

English II Placemat – This is subject to change.

1 <sup>st</sup> Six Weeks	2 <sup>nd</sup> Six Weeks	3 <sup>rd</sup> Six Weeks	4 <sup>th</sup> Six Weeks	5 <sup>th</sup> Six Weeks	6 <sup>th</sup> Six Weeks
Short stories/novella	Poetry	Drama	Persuasion	Nonfiction	Novel
<b>Literary Pieces</b> <b>Poetry:</b> “Dystopia” <b>Short Story:</b> “Harrison Bergeron” <b>Novel:</b> <i>Fahrenheit 451</i> <b>Short Film:</b> “Harrison Bergeron” <b>IR:</b> dystopian/post-apocalyptic novel	<b>Literary Pieces</b> <b>Poetry:</b> “Introduction to Poetry;” “Jabberwocky;” “The Dream Eaters;” “Dream Variations;” “We Real Cool;” “Teacher;” “Don’t Read This Poem” <b>Nonfiction:</b> “Talks with Billy Collins” <b>IR:</b> autobiography/biography	<b>Literary Pieces</b> <b>Poems:</b> “I sing of Olaf glad and big;” “Conscientious Objector;” “From the ‘Antigone” <b>Drama:</b> <i>Antigone</i> <b>Nonfiction:</b> “My Time as a Vietnam War-era Conscientious Objector” <b>IR:</b> novel with a female protagonist	<b>Literary Pieces</b> <b>Short Story:</b> “Love is a Fallacy” <b>Drama:</b> <i>Julius Caesar</i> <b>Essay:</b> “The Trouble with Television;” “A Timeless thirst for Power” <b>IR:</b> novel with a male protagonist	<b>Literary Pieces</b> <b>Speech:</b> “Keep Memory Alive;” “I Have a Dream;” “Yonder Sky That Has Wept Tears of Compassion” <b>Nonfiction:</b> “My Left Foot;” “The Diving Bell and the Butterfly;” “Desert Exile;” “Proclamation 4417” <b>IR:</b> informational book	<b>Literary Pieces</b> <b>Poetry:</b> “I, Too;” “Phenomenal Woman” <b>Novel:</b> <i>To Kill a Mockingbird</i> <b>Film:</b> <i>To Kill a Mockingbird</i> <b>IR:</b> historical fiction
<b>Reading Skills</b> annotation; elements of fiction; DIDLS; dystopian characteristics	<b>Reading Skills</b> TWIST-T; rhythm, rhyme, and meter	<b>Reading Skills</b> elements of drama; historical context; introduce persuasion	<b>Reading Skills</b> rhetorical appeals; logical fallacies	<b>Reading Skills</b> comparing themes across genres, STAAR prep, using textual support	<b>Reading Skills</b> historical context; figurative language
<b>Writing Skills/ Pieces</b> topic sentence; analytical paragraph structure; writing process; literary essay	<b>Writing Skills/ Pieces</b> analytical paragraphs; expository essay; poetry; thesis statement; embedding quotes	<b>Writing Skills/ Pieces</b> analytical paragraphs; using drama elements to write a scene	<b>Writing Skills/ Pieces</b> timed writing; revising and editing; incorporating rhetorical devices; persuasive essay; main idea and supporting details	<b>Writing Skills/ Pieces</b> timed writing; comparing literature; persuasive essay; analytical paragraphs	<b>Writing Skills/Pieces</b> creating figurative language; drafting; incorporating images; poetry; multi-genre project
<b>Grammar/Vocabulary</b> subject/predicate; sentence structure; sentence types; capitalization; spelling rules, common non-English words, word parts; SAT vocabulary	<b>Grammar/Vocabulary</b> direct/indirect objects; parts of speech; commas; restrictive and nonrestrictive clauses; reciprocal pronouns; SAT vocabulary	<b>Grammar/Vocabulary</b> verbals: gerunds, infinitives, participles; absolute phrases; SAT vocabulary	<b>Grammar/Vocabulary</b> punctuation: commas, colons, and semicolons; subjunctive mood; SAT vocabulary	<b>Grammar/Vocabulary</b> revising and editing; SAT vocabulary; STAAR vocabulary	<b>Grammar/Vocabulary</b> review; SAT vocabulary
<b>Technology Skills</b> answer questions and publish pieces on Google Classroom	<b>Technology Skills</b> editing pieces on electronic devices; incorporating media and images with poetry	<b>Technology Skills</b> using electronic sources for research, editing, revising, and publishing	<b>Technology Skills</b> the effect of media in persuasion, how images impact persuasion	<b>Technology Skills</b> drafting, revising, and editing on electronic devices; analyze graphics	<b>Technology Skills</b> publishing using electronic devices, comparing across mediums
<b>TEKS</b> 1.A-E; 5.A-D; 13.A-D; 14.A; 17.C; 18.A	<b>TEKS</b> 3; 14.B; 17.A.ii-iii; 18.B.i-iii; 19; 20.A-B; 21.A-C; 22.A-C; 23.A-E	<b>TEKS</b> 2.A-C; 4; 16.A-F; 17.A.i	<b>TEKS</b> 7; 10.A-B; 10.A-B; 17.B; 25	<b>TEKS</b> 6; 8; 9.A-D; 11.A-B; 12.A-D; 24.A-C	<b>TEKS</b> 14.C; 15.A-D; 26