


English III Curriculum Bundle # 1

Title	Suggested Dates
<i>Text Structure and Analysis</i>	Aug. 25 – Sept. 11 (13 instructional days) 

Big Idea/Enduring Understanding	Guiding Questions
Writers present text in carefully chosen ways for specific reasons; readers analyze text to gain a deeper understanding of the concepts presented.	How are inference, generalization, and prediction skills an integral part of understanding an author’s message? How can students relate written texts to each other through the use of inferences and prior knowledge?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
Reading:		
III.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: III.1A determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	Teacher note: Focus on literary analysis of grade-level technical academic English words.	Etymology Paper Assignment Guide to the Dictionary
III.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: III.1B analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	TAKS-11.6B Rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple-meaning words, and technical vocabulary TAKS 11.6F Discriminate between connotative and denotative meanings and interpret the connotative power of words	<i>Holt, Rinehart and Winston Vocabulary Workshop workbook</i> (Fifth course, yellow)
III.2 Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are	TAKS-11.11A Compare and contrast varying aspects of texts such as themes, conflicts, and allusions.	

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<p>expected to:</p> <p>III.2A analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;</p>		
<p>III.2 Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>III.2C relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.</p>	<p>TAKS-10.8D Interpret possible influences of the historical context on a literary work.</p> <p>TAKS-11.11E Connect literature to historical contexts, current events, and his/her own experience.</p>	<p>Using Dr. Seuss to Teach Plot, Characterization, and Theme</p>
<p>III.5 Reading/ Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>III.5D demonstrate familiarity with works by authors in American fiction from each major literary period.</p>	<p>TAKS-11.7E Analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding.</p>	
<p>III.9 Reading/ Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>III.9A summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;</p>	<p>TAKS-11.7F Produce summaries of texts by identifying main ideas and their supporting details.</p> <p>TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	<p>DIDLS Method of Prose Analysis http://www.readwritethink.org/lessons/lesson_view_printer_friendly.asp?id=1103</p> <p>GT/AP: Romano, Tom. 2000. <i>Blending Genre, Altering Style: Writing Multigenre Papers</i>. Heinemann.</p>
<p>III.12 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>III.12D evaluate changes in formality and tone across various media for different audiences and purposes.</p>		<p>http://teachingmedialiteracy.pbwiki.com/</p> <p>http://www.pflugervilleisd.net/curriculum/ela/grade6/documents/MEDIAQUESTIONS.pdf</p> <p>Analyzing Media Handouts</p> <p>tone words from AP and preAP guides</p> <p>DIDLS</p>

Writing:

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<p>III.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>III.13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea (voice); <i>In the TEKS, voice is called controlling idea.</i></p> <p><u>Teacher note: Focus on the strategy of personal interest.</u></p>		
<p>III.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>III.13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;</p>	<p>TAKS-11.1C Organize ideas in writing to ensure coherence, logical progression, and support for ideas. Organized is stated as structure ideas in a sustained and persuasive way.</p>	<p>Purposes for Writing</p> <p>"Depth Charge" Word Choice Exercise</p> <p>Voice Exercise</p>
<p>III.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>III.15A write an analytical essay of sufficient length that includes:</p> <p>III.15A(i) effective introductory and concluding paragraphs and a variety of sentence structures;</p> <p>III.15A(ii) rhetorical devices, and transitions between paragraphs;</p> <p>III.15A(iii) a clear thesis statement or controlling idea (voice) ;</p> <p>III.15A(iv) a clear organizational schema for conveying ideas;</p> <p>III.15A(v) relevant and substantial evidence and well-chosen details; and</p> <p>III.15A(vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;</p>		<p>GT/AP: <i>The Language of Composition</i> by Renee H. Shea, et al., chapter 2 "Close reading: the Art and Craft of Analysis.</p> <p>GT/AP: <i>Everything's an Argument</i>, 2nd ed., by Lunsford and Ruskiewicz , chapters 8,9 and chapters 17, 18, 19.</p>
<p>Oral and Written Conventions:</p>		
<p>III.17 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will</p>	<p>TAKS-11.5A Evaluate writing for both mechanics and content</p> <p>TAKS-11.3C Compose increasingly more involved</p>	<p><i>Holt, Rinehart and Winston Grammar, Usage, and Mechanics Workbook</i> (Fifth course, yellow)</p>

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<p>continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>III.17A use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and</p>	<p style="color: red;">sentences that contain gerunds, participles, and infinitives in their various functions.</p>	<p><i>Sentence Composing for High School</i> by Killgallon.</p> <p>GT/AP: <i>Sentence Composing for College</i> by Killgallon.</p>
<p>Listening and Speaking:</p>		
<p>III.26 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.</p> <p>III.26 Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards 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.</p>		<p>Socratic Seminar (Instructions) Socratic Seminar rubric Socratic Seminar Questioning</p>
<p>Figure: 19 TAC §110.30(b) English III (§110.33 English Language Arts and Reading)</p>		
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p>		