

<b>Strand: Reading</b>			
<b>Module</b>	<b>Lesson</b>	<b>Lesson Title</b>	<b>SE</b>
<b>Module 1: Reading and Vocabulary Development Across Genres</b>			
R1	1	Linguistic Roots and Affixes <b>Gateway Resource:</b> <a href="#">Linguistic Roots and Affixes (English II Reading)</a>	(1)(A)
R1	2	Denotation and Connotation <b>Gateway Resource:</b> <a href="#">Denotation and Connotation (English II Reading)</a>	(1)(B)
R1	3	Context Clues and Analogies <b>Gateway Resource:</b> <a href="#">Context Clues and Analogies (English II Reading)</a>	(1)(C)
R1	4	Origins and Meanings of Foreign Words and Phrases <b>Gateway Resource:</b> <a href="#">Origins and Meanings of Foreign Words and Phrases (English II Reading)</a>	(1)(D)
R1	5	Cognates	(1)(D)
R1	6	Reference Materials (e.g., dictionaries, thesauri, glossaries) Printed and Electronic <b>Gateway Resource:</b> <a href="#">Reference Materials (e.g., dictionaries, thesauri, glossaries) Printed and Electronic (English II Reading)</a>	(1)(E)
R1	Practice 1	Applying Word Strategies: Multiple-Choice Review <b>Gateway Resource:</b> <a href="#">Applying Word Strategies: Multiple Choice Review: Practice 1 (English II Reading)</a>	(1)(C)
<b>Module 2: Reading Comprehension Across Genres</b>			
R2	1	Compare and Contrast Similar Themes Across Time Periods <b>Gateway Resource:</b> <a href="#">Compare and Contrast Similar Themes Across Time Periods (English II Reading)</a>	(2)(A)
R2	2	Synthesize Ideas and Details in Various Texts <b>Gateway Resource:</b> <a href="#">Synthesize Ideas and Details in Various Texts (English II Reading)</a>	(9)(D)
R2	3	Annotate for Meaning <b>Gateway Resource:</b> <a href="#">Annotate for Meaning (English II Reading)</a>	Fig 19(B)
R2	Practice 1	Annotate and Analyze a Paired Passage (The Great Outdoors) <b>Gateway Resource:</b> <a href="#">Annotate and Analyze a Paired Passage (The Great Outdoors): Practice 1 (English II Reading)</a>	(9)(D)
<b>Module 3: Understanding and Analysis of Literary Text</b>			
<b>Poetry</b>			
R3	1	Meter and Rhyme <b>Gateway Resource:</b> <a href="#">Meter and Rhyme (English II Reading)</a>	(3)(A)
<b>Drama</b>			

R3	2	Archetypes, Motifs, and Plot in Drama <b>Gateway Resource:</b> <a href="#">Archetypes, Motifs, and Plot in Drama (English II Reading)</a>	(4)(A)
<b>Fiction</b>			
R3	3	Isolated Scenes and Plot Support <b>Gateway Resource:</b> <a href="#">Isolated Scenes and Plot Support (English II Reading)</a>	(5)(A)
R3	4	Analyze Differences in Characters' Moral Dilemmas in Works of Fiction Across Different Countries or Cultures <b>Gateway Resource:</b> <a href="#">Analyze Differences in Characters' Moral Dilemmas in Works of Fiction Across Different Countries or Cultures (English II Reading)</a>	(5)(B)
R3	5	Point of View and Tone <b>Gateway Resource:</b> <a href="#">Point of View and Tone (English II Reading)</a>	(5)(C)
R3	Practice 1	Annotate and Analyze a Paired Passage (The Camping Trip) <b>Gateway Resource:</b> <a href="#">Annotate and Analyze a Paired Passage (The Camping Trip): Practice 1 (English II Reading)</a>	(9)(D)
<b>Literary Nonfiction</b>			
R3	6	Syntax <b>Gateway Resource:</b> <a href="#">Syntax (English II Reading)</a>	(6)(A)
R3	7	Diction and Tone <b>Gateway Resource:</b> <a href="#">Diction and Tone (English II Reading)</a>	(6)(A)
R3	8	Imagery, Metaphor, and Simile <b>Gateway Resource:</b> <a href="#">Imagery, Metaphor, and Simile (English II Reading)</a>	(6)(A)
R3	9	Irony, Sarcasm, and Paradox	(6)(A)
R3	10	Hyperbole and Understatement <b>Gateway Resource:</b> <a href="#">Hyperbole and Understatement (English II Reading)</a>	(6)(A)
R3	11	Allusion <b>Gateway Resource:</b> <a href="#">Allusion (English II Reading)</a>	(7)(A)
R3	12	Symbolism and Allegory <b>Gateway Resource:</b> <a href="#">Symbolism and Allegory (English II Reading)</a>	(7)(A)
R3	Practice 2	Close Reading of Prose <b>Gateway Resource:</b> <a href="#">Close Reading of Prose: Practice 2 (English II Reading)</a>	(6)(A)
R3	Practice 3	Close Reading of Poetry <b>Gateway Resource:</b> <a href="#">Close Reading of Poetry: Practice 3 (English II Reading)</a>	(6)(A) (7)(A)
<b>Module 4: Analysis of Media Literacy</b>			
R4	1	Contrast Media's Message with Traditional Text <b>Gateway Resource:</b> <a href="#">Contrast Media's Message with Traditional Text (English II Reading)</a>	(12)(A)

R4	2	Evaluate Tone in Various Media for Different Audiences and Purposes <b>Gateway Resource:</b> <a href="#">Evaluate Tone in Various Media for Different Audiences and Purposes (English II Reading)</a>	(12)(D)
<b>Module 5: Understanding and Analysis of Informational Text</b>			
R5	1	Analyze Controlling Idea or Thesis, Purpose, and Textual Elements in Informational Text <b>Gateway Resource:</b> <a href="#">Analyze Controlling Idea or Thesis, Purpose, and Textual Elements in Informational Text (English II Reading)</a>	(8)(A)
R5	2	Distinguish Between Summary and Critique <b>Gateway Resource:</b> <a href="#">Distinguish Between Summary and Critique (English II Reading)</a>	(9)(A) Fig 19(A)
R5	3	Differentiate Among Empirical, Anecdotal, and Logical Evidence <b>Gateway Resource:</b> <a href="#">Differentiate Among Empirical, Anecdotal, and Logical Evidence (English II Reading)</a>	(9)(B) Fig 19(A)
R5	4	Analyze How Author’s Style and Syntax Support Meaning <b>Gateway Resource:</b> <a href="#">Analyze How Author's Style and Syntax Support Meaning</a>	(9)(C) Fig 19(A)
R5	5	Analyze Shifts in Perspective in Informational and Persuasive Text <b>Gateway Resource:</b> <a href="#">Analyze Shifts in Perspective in Informational and Persuasive Text (English II Reading)</a>	(10)(A) Fig 19(A)
R5	6	Evaluate a Text for its Graphics and Visual Appeal <b>Gateway Resource:</b> <a href="#">Evaluate a Text for its Graphics and Visual Appeal (English II Reading)</a>	(11)(A)
R5	7	Synthesize Information in Charts and Graphs <b>Gateway Resource:</b> <a href="#">Synthesize Information in Charts and Graphs (English II Reading)</a>	(11)(B)
R5	Practice 1	Analyze an Argument <b>Gateway Resource:</b> <a href="#">Analyze an Argument: Practice 1 (English II Reading)</a>	(8)(A) (10)(A)
R5	Practice 2	Analyze Graphical Sources <b>Gateway Resource:</b> <a href="#">Analyze Graphical Sources: Practice 2 (English II</a>	(11)(A)
<b>Strand: Writing</b>			
<b>Module</b>	<b>Lesson</b>	<b>Lesson Title</b>	<b>SE</b>
<b>Module 1: The Writing Process</b>			
W1	1	Generate Ideas and Questions <b>Gateway Resource:</b> <a href="#">The Writing Process: Generate Ideas and Questions (English II Writing)</a>	(13)(A)
W1	2	Use Outlines, Note-taking, Graphic Organizers, Lists <b>Gateway Resource:</b> <a href="#">The Writing Process: Use Outlines, Note-taking, Graphic Organizers, Lists (English II Writing)</a>	(13)(B)

<b>Module 2: Writing the Expository and Procedural Essay</b>			
<b>Write an essay of sufficient length that includes the following:</b>			
<b>W2</b>	<b>1</b>	Effective Introduction and Conclusion (e.g., controlling idea/thesis) and Variety of Sentence Structures <b>Gateway Resource:</b> <a href="#">Writing the Expository/Procedural Essay: Effective Introduction and Conclusion (e.g., controlling idea/thesis) and Variety of Sentence Structures (English II Writing)</a>	(15)(A)
<b>W2</b>	<b>2</b>	Rhetorical Devices and Transition <b>Gateway Resource:</b> <a href="#">Writing the Expository/Procedural Essay: Rhetorical Devices and Transitions (English II Writing)</a>	(15)(A)
<b>W2</b>	<b>3</b>	Organization Appropriate to Purpose, Audience, and Context <b>Gateway Resource:</b> <a href="#">Writing the Expository and Procedural Essay: Organization Appropriate to Purpose, Audience, and Context (English II Writing)</a>	(15)(A)
<b>W2</b>	<b>4</b>	Relevant Evidence and Well-Chosen Details <b>Gateway Resource:</b> <a href="#">Writing the Expository/Procedural Essay: Relevant Evidence and Well-Chosen Details (English II Writing)</a>	(15)(A)
<b>Module 3: Writing an Interpretive Response to an Expository or Literary Text</b>			
<b>Write an interpretive response to an expository or literary text (e.g., essay or review) that includes the following:</b>			
<b>W3</b>	<b>1</b>	Thesis <b>Gateway Resource:</b> <a href="#">Writing an Interpretive Response to an Expository or Literary Text: Thesis (English II Writing)</a>	(15)(C)
<b>W3</b>	<b>2</b>	Commentary on Quotations from Text <b>Gateway Resource:</b> <a href="#">Writing an Interpretive Response to Expository or Literary Text: Commentary on Quotations from Text (English II Writing)</a>	(15)(C)
<b>W3</b>	<b>3</b>	Analyze Use of Stylistic or Rhetorical Devices <b>Gateway Resource:</b> <a href="#">Writing an Interpretive Response to Expository or Literary Text: Analyze Use of Stylistic and Rhetorical Devices (English II Writing)</a>	(15)(C)
<b>Module 4: Writing the Persuasive Essay</b>			
<b>Write persuasive texts to influence the attitudes or actions of a specific audience on specific issues; write an argumentative essay to the appropriate audience that includes the following:</b>			
<b>W4</b>	<b>1</b>	Thesis and Support <b>Gateway Resource:</b> <a href="#">Writing the Persuasive Essay: Thesis and Support (English II Writing)</a>	(16)(A)
<b>W4</b>	<b>2</b>	Organizing Structure <b>Gateway Resource:</b> <a href="#">Writing the Persuasive Essay: Organizing Structure (English II Writing)</a>	(16)(D)
<b>W4</b>	<b>3</b>	Counter-arguments Based on Evidence <b>Gateway Resource:</b> <a href="#">Writing the Persuasive Essay: Counterarguments Based on Evidence (English II Writing)</a>	(16)(C)

<b>W4</b>	<b>4</b>	Analysis of Relative Values of Specific Data, Facts, and Ideas <b>Gateway Resource:</b> <a href="#">Writing the Persuasive Essay: Analysis of Relative Values of Specific Data, Facts, and Ideas (English II Writing)</a>	(16)(E)
<b>Module 5: Revising the Expository/Procedural Essay</b>			
<b>W5</b>	<b>1</b>	Effective Introduction and Conclusion (e.g., controlling idea/thesis) <b>Gateway Resource:</b> <a href="#">Revising the Expository/Procedural Essay: Effective Introduction and Conclusion (e.g., controlling idea/thesis) and Variety of Sentence Structures (English II Writing)</a>	(15)(A)
<b>W5</b>	<b>2</b>	Rhetorical Devices and Transitions <b>Gateway Resource:</b> <a href="#">Revising the Expository/Procedural Essay: Rhetorical Devices and Transitions (English II Writing)</a>	(15)(A)
<b>W5</b>	<b>3</b>	Organization Appropriate to Purpose, Audience, and Context <b>Gateway Resource:</b> <a href="#">Revising the Expository Essay: Organization Appropriate to Purpose, Audience, and Context (English II Writing)</a>	(15)(A)
<b>W5</b>	<b>4</b>	Relevant Evidence and Well-Chosen Details <b>Gateway Resource:</b> <a href="#">Revision for Relevant Evidence and Well-Chosen Details (English II Writing)</a>	(15)(A)
<b>Module 6: Revising the Persuasive Essay</b>			
<b>W6</b>	<b>1</b>	Thesis Supported by Evidence <b>Gateway Resource:</b> <a href="#">Revising the Persuasive Essay: Thesis Supported by Evidence (English II Writing)</a>	(16)(A)
<b>W6</b>	<b>2</b>	Organization Appropriate to Purpose, Audience, and Context <b>Gateway Resource:</b> <a href="#">Revising the Persuasive Essay: Organization Appropriate to Purpose, Audience, and Context (English II Writing)</a>	(16)(D)
<b>W6</b>	<b>3</b>	Counterarguments Based on Evidence <b>Gateway Resource:</b> <a href="#">Revising the Persuasive Essay: Counterarguments Based on Evidence (English II Writing)</a>	(16)(C)
<b>W6</b>	<b>4</b>	Analysis of Relative Values of Specific Data, Facts, and Ideas <b>Gateway Resource:</b> <a href="#">Revising the Persuasive Essay: Analysis of Relative Values of Specific Data, Facts, and Ideas (English II Writing)</a>	(16)(E)
<b>W6</b>	<b>5</b>	Appropriate Appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations) <b>Gateway Resource:</b> <a href="#">Revising the Persuasive Essay: Appropriate Appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations) (English II Writing)</a>	(16)(F)
<b>Module 7: Revision Strategies</b>			
<b>W7</b>	<b>1</b>	Polish Tone, Style, and Figurative Language <b>Gateway Resource:</b> <a href="#">Revision Strategies: Polish Tone, Style, and Figurative Language (English II Writing)</a>	(13)(C)
<b>W7</b>	<b>2</b>	Strengthen Sentence Variety <b>Gateway Resource:</b> <a href="#">Revision Strategies: Strengthen Sentence Variety (English II Writing)</a>	(13)(C)
<b>W7</b>	<b>3</b>	Parallelism <b>Gateway Resource:</b> <a href="#">Revision Strategies: Parallelism (English II Writing)</a>	(13)(C)

<b>W7</b>	<b>Practice 1</b>	Evaluating and Revising a Thesis <b>Gateway Resource:</b> <a href="#">Evaluating and Revising a Thesis: Practice 1 (English II Writing)</a>	(13)(C)
<b>W7</b>	<b>Practice 2</b>	Strengthen Sentence Variety and Sentence Combining <b>Gateway Resource:</b> <a href="#">Strengthen Sentence Variety/Sentence Combining: Practice 2 (English II Writing)</a>	(13)(C)
<b>W7</b>	<b>Practice 3</b>	Strategies for Revising <b>Gateway Resource:</b> Strategies for Revising: Practice 3 (English II Writing)	(13)(C)
<b>Module 8: Editing (Including [Oral and] Written Conventions)</b>			
<b>W8</b>	<b>1</b>	Active and Passive Voice: More Complex Tenses <b>Gateway Resource:</b> <a href="#">Active/Passive Voice: More Complex Tenses (English II Writing)</a>	(17)(A)
<b>W8</b>	<b>2</b>	Verbals: Gerunds, Participles, and Infinitives <b>Gateway Resource:</b> <a href="#">Verbals: Gerunds, Participles, Infinitive (English II Writing)</a>	(17)(A)
<b>W8</b>	<b>3</b>	Restrictive and Nonrestrictive Clauses and Punctuation of Contrasting Expressions <b>Gateway Resource:</b> <a href="#">Restrictive/Nonrestrictive Clauses and Punctuation of Contrasting Expressions</a>	(17)(A)
<b>W8</b>	<b>4</b>	Reciprocal Pronouns <b>Gateway Resource:</b> <a href="#">Reciprocal Pronouns (English II Writing)</a>	(17)(A)
<b>W8</b>	<b>5</b>	Use a Variety of Correctly Structured Sentences: Compound, Complex, Compound-Complex <b>Gateway Resource:</b> <a href="#">Use a Variety of Correctly Structured Sentences: Compound, Complex, Compound-Complex (English II Writing)</a>	(17)(C)
<b>W8</b>	<b>6</b>	Capitalization <b>Gateway Resource:</b> <a href="#">Capitalization (English II Writing)</a>	(18)(A) (13)(D)
<b>W8</b>	<b>7</b>	Punctuation: Correcting the Comma Splice <b>Gateway Resource:</b> <a href="#">Punctuation: Correcting the Comma Splice (English II Writing)</a>	(18)(B) (13)(D)
<b>W8</b>	<b>8</b>	Spelling <b>Gateway Resource:</b> <a href="#">Spelling (English II Writing)</a>	(19)(A) (13)(D)
<b>W8</b>	<b>9</b>	Grammar <b>Gateway Resource:</b> <a href="#">Grammar (English II Writing)</a>	(13)(D)
<b>W8</b>	<b>Practice 1</b>	Strategies for Editing <b>Gateway Resource:</b> <a href="#">Strategies for Editing: Practice Lesson 1 (English II Writing)</a>	(18)(A) (18)(B) (13)(D)