

English I Curriculum Bundle # 2

Title	Suggested Dates
<i>The Short Story</i>	Sept. 13 – Oct. 1 (14.5 Instructional days)



Big Idea/Enduring Understanding	Guiding Questions
<p>Short stories contain meaning beyond the words on the page. Writers, readers, actors, audiences, etc all bring a perspective to a work.</p> <p>Assurance Words: annotation, foreshadowing, diction, archetype</p>	<ol style="list-style-type: none"> 1. How does fiction relate to the truth of human experience? 2. What factors do writers consider when choosing a POV for their work? 3. How do writers use plot devices to create engaging stories? 4. What other literary elements contribute to a reader’s emotional response? 5. How do authors create real, engaging three-dimensional characters?

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/Assessment
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 Question Stem: Read the following dictionary entry. Which definition best matches the meaning of the word _ as it is used in paragraph _?</p>	<p>Avid Context Clues (Pg. 22) *Note: Only on Intranet Connotation/Denotation* Idioms http://www.idiomsite.com/ (look at idiom list section) Technical Vocabulary: http://jc-schools.net/tutorials/vocab www.Thinkcentral.com Holt Literature - Index of Skills</p>	<p>Context Clues Practice 1* Context Clues Practice 2* Connotation/Denotation: “The Best Word for the Job” Laying the Foundations p. 80 (Also used in Grade 6)</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.2A analyze how the genre of texts with similar themes shapes meaning;</p>	<p>Note: Ongoing reading process skill Draw upon personal experience to shape meaning and understand text Question Stem: How does the genre in ____ and ____ shape the meaning, even though both selections have similar themes?</p>	<p>Literary Devices: http://mrbrainan.home.att.net/it.htm Generalization:* Holt Literature - Index of Skills www.Thinkcentral.com</p>	<p>“The Three Levels of Reading” Laying The Foundation p. 88 (Used in 6th Grade) “Annotation” Laying the Foundation p. 84 (used in 6th grade)</p>
<p>I.2 Reading/ Comprehension of Literary Text/Theme and</p>	<p>Note:</p>	<p>Annotation PPT</p>	<p>Annotation Activity</p>

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<p>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>I.2B analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and</p> <p>(Introduced in Bundle #1 with different specificities)</p>	<p>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.] Open-ended/constructed response items on TAKS require inductive thinking: drawing conclusion and supporting that conclusion with specific text evidence, primarily direct quotations Question Stem: Read the paragraph below from the literature classic _____. How is this selection influenced by this classic?</p>	<p>Draw Conclusions/Inferences www.Thinkcentral.com</p> <p>Holt Literature - Index of Skills</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>Thincentral.com Keyword:HML9-241</p>
<p>I.2C relate the figurative language of a literary work to its historical and cultural setting.</p>	<p>Question Stem: How did the historical time which this story was written influence the figurative language employed by the author?</p> <p>In what way is the way is the expression ____ in paragraph ____ related to the cultural setting of the story?</p>	<p>Perceiving a Culture Through its Literature Holt Literature - Index of Skills</p>	<p>“Allusion Notebook” Laying the Foundation p. 502</p>
<p>I.3 Reading/ Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</p> <p>I.3A Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.</p>	<p>Question Stem: What effect does the poet’s use of irony in lines _ have on the overall theme of the poem?</p> <p>How does the poet express his/her intended message in this poem?</p>	<p>Imagery: Figurative Language: Four Level Analysis grammar, vocabulary, poetics, writing</p> <p>www.poets.org www.poets.org To introduce poetry unit, access Mark Strand’s “Eating Poetry”</p> <p>Narrative Poetry Analysis</p>	<p>Narrative Poetry Lesson “Irony in <i>A Tale of Two Cities</i>” Laying the Foundation pg. 236 “Stylistic Analysis – To Kill A Mockingbird” Laying the Foundation pg. 240</p>
<p>I.4 Reading/ Comprehension of Literary Text/Drama.</p>	<p>Question Stem:</p>	<p>Vocabulary</p>	

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<p>Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. I.4A to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.</p>	<p>How was the script enhanced by the soliloquy in Act 2?</p> <p>Why is the long speech by _ in Act 1 important?</p>	<p>Irony</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; (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 secondary story problem (the secondary conflict or problem that relates to the main plot) • How the author develops the parallel plots of the passage • The cause(s) of the conflict(s) <p>Question Stem: Why is the plot of ____ considered non-linear in comparison to the plot of ____?</p> <p>Why is paragraph ____ important in identifying the plot of this selection as non-linear?</p>	<p>Holt Types of Conflict: Conflict in Fiction (PPT) Plot Diagram:*</p> <p>Comparison/Contrast Graphic Organizers</p> <p>www.flocabulary.com sample video that uses rap to introduce literary elements Holt Literature - Index of Skills</p> <p>www.Thinkcentral.com</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.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: 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 	<p>Direct and Indirect Characterization Lesson:</p> <p>Become a Character: Adjectives, Character Traits, and Perspective Characterization: www.Thinkcentral.com</p>	<p>“The Post-Mortem of a Protagonist” Laying the Foundation p. 96 (Used in Grade 7)</p>

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	<ul style="list-style-type: none"> The character's appearance and thoughts/feelings <p>Question Stem: What can the reader tell about _ (a specific character) based on a metaphor the author uses to describe him/her?</p> <p>How does the author increase the complexity of _ (a specific character)?</p> <p>To create a believable character in _, the author uses</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:</p> <p>I.5C analyze the way in which a work of fiction is shaped by the narrator's point of view; and</p>	<p>Question Stem: How does the narrator's point of view in this story support the author's purpose?</p> <p>The narrator's point of view is important to the plot because</p>	<p>Critical Literacy: Point of View www.Thinkcentral.com Holt Literature - Index of Skills</p> <p>Holt- <i>Model the Skill</i>: Author's Perspective (pg.390) is linked w/ "A Walk in the Woods" (pg.390)</p>	<p>Read "A Walk in the Woods" "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) 90)</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:</p> <p>I.5D demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.</p>			<p>Thinkcentral.com Keyword:HML9-241</p>
<p>I.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:</p> <p>I.12B analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);</p>	<p>Note: Movie Clips or United Streaming Videos will work well here. Can be used in conjunction with what is being taught</p> <p>Question Stem: What techniques does the television news team use to effectively present the focus of the message?</p>	<p>Movie Clips available at United Streaming (go to PISD intranet for passwords) Holt's Media Smart DVD-ROM Holt Literature - Index of Skills</p>	
I.12C compare and contrast coverage of the same event in	Question Stem:	Holt's Media Smart DVD-	

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various media (e.g., newspapers, television, documentaries, blogs, Internet); and	<p>In comparing two news reports, one from television and the other from newspaper, of the same event, provide evidence to support the conclusion that one report contained bias to influence the audience.</p> <p>Note: Apply to current events that are relevant to the time</p>	ROM Holt Literature - Index of Skills	
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:</p> <p>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* - Avid “Introductions and Thesis Statements (pg. 108) Note: Only on Intranet www.thinksmart.com Holt Literature - Index of Skills</p>	<p>“Creating Effective Thesis Statements” Laying the Foundations p. 396 “Creating Effective Topic Sentences” Laying the Foundations p. 402 Thinkcentral.com Keyword: HML9-302</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:</p> <p>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>See Above Resources Prewriting (Invention) www.thinksmart.com Holt Literature - Index of Skills</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:</p> <p>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>Avid Author’s Style using King of Shadows or To Kill a Mockingbird (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</p>	<p>“Sentence Variations” Laying the Foundation pg. 280 “Writing Workshop” Laying the Foundation pg. 452 “Style and Voice Workshop” Laying the Foundation pg. 456 “Revision and Editing Strategies” Laying the Foundation pg. 448</p>

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		Instruction	Practice/Assessment
		Active and Passive Voice Mini-Lesson Voice Lesson www.thinksmart.com Holt Literature - Index of Skills	
I.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	Option —allow students to choose either the interpretive response from bundle 1 or the story from bundle 2 for final editing and publishing	Four ways to use the Comma Peer Edit sheet Peer Editing www.thinksmart.com Holt Literature - Index of Skills	Thinkcentral.com Keyword: HML9-302
I.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.	Option —allow students to choose either the interpretive response from bundle 1 or the story from bundle 2 for final editing and publishing	Conference Sheet Holt Literature - Index of Skills www.thinksmart.com	“Student Self-Evaluation (PAMDISS)” Laying the Foundation pg. 462
I.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;	Note: Plot/Conflict/Resolution (see I.5A) Characterization (See I.5B)	Show Not Tell Pourquoi Stories (Pg. 44 in The Big Book of Ready-to-Go Writing Lessons) Character and Story Graphic Organizers www.thinksmart.com Holt Literature - Index of Skills	Holt- Write a Short Story (Pg. 412) “Filling in the Blanks – Using Modifiers to Provide Detail” Laying the Foundation pg. 420
Oral and Written Conventions:			
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);		Vignette lesson www.thinksmart.com Holt Literature - Index of Skills Grammar and Style: Make Effective Word Choices (pg. 111) linked w/“The Gift of the Magi” (Pg. 102)	Read “The Gift of the Magi” (Pg. 102) “Active and Passive Voice” Laying the Foundations p. 314-319
I.17C use a variety of correctly structured sentences (e.g.,	Note:	Sentence Types including	“Sentence Variations” Laying

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compound, complex, compound-complex).	Review from bundle 1; revise and edit for sentence structure in writing.	Independent & Dependent Clauses* Compound complex sentences Compound complex sentence practice Types of sentences ppt www.thinksmart.com Holt Literature - Index of Skills	the Foundations p. 280 Thinkcentral.com Keyword: HML9-
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		Create Emphasis and Irony Using Quotation Marks www.thinksmart.com Holt Literature - Index of Skills	“Using Quotations Effectively” Laying the Foundations p. 408 “Irony” Laying the Foundation pg 132
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	Additional uses to be taught: Commas in <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.) • Semicolon in compound/complex sentences 	Model Sentences Commas More Commas Extended rules for using commas www.thinksmart.com Holt Literature - Index of Skills	“Sentence Structure Basics” Laying the Foundation pg. 270
I.19 Oral and Written Conventions/Spelling. Students spell correctly. I.19A to spell correctly, including using various resources to determine and check correct spellings.	Oral and written conventions TEKS and SEs are presented in the order that they should be taught (scaffolding)	http://dictionary.reference.com/ Holt Literature - Index of Skills	
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: I.24A listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for	Note: Focus attention on speaker's message, including: <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) 	Cornell Notes Language Registers Self Evaluation Peer Revision of Persuasion Question Matrix www.thinksmart.com	Thinkcentral.com Keyword:HML9-371

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critical reflection and by asking questions related to the content for clarification and elaboration;	<ul style="list-style-type: none"> • Analyzing the speaker's point of view, bias, and credibility 	Holt Literature - Index of Skills	