

English I 2025-2026 YEAR-AT-A-GLANCE								
ESSENTIAL UNITS OF STUDY	EUS #1 - Setting up Systems and Launching Workshop: A Study of Independent Reading and Writing	EUS #2 - Literary Fiction: A Study of Author and Reader Perspectives	EUS #3 - Dramatic Moves: A Study of Text Structures Yesterday, Today, and Tomorrow	EUS #4 - Poetic Moves: A Comparative Study across Genres	EUS #5 - Elevating Your Voice: A Study of Argument and Composition	EUS #6 - Diving Deep into Inquiry: A Study of Research and Argument	EUS #7 - Testing as a Genre	EUS #8 - Launching into Summer: A Study of Personal Expression
TIMEFRAME	1st Grading Cycle	1st/2nd Grading Cycles	2nd/3rd Grading Cycles	3rd Grading Cycle	4th Grading Cycle	4th/5th Grading Cycles	5th Grading Cycle	6th Grading Cycle
	Aug 13 - Sep 12 11 A/11 B days	Sept 15 - Oct 24 13 A/13 B days District Assessment #1 window: Oct 8 - Oct 15* Scores due by Oct 24	Oct 27 - Nov 14 7 A/6 B days	Nov 17 - Dec 19 9.5 A/10 B days	Jan 6 - Feb 11 13 A/13 B days District Assessment #2 window: Feb 4 - Feb 11* Scores due by Feb 20	Feb 17 - Apr 2 14 A/13 B days	Apr 7 - Apr 17 4 A/5 B days STAAR testing window Apr 7-17**	Apr 20 - May 29 14.5 A/14 B days
CONTENT TOPICS	What are we reading?					What are we reading?		
	- Sample Reader’s/Writer’s Notebooks - Variety of print, digital, and multimodal texts focusing on personal expression - Student-selected independent reading/choice book	- Variety of literary texts focusing on genre characteristics and author’s craft Book club #1 selection: Students form into book clubs focusing on theme and relation El Fall Book Club Titles, Awards, Reviews - Literary Fiction: A Study of Author and Reader Perspectivesships between characters - Student-selected independent reading/choice book	- Variety of dramas or drama excerpts focusing on the function of dramatic conventions and narrative techniques and structures - Optional teacher-selected whole-class play or book study #1 chosen from the Whole-Class Approved Book List - Student-selected independent reading/choice book	- Variety of poetry in multiple poetic forms focusing on author’s purpose and message, use of language, and structure - Student-selected independent reading/choice book	- Variety of print, digital, and multimodal argumentative texts focusing on genre characteristics, the author’s claim/argument, and ways in which claims/arguments are constructed and supported Book club #2 selection: Students form into book clubs focusing on argument/ support and author’s craft - Student-selected independent reading/choice book	- Variety of print, digital, and multimodal informational and argumentative texts focusing on genre characteristics and structures - Variety of infographics, charts, graphs, etc. - Student-selected independent reading/choice book	- Variety of literary, informational, and argumentative texts - STAAR test blueprint - STAAR scoring guide (rubrics and sample responses) - Sample STAAR format questions - Student-selected independent reading/choice book	- Book reviews and book trailers - Choose and begin student-selected summer independent reading/choice book - Optional teacher-selected whole-class book study #2 chosen from the Whole-Class Approved Book List
	What are we writing?					What are we writing?		
	- Reader’s/Writer’s Notebook entries - Response to text - Informal personal expression piece (personal essay, poetry, song, artwork, argument, multigenre, multimodal, etc.) - Experiment with ending punctuation and beginning of sentences to show connections using the <i>Patterns of Power</i> process	- Reader’s/Writer’s Notebook entries - Response to text - Spoken word “book slam” - Students recommend or advocate for a chosen book - Experiment with prepositions, and colons to introduce quotations and lists using the <i>Patterns of Power</i> process	- Reader’s/Writer’s Notebook entries - Response to text - Original drama scene or short story on topic of choice, featuring narrative techniques and structures - Experiment with punctuating dialogue, independent clauses, subordinate clauses, and appositive phrases using the <i>Patterns of Power</i> process	- Reader’s/Writer’s Notebook entries - Response to text - Original poem on topic of choice - Experiment with parallel structures and repeating structures using the <i>Patterns of Power</i> process	- Reader’s/Writer’s Notebook entries - Response to text - Argumentative text that supports or challenges a topic presented in the student’s book club selection - Experimenting with using semicolons to combine, commas to enclose, and ellipses to omit using the <i>Patterns of Power</i> process	- Reader’s/Writer’s Notebook entries - Response to text - Infographic based on research topic of choice - Evidence-based argument based on research topic of choice that includes response to counterarguments	- Reader’s/Writer’s Notebook entries - Response to text - STAAR prompt response (Short Constructed and Extended Constructed Response)	- Reader’s/Writer’s Notebook entries - Response to text - Present a book talk and/or a book recommendation letter to next year’s students
UNIT-SPECIFIC FOCUS TEKS	3A - independent reading 5B - respond to texts 10B - compose informational texts	6A - analyze how themes are developed through characterization and plot 6B - analyze character development	6C- analyze and compare linear to nonlinear plot development 7C - analyze the function of dramatic conventions 8B - analyze use of text structure to achieve author’s purpose 10A - compose fiction	7B - analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms 8B - analyze use of text structure to achieve author’s purpose 8D - analyze how the author’s use of language achieves specific purposes 8F - analyze how the author’s diction and syntax contribute to the mood, voice, and tone of a text	5J - defend or challenge the authors’ claims using relevant text evidence 7E - analyze characteristics and elements of argumentative texts 8G - explain the purpose of rhetorical devices 10C - compose argumentative texts	4H - synthesize information from two texts to create new understanding 7D - analyze characteristics and elements of informational texts 10B - compose informational texts 10C - compose argumentative texts 11A - develop questions for inquiry 11F - synthesize information from multiple sources 11G- examine sources for credibility, bias, and reasoning	understand the testing framework practice test-taking skills	3A - independent reading 10D - compose correspondence
ON-GOING LITERACY TEKS	1ABCD, 2ABC, 3A, 4ABCDEFGHI, 5ABCDEFGHIJ, 7AF, 8ADF, 9ABCDE, 11ABCDEFGHI							
RESOURCES	<i>A Guide to the Reading Workshop</i> by Lucy Calkins and Mary Ehrenworth <i>Critical Literacy: Unlocking Contemporary Fiction</i> by Mary Ehrenworth, Sonja Cherry-Paul, and Heather Burns <i>StudySync</i> online by McGraw-Hill <i>Patterns of Power: Teaching Grammar Through Reading and Writing (grades 9-12)</i> by Jeff Anderson, Travis Leech, and Holly Durham <i>Scholastic Choices Magazine</i>				<i>A Guide to the Reading Workshop</i> by Lucy Calkins and Mary Ehrenworth <i>Essential Research Skills for Teens</i> by Mary Ehrenworth and Marc Todd <i>StudySync</i> online by McGraw-Hill <i>Patterns of Power: Teaching Grammar Through Reading and Writing (grades 9-12)</i> by Jeff Anderson, Travis Leech, and Holly Durham <i>Scholastic Choices Magazine</i>			

*district assessment window begins and/or ends mid-week due to student/staff holiday

***STAAR online testing window for English courses (grades 6-10) is April 7-17, 2026. Campuses decide which day they will test within that window.