


English III Curriculum Bundle # 8

Title	Suggested Dates
<i>Approaches to a Topic</i>	Feb. 1 – Feb. 19 (13 instructional days) 

Big Idea/Enduring Understanding	Guiding Questions
The attitudes and beliefs of a writer determine the approach he/she takes when writing about a topic.	<p>What conclusions can be made across different literary texts?</p> <p>In what ways do authors reveal their attitudes and beliefs in their writing?</p> <p>How can comparing the way two or more authors/texts approach a topic help us gain a deeper understanding of it?</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.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>Six Steps to Vocabulary Development</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.5C analyze the impact of narration when the narrator's point of view shifts from one character to another; and</p>	<p>Note: PSAT/NMSQT: Schedule one day in computer lab with grade-level counselor for Review of Critical Reading Questions and Results.</p> <p>TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</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</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>	

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<p>American fiction from each major literary period.</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.9D synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.</p>	<p>TAKS-11.10B Use elements of text to defend his/her own responses and interpretations.</p>	<p>Multigenre Autobiography Project</p> <p>GT/AP: Romano, Tom. 2000. <i>Blending Genre, Altering Style: Writing Multigenre Papers</i>. Heinemann.</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>Thinking Maps: Circle, Bubble, Double Bubble, Flow, Multi Flow, Tree, Brace, and Bridge</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/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/Media Questions Analyzing Media Handouts</p>

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<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.12C evaluate the objectivity of coverage of the same event in various types of media; and</p>	<p>TAKS-11.19B Analyze relationships, ideas, and cultures as represented in various media.</p> <p>TAKS-11.19C Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.</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.12D evaluate changes in formality and tone across various media for different audiences and purposes.</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.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>Teacher note: Cover tropes: metaphors, similes, analogies, and irony.</p> <p>TAKS-11.1B Write in a voice and style appropriate to audience and purpose. In the TEKS, voice is called controlling idea.</p>	<p>6 Traits Lesson</p> <p>Evaluating Nonfiction Text</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>	

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<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 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.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>Including: Indefinite pronouns (all, any, both, each, either, everybody, none, several, some, someone).</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;</p>		
<p>Figure: 19 TAC §110.30(b) English III (§110.33 English Language Arts and Reading)</p>		

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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.