


English I Curriculum Bundle # 1

Title		Suggested Dates
<i>Foundations of Fiction</i>		August 25 – Sept. 11 (13 instructional days)

Big Idea/Enduring Understanding	Guiding Questions
All literature, including plays, contains meaning beyond the words on the page. Writers, readers, actors, audiences, etc all bring a perspective to a work.	<ol style="list-style-type: none"> 1. How can the study of themes and value in texts prepare one for responsible participation in society? 2. How does reading for enjoyment contribute to lifelong learning? 3. How do readers decide what denotative and connotative meanings are intended in a work? 4. What kinds of clues help a reader make generalizations while reading? 5. How do writers change the syntax while maintaining grammatical accuracy?

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)
Reading:		
<p>I.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>I.1A determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;</p>		<p>Assurance Words* Six steps to Vocabulary Development* Affixes and Roots (Previously taught through grade 8)*</p> <p>*Found on PISD Website (Staff/Curriculum Framework)</p>
<p>I.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>I.1B analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;</p> <p>TAKS-9.6B Rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple-meaning words, and technical vocabulary</p>	<p>Note: Use context to determine connotative meaning of words/phrases/sentences is the emotional content, significance or implied meaning of a word, phrase, or sentence Use context to determine denotative meaning of words/phrases/sentences is the actual, literal, explicit meaning of a word, phrase, or sentence Use context to determine meanings of unknown words, multiple-meaning words and technical vocabulary</p>	<p>Connotation/Denotation: “The Best Word for the Job” <i>Laying the Foundations</i> p. 80 (Also used in Grade 6) Connotation/Denotation* Context Clues: http://www.brighthub.com/education/k-12/articles/6323.aspx Synonyms, antonyms, homonyms: http://www.cloudnet.com/~edrbsass/edeng.htm#synonyms *Found on PISD Website (Staff/Curriculum Framework)</p>

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<p>I.1D describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., <i>caveat emptor</i>, <i>carte blanche</i>, <i>tete a tete</i>, <i>pas de deux</i>, <i>bon appetit</i>, <i>quid pro quo</i>); and</p>		<p>http://dictionary.reference.com/</p> <p><u>A Handbook to Literature</u> Eleventh Edition by William Harmon & Hugh Holman</p>
<p>I.1E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.</p>	<p>Note: Accurate use, pronunciation, and part of speech TAKS-9.6E Use reference materials such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage</p>	<p>http://www.education-world.com/a_lesson/lesson/lesson206.shtml</p>
<p>I.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: I.2B analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and</p>	<p>Note: Generalization: A statement about a group/class of persons, places, things, or events supported by accurate information. As opposed to conclusions, generalizations are “all” or “always” statements. .</p> <ul style="list-style-type: none"> • A straightforward statement about a group/class of persons, places, things, or events • A statement/generalizations about the future=prediction • A statement/conclusion about why something happened=cause/effect <p>TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text.</p>	<p>Prediction: http://www.learningthroughlistening.org/Classroom-Teaching-Tools/Strategies-and-Activities/Graphic-Organizers/Making-Predictions-Secondary-Level/438/</p>
<p>I.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: I.5A analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;</p>	<p>Note: Move beyond Linear plot Development (exposition, rising action, climax, falling action, resolution, subplots, conflict)</p> <ul style="list-style-type: none"> • Foreshadowing • Flashback <p>TAKS-9.11B Analyze the relevance of setting and time frame to text’s meaning.</p>	<p>Plot Structure: A Literary Elements Mini-Lesson</p>
<p>I.5B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;</p>	<p>Note: Direct Characterization – what the author tells us about the character directly Indirect Characterization – What the author implies and the reader infers based on :</p> <ul style="list-style-type: none"> • What the character says, does, or does not do • What other characters tell us, reactions to the character, • The character’s appearance and thoughts/feelings <p>TAKS-9.11C Analyze characters and identify time and</p>	<p>Direct and Indirect Characterization</p>

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	<p>point of view. TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)</p>	
I.5C analyze the way in which a work of fiction is shaped by the narrator's point of view; and	<p>Note: How the work is shaped by each Point of View</p> <ul style="list-style-type: none"> • First Person (I, me, us) • Second Person (you) • Third Person Omniscient (he, she, them...All Knowing Being) • Third Person Limited (he, she, them...Limited to a character's perspective) <p>TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)</p>	<p>Teaching Point of View You will need the books “The True Story of The Three Little Pigs” and “The Three Little Pigs”</p> <p>“Point of View” Laying the Foundations p. 122 (Will be used in Grade 10)</p>
Writing:		
<p>1.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: I.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>Note: Determine your purpose (explain—interpret—a selection for _____audience)—see 14C below Thesis Statements Include a thesis statement—a complete sentence that contains the main idea. This idea controls the content of the entire essay. A thesis statement that contains subpoints also helps a reader know how the essay will be organized.</p>	<p>Mini Lessons for Drafting* - Process Reflection* - Writing Process* - Writing Process Wheel* - “Creating Effective Thesis Statements” Laying the Foundations p. 396 “Creating Effective Topic Sentences” Laying the Foundations p. 402 Avid “Introductions and Thesis Statements (pg. 108) Note: Only on Intranet *Found on PISD Website (Staff/Curriculum Framework)</p>
<p>1.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: I.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 used to convey meaning;</p>	<p>Clarifying note: Plan drafts using graphic organizers and other organizational tools. Develop drafts in a variety of ways such as in a timed or untimed setting making sure to include transitions words/phrases and rhetorical devices (figurative language, etc...).</p> <p>TAKS-10.1C Organize ideas in writing to ensure coherence, logical progression, and support for ideas</p>	<p>Text organizers for Reading Response Graphic Organizers for Text Connections http://freeology.com/ - Free Printable Graphic Organizer PDFs</p>
<p>1.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: I.13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre</p>	<p>TAKS-10.1B Write in a voice and style appropriate to audience and purpose</p>	<p>Be Verbs* - Choosing the Best Verb Proofreading/Editing* - Peer Edit Sheet Peer Revision Sheet Show not Tell Peer Revision</p>

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<p>have been addressed;</p>		<p>Show not Tell Voice/Style* - Books for teaching voice Voice Activity “Revision and Editing Strategies” Laying the Foundations p. 448 “Style and Voice Workshop” Laying the Foundations p. 456 *Found on PISD Website (Staff/Curriculum Framework)</p>
<p>I.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: I.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that: I.15C(i) extends beyond a summary and literal analysis;</p>		<p>Open Ended Response* - OER Lit Response Rubric OER Crossover Rubric OER PPT “Using Quotations Effectively” Laying the Foundations p. 408 *Found on PISD Website (Staff/Curriculum Framework)</p>
<p>Oral and Written Conventions:</p>		
<p>I.17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p>	<p>Focus for sentence structure: Subject/Verb Agreement: when noun or prepositional phrase is placed between subject and verb (e.g. The list of addresses was prepared by the secretary.) Subject/Verb Agreement: when the verb precedes the subject (e.g. In this catalog are the requirements for admission, the courses and the fees.) TAKS-10.3B Demonstrate control over grammatical elements such as subject-verb agreement, pronoun antecedent agreement, verb forms, and parallelism</p>	<p>Parts of Speech Practice* - Sentence Types including Independent & Dependent Clauses* - Compound Complex Sentence Lesson Compound Complex Practice Types of Sentences.ppt Pronoun Review* - Grammar Websites – http://owl.english.purdue.edu/owl/resource/598/01/ http://wwwnew.towson.edu/ows/sentencestruct.htm http://www.arts.uottawa.ca/writcent/hypergrammar/rvsntstr.html “Sentence Variations” Laying the Foundations p. 280 “Sentence Structure Basics” Laying the Foundations p. 270 “Parts of Speech, Phrases, Clauses, and Sentences” Laying the Foundations p. 308 *Found on PISD Website (Staff/Curriculum Framework)</p>

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<p>I.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:</p> <p>I.18A use conventions of capitalization; and</p>	<p>TAKS-10.3A Produce legible work that shows accurate spelling, and correct use of the conventions of capitalization and punctuation such as italics and ellipses</p>	<p>Teaching/Rules: Punctuation/Capitalization Capitalization Practice/Pretests: Capitalization Quiz Capitals Quiz</p>
<p>I.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:</p> <p>I.18B(ii) use correct punctuation marks including: comma placement in nonrestrictive phrases, clauses, and contrasting expressions.</p>	<p>TAKS-10.3A Produce legible work that shows accurate spelling, and correct use of the conventions of capitalization and punctuation such as italics and ellipses</p>	<p>Teaching/Rules*: http://www.grammarbook.com/ Four ways to use the comma Punctuation Day Practice: Punctuation Practice “Adding to Your Punctuation Repertoire” Laying the Foundations p. 338 *Found on PISD Website (Staff/Curriculum Framework)</p>
<p>Listening and Speaking:</p>		
<p>I.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>I.24A listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;</p>	<p>Note: Identify how the speaker relays the message – both verbally and non-verbally Identify the speaker's purpose (e.g. to inform, to persuade, to entertain) Analyze the speaker's point of view, bias, and credibility</p>	<p>Note taking*: Cornell Notes Author's Purpose: “Fact or Opinion and Author's Purpose” Laying the Foundations p. 148 “Author's Purpose” Laying the Foundations p. 150 *Found on PISD Website (Staff/Curriculum Framework)</p>
<p>English I (§110.31 English Language Arts and Reading) Figure: 19 TAC §110.30(b)</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:</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 about text and use textual evidence to support understanding.</p>		