

## English IV Curriculum Bundle # 11

Title	Suggested Dates
<i>Persuasive Writing and Presentation</i>	April 19-May 7 15 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
Scholars use a variety of persuasive techniques and methods of presentation to sell their ideas	How does understanding the persuasive techniques a writer is using reinforce and refine critical reading, writing and thinking? How can you structure an essay to maximize its power to persuade others? What are the most effective tools that writers and advertisers use to sell their ideas?

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)
<b>Reading:</b>		
<b>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:</b> IV.10A evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text;		<a href="#">Critical Reading</a> <a href="#">Propaganda Techniques</a> Literary Text
<b>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:</b> 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.		<a href="#">Critical Reading</a> <a href="#">Propaganda Techniques</a> Literary Text
<b>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 in increasingly more complex texts. Students are expected</b>		<a href="#">Purdue Writing Lab</a> <i>Modern Language Association, Chicago Manual of Style</i>

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<p><b>to:</b> IV.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><b>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 in increasingly more complex texts. Students are expected to:</b> IV.12C evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose;</p>		<p><a href="#">Google mail video chat</a></p>
<p>IV.12D evaluate changes in formality and tone across various media for different audiences and purposes.</p>		<p><a href="#">Purdue Writing Lab</a> <i>Modern Language Association, Chicago Manual of Style</i></p>
<p><b>Writing:</b></p>		
<p><b>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:</b> 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><b>Application:</b> Students plan and draft an argumentative essay.</p>	<p><a href="#">Topic Generation Techniques</a> <a href="#">Persuasive Writing Graphic Organizers</a> <a href="#">Reader Response</a> <a href="#">Writing Workshop activities:</a> See Writing Process in District ELA online Resource: <a href="http://owl.english.purdue.edu/">http://owl.english.purdue.edu/</a> <a href="http://www.tiddlywiki.com">www.tiddlywiki.com</a> (an online free program: a reusable non-linear personal web notebook)</p>
<p><b>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:</b> 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><b>Application:</b> Students structure argumentative essay.</p>	<p><a href="#">Persuasive Writing Graphic Organizers</a> <a href="#">Organizational Patterns</a> <a href="http://www.englishcompanion.com">www.englishcompanion.com</a> <a href="http://www.readwritethink.org">www.readwritethink.org</a> <a href="#">Rubrics for Open Ended Response and Writing</a></p>
<p><b>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:</b> 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</p>	<p><b>Application:</b> Students revise argumentative essay.</p>	<p><a href="#">Persuasive Writing Graphic Organizers</a> <a href="#">Rubrics for Open Ended Response and Writing</a></p>

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order, repetition, reversed structures), and by adding transitional words and phrases;		
<b>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:</b> IV.13D edit drafts for grammar, mechanics, and spelling; and	<b>Application:</b> Students edit their argumentative essay.	
<b>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:</b> IV.13E revises final draft in response to feedback from peers and teacher and publishes written work for appropriate audiences.	<b>Application:</b> Students revise and edit the final draft of their argumentative essay..	<a href="#">Peer Revision</a>
<b>IV.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</b> <b>Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</b> 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);		<a href="#">Purdue Writing Lab</a> <a href="#">Writing Purposes</a> <a href="#">Purposes for Writing</a> AVID-The Write Path (p. 190) Example: Argumentative Essay
<b>IV.16 ... Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</b> IV.16B accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);		<a href="#">Purdue Writing Lab</a> <a href="#">Writing Purposes</a> <a href="#">Purposes for Writing</a>
<b>IV.16 ... Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</b> IV.16C an organizing structure appropriate to the purpose, audience, and context;		<a href="#">Purdue Writing Lab</a> <a href="#">Writing Purposes</a> <a href="#">Purposes for Writing</a>
<b>IV.16 ... Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</b> IV.16D information on the complete range of relevant perspectives;		<a href="#">Purdue Writing Lab</a>
<b>IV.16 ... Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</b> IV.16E demonstrated consideration of the validity and reliability of all primary and secondary sources used;		<a href="#">Purdue Writing Lab</a>

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<p><b>IV.16 ... Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</b></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><a href="#">Purdue Writing Lab</a></p>
<p><b>IV.16 ... Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</b></p> <p>IV.16G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.</p>		<p><a href="#">Purdue Writing Lab</a></p>
<p><b>Oral and Written Conventions:</b></p>		
<p><b>IV.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b></p> <p>IV.18 correctly and consistently use conventions of punctuation and capitalization.</p>	<p><b>Revisit the following punctuation within the context of the argumentative essay.</b></p> <ul style="list-style-type: none"> <li>• Dash</li> <li>• Quotes inside of Quotes</li> <li>• Colon in use of formal or long quotations</li> <li>• Semicolon</li> <li>• Confusing conjunctions (as, as if that, whether)</li> </ul> <p><b>TEACHER NOTE:</b> The focus for these conventions will pertain to the procedural piece as well as other activities during this bundle.</p>	<p><i>Modern Language Association, Chicago Manual of Style</i>  <a href="http://owl.english.purdue.edu/">http://owl.english.purdue.edu/</a>            Grammar Book</p>
<p><b>Listening and Speaking:</b></p>		
<p><b>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:</b></p> <p>IV.24B assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.</p>		<p><a href="#">Famous Speeches</a>  <a href="#">Quick and Easy Way to Effective Speaking</a>  <a href="#">Web Gallery of Art</a>  <a href="#">Art Renewal Center</a>  <a href="#">Ashes and Snow</a></p>
<p style="text-align: center;"><b>Figure: 19 TAC §110.30(b) English IV (§110.33 English Language Arts and Reading)</b></p>		
<p><b>Reading/Comprehension Skills.</b> 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> <p>(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p>		