

# English II Specialized Programming

## Unit 1: Destiny

### Stage 1: Desired Results

#### Standards & Indicators:

##### **Language Domain**

L.SS.9–10.1. [Language. System and Structure of Language.9-10.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.KL.9–10.2. [Language. Knowledge of Language.9-10.2](#). Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.9-10.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- C. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

##### **Reading Domain**

EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

EE.RL.9-10.5 Identify where a text deviates from a chronological presentation of events.

EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.

EE.L.9-10.4.a Use context to determine the meaning of unknown words.

EE.L.9-10.5.b Determine the intended meaning of multiple meaning words.

EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

EE.RI.9-10.8 Determine how the specific claims support the argument made in an informational text.

## English II Specialized Programming

RL.CI.9–10.2. [Reading Literature.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9–10.2. [Reading Informational Texts.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. [Reading Literature.Interactions Among Text Elements.9–10.3](#). Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.MF.9–10.6. [Reading Literature.Diverse Media and Formats.9–10.6](#). Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RI.MF.9–10.6. [Reading Informational Texts.Diverse Media and Formats.9–10.6](#). Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. [Reading Informational Texts.Analysis of an Argument.9–10.7](#). Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9–10.8. [Reading Literature.Comparison of Texts.9–10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9–10.8. [Reading Informational.Comparison of Texts.9–10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

### Range of Reading and Level of Text Complexity

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems. By the end of grade 9, read and comprehend literary nonfiction.

### Writing Domain

EE.L.9-10.2.c Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

EE.W.9-10.2.c Use complete, simple sentences as appropriate.

EE.W.9-10.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.

EE.W.9-10.2.f Provide a closing.

EE.W.9-10.2.a Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.

EE.W.9-10.2.b Develop the topic with facts or details.

W.IW.9–10.2. [Writing.Informative and Explanatory Writing.9-10.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey

# English II Specialized Programming

complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. [Writing.Writing Process.9-10.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. [Writing.Writing Research.9-10.5](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

W.RW.9–10.7. [Writing.Range of Writing.9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Speaking and Listening Domain

SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.9-10.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.UM.9–10.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

## Integration of Climate Change:

RI.CT.9–10.8. Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

SL.UM.9–10.5. Climate Change Example: Students may use multiple forms of digital media to explain why distribution and sustainability of natural resources might be a source of conflict in the United States and in other nations.

## Career Readiness, Life Literacies and Key Skills

| Standard    | Performance Expectations   | Core Ideas  |
|-------------|--|---|
| 9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a). | With a growth mindset, failure is an important part of success. |

### Central Idea/Enduring Understanding:

- Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.
- Use writing to clearly communicate ideas, incorporating technology when appropriate.
- Writing is developed by independent, purposeful and engaged writing for extended

### Essential/Guiding Question:

**How does American History influence American Literature?  
Why is change both good and bad?**

#### Writing:

How can technology be used in written communication?  
How does having writing as part of my daily routine strengthen my writing?  
Why is it important to use correct punctuation?

## English II Specialized Programming

|  |  |
|--|--|
| <p>and short periods of time for a variety of tasks, purposes and audiences.</p> <ul style="list-style-type: none"> <li>• Listening skills are critical for learning and communicating.</li> <li>• Visual materials enhance understanding.</li> </ul>                          | <p>How does professional writing differ from personal writing?<br/>Why does organized writing cause the writer to appear more competent and able to express himself?</p> <p><u>Reading:</u></p> <p>Why is it important to use background knowledge while reading?<br/>Is everything you read on the internet true?<br/>How can you tell fact from fiction?<br/>How does identifying the main idea help me as a reader gain meaning from the text?<br/>How do I figure out a word I do not know?<br/>How does literature relate to my life?<br/>Why is it important to read/watch news reports?<br/>What is propaganda?</p> <p><u>Listening and Speaking:</u></p> <p>How do you listen?<br/>How can technology help us communicate with others?<br/>Why is it important to speak effectively?<br/>What are different ways I can express my ideas and opinions?<br/>How can listening and speaking skills be used to improve relationships?<br/>When is it appropriate to ask questions?</p> |
| <p><u>Content:</u></p> <p><b>Key Reading Skills</b><br/>Character<br/>Tone<br/>Author’s Purpose and Author's Point of View/background<br/>Central or Main Idea<br/>Media/technology</p> <p><b>Key Writing Skills</b><br/>Supporting Details<br/>Paragraphs and Transitions</p> | <p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> <li>• Define vocabulary words using context.</li> <li>• Acquire and apply academic vocabulary correctly.</li> <li>• Identify characters</li> <li>• Identify how a character's decisions advance plot</li> <li>• Use dictionaries to confirm and clarify meaning, and use context to check the inferred meaning of a word.</li> <li>• Complete a close reading</li> <li>• Pre-write, plan, and produce clear and coherent writing in response to a prompt.</li> <li>• Perform an initial reading of a text and demonstrate comprehension by answering short analysis questions.</li> <li>• Use context clues to determine the meanings of words..</li> <li>• Apply academic vocabulary correctly.</li> <li>• Identify the central or main idea.</li> <li>• Apply knowledge of media in exploring a subject.</li> </ul>   |
| <p><u>Interdisciplinary Connections:</u><br/>Students will apply knowledge of reading and writing strategies across all content areas.</p>   |  |
| <p style="text-align: center;"><b>Stage 2: Assessment Evidence</b></p>   |  |

# English II Specialized Programming

|   |   |
|---|---|
| <p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>• Unit Assessments</li> <li>• DLM/ Alternate Assessment</li> <li>• electronic assessments/ quizzes</li> <li>• Quizzez assessments</li> </ul>   | <p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>•</li> <li>• Reading Assignments</li> <li>• Writing Assignments</li> <li>• Skill Assignments</li> <li>• Journal writing activities</li> <li>• Reading log</li> </ul>  |
| <p><b>Stage 3: Learning Plan</b></p>  |   |
| <p><b><u>Learning Opportunities/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• Daily journal writing with written or visual prompts</li> <li>• Write basic sentences using capitalization and punctuation.</li> <li>• Using resources to define vocabulary (dictionary.com, dictionary, index, and other sources)</li> <li>• Write a paragraph with an introduction and concluding sentence.</li> <li>• Self-assess and assess peers' writing.</li> <li>• Retell, reenact, dramatize, or draw stories or parts of stories</li> <li>• Make a timetable telling sequence of events from a reading</li> <li>• Make a chart comparing various characters</li> <li>• Identify and compile a list of unfamiliar words from texts read. Using the list they will define or illustrate the word after researching the meaning.</li> <li>• Begin, maintain, and end a conversation with a peer for 2 to 5 minutes using on topic comments and questions.</li> <li>• Use the think-pair-share method to answer questions and communicate ideas.</li> <li>• <b>Learning to learn:</b> Students will review study skills at the beginning of each unit and as needed throughout the day. Students will practice using various strategies while reading and writing.</li> <li>• <b>Repeat and Practice:</b> Students will repeat lessons as needed. Students will practice reading sight words and basic skills throughout the lessons.</li> <li>• <b>Visuals and Graphic Organizers:</b> Students will use graphic organizers and other visuals to organize materials.</li> </ul> | <p><b><u>Resources:</u></b></p> <p><a href="#"><u>IXL</u></a><br/>Resources will vary. Modified materials and substitutions may be needed.<br/>Low- level, high interest readers and modified texts<br/>Online assessments such as electronic assessments/, Quizziz, Brainpop, and edpuzzle, etc.<br/>Speech to text/text to speech and texts on audio<br/>White Fang EdCon Publishing reading and materials; audio IF poem audio<br/>Pro-Ed PCI Essential Sight Words Leveled books and comprehension practice sheets and note cards.<br/>Journal prompts- written and visual<br/><a href="#"><u>Education.com</u></a><br/><a href="#"><u>Edhelper.com</u></a><br/><br/><a href="#"><u>GLSEN Educator Resources</u></a><br/><a href="#"><u>For Educators: Supporting LGBTQIA Youth Resource List</u></a><br/><a href="#"><u>Respect Ability: Fighting Stigmas, Advancing Opportunities</u></a></p> |

## English II Specialized Programming

| <ul style="list-style-type: none"><li>● <b>Connections and background knowledge:</b><br/>Students will use prior knowledge to connect new material to what they already know.<br/>Students will make connections from the material to their lives.</li></ul>             |   |  |   |
|--|---|--|---|
| <b><u>Differentiation</u></b><br>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation  |   |  |   |
| High-Achieving Students  | On Grade Level Students   | Struggling Students  | Special Needs/ELL   |
| Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction. | The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core’s Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills. | Modified materials<br>Emphasis on skills needed to succeed (reading, writing, listening, speaking, how to find information, using technology)<br>All modifications indicated in the IEP will be followed, in addition to any accommodations and modifications that will enhance the learning experience for the students.<br>Students will focus on being able to read and comprehend a variety of materials, and write to communicate clearly.<br>Small group instruction.<br>Modeling and practicing how to use reference material both in print and online.<br>Extended units<br>Extended time<br>Repeated instruction<br>Text to speech<br>Use of visuals, audio, and graphic organizers<br>Give directions through several channels: auditory, visual, kinesthetic, model.<br>Vary grouping arrangements: small, large, and individual.<br>Provide small group instruction for reading/writing;<br>Utilize peer buddy system in cooperative learning;<br>Set short term goals to improve student success.<br>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids.<br>Use various techniques and materials to teach a lesson, | Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing<br><br>ELL supports should include, but are not limited to, the following:<br>Extended time<br>Provide visual aids<br>Repeated directions<br>Differentiate based on proficiency<br>Provide word banks<br>Allow for translators, dictionaries<br><br>Use of Access Path materials: break core instruction down into discrete tasks, hone in on the language development and foundational skills, technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and alternate between whole group, small group, and one-on-one instruction.<br>Use access handouts containing sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.<br><br>IEP Modifications:<br>Give directions through several channels: auditory, visual, |

## English II Specialized Programming

|  |  |   |   |
|--|--|---|---|
|  |  | <p>based on the student's functioning level.</p> <p>Give immediate feedback.</p> <p>Provide correctly completed examples.</p> <p>Provide assistance in note taking by providing note taking templates and study guides.</p> <p>Provide frequent reviews of current concepts and information taught.</p> <p>Highlight major points of the lesson.</p> <p>Break assignments into smaller tasks.</p> <p>Discuss the purpose of each assignment.</p> <p>Use drill and repetition.</p> <p>Relate abstract thinking to students' prior knowledge.</p> <p>Specify material required in notes.</p> <p>Review and explain vocabulary before reading.</p> <p>Provide assistance for comprehension of reading assignments.</p> <p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques.</p> <p>Re-teach and review requisite skills before introducing a new skill or concept.</p> <p>Provide pre-reading strategies to assist with comprehension.</p> <p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> <p>Provide frequent opportunities to read both orally and silently at independent and instructional levels.</p> | <p>kinesthetic, model.</p> <p>Vary grouping arrangements: small, large, and individual.</p> <p>Provide small group instruction for reading/writing.</p> <p>Utilize the peer buddy system in cooperative learning.</p> <p>Set short term goals to improve student success.</p> <p>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids.</p> <p>Use various techniques and materials to teach a lesson, based on the student's functioning level.</p> <p>Give immediate feedback.</p> <p>Provide correctly completed examples.</p> <p>Provide assistance in note taking by providing note taking templates and study guides.</p> <p>Provide frequent reviews of current concepts and information taught.</p> <p>Highlight major points of a lesson.</p> <p>Break assignments into smaller tasks.</p> <p>Discuss the purpose of each assignment.</p> <p>Use drill and repetition.</p> <p>Relate abstract thinking to students' prior knowledge.</p> <p>Specify material required in notes.</p> <p>Review and explain vocabulary before reading.</p> <p>Provide assistance for comprehension of reading assignments.</p> <p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques</p> <p>Re-teach and review requisite skills before introducing a new skill or concept.</p> <p>Provide pre-reading strategies to assist with comprehension.</p> <p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> |
|--|--|---|---|



# English II Specialized Programming

|  |  |  |  |
|--|--|--|--|
|  |  |  | Provide frequent opportunities to read both orally and silently at independent and instructional levels. |
|--|--|--|--|

## Unit 2: Taking a Stand

### Stage 1: Desired Results

#### Standards & Indicators:

#### Language Domain

L.SS.9–10.1. [Language. System and Structure of Language.9-10.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.KL.9–10.2. [Language. Knowledge of Language.9-10.2](#). Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.9-10.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- C. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### Reading Domain

EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

EE.RL.9-10.5 Identify where a text deviates from a chronological presentation of events.

EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.

EE.L.9-10.4.a Use context to determine the meaning of unknown words.

EE.L.9-10.5.b Determine the intended meaning of multiple meaning words.

EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.



## English II Specialized Programming

EE.RI.9-10.8 Determine how the specific claims support the argument made in an informational text.

RL.CI.9-10.2. [Reading Literature.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9-10.2. [Reading Informational Texts.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9-10.3. [Reading Literature.Interactions Among Text Elements.9-10.3](#). Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9-10.3. [Reading Informational Texts.Interactions Among Text Elements.9-10.3](#). Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.MF.9-10.6. [Reading Literature.Diverse Media and Formats.9-10.6](#). Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RI.MF.9-10.6. [Reading Informational Texts.Diverse Media and Formats.9-10.6](#). Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9-10.7. [Reading Informational Texts.Analysis of an Argument.9-10.7](#). Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9-10.8. [Reading Literature.Comparison of Texts.9-10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9-10.8. [Reading Informational.Comparison of Texts.9-10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

### Range of Reading and Level of Text Complexity

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems. By the end of grade 9, read and comprehend literary nonfiction.

### Writing Domain

EE.L.9-10.2.c Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

EE.W.9-10.2.c Use complete, simple sentences as appropriate.

EE.W.9-10.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.

EE.W.9-10.2.f Provide a closing.

EE.W.9-10.2.a Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.

EE.W.9-10.2.b Develop the topic with facts or details.

# English II Specialized Programming

W.IW.9–10.2. [Writing.Informative and Explanatory Writing.9-10.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. [Writing.Writing Process.9-10.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. [Writing.Writing Research.9-10.5](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

W.RW.9–10.7. [Writing.Range of Writing.9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Speaking and Listening Domain

SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.9-10.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.UM.9–10.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

## Integration of Climate Change:

RI.CT.9–10.8. Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

SL.UM.9–10.5. Climate Change Example: Students may use multiple forms of digital media to explain why distribution and sustainability of natural resources might be a source of conflict in the United States and in other nations.

## Career Readiness, Life Literacies and Key Skills

| Standard   | Performance Expectations   | Core Ideas  |
|--|--|---|
| 9.4.12.CI.1  | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a). | With a growth mindset, failure is an important part of success.   |
| <b><u>Central Idea / Enduring Understanding:</u></b> <ul style="list-style-type: none"> <li>Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.</li> <li>Use writing to clearly communicate ideas, incorporating technology when appropriate.</li> </ul> |  | <b><u>Essential/Guiding Question:</u></b><br><br><b>If rules are put in place to keep us safe, is there ever a time when we should be fighting against them?</b><br><br><u>Writing:</u><br><br>How can technology be used in written communication? |

## English II Specialized Programming

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</li> <li>• Listening skills are critical for learning and communicating.</li> <li>• Visual materials enhance understanding.</li> </ul>   | <p>How does having writing as part of my daily routine strengthen my writing?</p> <p>Why is it important to use correct punctuation?</p> <p>How does professional writing differ from personal writing?</p> <p>Why does organized writing cause the writer to appear more competent and able to express himself?</p> <p><u>Reading:</u></p> <p>Why is it important to use background knowledge while reading?</p> <p>How does identifying the main idea help me as a reader gain meaning from the text?</p> <p>How do I figure out a word I do not know?</p> <p>How does literature relate to my life?</p> <p>Why is it important to read/watch news reports?</p> <p>What is propaganda?</p> <p>Is everything you read on the internet true?</p> <p>How can you tell fact from fiction?</p> <p>How does reading signs, labels, and directions lead to a healthy lifestyle?</p> <p><u>Listening and Speaking:</u></p> <p>How do you listen?</p> <p>How can technology help us communicate with others?</p> <p>Why is it important to speak effectively?</p> <p>When is it appropriate to ask questions?</p> <p>What are different ways I can express my ideas and opinions?</p> <p>How can listening and speaking skills be used to improve relationships?</p> |
| <p><u><b>Content:</b></u></p> <p><b>Featured Genres</b><br/>           Fiction<br/>           Poetry<br/>           Drama<br/>           Nonfiction</p> <p><b>Key Reading Skills</b><br/>           Character<br/>           Tone<br/>           Author’s Purpose and Author's Point of View/background<br/>           Central or Main Idea<br/>           Media/technology</p> <p><b>Key Writing Skills</b><br/>           Supporting Details</p> | <p><u><b>Skills(Objectives):</b></u></p> <ul style="list-style-type: none"> <li>• Use context clues to determine the meanings of words</li> <li>• Define vocabulary words using context.</li> <li>• Acquire and apply academic vocabulary correctly.</li> <li>• Identify characters</li> <li>• Identify how a character's decisions advance plot</li> <li>• Use dictionaries to confirm and clarify meaning, and use context to check the inferred meaning of a word.</li> <li>• Complete a close reading</li> <li>• Pre-write, plan, and produce clear and coherent writing in response to a prompt.</li> <li>• Perform an initial reading of a text and demonstrate comprehension by answering short analysis questions.</li> <li>• Apply academic vocabulary correctly.</li> <li>• Identify the central or main idea.</li> <li>• Apply knowledge of media in exploring a subject.</li> </ul>   |

# English II Specialized Programming

|   |  |
|---|--|
| Paragraphs and Transitions  |  |
| <p><b><u>Interdisciplinary Connections:</u></b><br/>Students will apply knowledge of reading and writing strategies across all content areas.</p>   |  |
| <b>Stage 2: Assessment Evidence</b>   |  |
| <p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>• Unit Assessments</li> <li>• DLM/ Alternate Assessment</li> <li>• electronic assessments//electronic game quizzes</li> <li>• Quizzez assessments</li> </ul>   | <p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• Reading Assignments</li> <li>• Writing Assignments</li> <li>• Skill Assignments</li> <li>• Journal writing activities</li> <li>• Reading log</li> </ul>  |
| <b>Stage 3: Learning Plan</b>   |  |
| <p><b><u>Learning Opportunities/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• Daily journal writing with written or visual prompts</li> <li>• Students will pick a mythological god or goddess and write their own story using their choice as the main character.</li> <li>• Write basic sentence using capitalization and punctuation.</li> <li>• Write a paragraph with an introduction and concluding sentence.</li> <li>• Self-assess and assess peers' writing.</li> <li>• Retell, reenact, dramatize, or draw stories or parts of stories</li> <li>• Make a timetable telling sequence of events from a reading</li> <li>• Make a chart comparing various characters</li> <li>• Identify and compile a list of unfamiliar words from texts read. Using the list they will define or illustrate the word after researching the meaning.</li> <li>• Begin, maintain, and end a conversation with a peer for 2 to 5 minutes using on topic comments and questions.</li> <li>• Use the think-pair-share method to answer questions and communicate ideas.</li> <li>• Using resources to define vocabulary (dictionary.com, dictionary, index, and other sources)</li> <li>• <b>Learning to learn:</b> Students will review study skills at the beginning of each unit and as needed throughout the day. Students will practice using various strategies while reading and writing.</li> </ul> | <p><b><u>Resources:</u></b></p> <p><a href="#">IXL</a><br/>Resources will vary. Modified materials and substitutions may be needed.<br/>The play Antigone on wordpress<br/>Mythology stories and pictures from education.com<br/>Low- level, high interest readers and modified texts<br/>Online assessments such as electronic assessments/, Quizziz, Brainpop, and edpuzzle.<br/>Low level, high interest readers, such as EdCon Publishing books and audio.<br/>Nonfiction low level readers, such as Time Magazine Nonfiction reader series.<br/><a href="#">Education.com</a><br/><a href="#">Edhelper.com</a><br/>Lower grade level text and novels as per student's IEP<br/>Modified texts and novels as per student's IEP.<br/>Pro-Ed PCI Essential Sight Words Leveled books and comprehension practice sheets and note cards.<br/>Journal prompts- written and visual</p> <p><a href="#">GLSEN Educator Resources</a><br/><a href="#">For Educators: Supporting LGBTQIA Youth Resource List</a><br/><a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></p> |

## English II Specialized Programming

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● <b>Repeat and Practice:</b> Students will repeat lessons as needed. Students will practice reading sight words and basic skills throughout the lessons.</li> <li>● <b>Visuals and Graphic Organizers:</b> Students will use graphic organizers and other visuals to organize materials.</li> <li>● <b>Connections and background knowledge:</b> Students will use prior knowledge to connect new material to what they already know. Students will make connections from the material to their lives.</li> <li>● <b>Writing Skills:</b> Skill lessons break the writing process down and aid students as they learn to “write routinely</li> </ul> |  |
|---|--|

### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

| High-Achieving Students  | On Grade Level Students   | Struggling Students  | Special Needs/ELL  |
|--|---|--|--|
| Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction. | The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core’s Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills. | <p>Modified materials<br/>Emphasis on skills needed to succeed (reading, writing, listening, speaking, how to find information, using technology)<br/>All modifications indicated in the IEP will be followed, in addition to any accommodations and modifications that will enhance the learning experience for the students.</p> <p>Students will focus on being able to read and comprehend a variety of materials, and write to communicate clearly.<br/>Small group instruction.<br/>Modeling and practicing how to use reference material both in print and online.<br/>Extended units<br/>Extended time<br/>Repeated instruction<br/>Text to speech<br/>Use of visuals, audio, and graphic organizers<br/>Give directions through several channels: auditory, visual, kinesthetic, model.<br/>Vary grouping arrangements: small, large, and individual.</p> | <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:<br/>Extended time<br/>Provide visual aids<br/>Repeated directions<br/>Differentiate based on proficiency<br/>Provide word banks<br/>Allow for translators, dictionaries</p> <p>Use of Access Path materials: break core instruction down into discrete task, hone in on the language development and foundational skills, technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and alternate between whole group, small group, and one-on-one instruction.</p> |

## English II Specialized Programming

|  |  |   |   |
|--|--|---|---|
|  |  | <p>Provide small group instruction for reading/writing;</p> <p>Utilize peer buddy system in cooperative learning;</p> <p>Set short term goals to improve student success.</p> <p>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids.</p> <p>Use various techniques and materials to teach a lesson, based on the student's functioning level.</p> <p>Give immediate feedback.</p> <p>Provide correctly completed examples.</p> <p>Provide assistance in note taking by providing note taking templates and study guides.</p> <p>Provide frequent reviews of current concepts and information taught.</p> <p>Highlight major points of the lesson.</p> <p>Break assignments into smaller tasks.</p> <p>Discuss the purpose of each assignment.</p> <p>Use drill and repetition.</p> <p>Relate abstract thinking to students' prior knowledge.</p> <p>Specify material required in notes.</p> <p>Review and explain vocabulary before reading.</p> <p>Provide assistance for comprehension of reading assignments.</p> <p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques.</p> <p>Re-teach and review requisite skills before introducing a new skill or concept.</p> <p>Provide pre-reading strategies to assist with comprehension.</p> <p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with</p> | <p>Use access handouts containing sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.</p> <p>IEP Modifications:</p> <p>Give directions through several channels: auditory, visual, kinesthetic, model.</p> <p>Vary grouping arrangements: small, large, and individual.</p> <p>Provide small group instruction for reading/writing.</p> <p>Utilize a peer buddy system in cooperative learning.</p> <p>Set short term goals to improve student success.</p> <p>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids.</p> <p>Use various techniques and materials to teach a lesson, based on the student's functioning level.</p> <p>Give immediate feedback.</p> <p>Provide correctly completed examples.</p> <p>Provide assistance in note taking by providing note taking templates and study guides.</p> <p>Provide frequent reviews of current concepts and information taught.</p> <p>Highlight major points of a lesson.</p> <p>Break assignments into smaller tasks.</p> <p>Discuss the purpose of each assignment.</p> <p>Use drill and repetition.</p> <p>Relate abstract thinking to students' prior knowledge.</p> <p>Specify material required in notes.</p> <p>Review and explain vocabulary before reading.</p> <p>Provide assistance for comprehension of reading assignments.</p> <p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques.</p> <p>Re-teach and review requisite</p> |
|--|--|---|---|

## English II Specialized Programming

|  |  |  |  |
|--|--|--|--|
|  |  | organization, planning and prompt ideas.<br>Provide frequent opportunities to read both orally and silently at independent and instructional levels. | skills before introducing a new skill or concept.<br>Provide pre-reading strategies to assist with comprehension.<br>Encourage students to ask questions to help with understanding material.<br>Precede written work within oral discussion to assist with organization, planning and prompt ideas.<br>Provide frequent opportunities to read both orally and silently at independent and instructional levels. |
|--|--|--|--|

### Unit 3: Technical Difficulties

#### Stage 1: Desired Results

#### Standards & Indicators:

##### Language Domain

L.SS.9–10.1. Language. System and Structure of Language.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.KL.9–10.2. Language. Knowledge of Language.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Language. Vocabulary Acquisition, Use and Literal Meaning.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- C. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).



# English II Specialized Programming

## Reading Domain

EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

EE.RL.9-10.5 Identify where a text deviates from a chronological presentation of events.

EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.

EE.L.9-10.4.a Use context to determine the meaning of unknown words.

EE.L.9-10.5.b Determine the intended meaning of multiple meaning words.

EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

EE.RI.9-10.8 Determine how the specific claims support the argument made in an informational text.

RL.CI.9-10.2. [Reading Literature.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9-10.2. [Reading Informational Texts.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9-10.3. [Reading Literature.Interactions Among Text Elements.9-10.3](#). Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9-10.3. [Reading Informational Texts.Interactions Among Text Elements.9-10.3](#). Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.MF.9-10.6. [Reading Literature.Diverse Media and Formats.9-10.6](#). Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RI.MF.9-10.6. [Reading Informational Texts.Diverse Media and Formats.9-10.6](#). Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9-10.7. [Reading Informational Texts.Analysis of an Argument.9-10.7](#). Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9-10.8. [Reading Literature.Comparison of Texts.9-10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9-10.8. [Reading Informational.Comparison of Texts.9-10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

## Writing Domain

EE.L.9-10.2.c Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

EE.W.9-10.2.c Use complete, simple sentences as appropriate.

## English II Specialized Programming

EE.W.9-10.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.

EE.W.9-10.2.f Provide a closing.

EE.W.9-10.2.a Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.

EE.W.9-10.2.b Develop the topic with facts or details.

W.IW.9–10.2. [Writing.Informative and Explanatory Writing.9-10.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. [Writing.Writing Process.9-10.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. [Writing.Writing Research.9-10.5](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

W.RW.9–10.7. [Writing.Range of Writing.9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Speaking and Listening Domain

SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.9-10.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.UM.9–10.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

### Integration of Climate Change:

RI.CT.9–10.8. Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

SL.UM.9–10.5. Climate Change Example: Students may use multiple forms of digital media to explain why distribution and sustainability of natural resources might be a source of conflict in the United States and in other nations.

### Career Readiness, Life Literacies and Key Skills

| Standard   | Performance Expectations   | Core Ideas   |
|--|--|--|
| 9.4.12.CI.1  | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a). | With a growth mindset, failure is an important part of success.  |
| <a href="#">Central Idea/Enduring Understanding:</a> |  | <a href="#">Essential/Guiding Question:</a>                      |
|  |  | How does human compassion inform our understanding of the world? |

## English II Specialized Programming

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.</li> <li>• Use writing to clearly communicate ideas, incorporating technology when appropriate.</li> <li>• Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</li> <li>• Listening skills are critical for learning and communicating.</li> <li>• Visual materials enhance understanding.</li> </ul> | <p><u>Writing:</u></p> <p>How can technology be used in written communication?</p> <p>How does having writing as part of my daily routine strengthen my writing?</p> <p>Why is it important to use correct punctuation?</p> <p>How does professional writing differ from personal writing?</p> <p>Why does organized writing cause the writer to appear more competent and able to express himself?</p> <p><u>Reading:</u></p> <p>Why is it important to use background knowledge while reading?</p> <p>How does identifying the main idea help me as a reader gain meaning from the text?</p> <p>How does literature relate to my life?</p> <p>Why is it important to read/watch news reports?</p> <p>What is propaganda?</p> <p>Is everything you read on the Internet true?</p> <p>How can you tell fact from fiction?</p> <p>How does reading signs, labels, and directions lead to a healthy lifestyle?</p> <p>How do I figure out a word I do not know?</p> <p><u>Listening and Speaking:</u></p> <p>How do you listen?</p> <p>How can technology help us communicate with others?</p> <p>Why is it important to speak effectively?</p> <p>When is it appropriate to ask questions?</p> <p>What are different ways I can express my ideas and opinions?</p> <p>How can listening and speaking skills be used to improve relationships?</p> |
| <p><u>Content:</u></p> <p><b>Featured Genres</b><br/>           Fiction<br/>           Poetry<br/>           Drama<br/>           Nonfiction</p> <p><b>Key Reading Skills</b><br/>           Character<br/>           Tone<br/>           Author's Purpose and Author's Point of View/background<br/>           Central or Main Idea<br/>           Media/technology</p> <p><b>Key Writing Skills</b><br/>           Supporting Details</p>   | <p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> <li>• Define vocabulary words using context.</li> <li>• Acquire and apply academic vocabulary correctly.</li> <li>• Identify characters.</li> <li>• Identify how a character's decisions advance plot</li> <li>• Use dictionaries to confirm and clarify meaning, and use context to check the inferred meaning of a word.</li> <li>• Complete a close reading.</li> <li>• Pre-write, plan, and produce clear and coherent writing in response to a prompt.</li> <li>• Perform an initial reading of a text and demonstrate comprehension by answering short analysis questions.</li> <li>• Use context clues to determine the meanings of words.</li> <li>• Apply academic vocabulary correctly.</li> <li>• Identify the central or main idea.</li> <li>• Apply knowledge of media in exploring a subject.</li> </ul>  |

# English II Specialized Programming

|   |  |
|---|--|
| Paragraphs and Transitions  |  |
| <p><b><u>Interdisciplinary Connections:</u></b><br/>Students will apply knowledge of reading and writing strategies across all content areas.</p>   |  |
| <b>Stage 2: Assessment Evidence</b>   |  |
| <p><b><u>Performance Task(s):</u></b></p> <ul style="list-style-type: none"> <li>• Unit Assessments</li> <li>• DLM/ Alternate Assessment</li> <li>• electronic assessments/ quizzes</li> <li>• Quizzez assessments</li> </ul>   | <p><b><u>Other Evidence:</u></b></p> <p>Reading Assignments<br/>Writing Assignments<br/>Skill Assignments<br/>Journal writing activities<br/>Reading log</p>   |
| <b>Stage 3: Learning Plan</b>   |  |
| <p><b><u>Learning Opportunities/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• Daily journal writing with written or visual prompts</li> <li>• Write basic sentences using capitalization and punctuation.</li> <li>• Using resources to define vocabulary (dictionary.com, dictionary, index, and other sources)</li> <li>• Write a paragraph with an introduction and concluding sentence.</li> <li>• Self-assess and assess peers' writing.</li> <li>• Retell, reenact, dramatize, or draw stories or parts of stories</li> <li>• Make a timetable telling sequence of events from a reading</li> <li>• Make a chart comparing various characters</li> <li>• Identify and compile a list of unfamiliar words from texts read. Using the list they will define or illustrate the word after researching the meaning.</li> <li>• Begin, maintain, and end a conversation with a peer for 2 to 5 minutes using on topic comments and questions.</li> <li>• Use the think-pair-share method to answer questions and communicate ideas.</li> <li>• <b>Learning to learn:</b> Students will review study skills at the beginning of each unit and as needed throughout the day. Students will practice using various strategies while reading and writing.</li> <li>• <b>Repeat and Practice:</b> Students will repeat lessons as needed. Students will practice reading sight words and basic skills throughout the lessons.</li> </ul> | <p><b><u>Resources:</u></b></p> <p><a href="#"><u>IXL</u></a><br/>Resources will vary. Modified materials and substitutions may be needed.<br/>Pacemaker Classic Frankenstein<br/>Low- level, high interest readers and modified texts<br/>Online assessments such as electronic assessments/, Quizziz, Brainpop, and edpuzzle.<br/><a href="#"><u>Edhelper.com</u></a><br/><a href="#"><u>Education.com</u></a><br/>Speech to text/text to speech and texts on audio<br/>Pro-Ed PCI Essential Sight Words Leveled books and comprehension practice sheets and note cards.<br/>Journal prompts- written and visual</p> <p><a href="#"><u>GLSEN Educator Resources</u></a><br/><a href="#"><u>For Educators: Supporting LGBTQIA Youth Resource List</u></a><br/><a href="#"><u>Respect Ability: Fighting Stigmas, Advancing Opportunities</u></a></p> |

## English II Specialized Programming

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>Visuals and Graphic Organizers:</b> Students will use graphic organizers and other visuals to organize materials.</li> <li>• <b>Connections and background knowledge:</b> Students will use prior knowledge to connect new material to what they already know. Students will make connections from the material to their lives.</li> <li>• <b>Writing Skills:</b> Skill lessons break the writing process down and aid students as they learn to “write routinely over extended and shorter time frames.</li> </ul> |  |
|---|--|

### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

| High-Achieving Students  | On Grade Level Students   | Struggling Students  | Special Needs/ELL  |
|--|---|--|--|
| Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction. | The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core’s Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills. | <p>Modified materials<br/>Emphasis on skills needed to succeed (reading, writing, listening, speaking, how to find information, using technology)<br/>All modifications indicated in the IEP will be followed, in addition to any accommodations and modifications that will enhance the learning experience for the students.</p> <p>Students will focus on being able to read and comprehend a variety of materials, and write to communicate clearly.<br/>Small group instruction.<br/>Modeling and practicing how to use reference material both in print and online.<br/>Extended units<br/>Extended time<br/>Repeated instruction<br/>Text to speech<br/>Use of visuals, audio, and graphic organizers<br/>Give directions through several channels: auditory, visual, kinesthetic, model.<br/>Vary grouping arrangements: small, large, and individual.<br/>Provide small group instruction for reading/writing;<br/>Utilize peer buddy system in cooperative learning;</p> | <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:<br/>Extended time<br/>Provide visual aids<br/>Repeated directions<br/>Differentiate based on proficiency<br/>Provide word banks<br/>Allow for translators, dictionaries</p> <p>Use of Access Path materials: break core instruction down into discrete tasks, hone in on the language development and foundational skills, technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and alternate between whole group, small group, and one-on-one instruction.<br/>Use access handouts containing sentence frames, graphic organizers, glossaries, and many</p> |

## English II Specialized Programming

|  |  |   |   |
|--|--|---|---|
|  |  | <p>Set short term goals to improve student success.</p> <p>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids.</p> <p>Use various techniques and materials to teach a lesson, based on the student's functioning level.</p> <p>Give immediate feedback.</p> <p>Provide correctly completed examples.</p> <p>Provide assistance in note taking by providing note taking templates and study guides.</p> <p>Provide frequent reviews of current concepts and information taught.</p> <p>Highlight major points of the lesson.</p> <p>Break assignments into smaller tasks.</p> <p>Discuss the purpose of each assignment.</p> <p>Use drill and repetition.</p> <p>Relate abstract thinking to students' prior knowledge.</p> <p>Specify material required in notes.</p> <p>Review and explain vocabulary before reading.</p> <p>Provide assistance for comprehension of reading assignments.</p> <p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques.</p> <p>Re-teach and review requisite skills before introducing a new skill or concept.</p> <p>Provide pre-reading strategies to assist with comprehension.</p> <p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> <p>Provide frequent opportunities to read both orally and silently</p> | <p>other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.</p> <p>IEP Modifications:</p> <p>Give directions through several channels: auditory, visual, kinesthetic, model.</p> <p>Vary grouping arrangements: small, large, and individual.</p> <p>Provide small group instruction for reading/writing.</p> <p>Utilize a peer buddy system in cooperative learning.</p> <p>Set short term goals to improve student success.</p> <p>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids.</p> <p>Use various techniques and materials to teach a lesson, based on the student's functioning level.</p> <p>Give immediate feedback.</p> <p>Provide correctly completed examples.</p> <p>Provide assistance in note taking by providing note taking templates and study guides.</p> <p>Provide frequent reviews of current concepts and information taught.</p> <p>Highlight major points of a lesson.</p> <p>Break assignments into smaller tasks.</p> <p>Discuss the purpose of each assignment.</p> <p>Use drill and repetition.</p> <p>Relate abstract thinking to students' prior knowledge.</p> <p>Specify material required in notes.</p> <p>Review and explain vocabulary before reading.</p> <p>Provide assistance for comprehension of reading assignments.</p> <p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques.</p> <p>Re-teach and review requisite skills before introducing a new skill or concept.</p> <p>Provide pre-reading strategies to</p> |
|--|--|---|---|

## English II Specialized Programming

|  |  |  |   |
|--|--|--|---|
|  |  | at independent and instructional levels. | <p>assist with comprehension. Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> <p>Provide frequent opportunities to read both orally and silently at independent and instructional levels.</p> |
|--|--|--|---|

### Unit 4: The Human Connection

#### Stage 1: Desired Results

#### Standards & Indicators:

##### **Language Domain**

L.SS.9–10.1. **Language. System and Structure of Language.9-10.1.** Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.KL.9–10.2. **Language. Knowledge of Language.9-10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. **Language. Vocabulary Acquisition, Use and Literal Meaning.9-10.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- C. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

##### **Reading Domain**



## English II Specialized Programming

EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

EE.RL.9-10.5 Identify where a text deviates from a chronological presentation of events.

EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.

EE.L.9-10.4.a Use context to determine the meaning of unknown words.

EE.L.9-10.5.b Determine the intended meaning of multiple meaning words.

EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

EE.RI.9-10.8 Determine how the specific claims support the argument made in an informational text.

RL.CI.9-10.2. [Reading Literature.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9-10.2. [Reading Informational Texts.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9-10.3. [Reading Literature.Interactions Among Text Elements.9-10.3](#). Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9-10.3. [Reading Informational Texts.Interactions Among Text Elements.9-10.3](#). Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.MF.9-10.6. [Reading Literature.Diverse Media and Formats.9-10.6](#). Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RI.MF.9-10.6. [Reading Informational Texts.Diverse Media and Formats.9-10.6](#). Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9-10.7. [Reading Informational Texts.Analysis of an Argument.9-10.7](#). Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9-10.8. [Reading Literature.Comparison of Texts.9-10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

RI.CT.9-10.8. [Reading Informational.Comparison of Texts.9-10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

### Writing Domain

EE.L.9-10.2.c Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

EE.W.9-10.2.c Use complete, simple sentences as appropriate.

EE.W.9-10.2.d Use domain specific vocabulary when writing claims related to a topic of study or text.

EE.W.9-10.2.f Provide a closing.

## English II Specialized Programming

EE.W.9-10.2.a Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.

EE.W.9-10.2.b Develop the topic with facts or details.

W.IW.9–10.2. [Writing.Informative and Explanatory Writing.9-10.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.9–10.4. [Writing.Writing Process.9-10.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. [Writing.Writing Research.9-10.5](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

W.RW.9–10.7. [Writing.Range of Writing.9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Speaking and Listening Domain

SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.9-10.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.UM.9–10.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

### Integration of Climate Change:

RI.CT.9–10.8. Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

SL.UM.9–10.5. Climate Change Example: Students may use multiple forms of digital media to explain why distribution and sustainability of natural resources might be a source of conflict in the United States and in other nations.

### Career Readiness, Life Literacies and Key Skills

| Standard   | Performance Expectations   | Core Ideas   |
|--|--|--|
| 9.4.12.CI.1  | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a). | With a growth mindset, failure is an important part of success.  |
| <b><u>Central Idea / Enduring Understanding:</u></b> <ul style="list-style-type: none"> <li>Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.</li> </ul> |  | <b><u>Essential/Guiding Question:</u></b><br><br><b>How do our interactions with those around us and with the larger world make us who we are?</b> |

## English II Specialized Programming

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Use writing to clearly communicate ideas, incorporating technology when appropriate.</li> <li>• Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</li> <li>• Listening skills are critical for learning and communicating.</li> <li>• Visual materials enhance understanding.</li> </ul> | <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Why does organized writing make the writer appear more competent and, perhaps, the results more positive?</li> <li>• How does a truly competent writer express himself?</li> <li>• Why does well-organized, cohesive writing produce understanding for the reader?</li> <li>• How does professional writing differ from personal writing?</li> <li>• How does a writer choose a particular form of communication?</li> <li>• How can writing help us understand our world better?</li> </ul> <p><u>Reading Literature</u></p> <ul style="list-style-type: none"> <li>• How are sounds represented by letters?</li> <li>• How do I find the pronunciation or meaning of an unknown word?</li> <li>• How does understanding a text's story elements, including its character development, help convey meaning?</li> <li>• How does an author use figurative language to enhance meaning?</li> <li>• How does fluency affect comprehension?</li> <li>• Why do readers need to pay attention to the writer's choice of words?</li> <li>• How does literature relate to life?</li> </ul> |
| <p><u>Content:</u></p> <p><b>Key Reading Skills</b><br/>           Character<br/>           Tone<br/>           Author's Purpose and Author's Point of View/background<br/>           Central or Main Idea<br/>           Media/technology</p> <p><b>Key Writing Skills</b><br/>           Supporting Details<br/>           Paragraphs and Transitions</p>  | <p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> <li>• Acquire and apply academic vocabulary correctly.</li> <li>• Define vocabulary words using context.</li> <li>• Identify characters</li> <li>• Identify how a character's decisions advance plot</li> <li>• Use dictionaries to confirm and clarify meaning, and use context to check the inferred meaning of a word.</li> <li>• Complete a close reading</li> <li>• Pre-write, plan, and produce clear and coherent writing in response to a prompt.</li> <li>• Perform an initial reading of a text and demonstrate comprehension by answering short analysis questions.</li> <li>• Use context clues to determine the meanings of words.</li> <li>• Apply academic vocabulary correctly.</li> <li>• Identify the central or main idea.</li> <li>• Apply knowledge of media in exploring a subject.</li> </ul>  |
| <p><u>Interdisciplinary Connections:</u><br/>           Students will apply knowledge of reading and writing strategies across all content areas.</p>  |  |
| <p><b>Stage 2: Assessment Evidence</b></p>   |  |
| <p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> <li>• Unit Assessments</li> <li>• DLM/ Alternate Assessment</li> <li>• electronic assessments/ quizzes</li> <li>• Quizzez assessments</li> </ul>   | <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>• Reading Assignments</li> <li>• Writing Assignments</li> <li>• Skill Assignments</li> <li>• Journal writing activities</li> </ul>  |

# English II Specialized Programming

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>Reading log</li> </ul>   |
| <b>Stage 3: Learning Plan</b>  |   |
| <p><u><b>Learning Opportunities/Strategies:</b></u></p> <ul style="list-style-type: none"> <li>Daily journal writing with written or visual prompts</li> <li>Write basic sentences using capitalization and punctuation.</li> <li>Write a paragraph with an introduction and concluding sentence.</li> <li>Self-assess and assess peers' writing.</li> <li>Retell, reenact, dramatize, or draw stories or parts of stories</li> <li>Make a timetable telling sequence of events from a reading</li> <li>Make a chart comparing various characters</li> <li>Identify and compile a list of unfamiliar words from texts read. Using the list they will define or illustrate the word after researching the meaning.</li> <li>Begin, maintain, and end a conversation with a peer for 2 to 5 minutes using on topic comments and questions.</li> <li>Use the think-pair-share method to answer questions and communicate ideas.</li> <li><b>Learning to learn:</b> Students will review study skills at the beginning of each unit and as needed throughout the day. Students will practice using various strategies while reading and writing.</li> <li><b>Repeat and Practice:</b> Students will repeat lessons as needed. Students will practice reading sight words and basic skills throughout the lessons.</li> <li><b>Visuals and Graphic Organizers:</b> Students will use graphic organizers and other visuals to organize materials.</li> <li><b>Connections and background knowledge:</b> Students will use prior knowledge to connect new material to what they already know. Students will make connections from the material to their lives.</li> <li><b>Writing Skills:</b> Skill lessons break the writing process down and aid students as they learn to "write routinely over extended and shorter time frames."</li> </ul> | <p><u><b>Resources:</b></u></p> <p><a href="#">IXL</a><br/>Resources will vary. Modified materials and substitutions may be needed.<br/>Lower grade level text and novels as per student's IEP, such as The Jungle Book<br/>Low- level, high interest readers and modified texts<br/>Online assessments such as electronic assessments/, Quizziz, Brainpop, and edpuzzle.<br/><a href="#">Education.com</a><br/><a href="#">Edhelper.com</a><br/>Speech to text/text to speech and texts on audio<br/>Pro-Ed PCI Essential Sight Words Leveled books and comprehension practice sheets and note cards.<br/>Journal prompts- written and visual</p> <p><a href="#">GLSEN Educator Resources</a><br/><a href="#">For Educators: Supporting LGBTQIA Youth Resource List</a><br/><a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></p> |
| <u><b>Differentiation</b></u>  |   |

## English II Specialized Programming

| *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation   |   |  |   |
|--|---|--|---|
| High-Achieving Students  | On Grade Level Students   | Struggling Students  | Special Needs/ELL   |
| Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction. | The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core's Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills. | <p>Give directions through several channels: auditory, visual, kinesthetic, model.</p> <p>Vary grouping arrangements: small, large, and individual.</p> <p>Provide small group instruction for reading/writing;</p> <p>Utilize peer buddy system in cooperative learning;</p> <p>Set short term goals to improve student success.</p> <p>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids.</p> <p>Use various techniques and materials to teach a lesson, based on the student's functioning level.</p> <p>Give immediate feedback.</p> <p>Provide correctly completed examples.</p> <p>Provide assistance in note taking by providing note taking templates and study guides.</p> <p>Provide frequent reviews of current concepts and information taught.</p> <p>Highlight major points of the lesson.</p> <p>Break assignments into smaller tasks.</p> <p>Discuss the purpose of each assignment.</p> <p>Use drill and repetition.</p> <p>Relate abstract thinking to students' prior knowledge.</p> <p>Specify material required in notes.</p> <p>Review and explain vocabulary before reading.</p> <p>Provide assistance for comprehension of reading assignments.</p> <p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques.</p> | <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p> <p>Use of Access Path materials: break core instruction down into discrete tasks, hone in on the language development and foundational skills, technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and alternate between whole group, small group, and one-on-one instruction.</p> <p>Use access handouts containing sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.</p> <p>IEP Modifications:</p> <p>Give directions through several channels: auditory, visual, kinesthetic, model.</p> <p>Vary grouping arrangements: small, large, and individual.</p> <p>Provide small group instruction for reading/writing.</p> <p>Utilize a peer buddy system in</p> |

## English II Specialized Programming

|  |  |   |   |
|--|--|---|---|
|  |  | <p>Re-teach and review requisite skills before introducing a new skill or concept.</p> <p>Provide pre-reading strategies to assist with comprehension.</p> <p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> <p>Provide frequent opportunities to read both orally and silently at independent and instructional levels.</p> <p>Modified materials</p> <p>Emphasis on skills needed to succeed (reading, writing, listening, speaking, how to find information, using technology)</p> <p>All modifications indicated in the IEP will be followed, in addition to any accommodations and modifications that will enhance the learning experience for the students.</p> <p>Students will focus on being able to read and comprehend a variety of materials, and write to communicate clearly.</p> <p>Small group instruction.</p> <p>Modeling and practicing how to use reference material both in print and online.</p> <p>Extended units</p> <p>Extended time</p> <p>Repeated instruction</p> <p>Text to speech</p> <p>Use of visuals, audio, and graphic organizers</p> | <p>cooperative learning.</p> <p>Set short term goals to improve student success.</p> <p>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids.</p> <p>Use various techniques and materials to teach a lesson, based on the student's functioning level.</p> <p>Give immediate feedback.</p> <p>Provide correctly completed examples.</p> <p>Provide assistance in note taking by providing note taking templates and study guides.</p> <p>Provide frequent reviews of current concepts and information taught.</p> <p>Highlight major points of a lesson.</p> <p>Break assignments into smaller tasks.</p> <p>Discuss the purpose of each assignment.</p> <p>Use drill and repetition.</p> <p>Relate abstract thinking to students' prior knowledge.</p> <p>Specify material required in notes.</p> <p>Review and explain vocabulary before reading.</p> <p>Provide assistance for comprehension of reading assignments.</p> <p>Frequently check for understanding.</p> <p>Provide direct instruction in editing techniques.</p> <p>Re-teach and review requisite skills before introducing a new skill or concept.</p> <p>Provide pre-reading strategies to assist with comprehension.</p> <p>Encourage students to ask questions to help with understanding material.</p> <p>Precede written work within oral discussion to assist with organization, planning and prompt ideas.</p> <p>Provide frequent opportunities to read both orally and silently at independent and instructional levels.</p> |
|--|--|---|---|

# English II Specialized Programming

## PACING GUIDE

| English II  | Resources  | Standards   |
|---|--|---|
| MP 1 (Interim 1)  |  |   |
| UNIT 1: Destiny<br><br>Days 24<br><br>Daily IXL Independent Practice<br><br><b>Key Reading Skills</b><br>Character<br>Tone<br>Author's Purpose and Author's Point of View/background<br>Central or Main Idea<br>Media/technology<br><br><b>Key Writing Skills</b><br>Supporting Details<br>Paragraphs and Transitions | <a href="#">IXL</a><br>Resources will vary. Modified materials and substitutions may be needed.<br>Low- level, high interest readers and modified texts<br>Online assessments such as electronic assessments/, Quizziz, Brainpop, and edpuzzle, etc.<br>Speech to text/text to speech and texts on audio<br>White Fang EdCon Publishing reading and materials; audio IF poem audio<br>Pro-Ed PCI Essential Sight Words<br>Leveled books and comprehension practice sheets and note cards.<br>Journal prompts- written and visual<br><a href="#">Education.com</a><br><a href="#">Edhelper.com</a><br><br><a href="#">GLSEN Educator Resources</a><br><a href="#">For Educators: Supporting LGBTQIA Youth Resource List</a><br><a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a> | L.SS.9–10.1.A.B.<br>L.KL.9–10.2.A.B.C.<br>L.VL.9–10.3.A.B.C.<br>EE.RL.9-10.1<br>EE.RL.9-10.5<br>EE.RI.9-10.1<br>EE.L.9-10.4.A<br>EE.L.9-10.5.b<br>EE.RL.9-10.1<br>EE.RI.9-10.8<br>RL.CI.9–10.2.<br>RI.CI.9–10.2.<br>RL.IT.9–10.3.<br>RI.IT.9–10.3.<br>RL.MF.9–10.6.<br>RI.MF.9–10.6.<br>RI.AA.9–10.7.<br>RL.CT.9–10.8.<br>RI.CT.9–10.8.<br>EE.L.9-10.2.C<br>EE.W.9-10.2.C<br>EE.W.9-10.2.D<br>EE.W.9-10.2.F<br>EE.W.9-10.2.B<br>EE.W.9-10.2.B<br>W.IW.9–10.2.A.B.C.D.<br>W.WP.9–10.4.<br>W.WR.9–10.5.<br>W.RW.9–10.7.<br>SL.PE.9–10.1.<br>SL.UM.9–10.5. |
| MP 1 (Interim 2)  |  |   |
| UNIT 2: Taking A Stand<br><br>Days 22<br><br>Daily IXL Independent Practice<br><br><b>Featured Genres</b><br>Fiction<br>Poetry<br>Drama<br>Nonfiction   | <a href="#">IXL</a><br>Resources will vary. Modified materials and substitutions may be needed.<br>The play Antigone on wordpress<br>Mythology stories and pictures from education.com<br>Low- level, high interest readers and modified texts<br>Online assessments such as electronic assessments/, Quizziz, Brainpop, and edpuzzle.   | L.SS.9–10.1.A.B.<br>L.KL.9–10.2.A.B.C.<br>L.VL.9–10.3.A.B.C.<br>EE.RL.9-10.1<br>EE.RL.9-10.5<br>EE.RI.9-10.1<br>EE.L.9-10.4.A<br>EE.L.9-10.5.b<br>EE.RL.9-10.1<br>EE.RI.9-10.8<br>RL.CI.9–10.2.<br>RI.CI.9–10.2.  |



## English II Specialized Programming

|   |  |  |
|---|--|--|
| <p><b>Key Reading Skills</b></p> <p>Character</p> <p>Tone</p> <p>Author's Purpose and Author's Point of View/background</p> <p>Central or Main Idea</p> <p>Media/technology</p> <p><b>Key Writing Skills</b></p> <p>Supporting Details</p> <p>Paragraphs and Transitions</p>  | <p>Low level, high interest readers, such as EdCon Publishing books and audio.</p> <p>Nonfiction low level readers, such as Time Magazine Nonfiction reader series.</p> <p><a href="http://Education.com">Education.com</a></p> <p><a href="http://Edhelper.com">Edhelper.com</a></p> <p>Lower grade level text and novels as per student's IEP</p> <p>Modified texts and novels as per student's IEP.</p> <p>Pro-Ed PCI Essential Sight Words</p> <p>Leveled books and comprehension practice sheets and note cards.</p> <p>Journal prompts- written and visual</p> <p><a href="#">GLSEN Educator Resources For Educators: Supporting LGBTQIA Youth Resource List</a></p> <p><a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></p>   | <p>RL.IT.9–10.3.</p> <p>RI.IT.9–10.3.</p> <p>RL.MF.9–10.6.</p> <p>RI.MF.9–10.6.</p> <p>RI.AA.9–10.7.</p> <p>RL.CT.9–10.8.</p> <p>RI.CT.9–10.8.</p> <p>EE.L.9-10.2.C</p> <p>EE.W.9-10.2.C</p> <p>EE.W.9-10.2.D</p> <p>EE.W.9-10.2.F</p> <p>EE.W.9-10.2.B</p> <p>EE.W.9-10.2.B</p> <p>W.IW.9–10.2.A.B.C.D.</p> <p>W.WP.9–10.4.</p> <p>W.WR.9–10.5.</p> <p>W.RW.9–10.7.</p> <p>SL.PE.9–10.1.</p> <p>SL.UM.9–10.5.</p>   |
| <p>MP 2 (Interim 3)</p>   |  |  |
| <p>UNIT 3: Technical Difficulties</p> <p>Days 22</p> <p>Daily IXL Independent Practice</p> <p><b>Featured Genres</b></p> <p>Fiction</p> <p>Poetry</p> <p>Drama</p> <p>Nonfiction</p> <p><b>Key Reading Skills</b></p> <p>Character</p> <p>Tone</p> <p>Author's Purpose and Author's Point of View/background</p> <p>Central or Main Idea</p> <p>Media/technology</p> <p><b>Key Writing Skills</b></p> <p>Supporting Details</p> <p>Paragraphs and Transitions</p> | <p><a href="#">IXL</a></p> <p>Resources will vary. Modified materials and substitutions may be needed.</p> <p>Pacemaker Classic Frankenstein</p> <p>Low- level, high interest readers and modified texts</p> <p>Online assessments such as electronic assessments/, Quizziz, Brainpop, and edpuzzle.</p> <p><a href="http://Edhelper.com">Edhelper.com</a></p> <p><a href="http://Education.com">Education.com</a></p> <p>Speech to text/text to speech and texts on audio</p> <p>Pro-Ed PCI Essential Sight Words</p> <p>Leveled books and comprehension practice sheets and note cards.</p> <p>Journal prompts- written and visual</p> <p><a href="#">GLSEN Educator Resources For Educators: Supporting LGBTQIA Youth Resource List</a></p> <p><a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></p> | <p>L.SS.9–10.1.A.B.</p> <p>L.KL.9–10.2.A.B.C.</p> <p>L.VL.9–10.3.A.B.C.</p> <p>EE.RL.9-10.1</p> <p>EE.RL.9-10.5</p> <p>EE.RI.9-10.1</p> <p>EE.L.9-10.4.A</p> <p>EE.L.9-10.5.b</p> <p>EE.RL.9-10.1</p> <p>EE.RI.9-10.8</p> <p>RL.CI.9–10.2.</p> <p>RI.CI.9–10.2.</p> <p>RL.IT.9–10.3.</p> <p>RI.IT.9–10.3.</p> <p>RL.MF.9–10.6.</p> <p>RI.MF.9–10.6.</p> <p>RI.AA.9–10.7.</p> <p>RL.CT.9–10.8.</p> <p>RI.CT.9–10.8.</p> <p>EE.L.9-10.2.C</p> <p>EE.W.9-10.2.C</p> <p>EE.W.9-10.2.D</p> <p>EE.W.9-10.2.F</p> <p>EE.W.9-10.2.B</p> <p>EE.W.9-10.2.B</p> <p>W.IW.9–10.2.A.B.C.D.</p> <p>W.WP.9–10.4.</p> |

## English II Specialized Programming

|  |   |   |
|--|---|---|
|  |   | W.WR.9–10.5.<br>W.RW.9–10.7.<br>SL.PE.9–10.1.<br>SL.UM.9–10.5.  |
| MP 2 (Interim 4)   |   |   |
| UNIT 4: The Human Connection<br><br>Days 22<br><br>Daily IXL Independent Practice<br><br><b>Featured Genres</b><br>Fiction<br>Poetry<br>Drama<br>Nonfiction<br><br><b>Key Reading Skills</b><br>Character<br>Tone<br>Author's Purpose and Author's Point of View/background<br>Central or Main Idea<br>Media/technology<br><br><b>Key Writing Skills</b><br>Supporting Details<br>Paragraphs and Transitions | <a href="#">IXL</a><br>Resources will vary. Modified materials and substitutions may be needed.<br>Lower grade level text and novels as per student's IEP, such as The Jungle Book<br>Low- level, high interest readers and modified texts<br>Online assessments such as electronic assessments/, Quizziz, Brainpop, and edpuzzle.<br><a href="#">Education.com</a><br><a href="#">Edhelper.com</a><br>Speech to text/text to speech and texts on audio<br>Pro-Ed PCI Essential Sight Words<br>Leveled books and comprehension practice sheets and note cards.<br>Journal prompts- written and visual<br><br><a href="#">GLSEN Educator Resources</a><br><a href="#">For Educators: Supporting LGBTQIA Youth Resource List</a><br><a href="#">Respect Ability: Fighting Stigmas.</a><br><a href="#">Advancing Opportunities</a> | L.SS.9–10.1.A.B.<br>L.KL.9–10.2.A.B.C.<br>L.VL.9–10.3.A.B.C.<br>EE.RL.9-10.1<br>EE.RL.9-10.5<br>EE.RI.9-10.1<br>EE.L.9-10.4.A<br>EE.L.9-10.5.b<br>EE.RL.9-10.1<br>EE.RI.9-10.8<br>RL.CI.9–10.2.<br>RI.CI.9–10.2.<br>RL.IT.9–10.3.<br>RI.IT.9–10.3.<br>RL.MF.9–10.6.<br>RI.MF.9–10.6.<br>RI.AA.9–10.7.<br>RL.CT.9–10.8.<br>RI.CT.9–10.8.<br>EE.L.9-10.2.C<br>EE.W.9-10.2.C<br>EE.W.9-10.2.D<br>EE.W.9-10.2.F<br>EE.W.9-10.2.B<br>EE.W.9-10.2.B<br>W.IW.9–10.2.A.B.C.D.<br>W.WP.9–10.4.<br>W.WR.9–10.5.<br>W.RW.9–10.7.<br>SL.PE.9–10.1.<br>SL.UM.9–10.5. |