

English I Curriculum Bundle # 11

Title	Suggested Dates
<i>Persuading Others</i>	April 19 – May 7 (15 instructional days)



Big Idea/Enduring Understanding	Guiding Questions
Writers use specific strategies to organize and present information in order to persuade others to think, believe or act in certain ways.	<ol style="list-style-type: none"> 1. What does it mean to be an effective listener and communicator? 2. What types of communication exist?

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:		
I.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: I.9D synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	TAKS-9.10B Use elements of text to defend his/her own responses and interpretations.	
Writing:		
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	Note: Plan argumentative essay (see 16A below) based on research Prewriting Strategies: brainstorming, clustering, free writing, looping, six journalist’s questions (Who, What, Where, When, How, Why)	
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.,	Clarifying note: Develop draft of argumentative essay making sure to include transitions words/phrases and rhetorical devices (figurative language, etc...). TAKS-10.1C Organize ideas in writing to ensure	

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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;	coherence, logical progression, and support for ideas	
I.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 to the appropriate audience that includes:		
I.16 A a clear thesis or position based on logical reasons supported by precise and relevant evidence;		
I.16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views;		
I.16E an analysis of the relative value of specific data, facts, and ideas.		
Oral and Written Conventions:		
I.19 Oral and Written Conventions/Spelling. Students spell correctly.		
I.19 Students are expected to spell correctly, including using various resources to determine and check correct spellings.		
Research:		
I.23 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:		
I.23B provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;		
Listening and Speaking:		
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:	Focus attention on speaker's message, including:	
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;	<ul style="list-style-type: none"> • Identifying the speaker's message(s) – both verbal and non-verbal • Identifying the speaker's purpose (e.g. to inform, to persuade, to entertain) Analyzing the speaker's point of view, bias, and credibility	

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I.24B follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and

English I (§110.31 English Language Arts and Reading) **Figure: 19** TAC §110.30(b)

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:

(A) reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and

(B) make complex inferences about text and use textual evidence to support understanding.