

INSTRUCTIONAL FOCUS DOCUMENT

English II/English Language Arts and Reading



UNIT: 2A TITLE: Analyzing Poetic Structure

SUGGESTED DURATION:
Three Weeks



State Resources:

RATIONALE:

This unit bundles student expectations that address word study, reading, and writing to support the analysis and creation of poetry using structure, poetic forms and literary techniques specific to the genre. Various forms of poetry representing a range of diverse cultures and backgrounds provide the avenue for the use and practice of making inferences, summarizing, synthesizing, and providing textual evidence during reading. Students examine literature to make important personal and world connections within and across different contexts and genres. An emphasis on the integration of listening, reading, and writing skills allow the continued development of processes while providing a foundation for college and career readiness.

In English I, students analyzed the effects of literary techniques in poetry such as diction and imagery. They wrote poems including ballads and sonnets using structural elements and figurative language. During this unit, students identify and analyze the purpose of structure in prosody (e.g., meter, rhyme scheme) and graphic element structures (e.g., line length, punctuation, word position) used in poetry and explain the effects of literary techniques studied in Unit 01. Using writing for the comparison of themes across fictional literature and poetry fosters reading and writing connections and allows for development of more complex reading interpretation strategies. Word study is inclusive of genre and literary vocabulary, appropriate academic vocabulary, and vocabulary from the literature. The emphasis of writing conventions and word meaning provide a foundation for continual reflection on communicative accuracy and clarity. In English III, students explore American poetry by analyzing the effects of metrics and rhyme schemes.

MISCONCEPTIONS/UNDERDEVELOPED CONCEPTS:

- MISCONCEPTIONS:**
- Some students believe that each line in poetry represents a complete thought, when, in fact, a complete thought may consist of more than one line.

| PERFORMANCE INDICATORS | CONCEPTS | KEY UNDERSTANDINGS FOR LEARNERS |
|---|---|---|
| Select and read a poem. Write a brief interpretive response analyzing the effects of the structure and graphic elements the poet uses. In a small group, share your analysis and read aloud a section of the poem demonstrating prosody. (E2.Fig19B; E2.3A; E2.15Ci, E2.15Cii, E2.15Ciii) ELPS 2D, 2E, 2G, 2H; 3C, 3D, 3E, 3G, 3H, 3I; 4F, 4G, 4H, 4I, 4J, 4K; 5B | Forms – Genre, Poetry Structure – Graphic Elements Element – Theme Structure – Prosody, Graphic Elements | Authors use a repertoire of strategies that enable them to vary form, style, and structure in order to write for different purposes, audiences, and contexts. |
| Use the writing process, literary techniques and poetic structure to write an original poem reflecting a chosen theme. (E2.13A, E2.13B, E2.13.C, E2.13D; E2.14B) | Forms – Genre, Poetry Structure – Graphic Elements | Authors use a repertoire of strategies that enable them to vary form, style, and structure in order to write for different purposes, audiences, and contexts. |

INSTRUCTIONAL FOCUS DOCUMENT

English II/English Language Arts and Reading



UNIT: 2A TITLE: Analyzing Poetic Structure

SUGGESTED DURATION:
Three Weeks

| PERFORMANCE INDICATORS | CONCEPTS | KEY UNDERSTANDINGS FOR LEARNERS |
|---|--|--|
| ELPS 5B, 5C, 5D, 5F, 5G Write multiple reflections that include personal and world connections, thoughts and responses to poetry. (E2.Fig19A, E2.Fig19B; E2.15Ci, E2.15Cii, E2.15Ciii) ELPS 1E; 4D, 4F, 4G, 4I, 4J, 4K; 5F, 5G | Element – Theme Structure – Prosody, Graphic Elements Interpretations – Connections, Understanding Perception- Thoughts | Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. Understanding new words, concepts, and relationships enhances comprehension and oral and written communication. |
| Write multiple notebook entries that demonstrate knowledge of new words, their meanings, and origins. (E2.1A, E2.1B, E2.1C, E2.1D) ELPS 1A, 1C, 1E, 1F, 1H; 5B, 5F, 5G | Interpretation – Relationships, Knowledge, Vocabulary | Understanding new words, concepts, and relationships enhances comprehension and oral and written communication. |

| KEY ACADEMIC VOCABULARY SUPPORTING CONCEPTUAL DEVELOPMENT |
|---|
| <ul style="list-style-type: none"> • Symbolism – the use of symbols to represent abstract ideas in concrete ways (e.g., The United States flag stands for freedom.) • Allusion – a reference within a literary work to another work of literature, art, or real event. The reference is often brief and implied. • Prosody – the vocal intonation and meter of spoken language. When reading with prosody, readers sound as if they are speaking the part they are reading. |

This chart provides an organizational structure for the TEKS included in this unit. Ongoing TEKS may be reviewed during whole group and small group instruction or applied by students through meaningful practice.

| INSTRUCTIONAL COMPONENTS | INSTRUCTION | | FORMATIVE ASSESSMENT EXAMPLES |
|--------------------------|---|--|--|
| Word Study | TEKS: Vocabulary: E2.1A,B,C,D | ONGOING: Vocabulary: E2.1E | Observation Data |
| Reading | TEKS: Comprehension: E2.Fig19A,B Theme and Genre: E2.2A,C Poetry: E2.3A Sensory Language: E2.7A Reading/Writing Connection: E2.15Ci-iii | ONGOING: Vocabulary: E2.1E Fiction: E2.5D Media Literacy: E2.12A,D Teamwork: E2.26A | Teacher-Student Conference Checklist Rubric Writer's Notebook |

INSTRUCTIONAL FOCUS DOCUMENT

English II/English Language Arts and Reading



UNIT: 2A TITLE: Analyzing Poetic Structure

SUGGESTED DURATION:
Three Weeks

This chart provides an organizational structure for the TEKS included in this unit. Ongoing TEKS may be reviewed during whole group and small group instruction or applied by students through meaningful practice.

| INSTRUCTIONAL COMPONENTS | INSTRUCTION | | FORMATIVE ASSESSMENT EXAMPLES |
|--------------------------|---|--|--|
| Writing | TEKS: Writing Process: E2.13A,B,C,D Literary Text: E2.14B Reading/Writing Connection: E2.15Ci-iii | ONGOING: Vocabulary: E2.1E Writing Process: E2.13E Capitalization: E2.18A Punctuation: E2.18Bi-ii Spelling: E2.19A Teamwork: E2.26A | Vocabulary Notebook Reader's Notebook Oral Quiz Written Quiz Portfolio |

The phase 2 College Readiness English Language Arts and Reading vertical alignment team found that the College Readiness Standards in English Language Arts and Reading are well aligned with the Texas Essential Knowledge and Skills.

| TEKS# SE# | TEKS | SPECIFICITY |
|--------------|--|--|
| E2.1 | <i>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</i> | |
| E2.1A | Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes. <i>Supporting Standard</i> | Determine THE MEANING OF GRADE-LEVEL TECHNICAL ACADEMIC ENGLISH WORDS IN MULTIPLE CONTENT AREAS DERIVED FROM LATIN, GREEK, OR OTHER LINGUISTIC ROOTS AND AFFIXES Including, but not limited to affixes and roots found in content area text: <ul style="list-style-type: none"> • Mathematics • Social Studies • Science • Arts Academic vocabulary: specialized academic vocabulary that is used within a particular context, and usually by a limited group of people who know and understand the specialized terms |
| E2.1B | Analyze textual context (within a sentence and in larger sections of text) to distinguish between denotative and connotative meanings of words. | Analyze TEXTUAL CONTEXT TO DISTINGUISH BETWEEN DENOTATIVE AND CONNOTATIVE MEANINGS OF WORDS |

INSTRUCTIONAL FOCUS DOCUMENT

English II/English Language Arts and Reading



UNIT: 2A TITLE: Analyzing Poetic Structure

SUGGESTED DURATION:
Three Weeks

| TEKS# SE# | TEKS | SPECIFICITY |
|--------------|---|--|
| | <i>Readiness Standard</i> | Including, but not limited to: Steps in analysis <ul style="list-style-type: none"> • Identify an unknown word • Identify and use clues within the sentence and/or larger section of text • Determine the meaning of the word and distinguish it as denotative or connotative Denotative: the dictionary definition of a word; the literal or cognitive meaning Connotative: the emotions or set of associations attached to a word that is implied rather than literal (e.g., feeling blue) Figurative language: language layered with meaning by word images and figures of speech, as opposed to literal language |
| E2.1C | Produce analogies that describe a function of an object or its description. <i>Supporting Standard</i> | Produce ANALOGIES THAT DESCRIBE A FUNCTION OF AN OBJECT OR ITS DESCRIPTION Including, but not limited to: Function <ul style="list-style-type: none"> • (e.g., Pen is to write as brush is to paint) Description <ul style="list-style-type: none"> • (e.g., Soft is to kitten as hard is to rock.) Analogy - a vocabulary exercise in which an association between a concept and its attribute is present (e.g., hot:cold as north:_____) |
| E2.1D | Show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., <i>glasnost, avant-garde, coup d'état</i>). <i>Supporting Standard</i> | Show THE RELATIONSHIP BETWEEN ORIGINS AND MEANING OF FOREIGN WORDS OR PHRASES USED FREQUENTLY IN WRITTEN ENGLISH AND HISTORICAL EVENTS OR DEVELOPMENTS Including, but not limited to: <ul style="list-style-type: none"> • Research word origins as an aid to understand relationships between origin and meaning Example of relationship between origin and meaning: <ul style="list-style-type: none"> • Glasnost- the word originated in Russia, meaning a Soviet policy permitting open discussion; therefore, glasnost is used to mean literally and publically Examples of foreign words: <ul style="list-style-type: none"> • Glasnost |

INSTRUCTIONAL FOCUS DOCUMENT

English II/English Language Arts and Reading



UNIT: 2A TITLE: Analyzing Poetic Structure

SUGGESTED DURATION:
Three Weeks

| TEKS# SE# | TEKS | SPECIFICITY |
|-----------------|---|--|
| | | <ul style="list-style-type: none"> • Caveat • Avant-garde • Coup d'état |
| <i>E2.Fig19</i> | <i>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth and increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</i> | |
| E2.Fig19A | Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing, and synthesizing, making connections, creating sensory images. | <p>Reflect</p> <p>ON UNDERSTANDING TO MONITOR COMPREHENSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Asking questions • Summarizing • Skim • Scanning • Synthesizing • Making textual, personal, and world connections • Creating sensory images • Use resources <p>Scan: to find a fact or answer</p> <p>Skim: to find general concepts and ideas</p> |
| E2.Fig19B | <p>Make complex inferences about text and use textual evidence to support understanding.</p> <p><i>Readiness Standard</i> (Fiction, Expository) <i>Supporting Standard</i> (Literary Nonfiction, Poetry, Drama, Persuasive)</p> | <p>Make</p> <p>COMPLEX INFERENCES ABOUT TEXT AND USE TEXTUAL EVIDENCE TO SUPPORT UNDERSTANDING</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Inductive reasoning: draw conclusions and then validate/ support it with textual evidence- conclusion is made from a limited amount of information- moves from specific to general • Deductive reasoning: validate/support conclusion and generalizations with textual evidence- moves from a general statement to application to specific events/ situations, etc. <p>Complex inference: use inductive and deductive reasoning</p> <p>Inference: "reading between the lines"- the best guess after looking at textual clues and adding background knowledge or experience. Inferences are the causes/effects, predictions, generalizations and conclusions.</p> <p>Cause/effects: a conclusion about why something happened</p> |

INSTRUCTIONAL FOCUS DOCUMENT

English II/English Language Arts and Reading



UNIT: 2A TITLE: Analyzing Poetic Structure

SUGGESTED DURATION:
Three Weeks

| TEKS# SE# | TEKS | SPECIFICITY |
|--------------|--|---|
| | | Prediction: a conclusion about the future Conclusion: a judgment or statement about a person, place, thing, event, future prediction, or why something happened that is inferred or deduced from evidence Generalization: a straight forward statement about a group/class of persons, places, things, events supported by information Textual evidence: specific details or facts found in text that support what is inferred |
| E2.2 | <i>Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</i> | |
| E2.2A | Compare and contrast differences in similar themes expressed in different time periods. <i>Supporting Standard</i> | Compare, Contrast DIFFERENCES IN SIMILAR THEMES EXPRESSED IN DIFFERENT TIME PERIODS Theme: the central or universal idea of a piece of fiction or the main idea of a nonfiction essay Examples of themes: <ul style="list-style-type: none"> • Social influences determine a person's destiny • Good friends are important • People go through trials before they mature Note: Themes are ideas or concepts that connect the author to the reader and relate to morals, values, and/or ideas. |
| E2.2C | Relate the figurative language of a literary work to its historical and cultural setting. <i>Supporting Standard</i> | Relate THE FIGURATIVE LANGUAGE OF A LITERARY WORK TO ITS HISTORICAL AND CULTURAL SETTING Including, but not limited to: <ul style="list-style-type: none"> • Explain how the figurative language is indicative of the cultural and historical setting |
| E2.3 | <i>Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:</i> | |
| E2.3A | Analyze the structure of prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry. <i>Supporting Standard</i> | Analyze THE STRUCTURE OF PROSODY AND GRAPHIC ELEMENTS IN POETRY Including, but not limited to: |

INSTRUCTIONAL FOCUS DOCUMENT

English II/English Language Arts and Reading



UNIT: 2A TITLE: Analyzing Poetic Structure

SUGGESTED DURATION:
Three Weeks

| TEKS# SE# | TEKS | SPECIFICITY |
|---------------|---|--|
| | | <p>Steps in analysis</p> <ul style="list-style-type: none"> • Identify the structures of prosody and the graphic elements • Explain the purpose of the structures and prosody <p>Structure of prosody include, but are not limited to:</p> <ul style="list-style-type: none"> • Meter • Rhyme scheme <ul style="list-style-type: none"> • End • Internal • Slant • Eye <p>Graphic elements include, but are not limited to:</p> <ul style="list-style-type: none"> • Punctuation (new) (e.g., italics, exclamation) • Capital letters • Line length • Word position <p>Prosody: the vocal intonation and meter of spoken language. When reading with prosody, readers sound as if they are speaking the part they are reading.</p> |
| E2.7 | <i>Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:</i> | |
| E2.7A | <p>Explain the function of symbolism, allegory, and allusions in literary works.</p> <p><i>Supporting Standard</i></p> | <p>Explain</p> <p>THE FUNCTION OF SYMBOLISM, ALLEGORY, AND ALLUSION IN LITERARY WORKS</p> <p>Symbolism: the use of symbols to represent abstract ideas in concrete ways (e.g., The United States flag stands for freedom.)</p> <p>Allegory: a story that has both a literal meaning and symbolic meaning, in which characters or objects often embody abstract ideas</p> <p>Allusion: a reference within a literary work to another work of literature, art, or real event. The reference is often brief and implied.</p> |
| E2.13A | <i>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</i> | |
| E2.13A | Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate | Plan |

INSTRUCTIONAL FOCUS DOCUMENT

English II/English Language Arts and Reading



UNIT: 2A TITLE: Analyzing Poetic Structure

SUGGESTED DURATION:
Three Weeks

| TEKS# SE# | TEKS | SPECIFICITY |
|--------------|---|---|
| | <p>topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.</p> | <p>A FIRST DRAFT BY SELECTING THE CORRECT GENRE FOR CONVEYING THE INTENDED MEANING TO MULTIPLE AUDIENCES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Generate idea or topic • Categorize ideas by grouping (e.g., webbing, graphic organizer) • Select appropriate genre for audience and purpose • Write for self, teacher, peers or others <p>Purpose for writing:</p> <ul style="list-style-type: none"> • Entertain • Express • Describe • Inform • Persuade <p>Determine</p> <p>APPROPRIATE TOPICS THROUGH A RANGE OF STRATEGIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Background reading • Personal interest • Interviews • Discussion <p>Develop</p> <p>A THESIS OR CONTROLLING IDEA</p> <p>Thesis: the subject or theme of a speech or composition</p> <p>Note: This is the first step in the writing process. It is sometimes called Brainstorming, Prewriting, or Generating Ideas.</p> |
| E2.13B | <p>Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning.</p> <p><i>Readiness Standard</i></p> | <p>Structure</p> <p>IDEAS IN SUSTAINED AND PERSUASIVE WAY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Using outlines • Note taking |

INSTRUCTIONAL FOCUS DOCUMENT

English II/English Language Arts and Reading



UNIT: 2A TITLE: Analyzing Poetic Structure

SUGGESTED DURATION:
Three Weeks

| TEKS# SE# | TEKS | SPECIFICITY |
|--------------|---|--|
| | | <ul style="list-style-type: none"> • Using graphic organizers • Using lists • Keep careful records of outside sources <p>Develop</p> <p>DRAFTS IN TIMED AND OPEN-ENDED SITUATIONS THAT CONVEY MEANING</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Transitions • Rhetorical devices • Internal and external coherence • Consistent point of view • Develop drafts both independently and collaboratively <p>Examples of rhetorical devices:</p> <ul style="list-style-type: none"> • Testimonials • Statistics • Logical appeals • Emotional appeals • Appeal to authority <p>Rhetorical devices: a technique that an author or speaker uses to influence or persuade an audience.</p> <p>Note: This is the second step in the writing process. This SE combines prewriting (making a plan) and draft (putting thoughts onto paper). The focus is on content, not mechanics.</p> |
| E2.13C | <p>Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.</p> <p><i>Readiness Standard</i></p> | <p>Revise</p> <p>DRAFTS AFTER RETHINKING HOW WELL QUESTIONS OF PURPOSE, AUDIENCE, AND GENRE HAVE BEEN ADDRESSED</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Improve style • Word choice • Figurative language • Variety of sentences (simple, compound, compound-complex) • Subtlety of meaning • Internal and external coherence • Consistent point of view • Sustain connection throughout the piece • Organization |

INSTRUCTIONAL FOCUS DOCUMENT

English II/English Language Arts and Reading



UNIT: 2A TITLE: Analyzing Poetic Structure

SUGGESTED DURATION:
Three Weeks

| TEKS# SE# | TEKS | SPECIFICITY |
|--------------|--|---|
| | | <ul style="list-style-type: none"> • Transitions • Voice • Achieve specific rhetorical purpose <p>External coherence: organizing the major components of a written composition- introduction, body, conclusion, or, in the case of a multi-paragraph essay, the paragraphs- in a logical sequence so that they flow easily and progress from one idea to another while still cohering to the central idea of the composition</p> <p>Internal coherence: the logical organization and fluid progression of ideas and/or sentences; a piece of writing with internal coherence does not contradict within itself</p> <p>Rhetorical purpose: The author’s primary aim in a piece of writing. The rhetorical purpose could be to narrate, to argue, to review, to explain, or to examine.</p> <p>Note: This is the third step in the writing process: revising- changing, adding, or deleting words, phrases, or sentences to clarify and/or enhance meaning. Revision is the key to effective writing.</p> |
| E2.13D | <p>Edit drafts for grammar, mechanics, and spelling.</p> <p><i>Readiness Standard</i></p> | <p>Edit</p> <p>DRAFTS FOR GRAMMAR, MECHANICS, AND SPELLING</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Edit own writing and that of others <p>Conventions</p> <ul style="list-style-type: none"> • Complete sentence with subject verb agreement • Grade-appropriate use of parts of speech • Proper tense <p>Capitalization</p> <ul style="list-style-type: none"> • First letter of the first word in a sentence • Proper nouns • Pronoun I • Salutation and closing in a letter • First letter of first word in a line of poetry • Correct capitalization in quotation • Abbreviations • Initials and acronyms <p>Punctuation</p> <ul style="list-style-type: none"> • Ending sentence punctuation • Commas in salutation and closing |

INSTRUCTIONAL FOCUS DOCUMENT

English II/English Language Arts and Reading



UNIT: 2A TITLE: Analyzing Poetic Structure

SUGGESTED DURATION:
Three Weeks

| TEKS# SE# | TEKS | SPECIFICITY |
|---------------|--|--|
| | | <ul style="list-style-type: none"> • Apostrophe in contractions and possessives • Periods in abbreviations • Colons in time • Hyphen in two-part words • Comma in a series • Comma in compound sentences • Paragraph indentation • Punctuation in quotation (divided quotations, quotations at the beginning, middle, and end, and direct quotation) • Parentheses and brackets • Commas after introductory words, phrases and clauses • Semicolons • Hyphens • Colons • Ellipses <p>Spelling:</p> <ul style="list-style-type: none"> • Spell correctly using various resources to determine and check spelling • Produce error-free writing in the final draft <p>Note: This is the fourth step in the writing process. The focus is not on content, but is on grammar, capitalization, punctuation, spelling, and handwriting.</p> |
| E2.14 | <i>Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</i> | |
| E2.14B | Write a poem using a variety of poetic techniques (structural elements, figurative language) and variety of poetic forms (e.g., sonnets, ballads). | <p>Write</p> <p>A POEM USING A VARIETY OF POETIC TECHNIQUES AND A VARIETY OF POETIC FORMS</p> <p>Poetic techniques include, but are not limited to:</p> <ul style="list-style-type: none"> • Structural elements including diction, meter, rhyme, scheme • Figurative language <p>Poetic forms that include, but are not limited to:</p> <ul style="list-style-type: none"> • Sonnet • Ballad <p>Examples of figurative language:</p> <ul style="list-style-type: none"> • Imagery • Understatement |

INSTRUCTIONAL FOCUS DOCUMENT

English II/English Language Arts and Reading



UNIT: 2A TITLE: Analyzing Poetic Structure

SUGGESTED DURATION:
Three Weeks

| TEKS# SE# | TEKS | SPECIFICITY |
|--------------|--|--|
| | | <ul style="list-style-type: none"> • Overstatement • Irony • Paradox • Symbolism • Allusion |
| <i>E2.15</i> | <i>Writing/Expository and Procedural Texts. Students write expository and procedural or work related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</i> | |
| E3.15C | Write an interpretation of an expository or a literary text that: | <p>Write</p> <p>AN INTERPRETATION OF AN EXPOSITORY OR A LITERARY TEXT</p> <p>Interpretation: an in-depth analysis of a piece of literature in which the writer takes apart what was written by another author and explains it. It is more opinion-based than literal.</p> |
| E2.15Ci | extends beyond a summary and literal analysis; | |
| E2.15Cii | addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; | Embedded quotation: a writer's technique of incorporating a direct quotation into the text of a composition, such the following: <i>Susa (2006) describes sarcasm as "language of the weak and fearful" (p.26)</i> |
| E2.15Ciii | analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices. | <p>Rhetorical device: a technique that an author or speaker uses to influence or persuade an audience- a technique used to evoke an emotional response</p> <p>Examples of rhetorical devices:</p> <ul style="list-style-type: none"> • Overstatement • Understatement • Rhetorical questions • Hyperbole • Analogies • Irony • Figurative language <p>Stylistic element: manner of expression of the writer produced by choice of words, grammatical structures, uses of literary devices, and all the possible parts of language use. Style is more about how it is written than what is written. The uses of these techniques are related to the tone of the piece and the style of the author.</p> |

The **English Language Proficiency Standards (ELPS)**, as required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4, outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement ELPS as an integral part of each subject in the required curriculum.

–School districts shall provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated commensurate with the student's

INSTRUCTIONAL FOCUS DOCUMENT

English II/English Language Arts and Reading



UNIT: 2A TITLE: Analyzing Poetic Structure

SUGGESTED DURATION:
Three Weeks

| | |
|---|---|
| levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum. | |
| –School districts shall provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of the ELPS in a manner that is linguistically accommodated to help the student acquire English language proficiency. | |
| http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4 | |
| ELPS# | Subsection C: Cross-curricular second language acquisition essential knowledge and skills. |
| C(1) | <i>Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</i> |
| 1A | Use prior knowledge and experiences to understand meanings in English. |
| 1C | Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary. |
| 1E | Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment. |
| 1F | Use accessible language and learn new and essential language in the process. |
| 1H | Develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations. |
| C(2) | <i>Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</i> |
| 2D | Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed. |
| 2E | Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language. |
| 2G | Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar. |
| 2H | Understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations. |
| C(3) | <i>Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</i> |
| 3C | Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired. |
| 3D | Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency. |
| 3E | Share information in cooperative learning interactions. |
| 3G | Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics. |
| 3H | Narrate, describe, and explain with increasing specificity and detail as more English is acquired. |
| 3I | Adapt spoken language appropriately for formal and informal purposes. |

INSTRUCTIONAL FOCUS DOCUMENT

English II/English Language Arts and Reading



UNIT: 2A TITLE: Analyzing Poetic Structure

SUGGESTED DURATION:
Three Weeks

| | |
|-------------|---|
| C(4) | <i>Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</i> |
| 4D | Use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text. |
| 4F | Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language. |
| 4G | Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs. |
| 4H | Read silently with increasing ease and comprehension for longer periods. |
| 4I | Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs. |
| 4J | Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. |
| 4K | Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. |
| C(5) | <i>Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</i> |
| 5B | Write using newly acquired basic vocabulary and content-based grade-level vocabulary. |
| 5C | Spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired. |
| 5D | Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. |
| 5F | Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired. |
| 5G | Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired. |