

English Language Arts Texas 2021© English II

English II

Unit	Essential Questions	Academic Vocabulary	Literary Terms	Embedded Assessments	Goals
Unit 1 The Power of Argument	<p>How should we interact with the world around us?</p> <p>To what extent are we responsible for our fellow humans?</p> <p>How do authors use evidence to create a persuasive argument?</p>	<p>appeals</p> <p>concession</p> <p>consensus</p> <p>evidence</p> <p>figurative</p> <p>inferred</p> <p>literal</p> <p>rebuttal</p>	<p>diction</p> <p>logical fallacy</p>	<p>EA 1: Creating an Argument</p> <p>EA 2: Participating in a Debate</p>	<ul style="list-style-type: none"> To analyze the characteristics and structural elements of argumentative texts To analyze the purpose and effect of language choices and rhetorical devices To defend or challenge an author's claims using text evidence To compose argumentative texts To collaborate within a team to present a stance
Unit 2 Persuasion in Literature <i>Things Fall Apart</i> (novel)	<p>What can a character's use of persuasion reveal to a reader?</p> <p>How can a work of literature reflect a cultural perspective?</p> <p>What is the value of making connections between characters from different texts, time periods, or cultures?</p>	<p>proverb</p>	<p>archetypes</p> <p>characterization</p> <p>epigraph</p> <p>foil</p> <p>folktale</p> <p>foreshadowing</p> <p>irony</p> <p>motifs</p> <p>tragic hero</p>	<p>EA 1: Writing a Literary Analysis Essay</p> <p>EA 2: Writing a Short Story</p>	<ul style="list-style-type: none"> To read and analyze world literature across literary periods To analyze and appreciate how authors use persuasion in fiction To analyze how themes are developed through characterization, plot, and historical and cultural settings To compose a literary analysis of a novel To compose a short story using genre characteristics and craft
Unit 3 Voice in Synthesis	<p>What is the relationship between individual freedom and social responsibility?</p> <p>What does it mean to have a voice?</p> <p>How does one enter into an ongoing discussion about a subject?</p>	<p>caveat</p> <p>elaborate</p> <p>synthesis</p> <p>tenor</p> <p>verbatim</p>	<p>call to action</p> <p>satire</p>	<p>EA 1: Creating an Annotated Bibliography</p> <p>EA 2: Presenting a Solution to an Environmental Conflict</p>	<ul style="list-style-type: none"> To synthesize multimodal texts To defend or challenge an author's claims using text evidence To analyze the purpose and effect of language and rhetorical devices on audience and meaning To compose argumentative texts by synthesizing sources To give a formal presentation that incorporates information from multiple reliable sources

<p>Unit 4: Praise, Mock, Mourn</p> <p>Antigone (Drama)</p>	<p>Why are humans inclined to respond to people, objects, and events with praise, mockery, or mourning?</p> <p>How can authors use language to create an effect on their readers?</p> <p>How can a performer communicate a character's perspective through oral and visual interpretation?</p>	<p>dynamic character elegy imagery irony mood sarcasm satire stage directions static character stichomythia tone voice</p>		<p>EA1: Writing an Analysis of a Piece of Creative Writing</p> <p>EA2: Performing a Scene from Antigone</p>	<ul style="list-style-type: none"> • To use context to distinguish among denotative, connotative, and figurative meanings of words • To analyze the effects of meter and rhyme schemes in poetry • To analyze how the author's use of language informs and shapes the perception of readers • To compose literary texts such as fiction and poetry using genre characteristics and craft • To perform a scene using vocal and visual delivery
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<p style="text-align: center;">KEY TEXTS</p> <p style="text-align: center;">Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)</p>	<p style="text-align: center;">STRATEGIES FOCUS</p> <p style="text-align: center;">While explicit teaching of effective strategies has taken place in previous grade levels, the following list highlights key strategies reinforced in this grade level.</p>	
<p>Informational Text: “Vaccination,” by the Jenner Institute</p> <p>Speech: From <i>On Civil Disobedience</i>, by Mohandas K. Gandhi</p> <p>Infographic: National Institutes of Health</p> <p>Poetry: “Touchscreen,” by Marshall Davis Jones</p> <p>Poetry: “Funeral Blues by <i>Antigone</i>,” by W.H. Auden</p> <p>Short Story: “Marriage is a Private Affair,” by Chinua Achebe</p> <p>Editorial: “The Summer Hunger Crisis,” by Billy Shore</p> <p>Argumentative Text: Excerpt from <i>Reality is Broken</i>, by Jane McGonigal, PhD</p> <p>Graphic Novel: Excerpt from <i>Persepolis</i>, by Marjane Satrapi</p> <p>Poetry: “Grape Sherbet,” by Rita Dove</p> <p>Short Story: “Tuesday Siesta,” by Gabriel García Márquez</p> <p>Speech: “On Surrender at Bear Paw Mountain, 1877,” by Chief Joseph</p> <p>Speech: “On Women’s Right to Vote,” by Susan B. Anthony</p> <p>Speech: Excerpt from “Hope, Despair, and Memory,” Nobel Lecture by Elie Wiesel</p> <p>Short Story: “The Third and Final Continent,” by Jhumpa Lahiri</p> <p>Novel: Excerpt from <i>Change</i>, by Mo Yan</p> <p>Drama: <i>Antigone</i> by Sophocles</p> <p>Research Report: Excerpt from “Single-Use Plastics: A Roadmap for Sustainability,” by the United Nations Environment Programme</p> <p>Legal Document Amendment I, United States Constitution</p> <p>Editorial: “Diners should pay attention to workers, not just the food,” by Kathleen Kingsbury</p> <p>Novel: <i>Things Fall Apart</i>, by Chinua Achebe</p> <p>Poetry: “Prayer to the Masks,” by Léopold Sedar Senghor</p> <p>Poetry: “The Second Coming,” by William Butler Yeats</p> <p>Interview: “An African Voice,” by Katie Bacon</p> <p>Illustration: <i>Smallpox—the Speckled Monster</i>, by James Gillray</p> <p>Film: <i>Video Games will Make Us Smarter</i>, from Intelligence Squared</p>	<ul style="list-style-type: none"> • OPTIC • Socratic Seminar • RAFT • Marking the text • Fishbowl 	<ul style="list-style-type: none"> • Levels of Questioning • SMELL • SOAPSTone • SIFT • Discussion Groups
	<p>LANGUAGE AND WRITER’S CRAFT AND LANGUAGE CHECKPOINTS</p> <p>Instruction that provides grammar support and in the context of actual reading and writing. Grammar and Usage call-out boxes contain additional grammar instruction</p> <ul style="list-style-type: none"> • Syntax • Colon and Semicolon • Phrases and Clauses • Introducing Dialogue • Sentence Variety • Varying Sentence Beginnings • Outlining and Organizing an Argument • Active and Passive Voice • Compare/Contrast • Academic Voice • Using Precise Language and domain specific vocabulary • Word Patterns • Semicolons and Colons • Consulting a Style Manual • Embedding Quotations • Punctuating Relative Clauses • Citation Styles • Using parallel Structure • Punctuation in sentences • Subordination and Coordination • Noun Agreement • Frequently confused Words • Recognizing Conventional Expression 	

See Unit “Planning the Unit” for a complete listing of unit resources

Planning the Unit

Context

In Unit 2, students will continue to explore the power of argument as they move into reading literature. Chinua Achebe uses arguments to reveal things about his characters and set the plot in motion in his short story “Marriage Is a Private Affair” and in his novel *Things Fall Apart*. This serves as a bridge into a unit where students will read literature from around the world, learn to craft an insightful literary analysis, and compose an original piece of creative writing. In this unit, students will consider how a work can reflect a cultural perspective, as well as the value of making connections between works from those varied cultural perspectives.

Suggested Texts and Materials

You will need the following materials for this unit:

- Activity 2.3: picture books or copies of folk tales, such as *Nelson Mandela’s Favorite African Folktales* (2002), or internet access to websites with African folk tales
- Activities 2.4–2.17: copies of the novel *Things Fall Apart*
- Activity 2.5: digital drawing tool or PowerPoint

Instructional Sequence

The unit begins by moving from the study of arguments in Unit 1 to looking carefully at the ways characters make arguments in works of literature. Students will begin this exploration by analyzing Chinua Achebe’s short story “Marriage Is a Private Affair,” where a father and son attempt to change each other’s core beliefs. Students will analyze many facets of the text, including how Achebe reveals information about his characters through their use of persuasion. Students will then dive into Achebe’s classic novel *Things Fall Apart*, where they will continue to study character. In Activity 2.7, they will write a literary analysis that examines how Achebe characterizes two individuals in a scene where one tries to persuade the other.

As students read *Things Fall Apart*, they will have an opportunity to learn about a specific historical and cultural context: pre-colonial Nigeria. They will conduct research to better understand this context and analyze the impact that the setting has on the novel. They will also study themes such as gender and violence, and the tragic hero archetype. Finally, students will read an interview with Achebe in order to understand the context in which Achebe wrote the novel and his purpose in writing it. This will prepare students for Embedded Assessment 1: Writing a Literary Analysis.

In the last part of the unit, students will read a collection of short stories and novel excerpts from around the world, each grounded in a specific time period and cultural setting. Students will draw connections as they trace similar themes across the texts, while also analyzing how the author conveys the unique cultural and historical context for the story. Students will shift from writing analyses to doing creative writing in this part of the unit. In Embedded Assessment 2, they will choose a historical or cultural setting and conduct research into that setting, before portraying it in an original short story.

AP[®] CONNECTIONS

In this unit, students will focus on refining these important skills and knowledge areas for AP/College Readiness:

- Identifying and describing what specific textual details reveal about a character and that character’s perspectives and motives, as well as describing how details reveal nuances and complexities in characters’ relationships with one another (Activities 2.2, 2.6, 2.8, 2.11, 2.18–2.22)
- Explaining how a significant event or related set of events affects a plot and how conflict functions in a text (Activities 2.4, 2.8, 2.10, 2.13, 2.18, 2.20, 2.23)
- Identifying and explaining the function of symbols, imagery, and allusions (Activities 2.2, 2.4, 2.7, 2.14, 2.15, 2.20, 2.21)
- Distinguishing between the literal and figurative meanings of words and phrases, and explaining the function of specific words and phrases in a text (Activities 2.2, 2.14, 2.18, 2.19, 2.21, 2.22, 2.24)
- Developing defensible claims about interpretations of texts (Activities 2.3, 2.6, 2.7, 2.9)
- Identifying and describing specific textual details that convey or reveal a setting and explaining the relationship between characters and setting (Activities 2.1, 2.2, 2.8, 2.11, 2.14, 2.18–2.22)
- Focusing deliberate attention on the craft of sentence-level writing (Activities 2.2, 2.8, 2.18, 2.21)

SAT[®] CONNECTIONS

Throughout this unit, students will practice important skills that will help them succeed on the SAT and other college readiness exams. The following activity provides targeted practice with this SAT skill:

- Recognizing and correcting lack of agreement between nouns (LC 2.16)

Unpacked Embedded Assessments

Embedded Assessment 1: Writing a Literary Analysis Essay	Embedded Assessment 2: Writing a Short Story
<p>Skills and Knowledge:</p> <ul style="list-style-type: none"> • Conduct a close reading and literary analysis of the text. • Organize and present ideas in a written essay. • Integrate relevant textual evidence, including details, quotations, and examples. • Examine how the cultural and historical settings of the novel <i>Things Fall Apart</i> influence the development of one character. • Maintain an academic voice and objective tone. • Use an effective organizational strategy that follows a logical progression of ideas. 	<p>Skills and Knowledge:</p> <ul style="list-style-type: none"> • Conduct research in order to accurately convey a cultural or historical setting. • Develop characters and experiences using multiple narrative techniques. • Use a consistent point of view to tell a story. • Follow the genre characteristics of a short story, with careful sequencing of events. • Use transitions to create a coherent text. • Incorporate descriptive language, vivid imagery, and dialogue that advances the narrative.

Cognate Directory

Encouraging students to notice the connections between their primary language and English can help them develop academic vocabulary more quickly. If your class includes Spanish speakers, consider adding the following cognates to the classroom Word Wall. For English language learners whose primary language is not Spanish, consider using an online translator or dictionary to support comprehension of vocabulary terms.

Unit 2 Vocabulary Terms with Spanish Cognates

Academic Vocabulary		Literary Terms	
English	Spanish	English	Spanish
proverb	proverbio	archetypes	arquetipos
		characterization	caracterización
		epigraph	epígrafe
		folktale	cuento folclórico
		irony	ironía
		motif	motivo
		tragic hero	héroe trágico

Activity Features at a Glance

The activities in every ELA unit reflect the interconnected nature of reading, writing, listening, speaking, and thinking. The Activity Features at a Glance chart highlights the types of tasks or supports that students and teachers will encounter in each activity.



Writing and
Revision



Grammar and
Language



Listening,
Speaking,
and Discussion



Independent
Reading



Vocabulary
Development



ELL Support

ELA Activity	Activity Features
2.1	  
2.2	     
2.3	   
2.4	    
2.5	 
2.6	     
2.7	    
2.8	     
2.9	   
2.10	 
2.11	    
2.12	    
2.13	  

ELA Activity	Activity Features
2.14	   
2.15	   
2.16	   
LC 2.16	  
2.17	     
2.18	     
2.19	  
2.20	    
2.21	   
2.22	   
2.23	  
2.24	  

Unit Resources at a Glance

Formative Assessment Opportunities	Digital Assessments	Family Connections
Text-dependent questions Writing prompts Check Your Understanding tasks Focus on the Sentence tasks Language Checkpoint exercises Language & Writer’s Craft practice	Activity Quizzes 2.2–2.24 SBD Unit Assessment Part 1 SBD Unit Assessment Part 2 SBD	Suggestions for Independent Reading Family Letters (English and Spanish) Student Reports SBD
English Language Development	Foundational Skills	Independent Reading
Leveled Differentiated Instruction Graphic Organizers ELD Strategies Language Workshop 2A Language Workshop 2B	Foundational Skills Screening Assessment SBD Observational Look-fors SBD Foundational Skills Workshop	My Independent Reading List Independent Reading Links Independent Reading Checkpoints Independent Reading Log Reader/Writer Notebook Suggestions for Independent Reading

Suggestions for Independent Reading

This list, divided into the categories of **Literature** and **Nonfiction/Informational Text**, comprises titles related to the themes and content of the unit. For their independent reading, students can select from this wide array of titles, which have been chosen based on complexity and interest. Spanish-language titles are included for those students who can read with greater independence or at a higher grade level in Spanish than in English, since building on their first language literacy can bolster their acquisition of English. Titles on this list have been suggested by teachers and school librarians, but you should be sure to preview texts to assess their appropriateness for your specific students and setting. You can also encourage students to do their own research and select titles that intrigue them

Unit 2: Persuasion in Literature

Literature		
Author	Title	Lexile
Abani, Chris	<i>GraceLand</i>	N/A
Achebe, Chinua	<i>Arrow of God</i>	880L
Achebe, Chinua	<i>Anthills of the Savannah</i>	1030L
Álvarez, Julia	<i>In the Time of the Butterflies</i>	910L
Álvarez, Julia	<i>En el tiempo de las mariposas</i>	780L
Barakat, Ibtisam	<i>Tasting the Sky</i>	870L
Buck, Pearl	<i>The Good Earth</i>	1530L
Cheng, Nien	<i>Life and Death in Shanghai</i>	N/A
Coetzee, J.M.	<i>Life & Times of Michael K</i>	940L
Dayrell, Elphinstone	<i>The King and The Ju Ju Tree: Forty Amazing Folk Tales from Southern Nigeria</i>	N/A

Emecheta, Buchi	<i>The Bride Price</i>	1060L
Esquivel, Laura	<i>Like Water for Chocolate</i>	1030L
Esquivel, Laura	<i>Como agua para chocolate</i>	1080L
Gordimer, Nadine	<i>Jump and Other Stories</i>	1030L
Jen, Gish	<i>Typical American</i>	N/A
Jhabvala, Ruth Praver	<i>Heat and Dust</i>	N/A
Jin, Ha	<i>Ocean of Words</i>	790L
Jin, Ha	<i>Waiting</i>	N/A
Kincaid, Jamaica	<i>A Small Place</i>	N/A
Kingsolver, Barbara	<i>The Poisonwood Bible</i>	960L
Kingsolver, Barbara	<i>La biblia envenenada</i>	N/A
Knowles, John	<i>A Separate Peace</i>	1110L
Lahiri, Jhumpa	<i>The Namesake</i>	1210L
Le Guin, Ursula K.	<i>Always Coming Home</i>	N/A
Park, Linda Sue	<i>A Single Shard</i>	920L
Tan, Amy	<i>The Bonesetter's Daughter</i>	800L

Nonfiction/Informational		
Author	Title	Lexile
Álvarez, Julia	<i>Something to Declare</i>	1100L
Bryson, Bill	<i>Notes from a Small Island</i>	N/A
Kurlansky, Mark	<i>The Story of Salt</i>	1100L
Lee, Sungju and Susan McClelland	<i>Every Falling Star: The True Story of How I Survived and Escaped North Korea</i>	880L
Nabhan, Gary Paul	<i>Why Some Like It Hot: Food, Genes, and Cultural Diversity</i>	N/A
Pham, Andrew X.	<i>Catfish and Mandala: A Two-Wheeled Voyage Through the Landscape and Memory of Vietnam</i>	N/A
Reef, Catherine	<i>Frida & Diego: Art, Love, Life</i>	1080L
Seierstad, Åsne	<i>The Bookseller of Kabul</i>	N/A
Uwiringiyimana, Sandra with Abigail Pesta	<i>How Dare the Sun Rise: Memoirs of a War Child</i>	HL790L

Unit 2 Instructional Pathways

Instructional Pathways

Teachers can build customized pathways through this unit by making purposeful choices about which resources to use based on students' learning needs. The charts below outline a few possible pathways to show how teachers might integrate digital assessments, Language Workshops, Close Reading Workshops, and Writing Workshops into instruction. Additional planning resources—including detailed standards correlations—are available on SpringBoard Digital.

English Language Arts Unit 2: Persuasion in Literature			
Activity	SBD Digital Assessments	Pacing	
Activity 2.1: Previewing the Unit (Unpacking Embedded Assessment 1)	N/A	1	
Activity 2.2: Love and Marriage	Activity Quiz 2.2	3	
Activity 2.3: Proverbs and Folktales	Activity Quiz 2.3	1	
Activity 2.4: Father and Son	Activity Quiz 2.4	2	
Activity 2.5: Visualizing a Character in Conflict	Activity Quiz 2.5	1	
Activity 2.6: Family Ties	Activity Quiz 2.6	1	
Activity 2.7: Sacrificial Son	Activity Quiz 2.7	2	
Activity 2.8: Creating a Character Tableau	Activity Quiz 2.8	1	
Activity 2.9: Ibo Norms and Values	Activity Quiz 2.9	1	
Activity 2.10: RAFTing with Chielo	Activity Quiz 2.10	1	
Activity 2.11: Tracing Two Themes	Activity Quiz 2.11	1	
Activity 2.12: A Tragic Hero?	Activity Quiz 2.12	2	
Activity 2.13: Colliding Cultures	Activity Quiz 2.13	1	
Activity 2.14: Cultural Misunderstandings	Activity Quiz 2.14	1	
Activity 2.15: Poetic Connections	Activity Quiz 2.15	2	
Activity 2.16: A Letter to the District Commissioner	Activity Quiz 2.16	1	
LC 2.16: Language Checkpoint: Using Noun Agreement (optional)	Activity Quiz LC 2.16	1	
Activity 2.17: The Author's Perspective	Activity Quiz 2.17	2	
Embedded Assessment 1: Writing a Literary Analysis Essay	Unit Assessment Part 1	2	1

Activity	SBD Digital Assessments	Pacing	
Activity 2.18: Journeys through Time and Space (Unpacking Embedded Assessment 2)	Activity Quiz 2.18	2	
Activity 2.19: Digging Deeper into Character	Activity Quiz 2.19	2	
Activity 2.20: Making a New Home	Activity Quiz 2.20	2	
Activity 2.21: A Journey in a Blink of an Eye	Activity Quiz 2.21	2	
Activity 2.22: A Journey to School	Activity Quiz 2.22	2	
Activity 2.23: Creating a Narrative	Activity Quiz 2.23	2	
Activity 2.24: Journey to a New Land	Activity Quiz 2.24	2	
Embedded Assessment 2: Writing a Short Story	Unit Assessment Part 2	3	1
Total 50-minute Class Periods:		43–46	

Language Development Pathway

Consider using some or all of the Language Workshop and Foundational Skills Workshop activities with English language learners or with any student who would benefit from extra support with academic English. More detailed guidance about the timing of Language Workshop and Foundational Skills Workshop activities in relation to the ELA unit and about the purpose of each activity can be found in the Language Workshop teacher edition.

Language Workshop 2A and 2B

Activity or Workshop	Pacing
Activity 2.1: Previewing the Unit	1
Activity 2.2: Love and Marriage	3
Activity 2.3: Proverbs and Folktales	1
Language Workshop 2A.1: Genre Focus: Novel	1
Language Workshop 2A.2: Building Knowledge: Informational Text: “Achebe in Context”	1
Activity 2.4: Father and Son	2
Activity 2.5: Visualizing a Character in Conflict	1
Activity 2.6: Family Ties	1
Activity 2.7: Sacrificial Son	2
Activity 2.8: Creating a Character Tableau	1

Activity or Workshop		Pacing	
Activity 2.9: Ibo Norms and Values		1	
Activity 2.10: RAFTing with Chielo		1	
Language Workshop 2A.3: Academic Vocabulary		1	
Language Workshop 2A.4: Vocabulary Preview and Practice		1	
Activity 2.11: Tracing Two Themes	OR	Language Workshop 2A.5: Close Reading of an Anchor Text*	1
		Language Workshop 2A.6: Academic Collaboration*	1
Activity 2.12: A Tragic Hero?		2	
Activity 2.13: Colliding Cultures		1	
Activity 2.14: Cultural Misunderstandings		1	
Activity 2.15: Poetic Connections		2	
Activity 2.16: A Letter to the District Commissioner		1	
LC 2.16: Language Checkpoint: Using Noun Agreement (optional)		1	
Activity 2.17: The Author's Perspective		2	
Language Workshop 2A.7: Language Checkpoint: Understanding Capitalization		1	
Embedded Assessment 1: Writing a Literary Analysis Essay	OR	Collaborative Embedded Assessment: Writing a Literary Analysis Essay	2 4
Language Workshop 2B.1: Genre Focus: Short Story		1	
Language Workshop 2B.2: Building Knowledge: Informational Text: "Reading the World"		1	
Activity 2.18: Journeys through Time and Space		2	
Language Workshop 2B.3: Academic Vocabulary		1	
Language Workshop 2B.4: Vocabulary Preview and Practice		1	
Activity 2.19: Digging Deeper into Character	OR	Language Workshop 2B.5: Close Reading of an Anchor Text*	1
		Language Workshop 2B.6: Academic Collaboration*	1

Activity or Workshop		Pacing	
Activity 2.20: Making a New Home		2	
Activity 2.21: A Journey in a Blink of an Eye		2	
Activity 2.22: A Journey to School		2	
Activity 2.23: Creating a Narrative		2	
Activity 2.24: Journey to a New Land		2	
Language Workshop 2B.7: Language Checkpoint: Understanding Verb Tense		1	
Embedded Assessment 2: Writing a Short Story	OR	Collaborative Embedded Assessment: Writing a Short Story	3 4
Total 50-minute Class Periods:			43–58

* These activities are available in Spanish.

Foundational Skills Workshop

The Foundational Skills Workshop offers instructional and practice materials for providing small-group instruction to students who are still developing foundational reading skills.

Activity	Pacing
Activity 1: Practicing Letter-Sound Relationships	15 min.
Activity 2: Recognizing Words by Sight	10 min.
Activity 3: Words with Inconsistent but Common Spellings	35–40 min. per activity
Activity 4: Irregularly Spelled Words	
Activity 5: Common Prefixes	
Activity 6: Common Suffixes	
Activity 7: Using Roots and Affixes to Read Multisyllabic Words	
Activity 8: Reading Multisyllabic Words	
Activity 9: Reading Informational Text with Purpose and Understanding	
Activity 10: Reading Poetry with Fluency	

Flexible Pathways

Teachers may build a flexible pathway that focuses on developing students’ close reading and writing skills with the Close Reading and Writing Workshops. Each workshop addresses a specific set of standards and includes multiple assessment opportunities to allow students to demonstrate the knowledge and skills that are the focus of that workshop.

Close Reading Workshops			
Workshop	Genre Focus	Assessment Opportunities	Pacing
Close Reading Workshop 1: Informational/Literary Nonfiction Texts	Essay Visual Text Speech	Writing Prompt Debate/Discussion Multimedia Presentation	3–8

Writing Workshops			
Workshop	Genre Focus	Assessment Opportunities	Pacing
Writing Workshop 4: Narrative Writing: Short Story	Short Story	Writing as a Class Writing with a Peer Independent Writing	3–8
Writing Workshop 5: Literary Analysis: Short Story	Literary Analysis	Writing as a Class Writing with a Peer Independent Writing	3–7
Writing Workshop 7: Narrative Nonfiction: Reflective Essay	Reflective Essay	Writing as a Class Writing with a Peer Independent Writing	3–6

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Unit 2 Persuasion in Literature <i>Things Fall Apart</i> (novel)	<p>What can a character's use of persuasion reveal to a reader?</p> <p>How can a work of literature reflect a cultural perspective?</p> <p>What is the value of making connections between characters from different texts, time periods, or cultures?</p>	<p>proverb</p>	<p>archetypes</p> <p>characterization</p> <p>epigraph</p> <p>foil</p> <p>folktale</p> <p>foreshadowing</p> <p>irony</p> <p>motifs</p> <p>tragic hero</p>	<p>EA 1: Writing a Literary Analysis Essay</p> <p>EA 2: Writing a Short Story</p>	<ul style="list-style-type: none"> To read and analyze world literature across literary periods To analyze and appreciate how authors use persuasion in fiction To analyze how themes are developed through characterization, plot, and historical and cultural settings To compose a literary analysis of a novel To compose a short story using genre characteristics and craft
Unit 3 Voice in Synthesis	<p>What is the relationship between individual freedom and social responsibility?</p> <p>What does it mean to have a voice?</p> <p>How does one enter into an ongoing discussion about a subject?</p>	<p>caveat</p> <p>elaborate</p> <p>synthesis</p> <p>tenor</p> <p>verbatim</p>	<p>call to action</p> <p>satire</p>	<p>EA 1: Creating an Annotated Bibliography</p> <p>EA 2: Presenting a Solution to an Environmental Conflict</p>	<ul style="list-style-type: none"> To synthesize multimodal texts To defend or challenge an author's claims using text evidence To analyze the purpose and effect of language and rhetorical devices on audience and meaning To compose argumentative texts by synthesizing sources To give a formal presentation that incorporates information from multiple reliable sources

<p>Unit 4: Praise, Mock, Mourn</p> <p>Antigone (Drama)</p>	<p>Why are humans inclined to respond to people, objects, and events with praise, mockery, or mourning?</p> <p>How can authors use language to create an effect on their readers?</p> <p>How can a performer communicate a character's perspective through oral and visual interpretation?</p>	<p>dynamic character elegy imagery irony mood sarcasm satire stage directions static character stichomythia tone voice</p>		<p>EA1: Writing an Analysis of a Piece of Creative Writing</p> <p>EA2: Performing a Scene from Antigone</p>	<ul style="list-style-type: none"> • To use context to distinguish among denotative, connotative, and figurative meanings of words • To analyze the effects of meter and rhyme schemes in poetry • To analyze how the author's use of language informs and shapes the perception of readers • To compose literary texts such as fiction and poetry using genre characteristics and craft • To perform a scene using vocal and visual delivery
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<p style="text-align: center;">KEY TEXTS</p> <p style="text-align: center;">Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)</p>	<p style="text-align: center;">STRATEGIES FOCUS</p> <p style="text-align: center;">While explicit teaching of effective strategies has taken place in previous grade levels, the following list highlights key strategies reinforced in this grade level.</p>	
<p>Informational Text: “Vaccination,” by the Jenner Institute</p> <p>Speech: From <i>On Civil Disobedience</i>, by Mohandas K. Gandhi</p> <p>Infographic: National Institutes of Health</p> <p>Poetry: “Touchscreen,” by Marshall Davis Jones</p> <p>Poetry: “Funeral Blues by <i>Antigone</i>,” by W.H. Auden</p> <p>Short Story: “Marriage is a Private Affair,” by Chinua Achebe</p> <p>Editorial: “The Summer Hunger Crisis,” by Billy Shore</p> <p>Argumentative Text: Excerpt from <i>Reality is Broken</i>, by Jane McGonigal, PhD</p> <p>Graphic Novel: Excerpt from <i>Persepolis</i>, by Marjane Satrapi</p> <p>Poetry: “Grape Sherbet,” by Rita Dove</p> <p>Short Story: “Tuesday Siesta,” by Gabriel García Márquez</p> <p>Speech: “On Surrender at Bear Paw Mountain, 1877,” by Chief Joseph</p> <p>Speech: “On Women’s Right to Vote,” by Susan B. Anthony</p> <p>Speech: Excerpt from “Hope, Despair, and Memory,” Nobel Lecture by Elie Wiesel</p> <p>Short Story: “The Third and Final Continent,” by Jhumpa Lahiri</p> <p>Novel: Excerpt from <i>Change</i>, by Mo Yan</p> <p>Drama: <i>Antigone</i> by Sophocles</p> <p>Research Report: Excerpt from “Single-Use Plastics: A Roadmap for Sustainability,” by the United Nations Environment Programme</p> <p>Legal Document Amendment I, United States Constitution</p> <p>Editorial: “Diners should pay attention to workers, not just the food,” by Kathleen Kingsbury</p> <p>Novel: <i>Things Fall Apart</i>, by Chinua Achebe</p> <p>Poetry: “Prayer to the Masks,” by Léopold Sedar Senghor</p> <p>Poetry: “The Second Coming,” by William Butler Yeats</p> <p>Interview: “An African Voice,” by Katie Bacon</p> <p>Illustration: <i>Smallpox—the Speckled Monster</i>, by James Gillray</p> <p>Film: <i>Video Games will Make Us Smarter</i>, from Intelligence Squared</p>	<ul style="list-style-type: none"> • OPTIC • Socratic Seminar • RAFT • Marking the text • Fishbowl 	<ul style="list-style-type: none"> • Levels of Questioning • SMELL • SOAPSTone • SIFT • Discussion Groups
	<p>LANGUAGE AND WRITER’S CRAFT AND LANGUAGE CHECKPOINTS</p> <p>Instruction that provides grammar support and in the context of actual reading and writing. Grammar and Usage call-out boxes contain additional grammar instruction</p> <ul style="list-style-type: none"> • Syntax • Colon and Semicolon • Phrases and Clauses • Introducing Dialogue • Sentence Variety • Varying Sentence Beginnings • Outlining and Organizing an Argument • Active and Passive Voice • Compare/Contrast • Academic Voice • Using Precise Language and domain specific vocabulary • Word Patterns • Semicolons and Colons • Consulting a Style Manual • Embedding Quotations • Punctuating Relative Clauses • Citation Styles • Using parallel Structure • Punctuation in sentences • Subordination and Coordination • Noun Agreement • Frequently confused Words • Recognizing Conventional Expression 	

See Unit “Planning the Unit” for a complete listing of unit resources