



English III Curriculum Bundle # 1

Title	 	Suggested Dates
<i>Story, Performance, Personal Narrative</i>		Aug. 24-Sept. 10 (13 Instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Story, performance, and narrative are avenues for readers and writers explore their personal experiences Assurance Words: aesthetic, annotate, apropos	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. [Link to Secondary ELA Curriculum Resources](#) [Holt Online Resources](#)

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources	
		Instruction	Practice/Assessment
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. How do we talk about writing? How do we talk about reading?	Etymology Paper Assignment Guide to the Dictionary	Holt p.13 and Holt R72-R76 (Reading Handbook)
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;	Question Stem: In paragraph ____, the word ____ is used to communicate the feeling of _____.	freerice.com Picto-grams (powerpoint slideshow using pictures to represent word meaning)	
III.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: III.1E use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed	Question Stem: Read the dictionary entry for the word _____. Which definition represents the meaning of the word _____ as used in paragraph _____?	www.dictionary.com Miriam-Webster Online	Interactive Practice HOLT Lit R44 and R76
III.2 Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw	Question Stem: The reader can tell from this story	The Absolutely True Diary of a Part Time Indian - Sherman	Holt p. 48 “Coyote and the Buffalo”

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<p>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.2A analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;</p>	<p>that_____.</p>	Alexie	Holt p.47 TEKS focus: Trickster Tales
<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>Question Stem:</p> <p>What themes are communicated in the story?</p>	<p>Using Dr. Seuss to Teach Plot, Characterization, and Theme</p>	Holt p.56 “The Way to Rainy Mountain”
<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>Question Stem:</p> <p>What does the climax of the story change about the characters?</p>		Holt p.74 “La Relacion” p.122 “Sinners in the Hands of an Angry God”
<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>Question Stem:</p> <p>What messages can you see in these graphics/ photos/music?</p> <p>How do the messages in this media connect with the text?</p>	<p>http://teachingmedialiteracy.pb.wiki.com/</p> <p>Media Questions</p> <p>Analyzing Media Handouts</p>	Music, comic strips, slideshow to accompany text Holt-Media Handbook R95 “Advertising in the Jazz Age” pg. 1004
Metacognitive Reading Comprehension Skills (Figure 19)			
<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,</p>	<p>Question Stem:</p> <p>Which of these best summarizes the meaning of... paragraph ___ or the whole text?</p>		Process notes

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critical readers. The student is expected to: RC(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and			
RC(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.	Question Stem: A conclusion that can be made about this story is _____. I know this because _____.		Text Response pages
Writing:			
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: 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>	Begin Literary analysis essay that will be completed in bundle 2. Who is my audience? What is my message? Teacher note: Focus on the strategy of personal interest.	Brainstorming Exercises	Main Idea Organizer Thinkcentral.com Keyword: HML11-834
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: 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;	Question Stem: What is my purpose? What will my reader come away from the text with? Who is my audience?	Purposes for Writing Voice Exercise Amazing Site “Ms. Effies Life Savers for English class”	Thinkcentral.com Keyword: HML11-834
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: III.13C revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition,	What does revision mean? (RE-VISION) How do each of my drafts develop my ideas? Can the reader understand my message?	GT/AP: <i>The Language of Composition</i> by Renee H. Shea, et al., chapter 2 “Close reading: the Art and Craft of Analysis.” GT/AP: <i>Everything’s an Argument</i> , 2 nd ed., by Lunsford and Ruskiewicz , chapters 8,9 and chapters 17, 18, 19.	Peer responses, writing conference Thinkcentral.com Keyword: HML11-834

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reversed structures), and by adding transitional words and phrases;		Figurative Language Examples and more	
<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.1A(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>Begin Literary analysis essay that will be completed in bundle 2.</p>	<p>Holt: Writing Workshop Analytical Essay pp 834-842</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>Thinkcentral.com Keyword: HML11-834</p>
Oral and Written Conventions:			
<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 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>Question Stem:</p> <p>Is there a stronger way to word this sentence?</p>	<p>GrammarNotes on Thinkcentral.com</p>	<p>Holt: R66-67</p>
Listening and Speaking:			
<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</p>	<p>What is the character’s message?</p> <p>Why did the author choose these words?</p> <p>If the words were different, how would meaning change?</p>	<p>Socratic Seminar (Instructions)</p> <p>Socratic Seminar rubric</p> <p>Socratic Seminar Questioning</p>	<p>Break down lines of <i>The Crucible</i> for meaning Holt p.136</p>

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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.	How would you say this?		