



## English II Curriculum Bundle # 5

<b>Title</b>	 	<b>Suggested Dates</b>
<i>Exploring and Creating Persuasive Texts</i>		Nov. 15 – Dec. 3 (12 Instructional days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
Investigating inquiries can solve problems, clarify issues, and answer essential questions. Writers use intentional strategies meant to persuade the audience.  Assurance Words: <b>Ethos, Logos, Pathos</b>	How can you tell when a message is trying to persuade you? How do authors use works of fiction to make social or political commentary? How can a speaker or writer’s choice of language help or hinder an argument?

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/Assessment
<b>Reading:</b>			
<b>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b> II.1B analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words	<b>Question Stem:</b> Read the following dictionary entry. Which definition best matches the meaning of the word _____ as it is used in the paragraph _____?	<a href="#">Denotation</a> Laying the Foundation 10 <sup>th</sup> Grade guide, p. 78 (Note: This lesson is repeated from bundle 1 and previous grade levels. New words should be used.) <a href="#">annotation</a> <a href="#">LTF online vocabulary</a>	Holt – Vocabulary in Context (Pg. 97, 216, 686)
<b>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b> II.1D show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., <i>glasnost</i> , <i>avant-garde</i> , <i>coup d’état</i> )	<b>Question Stem:</b> What does the expression _____ as used in paragraph _____ mean?	<a href="#">Six Steps to Vocabulary Development</a> <a href="#">Vocabulary Notebook</a> <a href="#">Teaching Idioms</a> <a href="#">LTF Online Vocabulary</a> <a href="#">Quad Cards</a>	Holt – Vocabulary in Context (Pg. 876)

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<p><b>II.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:</b> II.2C relate the figurative language of a literary work to its historical and cultural setting.</p>	<p><b>Question Stem:</b> How does the figurative language employed by the author reflect the historical time in which this selection was written influence?</p>		<p>Holt – “Everyday Use” (Pg. 54) and “Antigone” (Pg. 1094)</p> <p>Personification: “There Will Come Soft Rains” (Pg. 331)</p>
<p><b>II.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:</b> II.5B analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures.</p>	<p><b>Question Stem:</b> How does the moral dilemma that ____ faces reflect the time period and/or culture?</p> <p>What social commentary is the author making through the moral dilemma that ____ faces?</p>	<p><a href="#">Analyzing Characters in Literature</a> <a href="#">Novel News: Read/Write/Think.org lesson</a></p>	<p>Holt – Pg. 716-717</p> <p><i>Julius Caesar</i></p> <p><i>Lord of the Flies</i></p>
<p><b>II.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:</b> II.10A explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments</p>	<p><b>Note:</b> Introduce logical fallacies</p> <p><b>Question Stem:</b> How does paragraph ____ advance the author’s argument?</p>	<p>Holt: Critical Reading Workshop: Argument and Persuasion pp 632-637</p>	
<p><b>II.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:</b> II.10B analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks.</p>	<p><b>Question Stem:</b> What fallacy is evident to the reader in the position taken by ____ in the debate?</p>	<p>Holt: Critical Reading Workshop: Argument and Persuasion pp 632-637</p>	
<b>Writing:</b>			
<p><b>II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b> <b>II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to</b> II.13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences,</p>	<p>Apply writing process to argumentative essay (see II.16 below)</p>	<p>Holt Argumentative Essay pp 742-751</p> <p>Thinkcentral.com com KEYWORD: HML10-742</p> <p><a href="#">UVic Persuasive Essay</a></p>	<p>Holt Resource Manager pp 199-203</p> <p>Thinkcentral.com com KEYWORD: HML10-742</p>

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determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea			
<p><b>II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></p> <p>II.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 used to convey meaning</p>	Apply writing process to argumentative essay (see II.16 below)	<p>Holt Argumentative Essay pp 742-751</p> <p>Thinkcentral.com KEYWORD: HML10-742</p>	<p>Holt Resource Manager pp 199-203 Holt – R40-R41</p> <p>Thinkcentral.com com KEYWORD: HML10-742</p>
<p><b>II.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</b></p> <p><b>Students are expected to write an argumentative essay to the appropriate audience that includes:</b></p> <p>II.16A a clear thesis or position based on logical reasons supported by precise and relevant evidence;</p> <p>II.16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context);</p> <p>II.16C counter-arguments based on evidence to anticipate and address objections</p> <p>II.16D an organizing structure appropriate to the purpose, audience, and context</p> <p>II.16E an analysis of the relative value of specific data, facts, and ideas.</p> <p>II.16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).</p>	Plan and Draft (to be revised and edited in bundle 6)	<p>Holt Argumentative Essay pp 742-751</p> <p>Thinkcentral.com KEYWORD: HML10-742</p> <p><a href="#">Persuasive Brochure (Note: good intro activity)</a></p> <p><a href="#">Persuasive Writing</a> <a href="#">Persuasive Paper Model</a></p> <p>LTF: Defend, Challenge, and Qualify (P. 426), Using Concession and counterargument (P. 430)</p> <p>LTF: Persuasive Appeals (P. 166)</p> <p><a href="#">Analyzing Persuasive Writing</a> LTF: Using Logical, Emotional, and Ethical appeals (P.434)</p>	<p>Holt Resource Manager pp 199-203</p> <p>Holt – R40-R41</p> <p>Thinkcentral.com com KEYWORD: HML10-742</p>

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Oral and Written Conventions:			
<b>II.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:</b> II.17B identify and use the subjunctive mood to express doubts, wishes, and possibilities.	Apply to Argumentative essay in drafting stage	Holt P 745 Grammar in context	Thinkcentral.com com KEYWORD: HML10-742