Unit Overview:

Students continue their study of the focusing question as readers and writers: "How does the author use _____ to shape meaning and connect to a reader?" They have examined craft in their reading of literary texts to see how authors make purposeful decisions about language and structure to shape meaning for a readers. As writers, they experimented with craft in their own literary writing, exploring their beliefs and opinions as they completed both short writing tasks and longer process pieces. They have engaged in a brief inquiry into texts that made an impact on them to investigate the decisions authors made that made an impact on them as readers. They will use these skills as a foundation for their study of informational text while continuing to read and connect ideas with literary texts.

In this unit, readers examine the different structures and purposes of informational text, applying their knowledge of author's craft to this genre, exploring the organizational patterns as readers and making inferences about the author's purpose for writing. As writers, they select a topic they wish to investigate, determining the best organizational pattern and language to share their learning with the teacher and their peers. Conferences with their teacher and peers and using their reading as mentor texts help to hone their craft as writers. Students continue to engage in independent, self-selected reading to build stamina, comprehension skills, engagement, vocabulary, and background knowledge.

Genres in this unit: With their teachers and peers, students read, analyze, and write informational texts. They continue reading self-selected texts, which may be from any genre, making connections to author's craft as they do so. Students also continue to read literary texts to connect to ideas read in informational texts.

At Home Connections

- At home, students should continue to read independently, reflect, and adjust reading goals.
- In this unit, students will be analyzing structures and purposes of informational text. They will continue to analyze how authors construct text. They will look at thesis statements, evidence, and organizational patterns. They will continue to look at the author's purpose for writing. Ask your child to:
 - Identify thesis statements in the informational texts they read. How do they know that is the thesis statement?
 - Identify the evidence used to support that thesis. Does the evidence, in fact, support the thesis?
 - Identify how the author organized the evidence. How did that organizational choice help support the thesis?
- In this unit, students select a topic they wish to investigate, determining the best organizational pattern and language to share their learning with the teacher and their peers. Ask your child to:
 - Explain the topic they wish to investigate. What sources might they use in their investigation? How do they know the sources or credible, reliable, and whether there might be bias?
 - Explain what they see as their thesis statement. What is the point they hope the reader takes away after reading their informational text?

<ul style="list-style-type: none"> ○ Explain the order in which they want to use the evidence to best support the thesis. Are there possible ways the order could be changed that might strengthen their support of their thesis? ○ Make sure they have edited their writing by checking the spelling, punctuation, and capitalization. 	
Concepts within Unit #2 Link to TEKS	Success Criteria for Unit 2
<p><u>Concept #1:</u> Analyzing thesis statements and author’s purpose as a researcher and writer 10.7D; 10.8A; 10.11A; 10.11C; 10.5C; 10.9A; 10.11E; 10.7F; 10.3A; 10.10B</p>	<ul style="list-style-type: none"> ● Analyze characteristics and structural elements of informational text such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusions ● Explain the author’s purpose, audience, AND message within a text ● Develop questions for formal and informal inquiry ● Develop a working thesis and research plan
<p><u>Concept #2:</u> Analyzing how authors connect thesis and evidence as a researcher and writer 10.7D; 10.11D; 10.9B (i-ii); 10.5B; 10.5C; 10.5G; 10.8C; 10.11E; 10.11Gi; 10.10B; 10.10D; 10.3A</p>	<ul style="list-style-type: none"> ● Analyze characteristics and structural elements of informational text such as: clear thesis, relevant supporting evidence, pertinent examples, and conclusions ● Conduct research based on a working thesis ● Locate and evaluate various sources for relevance, validity, and reliability ● Analyze characteristics and structural elements of information ● Revise the thesis and plan based on research, as needed ● Begin composing informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft
<p><u>Concept #3:</u> Analyzing structure as a researcher and writer 10.7D (i-ii); 10.8B; 10.4H; 10.9C; 10.5B; 10.5C; 10.G; 10.8C; 10.11F; 10.11H; 10.10B; 10.11D; 10.11E; 10.3A</p>	<ul style="list-style-type: none"> ● Analyze the characteristics and structural elements, including the relationship between organizational design and thesis ● Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft ● Differentiate between academic citations, including paraphrased and quoted text ● Synthesize information from two texts to create new understanding ● Organize information in a logical and coherent structure that supports the thesis statement ● Use source materials ethically to avoid plagiarism
<p><u>Concept #4:</u> Synthesizing Sources and presenting information 10.4H; 10.5C; 10.9D (i-vi); 10.11; 10.5D; 10.5B; 10.5G; 10.8C; 10.9E; 10.11Gi; 10.11H; 10.10B; 10.1C; 10.5H; 10.3A</p>	<ul style="list-style-type: none"> ● Compose and publish informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft ● Synthesize information from multiple texts to create new understanding ● Edit final draft of informational text ● Use edits to communicate author’s purpose ● Share results of inquiry with peers

Grading Period 3

Unit 3: Author’s Craft: Argumentative Text and Inquiry

Estimated Date Range: January 9-March 7

Estimated Time Frame: 38 days

Note: Includes 2 days for Re-engagement within the unit

Note: While the focus of this unit is on argumentative text, teachers still address the multi-genre and author’s purpose and craft strands by connecting ideas across genres

Unit Overview:

Students have now examined how author’s craft in informational text. As writers, they have investigated a topic of interest, either individually or in small groups. They will use the foundational skills of analyzing informational text as they transition to argumentative texts.

In this unit, they look at the nuanced differences between informational and argumentative texts. As readers, they analyze how an author develops an argument and uses language to engage an audience. Students will analyze the organizational patterns or persuasive text and how authors select and arrange arguments in a text to make the biggest impact on a reader. As writers, they develop a position and call for action for the topic they researched in the previous unit, making decisions about the best way to support and propose their claims to their peers. They will use these mentor texts as models for their own products. Students read literary and informational texts in order to connect to ideas presented in argumentative texts.

Genres in this unit: With their teachers and peers, students read, analyze, and write argumentative texts. They continue reading self-selected texts, which may be from any genre, making connections to author’s craft as they do so. Students also continue to read literary and informational texts to connect to ideas read in argumentative texts

At Home Connections

- At home, students should continue to read independently, reflect, and adjust reading goals.
- In this unit, students will be analyzing structures and purposes of argumentative text. They will continue to analyze how authors construct text. They will look at claims, evidence, and organizational patterns. They will continue to look at the author’s purpose for writing. Ask your child to:
 - Explain what it means to argue (in terms of writing and speaking)
 - Identify the author’s claim. How do they know that is the author’s claim?
 - Identify the evidence used to support that claim. Does the evidence, in fact, support the claim? Do they feel the author used strong evidence?
 - Identify how the author organized the evidence. How did that organizational choice help prove the claim?
- In this unit, students select a topic they wish to investigate, determining their own position in regards to the topic, the best organizational pattern and language to share their argument with the teacher and their peers. Ask your child to:
 - Explain the topic they wish to investigate. What sources might they use in their investigation? How do they know the sources or credible, reliable, and whether there might be bias?
 - Explain what they see as their own position on the topic. What is their claim? What is the point they hope to prove to the reader after the audience reads or hears their argument?
 - Explain the order in which they want to use the evidence to best support the claim. Are there possible ways the order could be changed that might strengthen their support of their claim?
 - Make sure they have edited their writing by checking the spelling, punctuation, and capitalization

Concepts within Unit 3

[Link to TEKS](#)

Success Criteria for Unit 3

Concept #1:

- Analyze characteristic and structural elements of argumentative text, such as clear arguable claim, appeals, and convincing conclusion

<p>Analyzing claims and author’s purpose as a researcher and writer 10.7E (i, iii); 10.8A; 10.11Gi; 10.11A; 10.11D; 10.5C; 10.8A; 10.8F; 10.8G; 10.9A; 10.9B (i-ii); 10.9C; 10.7F; 10.10C; 10.11A; 10.11B; 10.11E; 10.3A</p>	<ul style="list-style-type: none"> • Explain the author’s purpose, audience, AND message within a text • Explain the purposes of logical fallacies and rhetorical devices (such as, appeals, antithesis, parallelism, and shifts) • Analyze source for credibility and bias, including omission • Develop research questions to conduct formal and informal inquiry • Create a research and writing plan • Analyze how the author’s use of language contributes to mood, voice, and tone
<p><u>Concept #2:</u> Analyzing how authors connect claim and evidence as a researcher and writer 10.7E; 10.11E; 10.11Gii; 10.9B (i-ii); 10.5C; 10.8F; 10.8G; 10.9C; 10.11H; 10.10C; 10.3A</p>	<ul style="list-style-type: none"> • Analyze characteristics and structural elements of argumentative texts, including identifying and explaining the counterargument • Locate and evaluate sources for faulty reasoning, such as incorrect premise, hasty generalizations and either-or • Begin composing argumentative texts using genre characteristics and craft
<p><u>Concept #3:</u> Analyzing organizational patterns as a researcher and writer 10.9B; 10.9C; 10.5C; 10.5D; 10.5G; 10.11F; 10.8C; 10.8F; 10.11H; 10.10C; 10.10D; 10.3A</p>	<ul style="list-style-type: none"> • Analyze the use of text structure to achieve the author’s purpose • Paraphrase and summarize texts in ways that maintain meaning and logical order • Synthesize information from a variety of sources • Discuss and write about the explicit and implicit meanings of texts • Analyze how author’s use of print and graphic features to achieve a specific purpose • Revise drafts to improve clarity, organization, development, style, diction, and sentence effectiveness
<p><u>Concept #4:</u> Synthesizing sources and making an argument 10.4H; 10.5C; 10.11J; 10.9D (i-vi); 10.11F; 10.9E; 10.10C; 10.1C; 10.5H; 10.11D; 10.3A</p>	<ul style="list-style-type: none"> • Synthesize information from two texts to create new understanding • Synthesize information from a variety of sources • Use text evidence and original commentary to support a comprehensive response • Edit drafts using standard English conventions • Publish written work for an appropriate audience • Present results through appropriate mode of delivery (written, oral, or multimodal)
<p><u>Ongoing Skills</u></p> <p>Back to Top of Document</p>	<ul style="list-style-type: none"> • Discuss text using relevant text evidence • Describe connections to text to share and deepen understanding • Identify points of agreement and disagreement • Reflect on and adjust Responses as new evidence is presented • Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts • Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society • Self-select text and read independently

Grading Period 4

Unit 4: Author’s Craft: Synthesizing Ideas

Estimated Date Range: March 17-April 14

Estimated Time Frame: 20 days

Unit Overview:

The entire school year has been spent examining author’s craft and how purpose and audience shape the decisions an author makes during the writing process. Students have analyzed a variety of genres in whole class, small group, and independent settings. They have experienced short inquiry cycles and close reading routines to develop independence as readers and thinkers.

In this unit, students will have an opportunity to self-select texts in which to practice their reading comprehension skills, choosing genres that appeal to them. They will work with small groups as book clubs to discuss their thinking about their reading and use strategies learned throughout the year. As they take ownership of their reading habits, they can determine what strategies work best for them as readers, and set goals for summer reading. Students may want to combine their learning experiences in this unit and the writer’s choice unit as an inquiry cycle. The primary focus for both units has students identifying something they want to learn more about (whether fiction or non-fiction) and how they might communicate that learning to their peers.

At Home Connections

- At home, students should continue to read independently, reflect, and adjust reading goals.
- In this unit, students have an opportunity to self-select texts in which to practice their reading comprehension skills. Ask your child what genres do they enjoy reading and why. Help them plan and keep track of their reading so that they do not fall behind.
- Students will work with in small groups as book clubs to discuss their thinking about their reading and use strategies learned throughout the year. If possible, provide your child with their own copy of the text so that they can interact with the text through annotations. Ask your child how book clubs are going. How is discussing the same book with peers helping them better understand the text or see other viewpoints?

Concepts within Unit 4 Link to TEKS	Success Criteria for Unit 4
<p><u>Concept #1:</u> Synthesizing Ideas within Genres 10.4E; 10.4H; 10.5B; 10.5C; 10.5D; 10.5G; 10.8A; 10.8B; 10.8C; 10.8D; 10.8E; 10.8F; 10.9C; 10.9D (i-vi); 10.10B; 10.10C; 10.10D; 10.3A</p>	<p>Due to the Balanced Literacy Instructional Model, the success criteria may appear in multiple concepts but they are only listed once here:</p> <ul style="list-style-type: none"> • Self-select text and read independently • Explain the author’s purpose AND message within a text • Synthesize ideas within genres • Analyze how the use of text structure contributes to the author’s purpose • Discuss text using relevant text evidence • Describe connections to text to share and deepen understanding • Reflect on and adjust Responses as new evidence is presented • Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts • Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society • Reflect on and adjust Responses as new evidence is presented • Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts

	<ul style="list-style-type: none"> • Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society
<p>Concept #2: Synthesizing Ideas across Genres 10.4E; 10.4H; 10.5B; 10.5C; 10.5D; 10.5G; 10.8A; 10.8B; 10.8C; 10.8D; 10.8E; 10.8F; 10.9C; 10.9D (i-vi); 10.10B; 10.10C; 10.10D; 10.3A</p>	<ul style="list-style-type: none"> • Differentiate between summarizing, paraphrasing, and using direct quotes • Synthesize information from a variety of sources • Display academic citations as instructed • Use source materials ethically • Create questions or use teacher-designed questions to guide inquiry • Revise research plan based on new information or questions • Gather relevant information from multiple sources, including primary or secondary; • Examine sources for credibility, reliability, and bias • Examine sources for faulty reasoning
<p>Unit 5: Considering Author’s Craft as an Independent Reader and Writer Estimated Date Range: April 15-May 29 Estimated Time Frame: 30 days Note: Includes 2 days for Re-engagement within the unit</p>	
<p>Unit Overview:</p> <p>Students have written literary, informational, argumentative, and inquiry texts during the year, focusing on how they make craft decisions based on their purpose for writing and their audience. They have looked at mentor texts for models to emulate in their writing and practiced academic vocabulary in their conversations with peers. They have experienced conferring cycles to develop their independence as writers.</p> <p>In this unit, they have a chance to select a writing project to finish out the year. It needs to be a process piece, in other words, one that will take them through prewriting, drafting, conferring and revising, editing, and a final step of publishing to their classmates. They may conduct an inquiry project if they wish, or perhaps partner with other students to create a media presentation. Teacher approval of all projects is necessary. Students may combine their work in the Independent Reading unit with this writing project as they consider how best to communicate their learning to their peers.</p> <p>At Home Connections</p> <ul style="list-style-type: none"> • At home, students should continue to read independently, reflect on the progress they made this school year, and set goals for their summer reading. • In this unit, students have an opportunity to select a writing project to finish out the year. This will be a process piece so they will plan, draft, revise, edit, and publish their writing. Ask your child which writing project they wish to finish and why. Help them develop a plan to monitor their progress in order to stay on track. • Students might choose to publish through a media presentation. Ask your child which method of publication they prefer and why. The method should appeal to their audience and best communicate their purpose and message for writing. • If students work together to complete the project, ask your child what their responsibilities are to the project. Help them develop a plan to ensure they are contributing to the group’s success. 	

<p align="center">Concepts within Unit 5 Link to TEKS</p>	<p align="center">Success Criteria for Unit 5</p>
<p><u>Concept #1:</u> Critical thinking about Audience</p> <p>10.4E; 10.5A; 10.8A; 10.9A; 10.9B (i-ii); 10.4G; 10.4C; 10.4H; 10.5C; 10.3A</p>	<p>Due to the Balanced Literacy Instructional Model, the success criteria may appear in multiple concepts, but they are only listed once here:</p> <ul style="list-style-type: none"> • Write responses, using text evidence and academic language, that demonstrate understanding of the implicit meanings of texts • Respond to text through writing by describing connections to personal experiences, ideas in other texts, or society <p>Develop the author’s purpose AND message within your own text</p> <ul style="list-style-type: none"> • Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests; • Develop a draft into a focused, structured, and coherent piece of writing by: <ul style="list-style-type: none"> ○ organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and ○ developing an engaging idea reflecting depth of thought with specific facts and details; • Revise a draft for: <ul style="list-style-type: none"> ○ Clarity ○ Development ○ Organization ○ Style ○ Word choice, AND ○ Sentence variety • Publish a revised and edited work for appropriate audiences
<p><u>Concept #2:</u> Writing for a Specific Audience</p> <p>10.8A; 10.9B (i-ii); 10.9C; 10.4H; 10.5D; 10.5I; 10.7F; 10.10A; 10.10B; 10.10C; 10.10D; 10.3A</p>	<ul style="list-style-type: none"> • Differentiate between summarizing, paraphrasing, and using direct quotes • Synthesize information from a variety of sources • Display academic citations as instructed • Use source materials ethically • Create questions or use teacher-designed questions to guide inquiry • Revise research plan based on new information or questions • Gather relevant information from multiple sources, including primary or secondary; • Examine sources for credibility, reliability, and bias • Examine sources for faulty reasoning
<p><u>Concept #3:</u> Publishing for a Specific Audience</p> <p>10.11I; 10.9C; 10.9D (i-vi); 10.10E; 10.1C; 10.5H</p>	<ul style="list-style-type: none"> • Determine an appropriate mode of delivery, whether written, oral, or multimodal to present results • Publish written work for appropriate audiences

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Glossary and Curriculum Components

Overview– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.
TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.
Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.
Concept – A subtopic of the main topic of the unit
Success Criteria: a description of what it looks like to be successful in this concept.

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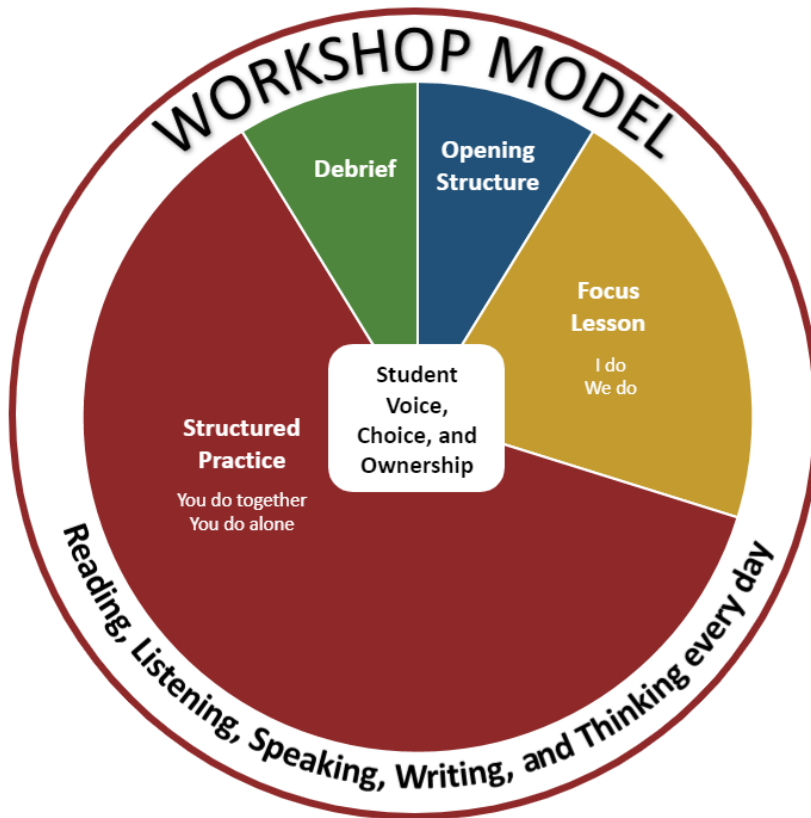
Parent Resources

The following resources provide parents with ideas to support students’ literacy development.

Resource	How it supports parent and students
Texas Gateway for 6th Grade	Provides digital lessons to support classroom learner. These lessons are organized by TEKS.
TEKS Guides	Provide additional information to help interpret the concepts and skills identified in the TEKS.
Parent and Afterschool Resources from the National Council of Teachers of English	NCTE is professional organization for English teachers. This clearinghouse provides ideas for parents to support their children outside of school.
Young Adult Library Services Association (YALSA)	YALSA provides annual lists of award winning books for young adult readers.
The International Literacy Association (ILA)	ILA provides annual lists of best books for young adult readers and up-to-date research on literacy.
The Texas Library Association (TLA)	TLA provides annual lists of award winning books for young adult readers
Houston Area Independent Schools Library Network	HAISLN provides annual lists of award winning books for young adult readers.
The American Library Association Newbery Honor Books	ALA provides annual lists of award winning books for young adult readers Newbery is an annual ALA award given to the most distinguished contribution to American Literature for children
Coretta Scott King Honors	Coretta Scott King Book Award is an annual ALA award given to outstanding African-American authors and illustrators of books for children and young adults that demonstrate an appreciation of African-American culture and universal human values.
Fort Bend County Libraries	FBCL provide digital and print books, online homework help, and databases for research that are free to the public. Users must have a library card (e-card is available).

Instructional Model

Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.



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Adopted Resources

Middle School: <https://www.fortbendisd.com/Page/93918>