



English III Curriculum Bundle # 7

Title	 	Suggested Dates
<i>Approaches to a Topic: The Essay as Literary Form</i>		Jan. 4- Jan. 28 (19 Instructional days)

Big Idea/Enduring Understanding	Guiding Questions
The author’s attitudes and beliefs about a subject shape what is included and how it is presented. Assurance Words: Qualify, Reason, Reiterate, Rhetorical	How can a writer shape a textual message for a specific audience? How can a writer include personal opinions in his/her writing while remaining open to other opinions? How can a reader figure out what an author’s attitude is toward a subject if it is not stated?

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.2A analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;	Question Stem: What lesson about the human condition can be learned from the theme of this selection? How did the author represent his/her view of the human condition through the theme of the story?	Literature Circle Notes	Holt: pgs. 769 – 777; 783 – 792; 893 – 897; 1049 - 1059
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.2C relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	Question Stem: What main idea from _____ (excerpt from a speech in a specific historical setting) relates to the main idea in _____ (excerpt from a literary work)?	Main Idea Graphic organizer	Holt: pgs. 249 – 256; 403 – 408; 899 – 905; 1262 - 1270
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: Compare/Contrast the thematic ideas from different selections.	Literature Circle Notes	

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III.5D demonstrate familiarity with works by authors in American fiction from each major literary period.			
<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>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>Question Stem: What rhetorical technique did the writer of the speech in this essay use to evoke an emotional response from the reader?</p> <p>How was the true meaning of this real live adventure enhanced by the author's use of parallel structure?</p>	Evaluating Nonfiction Text	Holt: Teacher Edition TX34 – literary essays, TX 35 – speeches, sermons, interviews
<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>Question Stem: Style 1) Sentence Structure – What types of sentences does the author use; 2) Degree of specific details – What is the level of elaboration used by the author; 3) Formality – formal/casual, informational/friendly. What tone is set in this article that clearly advances the author's stance on this subject? How does the author use diction to advance his/her perspective in this selection?</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>	Literature Circle Notes	Holt: pgs. 585 – 590; 909 - 914
<p>III.10 Reading/ Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p>	<p>Question Stem: What tone does the author set to persuade the audience of his/her position?</p> <p>How does the author use tone to support</p>		

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III.10A evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and	his/her purpose in writing this selection?		
III.12 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: III.12A evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	Suggestion – study political cartoons, magazine ads, billboards, etc... and compare to traditional text. Question Stem: How does this news report reflect a cultural view in a different way than an article in the newspaper regarding this news?	Critical Questions Regarding Media	Holt Media Smart
III.12 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: III.12B evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;	Question Stem: What techniques does the television news team use to effectively present the focus of the message?	Media Questions Analyzing Media Handouts	Holt: Index of skills for Media elements and techniques, Media genres and types, and media literacy
Metacognitive Reading Comprehension Skills (Figure 19)			
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	Question Stem: The author used _____ (sensory image) to create a _____ tone/mood.		
(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.	Question Stem: The author's use of ___ in paragraph ___ helps the reader understand._____.		

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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); <i>In the TEKS, voice is called controlling idea.</i></p>	<p>Question Stem: Does my voice match my writing purpose and the audience to which I am writing.</p>	<p>Persuasive Writing Tools</p>	<p>WriteSmart CD-ROM</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: How much do my readers know about the issue? What background information should I provide for the readers? What are the concerns of readers who might disagree? What counterarguments can I use to address their concerns?</p>	<p>Purposes for Writing Voice Exercise Persuasive Graphic Organizer/Note Taker</p>	<p>WriteSmart CD-ROM</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.15C write an interpretation of an expository or a literary text that: III.15C(i) advances a clear thesis statement; III.15C(ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text; III.15C(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; III.15C(iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; and III.15C(v) anticipates and responds to readers' questions or contradictory information; and</p>		<p>Literary Expository Essay</p>	<p>WriteSmart CD-ROM Holt: pgs. 1118 - 1129</p>

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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>Recognize the effect of the placement of clauses and phrases in successful published writing.</p> <p>Incorporate accurate syntactical strategies using clauses and phrases within writing.</p>	<p><i>Sentence Composing for High School</i> by Killgallon.</p> <p>GT/AP: <i>Sentence Composing for College</i> by Killgallon.</p>	
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 complexity. Students are expected to:</p> <p>III.24A listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and</p>		<p>Holt: pgs. R80 – R87</p>	