



English I Pre-AP Semester I 1st Quarter

- Students will use a flexible range of metacognitive reading skills to understand an author's message.
- Students will apply earlier standards with greater depth in increasingly more complex texts to become a self-directed and critical reader.
- Students will reflect on understanding to monitor comprehension (questioning, summarizing, synthesizing, making connections and creating sensory images).
- Students will make complex inferences about text and use textual evidence to support understanding.
- Students will read and analyze at least one novel or major work.
- Students will read from various genres including short stories with an emphasis on classical literature.
- Students will read from varied sources emphasizing literary elements including theme, plot, allusions, setting, characterization, conflict, point of view, mood, irony, sarcasm, paradox, author's purpose, diction, and figurative language.
- Students will apply analysis skills on AP-style M/C passages from *LTF* materials.
- Students will focus on literary analysis with an emphasis on literary elements.
- Students will strengthen vocabulary through direct word study from the district's Greek and Latin vocabulary list.
- Students will strengthen vocabulary through word study from literary sources in conjunction with class reading.
- Students will use a dictionary or thesaurus to determine the meaning, syllabication, pronunciation, and part of speech of words.
- Students will review the various steps of the writing process including planning, drafting, sharing, revising, editing and publishing.
- Students will use a variety of sentence structures and transitions to create effective writing.
- Students will produce one multi-paragraph composition which has been taken through all of the steps of the writing process.
- Students will write one response to literature using textual evidence to support ideas.
- Students will write an imaginative story.
- Students will write an analytical essay.
- Students will write one timed AP-style essay
- Students will review the eight parts of speech.
- Students will use and understand verbals, including gerunds, infinitives and participles.
- Students will use and understand reciprocal pronouns.
- Students will use a variety of correctly structured sentences.
- Students will explore relevant sources, analyze sources, and collect information on varied topics.
- Students will organize, synthesize and present ideas and information according to the purpose of the research and the audience.
- Students will critique the on-going research process to improve their product.
- Students will use comprehension skills to listen attentively to others.
- Students will speak clearly and to the point, using the conventions of language.
- Students will work productively with others in teams.
- Students will participate productively in discussions.



1st Quarter

Resources: *Glencoe Literature The Reader's Choice Course 4/ To Kill a Mockingbird/ Comal ISD Greek and Latin Roots Study List/ TEA Resources/Killgallon Sentence Composition/ LTF Training and Reading Modules/ additional supplemental resources*

Week	Unit/Lesson	Learning Objectives				Reporting Categories (TEKs)
		Reading	Grammar	Writing	Vocabulary	
Week 1	Welcome Collect Class Supplies Classroom Rules Curriculum Overview	Preparation and Review Overview of Class Rules and Organization		An Imaginative Story: * utilize the various steps of the writing process to produce various drafts *produce a piece of writing through all steps of the process to a final draft for scoring		
Week 2	Novel: To Kill A Mockingbird Unit: The Short Story p.2 Theme: Matters of Life and Death p. 9 Reading: "The Jump" p. 4 Writers on Reading p.6	*understand the role of conflict in a story *draw inferences and support them with details from the text. *skim text for information * analyze the relevance of plot and setting.	8 Parts Speech: Review all parts of speech* monitor understanding of the appropriate identification and usage of the 8 parts of speech		Greek and Latin Roots Part I: nunc/ nounce, voc/ vok, fa, dic/ dict, cant/ chant, aud, son, log	1a,b,e/ 2.a,c/5/6/12/13.a, b,c,d,e 14.a/ 18a,b/ 20a/24/25/26
Week 3	Novel: To Kill A Mockingbird Unit: The Short Story p.2 Theme: Matters of Life and Death p. 9 Reading: "The Cask of Amontillado" p.55	*analyze mood and suspense *paraphrase *understand and identify irony *analyze dialogue	Review: Sentence structure p. 159, p. 218 Focus: Phrases- verbal, gerund, infinitive, participial		Greek and Latin Roots Part I: nunc/ nounce, voc/ vok, fa, dic/ dict, cant/ chant, aud, son, log	1a,b,e/ 2.a,c/5/6/12/13.a, b,c,d,e 14.a/ 18a,b/ 20.a/24/25/26
Week 4	Novel: To Kill A Mockingbird Unit: The Short Story p.2 Theme: Matters of Life and Death Reading: "Blues Ain't No Mockingbird" p.67	*understand and analyze the use of dialect *identify and analyze concrete details *interpret symbols by drawing inferences from the text			Greek and Latin Roots Part I: nunc/ nounce, voc/ vok, fa, dic/ dict, cant/ chant, aud, son, log	1a,b,e/ 2.a,c/5/6/12/13.a, b,c,d,e 14.a/ 18a,b/ 20.a/24/25/26
Week 5	Novel: To Kill A Mockingbird Unit: The Short Story p.2 Theme: Matters of Life and Death Reading: "The Interlopers" p.79	*analyze the use of irony *analyze cause-and-effect relationships *analyze use of diction to enhance mood *understand the use of dialogue			An Analytical Response: * utilize the various steps of the writing process to produce various drafts *produce a piece of writing through all steps of the process to a final draft for scoring	Greek and Latin Roots Part I: nunc/ nounce, voc/ vok, fa, dic/ dict, cant/ chant, aud, son, log
Week 6	Novel: To Kill A Mockingbird Unit: The Short Story p.2 Theme: Rewards and Sacrifices Reading: intro: Character and Theme p.106 "Rules of The Game" p.108	*understand and recognize literary elements *draw inferences and support them with details from the text *Identify the protagonist and antagonist in a short story *make inferences about characters *preview a story using a questioning strategy			Greek and Latin Roots Part I: nunc/ nounce, voc/ vok, fa, dic/ dict, cant/ chant, aud, son, log	1.a,b,e/ 2.a,c/5/6/12/13.a, b,c,d,e 14.a/ 18.a,b/ 20.a/24/25/26



1st Quarter

Resources: *Glencoe Literature The Reader's Choice Course 4/ To Kill a Mockingbird/ Comal ISD Greek and Latin Roots Study List/ TEA Resources/Killgallon Sentence Composition/ LTF Training and Reading Modules/ additional supplemental resources*

Week	Unit/Lesson	Learning Objectives			Reporting Categories (TEKs)	
Week 7	Novel: To Kill A Mockingbird Unit: The Short Story p.2 Theme: Rewards and Sacrifices Reading: "The Gift of Magi" p.121	*identify the problem and solution in a short story *analyze the meaning of symbols in a short story *examine the cause and effect of characters' emotions		A Literary Response: * utilize the various steps of the writing process to produce various drafts *produce a piece of writing through all steps of the process to a final draft for scoring	Greek and Latin Roots Part I: nunc/ nounce, voc/ vok, fa, dic/ dict, cant/ chant, aud, son, log	1.a,b,e/ 2.a,c/5/6/12/13.a, b,c,d,e 14.a/ 18.a,b/ 20.a/24/25/26
Week 8	Novel: To Kill A Mockingbird Unit: The Short Story p.2 Theme: Dreams and Reality Reading: intro: Narrator and Voice "The Secret Life of Walter Mitty" p.208	*understand the role of narrator and point of view in a story *make generalizations and support them with details from the text *experiment with point of view *recognize the impact of diction *understand transitions *visualize to improve comprehension *use reviewing and questioning to monitor reading comprehension			Greek and Latin Roots Part I: nunc/ nounce, voc/ vok, fa, dic/ dict, cant/ chant, aud, son, log	1.a,b,e/ 2.a,c/5/6/12/13.a, b,c,d,e 14.a/ 18.a,b/ 20.a/24/25/26
Week 9	Novel: To Kill A Mockingbird Unit: The Short Story p.2 Theme: Dreams and Reality Reading: "The Drums of Washington" p.243	*analyze text for bias *interpret the influences of historical context on a literary work *apply meanings of prefixes in decoding words *analyze details within text			Greek and Latin Roots Part I: nunc/ nounce, voc/ vok, fa, dic/ dict, cant/ chant, aud, son, log	1.a,b,e/ 2.a,c/5/6/12/13.a, b,c,d,e 14.a/ 18.a,b/ 20.a/24/25/26



English I Pre-AP

Semester I

2nd Quarter

- Students will use a flexible range of metacognitive reading skills to understand an author's message.
- Students will apply earlier standards with greater depth in increasingly more complex texts to become self-directed and critical readers.
- Students will make complex inferences about text and use textual evidence to support understanding.
- Students will apply analytical skills on AP-style M/C passages from *LTF* materials.
- Students will focus on rhetorical analysis with an emphasis on the appeals and syntactical elements.
- Students will read and analyze at least one novel or major work.
- Students will read from various genres including poetry.
- Students will read from varied sources emphasizing literary elements including theme, plot, allusions, setting, characterization, conflict, point of view, mood, diction, irony, sarcasm, paradox, author's purpose and figurative language.
- Students will build vocabulary through study of Greek and Latin roots list and through word study from literary sources in conjunction with class reading.
- Students will use a dictionary or thesaurus to determine the meaning, syllabication, pronunciation, and part of speech of words.
- Students will utilize the various steps of the writing process to create effective writing.
- Students will produce one multi-paragraph composition which has been taken through all of the steps of the writing process.
- Students will write one response to literature using textual evidence to support ideas.
- Students will write a poem.
- Students will write an analytical essay.
- Students will write one timed AP-style essay.
- Students will strengthen sentence skills with *Killgallon Sentence Composing* exercises.
- Students will use and understand restrictive and nonrestrictive clauses.
- Students will identify and use the subjunctive mood to express doubts, wishes and possibilities.
- Students will use a variety of correctly structured sentences.
- Students will use correct comma placement in nonrestrictive clauses and contrasting expressions.
- Students will use quotation marks to indicate sarcasm or irony and dashes to emphasize parenthetical information.
- Students will explore relevant sources, analyze sources, and collect information on varied topics.
- Students will organize, synthesize and present ideas and information according to the purpose of the research and the audience.
- Students will critique the on-going research process to improve the product.
- Students will use comprehension skills to listen attentively to others.
- Students will speak clearly and to the point, using the conventions of language.
- Students will work productively with others in teams.
- Students will participate productively in discussions, including at least one Socratic discussion or one graded/guided discussion.
- Students will give a presentation.
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2nd Quarter

Resources: Resources: *Glencoe Literature The Reader's Choice Course 4/ A Lesson Before Dying/ Comal ISD Greek and Latin Roots Study List/ TEA Resources/Killgallon Sentence Composition/ LTF Training and Reading Modules/ additional supplemental resources*

Week	Unit/Lesson	Learning Objectives				Reporting Categories (TEKs)
		Reading	Grammar	Writing	Vocabulary	
Week 1	<p>Novel: A Lesson Before Dying/ The Pearl by John Steinbeck Unit: 3 Genre Focus- Poetry p.508-512 Theme: Nature Inspires Reading: intro p. 508/ The Charge of the Light Brigade p.510/ p. 516-518 Form and Structure</p>	<p>*identify the distinguishing characteristics of poetry. *analyze how poetic elements affect the reader *record observations on poetry</p>	<p>Review: Concrete and Abstract nouns p. 510 / Subject-Verb Agreement p. 565 Focus: Restrictive and Non-restrictive clauses</p>	<p>A Reflective Essay-* utilize the various steps of the writing process to produce various drafts *produce a piece of writing</p>	<p>Greek and Latin Roots Part II: ped/ vest/ corpor, corpu/ unni/ mono/ homo/ equi, son, log</p>	<p>1.a,b,c,d/ 2.a,b,c/5.a,b,c,d/7/8/ 11 a, b/13 a, b ,c, d/ 14a,b,c 17/18/19/24a,b,c/25 /26</p>
Week 2	<p>Novel: A Lesson Before Dying/ The Pearl by John Steinbeck Unit: 3 Genre Focus- Poetry p.508-512 Theme: Nature Inspires Reading: I Wondered Lonely as a Cloud p. 518/ Who Are You Little I p. 524/ A Red Red Rose p. 529</p>	<p>*read and understand various types of poetry *recognize elements of poetic form and structure, including meter and rhyme scheme *analyze speaker of the poem *make inferences about a speaker</p>				
Week 3	<p>Novel: A Lesson Before Dying/ The Pearl by John Steinbeck Unit: 3 Genre Focus- Poetry p.508-512 Theme: Nature Inspires Reading: The Island Within p. 537/ A Mysterious Poetic Effect p.561/ Haiku p. 566</p>	<p>*read for a variety of purpose, using appropriate strategies to aid comprehension *identify historical and cultural context of a text *monitor reading comp. by summarizing and asking questions *identify and analyze a haiku *interpret imagery</p>				
Week 4	<p>Novel: A Lesson Before Dying/ The Pearl by John Steinbeck Unit: 3 Genre Focus-Poetry p. 508-512 Theme: Life Lessons Reading: intro- Language of poetry p. 575/ "I Was a Skinny Tomboy Kid" p. 581</p>	<p>*recognize and interpret imagery and figurative language *recognize the characteristics of free verse *analyze sensory details</p>				
Week 5	<p>Novel: A Lesson Before Dying/ The Pearl by John Steinbeck Unit: 3 Genre Focus-Poetry p. 508-512 Theme: Life Lessons Reading: "The World Is Not a Pleasant Place to Be" p.585/ "Hope"/ I'm Nobody p. 593/ "Sympathy" p. 602</p>	<p>*recognize and understand personification *analyze tone *recognize and analyze metaphors *identify and analyze speaker *recognize and understand symbol.</p>				



2nd Quarter

Resources: Resources: *Glencoe Literature The Reader's Choice Course 4/ A Lesson Before Dying/ Comal ISD Greek and Latin Roots Study List/ TEA Resources/Killgallon Sentence Composition/ LTF Training and Reading Modules/ additional supplemental resources*

Week	Unit/Lesson	Learning Objectives			Reporting Categories (TEKs)
Week 6	<p>Novel: A Lesson Before Dying/ The Pearl by John Steinbeck Unit: 3 Genre Focus-Poetry p. 508-512 Theme: The Strength of Family p. 619 Reading: Sound Devices p. 620-21/ The Bells p. 621/ "The Good Night" p.629/ "Beyond the Bedroom Wall" p. 633/ "The Death of My Father" p. 639</p>	<p>*recognize and interpret sound devices such as alliteration, assonance, consonance, onomatopoeia and repetition *identify and analyze the effect of sound devices in poetry *understand epiphany *make generalizations *make inferences * understand sentence structure *analyze author's purpose *monitor reading comprehension *compare author's purposes*analyze use of sound devices *compare texts across genres</p>	clauses		<p>Greek and Latin Roots Part II: ped/ vest/ corpor, corpu/ unni/ mono/ homo/ equi</p> <p>1a,b,c,d/ 2.a,b,c/5.a,b,c,d/7/8/ 11 a, b/13 a, b ,c, d/ 14a,b,c 17/18/19/24a,b,c/25 /26</p>
Week 7	<p>Novel: A Lesson Before Dying/ The Pearl by John Steinbeck Unit: 2- Nonfiction (Autobiography and Biography) Theme: Looking into Lives Reading: intro p. 300/Finding a Latino Voice p. 302/ "Of Dry Goods and Black Bow Ties" p. 311</p>	<p>*understand forms of nonfiction *distinguish fact from opinion *understand characteristics of autobiography and biography * recognize author's purpose * describe and evaluate personal preferences regarding nonfiction *understand sequence of events in a biography *analyzing cause and effect</p>		<p>An AP Style Timed Essay *utilize the various steps of the writing process to produce various drafts *produce a piece of writing through all steps of the process to a final draft for scoring</p>	<p>Greek and Latin Roots Part II: ped/ vest/ corpor, corpu/ unni/ mono/ homo/ equi</p> <p>1a,b,c,d/ 2.a,b,c/5.a,b,c,d/7/8/ 11 a, b/13 a, b ,c, d/ 14a,b,c 17/18/19/24a,b,c/25 /26</p>
Week 8	<p>Novel: A Lesson Before Dying/ The Pearl by John Steinbeck Unit: 2- Nonfiction (Autobiography and Biography) Theme: Looking into Lives Reading: "The Murder of Abraham Lincoln" p.335/ "The Story of My Life – Helen Keller" p. 340</p>	<p>*understand the characteristics of a graphic novel *apply critical viewing skills to non-print media *understand anecdotes *use text to make connections *identify author's purpose</p>		<p>An Autobiographical Essay * utilize the various steps of the writing process to produce various drafts *produce a piece of writing through all steps of the process to a final draft for scoring</p>	<p>Greek and Latin Roots Part I I: ped/ vest/ corpor, corpu/ unni/ mono/ homo/ equi, son, log</p> <p>1 a,b,c,d/ 2.a,b,c/5.a,b,c,d/7/8/ 11 a, b/13 a, b ,c, d/ 14a,b,c 17/18/19/24a,b,c/25 /26</p>
Week 9	<p>Novel: A Lesson Before Dying/ The Pearl by John Steinbeck Unit: 2- Nonfiction (Personal and Expository Essay) Theme: On the Move Reading: intro p.380-81/ "Field Trip" p. 395/ Into Thin Air p. 417</p>	<p>*understand the characteristics of an essay *understand different types of essays *analyze the main idea *recognize author's purpose *recognize and analyze structure *monitor comprehension</p>			<p>Greek and Latin Roots Part II: ped/ vest/ corpor, corpu/ unni/ mono/ homo/ equi</p> <p>1 a,b,c,d/ 2.a,b,c/5.a,b,c,d/7/8/ 11 a, b/13 a, b ,c, d/ 14a,b,c 17/18/19/24a,b,c/25 /26</p>



English I Pre-AP

Semester II

3rd Quarter

- Students will use a flexible range of metacognitive reading skills to understand an author's message.
- Students will apply earlier standards with greater depth in increasingly more complex texts to become self-directed and critical readers.
- Students will make complex inferences about text and use textual evidence to support understanding.
- Students will read from varied sources emphasizing literary elements and syntactical techniques from the LTF skills progression chart.
- Students will apply analytical skills on AP-style M/C passages from *LTF* materials.
- Students will focus on continuing to strengthen their literary and rhetorical analysis skills.
- Students will read and analyze at least one novel or major work (could be the play).
- Students will read from various genres including a play.
- Students will read from varied sources emphasizing literary elements including theme, plot, allusions, setting, characterization, conflict, point of view, mood, irony, sarcasm, paradox, author's purpose and figurative language.
- Students will build vocabulary through direct word study from district's Greek and Latin roots list and through word study in conjunction with class reading.
- Students will use a dictionary or thesaurus to determine the meaning, syllabication, pronunciation, and part of speech of words.
- Students will complete analogies.
- Students will utilize the various steps of the writing process to create effective writing.
- Students will produce one multi-paragraph composition which has been taken through all of the steps of the writing process.
- Students will write one response to literature using textual evidence to support ideas.
- Students will write a script or an imaginative story, if a story was not written first quarter.
- Students will write an analytical essay.
- Students will write one timed AP-style essay.
- Students will strengthen sentence skills with *Killgallon Sentence Composing* exercises.
- Students will use a variety of correctly structured sentences.
- Students will continue to apply earlier oral and written conventions standards with greater complexity.
- Students will explore relevant sources, analyze sources, and collect information on varied topics.
- Students will organize, synthesize and present ideas and information according to the purpose of the research and the audience.
- Students will critique the on-going research process to improve the product.
- Students will use comprehension skills to listen attentively to others.
- Students will speak clearly and to the point, using the conventions of language.
- Students will work productively with others in teams.
- Students will participate productively in discussions, including at least one Socratic discussion or one graded/guided discussion.
- Students will listen and take notes.
- Students will give a presentation.
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3rd Quarter

Resources: **Resources: Glencoe Literature The Reader's Choice Course 4/ Things Fall Apart/ Comal ISD Greek and Latin Roots Study List/ TEA Resources/Killgallon Sentence Composition/ LTF Training and Reading Modules/ additional supplemental resources**

Week	Unit/Lesson	Learning Objectives				Reporting Categories (TEKS SEs)
		Reading	Grammar	Writing	Vocabulary	
Week 1	Novel: Things Fall Apart/ The Story of an Hour by Kate Chopin (Short Story PDF) Unit: 4 Genre Focus: Drama Theme: The Power of Love Reading: intro p.682-83 & p. 686, <i>Romeo and Juliet</i> p. 696	*understand the characteristics of different types of drama *identify and explore literary elements of drama *make connections through performance *understand characteristics of Shakespearean theatre connect historical context to literature	Review: Language usage: using correct verb tenses p. 812 Focus: Killgallon sentence composition	Literary Analysis Essay Analyzing Drama: p. 926 *utilize the various steps of the writing process to produce various drafts	Greek and Latin Roots Part III: Ben/ cord/ anim/mal/ sequi, sec/ cur, cour/ grad/ ambl, ambul	1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c, d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b, c/25/26
Week 2	Novel: Things Fall Apart/ Desiree's Baby by Kate Chopin (Short Story PDF) Unit: 4 Genre Focus: Drama Theme: The Power of Love Reading: intro p.682-83 & p. 686, <i>Romeo and Juliet</i> p. 696	*recognize and analyze the dramatic use of a foil *summarize to improve comprehension *perform oral interpretations of literary texts *improve comprehension by rereading and note taking *appreciate the images created by vivid language		*produce a piece of writing through all steps of the process to a final draft for scoring	Greek and Latin Roots Part III: Ben/ cord/ anim/mal/ sequi, sec/ cur, cour/ grad/ ambl, ambul	1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c, d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b, c/25/26
Week 3	Novel: Things Fall Apart/ The Lottery by Shirley Jackson (Short Story PDF) Unit: 4 Genre Focus: Drama Theme: The Power of Love Reading: intro p.682-83 & p. 686, <i>Romeo and Juliet</i> p. 696	*Understand, identify and analyze figurative language in drama *establish a purpose for reading *make inferences about characters *use a character's actions and statements to infer personality traits			Greek and Latin Roots Part III: Ben/ cord/ anim/mal/ sequi, sec/ cur, cour/ grad/ ambl, ambul	1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c, d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b, c/25/26
Week 4	Novel: Things Fall Apart/ The Landlady by Roald Dahl (Short Story PDF) Unit: 4 Genre Focus: Drama Theme: The Power of Love Reading: intro p.682-83 & p. 686, <i>Romeo and Juliet</i> p. 696	*Monitor comprehension through summarizing, rereading and questioning *use descriptive details to elaborate general statements *practice techniques of oral interpretations in reader's theatre *compare and contrast scenes *analyze tone identify and analyze monologues, soliloquies, and asides	Review: Language usage: using correct verb tenses p. 812 Focus: Killgallon sentence composition Test Prep and Practice: p. 938 Review: Coherence:		Greek and Latin Roots Part III: Ben/ cord/ anim/mal/ sequi, sec/ cur, cour/ grad/ ambl, ambul	1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c, d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b, c/25/26
Week 5	Novel: Things Fall Apart Unit: 4 Genre Focus: Drama Theme: Awkward Encounters Reading: intro p. 820-21, The Bear p.822	*read and respond critically to different types of literature *analyze dramatic elements such as stage directions, dialogue, irony, and tone *read to appreciate author's craft *recognize characteristics of a farce *analyze dialogue *analyze cause and effect relationships	Using transitional expressions p. 1087 Focus: Killgallon sentence composition Test Prep and Practice p. 1106	An AP Style Timed Essay *utilize the various steps of the writing process to produce various drafts *produce a piece of	Greek and Latin Roots Part III: Ben/ cord/ anim/mal/ sequi, sec/ cur, cour/ grad/ ambl, ambul	1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c, d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b, c/25/26



3rd Quarter

Resources: **Resources: *Glencoe Literature The Reader's Choice Course 4/ Things Fall Apart/ Comal ISD Greek and Latin Roots Study List/ TEA Resources/Killgallon Sentence Composition/ LTF Training and Reading Modules/ additional supplemental resources***

Week	Unit/Lesson	Learning Objectives			Reporting Categories (TEKS SEs)	
Week 6	<p>Novel: Things Fall Apart Unit:5 Genre Focus: Epics and Myths Theme: Journeys Reading: intro p. 945-949/ The Wedding from the Ramayana/ The Odyssey p. 960</p>	*understand characteristics of epics and myths * identify and explore the literary elements of epics and myths *recognize recurring character types in literature *recognize the importance of character's essential qualities *compare works that express a universal theme *research oral literature		writing through all steps of the process to a final draft for scoring	<p>Greek and Latin Roots Part III: Ben/ cord/ anim/mal/ sequi, sec/ cur, cour/ grad/ ambl, ambul</p>	1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c, d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b, c/25/26
Week 7	<p>Novel: Things Fall Apart Unit:5 Genre Focus: Epics and Myths Theme: Journeys Reading: intro p. 945-949/ The Wedding from the Ramayana/ The Odyssey p. 960</p>	*understand the epic and the epic hero *analyze figurative language *identify author's purpose *evaluate the epic hero *understand spatial order *		<p>Research Paper: *utilize the various steps of the writing process to produce various drafts *produce a piece of writing through all steps of the process to a final draft for scoring</p>	<p>Greek and Latin Roots Part III: Ben/ cord/ anim/mal/ sequi, sec/ cur, cour/ grad/ ambl, ambul</p>	1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c, d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b, c/25/26
Week 8	<p>Novel: Things Fall Apart Unit:5 Genre Focus: Epics and Myths Theme: Journeys Reading: intro p. 945-949/ The Wedding from the Ramayana/ The Odyssey p. 960</p>	*identify cause and effect relationships *understand foreshadowing *identify personification *identify sequence of events *analyze conflict *understand problem-solving strategies *make connections with literary characters			<p>Greek and Latin Roots Part III: Ben/ cord/ anim/mal/ sequi, sec/ cur, cour/ grad/ ambl, ambul</p>	1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c, d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b, c/25/26
Week 9	<p>Novel: Things Fall Apart Unit:5 Genre Focus: Epics and Myths Theme: Journeys Reading: The Hobbit p. 1048</p>	*analyze implicit relationships, such as compare and contrast relationships *relate to text through the graphic novel *			<p>Greek and Latin Roots Part III: Ben/ cord/ anim/mal/ sequi, sec/ cur, cour/ grad/ ambl, ambul</p>	1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c, d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b, c/25/26



English I Pre-AP

Semester II

4th Quarter

- Students will use a flexible range of metacognitive reading skills to understand an author's message and will reflect on understanding to monitor comprehension.
- Students will apply earlier standards with greater depth in increasingly more complex texts to become self-directed and critical readers.
- Students will make complex inferences about text and use textual evidence to support understanding.
- Students will read and analyze at least one novel or major work.
- Students will read from various genres including nonfiction and persuasive pieces and a speech, with an emphasis on media literacy and persuasion / rhetoric.
- Students will continue to emphasize literary elements but will focus on persuasive techniques.
- Students will analyze nonfiction: analyze pieces for bias and credibility of evidence; differentiate between substantiate and unsubstantiated opinions; and analyze for clarity of objective.
- Students will build vocabulary through study of the Greek and Latin roots list and through word study from literary sources in conjunction with class reading.
- Students will describe the origins and meanings of foreign words or phrases used frequently in written English.
- Students will utilize the various steps of the writing process to create effective writing.
- Students will produce one multi-paragraph composition which has been taken through all of the steps of the writing process.
- Students will write one response to literature using textual evidence to support ideas.
- Students will write a persuasive essay.
- Students will produce a multimedia presentation.
- Students will write a work-related document.
- Students will write one timed AP-style essay.
- Students will strengthen sentence skills with Killgallon Sentence Composing exercises.
- Students will understand and use the conventions of academic language when speaking and writing.
- Students will explore relevant sources, analyze sources, and collect information on varied topics.
- Students will organize, synthesize and present ideas and information according to the purpose of the research and the audience.
- Students will critique the on-going research process to improve the product.
- Students will use comprehension skills to listen attentively to others.
- Students will speak clearly and to the point, using the conventions of language.
- Students will work productively with others in teams.
- Students will participate in at least one Socratic discussion or one graded/guided discussion.
- Students will evaluate the effectiveness of a speech.
- Students will give a presentation.



4th Quarter

4 th Quarter						
Week	Unit/Lesson	Learning Objectives				Reporting Categories (TEKS SEs)
		Reading	Grammar	Writing	Vocabulary	
Week 1	<p>Novel: Fahrenheit 451/ I Know Why the Caged Bird Sings/ Jane Eyre Unit:5 Genre Focus: Fiction Theme: Our World and Beyond p.1121 Reading: Buy Jupiter p. 1116/ Historical Perspective: 2001: A Space Odyssey p.1138</p>	<p>*interpret events and characters' responses*set a purpose for reading based on author's purpose *analyze an author's use of description *recognize and interpret imagery and figurative language, such as metaphor, simile, and personification</p>	<p>Review: Language usage: using correct verb tenses / 8 parts of speech/ Yearly Review Focus: Killgallon sentence composition Test Prep and Practice: p. 938 Review: Coherence: Using transitional expressions p. 1087</p>	<p>Editorial: Supporting an Opinion Paper: *utilize the various steps of the writing process to produce various drafts *produce a piece of writing through all steps of the process to a final draft for scoring</p>	<p>Greek and Latin Roots Part IV: Cogn/ soph/nomen/ onym/ matr/ part/ fil/ gen/ magn/ maxim/ min/ micro/ mega</p>	<p>1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c,d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b,c/25/26</p>
Week 2	<p>Novel: Fahrenheit 451/ I Know Why the Caged Bird Sings/ Jane Eyre Unit:5 Genre Focus: Fiction Theme: Our World and Beyond p.1121 Reading: The Rule of Names p. 1150/ The Golden Kite, the Silver Wind</p>	<p>*examine relationships between author's style, literary form, and intended impact on the reader *identify and analyze author's use of humor *analyze sensory details *understand author's use of dialect *identify allegory *identify a moral</p>	<p>Focus: Killgallon sentence composition Test Prep and Practice p. 1106</p>		<p>Greek and Latin Roots Part IV: Cogn/ soph/nomen/ onym/ matr/ part/ fil/ gen/ magn/ maxim/ min/ micro/ mega</p>	<p>1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c,d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b,c/25/26</p>
Week 3	<p>Novel: Fahrenheit 451/ I Know Why the Caged Bird Sings/ Jane Eyre Unit:5 Genre Focus: Fiction Theme: Revealing the Concealed Reading: Style and Tone p. 1189/ The Mystery of the Hunter's Lodge p. 1193</p>	<p>*understand and analyze a variety of literary texts *examine the relationships between an author's style, literary form, and intended impact on the reader *identify the effect of artistic elements within a text such as style and word choice</p>			<p>Greek and Latin Roots Part IV: Cogn/ soph/nomen/ onym/ matr/ part/ fil/ gen/ magn/ maxim/ min/ micro/ mega</p>	<p>1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c,d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b,c/25/26</p>
Week 4	<p>Novel: Fahrenheit 451/ I Know Why the Caged Bird Sings/ Jane Eyre Unit:5 Genre Focus: Fiction Theme: Revealing the Concealed Reading: Lost Apes of the Congo p. 1224/</p>	<p>*identify and analyze character motivation *analyze details *understand author's style *analyze and evaluate logic and use of evidence in a writer's argument *evaluate a writer's argument or defense of a claim by evaluating the comprehensiveness of evidence</p>			<p>Greek and Latin Roots Part IV: Cogn/ soph/nomen/ onym/ matr/ part/ fil/ gen/ magn/ maxim/ min/ micro/ mega</p>	<p>1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c,d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b,c/25/26</p>
Week 5	<p>Novel: Fahrenheit 451/ I Know Why the Caged Bird Sings/ Jane Eyre Unit:5 Genre Focus: Fiction Theme: Revealing the Concealed Reading: The Red Headed League p. 1229</p>	<p>*Make inferences about characters *understand the use of foreshadowing</p>			<p>An AP Style Timed Essay *utilize the various steps of the writing process to produce various drafts *produce a</p>	<p>Greek and Latin Roots Part IV: Cogn/ soph/nomen/ onym/ matr/ part/ fil/ gen/ magn/ maxim/ min/ micro/ mega</p>



4th Quarter

4 th Quarter						
Week	Unit/Lesson	Learning Objectives			Reporting Categories (TEKS SEs)	
Week 6	Novel: Fahrenheit 451/ I Know Why the Caged Bird Sings/ Jane Eyre Unit:5 Genre Focus: Fiction Theme: Revealing the Concealed Reading: The Stolen Cigar Case p. 1248	*recognize and interpret parody *recognize author's purpose *preview a text to improve comprehension		piece of writing through all steps of the process to a final draft for scoring	Greek and Latin Roots Part IV: Cogn/ soph/nomen/ onym/ matr/ part/ fil/ gen/ magn/ maxim/ min/ micro/ mega	1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c,d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b,c/25/26
					Greek and Latin Roots Part IV: Cogn/ soph/nomen/ onym/ matr/ part/ fil/ gen/ magn/ maxim/ min/ micro/ mega	1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c,d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b,c/25/26
Week 7	Novel: Fahrenheit 451/ I Know Why the Caged Bird Sings/ Jane Eyre Unit:5 Genre Focus: Fiction	*identify and analyze character motivation *analyze details *understand author's style *analyze and evaluate logic and use of evidence in a writer's argument *evaluate a writer's argument or defense of a claim by evaluating the comprehensiveness of evidence		piece of writing through all steps of the process to a final draft for scoring	Greek and Latin Roots Part IV: Cogn/ soph/nomen/ onym/ matr/ part/ fil/ gen/ magn/ maxim/ min/ micro/ mega	1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c,d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b,c/25/26
					Greek and Latin Roots Part IV: Cogn/ soph/nomen/ onym/ matr/ part/ fil/ gen/ magn/ maxim/ min/ micro/ mega	1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c,d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b,c/25/26
Week 8	Novel: Fahrenheit 451/ I Know Why the Caged Bird Sings/ Jane Eyre Unit:5 Genre Focus: Fiction	*identify and analyze character motivation *analyze details *understand author's style *analyze and evaluate logic and use of evidence in a writer's argument *evaluate a writer's argument or defense of a claim by evaluating the comprehensiveness of evidence		Portfolio: *utilize the various steps of the writing process to produce various drafts *produce a piece of writing through all steps of the process to a final draft for scoring	Greek and Latin Roots Part IV: Cogn/ soph/nomen/ onym/ matr/ part/ fil/ gen/ magn/ maxim/ min/ micro/ mega	1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c,d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b,c/25/26
					Greek and Latin Roots Part IV: Cogn/ soph/nomen/ onym/ matr/ part/ fil/ gen/ magn/ maxim/ min/ micro/ mega	1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c,d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b,c/25/26
Week 9	Novel: Fahrenheit 451/ I Know Why the Caged Bird Sings/ Jane Eyre Unit:5 Genre Focus: Fiction	*identify and analyze character motivation *analyze details *understand author's style *analyze and evaluate logic and use of evidence in a writer's argument *evaluate a writer's argument or defense of a claim by evaluating the comprehensiveness of evidence		piece of writing through all steps of the process to a final draft for scoring	Greek and Latin Roots Part IV: Cogn/ soph/nomen/ onym/ matr/ part/ fil/ gen/ magn/ maxim/ min/ micro/ mega	1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c,d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b,c/25/26
					Greek and Latin Roots Part IV: Cogn/ soph/nomen/ onym/ matr/ part/ fil/ gen/ magn/ maxim/ min/ micro/ mega	1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c,d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b,c/25/26
Week 10	Novel: Fahrenheit 451/ I Know Why the Caged Bird Sings/ Jane Eyre Unit:5 Genre Focus: Fiction	*identify and analyze character motivation *analyze details *understand author's style *analyze and evaluate logic and use of evidence in a writer's argument *evaluate a writer's argument or defense of a claim by evaluating the comprehensiveness of evidence		piece of writing through all steps of the process to a final draft for scoring	Greek and Latin Roots Part IV: Cogn/ soph/nomen/ onym/ matr/ part/ fil/ gen/ magn/ maxim/ min/ micro/ mega	1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c,d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b,c/25/26
					Greek and Latin Roots Part IV: Cogn/ soph/nomen/ onym/ matr/ part/ fil/ gen/ magn/ maxim/ min/ micro/ mega	1.a,b,c,d/ 2.a,b,c/3/4/5.a,b,c,d/7/8/ /13 a, b ,c, d/ 14a,b,c 16//19/20/2124a,b,c/25/26