# English II Overview

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts, and Instructional Model.

## Definitions

**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.

**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.

**Unit Overview** – The unit overview provides a brief description of the concepts covered in each unit.

**Big Ideas and Essential Questions** - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

**Concept** – A subtopic of the main topic of the unit

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

## Parent Supports

The following resources provide parents with ideas to support students’ understanding:

- [Parent and Afterschool Resources from the National Council of Teachers of English](#)
- [Young Adult Library Services Association (YALSA)](#)
- [The International Literacy Association (ILA)](#)
- [The Texas Library Association (TLA)](#)
- [Houston Area Independent Schools Library Network](#)
- [The American Library Association](#)
- [Newbery Honor Books](#)
- [Coretta Scott King Honors](#)
Instructional Model

#1 Opening Structure:
- How will I use this time to “prime the pump” for what students will be doing during work time?
- How is this connected to the mini-lesson and work time?

#2 Mini-lesson:
- What focused skill or review is necessary to transition to work time?
- How did I select this skill?
- How can I model during this time, rather than just instruct?

#3 Work time:
- What will students be doing?
- What structures, routines, or resources need to be in place for students to be successful?
- Will this be divided into small-group or individualized work?
- What will the teacher be doing during this time?
- How will I know they understand the concepts and the tasks?
- How will I differentiate this time to meet the needs of my students?
- How will I group students to support instruction?
- What questions, clarifications, or celebrations can I anticipate, and how can I plan for them?

#4 Debrief:
- What questions do students still have?
- What did they master?
- What can I do here that I can revisit tomorrow to connect their learning from day to day?
- Use this information to make instructional decisions tomorrow.

Adopted Resources
High School: https://www.fortbendisd.com/Page/93927

Process Standards: In secondary ELA, we have four main processes: acquiring new vocabulary, reading comprehension, writing, and listening/speaking which are embedded in every unit in whole or in part. The Texas Essential Knowledge and Skills Statements (TEKS) for these skills are:
Engl.1 Vocabulary Development
Figure 19 Reading Comprehension
Engl.13 The Writing Process
Engl.24-26 Listening and Speaking

Grading Period 1
Building a Literacy Community
Estimated Date Range: August 15-August 31, 2028

Unit Overview:
In this unit, teachers and students work together to develop the routines and expectations that will support literacy throughout the school year. They will practice close reading and conferring routines and determine organization structures for a literacy notebook.

Big Ideas:
- We become a community of readers and writers when we have common expectations and routines for our classroom.
When I have a routine for recording my learning, it’s easier to set goals for my next steps as a reader and writer.

Conferring with others can give me new ideas and feedback to improve my reading and writing.

I improve my reading when I learn how to re-enter text with different lenses to make meaning of what I’m reading.

**Essential Questions**

- How do we establish an atmosphere of collaboration and independent learning and create a community of readers and writers?
- How can I track my growth as a reader and writer?
- How does conferring about reading and writing help me as a learner?
- How can I become a more confident reader?

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<td>Concept #2: Conferring with others</td>
<td>EngI.13E, EngI.24A, EngI.26A</td>
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<td>Concept #3: Recording my learning</td>
<td>EngI.13E, EngI.Fig19A</td>
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**Reading and Writing Literary Text**

Estimated Date Range: September 4-October 19, 2018

**Unit Overview:**

During this unit, students will experience literary texts, such as short stories, novels, or poems, to see how an author crafts an engaging experience for readers. As they read, they will practice crafting their own literary text, inspired by the mentor texts they read. Since it is developmentally appropriate to start writing “from self,” most of these writings may be personal narratives. Students will practice conferring, and teachers will use this initial writing assignment to assess students’ strengths as writers.

**Big Ideas:**

- Reading and writing story helps people connect to each other by sharing experiences, both familiar and unfamiliar.
- Craft helps the reader connect to the text in order to make meaning.
- I can take what I learn from mentor text and try it with my own writing to connect to my readers.

**Essential Questions**

- How does story help us understand the world around us?
- How does an author’s choices about craft affect the readers of literary text?
- How can I use craft to tell a story of my own?

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<td>Concept #3: Theme</td>
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**Grading Period 2**

Reading Drama

Estimated Date Range: October 22-November 16, 2018

**Unit Overview:**

Drama challenges a reader to make inferences. The elements of fiction are created using mostly dialogue, with little description, so the reader must visualize and infer from limited textual evidence. As students read drama, they will practice writing short answer, constructed responses to illustrate their understanding. In these responses, they will share their analysis of a text and support their reasoning with textual evidence.

**Big Ideas:**
• Reading and writing story, even when in a dramatic format, helps people connect to each other by sharing experiences, both familiar and unfamiliar.
• Craft helps the reader connect to the text in order to make meaning.
• It’s important to be able to identify patterns in the structure of text and be able to use them to make meaning when I read, even if the patterns look different from what I’m used to.

Essential Questions
• How does story help us understand the world around us?
• How does an author’s choices about craft affect the readers of literary text?
• Why should I read drama?

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<td>Concept #2: Responding to Drama</td>
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Literary Response
Estimated Date Range: November 26-December 21, 2018

Unit Overview:
During this unit, students continue their study of drama by extending their analysis into a literary response.

Big Ideas:
• When I can dig deep into how an author crafted a text, I can make inferences about things that are important to me.
• Answering a constructed response question helps me sort out what I know about a text and how I know it.

Essential Questions
• Why practice literary analysis?
• Why should we practice writing constructed response answers?

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Grading Period 3

Reading Persuasive Text
Estimated Date Range: January 8-February 8, 2019
(This unit overlaps with the Writing Persuasive Text unit.)

Unit Overview:
Any text students encounter has an element of persuasion in it. An author may simply want a reader to feel or believe in something, or they may want readers to take action. In this unit, students will analyze how an author crafts argument in order to have maximum effect on a reader. They will read persuasive texts, and later use those selections as models for their own persuasive process piece.

Big Ideas:
• Good readers analyze both how a text is written as well as what it contains to figure out what the author is trying to do.
• Most text has a little hint of persuasion in it, so it’s important to know how to look for it.

Essential Questions
- What do good readers look for in persuasive text?
- Why is it important to know how authors try to persuade their readers?

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<td><strong>Concept #2: Making Inferences and Connections with Expository Text</strong></td>
<td>EngII.7A, EngII.8A, EngII.10A-B, EngII.12C-D</td>
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**Writing Persuasive Text**

Estimated Date Range: January 22-March 8, 2019
(This unit overlaps with the Reading Persuasive Text unit.)

**Unit Overview:**
Now that students have read examples of persuasive text, they are ready to craft their own persuasive process piece, taking it through prewriting, drafting/conferring/revising, and editing/publishing. As they approach the STAAR Writing test, teachers and students will practice using the writing process independently, focusing on the strategies that work best for them as writers. Teachers and students may decide to conduct an inquiry project during this unit.

**Big Ideas:**
- Good writers make careful decisions about organization, word choice, sentence structure, and information to make an impact on readers.
- If I can write a well-crafted persuasive text, I can communicate my thinking to others

**Essential Questions**
- How does a writer craft a strong persuasive text?
- Why is it important to be able to write an persuasive text?

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<td>Optional research TEKS: EngII.23A-E</td>
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# Grading Period 4

## Reading Independently in Literature Circles

**Estimated Date Range:** March 18-April 10, 2019  
(This unit runs concurrently with the Inquiry Circles unit.)

### Unit Overview:
In this unit, students will have an opportunity to self-select novels in which to practice their reading comprehension skills. They will work with small groups as book clubs to discuss their thinking about their books 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.

### Big Ideas:
- I need to know what works best for me to make meaning of a text, because a teacher won’t always be there to tell me what to do.
- Reading on my own can be enjoyable when I know how to pick good text and how to stick with a reading task.

### Essential Questions
- Why should I practice reading independently?

## Concepts within Unit

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<td>Concept #2: Reading and Responding to Text</td>
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## Writer’s Choice

**Estimated Date Range:** April 8-May 24, 2019  
(This unit runs concurrently with Reading Independently in Literature Circles.)

### Unit Overview:
Students have written literary, expository, and persuasive texts during the year. 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.

### Big Ideas:
- Writing a mode of knowing, and when I write, I can explore what I think.
- I need to be able to use writing and the writing process to communicate my ideas to others effectively.

### Essential Questions
- How does writing help me as a learner?  
- Why do I need to understand the writing process?

## Concepts within Unit

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Writing product options: EngII.14A-C, EngII.15A-D, EngII.16A-B  
Optional research TEKS: EngII.20A-B

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Writing product options: EngII.14A-C, EngII.15A-D, EngII.16A-F
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