

English Language Arts Texas 2021© English I

English I					
Unit	Essential Questions	Academic Vocabulary	Literary Terms	Embedded Assessments	Unit Goals
Unit 1 Telling Details	<ul style="list-style-type: none"> How do telling details work together to convey meaning? How are writing and reading connected? What tools do authors use to create meaning and affect their readers? 	commentary revise	allusion character foil diction dramatic irony exposition irony resolution syntax	EA 1: Writing a Literary Analysis Essay EA 2: Writing a Short Story	<ul style="list-style-type: none"> To read short stories and analyze their meaning and the author's craft To monitor comprehension while reading and use strategies to make adjustments when needed To write short analysis paragraphs in response to short stories To plan, revise, edit, and publish a short story using genre characteristics
Unit 2 Pivotal Words and Phrases <i>Romeo and Juliet</i> (Drama)	<ul style="list-style-type: none"> How do authors use words and phrases to move emotions, thoughts, and actions of readers? Why do authors revise their work? How does the mode of communication change the meaning of what is being communicated? 	lede motive nut graf strategize	anaphora aside block dramaturge found poem monologues ode poetic structure prosody rhyming couplet sestina soliloquy sonnet stage directions subtext	EA 1: Presenting a Dramatic Interpretation EA 2: Presenting a Poetry Project	<ul style="list-style-type: none"> To read poetry and drama to analyze both their meaning and the author's craft To work collaboratively to analyze a play and prepare a thoughtful performance of a scene To plan, write, revise, edit, and publish poems and analytical reviews of poems using genre characteristics and craft

<p>Unit 3 Compelling Evidence</p>	<ul style="list-style-type: none"> • What makes an argument convincing? • What makes a piece of evidence compelling? • What is the value of work for teenagers? • What is the value of a college education? 	<p>bias concession credibility fallacy objective plagiarism rebuttal scene sound bite storyboard subjective synthesize thumbnail sketch</p>	<p>ethos logos pathos rhetorical appeals</p>	<p>EA 1: Writing an Argumentative Essay EA2: Researching and Presenting a Career</p>	<ul style="list-style-type: none"> • To analyze an argument’s stated and implied claims, logical reasoning, supporting evidence, and stylistic elements • To analyze the characteristics of multimodal texts to interpret and synthesize graphical data • To compose an argument using genre characteristics and craft that effectively addresses a specific rhetorical situation (purpose, audience, and occasion) • To follow the research process to gain and synthesize information and present the results in an appropriate mode of delivery • To give a presentation that is effectively designed according to subject, purpose, audience, and occasion
<p>Unit 4 Powerful Openings <i>To Kill a Mockingbird</i> (Novel)</p>	<ul style="list-style-type: none"> • What makes an opening powerful? • What makes you want to keep reading a book? • How can understanding a book’s context help you understand the book? 	<p>primary source retrospective secondary source</p>	<p>dynamic character motif omniscient narrator static character subplot</p>	<p>EA 1: Writing a Literary Analysis Essay EA 2: Historical Investigation and Presentation</p>	<ul style="list-style-type: none"> • To analyze the devices and techniques novelists employ to develop their worlds and draw in readers • To analyze the characteristics and structural elements of informational texts, such as clear thesis, relevant supporting evidence, pertinent examples, and conclusions • To compose literary analysis essays focusing on genres characteristics and craft • To conduct and present research to better understand the context of a work of literature

<p style="text-align: center;">KEY TEXTS</p> <p style="text-align: center;">Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)</p>	<p style="text-align: center;">STRATEGIES FOCUS</p> <p style="text-align: center;">Strategies given specific instructional time, in addition to those utilized throughout the year include:</p>	
<p>Short Story: “The Lamb to the Slaughter,” by Roald Dahl “Bread,” by Margaret Atwood “The Gift of the Magi,” by O. Henry “Martha, Martha,” by Zadie Smith “Games at Twilight,” by Anita Desai</p> <p>Essay: “Writing Badly to Write Well,” by Donald M. Murray</p> <p>Argument: “The Decline of the American Teenager’s Summer Job,” by <i>The Economist’s</i> Lexington</p> <p>Argument: “Why College Isn’t (And Shouldn’t Have to Be) for Everyone,” by Robert Reich</p> <p>Essay: “The Work you Do, the Person You Are,” by Toni Morrison</p> <p>Speech: “Remarks by the President in a National Address to American Schoolchildren,” by President Barack Obama</p> <p>Poetry: “The Fight,” by John Montague “Abuelito Who,” by Sandra Cisneros “Tamara’s Opus,” by Joshua Bennett “Prayer to the Pacific,” by Leslie Marmon Silko “Sestina,” by Elizabeth Bishop</p> <p>Drama: <i>Romeo and Juliet</i>, by William Shakespeare</p> <p>Letter: Excerpt from “Letter from Birmingham Jail,” by Martin Luther King, Jr.</p> <p>Informational Text: Jim Crow Laws, Martin Luther King, Jr. National Historic Site</p> <p>Novel Excerpts: From <i>All the Light We Cannot See</i>, by Anthony Doerr From <i>1984</i>, by George Orwell From <i>The Girl Who Fell From the Sky</i>, by Heidi W. Durrow</p> <p>Novel: <i>To Kill a Mockingbird</i>, by Harper Lee</p> <p>Article: “An Act of Courage: The Arrest Records of Rosa Parks,” from the National Archives</p>	<ul style="list-style-type: none"> • SIFT • Questioning the Text • Visualizing • Diffusing • TP-CASTT 	<ul style="list-style-type: none"> • SOAPStone • SMELL • Debate • Generating Questions • Socratic Seminar
<p>Language and Writer’s Craft/Language</p> <p>Checkpoints/Focus on the Sentence: Instruction that provides grammar support in the context of actual reading and writing</p> <p>Grammar and Usage: Each unit contains additional grammar instruction opportunities in call-out boxes</p>		<ul style="list-style-type: none"> • Metaphors • Parallel Structure • Using Parallel Structure • Fragments, Run-On Sentence, and Splices • Topic Sentences and Transitions • Active and Passive Voice • Expanding Sentences • Combining Sentences • Incorporating Quotations • Effective Sentences • Revising to create Effective Sentences • Connotative and Denotative meanings • Using Conjunctions to create meaning • Subordinating Conjunctions and Complex Sentences • Understanding Verb Tense and Voice • Understanding Pronoun Antecedent Agreement • Using Punctuation Within Sentences • Using Pronouns

See Unit “Planning the Unit” for a complete listing of resources.

Red = Core Text

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English II

Unit	Essential Questions	Academic Vocabulary	Literary Terms	Embedded Assessments	Goals
Unit 1 The Power of Argument	<p>How should we interact with the world around us?</p> <p>To what extent are we responsible for our fellow humans?</p> <p>How do authors use evidence to create a persuasive argument?</p>	<p>appeals</p> <p>concession</p> <p>consensus</p> <p>evidence</p> <p>figurative</p> <p>inferred</p> <p>literal</p> <p>rebuttal</p>	<p>diction</p> <p>logical fallacy</p>	<p>EA 1: Creating an Argument</p> <p>EA 2: Participating in a Debate</p>	<ul style="list-style-type: none"> To analyze the characteristics and structural elements of argumentative texts To analyze the purpose and effect of language choices and rhetorical devices To defend or challenge an author's claims using text evidence To compose argumentative texts To collaborate within a team to present a stance
Unit 2 Persuasion in Literature <i>Things Fall Apart</i> (novel)	<p>What can a character's use of persuasion reveal to a reader?</p> <p>How can a work of literature reflect a cultural perspective?</p> <p>What is the value of making connections between characters from different texts, time periods, or cultures?</p>	<p>proverb</p>	<p>archetypes</p> <p>characterization</p> <p>epigraph</p> <p>foil</p> <p>folktale</p> <p>foreshadowing</p> <p>irony</p> <p>motifs</p> <p>tragic hero</p>	<p>EA 1: Writing a Literary Analysis Essay</p> <p>EA 2: Writing a Short Story</p>	<ul style="list-style-type: none"> To read and analyze world literature across literary periods To analyze and appreciate how authors use persuasion in fiction To analyze how themes are developed through characterization, plot, and historical and cultural settings To compose a literary analysis of a novel To compose a short story using genre characteristics and craft
Unit 3 Voice in Synthesis	<p>What is the relationship between individual freedom and social responsibility?</p> <p>What does it mean to have a voice?</p> <p>How does one enter into an ongoing discussion about a subject?</p>	<p>caveat</p> <p>elaborate</p> <p>synthesis</p> <p>tenor</p> <p>verbatim</p>	<p>call to action</p> <p>satire</p>	<p>EA 1: Creating an Annotated Bibliography</p> <p>EA 2: Presenting a Solution to an Environmental Conflict</p>	<ul style="list-style-type: none"> To synthesize multimodal texts To defend or challenge an author's claims using text evidence To analyze the purpose and effect of language and rhetorical devices on audience and meaning To compose argumentative texts by synthesizing sources To give a formal presentation that incorporates information from multiple reliable sources

<p>Unit 4: Praise, Mock, Mourn</p> <p>Antigone (Drama)</p>	<p>Why are humans inclined to respond to people, objects, and events with praise, mockery, or mourning?</p> <p>How can authors use language to create an effect on their readers?</p> <p>How can a performer communicate a character's perspective through oral and visual interpretation?</p>	<p>dynamic character elegy imagery irony mood sarcasm satire stage directions static character stichomythia tone voice</p>		<p>EA1: Writing an Analysis of a Piece of Creative Writing</p> <p>EA2: Performing a Scene from Antigone</p>	<ul style="list-style-type: none"> • To use context to distinguish among denotative, connotative, and figurative meanings of words • To analyze the effects of meter and rhyme schemes in poetry • To analyze how the author's use of language informs and shapes the perception of readers • To compose literary texts such as fiction and poetry using genre characteristics and craft • To perform a scene using vocal and visual delivery
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<p style="text-align: center;">KEY TEXTS</p> <p style="text-align: center;">Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)</p>	<p style="text-align: center;">STRATEGIES FOCUS</p> <p style="text-align: center;">While explicit teaching of effective strategies has taken place in previous grade levels, the following list highlights key strategies reinforced in this grade level.</p>	
<p>Informational Text: “Vaccination,” by the Jenner Institute</p> <p>Speech: From <i>On Civil Disobedience</i>, by Mohandas K. Gandhi</p> <p>Infographic: National Institutes of Health</p> <p>Poetry: “Touchscreen,” by Marshall Davis Jones</p> <p>Poetry: “Funeral Blues by <i>Antigone</i>,” by W.H. Auden</p> <p>Short Story: “Marriage is a Private Affair,” by Chinua Achebe</p> <p>Editorial: “The Summer Hunger Crisis,” by Billy Shore</p> <p>Argumentative Text: Excerpt from <i>Reality is Broken</i>, by Jane McGonigal, PhD</p> <p>Graphic Novel: Excerpt from <i>Persepolis</i>, by Marjane Satrapi</p> <p>Poetry: “Grape Sherbet,” by Rita Dove</p> <p>Short Story: “Tuesday Siesta,” by Gabriel García Márquez</p> <p>Speech: “On Surrender at Bear Paw Mountain, 1877,” by Chief Joseph</p> <p>Speech: “On Women’s Right to Vote,” by Susan B. Anthony</p> <p>Speech: Excerpt from “Hope, Despair, and Memory,” Nobel Lecture by Elie Wiesel</p> <p>Short Story: “The Third and Final Continent,” by Jhumpa Lahiri</p> <p>Novel: Excerpt from <i>Change</i>, by Mo Yan</p> <p>Drama: <i>Antigone</i> by Sophocles</p> <p>Research Report: Excerpt from “Single-Use Plastics: A Roadmap for Sustainability,” by the United Nations Environment Programme</p> <p>Legal Document Amendment I, United States Constitution</p> <p>Editorial: “Diners should pay attention to workers, not just the food,” by Kathleen Kingsbury</p> <p>Novel: <i>Things Fall Apart</i>, by Chinua Achebe</p> <p>Poetry: “Prayer to the Masks,” by Léopold Sedar Senghor</p> <p>Poetry: “The Second Coming,” by William Butler Yeats</p> <p>Interview: “An African Voice,” by Katie Bacon</p> <p>Illustration: <i>Smallpox—the Speckled Monster</i>, by James Gillray</p> <p>Film: <i>Video Games will Make Us Smarter</i>, from Intelligence Squared</p>	<ul style="list-style-type: none"> • OPTIC • Socratic Seminar • RAFT • Marking the text • Fishbowl 	<ul style="list-style-type: none"> • Levels of Questioning • SMELL • SOAPSTone • SIFT • Discussion Groups
	<p>LANGUAGE AND WRITER’S CRAFT AND LANGUAGE CHECKPOINTS</p> <p>Instruction that provides grammar support and in the context of actual reading and writing. Grammar and Usage call-out boxes contain additional grammar instruction</p> <ul style="list-style-type: none"> • Syntax • Colon and Semicolon • Phrases and Clauses • Introducing Dialogue • Sentence Variety • Varying Sentence Beginnings • Outlining and Organizing an Argument • Active and Passive Voice • Compare/Contrast • Academic Voice • Using Precise Language and domain specific vocabulary • Word Patterns • Semicolons and Colons • Consulting a Style Manual • Embedding Quotations • Punctuating Relative Clauses • Citation Styles • Using parallel Structure • Punctuation in sentences • Subordination and Coordination • Noun Agreement • Frequently confused Words • Recognizing Conventional Expression 	

See Unit “Planning the Unit” for a complete listing of unit resources

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English III					
Unit / Core Text	Essential Questions	Literary Terms	Academic Vocabulary	Embedded Assessments	Unit Goals
Unit 1 The American Dream	What does it mean to be an American? What is the “American Dream”? Does America still provide access to the “American Dream”?	diction imagery syntax tone	challenge defend plagiarism qualify rhetoric rhetorical devices	EA 1: Writing a Definition Essay EA 2: Synthesizing the American Dream	<ul style="list-style-type: none"> To synthesize information from a variety of sources to define what it means to be an American and to argue whether the American Dream is attainable for all To analyze how writers in various genres use language and structure to convey meaning and influence readers To read, analyze, and compare works of American literature by authors of various backgrounds and different periods To monitor comprehension while reading and use strategies to make adjustments when needed To plan, draft, revise, edit, and publish informational and argumentative texts using genre characteristics and craft
Unit 2 The Power of Persuasion <i>The Crucible</i> (Drama)	How can artistic expression advance social commentary? How is rhetoric applied to the creation and delivery of persuasive speeches?	dramatic irony foil logical fallacy motif situational irony subtext verbal irony	social commentary historical context rhetorical context vocal delivery	EA 1: Creating and Performing a Dramatic Scene EA 2: Writing and Presenting a Persuasive Speech	<ul style="list-style-type: none"> To interpret texts in consideration of their historical and rhetorical context To analyze the characteristics and structural elements of argumentative texts To create and present a dramatic scene about a societal issue To examine and apply syntactic structures in the written and spoken word To write and present an argumentative speech for a specific audience and purpose with appropriate register and effective vocabulary, tone, and voice
Unit 3 American Forums: The Marketplace of Ideas	What is the role of media in our society, and how can we become more responsible consumers and producers of information in a digital age? How can writers use satire to bring about change in society?	Horatian satire Juvenalian satire satire slanders	accuracy bias concession credibility editorial evidence reasoning refutation secondary audience target audience	EA 1: Creating an Op-Ed News Project EA 2: Writing a Satirical Piece	<ul style="list-style-type: none"> To analyze how writers use evidence, concessions and rebuttals, and rhetorical appeals to advance opinions To analyze the effects of rhetorical devices and logical fallacies on a writer’s argument To compose argumentative and informational texts about a timely and debatable issue using genre characteristics and craft To evaluate how writers use literary devices such as satire and parody to critique aspects of society To compose satirical pieces employing techniques of the genre appropriate to purpose, audience, topic, and context

<p>Unit 4: An American Journey</p> <p><i>Their Eyes Were Watching God</i> (Novel)</p>	<p>How do cultural movements such as the Harlem Renaissance reflect and create people's attitudes and beliefs?</p> <p>How is one writer's work both a natural product of and a departure from the ideas of a specific literary movement in American literature?</p>	<p>book review dialect folktale indirect characterization</p>	<p>renaissance annotated bibliography</p>	<p>EA 1: Presenting a Literary Movement: The Harlem Renaissance</p> <p>EA 2: Writing an Analytical Essay</p>	<ul style="list-style-type: none"> • To examine the literature of the Harlem Renaissance • To analyze relationships among elements of a literary text • To research how historical and social context shapes a work's literary elements • To create and present a formal multimedia presentation
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KEY TEXTS		STRATEGIES FOCUS	
<p>Poetry:</p> <p>Short Story:</p> <p>Speech:</p> <p>Historical Document:</p> <p>Historical Document:</p> <p>Historical Document:</p> <p>Drama:</p> <p>Essay:</p> <p>Sermon:</p> <p>Essay:</p> <p>Drama:</p> <p>Speech Excerpt:</p> <p>Speech:</p> <p>Primary Document:</p> <p>Editorial:</p> <p>Editorial:</p> <p>Parody:</p> <p>Satire:</p> <p>Essay:</p> <p>Poetry:</p> <p>Novel:</p> <p>Literary Criticism:</p> <p>Poetry:</p>	<p>"I, Too," by Langston Hughes</p> <p>"America and I" by Anzia Yeziarska</p> <p>"Address on the Occasion of the Fiftieth Anniversary of the Statue of Liberty, October, 28, 1936," by President Franklin D. Roosevelt</p> <p>Declaration of Independence</p> <p>The Preamble to the Constitution of the United States</p> <p>The Bill of Rights</p> <p>Excerpt from <i>A Raisin in the Sun</i>, by Lorraine Hansberry</p> <p>"The Right to Fail," by William Zinsser</p> <p>"Sinners in the Hands of an Angry God," by Jonathan Edwards</p> <p>"The Trial of Martha Carrier," by Cotton Mather</p> <p><i>The Crucible</i> by Arthur Miller</p> <p>from "A Declaration of Conscience," by Margaret Chase Smith</p> <p>"Second Inaugural Address," by Abraham Lincoln</p> <p>First Amendment to the United States Constitution</p> <p>"How the Rise of the Daily Me Threatens Democracy," by Cass Sunstein</p> <p>"The Newspaper is Dying—Hooray for Democracy," by Andrew Potter</p> <p>"In Depth but Shallowly," by Dave Barry</p> <p>"Advice to Youth," by Mark Twain</p> <p>"How It Feels to Be Colored Me," by Zora Neale Hurston</p> <p>"Lift Every Voice and Sing," by James Weldon Johnson</p> <p><i>Their Eyes Were Watching God</i>, by Zora Neale Hurston</p> <p>Excerpt from "On 'From the Dark Tower,'" by Eugenia W. Collier</p> <p>"To Usward," by Gwendolyn B. Bennett</p>	<ul style="list-style-type: none"> • Socratic Seminar • SOAPStone • TP-CASTT • Discussion Groups • Close Reading 	<ul style="list-style-type: none"> • Marking the Text • Double-Entry Journal • OPTIC • Role Play
		<p>LANGUAGE AND WRITER'S CRAFT/LANGUAGE CHECKPOINTS provide instruction around grammar and language in the context of actual reading and writing. Each unit contains additional grammar instruction in Grammar and Usage call-out boxes.</p>	
		<ul style="list-style-type: none"> • Using Direct Quotes • Quoting Original Sources • Varying Sentence Openings • Transitions • Chiasmus • Diction and Tone • Evolving Language • Definitions and Word Patterns • Loose or Cumulative Sentence Patterns • Antithesis 	<ul style="list-style-type: none"> • Informal Spelling and Usage • Writing a Thesis • Levels of Diction • Placing Modifiers • Writing Logical Comparisons • Recognizing Frequently-Confused Words • Using Commas, Parentheses, and Dashes • Using Subject-Verb Agreement • Punctuating Complete Sentences

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English IV					
Unit / Core Text	Essential Questions	Literary Terms	Academic Vocabulary	Embedded Assessments	Unit Goals
Unit 1 Perception is Everything	Why do writers make particular choices when composing a texts? How does the interaction between reader and a text create meaning? What does it mean to be a stranger in a village?	Cultural Criticism diction imagery literary criticism literary theory prologue Reader-Response Criticism syntax	imperialism marginalize perception rhetorical devices	EA 1: Writing a Rhetorical Analysis Essay EA 2: Writing a Reflective Essay	<ul style="list-style-type: none"> To apply Reader-Response and Cultural Criticism in determining an author's purpose, audience, and message To evaluate the effectiveness of an author's organizational and stylistic choices in texts across genres To strategically use text evidence to support commentary and critiques of an author's work To compose texts that use a logical structure, precise language, and effective genre characteristics
Unit 2 The Collective Perspective <i>Pygmalion</i>	How do writers develop great characters? How does a person's environment affect his or her identity? How does power affect people's interactions and relationships?	Archetypal Criticism archetypes artistic license Feminist Criticism Marxist Criticism motif myth narrative arc satire tone	enfranchisement faux pas genre conventions mise en scène patriarchal subtext	EA 1: Illuminating <i>Pygmalion</i> EA 2: Applying a Critical Perspective	<ul style="list-style-type: none"> To understand and apply Archetypal, Marxist, and Feminist critical perspectives to drama, nonfiction, multimodal texts To use critical theories to analyze ideas in other texts and society at large To compose an engaging script and an insightful analytical response using genre characteristics and craft To compose a literary analysis that uses original commentary to support an evaluative response
Unit 3 Evolving Perspectives <i>Othello</i>	What role does literature play in examining recurring social issues? How can an original text be adapted for different audiences?	aside dramatic irony epithet Historical Criticism monologue situational irony soliloquy subplot verbal irony	blocking components rationale scenario unconventional	EA 1: Writing a Literary Analysis EA 2: Staging an Interpretation	<ul style="list-style-type: none"> To apply critical perspectives to drama, nonfiction, and multimodal texts To evaluate the use of dramatic elements in a play To analyze the ways in which historical and social context have influenced staged performances To evaluate and critique multiple interpretations of a Shakespearean tragedy To plan and perform dramatic interpretations of selected scenes
Unit 4 Creating Perspectives	How do media sources influence our understanding of the truth and significance of an issue? How are media texts constructed to cater to media consumers' interests, experiences,	logical fallacy rhetorical slanters	agenda archival footage annotated bibliography conventions documentary film media	EA 1: Examining How an Issue is Presented in Media Texts EA 2: Presenting an Argument	<ul style="list-style-type: none"> To develop and support inferences and analyses by synthesizing information from a variety of informational texts To work collaboratively with a team, offering ideas, judgments and insightful questions, while working toward common research goals To critique and evaluate how authors present information and organize ideas based on purpose

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	assumptions, and biases or to promote a particular agenda?		media channel paradox primary footage rhetorical context		<ul style="list-style-type: none"> To write an argumentative text that cites credible academic sources to support claims To formulate and present a persuasive argument using elements of classical speeches To analyze how different critical perspectives shape the reporting and interpreting of events
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KEY TEXTS Texts representative of themes and rigorous reading experiences in the level		STRATEGIES FOCUS The following list highlights key strategies reinforced in this grade level.	
Poetry:	"My Papa's Waltz," by Theodore Roethke	<ul style="list-style-type: none"> Close Reading KWHL chart Discussion Groups OPTIC Levels of Questioning SOAPSTone 	<ul style="list-style-type: none"> SMELL Rehearsal Socratic Seminar Debate Role play
Argumentative Text:	"Clothing Brands Need to Step Up and Keep Women Safe in Their Factories," by Aruna Kashyap		
Speech:	"To the National American Woman's Suffrage Association," by Florence Kelley		
Poetry:	"On Being Brought from Africa to America," by Phyllis Wheatley		
Essay:	"Stranger in the Village," by James Baldwin		
Essay:	"Shooting an Elephant," by George Orwell	LANGUAGE AND WRITER'S CRAFT/LANGUAGE CHECKPOINTS Instruction that provides grammar support in the context of actual reading and writing. Each unit contains additional grammar instruction in Grammar and Usage call-out boxes	
Myth:	"Orpheus Sings: Pygmalion and the Statue," from <i>Metamorphoses</i> by Ovid		
Drama:	<i>Pygmalion</i> , by George Bernard Shaw		
Literary Criticism:	"Cinderella, the Legend," from <i>Kiss Cinderella Goodbye</i> , by Madonna Kolbenschlag		
Short Story:	"The Story of an Hour," by Kate Chopin		
Poetry:	"The Canonization," by John Donne		
Drama:	<i>Othello</i> , by William Shakespeare		
Short Story:	"The Chaser," by John Collier		
Literary Criticism:	" <i>Othello</i> on Stage and Screen," by Sylvan Barnet		
Film:	<i>Othello</i> , directed by Oliver Parker		
Article:	"How Headlines Change the Way We Think" by Maria Konnikova	<ul style="list-style-type: none"> Formal and Informal Style Summarizing Organizing Information Writing a Dramatic Script Punctuating Lists in Text Citing Textual Evidence Rhythm and Meter Determining the Meanings of Words Language Change Citing Quotations Using Hyphens to Create Compound Modifiers Parataxis Placing Modifiers Using Commas, Parentheses, and Dashes 	
Article:	"Looters Leave Nothing Behind in Storm's Wake," by Mike Perlstein and Brian Thevenot		
Article:	"Who's a Looter? In Storm's Aftermath, Pictures Kick up a Different Kind of Tempest," by Tania Ralli		
Report:	Excerpt from "The Need for Science in Restoring Resilience to the Northern Gulf of Mexico," by Gregory J. Smith		
Novel:	Excerpt from <i>Frankenstein</i> by Mary Shelley		
Poetry:	"The New Colossus," by Emma Lazarus		
Novel:	Prologue from <i>Invisible Man</i> by Ralph Ellison		
Poetry:	"My Papa's Waltz," by Theodore Roethke		

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