

English III Curriculum Bundle # 10

Title	Suggested Dates
<i>Persuasion</i>	March 22 – April 16 (19 instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Words, images, graphics, and sounds work together in various forms to impact meaning especially in political or controversial writing	<ul style="list-style-type: none"> ▪ How can you present your argument without restating existing information? ▪ How can a listener reflect on a speaker’s message to identify the position taken and the evidence demonstrated?

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:		
<p>III.6 Reading/ Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.</p> <p>III.6 Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.</p>	<p>TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p> <p>TAKS-11.12A Analyze characteristics of clearly written text, including the patterns of organization, syntax and word choice.</p>	<p>Evaluating Nonfiction Text</p>
<p>III.10 Reading/ Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p>III.10B analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.</p>	<p>TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	<p>Having My Say: A Multi-genre Autobiography Project</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</p>	<p>TAKS-11.19B Analyze relationships, ideas, and cultures as represented in various media.</p>	

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<p>will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>III.12C evaluate the objectivity of coverage of the same event in various types of media; and</p>	<p>TAKS-11.19C Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.</p>	<p>http://teachingmedialiteracy.pbwiki.com/</p> <p>Analyzing Media Handouts</p>
<p>Writing:</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.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, reversed structures), and by adding transitional words and phrases;</p>	<p>Teacher note: Cover tropes: metaphors, similes, analogies, and irony.</p> <p>TAKS-11.1B Write in a voice and style appropriate to audience and purpose. In the TEKS, voice is called controlling idea.</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.13D edit drafts for grammar, mechanics, and spelling; and</p>	<p>TAKS-10.2C Proofread writing for appropriateness of organization, content, style, and conventions.</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.13E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>TAKS-11.2B Develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience and purpose.</p> <p>TAKS 11.3D Produce error-free writing in the final draft.</p>	
<p>III.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p> <p>III.16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;</p>		<p>Argument & Persuasive Writing</p> <p>Writing in the 21st Century (NCTE Report)</p>

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<p>III.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p> <p>III.16B accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);</p>		<p>Four Square Perspective</p> <p>Writing in the 21st Century (NCTE Report)</p>
<p>III.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p> <p>III.16C an organizing structure appropriate to the purpose, audience, and context;</p>		<p>Persuasive Writing Tools</p> <p>Writing in the 21st Century (NCTE Report)</p>
<p>III.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p> <p>III.16D information on the complete range of relevant perspectives;</p>		<p>Four Square Perspective</p> <p>Writing in the 21st Century (NCTE Report)</p>
<p>III.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p> <p>III.16E demonstrated consideration of the validity and reliability of all primary and secondary sources used; and</p>		<p>Writing in the 21st Century (NCTE Report)</p>
<p>III.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p> <p>III.16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs); and</p>		<p>Writing in the 21st Century (NCTE Report)</p>
<p>Oral and Written Conventions:</p>		

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<p>III.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.</p> <p>III.18 Students are expected to correctly and consistently use conventions of punctuation and capitalization.</p>	<p>TAKS-11.3A Produce legible work that shows accurate spelling, and correct use of the conventions of punctuation and capitalization such as italics and ellipses.</p> <p>Including: Indefinite pronouns (all, any, both, each, either, everybody, none, several, some, someone).</p>	
<p>Research:</p>		
<p>III.23 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</p> <p>III.23B uses a variety of formats and rhetorical strategies to argue for the thesis;</p>	<p>Teacher notes: MLA format Use the Big 6 research strategies.</p>	<p>GT/AP: <i>Everything's an Argument</i>, 2nd ed., by Lunsford and Ruskiewicz chapters 8,9.</p>
<p>Listening and Speaking:</p>		
<p>III.24 Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater</p> <p>III.24B evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.</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>		