



## 2021-2022 English II: Unit 02

**Dates: 9/7-10/21**

Fall Curriculum Based Assessment#1: 9/13-9/17 • Writing Portfolio Inventory #1 10/1-10/15 • Fall District Assessment 10/26-11/5

<b>Unit Title</b>	<b>Inside the Nightmare (Fiction &amp; Poetry)</b> Suggested Duration: 32 days
<b>Unit Summary</b>	Fear is an enduring thematic concept across different forms of writing. This unit will explore the idea of fear through magical realism and gothic literature, supported by informational texts and poetry. Students will review the elements of fiction and learn to compare and contrast themes across different genres and time periods. A specific focus will be on diction, syntax, and how they contribute to the tone and mood of a work.
<b>Big Ideas</b>	<p>Content</p> <ul style="list-style-type: none"><li>• Writers use various language techniques to shape the perceptions of their readers and provoke an emotional response.</li><li>• Authors make purposeful choices with word choice and text structure.</li><li>• Historical and cultural context influence the language, craft, and theme of a text.</li><li>• Comparing thematically similar texts enables a reader to develop a deeper understanding of a subject.</li><li>• Writers use various punctuation techniques to add depth and style to their writing.</li></ul> <p>Thematic</p> <ul style="list-style-type: none"><li>• Fear is an enduring concept in writing throughout history and across the world.</li><li>• When our imaginations overcome our capacity to reason, we can act in irrational and unexpected ways.</li></ul>
<b>Essential Questions</b>	<p>Content</p> <ul style="list-style-type: none"><li>• How do writers use language to shape readers' perceptions and provoke an emotional response?</li><li>• How does an understanding of historical and cultural context help a reader interpret a text?</li><li>• How do authors convey similar themes across genres?</li><li>• How can I add depth and style to my writing with commas, parenthesis, colons and semicolons?</li></ul> <p>Thematic</p> <ul style="list-style-type: none"><li>• What is the allure of fear?</li><li>• What can happen when imagination overcomes reason?</li></ul>
<b>Core Competencies</b>	<p>Students will read texts that explore the attraction of fear in art and in life and develop unique perspectives. They will communicate their learning by:</p> <p>Formative:</p> <ul style="list-style-type: none"><li>• Analyzing how an author uses characters and events to develop themes.</li><li>• Recognize and analyze elements of different genres, including Gothic Literature, Magical Realism, poetry, and informational texts.</li><li>• Read a self-selected text independently and make meaningful connections to other texts and ideas.</li><li>• Writing responses that includes analysis, connections, summary, and annotations to demonstrate understanding.</li></ul>



	<ul style="list-style-type: none"> <li>Identify and explain different points of view and their importance to a text.</li> <li>Explain the author's use of literary devices and their purpose.</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>Students will demonstrate mastery of unit content on STAAR-aligned <u>curriculum based assessments</u></li> <li><u>Compose a short constructed response</u> that analyzes how settings and events in a story impact character development.</li> <li><u>Compose a short constructed response</u> that analyzes how the tone affects what readers understand and feel about the characters.</li> <li>Students will use the writing process to produce a focused, structured essay that discusses the following question: What can happen when imagination overcomes reason? This is to be included in the <u>writing portfolio</u>.</li> </ul>				
<b>Vocabulary</b> * used on STAAR	<table border="1"> <thead> <tr> <th data-bbox="453 435 1192 500">Unit Vocabulary</th><th data-bbox="1192 435 2028 500">Spiraled</th></tr> </thead> <tbody> <tr> <td data-bbox="453 500 1192 660">context, figurative meaning*, synthesize, message*, theme*, characterization*, cultural setting(s), historical setting, line*, poet, stanza*, structure, author's purpose*, thesis*, quotation*, quote*, references, shift*, voice, simile*, metaphor*, self-selected, compare*, contrast*, interpretive response, draft, publish, purpose</td><td data-bbox="1192 500 2028 660">connotative, denotative, annotate, genre*, prediction, evidence*, inference, plot*, theme*, paraphrase, summarize*, tone*, organization, revise*, edit*, syntax*, mood*, diction*</td></tr> </tbody> </table>	Unit Vocabulary	Spiraled	context, figurative meaning*, synthesize, message*, theme*, characterization*, cultural setting(s), historical setting, line*, poet, stanza*, structure, author's purpose*, thesis*, quotation*, quote*, references, shift*, voice, simile*, metaphor*, self-selected, compare*, contrast*, interpretive response, draft, publish, purpose	connotative, denotative, annotate, genre*, prediction, evidence*, inference, plot*, theme*, paraphrase, summarize*, tone*, organization, revise*, edit*, syntax*, mood*, diction*
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context, figurative meaning*, synthesize, message*, theme*, characterization*, cultural setting(s), historical setting, line*, poet, stanza*, structure, author's purpose*, thesis*, quotation*, quote*, references, shift*, voice, simile*, metaphor*, self-selected, compare*, contrast*, interpretive response, draft, publish, purpose	connotative, denotative, annotate, genre*, prediction, evidence*, inference, plot*, theme*, paraphrase, summarize*, tone*, organization, revise*, edit*, syntax*, mood*, diction*				

NEW (N)	PRIORITY STANDARDS	Skill(s):	Content(s):	Context(s):	STAAR Stems	
	E2.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:					
	E2.1A: engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;	Engage  Taxonomy: Understand ing Applying	Meaningful and respectful discourse: <ul style="list-style-type: none"><li>Listening actively</li><li>Responding appropriately</li><li>Adjusting communication</li></ul>	To develop oral language		
	E2.1D: participates collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.	Participate  Taxonomy: Creating	Collaboratively <ul style="list-style-type: none"><li>Building ideas of others</li><li>Contributing relevant information</li></ul>	To develop oral language		



			<ul style="list-style-type: none"> <li>Developing a plan for consensus building</li> <li>setting ground rules for decision making</li> </ul>			
	<b>E2.2:</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:					
	E.2.2B: analyze context to distinguish among denotative, connotative, and figurative meanings of words;	analyze  (taxonomy: analyzing )	context	To distinguish among <ul style="list-style-type: none"> <li>Denotative</li> <li>Connotative</li> <li>Figurative meaning</li> </ul> of words		
	<b>E2.4:</b> Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:					
	E2.4C: make, correct, or confirm predictions using text features, characteristics of genre, and structures	Make Correct Confirm  Taxonomy: Creating	Predictions using: <ul style="list-style-type: none"> <li>Texts features</li> <li>Characteristics of genre</li> <li>Structures</li> </ul>	To develop and deepen comprehension		
	E2.4D: create mental images to deepen understanding;	Create  Taxonomy: Creating	Mental images	To develop and deepen comprehension		
	E2.4E: make connections to personal experiences, ideas in other texts, and society;	Make  Taxonomy: Applying	Connections to <ul style="list-style-type: none"> <li>Personal experiences</li> <li>Ideas in other texts</li> <li>Society</li> </ul>	To develop and deepen comprehension		



	E2.4F make inferences and use evidence to support understanding	make, use (taxonomy: create, apply)	inferences evidence	support understanding to	What is a difference in how the two selections portray ____?  What does paragraph ____ reveal about ____?	
	E2.4G evaluate details read to determine key ideas	evaluate, read  (taxonomy: evaluating)	details	to determine key ideas	Both selections use ____ (e.g. imagery) to convey a sense of ____?	
	E2.5: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:					
	E2.5B write responses that demonstrate an understanding of the text, including comparing sources within and across genres	write (taxonomy: create, understanding)	responses	that demonstrate an understanding of the text; compare sources within and across genres		
	E2.5C: use text evidence and original commentary to support an interpretive response;	Use  Taxonomy : Evaluating	Text evident and original commentary	To support an interpretive response		
	E2.5D paraphrase, or summarize texts in ways that maintain meaning and logical order	paraphrase, summarize (taxonomy: remember, understand, create)	texts	to maintain meaning and logical order	Which of the following is the best summary of the ____ (article, essay, selection, etc.)?	



E2.6: :Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:						
E2.6B: analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;	Analyze  Taxonomy Analyzing	How authors develop complex yet believable characters, including archetypes, through historical and cultural setting and events	To recognize and analyze literary elements			
E2.6C: analyze isolated scenes and their contribution to the success of the plot as a whole;	Analyze  Taxonomy : Analyzing	Isolated scenes and their contribution	To the success of the plot as a whole			
E.2.7: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:						
E2.7B: analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;	Analyze  Taxonomy: Analyzing	The effects of <ul style="list-style-type: none"> <li>• Metrics</li> <li>• Rhyme scheme</li> <li>• Types of rhymes</li> <li>• End</li> <li>• Internal</li> <li>• Slant</li> <li>• Eye</li> </ul> And other conventions in poems across a variety of poetic forms	To recognize and analyze genre-specific <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Structures</li> <li>• Purposes</li> </ul>			



	2.8: Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the author's choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies the author's craft purposefully in order to develop his or her own products and performances. The student is expected to:					
	E2.8A analyze the author's purpose, audience, and message within a text	analyze (taxonomy: analyze)	author's purpose audience message	within a text		
	E2.8D: analyze how the author's use of language informs and shapes the perception of readers;	Analyze  Taxonomy : Analyzing	How the author's use of language informs the shapes the perception of readers	To analyze author's purpose and craft		
	E2.8E: analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;	Analyze  Taxonomy : Analyzing	The use of literary devices such as: <ul style="list-style-type: none"> <li>• Irony</li> <li>• Sarcasm</li> <li>• Motif</li> </ul>	To achieve specific purposes		
	E2.8F: analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	Analyze  Taxonomy : Analyzing	How the author's diction and syntax contribute to the mood, voice, and tone of a text	To the mood, voice, and tone of a text		
	2.9: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:					
	E2.9A: plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing	plan  taxonomy: analyze, create	A piece of writing appropriate for various purposes audiences by generating ideas	to compose multiple texts		



			through a range of strategies such as <ul style="list-style-type: none"><li>• Brainstorming</li><li>• Journaling</li><li>• Reading</li><li>• Discussing</li></ul>			
	E2.9B: develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: Bi: using an organizing structure appropriate to purpose, audience, topic, and context	Develop  Taxonomy: Creating	Drafts into a focused structured, and coherent piece of writing in timed and open-ended situations <ul style="list-style-type: none"><li>• using an organizing structure appropriate to purpose, audience, topic, and context;</li></ul>	to compose multiple texts		
	E2.9B: develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: Bii: developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	Develop  Taxonomy: Creating	Drafts into a focused structured, and coherent piece of writing in timed and open-ended situations <ul style="list-style-type: none"><li>• developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;</li></ul>	to compose multiple texts		
	E2.9C: revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel	Revise  Taxonomy:	Improve <ul style="list-style-type: none"><li>• Clarity</li><li>• Development</li></ul>	to improve multiple drafts		



	constructions and placement of phrases and dependent clauses	Creating	<ul style="list-style-type: none"> <li>• Organization</li> <li>• Style</li> <li>• Diction</li> <li>• Sentence effectiveness</li> </ul>			
	E2.9Di: edit drafts using standard English conventions, including: a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;	Edit  Taxonomy: Creating	Drafts using standard English conventions: a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;	to edit multiple texts		
	E2.9Div: edit drafts using standard English conventions, including: correct capitalization	Edit  Taxonomy: Creating	Drafts using standard English conventions: correct capitalization	to edit multiple texts		
	E2.9C: revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;	Revise  Taxonomy: Creating	Drafts	To improve <ul style="list-style-type: none"> <li>• Clarity</li> <li>• Development</li> <li>• Organization</li> <li>• Style</li> <li>• Diction</li> <li>• Sentence effectiveness</li> </ul>		
	E2.10: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:					
	E2.10B: compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft	compose (taxonomy: create)	informational texts (explanatory essays, reports, personal essays etc.)	using genre characteristics and craft		





NEW (N)	ADDITIONAL STANDARDS	Skill(s):	Content(s):	Context(s):	STAAR Stem
	E2.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:				
	E2.1A: engage in meaningful and respectful discourse by listening, responding appropriately, and adjusting communication to audiences and purposes	engage (taxonomy: apply)	meaningful and respectful discourse	By: i. listening; ii. responding appropriately; iii. adjusting communication to audiences and purposes.	
	2.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:				
	E2.2C determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état	determine (taxonomy: evaluate)	meaning	of: foreign words or phrases used frequently in English (pas de deux, status quo, déjà vu, avant-garde, coup d'etat, etc)	
	2.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-level text with fluency and comprehension. The student is expected to:				
	E2.3A self-select text and read independently for a sustained period of time	self-select, read (taxonomy: apply)	a text, independently	for a sustained period of time	
	E2.4: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:				
	E2.4A establish purpose for reading assigned and self-selected texts	establish (taxonomy: evaluate)	purpose	for reading assigned and self-selected texts	
	E2.4B generate questions about text before, during, and after reading to deepen understanding and gain information	generate (taxonomy: create)	questions about a text	Time: before, during, after reading To: i. deepen	



				understanding; ii. gain information	
	E2.4D create mental images to deepen understanding	create	mental images	to deepen understanding	
	E2.4E make connections to personal experiences, ideas in other texts, and society	make (taxonomy: create)	connections	to: i. personal experiences; ii. ideas in other texts; iii. society	
N	E2.4I: monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	monitor make (taxonomy: evaluate, apply)	comprehension adjustments	when understanding breaks down by: i. re-reading; ii. using background knowledge; iii. checking for visual cues; iv. asking questions	
	E2.5: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:				
	E2.5E interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating	interact (taxonomy: analyze, evaluate, create)	sources (text)	in meaningful ways. By: i. note taking; ii. freewriting; iii. illustrating	
	E2.5F respond using acquired content and academic vocabulary as appropriate	respond (taxonomy: apply)	using acquired content and academic vocabulary	as appropriate	
	E2.5H respond orally or in writing with appropriate register, vocabulary, tone, and voice	respond (taxonomy: apply)	orally or in writing	with appropriate: i. register; ii. vocabulary; iii. tone; iv. voice	
	E2.6: :Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:				



	E2.6A: analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;	Read Analyze  Taxonomy: Analyzing	How themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures	To recognize and analyze literary elements	
	E2.6D: analyze how historical and cultural settings influence characterization, plot, and theme across texts.	Analyze  Taxonomy: Analyzing	How historical and cultural settings influence characterization, plot, and theme across texts	To recognize and analyze literary elements	
	E2.9: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:				
	E2.9D: edit drafts using standard English conventions including:	edit (evaluate)	drafts	using standard English conventions including:	
	E2.9Div correct capitalization			correct capitalization	How should sentence ____ be changed?
	E2.9Dv punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate			punctuation. Including: i. commas; ii. semicolons; iii. colons; iv. dashes; v. parentheses (to set off phrases and clauses as	What change, if any, is needed in sentence ____?


[Yag/Overview](#)
[Vertical Alignment](#)
[ELPS](#)
[Unit Resources](#)
[Assessment Calendar](#)
[Feedback Form](#)

				appropriate)	
	E2.9Dvi correct spelling			correct spelling	What change, if any, is needed in sentence ___?
	2.10: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:				
	E2.10B compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft	compose (taxonomy: create)	informational texts (explanatory essays, reports, personal essays etc.)	using genre characteristics and craft	

REQUIRED RESOURCES (READING INSTRUCTION) <i>Measuring Up Model Lessons are used to introduce a skill or standard.</i>	SUGGESTED PAIRED TEXTS <i>Paired Texts are used to complement and enrich instruction following the Measuring Up Model Lesson.</i>
<b>Measuring Up</b> Lesson 5 (Compare/Contrast Theme) Lesson 6 (Synthesize) Lesson 13 (Tone) Lesson 9 (Poetry)  <b>Fiction (SAVAAS Resource)</b> The Necklace Harrison Bergeron The Metamorphosis  <b>Informational Text</b> "The Complexity of Fear" (CommonLit) "Why Is It Fun to Be Frightened?" (CommonLit) "9/11/2001" (CommonLit)	<ul style="list-style-type: none"> <li>• Gothic Story: <i>The Fall of the House of Usher</i>, Edgar Allan Poe (1410L)</li> <li>• Magical Realist Story: <i>House Taken Over</i>, Julio Cortazar (1030L)</li> <li>• <i>Masque of the Red Death</i>, Edgar Allan Poe</li> <li>• <i>The Tell-Tale Heart</i>, Edgar Allan Poe</li> <li>• <i>Cask of Amontillado</i>, Edgar Allan Poe</li> <li>• Short Story: <i>Where is Here?</i>, Joyce Carol Oates (950L)</li> <li>• Poetry Collection: <i>beware: do not read this poem</i>, Ishmael Reed (NP)*</li> <li>• Poetry Collection: <i>The Raven</i>, Edgar Allen Poe (NP)</li> <li>• Poetry Collection: <i>Windigo</i>, Louise Erdrich (NP)</li> <li>• My Introduction to Gothic Literature (900L)</li> <li>• Short Story: <i>The Feather Pillow</i>, Horacio Quiroga, translated by Margaret Sayers Peden (990L)*</li> <li>• Short Story: <i>Mrs. Vargas and the Dead Naturalist</i>, Kathleen Alcala (950L)</li> <li>• <i>The Night Face Up</i>, Julio Cortazar</li> <li>• <i>A Rose for Emily</i>, William Faulkner</li> <li>• <i>The Yellow Wallpaper</i>, Charlotte Perkins Gilman</li> </ul>

## INSTRUCTIONAL STRATEGIES



**TIER 1 INSTRUCTION**  
ALL STUDENTS

**Tier I:** All students receive guided (or modeled) support during whole-class instruction with use of responsive teaching strategies.

**Responsive Teaching: Critical Reading/Writing & Structured Frequent Talk**

Before Reading Strategies	During Reading Strategies	Writing Strategies	Discussion Strategies
<ul style="list-style-type: none"> <li>• <a href="#">Anticipation Guides</a></li> <li>• Pre-teach Vocabulary (<a href="#">Marzano's 6 Step Vocabulary Development</a>)</li> <li>• <a href="#">Preview</a> and Predict</li> </ul>	<ul style="list-style-type: none"> <li>• Chunking and annotating</li> <li>• Guided Reading with <a href="#">Think Aloud</a></li> <li>• Active Reading with <a href="#">Reciprocal Teaching</a></li> <li>• Active Reading with <a href="#">Say Something</a></li> <li>• <a href="#">Dialectical Journals</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Structured Writing</a> tasks</li> <li>• <a href="#">Sentence Stems</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">QSSSA</a></li> <li>• Talk-Read-Talk-Write <a href="#">Strategy</a></li> <li>• <a href="#">Philosophical Chairs</a></li> <li>• <a href="#">Gallery Walk</a></li> </ul>

**Elements of Fiction (in Gothic Literature):**

- Review elements of fiction (protagonist, antagonist, characters, setting, conflict, plot, exposition, rising action, climax, falling action, resolution, theme) using anchor text as example.
- Define genre of gothic literature.
- **Reader Response:** Who is the protagonist of the story? How would you describe the setting? Briefly explain the plot of the text (beginning, middle, end). What is the conflict of the story? Did you expect the ending of the story? Why or why not? What is the theme of the text? Can you think of another work with a similar theme?

**Tone, Mood, and Diction:**

- Provide students with a word list. Have them identify in their groups if words are positive, negative, or neutral. Extend learning by use of [madlibs](#) style activity.
- Introduce diction, syntax, and mood (example: [video](#)). Teacher models using diction and syntax to identify mood. Students practice as a class (example: [Jamboard](#)).
- Model marking diction for tone/mood/diction in specific whole class text. (Example: highlight words that convey eerie/ominous mood in Poe).
- **Reader Response:** What is the mood of this excerpt? What words/phrases contribute to the mood?
  - The mood of this excerpt is \_\_\_\_\_. The words \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ contribute to the \_\_\_\_\_ mood.

**Comparing and Contrast Themes Across Time Periods:**

- Introduce the concept with Measuring Up Lesson 5.
- Review concept of theme within a work of fiction.
- Use T-chart to compare and contrast themes between two texts.
- **Reader Response:** What is the common theme in \_\_\_\_\_ and \_\_\_\_\_? How are they differently incorporated into the works?



- Students self-select texts to read in small groups to compare and contrast themes.

**Writing Literary Analysis:**

- Review stages of the writing process with an anchor chart to explain the writing cycle (collecting, drafting, revising, editing, publishing, reflecting).
- Teacher models using T-Chart comparing themes to write a short literary analysis.
- Editing checklist ([example](#)) based on in-class grammar mini lessons.
- Teacher models peer editing process.

**Poetry Analysis:**

- Review figurative language. (scavenger hunt, kahoot song lyrics, scattergories, etc.)
- Introduce [TPCASTT](#) as a strategy for analyzing poetry (I do, we do, you do).
- **Reader Response:** When reading \_\_\_\_, I felt \_\_\_\_\_. The theme of \_\_\_\_ by \_\_\_\_ is \_\_\_\_\_. I know this because \_\_\_\_\_. The author of \_\_\_\_ used \_\_\_\_\_ (figurative language) in line \_\_\_\_\_.

**Research:**

- Teacher models (I do, we do, you do) developing a research question or topic based the specific research goals. (Example: research an author that we read in this unit)
- Teacher models (I do, we do, you do) how to use a search engine to find credible sources ([Edpuzzle preview](#)).
- Research organizer is utilized to synthesize information into a presentation. Teacher explains paraphrasing ([Edpuzzle preview](#)) and citing sources.

**TIER 2 INSTRUCTION  
INTERVENTION**

**Tier II** (*Should be accessed through Tier I instruction with additional scaffolding support*)

**Overview:** In the classroom, Tier II instruction refers to more targeted interventions for students not demonstrating comprehension based on data (or progress monitoring). Think of Tier II instruction as additional support given to students who need assistance accessing or understanding a concept. The goal is to move all students towards independence, however, this group may need pace adjustments (or even shortened text) to achieve mastery. See the following interventions -

**Elements of Fiction (in Gothic Literature):**

- Review elements of fiction in small group with a [Pixar short](#) (protagonist, antagonist, characters, setting, conflict, plot, theme).
- Provide plot graphic organizer (exposition, rising action, conflict, climax, falling action, resolution).
- Use leveled [text](#) or audio of text. Read in pairs, small group, or choral reading.
- Provide media (image, movie clip) for short stories.

**Tone, Mood, and Diction:**

- Provide text with significant diction already marked. Students must identify the tone and mood.



- Provide tone and mood of the text. Students identify diction that supports the tone/mood.
- Small group reteach with Measuring Up Lesson 13 (includes Poe excerpt).

**Comparing and Contrast Themes Across Time Periods:**

- Provide student with the theme of a work. Student must identify evidence to support the theme.
- Provide student with leveled texts.
- Provide student with venn diagram or t chart that is partially completed.

**Writing Process (Literary Analysis):**

- One-on-one writing conference to assist with brainstorming, drafting, revising, etc.
- Provide a student example or graphic organizer for literary analysis.
- Sentence stems to structure writing:
  - \_\_\_ and \_\_\_ are similar because \_\_\_.
  - \_\_\_ and \_\_\_ are different because \_\_\_.
  - A common theme in \_\_\_ and \_\_\_ is \_\_\_.
  - \_\_\_ does a better job of developing this theme because \_\_\_.

**Poetry Analysis:**

- Practice identifying figurative language in small group.
- Provide student with annotated poem.
- Provide student with teacher notes of TPCASTT.
- One-on-one conference to identify misconceptions.

**Research:**

- One-on-one conference to develop a research question (or teacher-provided research question if required).
- Frequent check-ins with students as they work to find credible sources and record their findings in an organizer.
- Small group practice paraphrasing a source.
- Teacher provides a fill in the blank presentation/outline for the student to use for the final project.

**TIER 3 INSTRUCTION  
URGENT INTERVENTION**

**Tier III** (*should be accessed through Tier 1 with small group or one-on-one supports*)

**Overview:** In the classroom, Tier III instruction is targeted to the students specific needs responding with further interventions such as -

- [Directed Reading Thinking](#)
- Give students the inference, ask them to identify text evidence

**SPECIAL NEEDS**

- Audio version of text
- Google [ReadWrite](#) desktop application,
- [Rewordify.com](#) for changing lexile level,
- Co-teach support
- cloze notes
- electronic dictionary if available
- type assignments through Google Classroom for editing help,
- Extra time
- Modified texts/assignments (when supported through IEP)

**\*all supports outlined in an IEP/BIP/504 must be provided**

**ENRICHMENT****STUDENTS EXCEEDING TIER 1 EXPECTATIONS**

- [Depth and Complexity](#)
- [Socratic Seminar](#)
- [Texas Performing Standards Project](#)
- Student Choice Menus
- Provide AP/SAT/ACT test preparation materials
- Thematic outside reading activity (fiction, non-fiction, news articles, student choice)

**ADDITIONAL RESOURCES****TEACHER SOURCED MATERIALS**

TEACHER-SOURCED MATERIALS:

[Unit 2 2020-2021 Folder](#)  
[Unit 2 Calendar](#)

Patterns of Power - [Grammar](#)

- Complete Sentences
- Compound Sentences & Coordinating Conjunctions

SUPPLEMENTAL/DIGITAL RESOURCES:

[E-Learning Resources and Mini-Lessons](#)

**DVISD**

[DVISD Rubrics](#)  
[Prewriting Graphic Organizers](#)  
[Foundational Strategies Success Criteria](#)  
[Writing Process Guide for Teachers](#)  
[Writing Process Guide for Students](#)  
[2021-2022 Comprehensive Literacy & Biliteracy Plan](#)

**ACCOUNTABILITY**

[STAAR Released Tests](#)  
[STAAR Blueprint EOC English II](#)  
[Lead4ward Frequency Distribution](#)  
[STAAR Resources](#)

**INTERVENTION**

[DVISD Intervention Site](#)



[Yag/Overview](#)[Vertical Alignment](#)[ELPS](#)[Unit Resources](#)[Assessment Calendar](#)[Feedback Form](#)

Novels(available through  
Pearson):

- *Frankenstein*, Mary Shelley (790 L)
- *Dracula*, Bram Stoker