

English III Curriculum Bundle # 8

Title	Suggested Dates
<i>Approaches to a Topic: The Essay as Literary Form</i>	Jan. 31 – Feb. 18 (14.5 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. Assurance Words: Semantics, Sentiment	What conclusions can be made across different literary texts? In what ways do authors reveal their attitudes and beliefs in their writing? How can comparing the way two or more authors/texts approach a topic help us gain a deeper understanding of it?

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.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: III.1B analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	Question Stem: Read the following dictionary entry. Which definition best matches the meaning of the word ____ as it is used in paragraph ____?	Six Steps to Vocabulary Development	Holt: page 10, Academic Vocabulary activity; R72 – R79
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: III.5C analyze the impact of narration when the narrator's point of view shifts from one character to another; and	Note: PSAT/NMSQT: Schedule one day in computer lab with grade-level counselor for Review of Critical Reading Questions and Results. Question Stem: How is the plot of this story affected by different characters assuming the role of the narrator? What is the impact on the narration in this selection when the author shifts the narrator's point of view from one character to another?	Power Point of Elements of Fiction	Holt: pgs. 603 – 615; pgs. 1065 - 1075
III.5 Reading/ Comprehension of Literary Text/Fiction. Students understand, make inferences and draw	Question Stem: In what ways are the thematic ideas	Compare and Contrast organizers	

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<p>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>similar and different from these two selections?</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>Question Stem: The reader can conclude that the authors of both selections would agree that _____. What text evidence supports the conclusion of ____ by both authors of these selections? A common theme in both of these articles is _____. What evidence in both selections supports the conclusion made by the authors that _____?</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>Question Stem: Which of the following charts is a representation of the facts presented in this article? A correct translation of the facts presented in the graph is _____?</p>	Thinking Maps: Circle , Bubble , Double Bubble , Flow , Multi Flow , Tree , Brace , and Bridge	
<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>Question Stem: How does this news report reflect a cultural view in a different way than an article in the newspaper regarding this news?</p>	http://teachingmedialiteracy.pbwiki.com/Critical Questions Regarding Media	

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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>Question Stem: In comparing two news reports of the same event, provide evidence to support the conclusion that one report contained bias to influence the audience.</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>Question Stem: How effective is the change in formality between a television new report and a panel discussion on television of the same event?</p>		
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.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</p>	<p>Teacher note: Cover tropes: metaphors, similes, analogies, and irony.</p> <p>Question Stem: How does the successful use of tropes enhance writing? Can tropes be recognized in published works and within student writing?</p>	<p>6 Traits Lesson Evaluating Nonfiction Text</p>	<p>WriteSmart CD-ROM</p>

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order, repetition, reversed structures), and by adding transitional words and phrases;			
<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>Question Stem: What are available resources to enhance writing and editing?</p>		WriteSmart CD-ROM
<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>Question Stem: What are the steps taken to make sure that the writing is in final format?</p>		WriteSmart CD-ROM
<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>Literary Expository Essay</p>	<p>WriteSmart CD-ROM</p> <p>Holt: pgs. 1118 - 1129</p>
Oral and Written Conventions:			

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<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>Question Stem: What steps have I taken to ensure that I have met all conventions of capitalization and punctuation?</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>Holt: pgs. R80 – R87</p>