



English III Curriculum Bundle # 11

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| Title |   | Suggested Dates |
| <i>Professional Communication: Resumes, Applications, forms and letters</i> | | April 18 – May 6 (14 Instructional days) |

| Big Idea/Enduring Understanding | Guiding Questions |
|---|--|
| <p>Real-world writing is often business or work related and serves to meet a need or advance a goal.</p> <p>Assurance Words: Review All</p> | <p>What kinds of business or work-related writing do people regularly complete in the real world?</p> <p>How do you differentiate among primary, secondary, and other sources when gathering information?</p> <p>What does an effective college application essay look like?</p> <p>How can a well-written college application essay assists students in the arduous process of preparing for college?</p> |

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 |
| Reading: | | | |
| <p>III.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>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;</p> | <p>Teacher note: Focus on words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes to incorporate into expository writing.</p> <p>Question Stem: In paragraph ____ of the story, what does the word ____ mean?</p> <p>What is the root word for the word in paragraph ____ that means ____?</p> | <p>Prefixes, Suffixes, Roots Lesson</p> <p>Prefixes, Suffixes, Roots Practice for ELL</p> | <p>HOLT Lit 13</p> <p>HOLT Lit R73-75</p> |
| <p>III.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>III.1B analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;</p> | <p>Question Stem: Read the following dictionary entry. Which definition best matches the meaning of the word ____ as it is used in paragraph ____?</p> | <p>Context Clues Tips and Practice</p> | <p>HOLT Lit R72</p> |
| <p>III.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> | <p>Question Stem: Read the dictionary entry for the word _____. Which definition represents the meaning of the word ____ as used in</p> | <p>www.dictionary.com</p> <p>Miriam-Webster Online</p> | <p>Interactive Practice</p> <p>HOLT Lit R44 and R76</p> |

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| | | Instruction | Practice |
| III.1E use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed | <p>paragraph ____?</p> <p>Read the excerpt from a book of quotations, and determine which quotation matches the meaning of the word ____ in paragraph ____ as it is used in this selection?</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>Question Stem: What is the best summary of this selection based on the author's viewpoint?</p> | Summary Notes | |
| <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.9B distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;</p> | <p>Question Stem: What evidence does the author use to conclude that ____?</p> <p>Are the conclusions of the author in this article based on general or specific evidence?</p> <p>Based on the evidence in this selection, one conclusion the reader can make is __?</p> | Inductive/Deductive Reasoning Lessons | HOLT Lit R20-21 and R125 |
| <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.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and</p> | <p>Question Stem: What can you conclude about ____ based on the ideas / organization of ideas by the author?</p> <p>The reader can tell from the selection that ____ because ____.</p> | Drawing Inferences | <p>Interactive Practice</p> <p>HOLT Lit R125</p> |
| <p>III.11 Reading/ Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> | <p>Suggestion: read a variety of resumes to recognize the logic of the sequencing.</p> | Using Information in Procedural Texts | |

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| III.11A evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and | | | |
| <p>III.11 Reading/ Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>III.11B translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p> | | | |
| Writing: | | | |
| <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);</p> | <p>Teacher note: Focus on the strategy of personal interest.</p> <p>Teacher note: The writer’s voice is expressed through the controlling idea or thesis statement (the writer’s attitude toward the subject).</p> | <p>Writing Expository Text</p> <p>Narrowing Topic (ELL or Struggling)</p> <p>Narrowing Topic Worksheet</p> <p>Expository Writing Tools</p> <p>Research Tools (Super 3 and Big 6)</p> | <p>HOLT Lit R35 (Expository Writing Handbook)</p> <p>HOLT Lit R40-43 (Business Writing)</p> <p>HOLT WriteSmart CD-ROM</p> <p>HOLT Lit Writing Workshop 1312-1320</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>Question Stem:</p> <p>What rhetorical devices have I included in this piece?</p> <p>What impact / effect do these rhetorical devices have in this piece?</p> <p>Am I following my ideas though in my writing?</p> <p>Would the reader agree with or at least understand my reasoning?</p> | <p>Purposes for Writing</p> <p>Voice Exercise</p> <p>Writing Expository Text</p> <p>Purposes for Writing</p> <p>Expository Writing Tools</p> <p>Essay Organization</p> <p>Owl Purdue Thesis</p> | <p>HOLT Lit R35 (Expository Writing Handbook)</p> <p>HOLT Lit R40-43 (Business Writing)</p> <p>HOLT WriteSmart CD-ROM</p> <p>HOLT Lit Writing Workshop 1312-1320</p> |

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| <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.15B write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:</p> <p>III.15B(i) a clearly stated purpose combined with a well-supported viewpoint on the topic; III.15B(ii) appropriate formatting structures (e.g., headings, graphics, white space); III.15B(iii) relevant questions that engage readers and consider their needs; III.15B(iv) accurate technical information in accessible language; and III.15B(v) appropriate organizational structures supported by facts and details (documented if appropriate)</p> | <p>Write in a voice and style appropriate for</p> <ul style="list-style-type: none"> • resume • college application Essay • college application | <p>The College Application Welcome to the Purdue University Online Writing Lab (OWL)</p> <p>Purposes for Writing</p> <p>GT/AP: <i>Voice Lessons</i> by Nancy Mairs</p> | <p>HOLT Lit R35 (Expository Writing Handbook)</p> <p>HOLT Lit R40-43 (Business Writing)</p> <p>HOLT WriteSmart CD-ROM</p> <p>HOLT Lit Writing Workshop 1312-1320</p> |
| Oral and Written Conventions: | | | |
| <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>Comma Usage</p> <p>Comma usage in complex sentences, compound/complex sentences. Comma use in sentences with participle phrases, subordinate clauses. Use the comma in various compound/complex sentences, such as participle, gerund and appositive phrases – subordinate clauses, and various syntactical strategies, such as asyndeton and polysyndeton</p> <p>Semicolon usage in compound/complex sentences.</p> <p>Question Stem:</p> | <p>HOLT R53-54</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>HOLT 1315 Grammar in Context</p> <p>HOLT GrammarNotes DVD</p> |

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| | | Instruction | Practice |
| | How do improper punctuation and/or capitalization change the meaning of text? | | |
| Listening and Speaking: | | | |
| <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> | | Listening Findings Rubric | HOLT Lit Listening and Speaking Handbook R88-R95 |
| <p>III.25 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity</p> <p>III.25 Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p> | <p>Teacher Note: Colleges are noting that students lack particular skills concerning individual oral communication and one-on-one situational wherewithal. Teachers should gauge students to participate actively and effectively in one-on-one oral communication situations. (College Readiness Standard)</p> | Rubric for Public Speaking | HOLT Lit Listening and Speaking Handbook R88-R95 |