

English III Curriculum Bundle # 7

Title	Suggested Dates
<i>Approaches to a Topic</i>	Jan. 5 – Jan. 29 (16 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.	<p>How can a writer shape a textual message for a specific audience?</p> <p>How can a writer include personal opinions in his/her writing while remaining open to other opinions?</p> <p>How can a reader figure out what an author’s attitude is toward a subject if it is not stated?</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.2A analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;</p>	<p>TAKS-11.11A Compare and contrast varying aspects of texts such as themes, conflicts, and allusions.</p>	<p>Literature Circle Notes</p>
<p>III.2C relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.</p>	<p>TAKS-10.8D Interpret possible influences of the historical context on a literary work.</p> <p>TAKS-11.11E Connect literature to historical contexts, current events, and his/her own experience.</p>	<p>Main Idea Graphic organizer</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>Literature Circle Notes</p>

English III Curriculum Bundle # 7

<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>TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</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>Literature Circle Notes</p>
<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>III.10A evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and</p>	<p>TAKS-10.12B Evaluate the credibility of information sources including how the writer's motivation may affect that credibility.</p> <p>TAKS-11.12C Recognize logical, deceptive, and/or faulty modes of persuasion in texts</p>	<p>Having My Say: A Multi-genre Autobiography Project</p> <p>GT/AP: Romano, Tom. 2000. <i>Blending Genre, Altering Style: Writing Multigenre Papers</i>. Heinemann.</p>
<p>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:</p> <p>III.12A evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</p>	<p>Suggestion – study political cartoons, magazine ads, billboards, etc... and compare to traditional text.</p>	<p>http://teachingmedialiteracy.pbwiki.com/</p> <p>Critical Questions Regarding Media</p>
<p>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:</p> <p>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;</p>	<p>TAKS-11.20B Deconstruct media to get the main idea of the message's content.</p> <p>TAKS-11.20C Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies and symbols.</p>	<p>http://teachingmedialiteracy.pbwiki.com/</p> <p>Media Questions</p> <p>Analyzing Media Handouts</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</p>		<p>Writing Lesson Plans - Writing Skills</p>

English III Curriculum Bundle # 7

<p>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>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.15C write an interpretation of an expository or a literary text that:</p> <p>III.15C(i) advances a clear thesis statement;</p> <p>III.15C(ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;</p> <p>III.15C(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;</p> <p>III.15C(iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; and</p> <p>III.15C(v) anticipates and responds to readers' questions or contradictory information; and</p>		<p>Five Paragraph Essay</p> <p>Expository Writing</p> <p>GT/AP: <i>Everything's an Argument</i>, 2nd ed., by Lunsford and Ruskiewicz chapters 20, 21, 22.</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>TAKS-11.5A Evaluate writing for both mechanics and content</p> <p>TAKS-11.3C Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.</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>

English III Curriculum Bundle # 7

Listening and Speaking:

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:

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

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.