


English I Curriculum Bundle # 2

Title		Suggested Dates
<i>Foundations of Fiction</i>		Sept. 14 – Oct. 2 (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 does fiction relate to the truth of human experience? 2. How does historical or cultural context impact a work of fiction? 3. How do writers use plot devices to create engaging stories? 4. What factors should I consider in deciding what POV to use in my writing?

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: I.1B analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words; (Introduced in Bundle #1 with different specificities)</p>	<p>Note: Simile, metaphor, personification, etc Idioms Technical vocabulary 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>Context Clues Practice 1* Context Clues Practice 2* Avid Context Clues (Pg. 22) *Note: Only on Intranet Connotation/Denotation: “The Best Word for the Job” Laying the Foundations p. 80 (Also used in Grade 6) Connotation/Denotation* Idioms http://www.idiomsite.com/ (look at idiom list section) Technical Vocabulary: http://jc-schools.net/tutorials/vocab “Interpreting Figurative Language in the Odyssey” Laying the Foundation p. 212 *Found on PISD Website (Staff/Curriculum Framework)</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:</p>	<p>Note: Ongoing reading process skill Draw upon personal experience to shape meaning and understand text TAKS-9.11A Recognize the theme (general observation about life or human nature) within a text.</p>	<p>Literary Devices: http://mrbraiman.home.att.net/lit.htm Generalization:* “The Three Levels of Reading” Laying The Foundation p. 88 (Used in 6th Grade) “Annotation” Laying the Foundation p. 84 (used in</p>

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<p>I.2A analyze how the genre of texts with similar themes shapes meaning;</p>		<p>6th grade) *Found on PISD Website (Staff/Curriculum Framework)</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 (Introduced in Bundle #1 with different specificities)</p>	<p>Note: Historical context Personal experience (including cultural diversity and current events) Infer: take specific information (from text and /or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process: “reading between the lines.” [The writer implies; the reader infers.] Draw and Support Conclusions with Text Evidence: A statement about an individual person, place, thing, or event that is supported by accurate information. As opposed to generalizations, conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.:</p> <ul style="list-style-type: none"> • A statement about an individual person, place, thing, or event; • A statement/conclusion about the future = prediction; • A statement/conclusion about why something happened=cause/effect <p>Inductive and Deductive processes: draw conclusions and then validate/support it with text evidence, primarily direct quotations from the text Open-ended/constructed response items on TAKS require inductive thinking: drawing conclusion and supporting that conclusion with specific text evidence, primarily direct quotations TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text.</p>	<p>“The Introduction to Literary Criticism” Laying The Foundation p. 176 “Peeling Back the Layers – Lives of a Cell” Laying The Foundation p. 182 “Peeling Back the Layers – ‘Root Cellar’ Laying The Foundation p. 198</p> <p>Annotation* Annotation Activity Annotation PPT Draw Conclusions/Inferences</p> <p>*Found on PISD Website (Staff/Curriculum Framework)</p>
<p>I.2C relate the figurative language of a literary work to its historical and cultural setting.</p>	<p>TAKS-9.8D Interpret possible influences of the historical context on a literary work. TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)</p>	<p>“Allusion Notebook” Laying the Foundation p. 502 Perceiving a Culture Through its Literature</p>

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<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:</p> <p>I.5A analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development; (Introduced in Bundle #1 with different specificities)</p> <p>Note: Plot is more than simply the arrangement of happenings...It is the result of the writer’s deliberate selection of interrelated actions.</p> <p>Other things to consider:</p> <ul style="list-style-type: none"> • How does the author build suspense • The story problem (the central conflict or problem that drives the plot) • When the story problem begins • How the author develops the plot of the passage • How the point of view influences the reader’s understanding of a character • The cause(s) of the conflict(s) 	<p>Note:</p> <ol style="list-style-type: none"> 1. Conflicts: Types <ol style="list-style-type: none"> a. Man v. Man (external) b. Man v. Society (external) c. Man v. Environment (external) d. Man v. Fate (such as mythology or drama) e. Man v. Self (internal) 2. Conflicts: How they are addressed and resolved <ol style="list-style-type: none"> a. Everybody wins b. Flight c. Fight d. Death e. Compromise f. Someone wins; someone loses g. Acceptance h. Unresolved <p>TAKS-9.11E Analyze the development of plot in narrative text.</p> <p>TAKS-9.11B Analyze the relevance of setting and time frame to text’s meaning.</p> <p>TAKS-9.11D Identify basic conflicts</p>	<p>Types of Conflict: Conflict in Fiction (PPT) Plot Diagram:*</p> <p>Flashback/Foreshadowing PPT</p> <p>Comparison/Contrast Graphic Organizers</p> <p>*Found on PISD Website (Staff/Curriculum Framework)</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:</p> <p>Traits of Characters</p> <ul style="list-style-type: none"> • Physical Traits • Personal Traits (e.g. moral, ethical, evil, compassionate, loving, wealthy/poor) • Emotional Traits <p>Types of Characterization</p> <ul style="list-style-type: none"> • Direct Characterization – what the author tells us about the character directly • Indirect Characterization – What the author implies and the reader infers based on : <ul style="list-style-type: none"> ▪ What the character says, does, or does not do ▪ What other characters tell us ▪ The character’s appearance and thoughts/feelings <p>TAKS-9.11C Analyze characters and identify time and point of view.</p> <p>TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)</p>	<p>Direct and Indirect Characterization Lesson:</p> <p>“The Post-Mortem of a Protagonist” Laying the Foundation p. 96 (Used in Grade 7)</p> <p>Become a Character: Adjectives, Character Traits, and Perspective</p> <p>Characterization:</p>

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<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.5C analyze the way in which a work of fiction is shaped by the narrator's point of view; and</p>	<p>Note: 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>“Point of View – The Person or the Persona?” Laying the Foundations p. 116 (Used in 10th Grade)</p> <p>“Point of View Laying the Foundation p. 122 (Used in 10th Grade)</p> <p>Critical Literacy: Point of View</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: Plan story (see 14A below) Prewriting Strategies: brainstorming, clustering, free writing, looping, six journalist's questions (Who, What, Where, When, How, Why)</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: Develop draft of story 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>See Above Resources Prewriting (Invention)</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 have been addressed;</p>	<p>TAKS-10.1B Write in a voice and style appropriate to audience and purpose</p>	<p>Avid Author's Style using <i>King of Shadows</i> or <i>To Kill a Mockingbird</i> (pg. 57) Note: Only on Intranet Avid Author's Style using “The Secret Life of Walter Mitty” (pg. 64) Note: Only on Intranet Avid Introduction to Figurative Language (pg. 55) Note: Only on Intranet Choosing the Best Verb: An Active and Passive Voice Mini-Lesson “Sentence Variations” Laying the Foundation pg. 280 “Revision and Editing Strategies” Laying the</p>

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		<p>Foundation pg. 448 “Writing Workshop” Laying the Foundation pg. 452 “Style and Voice Workshop” Laying the Foundation pg. 456 Voice Lesson http://www.pflugervilleisd.net/curriculum/ela/grade7/documents/7.15EVoice.pdf</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.13D edit drafts for grammar, mechanics, and spelling; and</p>	<p>TAKS-10.2C Proofread story for appropriateness of organization, content, style, and conventions Option—allow students to choose either the interpretive response from bundle 1 or the story from bundle 2 for final editing and publishing</p>	<p>Four ways to use the Comma Peer Edit sheet Peer Editing</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.13E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>Option—allow students to choose either the interpretive response from bundle 1 or the story from bundle 2 for final editing and publishing TAKS-10.2B Develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience and purpose. TAKS 10.3D Produce error-free writing in the final draft.</p>	<p>Conference Sheet “Student Self-Evaluation (PAMDISS)” Laying the Foundation pg. 462</p>
<p>1.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to: I.14A write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;</p>	<p>Note: Plot/Conflict/Resolution (see I.5A) Characterization (See I.5B)</p>	<p>Show Not Tell Pourquoi Stories (Pg. 44 in The Big Book of Ready-to-Go Writing Lessons) Character and Story Graphic Organizers “Filling in the Blanks – Using Modifiers to Provide Detail” Laying the Foundation pg. 420</p>
<p>Oral and Written Conventions:</p>		
<p>I.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: I.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: I.17A(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);</p>	<p>TAKS-10.5A Evaluate writing for both mechanics and content TAKS-10.3C Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions</p>	<p>“Active and Passive Voice” Laying the Foundations p. 314-319 Vignette lesson</p>

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<p>I.17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p>	<p>Note: Review from bundle 1; revise and edit for sentence structure in writing. TAKS-10.3B Demonstrate control over grammatical elements such as subject-verb agreement, pronoun antecedent agreement, verb forms, and parallelism</p>	<p>Sentence Types including Independent & Dependent Clauses* Compound complex sentences Compound complex sentence practice Types of sentences ppt “Sentence Variations” Laying the Foundations p. 280</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: I.18B use correct punctuation marks including I.18B(i) quotation marks to indicate sarcasm or irony</p>		<p>Create Emphasis and Irony Using Quotation Marks “Using Quotations Effectively” Laying the Foundations p. 408 “Irony” Laying the Foundation pg 132</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: I.18B use correct punctuation marks including I.18B(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and</p>	<p>Additional uses to be taught: Commas in</p> <ul style="list-style-type: none"> • Quotations • Nominative address/direct address (command) • Compound/complex sentences • Setting off appositives • Set off contrasted word, phrase, or clause (e.g. Saving, not spending, is the way of security.) <p>Semicolon in compound/complex sentences</p>	<p>Model Sentences Commas More Commas Extended rules for using commas “Sentence Structure Basics” Laying the Foundation pg. 270</p>
<p>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.</p>	<p>Oral and written conventions TEKS and SEs are presented in the order that they should be taught (scaffolding)</p>	<p>http://dictionary.reference.com/</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: 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: Focus attention on speaker's message, including:</p> <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 	<p>Cornell Notes Language Registers Self Evaluation Peer Revision of Persuasion Question Matrix</p>

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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.