


English I Curriculum Bundle # 4

Title		Suggested Dates
<i>Analyzing Non-fiction</i>		Oct. 26 – Nov. 13 (14 teaching 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"> 1. How does comprehension of informational text contribute to lifelong learning? 2. What goes into a thorough summary? 3. What clues do writers put into text to help readers infer information that is not stated?

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.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.9A summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;</p>	<p>Notes; Summary</p> <ul style="list-style-type: none"> • 2-4 sentences, generally • The main idea of the passage • Multiple, accurate details that support that main idea • Details that come from the beginning, middle, and end of the passage <p>TAKS-9.7G Summarize Texts Should include TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B) On TAKS, this is tested as “identifying” the best summary in a multiple choice format. Students have not been asked to write a summary on the open-ended questions.</p>	<p><u>Cornell Notes:</u> “Using Quotations Effectively” <u>Laying the Foundations</u> p. 408</p> <p><u>Avid Summarizing (pg. 42)</u> Note: Only on Intranet</p>
<p>I.9B differentiate between opinions that are substantiated and unsubstantiated in the text;</p>	<p>TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)</p>	<p>“Fact or Opinion and Author’s Purpose” <u>Laying the Foundation</u> pg. 148</p>

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<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.9C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and</p>	<p>Notes: Inferences based on text ideas and organizational patterns:</p> <ul style="list-style-type: none"> • Examples: Compare and Contrast, Cause and Effect, Chronological Ordering, Etc... • Understanding that word choices by an author are deliberate and for a purpose. Determine the purpose and analyze deeper meanings • Author’s use of punctuation (capitalization, end punctuation, italics, ellipses, etc...) • Use and identification of tone, mood, and style including tone shifts. <p>TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)</p> <p>TAKS-9.12 A Analyze characteristics of text, including its structure, word choices and intended audience. (Literary Analysis)</p>	<p>“Using Quotations Effectively” <u>Laying the Foundations</u> p. 408 Tone in Business Writing Style, Tone and Mood PPT</p> <p>“Comparing and Contrasting Tone” <u>Laying the Foundation</u> pg. 228</p>
<p>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:</p> <p>I.10B analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions. (Introduced in Bundle #3 with different specificities)</p>	<p>Note: Propaganda Techniques</p> <ul style="list-style-type: none"> • Bandwagon • Transfer • Testimonial • Name calling • Expert testimonial • Common man • Patriotic <p>TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)</p> <p>TAKS-9.12D Analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques.</p>	<p>Propaganda Techniques in Literature and Online Political Ads Using Logos, Pathos, Ethos for Analysis Ethos Pathos Logos PPT</p> <p>“Interpreting Ethical Appeals – Letter from Birmingham Jail” <u>Laying the Foundation</u> pg. 166</p> <p>“Analysis of Rhetoric – Persuasion and Argumentation” <u>Laying The Foundation</u> pg. 170</p> <p>“Persuasive Appeals” <u>Laying The Foundation</u> pg. 168</p> <p>Logical Appeals Ads ppt Logical Appeal Ads Graphic Organizer.doc Logical Appeals TeacherExplanations Logical Appeals project planning sheet</p>
<p>I.11 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>I.11A analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and</p>		<p>“Origami House Project” <u>Laying the Foundation</u> pg. 474</p>

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<p>I.11 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: I.11B analyze factual, quantitative (numerical), or technical data presented in multiple graphical sources.</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: 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 TAKS-9.20B Deconstruct media to get the main idea of the message’s content. TAKS-9.20C Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies and symbols</p>	<p>Movie Clips available at United Streaming (go to PISD intranet for passwords)</p>
<p>I.12C compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and</p>	<p>TAKS-9.19B Analyze relationships, ideas, and cultures as represented in various media. TAKS-9.19C Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.</p> <p>Note: Apply to current events that are relevant to the time</p>	
<p>Writing:</p>		
<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: 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>Revise and further develop college essay or other chosen procedural work (I.15B) 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 Foundation pg. 448 “Writing Workshop” Laying the Foundation pg. 452 “Style and Voice Workshop” Laying the Foundation pg. 456 Voice</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: I.13D edit drafts for grammar, mechanics, and spelling; and</p>	<p>Revise and further develop college essay or other chosen procedural work (I.15B) TAKS-10.2C Proofread writing for appropriateness of organization, content, style, and conventions</p>	<p>Four Ways to Use the Comma Peer Edit Sheet Peer Editing</p>
<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: I.13E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>Revise and further develop college essay or other chosen procedural work (I.15B) 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>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: 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>Note: 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>Letter of Recommendation Guide</p>
<p>Oral and Written Conventions:</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>www.dictionary.com</p>
<p>Research:</p>		
<p>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: 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>http://citationmachine.net</p>
<p>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.23E uses a style manual (e.g., <i>Modern Language Association</i>, <i>Chicago Manual of Style</i>) to document sources and format</p>		<p>http://citationmachine.net</p>

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written materials.		
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) <p>Analyzing the speaker's point of view, bias, and credibility</p>	<p>Non-Verbal Communication Telling the third story</p>
English I (§110.31 English Language Arts and Reading) Figure: 19 TAC §110.30(b)		
<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>(A) reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences about text and use textual evidence to support understanding.</p>		