



English IV Curriculum Bundle # 10

Title	 	Suggested Dates
<i>Persuasive Writing</i>		March 21 – April 15 (20 Instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Scholars use a variety of persuasive techniques and methods in writing to sell their ideas. Assurance Words: assertions, transition	Can a critical reader or viewer engage with persuasive media without being influenced by it? If so, how? How do the political speeches and other media express the values of past societies? How do persuasive writing and other media influence society?

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:			
IV.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: IV.1C use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation);	Question Stem: In this piece, the word ____ is in paragraph ____; this word is to ____ as ____ is to _____.	Literary Text Thesaurus AVID- Student Strategies (p. 21)	Example: Cornell Notes
IV.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. IV.6 Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.	Teacher Note: Focus on speeches and other persuasive texts. Teacher Note: Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument. (College Readiness Standard) Question Stem: What was the effect of the contradiction expressed in paragraph ____ on the overall theme of the essay?	Syntax Techniques Reader Response Why Literature Circles	
IV.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	Teacher Note: analyze consistency of argumentation in persuasive texts. Question Stem: The reader can tell that the controlling idea	Reader Response Syntax Techniques Why Literature Circles AVID-The Write Path (p. 38)	No More Strangers Now: Young Voices from a New South Africa pg. 1356- Holt

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<p>from the text to support their understanding. IV.8 Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.</p>	<p>expressed throughout this selection is _____.</p>		
<p>IV.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: IV.9D synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.</p>	<p>Question Stem: What text evidence supports the conclusion of _____ by both authors of these selections?</p>	<p>Synthesis Graphic Organizer Literary Text Reader Response Why Literature Circles</p>	<p>Example: Dialectical Journal</p>
<p>IV.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: IV.10A evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implications, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and</p>	<p>Question Stem: An accurate evaluation of the relationship between evidence presented in this selection and assumptions made by the author would be _____.</p>	<p>Literary Text</p>	<p>Samuel Taylor Coleridge pieces</p>
<p>IV.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 IV.10B draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.</p>			
<p>IV.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: IV.11A draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text.</p>	<p>Question Stem: How does the author use the organization of the ideas in this selection to make his/her purpose consistent? Teacher Note: Focus on persuasive texts.</p>		
<p>IV.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</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</p>	<p>Inductive main Idea Inference Graphic Organizer Inference: text and subtext</p>	<p>Media Smart CD-Holt</p>

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<p>in increasingly more complex texts. Students are expected to: IV.12A evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</p>	news?		
Metacognitive Reading Comprehension Skills (Figure 19)			
<p>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: RC(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p>	<p>Question Stem: From the information in paragraph ____ the reader can tell that ____.</p>		
Writing:			
<p>IV.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: IV.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;</p>	<p>Application: Students will write persuasive/argumentative essays.</p>	<p>Reader Response Writing Workshop activities: Topic Generation Techniques Persuasive Writing Graphic Organizers Reader Response Writing Workshop activities: See Writing Process in District ELA online Resource: http://owl.english.purdue.edu/www.tiddlywiki.com (an online free program: a reusable non-linear personal web notebook)</p>	<p>Topic Generation Techniques Persuasive Writing Graphic Organizers</p>
<p>IV.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: IV.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 the rhetorical devices to convey meaning;</p>	<p>Application: Students will write persuasive/argumentative essays.</p>	<p>Persuasive Writing Graphic Organizers Organizational Patterns Rubrics for Open Ended Response and Writing</p>	<p>Persuasive Writing Graphic Organizers</p>
<p>IV.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>Application: Students will write persuasive/argumentative essays.</p>	<p>Rubrics for Open Ended Response and Writing</p>	

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<p>IV.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>IV.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p> <p>IV.16A a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions);</p> <p>IV.16B accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);</p> <p>IV.16C an organizing structure appropriate to the purpose, audience, and context;</p> <p>IV.16D information on the complete range of relevant perspectives;</p> <p>IV.16E demonstrated consideration of the validity and reliability of all primary and secondary sources used;</p> <p>IV.16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs); and</p> <p>IV.16G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.</p>		<p>Purdue Writing Lab</p> <p>Writing Purposes</p> <p>Purposes for Writing</p> <p>AVID-The Write Path (p. 190) Example: Argumentative Essay</p>	

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Oral and Written Conventions:			
<p>IV.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>IV.17A use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases)</p>	<p>Application: Students use different types of clauses and phrases in their persuasive/argumentative essays.</p>	<p>Write Guy Model Sentences: Phrases Garden of Phrases</p>	
Listening and Speaking:			
<p>IV.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>IV.24B assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.</p>	<p>Teacher Note: View persuasive speeches and interpret a speaker's message; identify the position taken and the evidence in support of that position. (College Readiness Standard)</p>	<p>Famous Speeches Quick and Easy Way to Effective Speaking Web Gallery of Art Art Renewal Center Ashes and Snow</p>	