

English I Curriculum Bundle # 5

Title	Suggested Dates
Comparing Fiction and Non-Fiction	Nov. 16 – Dec. 4 (12 teaching days)



Big Idea/Enduring Understanding	Guiding Questions
An analysis of the similarities and differences between works of fiction and non-fiction leads to deeper comprehension.	<ol style="list-style-type: none"> 1. How does the way historical facts are presented in non-fiction compare to the way a plot is revealed in fiction? 2. What kinds of information are provided in fiction and non-fiction to reveal character traits? 3. How do writers choose a form/genre for their writing? 4. What can you do as a listener to help you understand and recall spoken information?

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.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; (Revisited from Bundles 1 & 2) This is mainly a reminder to review these concepts that were addressed during the “Foundation of Fiction” bundles.</p>	<p>Notes on Plot Development: Move beyond Linear plot Development –exposition, rising action, climax, falling action, resolution, subplots, conflict to address flashback, foreshadowing, subplots, parallel plots, etc.</p> <ul style="list-style-type: none"> • Time: historical/situational (e.g. concentration camp vs. 1940s) • Time: physical (clock time, calendar time, etc.) • Place: Real or imaginary • Conflicts: Types <ul style="list-style-type: none"> ▪ Man v. Man (external) ▪ Man v. Society (external) ▪ Man v. Environment (external) ▪ Man v. Fate (such as mythology or drama) ▪ Man v. Self (internal) • Conflicts: How they are addressed and resolved <ul style="list-style-type: none"> ▪ Everybody wins ▪ Flight ▪ Fight ▪ Death 	<p>Short Story Analysis Sheet</p>

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	<ul style="list-style-type: none"> ▪ Compromise ▪ Someone wins; someone loses ▪ Acceptance ▪ Unresolved <p>TAKS-9.11B Analyze the relevance of setting and time frame to text’s meaning. TAKS-9.11D Identify basic conflicts TAKS-9.11E Analyze the development of plot in narrative</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 This is mainly a reminder to review these concepts that were heavily during the “Foundation of Fiction” bundles.</p>	<p>Notes: 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, reactions to the character, ▪ The character’s appearance and thoughts/feelings <p>TAKS-9.11C Analyze characters and identify time and point of view. TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)</p>	<p>“Determining Character through Syntax in <i>A Tale of Two Cities</i>” <u>Laying the Foundation</u> pg. 350 Character Story</p>
Writing:		
<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.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>Notes: Determine your purpose (for the interpretive response—15C)?</p> <p>Purpose may be reflected in the thesis statement: 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>Mini Lessons for Drafting* - Process Reflection* - Writing Process* - Writing Process Wheel!* - “Creating Effective Thesis Statements” <u>Laying the Foundations</u> p. 396 “Creating Effective Topic Sentences” <u>Laying the Foundations</u> p. 402 Avid “Introductions and Thesis Statements (pg. 108) Note: Only on Intranet *Found on PISD Website (Staff/Curriculum Framework)</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: 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>Free Printable Graphic Organizer PDFs Open Ended Response TEA Open Ended Response TEA Crossover Open Ended Response PISD</p>

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	TAKS-10.1C Organize ideas in writing to ensure coherence, logical progression, and support for ideas	“Tips for Timed Writing” Laying the Foundation pg. 444
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.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	Note: Crossover OER Practice	“Defend, Challenge, Qualify” Laying the Foundation ,Pg. 428 Open Ended Response TEA Open Ended Response TEA Crossover Open Ended Response PISD
Oral and Written Conventions:		
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.		Dictionary
Research:		
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.23B provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;		Big 6 Research
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 critical reflection and by asking questions related to the content for clarification and elaboration;	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) • Analyzing the speaker's point of view, bias, and credibility 	Cornell Notes Language Registers Self Evaluation Peer Review For Persuasion Question Matrix
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:		

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(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.