



ENGLISH LANGUAGE ARTS

ENGLISH 2

Standards-Based Curriculum Plan & Resources

(Internal)

2023 – 2024

Missouri Learning Standards | Priority and Supporting Standards

The standards identified as High Priority / Supporting were derived from the Missouri Learning Standards Grade- and Course-Level Expectations (MLS) from DESE. The priority standards identify those critical expectations that students absolutely need to know to be ready for what comes next. All standards are taught throughout the school year. Each standard listed below links to the corresponding proficiency scale. [Please click here to access a complete description of each standard.](#)

Priority standards provide opportunities for students to demonstrate a thorough understanding across genres and contents, act as an umbrella and incorporate other expectations, and drive learning towards endurance, leverage, and sustainability.

[Additional information on the Missouri Learning Priority Standards can be found on the DESE document linked here.](#)



Priority		Supporting
RL.1.A / RI.1.A (Evidence / Inference)	W.1.A (Research)	RL.1.C / RI.1.C (Text Features)
RL.1.B / RI.1.B (Word Meanings)	W.2.A (Development)	RL.2.A / RI.2.A (Structure)
RI.1.D (Summarize / Claim)	W.3.A.a (Organization / Content)	RL.3.A / RI.3.A (Text in Forms)
RL.1.D (Summarize / Theme)	W.3.A.b (Word Choice / Syntax / Style)	RL.3.C / RI.3.C (Historical Context)
RL.2.B / RI.2.B (Point of View)	W.3.A.c (Conventions and Usage of Standard English)	RL.3.D / RI.3.D (Comprehension)
RL.2.C / RI.2.C (Craft and Meaning)	W.3.A.d (Transitions)	SL.1.A (Conversations)
RI.2.D (Argument / Evidence)	SL.1.B (Questioning)	SL.2.A (Verbal Delivery)
RL.2.D (Interaction and Meaning)	SL.1.C (Viewpoints of Others)	SL.2.B (Nonverbal)
RL.3.B / RI.3.B (Relationships in Texts)		SL.2.C (Multimedia)
		W.3.A.e (Use Technology to Publish / Collaborate)

By the end of the year students who have successfully completed the English 2 course will be able to...

Reading

- understand more from and make fuller use of written materials, including using a wider range of evidence to support an analysis.
- make more connections about how complex ideas interact and develop within a book, essay, or article.
- evaluate arguments and specific claims; assessing whether the reasoning is valid and the evidence is sufficient; and as appropriate, detecting inconsistencies and ambiguities.
- analyze the meaning of foundational U.S. documents (the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights).

Writing

- make an argument that is logical, well-reasoned, and supported by evidence.
- write a literary analysis, report, or summary that develops a central idea and a coherent focus and is well supported with relevant examples, facts, and details.
- conduct several research projects that address different aspects of the same topic, using more complex books, articles, and other sources.

Speaking and Listening

- respond thoughtfully to diverse perspectives; synthesizing comments, claims, and evidence made on all sides of an issue; and resolving contradictions when possible.
- share research, findings, and evidence clearly and concisely.
- make strategic use of digital media (e.g., animations, video, websites, podcasts) to enhance understanding of findings and to add interest.

Unit Standards Pacing

(Each Missouri Learning Standard is linked to the corresponding proficiency scale.)

Unit 1 Quarter 1	Unit 2 Quarter 2	Unit 3 Quarter 3	Unit 4 Quarter 4
RL.1.A / RI.1.A (Evidence / Inference) RL.1.B / RI.1.B (Word Meanings) RL.1.D (Summarize / Theme) RI.1.D (Summarize / Claim) RI.2.A (Structure) RL.2.B / RI.2.B (Point of View) RL.2.D (Interaction and Meaning) RI.2.D (Argument / Evidence) RL.3.B / RI.3.B (Relationships in Texts) RL.3.D / RI.3.D (Comprehension) SL.1.A (Conversations) SL.1.B (Questioning) SL.1.C (Viewpoints of Others) SL.2.A (Verbal Delivery) W.2.A (Development) W.3.A (Revise and Edit)	RL.1.A / RI.1.A (Evidence / Inference) RL.1.B / RI.1.B (Word Meanings) RL.1.D (Summarize / Theme) RI.1.D (Summarize / Claim) RL.2.A / RI.2.A (Structure) RL.2.B / RI.2.B (Point of View) RL.2.D (Interaction and Meaning) RI.2.D (Argument / Evidence) RL.3.B / RI.3.B (Relationships in Texts) SL.1.A (Conversations) SL.1.B (Questioning) SL.1.C (Viewpoints of Others) SL.2.A (Verbal Delivery) W.1.A (Research) W.2.A (Development) W.3.A (Revise and Edit)	RL.1.A / RI.1.A (Evidence / Inference) RL.1.B / RI.1.B (Word Meanings) RL.1.D (Summarize / Theme) RI.1.D (Summarize / Claim) RL.2.A / RI.2.A (Structure) RL.2.B / RI.2.B (Point of View) RL.2.D (Interaction and Meaning) RI.2.D (Argument / Evidence) RI.3.A (Text in Forms) RI.3.B (Relationships in Texts) SL.1.A (Conversations) SL.1.B (Questioning) SL.1.C (Viewpoints of Others) SL.2.A (Verbal Delivery) SL.2.A (Verbal Delivery) W.2.A (Development) W.3.A (Revise and Edit)	RL.1.A / RI.1.A (Evidence / Inference) RL.1.B / RI.1.B (Word Meanings) RL.1.D (Summarize / Theme) RI.1.D (Summarize / Claim) RL.2.A / RI.2.A (Structure) RL.2.B / RI.2.B (Point of View) RL.2.D (Interaction and Meaning) RI.3.A (Text in Forms) RL.3.D / RI.3.D (Comprehension) SL.1.A (Conversations) SL.1.B (Questioning) SL.1.C (Viewpoints of Others) SL.2.A (Verbal Delivery) SL.2.C (Multimedia) W.1.A (Research) W.3.A (Revise and Edit)

2023-2024 SLPS School Calendar | Pacing Alignment

Quarter 1 – Unit 1			Quarter 2 – Unit 2			Quarter 3 – Unit 3			Quarter 4 – Unit 4		
Date Range	Pacing Week	Instructional Days	Date Range	Pacing Week	Instructional Days	Date Range	Pacing Week	Instructional Days	Date Range	Pacing Week	Instructional Days
Aug 21 – Aug 25	Week 0 Culture Camp	5	Oct 16 – Oct 20	Week 8	4	Dec 25 – Dec 29	WINTER BREAK	0	Mar 11 – Mar 15	Week 27	4
Aug 28 – Sep 1	Week 1	5	Oct 23 – Oct 27	Week 9	5	Jan 1 – Jan 5	Week 17	3	Mar 18 – Mar 22	SPRING BREAK	0
Sep 4 – Sep 8	Week 2	4	Oct 30 – Nov 3	Week 10	5	Jan 8 – Jan 12	Week 18	5	Mar 25 – Mar 29	Week 28	5
Sep 11 – Sep 15	Week 3	5	Nov 6 – Nov 10	Week 11	3	Jan 15 – Jan 19	Week 19	4	Apr 1 – Apr 5	Week 29	5
Sep 18 – Sep 22	Week 4	4	Nov 13 – Nov 17	Week 12	5	Jan 22 – Jan 26	Week 20	5	Apr 8 – Apr 12	Week 30	5
Sep 25 – Sep 29	Week 5	5	Nov 20 – Nov 24	FALL BREAK	0	Jan 29 – Feb 2	Week 21	5	Apr 15 – Apr 19	Week 31	5
Oct 2 – Oct 6	Week 6	5	Nov 27 – Dec 1	Week 13	5	Feb 5 – Feb 9	Week 22	5	Apr 22 – Apr 26	Week 32	5
Oct 9 – Oct 13	Week 7	4	Dec 4 – Dec 8	Week 14	5	Feb 12 – Feb 16	Week 23	5	Apr 29 – May 3	Week 33	5
			Dec 11 – Dec 15	Week 15	5	Feb 19 – Feb 23	Week 24	4	May 6 – May 10	Week 34	5
			Dec 18 – Dec 22	Week 16	2	Feb 26 – Mar 1	Week 25	5	May 13 – May 17	Week 35	5
						Mar 4 – Mar 8	Week 26	4	May 20 – May 24	Week 36	4
TOTALS		37 DAYS	TOTALS		39 DAYS	TOTALS		45 DAYS	TOTALS		48 DAYS

Pacing Tips:

- The goal for each unit is to complete the unit within the timeframe of a quarter (inclusive of assessments). There is a hard stop at the end of each quarter for unit closure.
- If you are behind on pacing, do not stress! ELA standards spiral throughout the year. This means that each standard will be taught multiple times across the span of the school year.
- Sometimes, it will be necessary to cut a small portion of the content within a unit to realign your pacing.
 - There are several different types of texts presented in a unit—excerpts from novels, non-fiction readings, short stories, and poems. If you are running out of time, you may want to eliminate a selection that focuses on a similar type of text as a previous or upcoming lesson.
- Connect with your Curriculum Specialist for individualized pacing support. [OBJ](#)

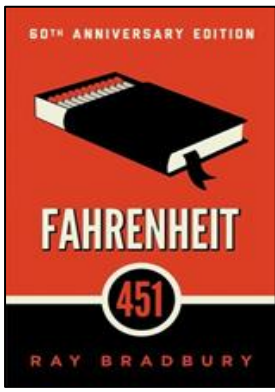
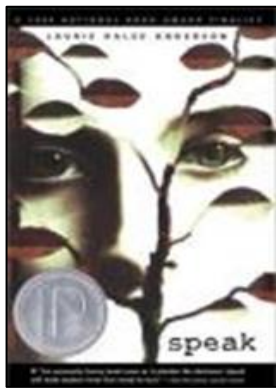

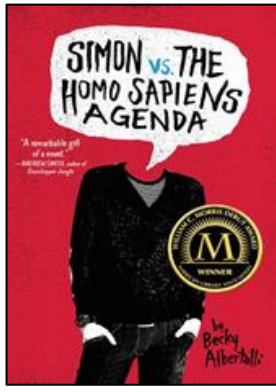
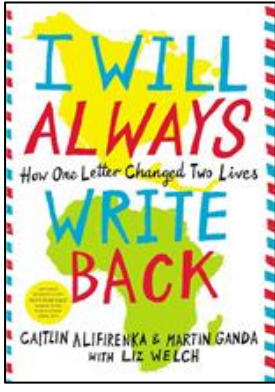
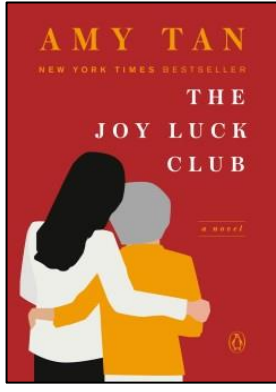
English 2 – Unit 1 | The Power of Communication (Quarter 1)

Genre Focus: Fiction

[StudySync Unit Planning Guide](#)

Standards Based Curriculum		Aligned Instructional Resources		Assessment	
Missouri Standards	Topic				
<p>The following priority standards are intentionally addressed in this unit. See the Quarterly Standards Pacing for additional standards coverage.</p> <p>RL.1.A / RI.1.A (Evidence / Inference)</p> <p>RL.1.B / RI.1.B (Word Meanings)</p> <p>RL.1.D (Summarize / Theme)</p> <p>RI.1.D (Summarize / Claim)</p> <p>RI.2.A (Structure)</p> <p>RL.2.B / RI.2.B (Point of View)</p> <p>RL.2.D (Interaction / Meaning)</p> <p>RI.2.D (Argument / Evidence)</p> <p>RL.3.B / RI.3.B (Relationships in Texts)</p> <p>SL.1.B (Questioning)</p> <p>SL.1.C (Viewpoints of Others)</p> <p>W.2.A (Development)</p> <p>W.3.A (Revise and Edit)</p>	The Power of Communication A picture might be worth a thousand words, but clear communication often depends on the exchange and understanding of words. Non-verbal forms of expression, such as dance, painting, photography or music, can convey strong emotions and abstract themes, but most people must rely on words to tell a story, share information, or present an argument. In this unit, students will explore the power of communication.	SUPPLEMENTAL GENERAL RESOURCES <ul style="list-style-type: none">The Four Powers of Communication [Article]The Power of Communication [TEDTalk]The Price of Snark: What I Learned About Teaching from a Viral Post [Cult of Pedagogy]How Your Nonverbals Impact Your Teaching [Cult of Pedagogy]Speaking of Psychology: Nonverbal communication speaks volumes [Podcast]Modernism vs Postmodernism [PDF]It's Not Manipulation, It's Strategic Communication [TEDTalk]The Power of Nonverbal Communication [TEDTalk]"In 1993, 'Joy Luck Club' Changed Hollywood. Until It Didn't". [Article]		Proficiency Scales <ul style="list-style-type: none">Grade 9-10	
	Essential Questions	UNIT TEXTS		Unpacked Standards <ul style="list-style-type: none">Grade 9-10	
	Thematic Unit EQ: <ul style="list-style-type: none">Why do words matter? Content EQs <ul style="list-style-type: none">How do I determine ideas and themes of a variety of text types by analyzing and/or evaluating the content, development, and interactions?	My Grandmother Washes Her Feet in the Bathroom at Sears (Poetry)	Letter from Birmingham Jail (Argumentative Text)	Formative Options <ul style="list-style-type: none">Exit Ticket Bank (Standards-Based)Assessment Bank (Standards-Based)Student Work AnalysisStrategic Questioning3-Way Summary3-2-1 ResponsesSOAPStone*Quickwrite*Double-Entry Journals*Fishbowl*Socratic Seminar*Think-Pair-Share*Annotating Text*Dialectical Journals Summative Tasks <ul style="list-style-type: none">End of Unit AssessmentStandards-Based Performance TaskDistrict Benchmark Assessment <p>* AP English Strategy</p>	
		I Am Offering This Poem (Poetry)	The Story of a Vision (Fiction)		
		She Unnames Them (Fiction)	The Refusal (Fiction)		
		Heart of Darkness (Fiction)	A Voice (Poetry)		
	Unit Goals	In Between Cultures: A Granddaughter's Advantage (Argumentative Text)	Speech to the Second Virginia Convention (Argumentative Text)		
	Reading Skills <ul style="list-style-type: none">AnnotationContext CluesMonitoring ComprehensionTextual EvidenceCharacterAllusionThemeCompare and ContrastPoint of ViewPrimary / Secondary SourcesArguments and ClaimsAnalyzing Modernist and Postmodernist LiteratureAuthor's Purpose and Point of ViewLanguage, Style, AudienceCompare and Contrast	Writing Skills <ul style="list-style-type: none">Text Dependent ResponsesShort Constructed ResponsesPersonal ResponsePeer ReviewArgumentative WritingThesis StatementReasons and Relevant EvidenceIntroductionsTransitionsConclusionsStyleLiterary Analysis Writing Process	SELF-SELECTED TEXTS		
			The Sun Is Also a Star (Fiction) The Kingdom of the Golden Dragon (Fiction)		
			The River Merchant's Wife: A Letter (Poetry) Negro Spirituals (Informational)		
			Doctor Zhivago (Fiction) I Will Always Write Back (Informational)		
			UNIT NOVELS & TRADE BOOKS <i>Graphic Novel adaptations of traditional texts may be used when available.</i>		
		Fahrenheit 451 Ray Bradbury Lexile 890	Speak Laurie Halse Anderson Lexile 690		
		Things Fall Apart Chinua Achebe Lexile 890	Simon vs. The Homo Sapiens Agenda Becky Albertalli Lexile HL640		
		I Will Always Write Back: How One Letter Changed Two Lives Caitlin Alifirenka, et al Lexile 790	The Joy Luck Club Amy Tan Lexile 930		
EXTENDED WRITING PROJECT					
In this unit, students will write a literary analysis essay in response to this prompt: <i>What is the power of language?</i>					

English 2 – Unit 1 | The Power of Communication (Quarter 1)

	<p>Fahrenheit 451 Author Ray Bradbury Lexile 890, Genre Dystopia, # of Pages 208 Cross-Curricular Connection Social Studies - Current Events</p> <p>Guy Montag is a fireman. His job is to destroy the most illegal of commodities, the printed book. He never questions the destruction and ruin his actions produce. But when he meets Clarisse who introduces him to a past where people didn't live in fear and to a present where one sees the world through the ideas in books instead of the mindless chatter of television, Montag begins to question everything he has ever known.</p>		<p>Speak Author Laurie Halse Anderson Lexile 690, Genre Realistic Fiction, # of Pages 208</p> <p>From the first moment of her freshman year, Melinda is friendless, outcast, because she busted an end-of-summer party by calling the cops, so now nobody will talk to her, let alone listen to her. As time passes, she becomes increasingly isolated and practically stops talking altogether. Only her art class offers any solace, and it is through her work on an art project that she is finally able to face what really happened at that terrible party...</p> <p><i>Book content includes rape / sexual assault.</i></p>
	<p>Things Fall Apart Author Chinua Achebe Lexile 890, Genre Historical Fiction, # of Pages 224 Cross-Curricular Connection: Social Studies</p> <p>The novel follows the life of Okonkwo, an Igbo man in the clan of Umuofia. It is split into three parts, with the first describing his family, personal history, and the customs and society of the Igbo, and the second and third sections introducing the influence of European colonialism and Christian missionaries on Okonkwo, his family, and the wider Igbo community.</p> <p><i>Book content includes suicide.</i></p>		<p>Simon vs. the Homo Sapiens Agenda Author Becky Albertalli Lexile HL640, Genre Realistic Fiction, # of Pages 303</p> <p>Sixteen-year-old and not-so-openly gay Simon Spier prefers to save his drama for the school musical. But when an email falls into the wrong hands, his secret is at risk of being thrust into the spotlight. Now Simon is actually being blackmailed: if he doesn't play wingman for class clown Martin, his sexual identity will become everyone's business. Worse, the privacy of Blue, the pen name of the boy he's been emailing, will be compromised.</p> <p><i>Book content includes LGBTQIA+ themes.</i></p>
	<p>I Will Always Write Back: How One Letter Changed Two Lives Author Caitlin Alifirenka, Liz Welch, and Martin Ganda Lexile 790, Genre Nonfiction, Memoir, # of Pages 392 Cross-Curricular Connection Social Studies (World Cultures)</p> <p>The true story of an all-American girl and a boy from an impoverished city in Zimbabwe and the letter that changed both of their lives forever. In this compelling dual memoir, Caitlin and Martin recount how they became best friends --and better people--through letters.</p>		<p>The Joy Luck Club Author Amy Tan Lexile 930, Genre Fiction, # of Pages 288</p> <p>Four mothers, four daughters, four families whose histories shift with the four winds depending on who's "saying" the stories. In 1949 four Chinese women, recent immigrants to San Francisco, begin meeting to eat dim sum, play mahjong, and talk. United in shared unspeakable loss and hope, they call themselves the Joy Luck Club. Rather than sink into tragedy, they choose to gather to raise their spirits and money. "To despair was to wish back for something already lost. Or to prolong what was already unbearable." Forty years later the stories and history continue.</p>

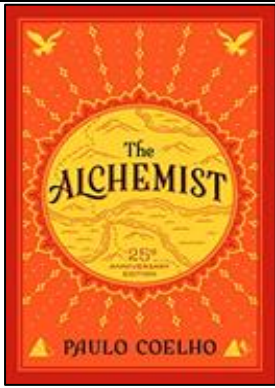
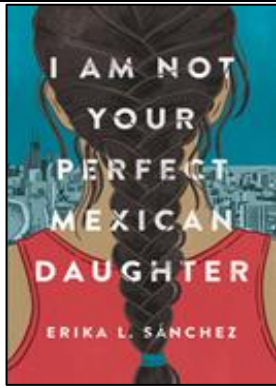
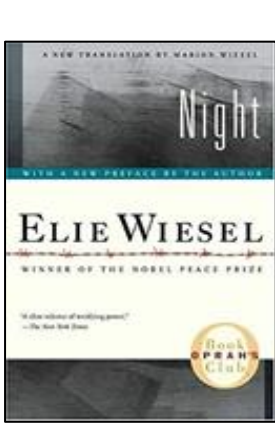
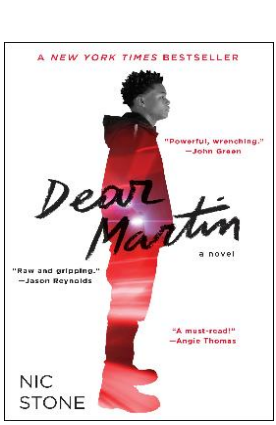
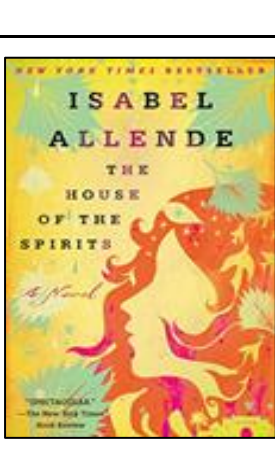
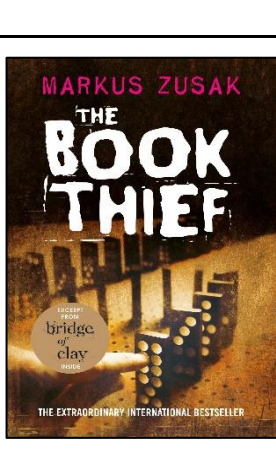
English 2 – Unit 2 | Moving Forward (Quarter 2)

Genre Focus: Argumentative

StudySync Unit Planning Guide

Standards Based Curriculum			Aligned Instructional Resources		Assessment
Missouri Standards	Topic				
<p>The following priority standards are intentionally addressed in this unit. See the Quarterly Standards Pacing for additional standards coverage.</p> <p>RL.1.A / RI.1.A (Evidence / Inference)</p> <p>RL.1.B / RI.1.B (Word Meanings)</p> <p>RL.1.D (Summarize / Theme)</p> <p>RI.1.D (Summarize / Claim)</p> <p>RL.2.A / RI.2.A (Structure)</p> <p>RL.2.B / RI.2.B (Point of View)</p> <p>RL.2.D (Interaction / Meaning)</p> <p>RI.2.D (Argument / Evidence)</p> <p>RL.3.B / RI.3.B (Relationships in Texts)</p> <p>SL.1.B (Questioning)</p> <p>SL.1.C (Viewpoints of Others)</p> <p>W.1.A (Research)</p> <p>W.2.A (Development)</p> <p>W.3.A (Revise and Edit)</p>	Moving Forward <p>The most exciting stories are the ones with plots that keep moving forward. Readers eagerly turn the pages in order to find out what happens next. Like a good story, history also moves forward. Yet, as individuals and as members of various cultural groups, we often look at the past in order to figure out where we came from and what led us to the place where we are now. The past influences how we move forward as individuals, as a community, and as a culture.</p>		SUPPLEMENTAL GENERAL RESOURCES <p>Learning from the past [TEDTalk] Social Darwinism, Racism, and Eugenics: How America produced the scientist who wrote Adolf Hitler’s ‘bible’ [GoogleSlides] The Holocaust [History.com] The Jewish Refugees Who Fled Nazi Germany—Then Returned to Fight [History.com] The Narratives of History: Applying Lessons from the Past [Blog] History [Poem] How Do We Understand Our Own Culture [YouTube] The Farmer and the Viper [Fable, CommonLit] What Past Generations Can Teach Us About our Future [Commonlit] Top Human Origins Discoveries of 2021 [Podcast]</p>		Proficiency Scales <ul style="list-style-type: none">•Grade 9-10 Unpacked Standards <ul style="list-style-type: none">•Grade 9-10 Formative Options <ul style="list-style-type: none">•Exit Ticket Bank (Standards-Based)•Assessment Bank (Standards-Based)•Student Work Analysis•Strategic Questioning•3-Way Summary•3-2-1 Responses•SOAPStone*•Quickwrite*•Double-Entry Journals*•Fishbowl*•Socratic Seminar*•Think-Pair-Share*•Annotating Text*•Dialectical Journals Summative Tasks <ul style="list-style-type: none">•End of Unit Assessment•Standards-Based Performance Task•District Benchmark Assessment <p>* AP English Strategy</p>
	Essential Questions				
	Thematic Unit EQ: <ul style="list-style-type: none">•How does culture influence your goals?				
	Content EQs <ul style="list-style-type: none">•What do readers learn by reading about past and present struggles?•How can the interactions between individuals and events influence the outcome of the text?				
	Unit Goals				
	Reading Skills <ul style="list-style-type: none">•Context Clues•Informational Text Structure•Summarizing•Poetic Elements and Structure•Media•Textual Evidence•Central or Main Idea•Reasons and Evidence•Logical Fallacies•Word Meaning	Writing Skills <ul style="list-style-type: none">•Organizing Informative Writing•Thesis Statement•Supporting Details•Introductions•Transitions•Precise Language•Conclusions•Style•Informative Writing Process: Plan, Draft, Revise, Edit, Publish			
	Speaking/Listening Skills <ul style="list-style-type: none">•Reasons and Evidence				
EXTENDED WRITING PROJECT					
In this unit, students will write an informative essay in response to this prompt: <i>How does culture influence your goals?</i>					

English 2 – Unit 2 | Moving Forward (Quarter 2)

	<p><i>The Alchemist</i> Author Paulo Coelho Lexile 910, Genre Fantasy, # of Pages 192 Cross-Curricular Connection Chemistry</p> <p>The mystical story of Santiago, an Andalusian shepherd boy who yearns to travel in search of a worldly treasure. His quest will lead him to riches far different—and far more satisfying—than he ever imagined. Santiago's journey teaches us about the essential wisdom of listening to our hearts, of recognizing opportunity and learning to read the omens strewn along life's path, and, most importantly, to follow our dreams.</p>		<p><i>I Am Not Your Perfect Mexican Daughter</i> Author Erika L. Sánchez Lexile HL730, Genre Contemporary Fiction, # of Pages 352 Cross-Curricular Connection World Languages (Spanish)</p> <p>Julia Reyes is a 15-year-old daughter of Mexican immigrants. Her sister, Olga, was recently hit by a bus and killed. Everyone believed Olga was the perfect daughter, one who attended church and community college classes, had no social life and never shamed the family. But, when Julia discovers a hotel key and love notes in Olga's room, she wonders what secrets Olga was keeping.</p> <p><i>Book content includes cursing and some sexual content.</i></p>
	<p><i>Night</i> Author Elie Wiesel Lexile 590, Genre Nonfiction, Memoir, # of Pages 128 Cross-Curricular Connection Social Studies (Holocaust)</p> <p>Born in the town of Sighet, Transylvania, Elie Wiesel was a teenager when he and his family were taken from their home in 1944 to Auschwitz concentration camp, and then to Buchenwald. <i>Night</i> is the terrifying record of Elie Wiesel's memories of the death of his family, the death of his own innocence, and his despair as a deeply observant Jew confronting the absolute evil of man.</p> <p><i>Book content includes details of the Holocaust, including violence.</i></p>		<p><i>Dear Martin</i> Author Nic Stone Lexile HL720, Genre Urban Fiction, # of Pages 224</p> <p>Justyce McAllister is top of his class and set for the Ivy League—but none of that matters to the police officer who just put him in handcuffs. Despite leaving his rough neighborhood behind, he can't escape the scorn of his former peers or the ridicule of his new classmates. Justyce looks to the teachings of Dr. Martin Luther King Jr. for answers. But do they hold up anymore? Then comes the day Justyce goes driving with his best friend, Manny, windows rolled down, music turned up, sparking the fury of a white off-duty cop beside them. Words fly. Shots are fired. Justyce and Manny are caught in the crosshairs. In the media fallout, it's Justyce who is under attack.</p> <p><i>Book content includes violence and police brutality</i></p>
	<p><i>The House of the Spirits</i> Author Isabel Allende Lexile 1280, Genre Magical Realism, # of Pages 448</p> <p>Isabel Allende weaves a luminous tapestry of three generations of the Trueba family, revealing both triumphs and tragedies. Here is patriarch Esteban, whose wild desires and political machinations are tempered only by his love for his ethereal wife, Clara, a woman touched by an otherworldly hand. Their daughter, Blanca, whose forbidden love for a man Esteban has deemed unworthy infuriates her father yet will produce his greatest joy: his granddaughter Alba, a beautiful, ambitious girl who will lead the family and their country into a revolutionary future.</p>		<p><i>The Book Thief</i> Author Markus Zusak Lexile 730, Genre Historical Fiction, # of Pages 552 Cross-Curricular Connection Social Studies (Holocaust)</p> <p>It is 1939. Nazi Germany. The country is holding its breath. Death has never been busier and will become busier still. Liesel Meminger is a foster girl living outside of Munich, who scratches out a meager existence for herself by stealing when she encounters something she can't resist—books. With the help of her accordion-playing foster father, she learns to read and shares her stolen books with her neighbors during bombing raids as well as with the Jewish man hidden in her basement.</p> <p><i>Book content includes grief, violence, and cruelty.</i></p>

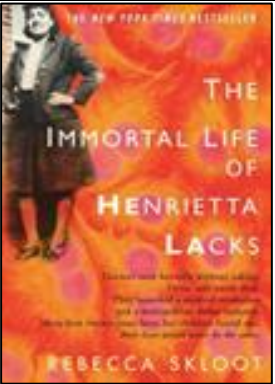
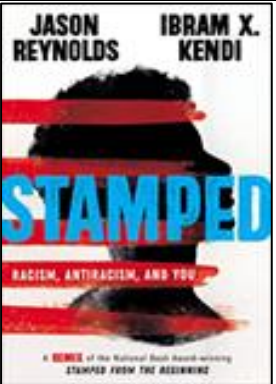
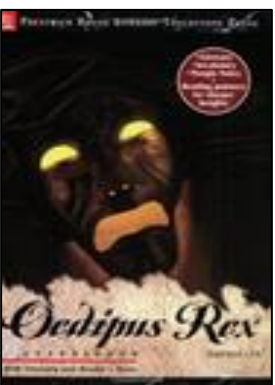
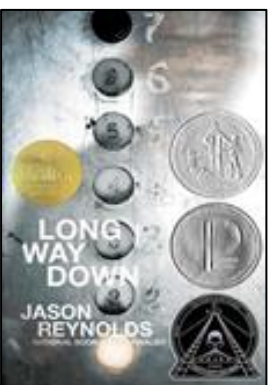
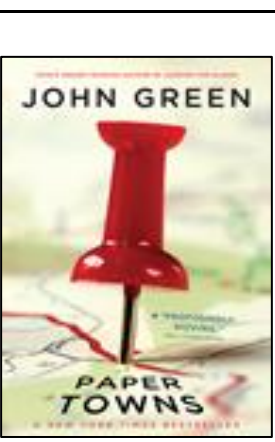
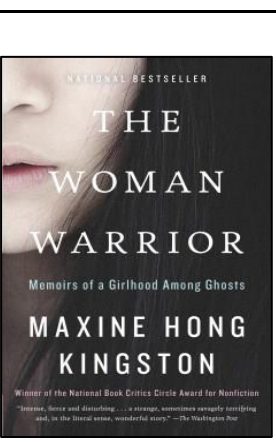
English 2 – Unit 3 | The Persistence of Memories (Quarter 3)

Genre Focus: Informational

StudySync Unit Planning Guide

Standards Based Curriculum		Aligned Instructional Resources		Assessment
Missouri Standards	Topic			
<p>The following priority standards are intentionally addressed in this unit. See the Quarterly Standards Pacing for additional standards coverage.</p> <p>RL.1.A / RI.1.A (Evidence / Inference) RL.1.B / RI.1.B (Word Meanings) RL.1.D (Summarize / Theme) RI.1.D (Summarize / Claim) RL.2.A / RI.2.A (Structure) RL.2.B / RI.2.B (Point of View) RL.2.D (Interaction / Meaning) RI.2.D (Argument / Evidence) RI.3.A (Text in Forms) RI.3.B (Relationships in Texts) SL.1.B (Questioning) SL.1.C (Viewpoints of Others) W.2.A (Development) W.3.A (Revise and Edit)</p>	<p>The Persistence of Memories</p> <p>In childhood, each new day seems like a brand-new experience. At some point, however, we mature enough to realize that the past not only exists but also has a hold on us. The past also has something to teach us. Exploring the past helps us make wiser choices as we move forward in our lives.</p>	SUPPLEMENTAL GENERAL RESOURCES		<p>Proficiency Scales</p> <ul style="list-style-type: none">• Grade 9-10 <p>Unpacked Standards</p> <ul style="list-style-type: none">• Grade 9-10 <p>Formative Options</p> <ul style="list-style-type: none">• Exit Ticket Bank (Standards-Based)• Assessment Bank (Standards-Based)• Student Work Analysis• Strategic Questioning• 3-Way Summary• 3-2-1 Responses• SOAPStone*• Quickwrite*• Double-Entry Journals*• Fishbowl*• Socratic Seminar*• Think-Pair-Share*• Annotating Text*• Dialectical Journals <p>Summative Tasks</p> <ul style="list-style-type: none">• End of Unit Assessment• Standards-Based Performance Task• District Benchmark Assessment <p>* AP English Strategy</p>
	Essential Questions			
	<p>Thematic Unit EQ</p> <ul style="list-style-type: none">• How does the past impact the future? <p>Content EQs</p> <ul style="list-style-type: none">• How can literature help us remember and honor the past?• In what ways are all narratives influenced by bias and perspective?			
	Unit Goals			
	<p>Reading Skills</p> <ul style="list-style-type: none">• Informational Text Structure• Figurative Language• Language, Style, and Audience• Connotation and Denotation• Media• Poetic Elements and Structure• Central or Main• Summarizing• Technical Language• Character• Story Structure	<p>Writing Skills</p> <ul style="list-style-type: none">• Organizing Narrative Writing• Story Beginnings• Narrative Techniques• Transitions• Descriptive Details• Conclusions• Narrative Writing Process <p>Speaking/Listening Skills</p> <ul style="list-style-type: none">• Evaluating Sources• Organizing an Oral Presentation• Considering Audience and Purpose• Communicating Ideas• Reasons and Evidence• Engaging in Discourse• Oral Presentation Process: Plan, Draft, Revise, Edit, Present		
<p>Grammar Skills</p> <ul style="list-style-type: none">• Noun Phrases• Absolute Phrases• Adjectival Phrases• Adverbial Phrases				
		UNIT TEXTS		
		Dream Psychology: Psychoanalysis for Beginners (Informational)	Facial expressions—including fear—may not be as universal as we thought (Informational)	
		Rituals of Memory (Informational)	By Any Other Name (Informational)	
		Seeing at the Speed of Sound (Informational)	Rock, Ghost, Willow, Deer: A Story of Survival (Informational)	
		From Behind a Covered Window (Poetry)	The Secret Life of Salvador Dali (Informational)	
		Love Is Not All (Poetry)	The God of Small Things (Fiction)	
		SELF-SELECTED TEXTS		
		All But My Life: A Memoir (Informational)	Il Pleut (Poetry)	
		A Long Way Gone: Memoirs of a Boy Soldier (Informational)	Ishi, The Last of His Tribe (Informational)	
		Every Day (Fiction)	Oedipus Rex (Drama)	
		UNIT NOVELS & TRADE BOOKS		
		<i>Graphic Novel adaptations of traditional texts may be used when available.</i>		
		Paper Towns John Greene Lexile: 850	Long Way Down Jason Reynolds Lexile: HL720	
		Oedipus Rex Sophocles Lexile: 1110	Stamped: Racism, Antiracism, and You Jason Reynolds, Ibram X. Kendi Lexile: 1000	
		The Immortal Life of Henrietta Lacks Rebecca Skloot Lexile: 1140	The Woman Warrior: Memoirs of a Girlhood Among Ghosts Maxine Hong Kingston Lexile: 880	
EXTENDED WRITING PROJECT				
In this unit, students will write a narrative in response to this prompt: <i>How can memories change our future?</i>				

English 2 – Unit 3 | The Persistence of Memories (Quarter 3)

	<p><i>The Immortal Life of Henrietta Lacks</i> Author Rebecca Skloot Lexile 1140, Genre Nonfiction, # of Pages 381 Cross-Curricular Connection Social Studies, Biology</p> <p>Her name was Henrietta Lacks, but scientists know her as HeLa. She was a poor Southern tobacco farmer who worked the same land as her enslaved ancestors, yet her cells—taken without her knowledge—became one of the most important tools in medicine. The first “immortal” human cells grown in culture, they are still alive today, though she has been dead for more than sixty years.</p>		<p><i>Stamped: Racism, Antiracism, and You</i> Author Ibram X. Kendi and Jason Reynolds Lexile 1000, Genre Nonfiction, Social Justice, # of Pages 321 Cross-Curricular Connection Social Studies, Current Events</p> <p>This is NOT a history book. This is a book about the here and now. A book to help us better understand why we are where we are. A book about race. The construct of race has always been used to gain and keep power, to create dynamics that separate and silence.</p>
	<p><i>Oedipus Rex</i> [Open Source] Author Sophocles Lexile 1110, Genre Drama, Classical Literature, # of Pages 80 Cross-Curricular Connection Drama, History</p> <p>Sophocles' Oedipus Rex has never been surpassed for the raw and terrible power with which its hero struggles to answer the eternal question, "Who am I?" The play, a story of a king who acting entirely in ignorance kills his father and marries his mother, unfolds with shattering power; we are helplessly carried along with Oedipus towards the final, horrific truth.</p>		<p><i>Long Way Down</i> Author Jason Reynolds Lexile HL720, Genre Poetry, # of Pages 336</p> <p>Description: Will's brother Shawn was just murdered. And Will knows the rules. No crying. No snitching. <i>Revenge</i>. That's where Will's now heading, with the gun that was his brother's gun. He gets on the elevator, and the whole long way down, as the elevator stops on each floor, someone connected to his brother gets on to give Will a piece to a bigger story than the one he thinks he knows. A story that might never know an END...if WILL gets off that elevator.</p> <p><i>Book content includes gun violence.</i></p>
	<p><i>Paper Towns</i> Author John Green Lexile 850, Genre Mystery, # of Pages 320</p> <p>Quentin Jacobsen has spent a lifetime loving Margo Roth Spiegelman from afar. So when she cracks open a window and climbs into his life—dressed like a ninja and summoning him for an ingenious campaign of revenge—he follows. After their all-nighter ends, Q arrives at school to discover that Margo, always an enigma, has now become a mystery. But Q soon learns that there are clues—and they're for him. Urged down a disconnected path, the closer he gets, the less Q sees the girl he thought he knew.</p>		<p><i>The Woman Warrior: Memoirs of a Girlhood Among Ghosts</i> Author Maxine Hong Kingston Lexile 880, Genre Memoir, # of Pages 209 Cross-Curricular Connection Cultural Studies</p> <p>Kingston lives in two worlds: the California to which her parents have immigrated and the China of her mother's stories. The fierce women of her mother's tales clash with the reality of female oppression out of which they come. Kingston's sense of self emerges in the gaps in these stories, which she learns to fill with stories of her own. A warrior of words, she forges fractured myths and memories into a new understanding of her family's past and her own present.</p> <p><i>Book content includes brief sexual references, instances of alcohol use, and some descriptions of violence against people and animals</i></p>

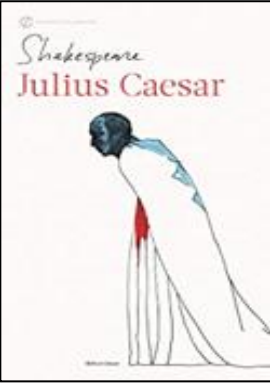
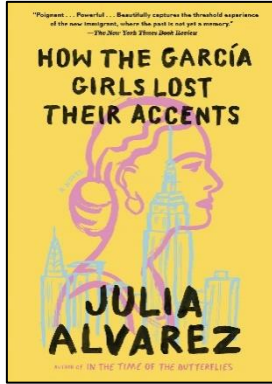

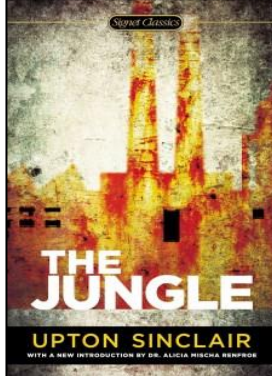


English 2 – Unit 4 | The Ties That Bind (Quarter 4)

Genre Focus: Drama

StudySync Unit Planning Guide

Standards Based Curriculum			Aligned Instructional Resources		Assessment
Missouri Standards	Topic				
<p>The following priority standards are intentionally addressed in this unit. See the Quarterly Standards Pacing for additional standards coverage.</p> <p>RL.1.A / RI.1.A (Evidence / Inference)</p> <p>RL.1.B / RI.1.B (Word Meanings)</p> <p>RL.1.D (Summarize / Theme)</p> <p>RI.1.D (Summarize / Claim)</p> <p>RL.2.A / RI.2.A (Structure)</p> <p>RL.2.B / RI.2.B (Point of View)</p> <p>RL.2.D (Interaction / Meaning)</p> <p>RI.3.A (Text in Forms)</p> <p>SL.1.B (Questioning)</p> <p>SL.1.C (Viewpoints of Others)</p> <p>SL.2.C (Multimedia)</p> <p>W.1.A (Research)</p> <p>W.3.A (Revise and Edit)</p>	The Ties That Bind Everybody has ties that bind. We are bound to our families, friends, communities, and homelands, often by grand feelings such as love and loyalty and sometimes by dark ones such as shared hardship and fear. Because having ties to people and places is a universal experience, audiences have for centuries been drawn to stories about characters who stand up to or stand up for the people and places close to their hearts.		SUPPLEMENTAL GENERAL RESOURCES		Proficiency Scales • Grade 9-10
			<ul style="list-style-type: none">• Chimamanda Ngozi Adichie: The danger of a single story [TEDtalk]• The Power of a Single Story Jacqueline Isaac [TEDtalk]• The Madness Of Humanity Part 3: Tribalism [CommonLit]• Trifles by Susan Glaspell [CommonLit]• Listening to People by Ralph G. Nichols and Leonard A. Stevens [Article]• Learning resources for Macbeth [RoyalShakespeareCompany]• Poem Collection: Families [Poetry]• How to tell a captivating story [NPR]• Upton Sinclair's The Jungle – Muckraking the Meat-Packing Industry (Constitutional Rights Foundation)• How The Garcia Girls Lost Their Accents Part One [YouTube]		Unpacked Standards • Grade 9-10
	Essential Questions		UNIT TEXTS		Formative Options
	Thematic Unit EQ <ul style="list-style-type: none">• What brings us back to one another?		As You Like It, Act II, Scene vii (Drama)	On the Painting of the Sistine Chapel (Poetry)	• Exit Ticket Bank (Standards-Based)
	Content EQs <ul style="list-style-type: none">• How does the structure of a drama/play different and similar to other forms of literature?• What are some strategies for building effective oral communication skills?		Claudette Colvin Explains Her Role in the Civil Rights Movement (Informational)	People Should Not Die in June in South Texas (Fiction)	• Assessment Bank (Standards-Based)
			Hotel Rwanda (Drama)	Sábado Gigante (Fiction)	• Student Work Analysis
			Cherokee Family Reunion (Drama)	La Juanita (Fiction)	• Strategic Questioning
			Funny in Farsi: A Memoir of Growing Up Iranian in America (Informational)	Kindness (Poetry)	• 3-Way Summary
					• 3-2-1 Responses
					• SOAPStone*
				• Quickwrite*	
				• Double-Entry Journals*	
				• Fishbowl*	
				• Socratic Seminar*	
				• Think-Pair-Share*	
				• Annotating Text*	
				• Dialectical Journals	
				Summative Tasks	
				• End of Unit Assessment	
				• Standards-Based Performance Task	
				• District Benchmark Assessment	
				* AP English Strategy	

English 2 – Unit 4 | The Ties That Bind (Quarter 4)

	<p>Julius Caesar [Open Source] Author William Shakespeare Lexile 1040, Genre Drama, # of Pages 288 Cross-Curricular Connection Drama, History</p> <p>Rome, 44BC, the great general Julius Caesar arrives home from war as the sole ruler of Rome. The citizens cheer the conquering hero, but not all are pleased to see him return. Many fear that with nobody to oppose him, this military genius will become a cruel dictator. A conspiracy takes shape that ensnares the proud Brutus, one of Caesar's most trusted allies, in an assassination plot that will change the course of history.</p>		<p>How the Garcia Girls Lost Their Accents Author Julia Alvarez Lexile 950, Genre Realistic Fiction, # of Pages 336 Cross-Curricular Connection Social Studies (Immigration)</p> <p>The Garcia sisters and their family must flee their home in the Dominican Republic after their father's role in an attempt to overthrow brutal dictator Rafael Trujillo is discovered. They arrive in New York City in 1960 to a life far removed from their existence in the Caribbean. In the wondrous but not always welcoming U.S.A., their parents try to hold on to their old ways as the girls try find new lives: by straightening their hair and wearing American fashions, and by forgetting their Spanish. For them, it is at once liberating and excruciating to be caught between the old world and the new.</p>
	<p>The Tragedy of Macbeth [Open Source] Author William Shakespeare Lexile 1350, Genre Drama (Tragedy), # of Pages: 249 Cross-Curricular Connection Drama</p> <p>One night on the heath, the brave and respected general Macbeth encounters three witches who foretell that he will become king of Scotland. At first skeptical, he's urged on by the ruthless, single-minded ambitions of Lady Macbeth, who suffers none of her husband's doubt. But seeing the prophecy through to the bloody end leads them both spiraling into paranoia, tyranny, madness, and murder.</p>		<p>The Jungle [Open Source] Author Upton Sinclair Lexile 1210, Genre Fiction, # of Pages 402 Cross-Curricular Connection Social Studies (Immigration)</p> <p>Lithuanian immigrant Jurgis Rudkus has invested every last hope in achieving a prosperous new start in a new country. But the only job open to him--in the appalling stockyards of Packingtown, Chicago--will become a brutal, dispiriting, and dangerous challenge to his pride, his family, his life, and his faith in the American Dream. <i>The Jungle</i> is a scathing condemnation of capitalism, corporate corruption, and the exploitation of the working class.</p>
	<p>Antigone [Open Source] Author Sophocles Lexile 940, Genre Drama, # of Pages 80</p> <p>The daughter of Oedipus and Jocasta, Antigone is an unconventional heroine who pits her beliefs against the King of Thebes in a bloody test of wills that leaves few unharmed. Emotions fly as she challenges the king for the right to bury her own brother. Determined but doomed, Antigone shows her inner strength throughout the play.</p>		<p>The Complete Persepolis Author Marjane Satrapi, Mattias Ripa, Blake Ferris, Anjali Singh Lexile 500, Genre Memoir, Graphic Novel, # of Pages 341</p> <p>The story of Satrapi's unforgettable childhood and coming of age within a large and loving family in Tehran during the Islamic Revolution; of the contradictions between private life and public life in a country plagued by political upheaval; of her high school years in Vienna facing the trials of adolescence far from her family; of her homecoming--both sweet and terrible; and, finally, of her self-imposed exile from her beloved homeland.</p> <p><i>Book content includes violence and political extremism.</i></p>

Weekly Pacing & Planning Guide | English 2

Week 0 is reserved for administering baseline assessments, building classroom community, engaging in teambuilding exercises, practicing routines and procedures, etc.

PACING GUIDE OVERVIEW	The sample unit plans provided on the following pages do not account for testing, holidays, make-up days, or changing schedules. To help adjust the unit to your schedule, see the “Shortcuts” section of the unit overview in StudySync. If you find yourself struggling with pacing, please reach out to your Curriculum Specialist for support.
Focus Standards	All StudySync lessons cover multiple ELA Missouri Learning Standards that can be reviewed in the pacing guide and the previews. Remember that ELA standards spiral throughout the school year. You may not achieve standard mastery in a single lesson but should be monitoring student progress toward mastery of ELA content standards. The Unpacked Standards documents for your grade-band will be incredibly helpful as you prepare
Learning Objective <i>I can...statement that describes what scholar should know and be able to do at the conclusion of the lesson.</i>	For the first week objectives should be around building classroom community and routines. After that the objectives will be based around the standards and assignments from the StudySync Core Lessons. The objectives given here are adapted from lesson plans linked below, but can be changed depending on skills, standards, readings, and assignments that you are focusing on. It is suggested that you update your objectives as you start getting student data.
Lesson Vocabulary	These content-based and academic vocabulary words are taken from the lesson plans suggested for each day. Please give extra attention to any opportunities to teach Greek / Latin / Anglo-Saxon word parts as we commit to incorporating research-based instruction aligned to the Science of Reading at all grade levels.
Tier 1 <i>Universal instruction and support system for all students.</i>	<p>Do Now:</p> <ul style="list-style-type: none"> An open-ended question has been provided for each lesson based on the topic. These could be completed in a notebook, Teams, or using the Blast function on StudySync. It is recommended you customize the questions to engage your students and introduce the focus of your lessons. <p>Agenda:</p> <ul style="list-style-type: none"> The premade agenda below references the lesson plans and assignments found on StudySync. More detailed activity ideas are in the lesson plans themselves. There are more activities than can or should be done for each lesson so you should choose activities that work for your class or create your own. <p>Exit Ticket:</p> <ul style="list-style-type: none"> Exit tickets are supposed to be less than 10 minutes and should be completed in class. They are not the same as homework. The suggested exit tickets provided below are mostly parts of lessons on StudySync. If they will take too long or do not align with the focus standard, you should edit or replace them. Exit tickets should provide formative data to gauge students' mastery of the lesson content.
Tier 2 <i>Additional programs and strategies provided to scholars who require supports in addition to Tier 1 instruction.</i>	<p>Focus Skills:</p> <ul style="list-style-type: none"> The standards here may be the focus standard of the lesson or a different standard that will help students access the lesson. When available, use student data to determine which standards students need additional help with. <p>Specific Resources:</p> <ul style="list-style-type: none"> Resources may come from StudySync or other sources. StudySync resource include “Spotlight” lessons that teach skills and standards directly and are not connected to the content. Find them by searching for them by name under the “Library” and “Skills” tabs in StudySync. “Additional Grammar Lessons” can be searched or are linked on the main unit page of StudySync.
Enrichment <i>How can scholars be pushed and stretched if they are ready for extended learning?</i>	Enrichment suggestions may come from StudySync lessons or outside resources. They are most appropriate for students that are already performing at or above level or for the whole class if your class is ready for more challenging lessons. Enrichment may also be used to provide deeper learning opportunities and/or alternate ways to apply the content.
ELL Considerations <i>ELL strategies may be appropriate for ELLs and struggling readers.</i>	The lessons in this section are designed to share themes with the core lessons but can be used to supplement or replace the core lessons and assignments. The extended oral project can replace the extended writing project or be utilized as an extension of the extended writing project.
Cross-Curricular Integration <i>How can other content areas integrate with ELA?</i>	The suggestions here often include possible collaborations with other teachers and departments. Typically, these will not be based on StudySync materials and will require extra planning.

English 2 | Unit 1: The Power of Communication (Thematic Unit, Quarter 1)

WEEK 1 & 2	DAY 1 SyncStart: The Refusal	DAY 2 SyncStart: The Refusal	DAY 3 SyncStart: The Refusal	DAY 4 SyncStart: The Refusal	DAY 5 SyncStart: The Refusal
Focus Standards	RL.1.A (Evidence / Inference)	RL.1.D (Summarize/Theme/Claim) RL.1.B (Word Meanings)	RL.3.D (Comprehension)	RL.1.B (Word Meanings) RL.2.D (Interaction and Meaning)	RL.1.A (Evidence / Inference) SL.1.B (Questioning)
Learning Objective	I can interact with text meaningfully with the use of annotation, after reading and discussing a model.	I can use context clues such as definition, analogy, and examples to clarify the meaning of words, after reviewing a checklist and discussing a model.	I can identify and understand the purpose of various reading comprehension strategies used to develop and deepen comprehension of increasingly complex texts, after reading and discussing a model.	I can analyze how complex characters develop and interact in "The Refusal" after reading and discussing the short story.	I can examine textual evidence to support inferences and about to support an appropriate response to text-dependent response questions after rereading and discussing a model of close reading.
Lesson Vocabulary	annotation, evaluation, inference, question, respond, track	context clue, infer, context clues: comparison, contrast, definition, example	annotate, monitor comprehension, reading comprehension, rereading	antagonist, character, dialogue, plot, protagonist, resolution, trait	comprehension, text dependent response, analyze, cite, explicit, implicit, interpret, make inferences, textual evidence
Tier 1	Do Now: Which of your courses in school do you find connects most to your life outside of school? Why?	Do Now: What are context clues? What are five different types of context clues?	Do Now: In what ways would you like to improve your reading comprehension? Have you ever used a reading comprehension strategy before? If so, which ones have worked for you?	Do Now: Ask students to list examples of rules they followed in early childhood	Do Now: What is an example of a character (perhaps a lawyer or a detective) from a book, TV show, or movie who uses textual evidence (bank, phone, or scientific reports, for example) to prove a point?
	Agenda: 1. Blast - Lesson Plan • Adjust time/depth of lesson as needed. Blasts may be split up and used throughout the week as Do Nows / Exit Tickets. 2. Annotation - Lesson Plan	Agenda: 1. Context Clues Lesson Plan	Agenda: 1. Monitoring Comprehension Lesson Plan	Agenda: 1. There is a short answer quiz question for the first read: Go over response expectations. 2. The Refusal First Read Lesson Plan 3. Character Lesson Plan	Agenda: 1. Text Dependent Responses Lesson Plan 2. Text Evidence Lesson Plan
	Exit Ticket: What concepts did you learn today? How will they help you later in life?	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity
Tier 2	Focus Skills: RL.1.A / RI.1.A (Evidence / Inference)	Focus Skills: RL.1.D / RI.1.D (Summarize / Theme / Claim)	Focus Skills: RL.3.D / RI.3.D (Comprehension)	Focus Skills: RL.1.B (Word Meanings) RL.2.D (Interaction and Meaning)	Focus Skills: RL.1.A (Evidence / Inference)
	Specific Resources: StudySync (SS) Making Inferences SS Textual Evidence	Specific Resources: SS Summarize SS Theme	Specific Resources: SS Reading Comprehension	Specific Resources: SS Figurative Language SS Context Clues SS Connotation and Denotation SS Language, Style, and Audience	Specific Resources: SS Spotlight: Text-Dependent Responses

WEEK 1 & 2	DAY 1 SyncStart: The Refusal	DAY 2 SyncStart: The Refusal	DAY 3 SyncStart: The Refusal	DAY 4 SyncStart: The Refusal	DAY 5 SyncStart: The Refusal
Enrichment	Analyzing Across Cultures: In Pat Mora's "A Voice," the speaker, a first-generation American, explains how her mother inspired her and her siblings to find their own voices and speak up. Reading this text alongside "Speech to the Second Virginia Convention" will prompt students to consider how words can have an impact across generations. Independent Read: A Voice: Lesson Plan After reading "A Voice" students will write a short response in which they demonstrate their understanding of how the speaker's description of the setting conveys her attitude towards her background.				
ELL Considerations	Skill: Conveying Ideas Lesson Plan	Skill: Sight Vocabulary and High-Frequency Words Lesson Plan	Skill: Seeking Clarification Lesson Plan	First Read: Roosevelt's on the Radio Lesson Plan	Skill: Language Structures Lesson Plan

English 2 | Unit 1: The Power of Communication (Thematic Unit, Quarter 1)

WEEK 3 & 4	DAY 6 SyncStart: The Refusal	DAY 7 SyncStart: The Refusal	DAY 8 The Big Idea	DAY 9 I am Offering this Poem	DAY 10 She Unnames Them
Focus Standards	W.2.A (Development) W.3.A (Revise and Edit)	SL.1.A (Conversations) SL.2.A (Verbal Delivery)	RL.1.A / RI.1.A (Evidence / Inference) RL.1.B (Word Meanings)	W.2.A (Development) W.3.A (Revise and Edit)	RL.1.A (Evidence / Inference) RL.1.D (Summarize / Theme)
Learning Objective	I can plan and write a brief, organized response that explains how a story's setting contributes to the creation of complex characters after engaging in a close reading and discussion of "The Refusal."	I can participate in successful collaborative conversations and draft an effective and constructive peer review, after reviewing and analyzing models.	I can identify and describe characteristics of modernist and postmodernist literature, and characteristics of fiction.	I can demonstrate understanding of a poem's ideas through a personal written response, after reading "I Am Offering This Poem".	I can explain a story's theme as well as make connections between fictional characters and events and personal experiences, ideas in other texts, and society, after reading "She Unnames Them".
Lesson Vocabulary	desolate, exceptional, explicitly, petition, rigid, paraphrase, prompt, constructed response, textual evidence	adjust, claim, collaboration, collaborative conversation, reflect, textual evidence, honest, comment, peer review, respectful tone, specific comment	experimentalism, exteriority, fragmentation, interiority, multiplication, parody, stream of consciousness, fiction, novel, short story, subgenre	comprehension, literary nonfiction, personal response prompt, reflection, text evidence,	infer, theme, topic
Tier 1	Do Now: What was the last prompt you had to respond to in a class? What did you do to plan your writing or analysis, and what evidence did you include to support your ideas?	Do Now: When have you engaged in a collaborative discussion, how did you participate, what were the obstacles, and what was the outcome?	Do Now: Blast: The Power of Communication	Do Now: Recall a time you had a strong personal connection to a book, TV show, or movie. What did you like or dislike about it? What opinion did you form about an issue in the book, movie, or TV show? What textual evidence could you use to support that opinion?	Do Now: In small groups, have students do brief online searches or draw on prior knowledge to list keywords related to the Genesis creation story. On the board, collate the information and create an instant summary.

WEEK 3 & 4	DAY 6 SyncStart: The Refusal	DAY 7 SyncStart: The Refusal	DAY 8 The Big Idea	DAY 9 I am Offering this Poem	DAY 10 She Unnames Them
	Agenda: 1. Short Constructed Response Lesson Plan <ul style="list-style-type: none"> Review literary analysis prompt for “The Refusal” Set written response expectations 2. The Refusal Close Read Lesson Plan	Agenda: 1. Collaborative Conversations Lesson Plan 2. Peer Review Lesson Plan	Agenda: 1. Literary Focus: Modernism and Postmodernism Lesson Plan 2. Skill: Recognizing Genre Lesson Plan	Agenda: 1. Skill: Personal Response Lesson Plan 2. Independent Read: I Am Offering This Poem Lesson Plan	Agenda: 1. First Read: She Unnames Them Lesson Plan 2. Skill: Theme Lesson Plan
	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity
Tier 2	Focus Skills: W.2.A (Development) W.3.A (Revise and Edit)	Focus Skills: RL.1.A (Evidence / Inference)	Focus Skills: RL.3.D (Comprehension)	Focus Skills: RL.1.B (Word Meanings) RL.3.D (Comprehension)	Focus Skills: RL.1.D (Summarize / Theme)
	Specific Resources:	Specific Resources: SS Collaborative Conversations	Specific Resources: SS Analyzing Modernist and Postmodernist Literature	Specific Resources: SS Skills: Personal Response	Specific Resources: SS Test Prep: Theme and Summarizing
Enrichment	Analyzing Across Cultures: In his “Speech to the Second Virginia Convention,” Patrick Henry gives a rousing call-to-action that helps set the American colonies on the road to independence. This memorable speech, paired with “A Voice,” will give students different cultural perspectives by which to consider how words can shape the future. First Read: Speech to the Second Virginia Convention: Lesson Plan After an initial reading and discussion of a speech, students will be able to make inferences about the author’s meaning and support those inferences with textual evidence.				
ELL Considerations	Close Read: Roosevelt on the Radio Lesson Plan	Skill: Spelling Patterns and Rules Lesson Plan	Skill: Classroom Vocabulary Lesson Plan	Skill: Using Support from Peers and Teachers Lesson Plan	First Read: The Dinner of the Lion Lesson Plan

English 2 | Unit 1: The Power of Communication (Thematic Unit, Quarter 1)

WEEK 5 & 6	DAY 11 She Unnames Them	DAY 12 The Story of a Vision	DAY 13 Heart of Darkness	DAY 14 Things Fall Apart	DAY 15 Things Fall Apart
Focus Standards	RL.3.B (Relationships in Texts) W.2.A (Development)	RL.1.D (Summarize / Theme) RL.2.D (Interaction and Meaning)	RL.1.A (Evidence / Inference) RL.2.D (Interaction and Meaning)	RL.1.D (Summarize / Theme) RL.2.B (Point of View)	RL.1.D (Summarize / Theme) W.2.A (Development)
Learning Objective	I can analyze how an author draws on and transforms source material. I can demonstrate understanding of texts by comparing sources within and across genres. I can write a short response to discuss how writers use language to develop themes.	I can write a short response to demonstrate my understanding of how theme is shaped by details of character and setting.	I can write a short response to demonstrate my understanding of how the author uses historical setting to characterize the narrator, after reading an excerpt from Heart of Darkness.	I can identify theme and describe character traits and setting details, especially as they may relate to themes of an excerpt from <i>Things Fall Apart</i> . I can identify and analyze the point of view or culture experience reflected in an excerpt from <i>Things Fall Apart</i> .	I can explain in a short, written response how similar themes about masculinity are developed in <i>Things Fall Apart</i> and <i>Heart of Darkness</i> through characterization
Lesson Vocabulary	allusion, source material, comparative response, genre, media, paraphrase, quote, textual evidence, alacrity, peevish, resolutely, steadfastly, vast	summarize, theme	inference, textual evidence	theme, textual evidence, context clues, infer, topic, limited point of view, multiple points of view, narrator, omniscient point of view, point of view	dense, haggard, improvident, sever, spectator, experimentalism, exteriority, fragmentation, interiority, multiplication, parody, stream of consciousness
Tier 1	Do Now: Have you ever told someone they were like a famous person? What were you trying to tell them by comparing them to that famous person? Agenda: 1. Skill: Allusion Lesson Plan 2. Skill: Compare and Contrast Lesson Plan 3. Close Read: She Unnames Them Lesson Plan Exit Ticket: Complete the Your Turn/You Do Activity	Do Now: Blast: Discovering DNA Agenda: 1. Independent Read: The Story of a Vision Lesson Plan Exit Ticket: Complete the Your Turn/You Do Activity	Do Now: How do the words of a story help the characters survive? Agenda: 1. Skill Lesson: Academic Vocabulary Academic Vocabulary 2. Independent Read: Heart of Darkness Lesson Plan Exit Ticket: Complete the Your Turn/You Do Activity	Do Now: What are some standards by which we tend to judge people? Agenda: 1. First Read: Things Fall Apart Lesson Plan 2. Skill: Theme Lesson Plan 3. Skill: Point of View Lesson Plan Exit Ticket: Complete the Your Turn/You Do Activity	Do Now: Blast: A Linguistic Legacy Agenda: 1. Introduce Extended Writing Project Literary Analysis Writing Process: Plan Lesson Plan 2. Close Read: Things Fall Apart Lesson Plan 3. Skill: Analyzing Modernist and Postmodernist Literature Lesson Plan Exit Ticket: Complete the Your Turn/You Do Activity

WEEK 5 & 6	DAY 11 She Unames Them	DAY 12 The Story of a Vision	DAY 13 Heart of Darkness	DAY 14 Things Fall Apart	DAY 15 Things Fall Apart
Tier 2	Focus Skills: RL.1.D (Summarize / Theme) RL.3.B (Relationships in Texts)	Focus Skills: Theme	Focus Skills: Academic Vocab	Focus Skills: Theme	Focus Skills: Making connections
	Specific Resources: StudySync Test Prep: Compare and Contrast Literary Texts Spotlight: Compare and Contrast Literary Texts Spotlight: Allusion	Specific Resources: SS Test Prep: Theme and Summarizing	Specific Resources: SS Academic Vocab- Clarifying Opinions	Specific Resources: SS Spotlight Theme	Specific Resources: SS Spotlight Making Connections
Enrichment	Skill: Author's Purpose and Point of View: Lesson Plan After rereading and discussing a model of close reading, students will be able to analyze Patrick Henry's purpose and point of view in "Speech to the Second Virginia Convention."				
ELL Considerations	Skill: Analyzing Expressions Lesson Plan	Skill: Retelling and Summarizing Lesson Plan	Skill: Verb Tenses Lesson Plan	Close Read: The Dinner of the Lion Lesson Plan	Extended Oral Project: Introduction Lesson Plan

English 2 | Unit 1: The Power of Communication (Thematic Unit, Quarter 1)

WEEK 7 & 8	DAY 16 My Grandmother	DAY 17 In Between Cultures	DAY 18 Letter from Birmingham Jail	DAY 19 Letter from Birmingham Jail	DAY 20 Letter from Birmingham Jail
Focus Standards	RL.1.A (Evidence / Inference) RL.3.D (Comprehension)	SL.1.A (Conversations) SL.2.A (Verbal Delivery)	RI.1.D (Summarize / Claim) RI.2.B (Point of View)	RI.1.A (Evidence / Inference) RI.3.B (Relationships in Texts)	RI.1.A (Evidence / Inference) RI.2.D (Argument / Evidence)
Learning Objective	I can demonstrate my understanding of themes and conflicts in the poem through a personal narrative response.	I can demonstrate my understanding of this text and the poem "My Grandmother Washes Her Feet in the Sink of the Bathroom at Sears" through a discussion.	I can analyze an argument and evaluate the elements that make it effective and memorable.	I can analyze and differentiate between primary and secondary sources in "Letter from Birmingham Jail."	I can analyze Dr. Martin Luther King, Jr.'s argument in "Letter from Birmingham Jail" and delineate and evaluate his argument and claims.
Lesson Vocabulary	ritual, mandatory, matrons, civilizations, culture, decorum	options, perspectives, perceived, status, emerge	consented, cognizant, moratorium, precipitate, discipline	analyze, primary source, secondary source	argument, claims, debatable, delineate, evidence, reasoning,
Tier 1	Do Now: What two words would you use to describe this video?	Do Now: What are some ways your background influences your identity? What are some ways you define your identity for yourself	Do Now: Why might people participate in a protest, even if they know that they might be arrested?	Do Now: Review with the class the writing prompt and rubric.	Do Now: Think of a claim you might make about something that you feel strongly about. How would you state and defend that claim?

WEEK 7 & 8	DAY 16 My Grandmother	DAY 17 In Between Cultures	DAY 18 Letter from Birmingham Jail	DAY 19 Letter from Birmingham Jail	DAY 20 Letter from Birmingham Jail
	Agenda: 1. Literary Analysis Writing Process: Draft Lesson Plan 2. Skill: Organizing Argumentative Writing: Lesson Plan 3. Independent Read: My Grandmother Washes Her Feet in the Sink of the Bathroom at Sears: Lesson Plan	Agenda: 1. Literary Analysis Writing Process: Draft 2. Skill: Thesis Statement: Lesson Plan 3. Independent Read: In Between Cultures: A Granddaughter's Advantage: Lesson Plan	Agenda: 1. Literary Analysis Writing: Student Model Example 2. Skill: Reasons and Relevant Evidence: Lesson Plan 3. First Read: Letter from Birmingham Jail: Lesson Plan	Agenda: 1. Literary Analysis Writing Process: Revise: Lesson Plan 2. Skill: Introductions: Lesson Plan 3. Skill: Primary and Secondary Sources: Lesson Plan	Agenda: 1. Literary Analysis Writing Process: Revise 2. Skill: Transitions: Lesson Plan 3. Skill: Arguments and Claims: Lesson Plan
	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity
Tier 2	Focus Skills: Personal Response	Focus Skills: Thesis Statement	Focus Skills: Arguments and Claims	Focus Skills: Primary and Secondary Sources	Focus Skills: Arguments and Claims
	Specific Resources: SS Personal Response	Specific Resources: SS Thesis Statement	Specific Resources: SS Spotlight Arguments and Claims	Specific Resources: SS Spotlight Primary and Secondary Sources	Specific Resources: SS Arguments and Claims: Letter from Birmingham Jail
Enrichment	Skill: Language, Style, and Audience: Lesson Plan After rereading and discussing a model of close reading, students will be able to explain how the author's use of language, including the cumulative impact of word choices, in "Speech to the Second Virginia Convention" affects the meaning and tone of the speech.				
ELL Considerations	Skill: Acquiring Vocabulary Lesson Plan	Extended Oral Project: Plan Lesson Plan	Skill: Connecting Words Lesson Plan	Extended Oral Project: Practice Lesson Plan	Extended Oral Project: Present Lesson Plan

English 2 | Unit 1: The Power of Communication (Thematic Unit, Quarter 1)

WEEK 9 & 10	DAY 21 Letter from Birmingham Jail	DAY 22 Letter from Birmingham Jail	DAY 23 Extended Writing	DAY 24 Extended Writing	DAY 25 Extended Writing
Focus Standards	RI.1.A (Evidence / Inference) RI.2.B (Point of View)	RI.2.D (Argument / Evidence) W.2.A (Development)	W.2.A (Development) W.3.A (Revise and Edit)	W.2.A (Development) W.3.A (Revise and Edit)	W.2.A (Development) W.3.A (Revise and Edit)
Learning Objective	I can analyze how the use of rhetorical devices makes the arguments in "Letter from Birmingham Jail" more persuasive.	I can analyze how King uses characteristics of argumentative texts, such as argument and specific claims, rhetorical appeals, sources, and conclusions in a short, written response.	I can practice using basic spelling rules correctly, after learning about basic spelling rules and seeing how they are used in text examples.	I can practice writing complex sentences correctly, after learning about independent and dependent clauses and seeing how they are used in text examples.	I can practice using semicolons correctly, after learning about semicolons and seeing how they are used in text examples.
Lesson Vocabulary	rhetoric, rhetorical device	consent, cognizant, moratorium, precipitate, discipline, sanction, status quo, academic, domain-specific, formal style, style	base word, double consonants, prefix, spelling ie and ei, suffix	dependent clause, independent clause,	independent clause, semicolon
Tier 1	Do Now: Have you ever tried to change someone's mind by telling them an emotional story? How did it go?	Do Now: As a group, review the editing checklist and Student Model	Do Now: Review the image and definition for basic spelling rules as a class	Do Now: Review the images and definitions for independent and dependent clauses as a class	Do Now: Review the image and definition for semicolons as a class
	Agenda: 1. Literary Analysis Writing Process: Revise 2. Skill: Conclusions: Lesson Plan 3. Skill: Rhetoric: Lesson Plan	Agenda: 1. Literary Analysis Writing Process: Edit and Publish: Lesson Plan 2. Skill: Style : Lesson Plan 3. Close Read: Letter from Birmingham Jail: Lesson Plan	Agenda: 1. Literary Analysis Writing Process: Edit and Publish: Grammar Skill: Basic Spelling Rules: Lesson Plan Extended Writing Project: In Class Writing Day	Agenda: 1. Literary Analysis Writing Process: Edit and Publish • Grammar Skill: Independent and Dependent Clauses: Lesson Plan Extended Writing Project: In Class Writing Day	Agenda: 1. Literary Analysis Writing Process: Edit and Publish: Grammar Skill: Semicolons: Lesson Plan Extended Writing Project: In Class Writing Day.
	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity
Tier 2	Focus Skills: Rhetoric	Focus Skills: Understanding Argumentative Texts	Focus Skills: Peer Review/Editing	Focus Skills: Grammar	Specific Resources: SS has various grammar spotlight lessons for student support. Choose a skill per student per area of struggle.
	Specific Resources: SS Rhetoric	Specific Resources: SS Recognizing Genre Argumentative Texts	Specific Resources: SS Peer Review	Specific Resources: SS has various grammar spotlight lessons for student support. Choose a skill per student per area of struggle	

WEEK 9 & 10	DAY 21 Letter from Birmingham Jail	DAY 22 Letter from Birmingham Jail	DAY 23 Extended Writing	DAY 24 Extended Writing	DAY 25 Extended Writing
Enrichment	<p>Skill: Compare and Contrast: Lesson Plan After rereading and discussing a model of close reading, students will be able to analyze seminal U.S. documents of historical significance and how they address related themes and concepts.</p> <p>Close Read: Speech to the Second Virginia Convention: Lesson Plan After engaging in a close reading and discussion of "Speech to the Second Virginia Convention," students will be able to analyze the language, viewpoints, themes, and concepts in two seminal U.S. documents of historical and literary significance in a written response.</p>				

English 2 | Unit 2: Moving Forward (Thematic Unit, Quarter 2)

WEEK 1 & 2	DAY 1 The Big Idea	DAY 2 The Big Idea	DAY 3 The Power of Hero's Journey	DAY 4 The Power of Hero's Journey	DAY 5 The Power of Hero's Journey
Focus Standards	RI.1.A (Evidence / Inference) RL.1.B / RI.1.B (Word Meanings)	RI.1.A (Evidence / Inference) RL.3.D / RI.3.D (Comprehension)	RI.1.B (Word Meanings) RI.1.D (Summarize / Claim)	RI.1.D (Summarize / Claim) RI.2.A (Structure)	RI.1.A (Evidence / Inference) RI.1.B (Word Meanings)
Learning Objective	I can identify and describe characteristics of the literary period, Ancient and Classical Literature.	I can identify and describe characteristics of literary criticism and argumentative lectures, speeches, essays, and interviews.	I can identify and restate the text's key ideas and details. I can use context as a clue to the meaning of a word or phrase.	I can provide an objective summary of an informational text and use informational text structure to analyze how an author's ideas or claims are developed or refined.	I can write a short explanatory essay that explains how the archetype of the hero's journey applies to a text or movie.
Lesson Vocabulary	philosophy, epic poems, ideal, allegory, formal, restrained	argumentative text, claim counter argument, ethos, evidence, logos, pathos, reason, rebuttal, rhetorical appeal, text structure/ contrary, couple, definite, differentiate, discriminate, identical, isolate, reverse, sole, ultimate	comparison context clue, context clue, contrast clue, definition context clue, example context clue, infer	cause and effect text structure, compare and contrast text structure, problem and solution text structure, sequential text structure, text structure/ objective, paraphrase, summarize	apotheosis, archetype, boon, incarnate, threshold
Tier 1	Do Now: Blast: Moving Forward Lesson Plan	Do Now: What techniques do you find most convincing in an argument? Why?	Do Now: How do you decide whether or not to break with routine and take a risk?	Do Now: Watch the Concept Definition video and read the definition for Informational Text Structure	Do Now: Blast: Relationship Status: It's Complicated: Lesson Plan
	Agenda: 1. Literary Focus: The Classics Lesson Plan	Agenda: 1. Skill: Recognizing Genre Lesson Plan 2. Skill: Academic Vocabulary Lesson Plan	Agenda: 1. First Read: The Power of the Hero's Journey: Lesson Plan 2. Skill: Context Clues: Lesson Plan	Agenda: 1. Skill: Informational Text Structure: Lesson Plan 2. Skill: Summarizing Lesson Plan	Agenda: 1. Close Read: The Power of the Hero's Journey: Lesson Plan
	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity

WEEK 1 & 2	DAY 1 The Big Idea	DAY 2 The Big Idea	DAY 3 The Power of Hero's Journey	DAY 4 The Power of Hero's Journey	DAY 5 The Power of Hero's Journey
Tier 2	Specific Resources: SS Analyzing Ancient and Classical Literature	Specific Resources: SS Recognizing Genre-Argumentative Text	Specific Resources: SS Context Clues	Specific Resources: SS Spotlight: Summarizing Informative Texts	Specific Resources: SS Short Constructed Response
Enrichment	The Future of Women in Flying (Argumentative)				
ELL Considerations	Skill: Sight Vocabulary and High-Frequency Words Lesson Plan		Skill: Demonstrating Listening Comprehension Lesson Plan		First Read: The Peasant Revolt Lesson Plan

English 2 | Unit 2: Moving Forward (Thematic Unit, Quarter 2)

WEEK 3 & 4	DAY 6 The Gathering Place	DAY 7 Rámáyana	DAY 8 Rámáyana	DAY 9 Republic	DAY 10 Republic
Focus Standards	RI.1.D (Summarize / Claim) RL.2.B / RI.2.B (Point of View)	RL.1.D (Summarize / Theme) RL.2.A (Structure)	SL.1.C (Viewpoints of Others) RL.1.D (Summarize / Theme) RL.2.D (Interaction / Meaning)	RI.2.A (Structure) RI.2.B (Point of View)	RI.1.A (Evidence / Inference) RI.1.D (Summarize / Claim)
Learning Objective	I can write my own narrative conveying my ideal world.	I can identify poetic structure, including meter, rhyme scheme, and poetic form, and explain how poetic elements and structure change or contribute to the meaning of the poem.	I can analyze the Rámáyana represented in two different artistic mediums, and compare and contrast ways Amanda Gorman and Válmiki use different poetic forms to convey a message about what it means to create positive change in the community.	I can use descriptive language and imagery in order to visualize what is being described and use context clues to determine word meanings in the Republic.	I can determine a central idea and analyze its development over the course of a text and identify and examine textual evidence to support analysis of both explicit ideas in and inferences about the Republic.
Lesson Vocabulary	incandescence, jive, obstinate, vigilant	reverent, poesy, sanctity, emprise, strife, ire /graphic element, line, meter, poetic structure, rhyme, rhyme scheme, rhythm, stanza	media medium/ reverent, sanctity, emprise, strife, ire	marionette, disabused, dazzled, keenness, consummations/ comparison context clue, context clue, contrast clue, definition context clue, example context clue, infer	analyze, cite, explicit, implicit, interpret, make inferences, textual evidence/ analyze, central idea, detail, supporting idea, topic
Tier 1	Do Now: Blast: Ancient Answers Lesson Plan	Do Now: Have you ever tried to achieve a goal for a very long time? What obstacles did you face	Do Now: Have you ever seen a movie that was based on a book you've read? What was the same and what was different between the movie version and the book version?	Do Now: How do you decide whether or not something is right or good?	Do Now: What evidence do you use to prove your point to a person during a conversation or disagreement?

WEEK 3 & 4	DAY 6 The Gathering Place	DAY 7 Rámáyana	DAY 8 Rámáyana	DAY 9 Republic	DAY 10 Republic
	Agenda: 1. Independent Read: The Gathering Place: Lesson Plan Exit Ticket: Complete the Your Turn/You Do Activity	Agenda: 1. First Read: Rámáyana Lesson Plan 2. Skill: Poetic Elements and Structure: Lesson Plan Exit Ticket: Complete the Your Turn/You Do Activity	Agenda: 1. Skill: Media: Lesson Plan 2. Close Read: Rámáyana: Lesson Plan Exit Ticket: Complete the Your Turn/You Do Activity	Agenda: 1. First Read: Republic: Lesson Plan 2. Skill: Context Clues: Lesson Plan Exit Ticket: Complete the Your Turn/You Do Activity	Agenda: 1. Skill: Textual Evidence: Lesson Plan 2. Skill: Central or Main Idea: Lesson Plan Exit Ticket: Complete the Your Turn/You Do Activity
Tier 2	Specific Resources: SS Organizing Narrative Writing	Specific Resources: SS Poetic Elements and Structure	Specific Resources: SS Media- Rámáyana	Specific Resources: SS Spotlight: Descriptive Details	Specific Resources: SS Textual Evidence - Literary Texts
Enrichment	Pearl Harbor Address (Argumentative)				
ELL Considerations	Skill: Analyzing Expressions Lesson Plan		Skill: Sharing Information Lesson Plan		Skill: Subject-Verb Agreement Lesson Plan

English 2 | Unit 2: Moving Forward (Thematic Unit, Quarter 2)

WEEK 5-6	DAY 11 Republic	DAY 12 Valedictorian Address	DAY 13 Methods of Motivation	DAY 14 Methods of Motivation	DAY 15 Remarks at the UN General Assembly
Focus Standards	RI.1.B (Word Meanings) RI.2.B (Point of View)	W.2.A (Development) SL.2.A (Verbal Delivery)	RI.1.A (Evidence / Inference) RI.1.D (Summarize / Claim)	SL.1.B (Questioning) SL.1.C (Viewpoints of Others) RI.2.B (Point of View)	RI.1.D (Summarize / Claim) RI.1.B (Word Meanings) W.2.A (Development) t
Learning Objective	I can write a short response that explains how text structure can help achieve the author's purpose and explain how a text from the unit reflects the literary period of ancient and classical literature.	I can demonstrate understanding of how to make connections to my personal experiences by composing a letter to someone who has had an impact on my life.	I can identify key ideas and cite details that support them, and analyze the characteristics and structural elements of argumentative texts in the "Methods of Motivation."	I can identify and analyze the effects of logical fallacies used in the arguments in "Methods of Motivation," and engage in a collaborative discussion.	I can write a short speech in which I allude to or directly cite examples from speeches, letters, or other texts.
Lesson Vocabulary	consummation, dazzle, disabuse, keenness, marionette, allegory, epic poem, formal, ideal, philosophy, restrained	commencement, remiss, resilient, deter, perseverance	intrinsic, anticipate, incorporate, tangible, incentivize, judicious, argument, claim, evidence, reason	fallacious reasoning, logical fallacy, rhetoric, rhetorical device, anticipated, incentivize, incorporate, intrinsic, judicious, tangible	spheres, exceptionally, manifestation, critical, turbulent
Tier 1	Do Now: How do you decide whether or not something is right or good?	Do Now: What qualities make someone a positive influence in your life?	Do Now: What motivates you to do your school work?	Do Now: What are some ways that a person can support a claim when arguing a point?	Do Now: When have you advocated for change?

WEEK 5-6	DAY 11 Republic	DAY 12 Valedictorian Address	DAY 13 Methods of Motivation	DAY 14 Methods of Motivation	DAY 15 Remarks at the UN General Assembly
	Agenda: 1. Close Read: Republic: Lesson Plan 2. Skill: Analyzing Ancient and Classical Literature: Lesson Plan	Agenda: 1. Independent Read: Valedictorian Address at Anacostia High School: Lesson Plan	Agenda: 1. First Read: Methods of Motivation: Lesson Plan 2. Skill: Reasons and Evidence: Lesson Plan	Agenda: 1. Skill: Logical Fallacies: Lesson Plan 2. Close Read: Methods of Motivation: Lesson Plan	Agenda: 1. Introduce Extended Writing Project Informative Writing Process: Plan: Lesson Plan 2. Independent Read: Remarks at the UN General Assembly: Lesson Plan
	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity
Tier 2	Specific Resources: SS Analyzing Ancient and Classical Literature	Specific Resources: SS Organizing Narrative Writing	Specific Resources: SS Spotlight Reasons and Evidence	Specific Resources: SS Spotlight Logical Fallacies	Specific Resources: SS Organizing Informative Writing
Enrichment	The Wisdom of Crowds (Informational)				
ELL Considerations	Close Read: The Peasant Revolt Lesson Plan		Skill: Classroom Vocabulary Lesson Plan		Skill: Taking Notes Lesson Plan

English 2 | Unit 2: Moving Forward (Thematic Unit, Quarter 2)

WEEK 7 & 8	DAY 16 A Plea for Global Education	DAY 17 The Perils of Indifference	DAY 18 The Perils of Indifference	DAY 19 The Perils of Indifference	DAY 20 The Perils of Indifference
Focus Standards	RI.1.D (Summarize / Claim) RI.2.D (Argument / Evidence) W.2.A (Development)	RI.2.B (Point of View) RI.1.D (Summarize / Claim) W.2.A (Development)	RI.1.A (Evidence / Inference) RI.2.A (Structure) W.2.A (Development)	RI.1.B (Word Meanings) W.2.A (Development)	RI.2.A (Structure) RI.2.D (Argument / Evidence) W.3.A (Revise and Edit)
Learning Objective	I can write a short response that demonstrates my understanding of the author's message through a personal connection.	I can identify and restate the key ideas and details.	I can analyze the characteristics and structural elements in the argumentative text "The Perils of Indifference."	I can utilize context clues and specialized reference materials to determine the precise meaning, parts of speech and etymology of unknown words.	I can write a short response that explains how the author uses structural elements, including appeals and a convincing conclusion, to support claims about the consequences of indifference.
Lesson Vocabulary	concentrate, transmission, atrocities, blatant, magnitude, graphics, heading, informative, multimedia, organizational structure	abiding, indifference, harrowing, intervene, convened, body paragraph, conclusion, introduction, thesis statement structure	cause and effect text structure, compare and contrast text structure, problem and solution text structure, sequential text structure, text structure, concrete detail, evaluate, necessary, relevant, supporting detail	definition, digital resource, glossary, part of speech, pronunciation, word origin focused, structured, coherent	abiding, indifference, harrowing, intervene, convene, claim, introduction, thesis statement, topic

WEEK 7 & 8	DAY 16 A Plea for Global Education	DAY 17 The Perils of Indifference	DAY 18 The Perils of Indifference	DAY 19 The Perils of Indifference	DAY 20 The Perils of Indifference
Tier 1	Do Now: Watch the Concept Definition video and read the definition for Organizing Informative Writing	Do Now: If we personally witness an injustice, what is our responsibility?	Do Now: What techniques are used or needed to provide supporting details in writing?	Do Now: Review the student writing model and note three changes and three praises you would suggest to the student.	Do Now: Why is it that when people witness something they know to be wrong, they don't always take a stand?
	Agenda: 1. Informative Writing Process: Draft 2. Skill: Organizing Informative Writing: Lesson Plan 3. Independent Read: A Plea for Global Education: Lesson Plan	Agenda: 1. Informative Writing Process: Draft 2. Skill: Thesis Statement: Lesson Plan 3. First Read: The Perils of Indifference: Lesson Plan	Agenda: 1. Informative Writing Process: Draft 2. Skill: Supporting Details: Lesson Plan 3. Skill: Informational Text Structure: Lesson Plan	Agenda: 1. Informative Writing Process: Draft: Lesson Plan (Student Model) 2. Skill: Word Meaning: Lesson Plan	Agenda: 1. Informative Writing Process: Revise: Lesson Plan 2. Informative Writing Process: Revise 3. Skill: Introductions: Lesson Plan 4. Close Read: The Perils of Indifference: Lesson Plan
	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity
Tier 2	Specific Resources: SS Personal Response - Informative Writing	Specific Resources: SS Spotlight Thesis Statement - Informative Writing	Specific Resources: SS Organizing Informative Writing	Specific Resources: SS Spotlight Word Meaning	Specific Resources: SS Introductions- Informative Writing
Enrichment	Epic of Gilgamesh (Poetry)				
ELL Considerations	First Read: Learning a Second Language: Is It Worth It? Lesson Plan		Skill: Language Structures Lesson Plan		Skill: Supporting Evidence Lesson Plan

English 2 | Unit 2: Moving Forward (Thematic Unit, Quarter 2)

WEEK 9 & 10	DAY 21 Night	DAY 22 Civil Peace	DAY 23 Extended Writing	DAY 24 Extended Writing	DAY 25 Extended Writing
Focus Standards	RI.2.B (Point of View) RI.3.D (Comprehension) W.2.A (Development)	RL.3.B (Relationships in Texts) RL.1.A (Evidence / Inference) W.2.A (Development)	W.2.A (Development) W.3.A (Revise and Edit)	W.3.A (Revise and Edit)	W.3.A (Revise and Edit)
Learning Objective	I can write a short narrative about a character who, like Elie Wiesel, vows to remember a painful experience.	I can write a short response demonstrating how outside research shapes my understanding of the text.	I can develop my draft by improving my style with formal language and an objective tone. I can use colons correctly.	I can use prepositions and prepositional phrases correctly.	I can use parallel structure correctly.
Lesson Vocabulary	nocturnal, antechamber, interspersed, lucidity, redemption, enveloping, clarify, coherent, cohesion, transition, domain-specific vocabulary, precise language	amenable, destitute, scrounge, ruffian, commiserate, claim, conclusion, narrative, thesis statement	domain specific, formal style, style, colon	prepositions, prepositional phrase	parallel structure, not parallel structure
Tier 1	Do Now: What are some different ways that people choose to deal with painful memories?	Do Now: What is an international event that seems tragic to you? Why	Do Now: Turn to your partner and brainstorm a list of two or three examples of slang, colloquialisms, or regional expressions you use in a casual way every day, but might not use in a formal situation.	Do Now: What are the characteristics of informative writing?	Do Now: Review the image and definitions for parallel structure as a class
	Agenda: 1. Skill: Transitions: Lesson Plan 2. Skill: Precise Language: Lesson Plan 3. Independent Read: Night: Lesson Plan	Agenda: 1. Skill: Conclusions: Lesson Plan 2. Independent Read: Civil Peace: Lesson Plan	Agenda: 1. Skill: Style: Lesson Plan 2. Grammar Skill: Colons: Lesson Plan 3. Extended Writing Project: Work Time in Class	Agenda: 1. Grammar Skill: Prepositions and Prepositional Phrases: Lesson Plan 2. Extended Writing Project: Work Time in Class	Agenda: 1. Grammar Skill: Parallel Structure: Lesson Plan 2. Extended Writing Project: Due
	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity
Tier 2	Specific Resources: SS Transitions Narrative Writing	Specific Resources: SS Spotlight Conclusions	Specific Resources: SS Colons and Semicolons	Specific Resources: SS Prepositions - Differentiating Prepositions and Prepositional Phrases	Specific Resources: SS Clauses - Parallel Structure
Enrichment	Timed Writing: After reviewing a checklist on timed writing, students will plan and write a response in a timed writing situation. Lesson Plan				
ELL Considerations	Skill: Spelling Patterns and Rules Lesson Plan		Close Read: Learning a Second Language: Is It Worth It? Lesson Plan		Extended Oral Project: Introduction Lesson Plan

English 2 | Unit 3: The Persistence of Memories (Thematic Unit, Quarter 3)

WEEK 1-2	DAY 1 The Big Idea	DAY 2 The Big Idea	DAY 3 Rituals of Memory	DAY 4 Rituals of Memory	DAY 5 Rituals of Memory
Focus Standards	RI.1.A (Evidence / Inference) RI.1.D (Summarize / Claim)	RI.1.A (Evidence / Inference) RI.3.D (Comprehension)	RI.1.A (Evidence / Inference) RI.2.A (Structure)	RI.1.A (Evidence / Inference) RI.1.B (Word Meanings)	RI.1.D (Summarize / Claim) RI.2.A (Structure)
Learning Objective	I can identify and describe characteristics of the literary period.	I can identify and describe characteristics of biographies, autobiographies, memoirs, theories, personal essays, literary nonfiction, and research articles.	I can identify and restate the text's key ideas and details, and identify informational text structures.	I can determine the figurative meanings of words and phrases in a text, and analyze the cumulative effect of specific word choices on style, meaning, and tone.	I can analyze how the author uses figurative language and develops, refines, and shapes ideas in a short, written response.
Lesson Vocabulary	automatism, avant-garde, bizarre, conscious, juxtaposition, surrealist, unconscious	evidence, informational text, text structure, thesis, comprehensive, extract, insert, instruct, priority, quote, topic, trace, unique,	deduced, oblivious, intricate, tangibles, cause and effect text structure, compare and contrast text structures, problem and solution text structure, sequential text structure, text structure	context, figurative language, figure of speech, metaphor, personification, simile, attitude, audience, meaning, style, tone, word choice	deduce, emerge, intricate, oblivious, tangible
Tier 1	Do Now: Blast: The Persistence of Memories Lesson Plan	Do Now: What is a favorite memory from your childhood? Tell why it is a favorite memory.	Do Now: When have you felt different parts of your identity pulling in different directions? How did you react?	Do Now: What are some of examples of words or phrases that can have multiple meanings? When you heard one of these words or phrases, what clues did you use to analyze its meaning?	Do Now: Blast: Painting History Lesson Plan
	Agenda: 1. Literary Focus: Surrealism Lesson Plan	Agenda: 1. Skill: Recognizing Genre Lesson Plan 2. Skill: Academic Vocabulary Lesson Plan	Agenda: 1. First Read: Rituals of Memory Lesson Plan 2. Skill: Informational Text Structure Lesson Plan	Agenda: 1. Skill: Figurative Language Lesson Plan 2. Skill: Language, Style, and Audience Lesson Plan	Agenda: 1. Close Read: Rituals of Memory Lesson Plan
	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity
Tier 2	Specific Resources:	Specific Resources: SS Recognizing Genre (pick which genre students are struggling with)	Specific Resources: SS Comparing Text Structures- Informational Texts	Specific Resources: SS Figurative Language- Literary Texts	Specific Resources:
Enrichment	Independent Read: By Any Other Name Lesson Plan After reading "By Any Other Name," students will write a short response that demonstrates their understanding of how names affect life experiences.				
ELL Considerations	Skill: Sight Vocabulary and High-Frequency Words Lesson Plan		Skill: Using Pre-reading Supports Lesson Plan		First Read: The Kiss Lesson Plan

English 2 | Unit 3: The Persistence of Memories (Thematic Unit, Quarter 3)

WEEK 3 & 4	DAY 6 Seeing at the Speed of Sound	DAY 7 Seeing at the Speed of Sound	DAY 8 Love Is Not All	DAY 9 Love Is Not All	DAY 10 Love Is Not All
Focus Standards	RI.1.B (Word Meanings) RI.1.D (Summarize / Claim)	RI.1.A (Evidence / Inference) RI.3.A (Text in Forms)	RL.1.B (Word Meanings) RL.2.A (Structure)	RL.1.A (Evidence / Inference) RL.2.A (Structure)	RL.1.B (Word Meanings) RL.2.A (Structure)
Learning Objective	I can identify and understand the connotative and denotative meanings of words while reading, and restate the text's key ideas and details.	I can explain how analyzing media that is paired with texts helps readers, viewers, and listeners better understand and more easily access increasingly complex and diverse texts	I can generate questions to analyze and understand the ideas presented in the poem, and identify and understand the connotative and denotative meanings of words while reading.	I can explain the effect of poetic structure on a poem's meaning.	I can write a short response comparing Edna St. Vincent Millay's tightly structured sonnet with Ngo Tu Lap's free verse poem and analyze how the authors' varying use of poetic elements and structure affects their message about uncertainty.
Lesson Vocabulary	absorbed, inherently, occupying, complex, ebullience, analyze, connotation, context, context clue, denotation	media, medium, absorb, complex, ebullience, inherently, occupy	slumber, spar, fractured, release, resolutions, analyze, connotation, context, context clue, denotation	line, meter, open form, poetic form, poetic structure, rhyme, rhyme scheme, rhythm, stanza	fractured, release, resolution, slumber, spar
Tier 1	Do Now: When have you had trouble communicating with another person? Why?	Do Now: What are different ways a story or idea can be conveyed besides just text on a page? How do these other modes add information?	Do Now: How important do you think love is in life?	Do Now: What is an example of a poem or song you like? What about the structure of the poem or song makes it memorable.	Do Now: Connect to Essential Question: Give students time to reflect on how "Love Is Not All" connects to the unit's essential question "How does the past impact the future?" by freewriting in their Writer's Notebooks.
	Agenda: 1. First Read: Seeing at the Speed of Sound Lesson Plan 2. Skill: Connotation and Denotation Lesson Plan	Agenda: 1. Skill: Media Lesson Plan 2. Close Read: Seeing at the Speed of Sound Lesson Plan	Agenda: 1. First Read: Love Is Not All Lesson Plan 2. Skill: Connotation and Denotation Lesson Plan	Agenda: 1. Skill: Poetic Elements and Structure Lesson Plan	Agenda: 1. Close Read: Love Is Not All Lesson Plan
	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity
Tier 2	Specific Resources: SS Spotlight Connotative and Denotation- Literary Texts	Specific Resources: SS Spotlight- Media Literary Texts	Specific Resources: SS Test Prep - Connotation and Denotation	Specific Resources: SS Spotlight Poetic Elements and Structure	Specific Resources: SS Spotlight Poetry
Enrichment	Independent Read: From Behind a Covered Window Lesson Plan After reading "From Behind a Covered Window," students will write a short response that demonstrates their understanding of how a text can be driven by the questions a speaker, narrator, or main character has about life.				
ELL Considerations	Skill: Analyzing Expressions Lesson Plan		Skill: Developing Background Knowledge Lesson Plan		Skill: Pronouns and Antecedents Lesson Plan

English 2 | Unit 3: The Persistence of Memories (Thematic Unit, Quarter 3)

WEEK 5 & 6	DAY 11 Facial Expressions	DAY 12 Facial Expressions	DAY 13 Facial Expressions	DAY 14 The Secret Life of Salvador Dali	DAY 15 Narrative Writing Process
Focus Standards	RI.1.A (Evidence / Inference) RI.1.D (Summarize / Claim)	RI.1.B (Word Meanings) RI.1.D (Summarize / Claim)	RI.1.B (Word Meanings) RI.3.A (Text in Forms)	RI.2.B (Point of View) W.2.A (Development)	RI.1.A (Evidence / Inference) RI.3.D (Comprehension)
Learning Objective	I can determine a central idea and analyze its development over the course of a text, including how it is shaped and refined by specific details.	I can use a contextual meaning, a dictionary, or other analysis to clarify and validate the meanings of technical language in the article.	I can analyze and explain how the author uses details, examples, and technical language to communicate a thesis or central idea.	I can write a short response that explains my opinion on the role of imagination in the author's life using evidence from the text.	I can explain how a text from the unit reflects the literary period of surrealist literature.
Lesson Vocabulary	methodology, prominently, implications, minimal, analyze, central idea, detail, supporting idea, topic	objective, paraphrase, summarize, authority, precise, subject, technical language	implication, methodology, minimal, prominently	appropriate, immaculate,, convince, chastise, enormous	automatism, avant-garde, bizarre, conscious, juxtaposition, surrealist, unconscious
Tier 1	Do Now: How can you tell a person's emotion just by looking at his or her face?	Do Now: Give a short run down of your day yesterday. What information did you decide to include? Why?	Do Now: Give students time to reflect on how "Facial expressions—including fear—may not be as universal as we thought" connects to the unit's essential question "How does the past impact the future?" by freewriting in their Writer's Notebooks.	Do Now: When have you felt that your imagination was working overtime or had "run away with you"?	Do Now: Watch the preview video and read the definition for Analyzing Literary Periods.
	Agenda: 1. First Read: Facial Expressions—including fear—may not be as universal as we thought Lesson Plan 2. Skill: Central or Main Idea Lesson Plan	Agenda: 1. Skill: Summarizing Lesson Plan 2. Skill: Technical Language Lesson Plan	Agenda: 1. Close Read: Facial Expressions—including fear—may not be as universal as we thought Lesson Plan	Agenda: 1. Independent Read: The Secret Life of Salvador Dalí Lesson Plan	Agenda: 1. Introduce Extended Writing Project Narrative Writing Process: Plan Lesson Plan 2. Skill: Analyzing Surrealist Literature Lesson Plan
	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity
Tier 2	Specific Resources: SS Spotlight Central and Main Idea	Specific Resources: SS Retelling and Summarizing	Specific Resources: SS Spotlight Technical Language	Specific Resources: SS Academic Vocab- Clarifying Opinions	Specific Resources: SS Organizing Narrative Writing
Enrichment	Independent Read: Dream Psychology: Psychoanalysis for Beginners Lesson Plan After reading "Dream Psychology: Psychoanalysis for Beginners," students will write a short response that demonstrates their understanding of how to use textual evidence and original commentary to support an analysis.				
ELL Considerations	Close Read: The Kiss Lesson Plan		Skill: Classroom Vocabulary Lesson Plan		Skill: Environmental Print Lesson Plan

English 2 | Unit 3: The Persistence of Memories (Thematic Unit, Quarter 3)

WEEK 7 & 8	DAY 16 Rock, Ghost, Willow, Deer: A Story of Survival	DAY 17 The God of Small Things	DAY 18 Persepolis	DAY 19 Persepolis	DAY 20 Persepolis
Focus Standards	RI.3.D (Comprehension) W.2.A (Development)	RL.2.A (Structure) RL.1.B (Word Meanings)	RL.2.D (Interaction and Meaning) RL.3.D (Comprehension)	RL.1.A (Evidence / Inference) RL.2.D (Interaction and Meaning)	RL.1.A (Evidence / Inference) RL.2.A (Structure)
Learning Objective	I can write a short personal essay that demonstrates my understanding of the importance of memories.	I can write a response explaining the meaning and significance of allusions used in the text.	I can explain how the author develops complex characters through the use of plot and key events and in Persepolis.	I can explain how the author develops complex characters through the use of plot and key events and in Persepolis.	I can analyze story structure such as parallel plots and their effect on a text.
Lesson Vocabulary	devoted, memorialized, enormous, acknowledging, coagulants, climax, conflict, exposition, falling action, inciting incident, narrative writing, resolution, rising action	abandoned, litigation, perspective, contemporary, character, conflict, context, exposition, narrator, point of view, setting, story beginning	circumspect, currency, euphoria, fatalism, observant	antagonist, character, dialogue, plot, protagonist, resolution, trait, description, dialogue, narrative techniques, pacing, plot line reflection	analyze, flashback, plot, setting, story structure, theme, clarify, coherent, cohesion, transition
Tier 1	<p>Do Now: What sort of names (and nicknames) do you have? Where did they come from?</p> <p>Agenda: 1. Skill: Organizing Narrative Writing Lesson Plan 2. Independent Read: Rock, Ghost, Willow, Deer: A Story of Survival Lesson Plan</p> <p>Exit Ticket: Complete the Your Turn/You Do Activity</p>	<p>Do Now: As a class, watch the video preview and have students read the introduction in pairs to make connections to the video preview.</p> <p>Agenda: 1. Skill: Story Beginnings Lesson Plan 2. Independent Read: The God of Small Things Lesson Plan</p> <p>Exit Ticket: Complete the Your Turn/You Do Activity</p>	<p>Do Now: When have you experienced something that changed the way you saw the world?</p> <p>Agenda: 1. Narrative Writing Process: Draft Lesson Plan Student Model 2. First Read: Persepolis Lesson Plan</p> <p>Exit Ticket: Complete the Your Turn/You Do Activity</p>	<p>Do Now: What is an example of a character you have seen in a movie, book, or television show who was memorable? What made the character memorable?</p> <p>Agenda: Skill: 1. Narrative Techniques Lesson Plan 2. Skill: Character Lesson Plan</p> <p>Exit Ticket: Complete the Your Turn/You Do Activity</p>	<p>Do Now: What is a movie, TV show, or book that tells the story of two different people at the same time? What effect does this have on the movie, TV show, or book?</p> <p>1. Agenda: Skill: Transitions Lesson Plan 2. Skill: Story Structure Lesson Plan</p> <p>Exit Ticket: Complete the Your Turn/You Do Activity</p>
Tier 2	Specific Resources: SS Introductions- Narrative Writing	Specific Resources: SS Allusions	Specific Resources: SS Spotlight Narrative Techniques	Specific Resources: SS Spotlight Narrative Techniques	Specific Resources: SS Spotlight Narrative Writing Transitions
Enrichment	Independent Read: The Immortal Life of Henrietta Lacks Lesson Plan After reading The Immortal Life of Henrietta Lacks, students will write a short response that demonstrates their understanding of how the author uses elements of informational text to establish her purpose for writing.				
ELL Considerations	First Read: Welcome to America, Mr. Harris Lesson Plan	Skill: Language Structures Lesson Plan		Skill: Main Ideas and Details Lesson Plan	Skill: Spelling Patterns and Rules Lesson Plan

English 2 | Unit 3: The Persistence of Memories (Thematic Unit, Quarter 3)

WEEK 9 & 10	DAY 21 Persepolis	DAY 22 Persepolis	DAY 23 Extended Writing	DAY 24 Extended Writing	DAY 25 Extended Writing
Focus Standards	RL.1.A (Evidence / Inference) SL.1.B (Questioning)	RL.1.A (Evidence / Inference) RL.2.B (Point of View)	W.2.A (Development)	W.2.A (Development)	W.2.A (Development) W.3.A (Revise and Edit)
Learning Objective	I can analyze the effects of the artistic mediums used to represent scenes in a graphic novel.	I can write a response in which they synthesize information from Persepolis, The God of Small Things, and Rock, Ghost, Willow Deer: A Story of Survival to show a new understanding of how memory and family connect.	I can use participles and participial phrases correctly.	I can use verb phrases correctly.	I can use noun clauses correctly.
Lesson Vocabulary	media, medium, context, descriptive detail, precise language, relevant, sensory detail	circumspect, currency, euphoria, fatalism, observant, claim, conclusion, narrative, thesis statement	participial phrase, past participle, present participle	helping verb, main verb, verb phrase	main clause, noun, noun clause, phrase
Tier 1	Do Now: What are some sensory details you notice about the room you are in? Use sensory details to describe them to a partner. To which of the five senses—sight, sound, smell, touch, and taste—do your descriptive details appeal?	Do Now: Turn to your partner and discuss a movie, TV show, or event that had a memorable ending. What made it something you could never forget?	Do Now: Review the image and definition for participles and participial phrases as a class.	Do Now: Review the image and definition for verb phrases as a class.	Do Now: Review the image and definition for noun clauses as a class.
	Agenda: 1. Skill: Descriptive Details Lesson Plan 2. Skill: Media Lesson Plan	Agenda: 1. Skill: Conclusions Lesson Plan 2. Close Read: Persepolis Lesson Plan	Agenda: 1. Grammar Skill: Participles and Participial Phrases Lesson Plan 2. Extended Writing Project: In class writing day	Agenda: 1. Grammar Skill: Verb Phrases Lesson Plan 2. Extended Writing Project: In class writing day	Agenda: 1. Grammar Skill: Noun Clauses Lesson Plan 2. Extended Writing Project: In class writing day
	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity
Tier 2	Specific Resources: SS Descriptive Details	Specific Resources: SS Spotlight Synthesizing	Specific Resources: SS Verbals- Participle Phrases	Specific Resources: SS Verbal Phrases	Specific Resources: SS Noun Clauses
Enrichment	Il Pleut (Poetry)				
ELL Considerations	Close Read: Welcome to America, Mr. Harris Lesson Plan	Extended Oral Project: Introduction Lesson Plan	Skill: Acquiring Vocabulary Lesson Plan	Extended Oral Project: Plan Lesson Plan	Skill: Sentence Lengths Lesson Plan

English 2 | Unit 4: The Ties that Bind (Thematic Unit, Quarter 4)

WEEK 1 & 2	DAY 1 The Big Idea	DAY 2 The Big Idea	DAY 3 As You Like It	DAY 4 Macbeth (1.iii)	DAY 5 Macbeth (1.iii)
Focus Standards	RI.1.A (Evidence / Inference) RI.1.D (Summarize / Claim)	RL.3.D (Comprehension) RI.1.A (Evidence / Inference)	RL.1.D (Summarize / Theme) W.2.A (Development)	RL.2.D (Interaction and Meaning) RL.2.A (Structure)	RL.1.D (Summarize / Theme) RL.1.A (Evidence / Inference)
Learning Objective	I can identify and describe characteristics of the literary period.	I can identify and describe characteristics of screenplays, comedies, tragedies, and stage plays.	I can write a short response that demonstrates their understanding of the stages of life through a personal response.	I can identify and analyze complex characters, setting, and possible conflicts in the plot of a drama.	I can objectively summarize a scene in a drama and analyze the representation of a scene in two different artistic mediums to better understand increasingly complex and diverse texts.
Lesson Vocabulary	humanism, sacred, rational, vernacular, profane, self-actualization	act, dialogue, drama, film, musical, scene, script, stage direction, adult, appendix, classic, contemporary, drama, grade, highlight, paragraph, tense, theme	mewling, quarrel, severe, shank, oblivion	rapt, fantastical, prospect, pains, prologues, commencing, antagonist, character, dialogue, plot, protagonist, resolution, trait	objective, paraphrase, summarize, media, medium
Tier 1	Do Now: Blast: The Ties That Bind Lesson Plan	Do Now: What is your favorite category, or kind, of drama—comedies, tragedies, or something else? What makes it your favorite? What are some of your favorite examples of this category?	Do Now: As a class, watch the video preview and have students read the introduction in pairs to make connections to the video preview.	Do Now: What behaviors would you consider to be bizarre, and why might they be embarrassing?	Do Now: Tell your life story in three sentences or less. How did you decide what to include? How did you decide what to leave out?
	Agenda: 1. Literary Focus: The Renaissance Lesson Plan	Agenda: Skill: 1. Recognizing Genre Lesson Plan 2. Skill: Academic Vocabulary Lesson Plan	Agenda: 1. Independent Read: As You Like It (Act II, Scene vii) Lesson Plan	Agenda: 1. First Read: Macbeth (Act I, Scene iii) Lesson Plan 2. Skill: Character Lesson Plan	Agenda: 1. Skill: Summarizing Lesson Plan 2. Skill: Media Lesson Plan
	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity
Tier 2	Specific Resources: SS Analyzing Renaissance Literature	Specific Resources: SS Recognizing Genre- Drama	Specific Resources: SS Personal Response	Specific Resources: SS Test Prep- Character	Specific Resources: SS Test Prep Theme and Summarizing
Enrichment	Independent Read: On the Painting of the Sistine Chapel Lesson Plan Skill: Analyzing Renaissance Literature Lesson Plan				
ELL Considerations	Skill: Sight Vocabulary and High-Frequency Words Lesson Plan	Skill: Making Predictions Lesson Plan	First Read: The Game Ritual Lesson Plan	Skill: Language Structures Lesson Plan	

English 2 | Unit 4: The Ties that Bind (Thematic Unit, Quarter 4)

WEEK 3 & 4	DAY 6 Macbeth (1.iii)	DAY 7 Antigone	DAY 8 Antigone	DAY 9 Antigone	DAY 10 Claudette Colvin
Focus Standards	RL.1.A (Evidence / Inference) RL.3.B (Relationships in Texts)	RL.2.B (Point of View) RL.2.A (Structure)	RL.2.B (Point of View) RL.1.B (Word Meanings)	RL.1.A (Evidence / Inference) RL.2.B (Point of View)	RI.1.D (Summarize / Claim) RI.2.B (Point of View)
Learning Objective	I can analyze details from two Shakespeare plays to make predictions based on textual evidence in a short, written response.	I can identify character traits and setting details as well as the drama's central conflict, and analyze the function of dramatic elements and structure in the drama Antigone.	I can identify and analyze the point of view and cultural experience reflected in Antigone and determine the figurative meanings of words and phrases in Antigone.	I can write a short response that analyzes how the playwright reflects cultural experiences to establish conflict and develop characters.	I can identify and describe key ideas and details while visualizing to deepen understanding and identify and analyze author's purpose and point of view.
Lesson Vocabulary	commence, pain, prologue, prospect, rapt	grievous, base, hapless, reveler, convened, act, dialogue, dramatic conventions, dramatic element, plot, scene, setting, stage direction	context, figurative language, figure of speech, metaphor, personification, simile, limited point of view, multiple points of view, narrator, omniscient point of view, point of view	base, convene, grievous, hapless, reveler	initial, jurisdiction, juvenile, battery, impacted, ostracized, pivotal, author's point of view, author's purpose
Tier 1	Do Now: Have students complete the vocabulary chart by dragging and dropping the definition and writing their sample sentences. Answers are available under the Vocabulary tab.	Do Now: Have you ever felt that a law was unjust? What was your reasoning?	Do Now: Have you ever used a phrase that someone didn't understand? Why were they not able to understand it? How did you help them understand what it meant?	Do Now: Blast: Know Your Knots Lesson Plan	Do Now: As a class, watch the video preview and have students read the introduction in pairs to make connections to the video preview.
	Agenda: 1. Close Read: Macbeth (Act I, Scene iii) Lesson Plan	Agenda: 1. Skill: Dramatic Elements and Structure Lesson Plan 2. First Read: Antigone Lesson Plan	Agenda: 1. Skill: Figurative Language Lesson Plan 2. Skill: Point of View Lesson Plan	Agenda: 1. Close Read: Antigone Lesson Plan	Agenda: 1. First Read: Claudette Colvin Explains Her Role in the Civil Rights Movement Lesson Plan 2. Skill: Author's Purpose and Point of View Lesson Plan
	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity
Tier 2	Specific Resources: SS Textual Evidence	Specific Resources: SS Spotlight Dramatic Elements and Structure	Specific Resources: SS Spotlight Figurative Language	Specific Resources: SS Analyzing Cross-Cultural Texts	Specific Resources: SS Spotlight Visualizing
Enrichment	Independent Read: Kindness Lesson Plan				
ELL Considerations	Skill: Drawing Inferences and Conclusions Lesson Plan		Skill: Possessive Case Lesson Plan		Close Read: The Game Ritual Lesson Plan

English 2 | Unit 4: The Ties that Bind (Thematic Unit, Quarter 4)

WEEK 5-6	DAY 11 Claudette Colvin	DAY 12 Claudette Colvin	DAY 13 Hotel Rwanda	DAY 14 Hotel Rwanda	DAY 15 Cherokee Family Reunion
Focus Standards	RI.1.A (Evidence / Inference) RI.3.A (Text in Forms)	RI.1.A (Evidence / Inference) RI.2.A (Structure)	RL.2.A (Structure) RL.1.A (Evidence / Inference)	RL.2.A (Structure) RL.2.D (Interaction and Meaning)	W.2.A (Development) W.3.A (Revise and Edit)
Learning Objective	I can identify and analyze informational text elements, and analyze the representation of a subject as portrayed in two different mediums and integrate information from two credible sources	I can write a short response that explains how the author uses informational text elements to achieve her purpose.	I can use textual evidence and prior knowledge to make inferences about the setting, characters, conflict, and plot events in the screenplay, and analyze how writers structure events and manipulate time to create emotional effects.	I can write a short response that analyzes how the structure of scenes and the language used contribute to the tense mood in isolated scenes of the screenplay.	I can write a short response that demonstrates my understanding of dramatic conventions by writing a scene about an emotional moment in my life.
Lesson Vocabulary	informational text, informational text elements, pertinent example, supporting evidence, media, medium	battery, impact, initial, jurisdiction, juvenile, ostracize, pivotal	refugees, profound, registry, intervention, montage, act, dialogue, dramatic element, plot, scene, setting stage direction	intervention, montage, profound, refugee, registry	hooligans, smitten, traditional, chemistry
Tier 1	Do Now: What tactics do you employ when you're trying to teach something to someone or convince them of something? Why?	Do Now: Freewrite: Give students time to reflect on how "Claudette Colvin Explains Her Role in the Civil Rights Movement" connects to the unit's essential question "What brings us back to one another?"	Do Now: What is one time you have told a friend a suspenseful story? What did you do you try and build the suspense?	Do Now: Blast: The House of Medici Lesson Plan	Do Now: When have you experienced something that caused a variety of emotions?
	Agenda: Skill: 1. Informational Text Elements Lesson Plan 2. Skill: Media Lesson Plan	Agenda: 1. Close Read: Claudette Colvin Explains Her Role in the Civil Rights Movement Lesson Plan	Agenda: 1. Skill: Dramatic Elements and Structure Lesson Plan 2. First Read: Hotel Rwanda Lesson Plan	Agenda: 1. Close Read: Hotel Rwanda Lesson Plan 2. Independent Read: Cherokee Family Reunion Lesson Plan	Agenda: 1. Introduce Extended Oral Presentation: Oral Presentation Process: Plan Lesson Plan 2. Independent Read: Cherokee Family Reunion Lesson Plan
	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity
Tier 2	Specific Resources: SS Spotlight Informational Text Elements	Specific Resources: SS Spotlight Compare and Contrast Informational Texts	Specific Resources: SS Test Prep- Dramatic Elements and Structure	Specific Resources: SS Spotlight Story Structure	Specific Resources: SS Spotlight Delivering Oral Presentation
Enrichment	Independent Read: People Should Not Die in June in South Texas Lesson Plan				
ELL Considerations	Skill: Classroom Vocabulary Lesson Plan	Skill: Using Prior Experience Lesson Plan	First Read: Twisted Texting Lesson Plan	Skill: Analyzing Expressions Lesson Plan	

English 2 | Unit 4: The Ties that Bind (Thematic Unit, Quarter 4)

WEEK 7-8	DAY 16 Funny in Farsi	DAY 17 Funny in Farsi	DAY 18 Funny in Farsi	DAY 19	DAY 20
Focus Standards	RI.1.D (Summarize / Claim) SL.1.B (Questioning) SL.1.C (Viewpoints of Others)	RI.1.A (Evidence / Inference) SL.1.B (Questioning) SL.2.C (Multimedia)	RI.1.B (Word Meanings) W.2.A (Development) SL.2.C (Multimedia)	RI.1.B (Word Meanings) W.2.A (Development) SL.2.C (Multimedia)	RI.2.C (Craft and Meaning) RI.1.A (Evidence / Inference)
Learning Objective	I can prepare to create an informational oral presentation by evaluating various media sources for reliability, credibility, bias, and fallacious reasoning.	I can prepare to give an oral presentation by structuring and organizing ideas with focus and purpose.	I can develop my drafts by considering my audience and purpose.	I can identify relationships and patterns among words that aid in their comprehension of the text.	I can write a short response that compares how language establishes a tone of embarrassment in both Funny in Farsi: A Memoir of Growing Up Iranian in America and Cherokee Family Reunion.
Lesson Vocabulary	coincidentally, consult, facilitate, negated, futile, accurate source, credible source, discrepancy, reliable source	informational text, informational text elements, pertinent example, supporting evidence, logical progression, oral presentation, pause for effect, purposeful, style, gesture, rate of speech, volume	analyze, connotation, context, context clue, denotation, audience, purpose, register, tone, vocabulary, voice	category, cause, effect, item, part, whole, word pattern	coincidentally, consult, facilitate, futile, negate
Tier 1	Do Now: When have you felt confused because you did not understand something?	Do Now: What are the characteristics of oral presentations?	Do Now: What is a phrase that you can think of that has a negative or positive emotion associated with it? How do you know what emotion is attached to the word?	Do Now: Project the Student Model or provide students with copies of the full Student Model draft, and ask them to analyze the full draft, using the questions provided in the lesson.	Do Now: Review with the class the oral presentation prompt and rubric.
	Agenda: 1. Skill: Evaluating Sources Lesson Plan 2. First Read: Funny in Farsi: A Memoir of Growing Up Iranian in America Lesson Plan	Agenda: 1. Skill: Organizing an Oral Presentation Lesson Plan 2. Skill: Informational Text Elements Lesson Plan	Agenda: 1. Skill: Considering Audience and Purpose Lesson Plan 2. Skill: Connotation and Denotation Lesson Plan	Agenda: 1. Oral Presentation Process: Draft Lesson Plan 2. Student Model 3. Skill: Word Patterns and Relationships Lesson Plan	Agenda: 1. Oral Presentation Process: Revise Lesson Plan 2. Close Read: Funny in Farsi: A Memoir of Growing Up Iranian in America Lesson Plan
	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity
Tier 2	Specific Resources: SS Evaluating Sources	Specific Resources: SS Organizing Oral Presentation	Specific Resources: SS Considering Audience/Purpose	Specific Resources: SS Extended Oral Presentation	Specific Resources:
Enrichment	Independent Read: Sábado Gigante Lesson Plan				
ELL Considerations	Skill: Visual and Contextual Support Lesson Plan		Skill: Spelling Patterns and Rules Lesson Plan		Close Read: Twisted Texting Lesson Plan

English 2 | Unit 4: The Ties that Bind (Thematic Unit, Quarter 4)

WEEK 9-10	DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
Focus Standards	W.2.A (Development) SL.2.C (Multimedia)	W.3.A (Revise and Edit) SL.2.C (Multimedia) SL.1.A (Conversations)	W.3.A (Revise and Edit)	W.3.A (Revise and Edit)	W.3.A (Revise and Edit)
Learning Objective	I can create an informational oral presentation using reasons and supporting evidence and communicate ideas effectively.	I can develop my presentations by displaying academic citations and using source materials ethically, and I can practice strategies for engaging effectively in meaningful and respectful discourse.	I can use noun phrases correctly.	I can use absolute phrases correctly.	I can use adjectival and adverbial phrases correctly.
Lesson Vocabulary	enunciation, eye contact, speaking rate, volume, argument, claim, evidence, reason	bibliography, citation, endnote, footnote, paraphrase, parenthetical documentation, plagiarism, primary source, quote, secondary source, source, academic discourse, active listening, appropriate coherence, discourse, evaluate, formal discourse, informal discourse, meaningful, respectful	adjective, collective noun, common noun, noun, noun phrase, proper noun	absolute phrase, participial phrase, participle	adjectival phrase, adjective, adverb, adverbial phrase
Tier 1	Do Now: Which do you think is the most important in an oral presentation—your voice, your posture, making good eye contact, or using clear gestures? Why?	Do Now: Which sources should you cite when you give a presentation? Why is it important to cite your sources?	Do Now: Review the image and definition for noun phrases as a class.	Do Now: Review the image and definition for absolute phrases as a class	Do Now: Review the image and definition for adjectival and adverbial phrases as a class
	Agenda: 1. Skill: Communicating Ideas Lesson Plan 2. Skill: Reasons	Agenda: 1. Skill: Sources and Citations Lesson Plan 2. Skill: Engaging in Discourse Lesson Plan	Agenda: 1. Grammar Skill: Noun Phrases Lesson Plan 2. Oral Presentation Process: In classwork day	Agenda: 1. Grammar Skill: Absolute Phrases Lesson Plan 2. Oral Presentation Process: In classwork day	Agenda: 1. Grammar Skill: Adjectival / Adverbial Phrases Lesson Plan 2. Oral Presentation Process: In classwork day
	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity	Exit Ticket: Complete the Your Turn/You Do Activity
Tier 2	Specific Resources: SS Media- Informational Texts	Specific Resources: SS Sources and Citations	Specific Resources: SS Nouns- Appositives and Appositive Phrases	Specific Resources: SS Modifiers- Absolute Phrases	Specific Resources: SS Adjectival and Adverbial Phrases
Enrichment	Close Read: La Juanita Lesson Plan				
ELL Considerations	Extended Oral Project: Introduction Lesson Plan	Skill: Acquiring Vocabulary Lesson Plan	Extended Oral Project: Plan Lesson Plan	Skill: Connecting Words Lesson Plan	

Text Complexity

One of the most common concerns with grade-level curriculum and resources is the complexity and rigor of the text selections and the corresponding learning tasks in comparison to students' reading levels. The 6th Grade ELA Standards-Based Curriculum Plan offers students a wealth of opportunities to interact with high quality texts that span a variety of genres, cultures, and eras. The selections presented in each unit and grade strike an appropriate balance of fiction, poetry, drama, argumentative, and informational texts, consistent with grade-level standards, and offer for analysis complex themes and ideas as well as compelling characters and compelling examples of craft and structure. Students explore topics in-depth through groupings of related selections that address a person, era, idea, or event from multiple perspectives and in multiple text forms.

Reading selections gradually increase in text complexity across units and grades, with challenging texts accompanied by scaffolding to aid students in grasping the full depth of their meaning over the course of a lesson. Students are asked to engage with increasingly sophisticated texts and to engage with more accessible texts in an increasingly sophisticated and deep manner.

Text complexity is determined by a combination of three factors: **quantitative** measures, **qualitative** measures, and **reader and task expectations**.

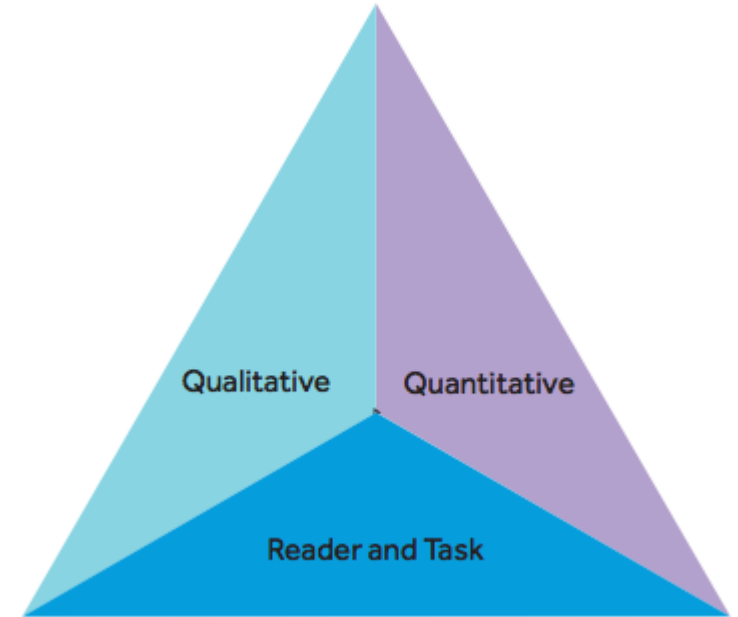
Quantitative measures refer to measurable factors that can increase a text's difficulty, such as its Lexile score, length, and date of publication.

Qualitative measures refer to structural, linguistic, or contextual elements of the text that make it more or less difficult, such as prior knowledge required or specific vocabulary terms.

Finally, reader and task expectations refer to the ways in which students are asked to interact with the text. All three factors are considered when placing texts in a particular grade or unit. A text with a low Lexile that requires significant prior knowledge and asks students to perform rigorous analysis may be more appropriate for a particular grade than a text with a higher Lexile that requires less analysis.

Regardless of a student's reading level, we have an obligation to provide daily access to grade-level text during Tier 1 instruction. If the central text is significantly above a student's instructional reading level, scaffolds and supports should be carefully planned in advance to ensure student success in accessing the text.

Model for Text Complexity



Addressing Sensitive Content

At the 6-12 level of ELA, some text selections may contain potentially objectionable language and content. These selections have been noted in the Curriculum Plan documents (Trade Book Descriptions) to ensure that teachers are fully prepared to lead discussion with students around these texts. While these topics and texts can be challenging, with adequate preparation they can yield productive and powerful conversations among students. Texts have been selected in consideration of the “windows, mirrors, curtains, and sliding glass doors” approach to text diversity and representation.

Each teacher should consider the students they are teaching when making trade book selections. If a particular text selection is likely to initiate a trauma response in several students, then a different trade book selection should be chosen. It is strongly recommended that teachers publish a list of trade book selections to be used in the course on their syllabus that is sent home for parent/guardian review. It is also worth noting that trade books do not need to be taught in their entirety. It is often very appropriate to use excerpts from a longer text to teach the focus standards. By making families aware of the text selections at the beginning of the school year, any objections to course material/resources can be highlighted early in the planning process. If several families have an objection to a text selection, the teacher may want to consider a different choice from the list of trade book options for the quarter.



The following are research-based recommendations for teaching texts that contain sensitive content. Each time component has a detailed description on the following pages.

Before Class

- teacher preparation for introducing sensitive content in the classroom

During Class

- strategies for productive conversations about sensitive content with students

During the Discussion

- easy, in-the-moment activities to help students process their thinking, express themselves compassionately, and maintain an effective discussion

After the Discussion

- strategies to support students in reflection and continued learning beyond the allotted time for classroom discussion

ADDRESSING SENSITIVE CONTENT | BEFORE CLASS

It is strongly recommended that you develop a plan to address sensitive topics with your students prior to assigning the text. The following are some suggested steps and activities to help you prepare.

Outcome

Prepare to be an active facilitator.

Suggested Strategies

- Read the text thoroughly and identify any language or content that students may find sensitive or challenging to discuss.
- Consider that the topics that you may believe are controversial or sensitive may not be the same ones that create conflict for your students.
- Construct a clear outcome for the discussions before the lesson (“By the end of the discussion...”)
- Plan how you will work with students to establish a supportive environment for the discussion, and how you will assist them in navigating sensitive content. You may utilize the strategies described below, but these are neither prescriptive nor comprehensive. Your knowledge of your students’ personalities, interests, and needs should guide your choices.

ADDRESSING SENSITIVE CONTENT | DURING CLASS

In order to fully prepare yourself and your students for reading about and discussing sensitive content, it is strongly recommended that you develop a classroom culture and a set of norms that will support challenging conversations and focus students on discussing the text. The following are some suggested steps and activities to help you collectively prepare.

Outcome

Understand the difference between intent and impact.

Suggested Strategies

- Ask students: Recall a time when someone said or did something that hurt you, and when that person found out they said, “I am sorry, I did not mean to hurt you.”
- If students struggle to recall an instance of this, provide them with a scenario: Imagine a peer hears you participating in class, and approaches you after school. This peer says “Wow, I didn’t think you were that smart!” What would be your reaction? What was this peer’s intent?

- Prompt students to discuss what this experience can teach them about the difference between intent and impact.
- Explain to students that during discussions of sensitive topics, how we say things can matter just as much or more than what we are saying.
- Remind students to be careful of the impact of their words on other people. We also must try to understand the speaker’s intent, especially when their words have a negative impact.

Discussion Norms and Agreements

Establish discussion guidelines that focus on the importance of student input and respect of individual thought.

Suggested Strategies

- As a class, work with students to generate guidelines or present a list of ground rules for the lesson and work with students to accept or modify them.
- To prepare students for co-creating norms or agreements, you could ask:
 - What is difficult about discussing [topic]?
 - What is beneficial about discussing [topic]?
 - What agreements will help address the challenge of discussing this topic while also ensuring the discussion is beneficial?
- Students should feel ownership of the discussion agreements and express them in their own language. However, it is important to ensure that most of the following suggested guidelines are covered:
 - Listen respectfully, without interrupting.
 - Listen actively with an ear for understanding others’ views.
 - Critique ideas, not individuals.
 - Base all responses in the text, by providing evidence from the text to support your reasoning/opinion.
 - Allow everyone the opportunity to speak and respect those that choose not to.
 - Avoid blame, speculation, and inflammatory language.
 - Avoid assumptions about any individual or generalizations about social groups. Do not ask individuals to speak for their perceived social group.

ADDRESSING SENSITIVE CONTENT | DURING THE DISCUSSION

While preparation is key, sensitive topics can often generate challenging emotions in the moment. The following suggestions are activities that you can utilize during the class to help your students process their thinking, express themselves compassionately, and maintain an effective discussion.

Observation Student(s) becoming less engaged and showing a decline in participation.	Suggestion <ul style="list-style-type: none"> Fist-to-Five: Have students hold up fingers to express their current level of comfort with the conversation. <ul style="list-style-type: none"> 0 = I would rather not talk about this topic. 1 = I am very uncomfortable talking about this topic. 2 = I am usually uncomfortable talking about this topic. 3 = I am sometimes uncomfortable talking about this topic. 4 = I am usually comfortable talking about this topic. 5 = I am very comfortable talking about this topic. Stop and Jot: Have students take a moment to break from the discussion and write down what they are thinking. Taking the time to journal, even for just a couple minutes, can help students focus their thinking and plan what they want to say and how to say it.
Observation Students hesitating to participate or struggling to respond to challenging discussion questions.	Suggestion <ul style="list-style-type: none"> Think, Pair, Share: <ul style="list-style-type: none"> Write the discussion question on the board. Have students answer the question by free-writing for 3 minutes. Have students share their thoughts with a partner. Have students share their thoughts whole-group. If students still struggle to participate, ask students to share something interesting that their partner said in their Pair discussion.
Observation Student(s) expressing a strong reaction to the text or to the discussion.	Suggestion <ul style="list-style-type: none"> Ask students to point to key information in the text, stating their source. You can have students do this individually or as a class. Create a list of the key points of information for the whole class to see. Then, have students distinguish between evaluative statements versus statements of opinion or experience.
Observation Student(s) expressing confusion about the sensitivity of the text or the discussion.	Suggestion <ul style="list-style-type: none"> Provide a space for students to capture thoughts (Pros/Cons, Agree/Disagree). Students may gain understanding through a Circular Response Discussion, where students share their points of view in a circular fashion throughout the classroom. Students should have the option to pass if they would like. Ask students to identify information they would like to know to clarify their understanding on questions, opinions, or comments presented, even if that information is not available in the moment.
Observation Student(s) struggling to express themselves when a challenging statement, opinion, or idea is communicated.	Suggestion <ul style="list-style-type: none"> Students may benefit from a structure in order to process challenging moments in a discussion: <ul style="list-style-type: none"> Restate: Have students say in their own words what they think they heard. The act of repetition can often help clarify misunderstandings and encourage reflection. Count: Have students contemplate for a count to 10. This will allow students to consider their responses carefully. Breathe: Have students take a deep breath before re-engaging in the discussion. This will allow students to consider how best to express their emotions. Empathize: When responding, students should have compassion for the speaker, and challenge the statement instead of the person who said it. This will help maintain a safe classroom environment while also assuming good intentions and seeking to understand
Observation Student(s) engaging in a deep discussion while others are ready to move on, or more content needs to be discussed.	Suggestion <ul style="list-style-type: none"> Stoplight: This is an effective strategy for measuring students' comfort with moving on in the conversation, especially after a challenging topic has been discussed. Students can hold up colored pieces of paper or raise their hands to indicate their position on the stoplight. <ul style="list-style-type: none"> Green: We can move on. Yellow: We can move on, but I feel some concern about moving forward. Red: I do not want to move on yet. Ask students to base all responses in the text. Consider, is there a certain level or type of evidence that you expect students to provide in their reasoning? Be prepared to bring students back to the text to ground the discussion.

ADDRESSING SENSITIVE CONTENT | AFTER THE DISCUSSION

Often, discussions around sensitive topics must come to a close before anything is resolved. The following suggestions are activities that you can utilize at the end of a discussion to encourage students to embrace and process this lack of closure.

- Wrap-Up Reflection Questions
 - Ask for student feedback. Consider the following questions:
 - What are the two most important points you learned today?
 - What important questions remained unanswered for you today?
- What did you learn specifically from what someone else said, in relation to the text, that you would not have said or thought on your own?
 - Ask students to reflect:
 - Which discussion norm do you feel was your strength today? How do you know?
 - Which discussion norm do you feel was an area for growth for you today? What could you do to make this a strength next time?
- Do you have any suggestions for how the group can better engage in similar discussions next time?
 - Ask students to journal:
 - What are you thinking that wasn't said today in class?
 - What do you know that others might not?
 - What do you want to learn?
 - What do you want to share?

The Critical Incident Questionnaire

At the end of the day (or week, or unit, or other appropriate time period), set aside 10 minutes for the group to respond in writing to a few specific questions. (This may be especially helpful to do when a class session has been particularly difficult or tense).

- At what moment were you most engaged as a learner?
- At what moment were you most distanced as a learner?
- What action that anyone in the room took did you find most affirming or helpful?
- What action that anyone in the room took did you find most puzzling or confusing?
- What surprised you most?
- Keep all responses anonymous. Collect them at the end of the period. Read and analyze the responses and compile them according to similar themes and concerns. Report back to the group at the next meeting. Allow time for comments and discussion.

St. Louis Public Schools | Blended Reading Instruction in Secondary ELA

The following resources are provided to support teachers with reading instruction.

- Please access the Readers Workshop PD presentation [here](#).
- Please access the Guided Reading 6-8 PD presentation [here](#).
- Behaviors to Notice, Note, and Teach (with Conferring Notes and Data Tracking) can be accessed [here](#).
- Reader Response Journal Topics (master list) can be accessed [here](#).
- The SLPS Readers Workshop Mini Lesson Bank can be accessed [here](#).

ANY BOOK THAT HELPS A CHILD TO
FORM A HABIT OF READING,
TO MAKE READING ONE OF HIS
DEEP AND CONTINUING NEEDS,
IS GOOD FOR HIM.
- MAYA ANGELOU

Reading Skill and Aligned ELA Missouri Learning Standard	Category	Student-Centered Learning Targets	Mini Lesson Resources	Video Teaching Tools	Independent Practice Resources	Accountable Independent Reading Resources
Previewing a Text Foundational Pre-Reading Skill	Before Reading	I can examine the layout and features of a particular text and use them to aid in my navigation of the text.	Using THIEVES to Preview Nonfiction Texts	Text Features	Prompts for a Text-Features Search Teachers will need to customize.	
Analyzing Text Features RL.1.C / RI.1.C	Before Reading	I can interpret visual elements of a text. I can draw conclusions from the visual elements of a text.	Text Features	Nonfiction Text Features Text Structure Lesson	SQ4R Template	How does the [INSERT VISUAL ELEMENT] add to your understanding?
Organizational Patterns RL.2.A / RI.2.A	Before Reading	I can analyze how the structure of a text contributes to meaning.	Organizational Patterns & Signal Words	Organizational Patterns / Text Structure	Organizational Patterns Teachers will need to customize.	Select a specific section of your text. How does the [sentence, chapter, scene, stanza, image] contribute to the overall meaning of the passage?
Anticipation Guide / Activating Prior Knowledge Foundational Pre-Reading Skill	Before Reading	I can activate prior knowledge to aid in reading comprehension.	Activating Prior Knowledge Anticipation Guides	Activating Background Knowledge	Anticipation Guide Template	Preview the text you are getting ready to read. Use the 3-2-1 method to activate your prior knowledge.
Finding Signal Words Foundational Pre-Reading Skill	Before Reading	I can identify signal words and phrases, and their purposes.	Understanding Signal Words	Transition Words in Reading and Writing	Signal Words Practice w/Key Resource designed to accompany this video .	Identify signal words in your text as you read today.
Extending Vocabulary RL.1.B / RI.1.B All ELA classrooms should have a living morphology wall.	Before Reading	I can determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.	Decoding Unknown Words	Reviewing Decoding Strategies	Decoding Strategies Checklist Graphic Organizer	Select a word from your reading today that was unfamiliar to you. What is the meaning of the word?
Context Clues RL.1.B / RI.1.B	During Reading	I can determine the meaning of words and phrases using context clues.	Context Clues	Context Clues	Context Clues Graphic Organizer	Select a word from your reading today that was unfamiliar to you. Using context clues, determine the meaning of the word.

Reading Skill and Aligned ELA Missouri Learning Standard	Category	Student-Centered Learning Targets	Mini Lesson Resources	Video Teaching Tools	Independent Practice Resources	Accountable Independent Reading Resources
Inferencing RL.1.A / RI.1.A	During Reading	I can make inferences by citing textual evidence to support an analysis of what a text says explicitly.	Inferencing	Inferences	Inferences in Literature Inference Scenarios Making Inferences from a Job Ad	Select a quote from the text where you had to make an inference. What can be inferred from "QUOTE"? What text evidence helps to support your inference?
Central Idea RI.1.D	During Reading	I can explain the central/main idea of a text.	Central Idea	Main Idea & Supporting Details	Central/Main Idea and Summarizing	Identify the main idea / central idea of the text you read today. Which sentence from your text best develops or supports that main idea / central idea?
Most/Least Important Details R.3.A.b (Grade 3)	During Reading	I can determine which details are most important.	Determining Importance	Evaluating Details to Determine Importance	Most/Least Important Ideas and Information	What details could be added to the passage to create more support for the main idea?
Visualizing Foundational Reading Skill	During Reading	I can increase comprehension of the ideas in written texts by forming pictures in my mind from the words on the page.	Visualizing	Visualizing	Practice Visualizing from Text	Complete the Visualizing Graphic Organizer as you read your independent text.
Author's Purpose R.3.A.a (Grade 3) R.3.C.d (Grade 3)	During Reading	I can read, infer, and draw conclusions to explain the author's purpose.	Author's Purpose	Analyzing Point of View, Purpose, and Rhetoric	Author's Purpose Practice	After reading the passage/text, what is the author's purpose?
Author's Point of View RL.2.B / RI.2.B	During Reading	I can explain how an author develops the narrator or speaker's point of view (perspective) in a text.	Determining Author's Point of View	Author's Point of View	Point of View Reproducibles <i>Teachers will need to customize.</i>	What is the most likely reason the author decided to tell the story from ____'s point of view?
Symbolism RL.2.C	During Reading	I can identify examples of symbolism in fictional texts.	Symbolism Symbolism Lessons	Symbolism	Symbolism	Complete the Symbolism Graphic Organizer as you read.
Theme RL.1D	During Reading	I can determine the theme(s) of a text and cite evidence to support the development of the theme(s).	Theme	Theme	Theme Graphic Organizer	What is the theme of your text? How does the author develop this theme over the course of the text?
Figurative Language RL.2.C	During Reading	I can analyze how word choice contributes to meaning.	Figurative Language	Figurative Language	Figurative Language Graphic Organizer	Complete the Figurative Language Graphic Organizer as you read.

Reading Skill and Aligned ELA Missouri Learning Standard	Category	Student-Centered Learning Targets	Mini Lesson Resources	Video Teaching Tools	Independent Practice Resources	Accountable Independent Reading Resources
Setting R.2.A.e (Grade 3)	During Reading	I can identify the setting in a fiction text. I can compare and contrast settings in various types of fiction.	Exploring Setting (3-6) Exploring Setting (9-12)	Setting, Mood, and Impacts of Character	The Importance of Setting Teachers will need to customize.	The passages [TITLE OF PASSAGE #1] and [TITLE OF PASSAGE #2] have very different settings. How do the different settings in the passages changes the idea or meaning?
Mood & Tone RL.2.C 7-12 Reading Skill	During Reading	I can analyze how specific word choices and sentence structures contribute to meaning and tone.	Tone / Mood Connotation / Denotation	Tone and Mood	Connotation & Denotation Practice	In your reading today, how does the author's word choice impact the meaning and tone?
Evaluating Arguments RI.2.D	During Reading	I can evaluate as author's argument.	Evaluating Arguments	Evaluating Arguments	Evaluating Arguments (Slide 19)	Which sentence from your text states the main claim supported in the passage? What evidence in the passage supports that claim?
Supporting Ideas with Text Evidence RL.1.A / RI.1.A	During Reading After Reading	I can cite textual evidence when analyzing a text.	Supporting Ideas with Evidence	Citing Textual Evidence Looking Back at the Text for Evidence	Supporting Details Graphic Organizer	What conclusions can be drawn based on your reading today? Use evidence to support your ideas.
Responding to Text RL.1.A / RI.1.A	After Reading	I can make a personal connection to a topic by expressing my opinions, demonstrating my understanding of the text, and making connections to my prior knowledge and experience.	Using RACE	RACE Strategy	RACE: Cell Phones in Schools RACE: Blank Template	Use the RACE Template to respond to the prompt provided by your teacher.
Drawing Conclusions RL.1.A / RI.1.A	After Reading	I can read and respond to important concepts and issues, making inferences and drawing conclusions.	Making Inferences & Drawing Conclusions Guidebook	Drawing Conclusions	Template for Drawing Conclusions	Use the Template for Drawing Conclusions as directed by your teacher.
Comparing & Contrasting RL.3.A / RI.3.B RL.3.B / RI.3.B	After Reading	I can compare and contrast texts.	Comparing & Contrasting	Compare and Contrast	Comparing & Contrasting Graphic Organizer	Create a Venn Diagram comparing two characters or events from your text.
Reading Informational Texts RI.1.A RI.3.D	Reading Different Text Forms	I can use before / during / after strategies for reading informational texts.	Close Reading Information Texts	Reading Informational Text	Informational Text Analysis	Informational Text Analysis

Reading Skill and Aligned ELA Missouri Learning Standard	Category	Student-Centered Learning Targets	Mini Lesson Resources	Video Teaching Tools	Independent Practice Resources	Accountable Independent Reading Resources
Reading Literary Texts RL.1.A RL.3.D	Reading Different Text Forms	I can use before / during / after strategies for reading literary texts.	Close Reading of Literary Texts	Reading Literature	Reading Literature Analysis	Reading Literature Analysis
Choosing an Appropriate Text R.1.D.a (Grade 3)	Foundational	I can choose a book appropriate to my reading level and interest.	Choosing a Text	Finding "Just Right" Books	N/A	Reflect on the book you are currently reading. How do you know that this book is a good fit for you? What strategies did you use to select the book?
Building Reading Stamina R.1.D.a (Grade 3)	Stamina	I can engage fully in reading to build stamina.	Engaged Reading to Build Stamina	Reading Stamina	Reading Stamina Chart	Track your reading stamina daily.
Summarizing Fiction RL.1.D	Reading Different Text Forms	I can summarize a text.	Summarizing Fiction	Summarizing Fiction	Summarizing Fiction Graphic Organizer	Summarize your reading from today.
Summarizing Non-Fiction RI.1.D	Reading Different Text Forms	I can summarize a text.	Summarizing Non-Fiction	Summarizing Non-Fiction	Fishbone Graphic Organizer	Summarize your reading from today.
Internal & External Conflict in Literature RL.2.B	Reading Different Text Forms	I can identify examples of internal and external conflict in a literary text.	Internal & External Conflict	Internal vs External Conflict	Conflict T-Chart	As you read, complete the Conflict T-Chart to chart internal and external conflict in the text.

DESE Item Specification Documents

Grade K ELA	Grade 3 ELA	Grade 6 ELA	Grade 9-10 English
Grade 1 ELA	Grade 4 ELA	Grade 7 ELA	Grade 11-12 English
Grade 2 ELA	Grade 5 ELA	Grade 8 ELA	

DESE Standards Documents

Missouri Learning Standards K-5 PDF	Missouri Learning Standards 6-12 Word	Missouri Learning Standards Grade 6 (with examples)	Missouri Learning Standards Grade 9-10 (with examples)
Missouri Learning Standards K-5 Word	Missouri Learning Standards 6-12 Word	Missouri Learning Standards Grade 7 (with examples)	Missouri Learning Standards Grade 11-12 (with examples)
Missouri Learning Standards K-5 (with examples)	Missouri Learning Standards Vertical Progressions 6-12 PDF	Missouri Learning Standards Grade 8 (with examples)	Missouri Learning Standards K-12 Excel
Leverage Learning in English Language Arts (DESE)	Missouri State Literacy Plan (DESE) Under Review for Revision	ELA Priority Standards K-12 Vertical Alignment (DESE)	ELA K-12 MO LEAP Blocks (DESE)

Resources to Support Family Engagement and Content Importance (English Language Arts)

Planning for College & Career

At the beginning of high school, sit down with your child's teachers, counselor, or other advisor to discuss what it will take for your child to graduate, your child's goals, and his or her plans after high school. Create a plan together to help your child reach these goals, and review it every year to make sure he or she is on track.

This plan should include:

- An appropriate course sequence to meet your child's goals. For example, if your child wants to study biosciences in college, he or she will likely need additional or advanced math and science courses in high school to be prepared for college-level coursework.
- The most appropriate extracurricular activities for your child to participate in. For example, if your child is interested in journalism or photography, encourage him or her to sign up for the school newspaper or yearbook. These activities will help your child expand his or her learning outside of school and may help foster new hobbies or interests.
- Ways you can help your child prepare for college or career. For example, if your child is interested in a particular field, look to see if internships exist to build his or her work experience in that subject area. Look for college fairs to attend, and encourage your child to visit colleges he or she might be interested in.
- Finding ways to pay for college or advanced training. College can be expensive, but there are lots of ways to get financial help, such as scholarships, grants, work study programs, and student loans. You just need to make the time for you and your child to do the research. You can start by helping your child fill out the FAFSA (Free Application for Federal Student Aid) during his or her senior year. Visit www.fafsa.ed.gov for help and more information on FAFSA and financial aid.

Career Readiness

Skills employers look for as it relates to English Language Arts:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. ability to work in a team 2. ability to read and understand manuals 3. ability to follow directions 4. ability to make decisions 5. ability to plan, organize and prioritize work 6. ability to obtain and process information | <ol style="list-style-type: none"> 7. ability to communicate verbally with people 8. technical knowledge related to the job 9. proficiency with computer software programs 10. ability to create and/or edit written reports 11. ability to create and give a speech on a specific topic 12. ability to use critical-thinking, problem-solving, and analytical skills |
|--|---|

Talking to Your Child's Teacher

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In high school, these include:

- Focusing, reading deliberately and slowly, and rereading (when necessary) complex fiction and nonfiction materials
- Becoming skilled at gathering information, evaluating sources, and citing material accurately
- Asserting and defending claims, conveying what he or she understands about what he or she has read and researched
- Speaking clearly and appropriately, listening attentively when discussing findings and evidence, and building on others' good ideas while expressing his or her own ideas persuasively
- Learning to see individual words as part of a network of other words — e.g., words that have similar literal meanings but different connotations (e.g., bullheaded, willful, firm, persistent, resolute)

Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?

Help Your Child Learn at Home

At home, you can play an important role in setting high expectations and supporting your child in meeting them. If your child needs a little extra help or wants to learn more about a subject, work with his or her teacher to identify opportunities for tutoring, to get involved in clubs after school, or to find other resources.

Adapted From: "Parents' Guides to Student Success - Family Resources" *National PTA*, 2023, <https://www.pta.org/home/family-resources/Parents-Guides-to-Student-Success>.