


English IV Curriculum Bundle # 10

| Title | Suggested Dates |
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| <i>Persuasive Writing and Presentation</i> | March 22-April 16 19 Instructional Days  |

| Big Idea/Enduring Understanding | Guiding Questions |
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| Scholars use a variety of persuasive techniques and methods of presentation to sell their ideas | <p>Can a critical reader or viewer engage with persuasive media without being influenced by it? If so, how?</p> <p>How do the political speeches and other media express the values of past societies?</p> <p>How does persuasive writing and other media influence society?</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) |
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| Reading: | | |
| <p>IV.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>IV.1C use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation);</p> | | <p>Literary Text Thesaurus AVID- Student Strategies (p. 21) Example: Cornell Notes</p> |
| <p>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.</p> <p>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.</p> | <p>Teacher Note: Focus on speeches and other persuasive texts.</p> <p>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)</p> | <p>Syntax Techniques Reader Response Why Literature Circles</p> |
| <p>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 from the text to support their understanding.</p> <p>IV.8 Students are expected to analyze the consistency and</p> | <p>Teacher Note: analyze consistency of argumentation in persuasive texts.</p> | <p>Reader Response Syntax Techniques Why Literature Circles AVID-The Write Path (p. 38) Example: Dialectical Journal</p> |

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| <p>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>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>Synthesis Graphic Organizer Literary Text Reader Response Why Literature Circles</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>Literary Text Poetry Writing</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>Teacher Note: Focus on persuasive texts.</p> | |
| <p>Writing:</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.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 plan and draft responses to persuasive selections.</p> | <p>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>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</p> | <p>Application: Students structure responses to persuasive selections.</p> | <p>Persuasive Writing Graphic Organizers Organizational Patterns www.englishcompanion.com www.readwritethink.org Rubrics for Open Ended Response and Writing</p> |

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| develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning; | | |
| <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>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>Application: Students revise responses to persuasive selections.</p> | <p>Rubrics for Open Ended Response and Writing</p> |
| 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 responses to persuasive selections.</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> |
| Figure: 19 TAC §110.30(b) English IV (§110.33 English Language Arts and Reading) | | |
| <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.</p> | | |
| <p>The student is expected to:</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> | | |

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(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.