



Mesquite ISD Curriculum Sequence Second Semester English I

4th Six Weeks	5th Six Weeks	6th Six Weeks
<p>Students read a self-selected work. (RTW journal)</p> <p>Vocabulary development</p> <p>Writing Workshop: Persuasive</p> <p>--generate ideas/plan: deconstruct the prompt, review the rubric</p> <p>--draft:</p> <p>--writing an introduction with a thesis</p> <p>--development of ideas</p> <p>--focus and coherence</p> <p>--writing a conclusion</p> <p>--revise</p> <p>--content, organization, conventions</p> <p>-- peer feedback</p> <p>--teacher conferencing</p> <p>--edit</p> <p>Writing Workshop: Literary text (STAAR)</p> <p>--review literary rubric</p> <p>--generate/plan: deconstruct the prompt</p> <p>--draft</p> <p>-organization/progression</p> <p>--development of ideas</p> <p>--use of language and conventions</p> <p>--revise</p> <p>--self-score using the rubric</p> <p>--edit & proofread</p> <p>Literature Circle: (3 – 5 titles)</p> <p>--Thematically linked novel (three weeks)</p> <p>--Read/analyze/respond to literary elements and short answer questions</p> <p>--Respond in RTW journal and SA</p> <p>--Project: create a poem and/or a script</p> <p>STAAR Writing Benchmark</p> <p>Six Weeks Test</p>	<p>Vocabulary development</p> <p>Expository Text: Essay- How Private is Your Private Life</p> <p>--Recognize expository characteristics (thesis) & text structure</p> <p>--Close read/analyze/respond</p> <p>Expository Text: The Privacy Debate</p> <p>--Recognize expository characteristics (thesis) & text structure</p> <p>--Close read/analyze/respond</p> <p>Expository Text: <i>Black Boy</i> excerpt (autobiography)</p> <p>--Close read/analyze/respond</p> <p>Writing Workshop: Expository text (STAAR)</p> <p>--generate ideas/plan: deconstruct the prompt, review the rubric</p> <p>--draft:</p> <ul style="list-style-type: none"> • Writing an introduction/thesis • Writing topic sentences • Development of ideas • Organization and progression • Writing a conclusion <p>--revise</p> <ul style="list-style-type: none"> • Peer feedback • Teacher conference • Self-score using the rubric <p>--edit & proofread</p> <p>STAAR assessment</p> <p>Literary Text: Poetry – Epic- <i>The Odyssey</i></p> <p>--build background knowledge/historical context</p> <p>--recognize characteristics of epic and the hero cycle</p> <p>--close read/analyze/respond: Ominous Journey (memoir)</p> <p>--close read/analyze/respond: <i>Ithaca</i></p> <p>--Invocation- close read/analyze/respond</p> <p>Six Weeks Test</p>	<p>Student read a self-selected work. (RTW journal)</p> <p>Literary Text: Poetry-Epic-<i>Odyssey</i></p> <p>--New Coast and Poseidon’s Son – close read/analyze/respond (characterization, foreshadowing, symbols)</p> <p>--Calypso</p> <p>Writing Workshop: Literary form (narrative poem)</p> <p>--generate ideas/plan:</p> <p>--draft:</p> <p>--writing an introduction</p> <p>--development of ideas</p> <p>--focus and coherence</p> <p>--writing a conclusion</p> <p>--revise/edit</p> <p>--content, organization, conventions</p> <p>--peer feedback/teacher conferencing</p> <p>Literary Text: <i>Odyssey</i></p> <p>--Close read/analyze/respond:</p> <p>--Circes, the grace of the witch</p> <p>--Land of the Dead</p> <p>--Sirens & Scylla & Charybdis (poem <i>The Sirens</i>)</p> <p>--Father and Son – close read/ analyze/ respond – characterization</p> <p>--Beggar at Manor – close read/ analyze/ respond</p> <p>--The Test of the Bow- suspense</p> <p>--Death in the Great Hall – personification, diction</p> <p>--The Trunk of the Olive Tree – symbol</p> <p>Literary Text: Poetry-<i>Penelope & Odysseus</i></p> <p>--elements of poetry</p> <p>Student presentations: narrative poem</p> <p>Six Weeks Test</p> <p>Semester Exams</p>