


English III Curriculum Bundle # 5

Title	Suggested Dates
<i>Daily Professional Communication</i>	Nov. 16 – Dec. 4 (12 teaching days) 

Big Idea/Enduring Understanding	Guiding Questions
The writing adults regularly complete is often business or work related and serves to meet a need or advance a goal.	<p>What kinds of business or work-related writing do adults regularly complete?</p> <p>What does an effective college application essay look like?</p> <p>How do you differentiate among primary, secondary, and other sources when gathering information?</p> <p>How can a well-written college application essay assist 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.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
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><i>Holt, Rinehart and Winston Vocabulary Workshop workbook</i> (Fifth course, yellow)</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>TAKS-11.6B <u>Rely on context</u> to determine meanings of words and phrases such as figurative language, idioms, multiple-meaning words, and technical vocabulary</p> <p>TAKS 11.6F Discriminate between connotative and denotative meanings and interpret the <u>connotative power of words</u></p>	<p><i>Holt, Rinehart and Winston Vocabulary Workshop workbook</i> (Fifth course, yellow)</p>
<p>III.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>TAKS-11.6E Use reference materials such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage</p>	<p>Specialized dictionaries, thesauri, and other reference indexes.</p>

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<p>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>		
<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>TAKS-11.7F Produce summaries of texts by identifying main ideas and their supporting details.</p> <p>TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</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>TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	
<p>III.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and</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>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.11A evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and</p>	<p>Suggestion: read a variety of resumes to recognize the logic of the sequencing.</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>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>		
<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>Teacher note: Focus on the strategy of personal interest.</p>	

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<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: The writer’s voice is expressed through the controlling idea or thesis statement (the writer’s attitude toward the subject).</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</p> <p>"Depth Charge" Word Choice Exercise</p> <p>Voice Exercise</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.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;</p> <p>III.15B(ii) appropriate formatting structures (e.g., headings, graphics, white space);</p> <p>III.15B(iii) relevant questions that engage readers and consider their needs;</p> <p>III.15B(iv) accurate technical information in accessible language; and</p> <p>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</p> <p>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>Oral and Written Conventions:</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>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.</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>

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	<p>Comma use in sentences with participle phrases, subordinate clauses.</p> <p>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>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>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>	
<p>Figure: 19 TAC §110.30(b) English III (<i>§110.33 English Language Arts and Reading</i>)</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>		