



English I Curriculum Bundle #4

Title	 	Suggested Dates
<i>Genre Study/Interpreting Fiction and Non-fiction Together</i>		Oct. 25 – Nov 12 (14.5 Instructional days)

Big Idea/Enduring Understanding	Guiding Questions
<p>An analysis of the similarities and differences between works of fiction and non-fiction leads to deeper comprehension. Literature is often a response to the social and political climate of a historical period. Therefore, understanding those elements provides insights into meaning.</p> <p>Assurance Words: dialect, rhetoric, epiphany, euphemism, decipher, synthesize, mode</p>	<ol style="list-style-type: none"> 1. How do fiction and non-fiction work together to provide a more in-depth understanding of a topic? 2. How does the social and political climate of a historical period contribute to our understanding of literature? 3. How can fiction and nonfiction contribute to social attitudes and political policies? 4. What characteristics of the novel differentiate it from other fiction?

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.1C produce analogies that describe a function of an object or its description;</p>	<p style="color: red;">Recognize that the most basic test of the validity of an analogy is to determine whether or not there are more similarities or differences between the two persons/places/things/events that are analogized</p> <p style="color: red;">Question Stem: In this story, the word _ is in paragraph _; this word is to _ as _ is to _.</p> <p style="color: red;">Is to _ as _ is to _.</p>	<p>Bridge Map Teaching Methods www.thinksmart.com</p> <p>Holt McDougal Literature book - Index of Skills</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</p>	<p style="color: red;">Students draw upon their own personal experiences and use those experiences to shape meaning and understand text</p> <p style="color: red;">Question Stem: How does the genre in _ and _ shape the meaning, even though both selections have similar themes?</p>	<p>Sample Journal Response Ideas</p> <p>Avid Dialectical Journal (Pg. 25) Note: Only on Intranet www.thinksmart.com</p> <p>Holt McDougal Literature book - Index of Skills</p>	<p>“Dialectical Journals” Laying the Foundation pg. 390</p>

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meaning;			
<p>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:</p> <p>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.</p>	<p>Question Stem: The reader can conclude that authors of both selections would agree that _</p> <p>What text evidence supports the conclusion of _ by both authors of these selections?</p> <p>What evidence in both selections supports the conclusion made by the authors that _?</p>	<p>www.thinksmart.com Holt McDougal Literature book - Index of Skills Holt’s “How Private Is Your Private Life?”, p. 680, contains a triplet study that utilizes these skills</p>	<p>Claim, Evidence, Interpretation Comparison Graphic Organizers</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 McDougal Literature book - Index of Skills www.flocabulary.com has a free sample video of “I Have a Dream” set to rap music</p>	
I.12C compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and	<p>Question Stem: 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>Holt’s Media Smart DVD-ROM Holt McDougal Literature book - Index of Skills Holt’s Media Smart DVD-ROM</p>	
Metacognitive Reading Comprehension Skills (Figure 19)			
<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>RC(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making</p>	<p>Question Stem: How do the key concepts in these selections relate to one another?</p>		<p>Key Concept Synthesis</p>

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connections, creating sensory images); and			
RC(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.	<p>Question Stem:</p> <p>Paragraph ____ suggests that_____.</p>		Key Concept Synthesis
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.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</p> <p>Avid Author’s Style using “The Secret Life of Walter Mitty” (pg. 64) Note: Only on Intranet</p> <p>“Sentence Variations”</p> <p>Avid Introduction to Figurative Language (pg. 55) Note: Only on Internet</p> <p>Read Write Think Lessons</p> <p>PISD Voice</p> <p>www.thinksmart.com</p> <p>Holt McDougal Literature book - Index of Skills</p>	<p>Laying the Foundation pg. 280</p> <p>“Revision and Editing Strategies” Laying the Foundation pg. 448</p> <p>“Writing Workshop” Laying the Foundation pg. 452</p> <p>“Style and Voice Workshop” Laying the Foundation pg. 456</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.13D edit drafts for grammar, mechanics, and spelling; and</p>		<p>Avid Author’s Style using King of Shadows or To Kill a Mockingbird (pg. 57) Note: Only on Intranet</p> <p>Avid Author’s Style using “The Secret Life of Walter Mitty” (pg. 64) Note: Only on Intranet</p> <p>“Sentence Variations”</p> <p>Avid Introduction to Figurative Language (pg. 55) Note: Only on Internet</p> <p>Read Write Think Lessons</p> <p>www.thinksmart.com</p> <p>PISD Voice</p> <p>Holt McDougal Literature book - Index of Skills</p>	<p>“Sentence Variations” Laying the Foundation pg. 280</p> <p>“Revision and Editing Strategies” Laying the Foundation pg. 448</p> <p>“Writing Workshop” Laying the Foundation pg. 452</p> <p>“Style and Voice Workshop” Laying the Foundation pg. 456</p>

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<p>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:</p> <p>I.13E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>		<p>Conference Sheet “Student Self-Evaluation (PAMDISS)” Laying the Foundation pg. 462 www.thinksmart.com Holt McDougal Literature book - Index of Skills</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:</p> <p>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; I.15C(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and I.15C(iii) analyzes the aesthetic effects of an author’s use of stylistic or rhetorical devices; and</p>	<p>Continue (revise/edit/publish) from bundle 3.</p>	<p>Open Ended Response TEA Open Ended Response TEA Crossover Open Ended Response PISD www.thinksmart.com Holt McDougal Literature book - Index of Skills</p>	<p>“Defend, Challenge, Qualify” Laying the Foundation _Pg. 428</p>
Oral and Written Conventions:			
<p>I.19 Oral and Written Conventions/Spelling. Students spell correctly.</p> <p>I.19 Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>		<p>Dictionary www.thinksmart.com Holt McDougal Literature book - Index of Skills</p>	
Listening and Speaking:			
<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: 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 Review For Persuasion Question Matrix Holt’s Media Smart DVD-ROM Holt McDougal Literature book - Index of Skills</p>	