

## English I Curriculum Bundle # 3

Title	Suggested Dates
<i>Foundations of Non-fiction</i>	Oct. 5 – Oct. 23 (14 instructional days)



Big Idea/Enduring Understanding	Guiding Questions
Through reading, writing, discussing and presenting non-fiction we can further understand the human condition and ourselves.	<ol style="list-style-type: none"> <li>1. What processes do writers take their pieces through before publishing, and why is each step important?</li> <li>2. How does the reader determine the main ideas in a work?</li> <li>3. Why does all of the information in a piece need to connect to the main or controlling idea?</li> </ol>

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)
<b>Reading:</b>		
<b>I.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b> I.1B analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words; <a href="#">(Revisited from Bundles 1 &amp; 2)</a>	<b>Notes:</b> Recognize <b>connotative meaning</b> of words/phrases/sentences is the emotional content, significance or implied meaning of a word, phrase, or sentence Recognize <b>denotative meaning</b> of words/phrases/sentences is the actual, literal, explicit meaning of a word, phrase, or sentence Technical vocabulary <b>TAKS-9.6B Rely on context</b> to determine meanings of words and phrases such as figurative language, idioms, multiple-meaning words, and technical vocabulary	Connotation/Denotation: “The Best Word for the Job” <a href="#">Laying the Foundations</a> p. 80 (Also used in Grade 6)  <a href="#">Connotation v Denotation</a>
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. <a href="#">(Revisited from Bundle #1)</a>	<b>Note:</b> Include accurate use, pronunciation, and part of speech <b>TAKS-9.6E</b> Use reference materials such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage	<a href="#">Dictionary Activities!</a>
<b>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</b>	<b>Note:</b> Sub plots Parallel Plot Structures	<a href="#">Plot PPT:*</a> <a href="#">Flashback/Foreshadowing PPT</a> <a href="#">Comparison/Contrast</a>

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<p><b>are expected to:</b> I.5A analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development; (<a href="#">Revisited from Bundles 1 &amp; 2 with different specificities</a>)</p>	<p><b>TAKS-9.11B</b> Analyze the relevance of setting and time frame to text’s meaning.</p>	
<p><b>I.6 Reading/ Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.</b> I.6 Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.</p>	<p><b>TAKS-9.7H</b> Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)</p>	
<p><b>I.8 Reading/ Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</b> I.8 Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.</p>	<p><b>Note:</b> Determine the main idea of entire expository passage Identify the details that support the controlling idea</p> <p><b>TAKS-9.7F</b> Identify main ideas and their supporting details. <b>TAKS-9.7H</b> Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)</p>	<p>Thinking Maps: Under the Reading Comprehension Section <a href="#">Expository Text: Main Idea</a></p> <p><a href="#">What is the Big Idea?</a> <a href="#">Inductive Main Idea</a></p>
<p><b>I.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:</b> I.10A analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and</p>	<p><b>TAKS-9.12B</b> Evaluate the credibility of information sources and determine the writer’s motives. <b>TAKS-9.12C</b> Analyze text to evaluate the logical argument and to determine the mode of reasoning used such as induction and deduction (See I.2B)</p>	<p>Author’s Purpose: “Author’s Purpose” <a href="#">Laying the Foundation</a> p. 150</p> <p>“Interpreting Logical Appeals – “Letter from Birmingham Jail” <a href="#">Laying the Foundation</a> pg. 154</p>
<p>I.10B analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.</p>	<p><b>Note:</b> Identify and analyze appeals: Emotional (Pathos), Logical (Logos), Ethical (Ethos) <b>TAKS-9.7H</b> Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B) <b>TAKS-9.12D</b> Analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques.</p>	<p><a href="#">Using Logos, Pathos, Ethos for Analysis</a> <a href="#">Ethos Pathos Logos PPT</a> “Interpreting Ethical Appeals – Letter from Birmingham Jail” <a href="#">Laying the Foundation</a> pg. 166 “Analysis of Rhetoric – Persuasion and Argumentation” <a href="#">Laying The Foundation</a> pg. 170 “Persuasive Appeals” <a href="#">Laying The Foundation</a> pg. 168 <a href="#">Logical Appeals Ads ppt</a> <a href="#">Logical Appeal Ads Graphic Organizer.doc</a> <a href="#">Logical Appeals TeacherExplanations</a></p>

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<p><b>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:</b></p> <p>I.12A compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;</p>	<p><b>Note:</b> Venn Diagrams or other graphic organizers may help students organize information logically to see patterns in text.</p>	<p><a href="#">Logical Appeals project planning sheet</a></p> <p><a href="#">Thinking Maps:</a> Under the Reading Comprehension Section  <a href="#">Compare/Contrast Graphic Organizers</a>  <a href="#">Analyzing a Visual Message--Interactive</a>            “A Moment in Time – Analyzing a Visual Text”  <a href="#">Laying the Foundation</a> pg. 388</p>
<p><b>Writing:</b></p>		
<p><b>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:</b></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; (Introduced in Bundle #2 with different specificities)</p>	<p><b>Note:</b> Determine Author’s purpose (why are you writing and who are you writing it to)  <b>Thesis Statements</b>            A thesis statement is a complete sentence that contains one 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><a href="#">Mini Lessons for Drafting*</a> -  <a href="#">Process Reflection*</a> -  <a href="#">Writing Process*</a> -  <a href="#">Writing Process Wheel*</a> -            “Creating Effective Thesis Statements” <a href="#">Laying the Foundations</a> p. 396            “Creating Effective Topic Sentences” <a href="#">Laying the Foundations</a> p. 402  <a href="#">Avid “Introductions and Thesis Statements (pg. 108)</a> Note: Only on Intranet            *Found on PISD Website (Staff/Curriculum Framework)</p>
<p><b>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:</b></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><b>Clarifying note:</b> 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><b>TAKS-10.1C</b> Organize ideas in writing to ensure coherence, logical progression, and support for ideas</p>	<p><a href="#">Persuasive Writing Graphic organizers</a>            Open Ended Response* -  <a href="#">OER Lit Response Rubric</a>  <a href="#">OER Crossover Rubric</a>  <a href="#">OER PPT</a>            “Tips for Timed Writing” <a href="#">Laying the Foundation</a> pg. 444</p>
<p><b>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:</b></p> <p>I.15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:            I.15B(i) organized and accurately conveyed information; and            I.15B(ii) reader-friendly formatting techniques;</p>	<p><b>Note:</b> Good time to write letters to potential colleges or employers, requests for letters of recommendation, to-do list for college or career planning, etc.</p>	<p><a href="#">Letter of Recommendation Guide</a></p>
<p><b>Oral and Written Conventions:</b></p>		

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<p><b>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:</b> I.17A(ii) restrictive and nonrestrictive relative clauses; and</p>	<p>Oral and written conventions TEKS and SEs are presented in the order that they should be taught (scaffolding)</p>	<p><a href="#">Restrictive and non restrictive clauses</a> <a href="#">Restrictive and Non-restrictive Clauses Which or That? Clause Practice</a></p>
<p><b>I.19 Oral and Written Conventions/Spelling. Students spell correctly.</b> I.19 Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>		<p><a href="http://www.dictionary.com">www.dictionary.com</a></p>
<b>Research:</b>		
<p><b>I.21 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b> I.21 C paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).</p>		<p><a href="#">Avid Summarizing (pg. 42)</a> Note: Only on Intranet <a href="#">Avid Paraphrasing (pg. 43)</a> Note: Only on Intranet  “Using Quotations Effectively” <a href="#">Laying the Foundations</a> p. 408</p>
<b>Listening and Speaking:</b>		
<p><b>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:</b> 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><b>Note:</b> Focus attention on speaker's message, including:</p> <ul style="list-style-type: none"> <li>• Identifying the speaker's message(s) – both verbal and non-verbal</li> <li>• Identifying the speaker's purpose (e.g. to inform, to persuade, to entertain)</li> <li>• Analyzing the speaker's point of view, bias, and credibility</li> </ul>	<p><a href="#">Cornell Notes</a> <a href="#">Language Registers</a> <a href="#">Self Evaluation</a> <a href="#">Peer Review Persuasion</a> <a href="#">Question Matirx</a></p>
<b>English I (§ 110.31 English Language Arts and Reading) Figure: 19 TAC § 110.30(b)</b>		
<p><b>Reading/Comprehension Skills.</b> 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  (B) make complex inferences about text and use textual evidence to support understanding.</p>		