

Standards Correlation

§110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.	
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;	SB/TWE: 16, 18, 31, 42, 44, 47, 62, 67, 89, 101, 120, 122, 125, 138, 141, 143, 158, 166, 176, 196, 198, 209, 225, 226, 241, 243, 266, 269, 288, 291, 314, 331, 334, 376, 391, 428, 452
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;	SB/TWE: 13, 29, 64, 126, 272, 294 TWE only: xiii, 52,
(C) give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and	SB/TWE: 126, 142, 144, 147, 170, 180, 186, 217, 232, 257, 275, 308, 320, 342,
(D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	SB/TWE: 16, 18, 33, 44, 46, 49, 66, 71, 93, 105, 124, 128, 129, 142, 147, 162, 170, 180, 200, 213, 232, 247, 272, 275, 294, 297, 337, 340, 384, 399, 438, 464
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;	SB/TWE: 8, 10, 24, 26, 40, 56, 78, 100, 116, 118, 133, 152, 154, 176, 191, 193, 223, 238, 240, 262, 281, 283, 312, 314, 332, 347, 364, 366, 390, 392, 409, 411, 428, 430, 437, 446, 448, 450, 465, 470, 475, 493
(B) analyze context to distinguish among denotative, connotative, and figurative meanings of words; and	SB/TWE: 15, 22, 66, 74, 87, 91, 98, 118, 131, 143, 150, 164, 198, 200, 213, 247, 320, TWE only: xvii, 7, 38, 56, 367, 446
(C) determine the meaning of foreign words or phrases used frequently in English such as <i>pas de deux</i> , <i>status quo</i> , <i>déjà vu</i> , <i>avant-garde</i> , and <i>coup d'état</i> .	SB/TWE: 71–72
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	See On Your Own: Integrating Ideas in each chapter. For examples see pages 21, 35, 53, 73, 97, 130, etc.

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(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(A) establish purpose for reading assigned and self-selected texts;	For each of the three reads of a text, a purpose for reading is established. For examples, see pages 7, 10, 15, 16, 24, 26, 30, etc.
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	SB/TWE: 43, 54, 68, 294, 489 TWE only: 415
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	SB/TWE: 10, 14, 21, 96, 310
(D) create mental images to deepen understanding;	SB/TWE: 26, 58, 78, 74, 399, 411
(E) make connections to personal experiences, ideas in other texts, and society;	SB/TWE: 48, 57, 153, 304, 420 TWE only: xvii, xviii
(F) make inferences and use evidence to support understanding;	SB/TWE: 14, 16, 29, 40, 54, 74, 118, 122, 145, 154, 160, 179, 181, 189, 245, 247, 249, 255, 283, 295, 339, 384, 392, 396, 458,
(G) evaluate details read to determine key ideas;	SB/TWE: 10, 14, 16, 26, 29, 40, 45, 78, 82, 135, 141, 154, 160, 163, 175, 179, 180, 193, 198, 200, 240, 245, 247, 264, 268, 283, 293, 294, 318, 332, 337, 366, 415, 438,
(H) synthesize information from multiple texts to create new understanding; and	SB/TWE: 54–55, 99, 164, 167, 304, 311, 420, 504,
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	In each chapter, students read a text three times, increasing their fluency with the text with each read. For example, see pages 6, 10, 15, 16, 26, 30, 32 etc.
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources, including self-selected texts;	SB/TWE: Making Connections sections throughout the text. For examples see pages 9, 25, 39, 57, etc.

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(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;	SB/TWE: 164, 167, 168, 306, 422, 504. Also see First Response activities at the end of each First Read. For examples see pages 13, 29, 43, 60, etc.
(C) use text evidence and original commentary to support an appropriate response;	SB/TWE: 14, 31, 67, 164, 165, 291, 334. Also see First Response activities at the end of each First Read. For examples see pages 13, 27, 41, 64, etc.
(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	SB/TWE: 10, 14, 16, 24, 26, 29, 40, 46, 78, 82, 135, 141, 152, 154, 160, 175, 179, 180, 181, 193, 198, 200, 201, 240, 245, 247, 264, 268, 283, 293, 294, 295, 332, 337, 372, 415, 438, 468, 501
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	SB/TWE: 6, 228, 488. For each of the three reads of a text, students are instructed to take notes and annotate the text. For examples, see 6, 10, 15, 16, 26, 30, 32, etc. TWE only: xvii, xviii
(F) respond using acquired content and academic vocabulary as appropriate;	SB/TWE: 129, 147, 200, 217, 232, 257, 308, 342, 384
(G) discuss and write about the explicit or implicit meanings of text;	SB/TWE: 14, 16, 22, 40, 311
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;	SB/TWE: 73, 117, 147, 150, 257, 320, 356 TWE only: 104
(I) reflect on and adjust responses when valid evidence warrants and	SB/TWE: 126, 147, 202, 275, 417
(J) defend or challenge authors' claims using relevant text evidence.	SB/TWE: 124, 126, 128, 129, 142, 144, 147, 186, 202, 217, 232, 233, 320, 337, 340, 384
(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;	SB/TWE: 43, 47, 48, 58, 64, 162, 172, 293, 310, 504
(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;	SB/TWE: 43, 58, 64, 150, 172, 293, 295, 477, 483, 489, 491

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(C) analyze isolated scenes and their contribution to the success of the plot as a whole; and	SB/TWE: 85, 108–109, 295,
(D) analyze how historical and cultural settings influence characterization, plot, and theme across texts.	SB/TWE: 47, 58, 55, 68, 410, 418, 427
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(A) read and analyze world literature across literary periods;	SB/TWE: 40, 47, 48, 54, 58, 78, 84, 175, 399, 411, 417, 426
(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;	SB/TWE: 422, 424
(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;	SB/TWE: 485, 486, 492,
(D) analyze characteristics and structural elements of informational texts such as:	
(i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and	SB/TWE: 30, 37, 145, 180, 181, 278, 295, 324, 339, 350, 374, 399, 460, 374, 384
(ii) the relationship between organizational design and thesis;	SB/TWE: 30, 36, 270, 295, 314, 319, 337, 339, 373, 439, 458, 374, 384,
(E) analyze characteristics and structural elements of argumentative texts such as:	
(i) clear arguable claim, appeals, and convincing conclusion;	SB/TWE: 180, 189, 190, 209, 215, 224, 270, 280, 298, 349, 350, 399, 439, TWE only: 350
(ii) various types of evidence and treatment of counter arguments, including concessions and rebuttals; and	SB/TWE: 108, 124, 125, 180, 189, 190, 202, 209, 213, 215, 270, 278, 280, 298, 329, 339, 350, 393, 397, 407, 440, 443, 446 TWE only: 125, 350
(iii) identifiable audience or reader; and	SB/TWE: 25, 96, 101, 141, 348, 349, 405, TWE only: 25, 223, 348
(F) analyze characteristics of multimodal and digital texts.	SB/TWE: 37, 129, 147, 170, 257, 275

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(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) analyze author's purpose, audience, and message within a text;	SB/TWE: 141, 180, 202, 279, 295, 310, 358, 430, 438, 460, 472, 491, 495
(B) analyze use of text structure to achieve the author's purpose;	SB/TWE: 182, 189, 202, 279, 295, 310, 430, 438, 460
(C) evaluate the author's use of print and graphic features to achieve specific purposes;	SB/TWE:
(D) analyze how the author's use of language informs and shapes the perception of readers;	SB/TWE: 15, 66, 193, 198, 200, 254, 320, TWE only: 249
(E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;	SB/TWE: 66, 127, 131, 135, 176, 193, 247, 320
(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	SB/TWE: 74, 117, 122, 131, 143, 239, 245, 261, 321, 329, 350, 450
(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.	SB/TWE: 33–34, 134, 145, 209, 320, 322, 350, 352, 493, 397 TWE only: 504
(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	
(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	SB/TWE: 101, 124, 128, 129, 146, 148, 163, 168, 169, 170, 180, 185, 186, 187, 215, 238, 258, 276, 343, 405, 423, 466, 497, 499,
(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	SB/TWE: 101, 124, 128, 129, 146, 148, 163, 169, 170, 180, 185, 215, 258, 276, 307, 325, 326, 343, 347, 354, 405, 423, 424, 466, 489, 497, 499
(i) using an organizing structure appropriate to purpose, audience, topic, and context; and	SB/TWE: 102, 307, 343, 347, 497
(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;	SB/TWE: 102, 169, 187, 276, 308, 340
(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;	SB/TWE: 34, 50, 101, 102, 104, 105, 106, 107, 126, 187, 215, 223, 224, 225, 227, 229, 230, 231, 258, 276, 306, 309, 325, 326, 348, 349, 354, 357, 404, 494, 497, 498, 499

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(D) edit drafts using standard English conventions, including:	SB/TWE: 100, 101, 102, 104, 107, 126, 129, 185, 187, 223, 225, 227, 229, 233, 258, 262, 274, 276, 309, 325, 326, 348, 349, 357, 404, 497, 498, 499
(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;	SB/TWE: 19, 106, 254,
(ii) consistent, appropriate use of verb tense and active and passive voice;	SB/TWE: 232, 306, 487,
(iii) pronoun-antecedent agreement;	SB/TWE: 381,
(iv) correct capitalization;	SB/TWE: 128, 197, 214, 274
(v) punctuation, including commas, semicolons, colons, dashes, parentheses to set off phrases and clauses as appropriate; and	SB/TWE: 19, 94, 128, 146, 168,
(vi) correct spelling; and	SB/TWE: Rubrics in most assessments remind students to check spelling. For examples see pages 73, 97, 97, 107, etc.
(E) publish written work for appropriate audiences.	SB/TWE: 20, 107, 129, 258, 309, 325, 326, 357, 405, 423
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts such as fiction and poetry using genre characteristics and craft;	SB/TWE: 34, 51, 72, 96, 129, 148, 258, 309, 325, 494
(B) compose informational texts such as personal essays, explanatory essays, and reports using genre characteristics and craft;	SB/TWE: 15, 16, 18, 30, 33, 46, 49, 52, 68, 84, 93, 96, 144, 146, 148, 163, 170, 276, 326, 343, 354, 403, 418, 466, 489
(C) compose argumentative texts using genre characteristics and craft; and	SB/TWE: 21, 35, 73, 146, 168, 169, 185, 186, 187, 215, 215, 223, 228, 229, 230, 255, 276, 306, 326, 383, 405, 443
(D) compose correspondence in a professional or friendly structure.	TWE only: 115
(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) develop questions for formal and informal inquiry;	SB/TWE: 185, 217, 224, 257, 325, 326, 343, 466, 495, 496 TWE only: 228
(B) critique the research process at each step to implement changes as needs occur and are identified;	SB/TWE: 230, 276

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(C) develop and revise a plan;	SB/TWE: 228, 276, 343, 494
(D) modify the major research question as necessary to refocus the research plan;	SB/TWE: 230, 494
(E) locate relevant sources;	SB/TWE: 170, 185, 186, 187, 215, 217, 228, 343, 495, 496,
(F) synthesize information from a variety of sources;	SB/TWE: 107, 146, 168, 169, 276 501
(G) examine sources for: (i) credibility and bias, including omission; and	SB/TWE: 182–184, 203, 209, 272, 374, 388, 399, 407, 495
(ii) faulty reasoning such as incorrect premise, hasty generalizations, and either-or;	SB/TWE: 182–184, 203, 209, 272, 374, 388, 399, 407
(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	SB/TWE: 215, 228, 276, 443, 496,
(I) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	SB/TWE: 20, 107, 129, 258, 309, 325, 326, 357, 405, 423, 488

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Lesson Planner

Connections: English Language Arts	Connections: Writing and Language	Grade 10 TEKS	Time Needed
Introduction to Course			
Close Reading and Annotating Texts, pp. xxii–xxvi, 6	Chapter 25: Close Reading SB: pp. 474–501 TE: p. 176	TWE only: 10.1.B, 10.2.B, 10, 4.E, 10.4.F, 10.5.G	2 days (3 days with EG)
UNIT 1			
Chapter 1	Introduction to Unit 1, p. 7	TWE only: 10.2.A, 10.2.B	½ day
	Chapter Opener and First Read, pp. 8–14 (Understanding Narrative Details)	SB/TWE: 10.1.B, 10.2.A, 10.4.C, 10.4.F, 10.4.G, 10.5.D, 10.5.G, 10.10.B TWE only: 10.2.A	2 days
	Second Read, pp. 15–16 (Sensory Details and Comparisons)	SB/TWE: 10.1.A, 10.1.D, 10.2.B, 10.8.D, 10.10.B	2 days
	Third Read, pp. 16–19 (Drawing Conclusions)	SB/TWE: 10.1.A, 10.1.D, 10.4.F, 10.4.G, 10.5.D, 10.5.G, 10.10.B	1½ days
	Language, pp. 18–19 (Writing Complete Sentences)	Chapter 13: Sentence Fragments SB: pp. 287–288 TE: p. 76	½ day (1 days with EG)
	Project-Based Assessments: Pictorial Presentation, p. 20 Literary Analysis, p. 21 On Your Own, p. 21	Chapter 8: The Literary Essay SB: pp. 163–169 TE: p. 39	*2–4 days per project
Connect to Testing, pp. 22–23		SB/TWE: 10.2.A, 10.2.B, 10.4.F, 10.5.G	½ day
			Total: 9 days
Chapter 2	Chapter Opener and First Read, pp. 24–30 (Finding Details That Support Central Ideas)	SB/TWE: 10.1.B, 10.2.A, 10.2.B, 10.4.D, 10.4.F, 10.4.G, 10.5.D, 10.7.E.iii, 10.10.B TWE only: 10.2.A	2 days
	Second Read, pp. 30–31 (Analyzing Structure)	SB/TWE: 10.7.D.i, 10.7.D.ii	1 day
	Third Read, pp. 31–32 (Integrating Information)	SB/TWE: 10.1.A, 10.1.D, 10.9.D; 10.10.B	1½ days
	Language, p. 33 (Parallelism)	Chapter 2: Conventions of Standard English SB: p. 44 TE: p. 6	½ day
	Project-Based Assessments: Fictional Dialogue, p. 34 Argumentative Essay, p. 35 On Your Own, p. 35	Chapter 6: Argumentative Writing SB: pp. 94–121 TE: p. 25	*3–5 days per project
	Connect to Testing, pp. 36–37	SB/TWE: 10.4.F, 10.4.G, 10.5.D	½ day
			Total: 5½ days

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Chapter 3	Chapter Opener and First Read, pp. 38–44 (Analyzing Characters)		SB/TWE: 10.1.A, 10.1.D, 10.2.A, 10.4.B, 10.4.F, 10.4.G, 10.5.D, 10.5.G, 10.6.A, 10.6.B, 10.7.A TWE only: 10.2.A	1½ days
	Second Read, pp. 45–46 (Analyzing Themes)		SB/TWE: 10.1.A, 10.1.D, 10.4.E, 10.4.G, 10.5.B, 10.5.D, 10.6.3A, 10.6.D, 10.10.B	1 day
	Third Read, pp. 46–49 (Comparing Stories)		SB/TWE: 10.1.A, 10.1.D, 10.7.A; 10.10.B	1 day
	Language, p. 50 (Diction)		SB/TWE: 10.9.C	½ day
	Project-Based Assessment: 51 Dramatic Scene, pp. 51 Newspaper Article, pp. 52–53 On Your Own, p. 53	Chapter 7: Writing a Scene for a Play SB: pp. 147–153 TE: p. 31	SB/TWE: 10.10.A, 10.10.B TWE only: 10.1.B	*3–5 days per project
	Connect to Testing, pp. 54–55		SB/TWE: 10.4.G, 10.5.D, 10.6.A, 10.7.A	½ day
				Total: 4½ days
Chapter 4	Chapter Opener and First Read, pp. 56–66 (Analyzing Interactions Between Characters and Events)		SB/TWE: 10.1.A, 10.1.D, 10.2.A, 10.4.D, 10.6.A, 10.6.B, 10.7.A TWE only: 10.2.A, 10.2.B	2 days
	Second Read, pp. 66–68 (Analyzing Dramatic Irony)		SB/TWE: 10.2.B, 10.7.C, 10.8.D, 10.8.E, 10.10.B	1 day
	Third Read, pp. 68–71 (Comparing Approaches)		SB/TWE: 10.1.A, 10.1.D, 10.4.B, 10.5.B, 10.5.C, 10.6.D, 10.7.C	2½ days
	Language, p. 72 (Foreign Words)		SB/TWE: 10.2.C	½ days
	Project-Based Assessment: Film Script, p. 72 Interpretive Essay, p. 73 On Your Own, p. 73	Chapter 7: The Creative Work SB: pp. 123–128 TE: p. 31	SB/TWE: 10.2.C; 10.5.B, 10.5.H, 10.10.A, 10.10.C TWE only: 10.2.C	*3–5 days per project
	Connect to Testing, pp. 74–75		SB/TWE: 10.2.B; 10.4.F; 10.7.C; 10.8.F	½ day
				Total: 6½ days

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Chapter 5	Chapter Opener and First Read, pp. 76–85		SB/TWE: 10.2.A, 10.4.D, 10.4.G, 10.5.D, 10.7.A, 10.10.B TWE only: 10.2.A	2 days
	Second Read, pp. 85–86 (Relating Structure to Story Elements)		SB/TWE: 10.6.C	1 day
	Third Read, pp. 86–94 (Evaluating the Effects of Word Choice)	Chapter 26: Words That Communicate Clearly SB: pp. 517–519 TE: p. 181	SB/TWE: 10.1.A, 10.1.D, 10.2.B; 10.10.B	2½ days (3 days with EG)
	Language, pp. 94–95 (Prepositional Phrases)	Chapter 14: Prepositional Phrases SB: pp. 295–296 TE: p. 87	SB/TWE: 10.9.D.v	½ day
	Project-Based Assessments: Travel Brochure, p. 96 Fictional Journal Entry, pp. 96–97 On Your Own, p. 97		SB/TWE: 10.4.C, 10.7.E.iii, 10.10.A, 10.10.B	*2–3 days per project
	Connect to Testing, pp. 98–99		SB/TWE: 10.4.G, 10.5.D, 10.6.C	½ day
				Total: 6½ days
Writing a Narrative	Prepare to Write, p. 100 Generate Ideas, pp. 101–102	Chapter 7: Writing a Personal Narrative SB: pp. 129–134 TE: p. 31	SB/TWE: 10.2.A, 10.2.B, 10.7.E.iii, 10.9.A, 10.9.B, 10.9.B.i, 10.9.C, 10.9.D, 10.10.B.ii	2 days (3 days with EG)
	Organize Ideas, pp. 103–104 First Draft, p. 105		SB/TWE: 10.5.H, 10.9.C, 10.9.D	2 days
	Revision, p. 105 First Peer Review, p. 105 Second Peer Review, pp. 106–107 Final Peer Review, p. 107 Final Essay, p. 107		SB/TWE: 10.1.A, 10.1.D, 10.9.C, 10.9.D, 10.9.E, 10.11.F, 10.11.I	3 days
				Total: 7 days
Assessment	Practice Performance Task, pp. 108–114		SB/TWE: 10.2.A, 10.2.B, 10.4.F, 10.4.G, 10.5.D, 10.5.G, 10.6.A, 10.6.C, 10.7.D.i, 10.7.D.ii, 10.7.E.ii, 10.8.D, 10.10.A, 10.10.B	2 days
	Unit 1 Summative Assessment, TWE pp. 513–520		TWE only: 10.4.F, 10.4.G, 10.5.D, 10.5.G, 10.6.A, 10.6.C, 10.7.D.ii, 10.7.E.ii, 10.8.D, 10.11.F	2 days
				Total: 4 days
Unit 1 Total				45 days

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UNIT 2				
Introduction to Unit 2, p. 115			TWE only: 10.2.A, 10.2.B	½ day
Chapter 6	Chapter Opener and First Read, pp. 116–124 (Identifying Tone)		SB/TWE: 10.1.A, 10.1.D, 10.2.A, 10.2.B, 10.4.F, 10.5.H, 10.5.J, 10.9.A, 10.9.B TWE only: 10.2.A, 10.2.B	2 days
	Second Read, pp. 124–126 (Understanding Point of View)		SB/TWE: 10.1.A, 10.1.C, 10.1.D, 10.5.J, 10.7.E.ii	1 day
	Third Read, pp. 126–128 (Analyzing Writing Style)		SB/TWE: 10.1.A, 10.1.D, 10.2.B, 10.5.B, 10.5.J, 10.8.E, 10.9.A, 10.9.B, 10.9.D,	1½ days
	Language, p. 128 (Using Colons)	Chapter 23: Semicolons and Colons SB: pp. 457–459 TE: p. 163	SB/TWE: 10.9.D.iv, 10.9.D.v	½ day
	Project-Based Assessments: Pastiche, p. 129 Skit, pp. 129–130 On Your Own, p. 130		SB/TWE: 10.1.A, 10.1.D, 10.2.B, 10.4.F, 10.5.F, 10.5.J, 10.7.F, 10.9.A, 10.9.B, 10.9.C, 10.9.D, 10.9.E, 10.10.A, 10.11.I	*2–4 days per project
	Connect to Testing, pp. 131–132		SB/TWE: 10.2.B, 10.4.F	½ day
				Total: 6 days
Chapter 7	Chapter Opener and First Read, pp. 133–142 (Identifying Key Elements)		SB/TWE: 10.1.A, 10.1.C, 10.1.D, 10.2.B, 10.4.G, 10.5.D, 10.5.J, 10.8.A, 10.8.G, 8.7.E.iii TWE only: 10.2.A, 10.8.E	2 days
	Second Read, pp. 143–144 (Analyzing Author’s Word Choice)		SB/TWE: 10.1.A, 10.1.C, 10.1.D, 10.2.B, 10.5.J, 10.8.F, 10.10.B	2 days
	Third Read, pp. 144–146 (Understanding Rhetoric)	Chapter 6: The Rhetoric of Persuasion SB: pp. 100–104 TE: p. 25	SB/TWE: 10.4.F, 10.7.D.i, 10.9.A, 10.9.B, 10.9.D.v, 10.10.B, 10.10.C, 10.11.F	1½ days (2 days with EG)
	Language, p. 146 (Using Semicolons)	Chapter 23: Semicolons and Colons SB: pp. 457–459 TE: p. 163	SB/TWE: 10.9.D.v	½ day
	Project-Based Assessments: 147 Socratic Seminar, pp. 147–148 Educational Memoir, pp. 148–149 On Your Own, p. 149		SB/TWE: 10.1.A, 10.1.C, 10.1.D, 10.5.F, 10.5.H, 10.5.I, 10.5.J, 10.7.F, 10.9.A, 10.9.B, 10.10.A, 10.10.B	*2–3 days per project
	Connect to Testing, pp. 150–151		SB/TWE: 10.2.B, 10.4.F	½ day
				Total: 6½ days

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Lesson Planner

	Connections: English Language Arts	Connections: Writing and Language	Grade 10 TEKS	Time Needed
Chapter 8	Chapter Opener and First Read, pp. 152–162 (Understanding the Impact of Details)		SB/TWE: 10.1.A, 10.1.D, 10.2.A, 10.4.F, 10.4.G, 10.5.D, 10.6.A, 10.6.B TWE only: 10.2.A, 10.8.E	2 days
	Second Read, pp. 162–164 (Determining Central Idea)		SB/TWE: 10.2.B, 10.4.G, 10.5.D, 10.9.A, 10.9.B, 10.10.B	2 days
	Third Read, pp. 164–168 (Synthesizing Details from Multiple Sources)		SB/TWE: 10.5.B, 10.5.C, 10.9.A, 10.9.B, 10.9.D.v, 10.10.B, 10.10.C, 10.11.F	1½ days
	Language, p 168 (Using Dashes)	Chapter 23: Hyphens, Dashes, Ellipses, and Parentheses SB: pp. 460–465 TE: p. 163	SB/TWE: 10.9.D.v	½ day
	Project-Based Assessment: Response Essay, p. 169 Digital Collection of Aphorisms, p. 170 On Your Own, p. 170		SB/TWE: 10.1.A, 10.1.C, 10.1.D, 10.5.B, 10.5.C, 10.7.F, 10.9.A, 10.9.B, 10.9.B.ii, 10.10.B, 10.10.C, 10.11.E, 10.11.F	*3–4 days per project
	Connect to Testing, pp. 171–172		SB/TWE: 10.2.B, 10.4.F, 10.4.G, 10.5.D	½ day
				Total: 6½ days
Chapter 9	Chapter Opener and First Read, pp. 173–180 (Identifying Main Ideas)		SB/TWE: 10.1.A, 10.1.C, 10.1.D, 10.2.A, 10.4.F, 10.4.G, 10.5.D, 10.5.G, 10.7.A, 10.7.E, 10.7.E.i, 10.7.E.ii, 10.8.A, 10.9.A, 10.9.B TWE only: 10.2.A, 10.8.E	2 days
	Second Read, pp. 180–182 (Identifying Supporting Details)		SB/TWE: 10.4.F, 10.4.G, 10.5.D, 10.7.D.i, 10.11.G.i, 10.11.G.ii	2 days
	Third Read, pp. 182–185 (Evaluating an Argument)	Chapter 6: The Elements of Argument SB: pp. 95–99 TE: p. 25	SB/TWE: 10.8.B, 10.9.A, 10.9.B, 10.9.D, 10.10.C, 10.11.A, 10.11.E, 10.11.G.i, 10.11.G.ii	1½ days (2 days with EG)
	Language, p 185		SB/TWE: 10.9.D	½ day
	Project-Based Assessments: Role-Play Debate, pp. 186–187 Argumentative Essay, pp. 187–188 On Your Own, p. 188	Chapter 6: Argumentative Writing SB: pp. 94–121 TE: p. 25	SB/TWE: 10.1.C, 10.4.F, 10.4.G, 10.5.D, 10.5.J, 10.7.D.i, 10.9.A, 10.9.B, 10.9.B.ii, 10.9.C, 10.9.D, 10.10.C, 10.11.E, 10.11.G.i, 10.11.G.ii	*2–5 days per project
	Connect to Testing, pp. 189–190		SB/TWE: 10.4.F, 10.4.G, 10.5.D, 10.7.D.i, 10.11.G.i, 10.11.G.ii	½ day
				Total: 6½ days

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Lesson Planner

	Connections: English Language Arts	Connections: Writing and Language	Grade 10 TEKS	Time Needed
Chapter 10	Chapter Opener and First Read, pp. 191–200 (Understanding Allegory)		SB/TWE: 10.1.A, 10.1.D, 10.2.B, 10.4.G, 10.5.D, 10.5.F, 10.8.D, 10.8.E TWE only: 10.2.A, 10.8.D, 10.8.D.iv, 10.8.E	2 days
	Second Read, pp. 201–203 (Determining Theme)		SB/TWE: 10.1.A, 10.1.D, 10.2.B, 10.4.G, 10.5.D, 10.5.J, 10.7.E.ii, 10.8.A, 10.8.B	3 days
	Third Read, pp. 203–213 (Recognizing Valid Reasoning and Relevant Evidence)	Chapter 6: The Elements of Argument and the Rhetoric of Persuasion SB: pp. 95–104 TE: p. 25	SB/TWE: 10.1.A, 10.1.D, 10.2.B, 10.5.I, 10.5.J, 10.7.E.i, 10.7.E.ii, 10.8.G, 10.11.G.i, 10.11.G.ii	2½ days (3½ days with EG)
	Language, p. 214 (Capitalization)	Chapter 20: Capitalization SB: pp. 414–425 TE: p. 143	SB/TWE: 10.9.D.iv	½ day (1 day with EG)
	Project-Based Assessment: Analysis of an Argument, pp. 215–216 Lincoln-Douglas Debate pp. 217–219 On Your Own, p. 219		SB/TWE: 10.1.C, 10.5.F, 10.5.J, 10.7.E.i, 10.7.E.ii, 10.9.A, 10.9.B, 10.9.C, 10.9.D, 10.10.C, 10.11.A, 10.11.E, 10.11.H	*3–6 days per project
	Connect to Testing, pp. 220–222		SB/TWE: 10.2.B, 10.4.F, 10.11.G.i, 10.11.G.ii	½ day
				Total: 7½ days
Writing an Argumentative Essay	Prepare to Write, p. 223 Brainstorm, pp. 224–226 Generate Ideas, pp. 227–228	Chapter 6: Argumentative Writing SB: pp. 94–121 TE: p. 25	SB/TWE: 10.5.E, 10.7.E.i, 10.7.E.iii, 10.9.C, 10.9.D, 10.10.C TWE only: 10.2.A	3 days (4 days with EG)
	Take Notes from Other Sources, p. 229 Write a Working Outline, pp. 229–230 Organize Ideas, p. 230 First Draft, p. 231		SB/TWE: 10.9.C, 10.9.D, 10.10.C, 10.11.A, 10.11.B, 10.11.D, 10.11.E, 10.11.H	4 days
	Revision, p. 232 First Peer Review, p. 232 Second Peer Review, p. 232 Final Peer Review, p. 233 Proofread/Final Essay, p. 233		SB/TWE: 10.1.A, 10.1.C, 10.1.D, 10.5.F, 10.5.J, 10.9.D, 10.9.D.ii	4 days
				Total: 11 days
Assessment	Practice Performance Task, pp. 234–236		SB/TWE: 10.2.B, 10.4.F, 10.4.G, 10.5.D, 10.7.E.ii, 10.9.A, 10.9.B, 10.9.C, 10.9.D, 10.10.B, 10.11.A, 10.11.E	2 days
	Unit 2 Summative Assessment, TWE pp. 521–527		TWE only: 10.2.A, 10.2.B, 10.4.F, 10.4.G, 10.5.D, 10.5.G, 10.7.D.i, 10.7.D.ii, 10.7.E.ii, 10.8.D, 10.11.F	2 days
				Total: 4 days
Unit 2 Total				49 days

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Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 10 TEKS	Time Needed
UNIT 3				
Introduction to Unit 3, p. 237			TWE only: 10.11.A	½ day
Chapter 11	Chapter Opener and First Read, pp. 238–246 (Understanding Key Images and Description)		SB/TWE: 10.1.A, 10.1.D, 10.2.A, 10.4.F, 10.4.G, 10.5.D, 10.8.F TWE only: 10.2.A	2 days
	Second Read, pp. 247–249 (Understanding Storytelling Through Imagery)		SB/TWE: 10.1.A, 10.1.D, 10.2.B, 10.4.F, 10.4.G, 10.5.D, 10.8.E	2 days
	Third Read, pp. 249–255 (Analyzing Writing Style)		SB/TWE: 10.2.B, 10.4.F, 10.8.D, 10.8.E, 10.9.D.i, 10.9.D.iv, 10.9.D.v, 10.10.C	1½ days
	Language, p. 256 (Spelling) SB: pp. 466–473 TE: p. 171	Chapter 24: Spelling Strategies SB: pp. 466–473 TE: p. 171	SB/TWE: 10.9.D.vi	½ day (1½ days with EG)
	Project-Based Assessments: Digital Presentation, pp. 257–258 Family Interview, pp. 258–259 On Your Own, p. 259		SB/TWE: 10.1.C, 10.5.F, 10.7.F, 10.9.A, 10.9.B, 10.9.C, 10.9.D, 10.9.E, 10.10.A, 10.11.A, 10.11.I	*3–5 days per project
	Connect to Testing, pp. 260–261		SB/TWE: 10.7.E.ii, 10.8.F	½ day
				Total: 7 days
Chapter 12	Chapter Opener and First Read, pp. 262–269 (Understanding Main Ideas)		SB/TWE: 10.2.A, 10.4.G, 10.5.D TWE only: 10.2.A,	2 days
	Second Read, pp. 270–271 (Analyzing the Structure of an Argument)	Chapter 6: The Elements of Argument SB: pp. 95–99 TE: p. 25	SB/TWE: 10.1.A, 10.1.C, 10.1.D, 10.7.D.ii, 10.7.E.i, 10.7.E.ii, 10.8.B	2 days (3 days with EG)
	Third Read, pp. 272–273 (Evaluating an Argument)		SB/TWE: 10.9.D, 10.9.D.iv, 10.11.G.i, 10.11.G.ii	1½ days
	Language, p. 274 (Using Parentheses)	Chapter 23: Hyphens, Dashes, Ellipses, and Parentheses SB: pp. 464–465 TE: p. 163	SB/TWE: 10.9.D, 10.9.D.iv	½ day
	Project-Based Assessment: Socratic Seminar, pp. 275 Op-Ed, pp. 276–277 On Your Own, p. 277		SB/TWE: 10.1.A, 10.1.C, 10.1.D, 10.5.I, 10.5.J, 10.7.F, 10.9.A, 10.9.B, 10.9.B.ii, 10.9.C, 10.9.D, 10.10.B, 10.10.C, 10.11.C, 10.11.F, 10.11.H	*2–4 days per project
	Connect to Testing, pp. 278–280		SB/TWE: 10.4.F, 10.4.G, 10.5.D, 10.7.D.ii, 10.7.E.i, 10.7.E.ii	½ day
				Total: 6½ days

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Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 10 TEKS	Time Needed
Chapter 13	Chapter Opener and First Read, pp. 281–294 (Identifying Theme)		SB/TWE: 10.1.A, 10.1.C, 10.1.D, 10.2.A, 10.4.F, 10.4.G, 10.5.D TWE only: 10.2.A, 10.4.B	2 days
	Second Read, pp. 295–297 (Analyzing Author’s Craft)		SB/TWE: 10.1.A, 10.1.D, 10.4.F, 10.4.G, 10.5.C, 10.5.D, 10.6.B, 10.6.C, 10.7.D.i, 10.7.D.ii	3 days
	Third Read, p. 298–305 (Analyzing American Documents)		SB/TWE: 10.7.E.i, 10.7.E.ii, 10.9.C, 10.10.C	2½ days
	Language, p. 306–307 (Consistent Verb Tenses)	Chapter 16: Verb Tense SB: pp. 339–344 TE: p. 105	SB/TWE: 10.9.C, 10.9.D.ii	½ day (1 day with EG)
	Project-Based Assessment: Persuasive Speech, pp. 308 Narrative Nonfiction, pp. 308–309 On Your Own, p. 309	Chapter 27: Speaking Effectively SB: pp. 521–523 TE: p. 185	SB/TWE: 10.1.C, 10.5.F, 10.6.A, 10.6.B, 10.8.A, 10.8.B, 10.9.A, 10.9.B, 10.9.B.i, 10.9.B.ii, 10.9.C, 10.9.D, 10.9.E, 10.10.A, 10.11.I	*4–6 days per project
	Connect to Testing, pp. 310–311		SB/TWE: 10.4.F, 10.4.G, 10.5.D, 10.7.D.ii, 10.7.E.ii	½ day
				Total: 8½ days
Chapter 14	Chapter Opener and First Read, pp. 312–320 (Understanding Cause and Effect)		SB/TWE: 10.1.C, 10.2.A, 10.4.G, 10.5.D, 10.5.H, 10.5.J, 10.7.D.ii TWE only: 10.2.A	2 days
	Second Read, pp. 320–321 (Using Rhetorical Devices to Advance Purpose)		SB/TWE: 10.2.B, 10.8.D, 10.8.E, 10.8.G	2 days
	Third Read, pp. 321–324 (Analyzing Author’s Tone)	Chapter 6: The Rhetoric of Persuasion SB: pp. 100–104 TE: p. 25	SB/TWE: 10.2.B, 10.7.D.i, 10.8.F, 10.8.G	1½ days (2½ days with EG)
	Language, p. 324 (Narrative Pacing)		SB/TWE: 10.7.D.i	½ day
	Project-Based Assessments: Create a Futuristic Society, pp. 325–326 Write a Prologue, pp. 326 On Your Own, p. 327		SB/TWE: 10.9.A, 10.9.B, 10.9.C, 10.9.D, 10.9.E, 10.10.A, 10.10.B, 10.10.C, 10.11.A, 10.11.I	*2–4 days per project
	Connect to Testing, pp. 328–329		SB/TWE: 10.2.B, 10.4.F, 10.7.D.i, 10.7; 10.8.G	½ day
				Total: 6½ days

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Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 10 TEKS	Time Needed
Chapter 15	Chapter Opener and First Read, pp. 330–337 (Identifying Key Ideas and Subtopics)		SB/TWE: 10.1.A, 10.1.D, 10.2.A, 10.4.G, 10.5.D, 10.5.J, 10.7.D.ii TWE only: 10.2.A	2 days
	Second Read, pp. 338–339 (Connecting Key Ideas)		SB/TWE: 10.7.D.i, 10.7.D.ii	1 day
	Third Read, pp. 339–340 (Evaluating Balance)		SB/TWE: 10.1.A, 10.1.C, 10.1.D, 10.4.F, 10.5.J, 10.7.D.i, 10.7.E.ii, 10.9.B.ii	2½ days
	Language, p. 341 (Participial Phrases)		SB/TWE: 10.9.C; 10.9.D.v	½ day
	Project-Based Assessments: Debate, pp. 341–342 Investigative Report, pp. 343–344 On Your Own p. 344		SB/TWE: 10.1.C, 10.5.F, 10.7.E, 10.9.A, 10.9.B, 10.9.B.i, 10.10.B, 10.11.A, 10.11.C, 10.11.E	*3–5 days per project
	Connect to Testing, pp. 345–347		SB/TWE: 10.4.G, 10.5.D, 10.7.D.ii	½ day
				Total: 5½ days
Writing an Analysis of an Argument	Prepare to Write, p. 347 Brainstorming, pp. 348–349 Generate Ideas, pp. 350–352	Chapter 8: The Rhetorical Analysis Essay SB: pp. 178–189 TE: p. 39	SB/TWE: 10.7.D.i, 10.7.E.i, 10.7.E.ii, 10.7.E.iii, 10.8.F, 10.8.G, 10.9.C, 10.9.D TWE only: 10.2.A, 10.2.B	4 days (5 days with EG)
	Logical Reasoning, pp. 352–353 Organize Ideas, pp. 354 First Draft, p. 354		SB/TWE: 10.8.G, 10.9.B, 10.9.C, 10.9.D, 10.10.B	4 days
	Revision, p. 355 First Peer Review, pp. 355 Self Review, p. 355 Final Peer Review, p. 356 Final Essay, p. 357		SB/TWE: 10.5.H, 10.9.C, 10.9.D, 10.9.E, 10.11.I	4 days
				Total: 12 days
Assessment	Practice Performance Task, pp. 358–362		SB/TWE: 10.2.B, 10.4.F, 10.7.E.ii	2 days
	Unit 3 Summative Assessment, TWE pp. 528–535		TWE only: 10.2.A, 10.2.B, 10.4.F, 10.4.G, 10.5.D, 10.7.D.i, 10.7.D.ii, 10.7.E.ii, 10.8.D, 10.11.F	2 days
				Total: 4 days
Unit 3 Total				51 days

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Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 10 TEKS	Time Needed
UNIT 4				
Introduction to Unit 4, p. 363			TWE only: 10.1.A, 10.1.D	½ day
Chapter 16	Chapter Opener and First Read, pp. 364–373 (Identifying Main Ideas)		SB/TWE: 10.2.A, 10.2.B, 10.4.G, 10.5.D TWE only: 10.2.A, 10.2.B	2 days
	Second Read, pp. 373–374 (Analyzing Supporting Ideas)		SB/TWE: 10.7.D.ii	1 day
	Third Read, pp. 369–374 (Evaluating Arguments)	Chapter 6: The Elements of Argument SB: pp. 95–99 TE: p. 25	SB/TWE: 10.7.D.i, 10.7.E.i, 10.7.E.ii, 10.11.G.i, 10.11.G.ii	1½ days (2 days with EG)
	Language, pp. 381–382 (Using Pronouns)	Chapter 12: Pronouns SB: pp 255–259 TE: p. 60	SB/TW: 10.9.D.iii	½ day (1 day with EG)
	Project-Based Assessments: Leaflet, p. 383 Roundtable Discussion, pp. 384–386 On Your Own, p. 387		SB/TWE: 10.1.A, 10.1.C, 10.1.D, 10.4.F, 10.5.C, 10.5.F, 10.5.J, 10.7.E.i, 10.7.E.ii, 10.10.C	*2–3 days per project
	Connect to Testing, pp. 388–389		SB/TWE: 10.4.F, 10.7.D.ii, 10.7.E.ii, 10.11.G.i, 10.11.G.ii	½ day
				Total: 6 days
Chapter 17	Chapter Opener and First Read, pp. 382–389 (Making Inferences)		SB/TWE: 10.2.A, 10.4.F TWE only: 10.2.A,	2 days
	Second Read, pp. 389–391 (Analyzing Rhetoric)	Chapter 6: The Rhetoric of Persuasion SB: pp. 100–104 TE: p. 25	SB/TWE: 10.1.A, 10.1.D, 10.7.E.ii, 10.8.G	1 day (1½ days with EG)
	Third Read, pp. 391–396 (Evaluating Reasoning)		SB/TWE: 10.4.D, 10.7.A, 10.7.E.i, 10.7.D.i, 10.10.B, 10.11.G.i, 10.11.G.ii	2 days
	Project-Based Assessments: Political Advertisement, p. 397 On Your Own, p. 398		SB/TWE: 10.7.E.iii, 10.9.A, 10.9.B, 10.9.E, 10.10.C, 10.11.I	*1–2 days
	Connect to Testing, pp. 399–400		SB/TWE: 10.4.F 10.7.E.ii, 10.11.G.i, 10.11.G.ii	½ day
				Total: 5½ days

Lesson Planner

	Connections: English Language Arts	Connections: Writing and Language	Grade 10 TEKS	Time Needed
Chapter 18	Chapter Opener and First Read, pp. 401–409 (Identifying Theme)		SB/TWE: 10.2.A, 10.4.B, 10.4.D, 10.4.G, 10.5.D, 10.5.I, 10.6.D, 10.7.A TWE only: 10.2.A	3 days
	Second Read, pp. 409–410 (Analyzing a Cultural Experience)		SB/TWE: 10.7.A, 10.10.B	1 day
	Third Read, pp. 411–413 (Analyzing How Works Transform Source Material)		SB/TWE: 10.4.E, 10.4.H, 10.6.D	2 days
	Project-Based Assessment: Pictorial Presentation, p. 414 Modernist Poem, pp. 414–415 On Your Own, p. 415		SB/TWE: 10.5.C, 10.9.A, 10.9.B, 10.9.E, 10.11.I	*1–2 days per project
	Connect to Testing, pp. 416–417		SB/TWE: 10.4.F, 10.4.G, 10.5.D, 10.5.G, 10.7.A	½ day
				Total: 5½ days
Chapter 19	Chapter Opener and First Read, pp. 418–428 (Defining Key Terms)		SB/TWE: 10.1.A, 10.1.D, 10.2.A, 10.8.A, 10.8.B TWE only: 10.2.A	2 days
	Second Read, pp. 428–429 (Determining Main Idea)		SB/TWE: 10.4.G, 10.5.D, 10.7.D.ii, 10.7.E.i, 10.8.A, 10.8.B	1 day
	Third Read, p. 430 (Determining Author's Point of View)		SB/TWE: 10.7.E.ii	1 day
	Project-Based Assessments: Argumentative Essay, pp. 431–432 Facebook Group, pp. 432–433 On Your Own, p. 433	Chapter 6: Argumentative Writing SB: pp. 94–121 TE: p. 25	SB/TWE: 10.7.E.ii, 10.10.C, 10.11.H	*1–3 days per project
	Connect to Testing, pp. 434–435		SB/TWE: 10.2.A, 10.2.B, 10.4.G, 10.5.D, 10.7.E.ii	½ day
				Total: 4½ days
Chapter 20	Chapter Opener and First Read, pp. 436–447 (Citing Text Evidence)		SB/TWE: 10.2.A, 10.2.B, 10.4.F, 10.7.D.ii, 10.8.F TWE only: 10.2.A	2 days
	Second Read, pp. 448–449 (Analyzing Organization)		SB/TWE: 10.7.D.ii, 10.8.A	1 day
	Third Read, pp. 449–452 (Analyzing Various Accounts of a Subject)		SB/TWE: 10.1.A, 10.1.D	2 days
	Project-Based Assessments: Advertising Poster, p. 453 Magazine Article, pp. 453–454 On Your Own, p. 454		SB/TWE: 10.9.A, 10.9.B, 10.10.B, 10.11.A	*1–3 days per project
	Connect to Testing, pp. 455–456		SB/TWE: 10.4.F, 10.4.G, 10.5.D, 10.7.D.ii	½ day
				Total: 5½ days

Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 10 TEKS	Time Needed
Chapter 21	Chapter Opener and First Read, pp. 470–476 (Determining Author’s Message)		SB/TWE: 10.2.A, 10.8.A,	1½ days
	Second Read, pp. 4276–484 (Analyzing How Authors Develop Characters)		SB/TWE: 10.2.A, 10.6.B,	1 day
	Third Read, p. 485–486 (Analyzing Soliloquies and Asides)		SB/TWE: 10.7.C	1 day
	Language, p. 487 (Active and Passive Voice)	Chapter 16: Voice SB: pp. 348–349 TE: p. 105	SB/TWE: 10.9.D.ii	½ day
	Project-Based Assessments: Readers Theater, pp. 488–489 Comparing and Contrasting Characters pp. 489–490 On Your Own, p. 490	Chapter 7: Writing a Scene for a Play SB: pp. 147–153 TE: p. 31	SB/TWE: 10.4.B, 10.5.E, 10.6.B, 10.9.B, 10.10.B, 10.11.I,	*1–3 days per project
	Connect to Testing, pp. 491–492		SB/TWE: 10.5.C, 10.6.B, 10.7.C, 10.8.A	½ day
				Total: 5 days
Writing a Research Paper	Prepare to Write, p. 493 Brainstorm, p. 494 Research Ideas, Evaluate Sources, Conduct Research, pp. 494–496	Chapter 10: Inquiry: Initial Research and Development SB: pp. 213–231 TE: p. 51	SB/TWE: 10.2.A, TWE only: 10.5.E, 10.8.A, 10.9.C, 10.9.D, 10.11.A, 10.11.C, 10.11.D, 10.11.E, 10.11.G, 10.11.H	5 days
	Organize Ideas, p. 497 First Draft, p. 498 Prepare Research Format, p. 498	Chapter 11: Inquiry: Composing and Presenting SB: pp. 232–251 TE: p. 56	SB/TWE: 10.9.A, 10.9.B, 10.9.B.i, 10.9.C, 10.9.D	5 days
	Revision, pp. 499–500 Final Essay, p. 500		SB/TWE: 10.9.A, 10.9.B, 10.9.C, 10.9.D	4 days
Assessment	Practice Performance Task, pp. 501–505		SB/TWE: 10.4.F, 10.4.G, 10.5.D, 10.7.D.ii, 10.9.A, 10.9.B, 10.9.C, 10.9.D, 10.10.C, 10.11.A, 10.11.E, 10.11.F, 10.11.G.i, 10.11.G.ii	2 days
	Unit 4 Summative Assessment, TWE pp. 536–543		TWE only: 10.2.A, 10.2.B, 10.4.F, 10.4.G, 10.5.D, 10.5.G, 10.7.A, 10.7.D.i, 10.7.D.ii, 10.7.E.ii, 10.8.D, 10.11.F	2 days
	End-of-Course Summative Assessment, TWE pp. 544–559		TWE only: 10.2.B, 10.4.F, 10.4.G, 10.5.D, 10.5.G, 10.6.A, 10.6.C, 10.7.A, 10.7.D.i, 10.7.D.ii, 10.7.E.ii, 10.8.D, 10.9.A, 10.9.B, 10.9.C, 10.9.D, 10.10.C, 10.11.F, 10.11.G.i, 10.11.G.ii	2 days
				Total: 6 days
Unit 4 Total				Total: 54 days