



English III Curriculum Bundle # 4

Title	 	Suggested Dates
<i>Literary Craft in Poetry and Drama</i>		Oct. 25 – Nov 12 (14.5 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.	How is the author’s message shaped by the rhetorical and literary devices used in the text? How is the author’s message shaped by the words, images, graphics, and sounds used in the text?
Assurance Words: equity, evoke, expound, fallacy, formulaic	

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:			
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: 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	Question Stem: Teacher Note: [including folktales, fables, etc.] (College Readiness Standard)	advanced film analysis Critical Questions Regarding Media Film Terminology	
III.4 Reading/ Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. III.4 Students are expected to analyze the themes and characteristics in different periods of modern American drama.	Question Stem: What is the main theme, or truth about life, that this story presents? What themes do texts have in common?	Drama Lessons On Line Writing about Drama (TAMU) Writing about Drama (McDermott) The Crucible	Interpretive skills Perform <i>The Crucible</i>
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:	Question Stem: What literary period do you relate to the most? What patterns or connections between themes do you notice throughout literary		

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<p>III.5D demonstrate familiarity with works by authors in American fiction from each major literary period.</p>	<p>periods?</p>		
<p>III.7 Reading/ Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</p> <p>III.7 Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.</p> <p>Bible 1 Teach students knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, including literature, art, music, mores, oratory, and public policy</p> <p>Bible 2C Familiarize students with the literary style and structure of the Hebrew Scriptures or New Testament (as applicable)</p>	<p>Question Stem:</p> <p>What themes are present in biblical texts? Are these themes present in modern media?</p> <p>Note: Bible TEKS are being incorporated into ELA and Social Studies as outlined in HB 1287</p>		
<p>III.8 Reading/ Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>III.8 Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.</p>	<p>Teacher Note: Colleges are noting that students lack the skill to analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written. (College Readiness Standard)</p> <p>Question Stem:</p>	<p>DIDLs Method of Prose Analysis</p>	<p><i>The Crucible</i></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.13D edit drafts for grammar, mechanics, and spelling; and</p>	<p>Question Stem:</p> <p>Can my reader easily draw meaning from my word order and sentence structure?</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>Question Stem:</p> <p>What parts of my writing are not having the intended effect? What is working in this piece?</p>		

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<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.14B write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and</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.14C write a script with an explicit or implicit theme, using a variety of literary techniques</p>		<p>Writer's Notebooks: What are they?</p> <p>Two Teachers- A great reference guide!</p> <p>Edublogs</p>	<p>Writers Notebooks Journaling Blogging Script Writing</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.15D produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view</p>	<p>Such as</p> <ul style="list-style-type: none"> • PowerPoint • Docudrama • Infomercial 	<p>Multi Genre Unit with examples and explanations!</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: How do I can I vary the way I use clauses and phrases to make my writing more interesting or focused?</p>	<p><i>Holt, Rinehart and Winston Grammar, Usage, and Mechanics Workbook</i> (Fifth course, yellow)</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>Question Stem: What kinds of sentences do I use repeatedly? Would my writing be better if I change some of them?</p>	<p>Dalton State's Writing Lab Practices</p> <p>The Owl at Purdue on Sentence-Verb Agreement</p> <p>The Owl at Purdue Pronoun-</p>	

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<p>III.17B use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p>		<p>Antecedent Agreement The Owl at Purdue on Parallel Structure The Owl at Purdue on Active and Passive Voice</p>	
<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>Including: Verbs, active and passive</p> <p>Question Stem: Did I capitalize all of my “I”s? Did I use proper quotations around my dialogue? Did I eliminate my run on sentences?</p>	<p>Eats, Shoots, and Leaves Game! Comma Placement</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 complexity. Students are expected to:</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>			