



English IV Curriculum Bundle # 11

Title				Suggested Dates
<i>Persuasive Writing</i>				April 18 – May 6 (14 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: posit	How does understanding the persuasive techniques a writer is using reinforce and refine critical reading, writing and thinking? How can you revise 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. [Link to Secondary ELA Curriculum Resources](#) [Holt Online Resources](#)

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources	
		Instruction	Practice
Reading:			
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., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text;	Question Stem: The only sufficient evidence provided in this article by the author to support the claims he/she is making is _____.	Critical Reading Propaganda Techniques Literary Text	War time Propaganda –Media Smart CD-Holt
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.	Question Stems: What conclusions can the reader make about the credibility of this information based on assumptions made by the author? In which statement in this selection is the author making an implied assumption? Provide evidence from this selection that supports the conclusion that the article is not credible.	Critical Reading Propaganda Techniques Literary Text	War time Perspectives pg. 1297-Holt
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	Question Stem: What techniques does the television news team use to effectively present the focus of the message?	Purdue Writing Lab <i>Modern Language Association, Chicago Manual of Style</i>	

English IV Curriculum Bundle # 11

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<p>in increasingly more complex texts. Students are expected to: 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>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: IV.12C evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose;</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>Google mail video chat</p>	
<p>IV.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 news report and a panel discussion on television of the same event?</p>	<p>Purdue Writing Lab <i>Modern Language Association, Chicago Manual of Style</i></p>	
<p>Metacognitive Reading Comprehension Skills (Figure 19)</p>			
<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(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p>	<p>Question Stem: Which of these best summarizes the author’s argument?</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.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</p>	<p>Application: Students revise persuasive/argumentative essay in Bundle 10.</p>	<p>Persuasive Writing Graphic Organizers Rubrics for Open Ended Response and Writing</p>	

English IV Curriculum Bundle # 11

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(e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;			
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.13D edit drafts for grammar, mechanics, and spelling; and	Application: Students revise persuasive/ argumentative essay in Bundle 10.		
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.13E revises final draft in response to feedback from peers and teacher and publishes written work for appropriate audiences.	Application: Students revise persuasive/ argumentative essay in Bundle 10.	Peer Revision	
Oral and Written Conventions:			
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: IV.18 correctly and consistently use conventions of punctuation and capitalization.	Revisit the following punctuation within the context of the argumentative essay. <ul style="list-style-type: none"> • Dash • Quotes inside of Quotes • Colon in use of formal or long quotations • Semicolon • Confusing conjunctions (as, as if that, whether) TEACHER NOTE: The focus for these conventions will pertain to the procedural piece as well as other activities during this bundle. Question Stem:	<i>Modern Language Association, Chicago Manual</i> http://owl.english.purdue.edu/ <i>Grammar Book of Style</i>	
Listening and Speaking:			
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: IV.24B assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.	Question Stem:	Web Gallery of Art Art Renewal Center Ashes and Snow	Famous Speeches Quick and Easy Way to Effective Speaking Giving Speeches pg. 740-Holt