



Mesquite ISD Curriculum Sequence Second Semester English II

4th Six Weeks	5th Six Weeks	6th Six Weeks
<p>Students read a self-selected work. (RTW journal)</p> <p>Vocabulary development</p> <p>Benchmark</p> <p>Writing Workshop: Reflective Composition</p> <ul style="list-style-type: none"> --generate ideas/plan: deconstruct the prompt, review the rubric --draft: <ul style="list-style-type: none"> --writing an introduction --development of ideas --focus and coherence --writing a conclusion --revise/edit <ul style="list-style-type: none"> --content, organization, convention -- peer response/ self scoring using a rubric --teacher conferencing <p>Deconstruct Benchmark:</p> <ul style="list-style-type: none"> --review literary and expository OER rubrics and revise to improve score --review testing process --analyze answer choices (multiple choice questions) <p>Six Weeks Test</p>	<p>TAKS strategies</p> <p>TAKS</p> <p>Students self-select work for research - Culture</p> <p>Writing Workshop: Research</p> <ul style="list-style-type: none"> --formulate research ideas/plan: develop a research proposal (major research question, subsidiary research questions, primary & secondary sources, calendar) --gather information: use comprehension skills to locate information & systematically take notes (relevant print & online sources) --draft: <ul style="list-style-type: none"> --working outline – generate a meaningful organization of support for central ideas --synthesize, organize, and present ideas and information --write an introduction and thesis (incorporates a range of perspectives) --development of ideas and supporting text evidence (embed quotes) --focus and coherence (shape composition) --write a conclusion --revise/edit <ul style="list-style-type: none"> --content, organization, conventions --thesis statement --peer response/teacher conferencing --self evaluation (rubric) --MLA format <p>Six Weeks Test</p>	<p>Students read a self-selected work. (RTW journal)</p> <p>Literary Text: King Arthur</p> <ul style="list-style-type: none"> --build background knowledge/historical context --characteristics of Arthurian legends: hero’s journey (link to Odyssey) --close read/analyze/respond: Arthur becomes king – tone, dialect, diction <p>Writing Workshop: Expository/Analytical</p> <ul style="list-style-type: none"> --generate ideas/plan --draft: <ul style="list-style-type: none"> --writing an introduction and thesis --development of ideas and supporting text evidence (embed quotes) --focus and coherence (shape composition) --writing a conclusion --revise/edit <ul style="list-style-type: none"> --content, organization, conventions --thesis statement <p>Literary Text: Tale of Sir Launcelot du Lake</p> <ul style="list-style-type: none"> --close read/analyze/respond: theme, diction, imagery, character, setting <p>Literary Text: Mallory ‘s and Tennyson’s poetry</p> <p>Literature Circle: thematically linked novels (three weeks)</p> <p>Six Weeks Test</p> <p>Semester Exam</p>