

English III Curriculum Bundle # 3

Title	Suggested Dates
<i>Literary Craft</i>	Oct. 5 – Oct. 23 (14 instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Literary texts have distinguishing characteristics which shape their meaning and require readers and writers to analyze and infer meaning from them in unique ways.	<p>What are the distinguishing characteristics of the various forms of drama?</p> <p>What are the distinguishing characteristics of the various forms of poetry?</p> <p>What inferences can be drawn from drama and poetry that can be supported with textual evidence and experience?</p> <p>How do meter, rhyme, scheme, and other conventions of poetry help the reader make meaning?</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.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
Reading:		
<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.2B relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and</p>	<p>TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p> <p>Teacher Note: [including folktales, fables, etc.] (College Readiness Standard)</p>	<p>advanced film analysis</p> <p>Critical Questions Regarding Media</p> <p>Film Terminology</p>
<p>III.3 Reading/ Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</p> <p>III.3 Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.</p>	<p>TAKS-11.11D Analyze [the melodies of] literary language, including its use of evocative words and rhythms.</p> <p>Teacher Notes: The student expectation identifies literary language and poetic elements “like metaphor, simile, and personification.”</p> <p>TAKS-11.7G Draw inferences such as conclusions,</p>	<p><i>Poetry of Place: Helping Students Write Their Worlds</i> by Terry Hermsen.</p> <p><i>Risking Intensity: Reading and Writing Poetry with High School Students</i> by Judith Rowe Michaels.</p>

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	generalizations, and predictions and support them with text evidence and experience.	
<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.5A evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;</p>	<p>TAKS-11.11B Analyze the relevance of setting and time frame to text's meaning.</p> <p>TAKS-11.11C Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.</p>	<p>Reader's Guide to Plot Development</p> <p>Using Dr. Seuss to Teach Plot, Characterization, and Theme</p> <p>Literary Devices Glossary</p> <p>American Fiction (e-texts of short stories and novels)</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.5B analyze the internal and external development of characters through a range of literary devices;</p>	<p>TAKS-11.11C Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved</p> <p>TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</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.5C analyze the impact of narration when the narrator's point of view shifts from one character to another; and</p>	<p>TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</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.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>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</p>	<p>Evaluating Nonfiction Text</p>

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<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>text, including the patterns of organization, syntax and word choice.</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.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>Teacher note: Focus on the strategy of personal interest.</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 "Depth Charge" Word Choice Exercise Voice Exercise</p>
<p>III.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</p> <p>III.14A write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;</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 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>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>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.17B use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p> <p>PSAT Prep: Passive Voice and Double Negatives</p>	<p>TAKS-11.3B Demonstrate control over grammatical elements such as subject-verb agreement, pronoun antecedent agreement, verb forms, and parallelism.</p>	<p>Dalton State's Writing Lab Practices The Owl at Purdue on Sentence-Verb Agreement The Owl at Purdue Pronoun-Antecedent Agreement The Owl at Purdue on Parallel Structure The Owl at Purdue on Active and Passive Voice</p> <p>PSAT Lessons (PISD Intranet) PSAT Materials/Materials for the classroom/ Writing Prep/Grammar and usage/ Passive Voice Double Negatives</p>
<p>Listening and Speaking:</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>		