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# Texas 10 English II / Grade 10 English Language Arts

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                                                                      |
|------------------|------------------------------------------------------------------------------------------------------|
| State            | Texas                                                                                                |
| Grade            | 10 (High)                                                                                            |
| Subject          | English II / Grade 10 English Language Arts                                                          |
| Course category  | English Language Arts                                                                                |
| Standards family | English Language Arts / Literacy                                                                     |
| Framework        | Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 110 -- English Language Arts and Reading |
| Issuing agency   | Texas Education Agency                                                                               |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units                                            |

Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Perspectives Beyond the Grade-Level Focus

### Unit 3: Across Texts, and Across Subjects · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                            |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What do two texts from different worlds say to each other?                                                                                                                 |
| Standards          | <b>Perspectives Beyond the Grade-Level Focus</b> -> §110.37(c)(5)(A), §110.37(c)(5)(B), §110.37(c)(5)(C), §110.37(c)(5)(D) — 4 standards; full text in the standards table |
| Learning target    | "I can compare and contrast perspectives across text types and viewpoints."                                                                                                |
| Local dates        | _____ (enter your school dates)                                                                                                                                            |

### Measurable objectives

- Students will compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade-level literary focus.

### Success criteria (student-friendly)

- "I compare texts of different types on a genuine common question."
- "I contrast their perspectives with evidence."
- "I reach a conclusion the comparison earns."

### Academic vocabulary

compare, contrast, perspective, viewpoint, fiction, nonfiction, informational, digital, multimodal, common question, false equivalence

### Materials and technology

- Department-chosen texts of several types
- Notebooks
- Comparison frames

### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |
| Intervention / reteach  | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.                                                                    |

| Support area | This week's plan                                                                 |
|--------------|----------------------------------------------------------------------------------|
| Enrichment   | Extend into an open-ended centre or project connected to the essential question. |

**Assessment and evidence**

Student produces an evidenced comparison across text types.

**Family communication**

Ask your child which two texts they compared, and what the comparison showed.

## Day 41 — The Standard That Opens the Door

Week 9, Day 1 · Unit 3 · Standards: §110.37(c)(5)(A), §110.37(c)(5)(B), §110.37(c)(5)(C), §110.37(c)(5)(D)

|                   |                                                                                                                                        |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Focus             | Scope.                                                                                                                                 |
| Learning target   | "I can compare and contrast perspectives across text types and viewpoints."                                                            |
| Vocabulary in use | compare, contrast, perspective, viewpoint, fiction, nonfiction, informational, digital, multimodal, common question, false equivalence |
| Local date        | _____                                                                                                                                  |

### Learning sequence

TEACHER NOTE: THIS IS THE ONE STANDARD EXPLICITLY 'NOT LIMITED TO THE GRADE-LEVEL LITERARY FOCUS'. Texts from the United States, the British Isles and before 1600 belong here legitimately, and this is where a department can bring in what its students already know. Connect: comparison needs something shared. Teach: the standard names five text types - fiction, nonfiction, informational, digital, multimodal - and three kinds of viewpoint - historical, cultural, global. A comparison works only if the texts genuinely address a COMMON QUESTION; without one it produces a list of differences that means nothing. Try: shared framing of common questions for supplied pairs. Apply: students choose two texts of different types and frame the question they share. Reflect: the question is chosen by you, and it is the whole design.

### Check for understanding

Student selects texts of different types and frames a genuine common question.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Comparing Across Different Kinds of Text

Week 9, Day 2 · Unit 3 · Standards: §110.37(c)(5)(A), §110.37(c)(5)(B), §110.37(c)(5)(C), §110.37(c)(5)(D)

|                   |                                                                                                                                        |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Focus             | Type differences.                                                                                                                      |
| Learning target   | "I can compare and contrast perspectives across text types and viewpoints."                                                            |
| Vocabulary in use | compare, contrast, perspective, viewpoint, fiction, nonfiction, informational, digital, multimodal, common question, false equivalence |
| Local date        | _____                                                                                                                                  |

### Learning sequence

Connect: a poem and a report do not argue the same way. Teach: each type has its own means - fiction argues by situation and consequence; nonfiction by claim and evidence; informational by selection and arrangement; digital and multimodal by image, sound, sequence and what the user controls. Comparing requires translating each into what it CLAIMS before setting them side by side. Try: shared extraction of the claim from three supplied texts of different types. Apply: students state what each of their texts claims about the shared question. Reflect: get to the claim, then compare.

### Check for understanding

Student extracts comparable claims from texts of different types.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Contrasting Without Faking a Balance

Week 9, Day 3 · Unit 3 · Standards: §110.37(c)(5)(A), §110.37(c)(5)(B), §110.37(c)(5)(C), §110.37(c)(5)(D)

|                   |                                                                                                                                        |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Focus             | Honest contrast.                                                                                                                       |
| Learning target   | "I can compare and contrast perspectives across text types and viewpoints."                                                            |
| Vocabulary in use | compare, contrast, perspective, viewpoint, fiction, nonfiction, informational, digital, multimodal, common question, false equivalence |
| Local date        | _____                                                                                                                                  |

### Learning sequence

Connect: not every disagreement has two equal sides. Teach: honest contrast states each perspective in its strongest form, identifies where they truly differ rather than where they use different words, and does not manufacture symmetry - if one text is far better evidenced, that is a finding. Note also where they AGREE, which is often the more surprising result. Try: shared analysis of a supplied comparison that faked balance. Apply: students contrast their two texts and identify a genuine agreement. Reflect: the agreement between opposed texts is usually the interesting part.

### Check for understanding

Student contrasts perspectives honestly and identifies real agreement.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Multimodal Texts Argue Differently

Week 9, Day 4 · Unit 3 · Standards: §110.37(c)(5)(A), §110.37(c)(5)(B), §110.37(c)(5)(C), §110.37(c)(5)(D)

|                   |                                                                                                                                        |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Focus             | Multimodal.                                                                                                                            |
| Learning target   | "I can compare and contrast perspectives across text types and viewpoints."                                                            |
| Vocabulary in use | compare, contrast, perspective, viewpoint, fiction, nonfiction, informational, digital, multimodal, common question, false equivalence |
| Local date        | _____                                                                                                                                  |

### Learning sequence

Connect: the standard names digital and multimodal explicitly. Teach: a multimodal text argues through the relationship BETWEEN its modes - image against caption, music against footage, what is shown against what is said - and the strongest claims are often the ones never stated in words, which makes them harder to argue with and easier to absorb. Try: shared analysis of a supplied multimodal text, separating the modes. Apply: students analyse one multimodal text's unstated claim. Reflect: the unstated claim is the one to name.

### Check for understanding

Student identifies the unstated claim of a multimodal text.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — The Comparison, Written

Week 9, Day 5 · Unit 3 · Standards: §110.37(c)(5)(A), §110.37(c)(5)(B), §110.37(c)(5)(C), §110.37(c)(5)(D)

|                   |                                                                                                                                        |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Focus             | The week's product.                                                                                                                    |
| Learning target   | "I can compare and contrast perspectives across text types and viewpoints."                                                            |
| Vocabulary in use | compare, contrast, perspective, viewpoint, fiction, nonfiction, informational, digital, multimodal, common question, false equivalence |
| Local date        | _____                                                                                                                                  |

### Learning sequence

Teach: the finished piece states the common question, each text's perspective with evidence, where they converge and diverge, and what the comparison establishes that neither text establishes alone - which is the only reason to compare. Try: shared drafting of that final claim. Apply: students write and file the comparison. Reflect: if the conclusion could have come from one text, the comparison did no work.

### Check for understanding

Student produces a comparison whose conclusion requires both texts.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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## Source citation

Texas Education Agency. Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 110 -- English Language Arts and Reading. Texas also adopted English Language Proficiency Standards (19 TAC Chapter 120, Subchapter B) in 2024, implemented beginning with the 2026-2027 school year. They are cross-curricular and apply alongside the standards cited here. Retrieved 2026-07-27 from <https://tea.texas.gov/laws-and-rules/sboe-rules-tac/state-board-education-rules-texas-administrative-code>