

English III Curriculum Bundle # 6

Title	Suggested Dates
<i>Daily Professional Communication</i>	Dec. 7 – Dec. 18 (10 instructional days)

Big Idea/Enduring Understanding	Guiding Questions
People are called upon to present information in the workplace and need to employ a variety of listening and speaking skills to be effective.	<p>What does an effective formal presentation look and sound like?</p> <p>How should a listener respond appropriately to a speaker?</p> <p>How can you tell if a speaker is being effective?</p> <p>What specific skills help you to listen attentively to and understand others?</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>III.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <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>TAKS-11.6E Use reference materials such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage</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>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>	

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<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>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>TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</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.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 or college entrance essays 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: Cover tropes: metaphors, similes, analogies, and irony.</p> <p>TAKS-11.1B Write in a voice and style appropriate to</p>	<p>"Depth Charge" Word Choice Exercise Voice Exercise 6 traits rubric</p>

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<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>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>6 traits rubric</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 Welcome to the Purdue University Online Writing Lab (OWL) 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>Including:</p> <p>Colon usage in the business letter and in formal and long quotation of text.</p> <p>Comma Usage</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>

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<p>III.18 Students are expected to correctly and consistently use conventions of punctuation and capitalization.</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. 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>GT/AP: <i>Sentence Composing for College</i> by Killgallon.</p>
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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>		
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<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>	
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Figure: 19 TAC §110.30(b) English III (§110.33 English Language Arts and Reading)

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:

(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and

(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.