

# Standards Correlation

<b>§110.39. English Language Arts and Reading, English IV, Adopted 2017</b>	
(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 when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies;	<b>SB/TWE:</b> 40, 274, 279, 300, 350, 415
(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;	<b>SB/TWE:</b> 40, 110, 279, 300, 415
(C) formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and	<b>SB/TWE:</b> 19, 21, 135, 194, 279, 392
(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	<b>SB/TWE:</b> 34, 37, 40, 73, 110, 129, 131, 134, 188, 257, 263, 274, 279, 300, 350, 354, 366, 415, 431
(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 to clarify and validate understanding of multiple meanings of advanced vocabulary;	<b>SB/TWE:</b> 8, 10, 17, 18, 19, 27, 29, 34, 35, 45, 47, 53, 54, 55, 69, 71, 73, 86, 88, 120, 122, 139, 141, 163, 165, 167, 178, 182, 184, 200, 202, 207, 222, 236, 238, 246, 252, 254, 257, 266, 268, 283, 285, 290, 303, 305, 306, 312, 324, 338, 340, 359, 361, 365, 374, 375, 377, 397, 399, 420, 446, 454, 498–504 <b>TWE only:</b> 498–504
(B) analyze context to draw conclusions about nuanced meanings such as in imagery; and	<b>SB/TWE:</b> 17, 19, 24, 54, 113, 160, 167, 178, 207, 231, 246, 254, 257, 290
(C) determine the meaning of foreign words or phrases used frequently in English such as <i>ad nauseum</i> , <i>in loco parentis</i> , <i>laissez-faire</i> , and <i>caveat emptor</i> .	<b>SB/TWE:</b> 216
(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.	<b>SB/TWE:</b> See On Your Own: Integrating Ideas in each chapter. For examples see pages 23, 42, 64, 83, etc.
(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;	<b>SB/TWE:</b> For each of the three reads of a text, a purpose for reading is established. For examples, see pages 6, 10, 16, 17, 26, etc.
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	<b>SB/TWE:</b> 6, 306, 340, 364, 377, 399 <b>TWE only:</b> 3

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(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	<b>SB/TWE:</b> 15, 33
(D) create mental images to deepen understanding;	<b>SB/TWE:</b> 164, 238, 361
(E) make connections to personal experiences, ideas in other texts, and society;	<b>SB/TWE:</b> See Preview Concepts and Making Connections sections throughout the text. For examples see pages 9, 28, 46, 68, etc.
(F) make inferences and use evidence to support understanding;	<b>SB/TWE:</b> 14, 24, 25, 26, 28, 33, 43, 44, 53, 56, 58, 65, 66, 67, 84, 85, 91, 103, 104, 113, 128, 137, 138, 160, 161, 178, 180, 181, 220, 221, 222, 248, 251, 257, 265, 282, 303, 306, 311, 312, 323, 347, 352, 374, 383, 406, 418, 422, 454, 498–504
(G) evaluate details read to analyze key ideas;	<b>SB/TWE:</b> 10, 14, 24, 47, 53, 56, 58, 66, 70, 72, 84, 85, 103, 104, 122, 127, 137, 138, 150, 160, 161, 167, 178, 187, 188, 189, 197, 205, 220, 221, 244, 248, 251, 254, 257, 265, 311, 321, 328, 330, 347, 349, 364, 381, 383, 384, 394, 396, 409, 411, 418, 432, 454, 498–504
(H) synthesize information from a variety of text types to create new understanding; and	<b>SB/TWE:</b> 152, 153, 220, 221, 249, 265, 352
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.	<b>SB/TWE:</b> Students read and annotate a text three times. For examples, see pages 10, 16, 17, 28, 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;	<b>SB/TWE:</b> 22, 40, 175
(B) write responses that demonstrate analysis of texts, including comparing texts within and across genres;	<b>SB/TWE:</b> 28, 58, 149, 178, 218, 262, 276, 354, 369, 432, 458
(C) use text evidence and original commentary to support an appropriate response;	<b>SB/TWE:</b> 43, 44, 128, 137, 160, 161, 222, 282, 303, 306, 311, 312, 323, 352, 374, 411, 418, 454, 498–504
(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	<b>SB/TWE:</b> 10, 14, 47, 53, 56, 58, 70, 72, 84, 85, 122, 127, 137, 149, 150, 160, 167, 178, 187, 188, 189, 197, 205, 244, 248, 251, 254, 257, 265, 311, 321, 328, 330, 347, 349, 364, 381, 383, 384, 394, 396, 409, 411, 418, 454, 498–504

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(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	<b>SB/TWE:</b> 274, 327, 377 Students read and annotate a text three times. For examples, see pages 10, 16, 17, 28, etc.
(F) respond using acquired content and academic vocabulary as appropriate;	<b>SB/TWE:</b> 17, 19, 54, 56, 58, 79, 90
(G) discuss and write about the explicit and implicit meanings of text;	<b>SB/TWE:</b> 14, 24, 25, 28, 33, 53, 56, 58, 91, 138, 178, 222, 248, 251, 257, 265, 347, 383, 406, 411, 418, 498–503
(H) respond orally or in writing with appropriate register and persuasive vocabulary, tone, and voice;	<b>SB/TWE:</b> 40, 108, 170, 179, 192, 228, 232, 263
(I) reflect on and adjust responses when valid evidence warrants; and	<b>SB/TWE:</b> 170, 245, 295, 300, 390, 415
(J) defend or challenge authors' claims using relevant text evidence.	<b>SB/TWE:</b> 97, 110, 112, 151, 208, 215, 274, 279, 300, 415
(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 relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;	<b>SB/TWE:</b> 16, 24, 25, 33, 34, 35, 43, 44, 65, 66, 88, 89, 90, 95, 103, 104, 113, 114, 115, 141, 147, 152, 153, 154, 160, 161, 162, 178, 238, 243, 244, 248, 249, 251, 347, 404, 406, 435, 444, 498–501, 503
(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;	<b>SB/TWE:</b> 43, 44, 90, 103, 104, 147, 229, 347, 432, 435, 444
(C) critique and evaluate how complex plot structures such as subplots contribute to and advance the action; and	<b>SB/TWE:</b> 16, 34, 35, 97, 98, 152, 153, 154, 156, 169, 178, 347, 435, 444, 502, 503
(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.	<b>SB/TWE:</b> 33, 113, 157, 243, 361, 422, 430, 431, 444, 498, 500
(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 British literature across literary periods;	<b>SB/TWE:</b> Chapters 3, 7, 10, 11, 19 contain works by British authors.
(B) analyze the differences in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures;	<b>SB/TWE:</b> Chapters 8, 12, 24, 65, 67, 137, 138, 180

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(C) analyze and evaluate how the relationships among the dramatic elements advance the plot;	<b>SB/TWE:</b> 16, 152, 384
(D) critique and evaluate characteristics and structural elements of informational texts such as:	
(i) clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion; and	<b>SB/TWE:</b> 73, 76, 207, 272, 276, 282, 296, 303, 313, 314, 315, 316, 328, 365, 368, 396, 454, 498, 501–504
(ii) the relationship between organizational design and author's purpose;	<b>SB/TWE:</b> 127, 183, 188, 313, 364, 500, 502–504
(E) critique and evaluate characteristics and structural elements of argumentative texts such as:	
(i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action ;	<b>SB/TWE:</b> 70, 72, 84, 122, 127, 137, 187, 188, 189, 197, 198, 205, 230, 311, 321, 328, 330, 364, 396, 409, 418, 454, 498–504
(ii) various types of evidence and treatment of counter arguments, including concessions and rebuttals; and	<b>SB/TWE:</b> 72, 84, 85, 127, 188, 197, 198, 230, 292, 368
(iii) identifiable audience or reader; and	<b>SB/TWE:</b> 292, 297
(F) critique and evaluate the effectiveness of characteristics of multimodal and digital texts.	<b>SB/TWE:</b> 152, 153, 197, 198, 249, 265, 352
(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) evaluate author's purpose, audience, and message within a text;	<b>SB/TWE:</b> 114, 129, 130, 131, 202, 205, 207, 209, 231, 272, 282, 292, 296, 328, 368, 390, 411, 439, 499, 502–504
(B) evaluate use of text structure to achieve the author's purpose;	<b>SB/TWE:</b> 129, 130, 131, 202, 205, 207, 209, 220, 272, 282, 292, 296, 328, 368, 390, 411, 499, 502–504
(C) evaluate the author's use of print and graphic features to achieve specific purposes;	<b>SB/TWE:</b> 37, 41, 190, 197, 209, 274, 276, 316, 352, 389, 498, 499, 501, 503, 504
(D) critique and evaluate how the author's use of language informs and shapes the perception of readers;	<b>SB/TWE:</b> 24, 26, 65, 114, 129, 130, 167, 180, 181, 197, 220, 257, 262, 332
(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;	<b>SB/TWE:</b> 164, 171, 180, 181, 220, 296, 349
(F) evaluate how the author's diction and syntax contribute to the effectiveness of a text; and	<b>SB/TWE:</b> 80, 129, 130, 167, 168, 180, 181, 207, 212

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(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.	<b>SB/TWE:</b> 77, 97, 129, 220, 293, 390
(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;	<b>SB/TWE:</b> 21, 22, 37, 62, 100, 106, 107, 109, 110, 111, 116, 134, 157, 218, 226, 249, 329, 330, 372, 421, 441, 447
(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	<b>SB/TWE:</b> 21, 22, 56, 82, 100, 101, 111, 116, 127, 129, 134, 135, 157, 218, 225, 248, 262, 279, 329, 356, 372, 421, 424, 425, 427, 447, 450, 451, 453, 504
(i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and	<b>SB/TWE:</b> 109, 225, 328, 329, 336, 356, 424, 450
(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;	<b>SB/TWE:</b> 106, 222, 328
(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;	<b>SB/TWE:</b> 21, 22, 37, 43, 62, 100, 106, 107, 109, 110, 111, 112, 116, 131, 134, 157, 218, 226, 249, 329, 330, 332, 367, 372, 390, 396, 421, 427, 439, 440, 447, 453
(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and	<b>SB/TWE:</b> 21, 22, 37, 38, 43, 62, 100, 106, 107, 109, 110, 111, 112, 116, 131, 134, 157, 192, 218, 226, 249, 329, 330, 332, 367, 372, 390, 396, 413, 421, 427, 439, 447, 453, 454
(E) publish written work for appropriate audiences.	<b>SB/TWE:</b> 100, 111, 135, 218, 249, 279
(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;	<b>SB/TWE:</b> 21, 22, 35, 62, 100, 106, 107, 109, 110, 111, 154, 157, 207, 218, 356, 441
(B) compose informational texts such as resumes, personal essays, explanatory essays, and reports using genre characteristics and craft;	<b>SB/TWE:</b> 17, 37, 54, 76, 79, 82, 100, 149, 156, 168, 175, 178, 192, 193, 194, 207, 225, 262, 279, 321, 350, 372, 390, 394, 416, 454, 504
(C) compose argumentative texts using genre characteristics and craft;	<b>SB/TWE:</b> 17, 54, 82, 100, 116, 178, 218, 248, 279, 297
(D) compose correspondence in a professional or friendly structure;	<b>SB/TWE:</b>

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(E) compose literary analysis using genre characteristics and craft; and	<b>SB/TWE:</b> 178, 218, 262, 432, 439, 454, 458
(F) compose rhetorical analysis using genre characteristics and craft.	<b>SB/TWE:</b> 218, 327, 416
(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;	<b>SB/TWE:</b> 21, 63, 81, 82, 116, 135, 321, 330, 422, 423, 440, 448, 449
(B) critique the research process at each step to implement changes as needs occur and are identified;	<b>SB/TWE:</b> 21, 63, 81, 82, 116, 135, 321, 330, 422, 423, 440, 448, 449
(C) develop and revise a plan;	<b>SB/TWE:</b> 21, 22, 37, 62, 100, 106, 107, 109, 110, 111, 116, 134, 157, 218, 226, 249, 329, 330, 372, 421, 440, 447
(D) modify the major research question as necessary to refocus the research plan;	<b>SB/TWE:</b> 21, 63, 81, 82, 116, 135, 321, 330, 422, 423, 440, 448, 449
(E) locate relevant sources;	<b>SB/TWE:</b> 21, 63, 116, 135, 321, 330, 356, 372, 423, 440, 449
(F) synthesize information from a variety of sources;	<b>SB/TWE:</b> 21, 63, 116, 135, 321, 330, 356, 372, 423, 440, 449
(G) examine sources for: (i) credibility, bias, and accuracy; and	<b>SB/TWE:</b> 21, 41, 77, 82, 135, 194, 423, 440, 449
(ii) faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur;	<b>SB/TWE:</b> 69
(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	<b>SB/TWE:</b> 21, 63, 116, 135, 321, 330, 356, 372, 423, 440, 449
(I) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	<b>SB/TWE:</b> 100, 111, 135, 218, 249, 279

# Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 12 TEKS	Time needed
<b>Introduction to Course</b>				
Close Reading and Annotating Texts, pp. xii–6		Chapter 25: Close Reading SB: pp. 472–501 TE: p. 176	TWE only: 12.4.B, 12.4.C, 12.4.D, 12.4.E, 12.4.I	2 days (3 days with EG)
<b>Unit 1</b>				
Introduction to Unit 1, p. 7				½ day
<b>Chapter 1</b>	Chapter Opener and First Read, pp. 8–15 (Determining Theme)		SB/TWE: 12.2.A, 12.4.C, 12.4.F, 12.4.G, 12.5.D, 12.5.G	2 days
	Second Read, pp. 16–17 (Analyzing Narrative Structure)		SB/TWE: 12.5.F, 12.6.A, 12.6.C, 12.7.C, 12.10.B, 12.10.C	1 day
	Third Read, pp. 17–21 (Considering Imagery)		SB/TWE: 12.1.C, 12.2.A, 12.2.B, 12.5.F	2 days
	Language, p. 19 (Euphemism)	Chapter 26: Word Study SB: p. 518 TE: p. 181	SB/TWE: 12.2.A, 12.2.B	½ day
	Project-Based Assessments: Digital Presentation, pp. 21–22 A Memoir Through Flashbacks, pp. 22–23 On Your Own, p. 23	Ch. 7: Writing Literary Texts SB: pp. 129–134 TE: p. 31	SB/TWE: 12.1.C, 12.5.A, 12.9.A, 12.9.B, 12.9.C, 12.9.D, 12.10.A, 12.11.A, 12.11.B, 12.11.C, 12.11.D, 12.11.E, 12.11.F, 12.11.Gi, 12.11.H	*2–4 days per project
	Connect to Testing, pp. 24–26		SB/TWE: 12.2.B, 12.4.F, 12.4.G, 12.5.G, 12.6.A, 12.7.B, 12.8.D	½ day
				Total: 8 days
<b>Chapter 2</b>	Chapter Opener and First Read, pp. 27–34 (Considering Setting Details)		SB/TWE: 12.2.A, 12.4.C, 12.4.F, 12.5.B, 12.5.G, 12.6.A, 12.6.D	1–2 days
	Second Read, pp. 34–35 (Examining Dialogue)		SB/TWE: 12.2.A, 12.6.A, 12.6.C, 12.10.A	1 day
	Third Read, pp. 35–39 (Integrating Texts)		SB/TWE: 12.1.D, 12.8.C, 12.9.A, 12.9.C, 12.9.D, 12.10.B, 12.11.C	1 day
	Language, p. 38–39 (Dashes and Hyphens)	Chapter 23: Other Punctuation SB: pp. 460–464 TE: p. 163	SB/TWE: 12.9.D	½ day
	Project-Based Assessments: Fishbowl Discussion, pp. 40–41 Make a Graph, pp. 41–42 On Your Own, p. 42	Chapter 27: Speaking and Listening SB: pp. 520–545 TE: p. 185	SB/TWE: 12.1.A, 12.1.B, 12.1.D, 12.5.A, 12.5.H, 12.8.C, 12.11.G.i	*2–4 days per project
	Connect to Testing, pp. 43–44		SB/TWE: 12.4.F, 12.5.C, 12.6.A, 12.6.B, 12.9.C, 12.9.D	½ day
				Total: 3½ days

**Guide to Abbreviations:** SB = student book; TWE = teacher wraparound edition

\*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

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Connections: English Language Arts		Connections: Writing and Language	Grade 12 TEKS	Time needed
Chapter 3	Chapter Opener and First Read, pp. 45–54 (Determining Theme)		SB/TWE: 12.2.A, 12.4.F, 12.4.G, 12.5.D, 12.5.F, 12.5.G, 12.10.B, 12.10.C	2–3 days
	Second Read, pp. 54–56 (Interpreting Allusions)		SB/TWE: 12.2.A, 12.2.B, 12.5.F, 12.9.B	1 day
	Third Read, pp. 56–61 (Comparing and Contrasting Poems)		SB/TWE: 12.4.F, 12.4.G, 12.5.B, 12.5.D, 12.5.F, 12.5.G	2 days
	Language, p. 60 (Paradox)		SB/TWE: 12.8.E	½ day
	Project-Based Assessment: Stream of Consciousness Poetry, pp. 62–63 Collage on Modernism, pp. 63–64 On Your Own, p. 64	Chapter 7: Writing Literary Texts SB: pp. 154–161 TE: p. 31	SB/TWE: 12.9.A, 12.9.C, 12.9.D, 12.10.A, 12.11.A, 12.11.B, 12.11.C, 12.11.D, 12.11.E, 12.11.F, 12.11.H	*2–4 days per project
	Connect to Testing, pp. 65–67		SB/TWE: 12.4.F, 12.4.G, 12.5.G, 12.6.A, 12.7.B, 12.8.D	1 day
				Total: 6 days
Chapter 4	Chapter Opener and First Read, pp. 68–73 (Identifying Claims)		SB/TWE: 12.1.D, 12.2.A, 12.4.G, 12.5.D, 12.7.E.i, 12.7.E.ii, 12.11.G.ii	2 days
	Second Read, pp. 73–76 (Tracing an Argument)	Chapter 6: Argumentative Writing SB: pp. 95–99 TE: p. 25	SB/TWE: 12.2.A, 12.7.D.i, 12.10.B	2 days
	Third Read, pp. 77–79 (Evaluating Reasoning)	Chapter 6: Argumentative Writing SB: pp. 100–104 TE: p. 25	SB/TWE: 12.5.F, 12.8.F, 12.8.G, 12.10.B, 12.11.Gi	2 days
	Language, p. 80 (Syntax)		SB/TWE: 12.8.F	½ day
	Project-Based Assessments: Plan a Social Networking Site, pp. 81–82 Argumentative Essay, pp. 82–83 On Your Own, p. 83	Chapter 6: Argumentative Writing SB: pp. 94–121 TE: p. 25	SB/TWE: 12.9.B, 12.10.B, 12.10.C, 12.11.A, 12.11.B, 12.11.D, 12.11.G.i	*2–4 days per project
	Connect to Testing, pp. 84–85		SB/TWE: 12.4.F, 12.4.G, 12.5.D, 12.7.E.i, 12.7.E.ii	½ day
				Total: 6½ days

**Guide to Abbreviations:** **SB** = student book; **TWE** = teacher wraparound edition

\*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.



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Connections: English Language Arts		Connections: Writing and Language	Grade 12 TEKS	Time needed
Chapter 5	Chapter Opener and First Read, pp. 86–91 (Analyzing the Portrayal of Characters)		SB/TWE: 12.2.A, 12.5.F, 12.6.A, 12.6.B	2 days
	Second Read, pp. 91–97 (Examining Point of View)		SB/TWE: 12.4.F, 12.5.G, 12.5.J, 12.6.A	2–3 days
	Third Read, pp. 97–100 (Recognizing How Structure Influences Meaning)	Chapter 5: Informational Writing SB: pp. 73–74 TE: p. 20	SB/TWE: 12.6.C, 12.8.G	1 day
	Language, p. 99 (Contested Usage and the Serial Comma)	Chapter 21: End Marks and Commas SB: pp. 430–431 TE: p. 148	SB/TWE: 12.9.D	½ day
	Project-Based Assessments: Timed Essay, pp. 100–101 Photo Essay, p. 101 On Your Own, p. 102		SB/TWE: 12.9.A, 12.9.B, 12.9.C, 12.9.D, 12.9.E, 12.10.A, 12.10.B, 12.10.C, 12.11.C, 12.11.I	*1–2 days per project
	Connect to Testing, pp. 103–104			1 day
				Total: 6 days
Writing a College Application Essay	Prepare to Write, pp. 105–106 Brainstorm, pp. 106–107 Generate Ideas, pp. 107–109	Chapter 8: Communication in the Digital Age SB: pp. 210–211 TE: p. 39	SB/TWE: 12.5.H, 12.9.A, 12.9.B.i, 12.9.B.ii, 12.9.C, 12.9.D, 12.10.A, 12.11.C	2 days
	Organize Ideas, pp. 109–110 First Draft, p. 110		SB/TWE: 12.9.A, 12.9.B.i, 12.9.C, 12.9.D, 12.10.A, 12.11.C	2 days
	Revision, p. 110 First Peer Review, pp. 110–111 Self Review, p. 111 Final Peer Review, p. 112 Proofread, p. 112 Final Essay, p. 112		SB/TWE: 12.1.B, 12.1.D, 12.5.J, 12.9.A, 12.9.B, 12.9.C, 12.9.D, 12.9.E, 12.10.A, 12.11.C, 12.11.I	3 days
				Total: 7 days
Assessment	Practice Performance Task, pp. 113–118		SB/TWE: 12.2.B, 12.4.F, 12.6.A, 12.6.D, 12.8.A, 12.8.D, 12.9.A, 12.9.B, 12.9.C, 12.9.D, 12.10.C, 12.11.A, 12.11.B, 12.11.C, 12.11.D, 12.11.E, 12.11.F, 12.11.H	2 days
	Unit 1 Summative Assessment, TWE pp. 441–449		SB/TWE: 12.2.A, 12.4.F, 12.4.G, 12.5.C, 12.5.D, 12.5.G, 12.6.A, 12.6.D, 12.7.D.i, 12.7.E.i, 12.8.C	2 days
				Total: 4 days
Unit 1 Total				41 days

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# Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 12 TEKS	Time needed
Unit 2				
Introduction to Unit 2, p. 119				½ day
Chapter 6	Chapter Opener and First Read, pp. 120–127 (Identifying Central Ideas)	Chapter 25: Close Reading SB: pp. 486–493 TE: p. 176	SB/TWE: 12.2.A, 12.4.G, 12.5.D, 12.7.D.ii, 12.7.E.i, 12.7.E.ii, 12.9.B	2 days
	Second Read, pp. 128–129 (Textual Evidence)		SB/TWE: 12.1.D, 12.4.F, 12.5.C, 12.9.B	1 day
	Third Read, pp. 129–133 (Evaluating the Effect of Rhetoric)		SB/TWE: 12.1.D, 12.8.A, 12.8.B, 12.8.D, 12.8.F, 12.8.G, 12.9.C, 12.9.D	1 day (1½ days with EG)
	Language, p. 131 (Diction and Audience)	Chapter 2: The Craft of Writing SB: pp. 33–37 TE: p. 6	SB/TWE: 12.9.C, 12.9.D	½ day
	Project-Based Assessments: Develop a Questionnaire, p. 134–135 Digital Presentation, p. 135 On Your Own, p. 136		SB/TWE: 12.1.C, 12.1.D, 12.9.A, 12.9.B, 12.9.C, 12.9.D, 12.9.E, 12.11.A, 12.11.B, 12.11.C, 12.11.D, 12.11.E, 12.11.F, 12.11.G.i, 12.11.H, 12.11.I	*2–4 days per project
	Connect to Testing, pp. 137–138		SB/TWE: 12.4.F, 12.4.G, 12.5.C, 12.5.D, 12.7.B, 12.7.E.i	½ day
				Total: 5 days
Chapter 7	Chapter Opener and First Read, pp. 139–149 (Recognizing Characterization and Conflict)		SB/TWE: 12.2.A, 12.5.B, 12.6.A, 12.6.B, 12.10.B	2–3 days
	Second Read, pp. 149–151 (Determining Theme)		SB/TWE: 12.4.G, 12.5.B, 12.5.J	1 day
	Third Read, pp. 152–155 (Analyzing Plot and Structure)		SB/TWE: 12.4.H, 12.6.A, 12.6.C, 12.7.C, 12.7.F, 12.10.A	2 days
	Language, p. 155 (Allusion)		SB/TWE: 12.8.E	½ day
	Project-Based Assessments: Pictorial Presentation, p. 156 Gothic Short Story, pp. 157–158 On Your Own, p. 159	Chapter 7: Writing Literary Texts SB: pp. 154–161 TE: p. 31	SB/TWE: 12.6.C, 12.6.D, 12.9.A, 12.9.B, 12.9.C, 12.9.D, 12.10.A, 12.10.B, 12.11.C	*2–4 days per project
	Connect to Testing, pp. 160–162		SB/TWE: 12.2.B, 12.4.F, 12.4.G, 12.5.C, 12.5.D, 12.6.A	½ day
				Total: 5 ½ days

**Guide to Abbreviations:** **SB** = student book; **TWE** = teacher wraparound edition

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# Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 12 TEKS	Time needed
Chapter 8	Chapter Opener and First Read, pp. 163–168 (Interpreting Language and Tone)		SB/TWE: 12.2.A, 12.2.B, 12.4.D, 12.4.G, 12.5.D, 12.8.D, 12.8.E, 12.8.F, 12.10.B	2–3 days
	Second Read, pp. 169–170 (Recognizing a Shift in Tone)		SB/TWE: 12.5.H, 12.5.I, 12.6.C	2 days
	Third Read, pp. 171–175 (Analyzing Poetic Elements)		SB/TWE: 12.5.A, 12.8.E, 12.10.B	2 days
	Language, p. 175 (Hyperbole)		SB/TWE: 12.8.E	½ day
	Project-Based Assessment: Poetry Slam, pp. 176–177 Poetry Explication, pp. 178–179 On Your Own, p. 179	Chapter 8: Writing About Literary and Nonfiction Texts SB: pp. 163–189 TE: p. 39	SB/TWE: 12.2.A, 12.2.B, 12.4.F, 12.4.G, 12.5.B, 12.5.D, 12.5.G, 12.6.A, 12.6.C, 12.5.H, 12.10.B, 12.10.C, 12.10.E	*2–4 days per project
	Connect to Testing, pp. 180–181		SB/TWE: 12.4.F, 12.7.B, 12.8.D, 12.8.E, 12.8.F	1 day
				Total: 7 days
Chapter 9	Chapter Opener and First Read, pp. 182–188 (Analyzing the Use of Anecdotes)		SB/TWE: 12.1.D, 12.2.A, 12.4.G, 12.5.D, 12.7.D.ii, 12.7.E.i	2 days
	Second Read, pp. 188–189 (Evaluating Claims and Evidence)		SB/TWE: 12.4.G, 12.5.D, 12.7.D.ii, 12.7.E.i, 12.7.E.ii	1 day (2 days with EG)
	Third Read, pp. 190–192 (Interpreting Data)		SB/TWE: 12.5.H, 12.8.C, 12.9.D, 12.10.B	1 day
	Language, p. 193 (Using Quotations)	Chapter 25: Close Reading SB: pp. 449–501 TE: p. 176	SB/TWE: 12.9.D	½ day
	Project-Based Assessments: Timeline, pp. 193–194 Digital Presentation, pp. 194–195 On Your Own, p. 196		SB/TWE: 12.1.C, 12.10.B, 12.11.G.i,	*2–4 days per project
	Connect to Testing, pp. 197–199		SB/TWE: 12.4.G, 12.5.D, 12.7.E.i, 12.7.E.ii, 12.7.F, 12.8.C, 12.8.D	1 day
				Total: 5 days

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# Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 12 TEKS	Time needed
Chapter 10	Chapter Opener and First Read, pp. 200–207 (Identifying the Author's Point of View)		SB/TWE: 12.2.A, 12.4.G, 12.5.D, 12.7.E.i, 12.8.A, 12.8.B, 12.10.A, 12.10.B	2–3 days
	Second Read, pp. 207–208 (Analyzing an Author's Style)		SB/TWE: 12.2.A, 12.2.B, 12.5.J, 12.7.D.i, 12.8.A, 12.8.B, 12.8.F	1 day
	Third Read, pp. 209–217 (Comparing Authors' Styles)		SB/TWE: 207–208, 12.5.J, 12.8.A, 12.8.B, 12.8.C, 12.8.F	2 days
	Language, p. 216 (Foreign Words and Phrases)	Chapter 26: Word Study SB: pp. 516–517 TE: p. 181	SB/TWE: 12.2.C	½ day
	Project-Based Assessments: Analysis of Style, p. 218 Memoir, pp. 218–219 On Your Own, p. 219	Chapter 7: Writing Literary Texts SB: pp. 129–134 TE: p. 31	SB/TWE: 12.5.B, 12.9.A, 12.9.B, 12.9.C, 12.9.D, 12.9.E, 12.10.A, 12.10.C, 12.10.E, 12.10.F, 12.11.C, 12.11.I	*2–4 days per project
	Connect to Testing, pp. 220–221		SB/TWE: 12.4.F, 12.4.G, 12.4.H, 12.8.B, 12.8.D, 12.8.E, 12.8.G	1 day
				Total: 6 days
Writing a Definition Essay	Prepare to Write, p. 222 Brainstorm, pp. 222–224 Writing a Definition, pp. 224–225	Chapter 5: Informational Writing SB: pp. 72–93 TE: p. 20	SB/TWE: 12.2.A, 12.4.F, 12.5.C, 12.5.G, 12.9.B.ii,	2–3 days
	Generate Ideas, p. 225 Citing Authors, p. 225 Organize Ideas, pp. 225–226 First Draft, p. 226		SB/TWE: 12.9.B, 12.9.B.i, 12.10.B	2–3 days
	Revision, pp. 226–228 First Peer Review, p. 227 Self Review, p. 227 Final Peer Review, p. 228 Proofread, p. 228 Final Essay, p. 228		SB/TWE: 12.5.H, 12.9.A, 12.9.C, 12.9.D, 12.11.C	2–3 days
				Total: 7 days
Assessment	Practice Performance Task, pp. 229–234		SB/TWE: 12.2.B, 12.2.A, 12.4.F, 12.4.G, 12.5.G, 12.5.H, 12.6.B, 12.7.E.i, 12.7.E.ii, 12.8.A, 12.9.A, 12.9.C, 12.9.D, 12.10.C, 12.11.C	2 days
	Unit 2 Summative Assessment, TWE pp. 450–459		TWE only: 12.2.A, 12.4.F, 12.4.G, 12.5.C, 12.5.D, 12.5.G, 12.6.A, 12.7.E.i, 12.8.A, 12.8.B, 12.8.C	2–3 days
				Total: 4 days
Unit 2 Total				39½ days

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# Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 12 TEKS	Time needed
Unit 3				
Introduction to Unit 3, p. 235				½ day
Chapter 11	Chapter Opener and First Read, pp. 236–243 (The Powerful Role of Setting)		SB/TWE: 12.2.A, 12.6.A, 12.6.A, 12.6.D	3 days
	Second Read, pp. 244–246 (Identifying Conflict)		SB/TWE: 12.4.G, 12.5.D, 12.5.I, 12.6.A	1 day
	Third Read, pp. 246–247 (Author's Craft)		SB/TWE: 12.2.A, 12.2.B	2 days
	Language, p. 247 (Allegory)		SB/TWE: 12.8.E	½ day
	Project-Based Assessments: Human Nature Paper, p. 248 Comic Strip Creation, p. 249 On Your Own, p. 250		SB/TWE: 12.4.F, 12.4.G, 12.4.H, 12.5.D, 12.5.G, 12.6.A, 12.7.F, 12.9.A, 12.9.B, 12.9.C, 12.9.D, 12.9.E, 12.10.C, 12.11.C, 12.11.I	*2–3 days per project
	Connect to Testing, pp. 251		SB/TWE: 12.4.F, 12.4.G, 12.5.D, 12.5.G, 12.6.A	½ day
				Total: 7 days
Chapter 12	Chapter Opener and First Read, pp. 252–257 (Focus on Key Ideas)		SB/TWE: 12.1.D, 12.2.A, 12.2.B, 12.4.G, 12.5.D	2 days
	Second Read, pp. 257–258 (Author's Word Choice)	Chapter 2: The Craft of Writing SB: p. 33–42 TE: p. 6	SB/TWE: 12.2.A, 12.2.B, 12.4.F, 12.4.G, 12.5.D, 12.5.G, 12.8.D	½ day
	Third Read, pp. 258–261 (Comparing Themes)			1–2 days
	Language, p. 261 (Personification)		SB/TWE: 12.8.E	½ day
	Project-Based Assessment: Literary Analysis, p. 262 Justice Poetry, p. 263 On Your Own, p. 264	Chapter 7: Writing Literary Texts SB: pp. 163–177; 187–189 TE: p. 31 Chapter 7: Writing Literary Texts SB: pp. 154–161 TE: p. 31	SB/TWE: 12.1.D, 12.5.B, 12.5.H, 12.8.D, 12.9.B, 12.10.B, 12.10.E	*2–4 days per project
	Connect to Testing, p. 265		SB/TWE: 12.4.F, 12.4.G, 12.4.H, 12.5.D, 12.5.G, 12.7.F	½ day
				Total: 4 days

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# Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 12 TEKS	Time needed
Chapter 13	Chapter Opener and First Read, pp. 266–271 (Focus on Main Ideas)		SB/TWE: 12.2.A	1 day
	Second Read, pp. 272–274 (Analyzing Assumptions)		SB/TWE: 12.1.A, 12.1.D, 12.5.J, 12.7.D.i, 12.8.A, 12.8.B	1–2 days
	Third Read, pp. 274–278 (Focus on Evaluating Arguments)	Chapter 6: Argumentative Writing SB: pp. 95–99 TE: p. 25	SB/TWE: 12.5.B, 12.5.E, 12.7.D.i, 12.8.C	2 days
	Language, p. 277 (Brackets)	Chapter 23: Other Punctuation SB: pp. 464–465 TE: p. 163	SB/TWE: 12.9.D	½ day
	Project-Based Assessment: Lincoln-Douglas Debate, pp. 279–280 On Your Own, p. 281		SB/TWE: 12.1.A, 12.1.B, 12.1.C, 12.1.D, 12.5.J, 12.9.B, 12.9.E, 12.10.B, 12.10.C, 12.11.I	*2–3 days
	Connect to Testing, p. 282		SB/TWE: 12.4.F, 12.5.C, 12.7.D.i, 12.8.A, 12.8.B	½ day
				Total: 4½ days
Chapter 14	Chapter Opener and First Read, pp. 283–291 (Technical Language)		SB/TWE: 12.2.A, 12.2.B	2–3 days
	Second Read, pp. 292–295 (Purpose and Rhetoric)	Chapter 6: Argumentative Writing SB: pp. 100–104 TE: p. 25	SB/TWE: 12.5.I, 12.7.E.ii, 12.7.E.iii, 12.8.A, 12.8.B, 12.8.G	1–2 days
	Third Read, pp. 296–299 (Focus on Evaluating an Argument)	Chapter 6: Argumentative Writing SB: pp. 95–99 TE: p. 25	SB/TWE: 12.7.D.i, 12.7.E.iii, 12.8.A, 12.8.B, 12.8.E, 12.10.C	2 days
	Language, p. 298 (Using Hyphens)	Chapter 23: Other Punctuation SB: pp. 460–464 TE: p. 163	SB/TWE: 12.9.D	½ day
	Project-Based Assessments: Roundtable Discussion pp. 300–301 On Your Own, p. 302	Chapter 27: Speaking and Listening SB: pp. 520–545 TE: p. 185	SB/TWE: 12.1.A, 12.1.B, 12.1.D, 12.5.H, 12.5.I, 12.5.J	*2 days per project
	Connect to Testing, pp. 303–304		SB/TWE: 12.2.A, 12.4.F, 12.5.C, 12.7.D.i	½ day
				Total: 5½ days

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# Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 12 TEKS	Time needed
Chapter 15	Chapter Opener and First Read, pp. 305–312 (Understanding Terms)		SB/TWE: 12.2.A, 12.4.B, 12.4.F, 12.4.G, 12.5.C, 12.5.D, 12.7.E.i	2 days
	Second Read, pp. 313–315 (Structure of a Court Ruling)		SB/TWE: 12.2.A, 12.7.D.i, 12.7.D.ii	1 day
	Third Read, pp. 316–320 (Analyzing Argument)		SB/TWE: 12.7.D.i, 12.8.C	2 days
	Language, p. 319 (Active and Passive Voice)	Chapter 16: Using Verbs SB: pp. 348–349 TE: p. 105	SB/TWE: 12.9.C	½ day
	Project-Based Assessments: Research to Support an Opinion, p. 321 On Your Own, p. 322	Chapter 10: The Process of Inquiry SB: pp. 217–231 TE: p. 51	SB/TWE: 12.4.G, 12.5.D, 12.7.E.i, 12.10.B, 12.11.A, 12.11.B, 12.11.D, 12.11.E, 12.11.F, 12.11.H	*2–3 days per project
	Connect to Testing, p. 323		SB/TWE: 12.4.F, 12.5.C	½ day
				Total: 5½ days
Writing an Argument Analysis	Understand the Prompt, p. 327 Reread the Text, p. 328 Claim, p. 328 Reasoning and Evidence, pp. 328–329	Chapter 8: Writing About Literary and Nonfiction Texts SB: pp. 178–189 TE: p. 39	SB/TWE: 12.2.A, 12.4.G, 12.5.D, 12.5.E, 12.7.D.i, 12.7.E.i, 12.8.A, 12.8.B, 12.9.B.i, 12.9.B.ii, 12.10.F	3 days
	Organize Ideas, p. 329 Writing Paragraphs with Textual Evidence, p. 330 First Draft, p. 330		SB/TWE: 12.4.G, 12.5.D, 12.7.E.i, 12.9.A, 12.9.B.i, 12.9.C, 12.9.D, 12.11.A, 12.11.B, 12.11.C, 12.11.D, 12.11.E, 12.11.F, 12.11.H	2 days
	Revision, pp. 330–332 First Peer Review, p. 331 Parent Review, p. 331 Final Peer Review, p. 332 Proofread, p. 332 Final Essay, p. 332		SB/TWE: 12.8.D, 12.9.C, 12.9.D	3 days
				Total: 8 days
Assessment	Practice Performance Task, pp. 333–336		SB/TWE: 12.2.A, 12.4.F, 12.4.G, 12.5.C, 12.5.D, 12.8.A, 12.8.B, 12.9.B, 12.9.B.i, 12.9.C, 12.9.D, 12.10.C	2 days
	Unit 3 Summative Assessment, TWE pp. 460–470		TWE only: 12.2.A, 12.4.F, 12.4.G, 12.5.C, 12.5.D, 12.5.G, 12.6.A, 12.6.D, 12.7.D.i, 12.7.D.ii, 12.7.E.i, 12.8.C	2 days
				Total: 4 days
Unit 3 Total				38½ days

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# Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 12 TEKS	Time needed
Unit 4				
Introduction to Unit 4, p. 337				½ day
Chapter 16	Chapter Opener and First Read, pp. 338–348 (Character Development)		SB/TWE: 12.2.A, 12.4.B, 12.4.F, 12.4.G, 12.5.D, 12.5.G, 12.6.A, 12.6.B, 12.6.C	2 days
	Second Read, pp. 349–350 (Identifying Theme)		SB/TWE: 12.1.A, 12.1.D, 12.4.G, 12.5.D, 12.8.E, 12.10.B	1 day
	Third Read, pp. 351–355 (Synthesizing Sources)		SB/TWE: 12.1.D, 12.4.F, 12.4.H, 12.5.B, 12.5.C, 12.7.F, 12.8.C	2 days
	Language, p. 355 (Fragments)	Chapter 13: The Sentence Base SB: pp. 287–288 TE: p. 76	SB/TWE: 12.9.D	½ day
	Project-Based Assessments: Civil Disobedience Narrative, pp. 356–357 On Your Own, p. 357		SB/TWE: 12.9.B, 12.9.B.i, 12.10.A, 12.11.E, 12.11.F, 12.11.H	*2–4 days per project
	Connect to Testing, p. 358			½ day
				Total: 6 days
Chapter 17	Chapter Opener and First Read, pp. 359–365 (Identifying Key Details)		SB/TWE: 12.2.A, 12.4.B, 12.4.D, 12.4.G, 12.5.D, 12.6.D, 12.7.D.ii, 12.7.E.i	2 days
	Second Read, pp. 365–367 (Focus on Analyzing Argument)	Chapter 6: Argumentative Writing SB: pp. 95–99 TE: p. 25	SB/TWE: 12.1.D, 12.7.D.i, 12.9.C, 12.9.D	2 days
	Third Read, pp. 368–371 (Evaluating Arguments)	Chapter 6: Argumentative Writing SB: pp. 100–104 TE: p. 25	SB/TWE: 12.5.B, 12.7.D.i, 112.7.E.ii, 2.8.A, 12.8.B	2 days
	Language, p. 367 (Correct Usage of <i>Either/Or</i> and <i>Neither/Nor</i> ); p. 370 (Word Patterns)	Chapter 17: Using Pronouns SB: pp. 364 TE: p. 116 Chapter 18: Subject-Verb Agreement SB: pp. 373–374 TE: p. 125 Chapter 26: Word Study SB: 507–510 TE: p. 181	SB/TWE: 12.9.D, 12.2.A	½ day
	Project-Based Assessments: Editorial, pp. 372–373 On Your Own, p. 373		SB/TWE: 12.9.A, 12.9.B, 12.9.C, 12.9.D, 12.10.B, 12.11.C, 12.11.E, 12.11.F, 12.11.H	*3–4 days per project
	Connect to Testing, p. 374		SB/TWE: 12.2.A, 12.4.F, 12.5.C	½ day
				Total: 6½ days

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# Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 12 TEKS	Time needed
Chapter 18	Chapter Opener and First Read, pp. 375–383 (Understanding Main Ideas)		SB/TWE: 12.2.A, 12.4.B, 12.4.F, 12.4.G, 12.5.D, 12.5.E, 12.5.G	2 days
	Second Read, pp. 384–386 (Analyzing the Author's Craft)		SB/TWE: 12.4.G, 12.5.D, 12.7.C	1–2 days
	Third Read, pp. 387–391 (Focus on Connecting Themes)		SB/TWE: 12.5.I, 12.8.A, 12.8.B, 12.8.C, 12.8.G, 12.9.C, 12.9.D, 12.10.B	2 days
	Language, p. 390 (Writing Negatives Correctly)	Chapter 19: Double Negatives SB: p. 392 TE: p. 134	SB/TWE: 12.9.D	½ day
	Project-Based Assessments: Public Service Announcement pp. 392–393 Comparing Futures, p. 394 On Your Own, p. 395		SB/TWE: 12.1.C, 12.4.G, 12.5.D, 12.10.B	*4–5 days per project
	Connect to Testing, p. 396		SB/TWE: 12.4.G, 12.5.D, 12.7.D.i, 12.7.E.i, 12.9.C, 12.9.D	½ day
				Total: 5½ days
Chapter 19	Chapter Opener and First Read, pp. 397–405 (Identifying Important Details)		SB/TWE: 12.2.A, 12.4.B, 12.6.A	2–3 days
	Second Read, pp. 406–408 (Analyzing Satire)		SB/TWE: 12.4.F, 12.5.G, 12.6.A	1–2 days
	Third Read, pp. 409–414 (Synthesizing Texts)		SB/TWE: 12.4.F, 12.4.G, 12.5.C, 12.5.D, 12.5.G, 12.7.E.i, 12.8.A, 12.8.B, 12.9.D	1–2 days
	Language, p. 413 (Capitalization)	Chapter 20: Capitalization SB: pp. 414–425 TE: p. 143	SB/TWE: 12.9.D	½ day
	Project-Based Assessment: Roundtable Discussion, pp. 415–416 Analyzing Satire, pp. 416–417 On Your Own, p. 417	Chapter 27: Speaking and Listening SB: pp. 537–545 TE: p. 185	SB/TWE: 12.1.A, 12.1.B, 12.1.D, 12.5.I, 12.5.J, 12.10.B, 12.10.F	*2–3 days per project
	Connect to Testing, pp. 418–419		SB/TWE: 12.4.F, 12.4.G, 12.5.C, 12.5.D, 12.5.G, 12.7.E.i	½ day
				Total: 4½ days

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# Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 12 TEKS	Time needed
Chapter 20	Chapter Opener and First Read, pp. 420–431 (Evaluating the Impact of Setting)		SB/TWE: 12.1.D, 12.2.A, 12.4.A, 12.4.F, 12.6.D	2–3 days
	Second Read, pp. 432–434 (Analyzing Characters' Moral Dilemmas)		SB/TWE: 12.4.G, 12.6.B	1–2 days
	Third Read, pp. 435–440 (Analyzing Points of View)		SB/TWE: 12.6.A, 12.6.B, 12.6.C, 12.8.A, 12.9.C, 12.9.D, 12.10.E	1–2 days
	Language, p. 439 (Intentional Use of Sentence Fragments)	Chapter 13: The Sentence Base SB: pp. 287–288 TE: p. 76	SB/TWE: 12.9.C, 12.9.D	½ day
	Project-Based Assessments: Immigration Inquiry, pp. 440–441 Two-Voice Poem, pp. 441–443 On Your Own, p. 443	Chapter 10: Inquiry: Initial Research and Development SB: pp. 212–231 TE: p. 51 Chapter 11: Inquiry: Composing and Presenting SB: pp. 232–252 TE: 56 Chapter 7: Writing Literary Texts SB: pp. 154–161 TE: p. 31	SB/TWE: 12.9.A, 12.9.C, 12.10.A, 12.11.A, 12.11.B, 12.11.C, 12.11.D, 12.11.E, 12.11.F, 12.11.G, 12.11.H	*2–3 days per project
	Connect to Testing, pp. 444–445		SB/TWE: 12.6.A, 12.6.B, 12.6.C, 12.6.D	½ day
				Total: 4½ days
Writing a Division and Classification Paper	Prepare to Write, p. 421 Brainstorm, pp. 421–422 Research Ideas, p. 422 Evaluate Sources, p. 423 Conduct Research, p. 423		SB/TWE: 12.2.A, 12.9.A, 12.9.B, 12.9.C, 12.9.D, 12.11.A, 12.11.B, 12.11.C, 12.11.D, 12.11.E, 12.11.F, 12.11.G.i, 12.11.H	4 days
	Organize Ideas, p. 424 First Draft, p. 425 Prepare Research Format, p. 425		SB/TWE: 12.9.B, 12.9.B.i	5 days
	Revision, pp. 425–426 First Peer Review, pp. 425–426 Second Review, p. 426 Final Peer Review, p. 427 Proofread, p. 427 Final Essay, p. 427		SB/TWE: 12.9.B, 12.9.C, 12.9.D	4 days
				Total: 22 days
Assessment	Practice Performance Task, pp. 428–432		SB/TWE: 12.2.A, 12.4.F, 12.4.G, 12.5.B, 12.5.C, 12.5.D, 12.7.D.i, 12.7.E.i, 12.9.D, 12.10.B, 12.10.E	2 days
	Unit 4 Summative Assessment, TWE pp. 471–481		TWE only: 12.2.A, 12.4.F, 12.4.G, 12.5.C, 12.5.D, 12.5.G, 12.6.A, 12.6.C, 12.7.D.i, 12.7.D.ii, 12.7.E.i, 12.8.A, 12.8.B	2 days
	End-of-Course Summative Assessment, TWE pp. 482–497		TWE only: 12.2.A, 12.4.F, 12.4.G, 12.5.C, 12.5.D, 12.5.G, 12.6.A, 12.6.C, 12.7.D.i, 12.7.D.ii, 12.7.E.i, 12.8.A, 12.8.B, 12.8.C, 12.9.B, 12.10.B	2 days
				Total: 6 days
Unit 4 Total				41½ days

**Guide to Abbreviations:** SB = student book; TWE or TE = teacher edition

\*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.