

## English I Curriculum Bundle # 6

Title	Suggested Dates
<i>Comparing Fiction and Non-fiction</i>	Dec. 7 – Dec. 18 (10 instructional 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.	1. How do fiction and non-fiction work together to provide a more in-depth understanding of a topic?

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.1C produce analogies that describe a function of an object or its description;	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 <b>TAKS-9.6F</b> Identify and produce the relation of word meanings in analogies, homonyms, synonyms / antonyms, and connotation / denotation,	<a href="#">Bridge Map Teaching Methods</a>
<b>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:</b> I.2A analyze how the genre of texts with similar themes shapes meaning;	Students draw upon their own personal experiences and use those experiences to shape meaning and understand text  <b>TAKS-9.11A</b> Recognize the theme (general observation about life or human nature) within a text.	<a href="#">Sample Journal Response Ideas</a>  <a href="#">Avid Dialectical Journal (Pg. 25)</a> Note: Only on Intranet  “Dialectical Journals” <a href="#">Laying the Foundation</a> pg. 390
<b>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:</b> 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	<b>TAKS-9.10B</b> Use elements of text to defend his/her own responses and interpretations.	<a href="#">Claim, Evidence, Interpretation Comparison Graphic Organizers</a>

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evidence.		
<b>Writing:</b>		
<p><b>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:</b> 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><b>TAKS-10.1B</b> Write in a voice and style appropriate to audience and purpose</p>	<p><a href="#">Avid Author’s Style using <i>King of Shadows</i> or <i>To Kill a Mockingbird</i> (pg. 57)</a> Note: Only on Intranet  <a href="#">Avid Author’s Style using “The Secret Life of Walter Mitty” (pg. 64)</a> Note: Only on Intranet  <a href="#">Avid Introduction to Figurative Language (pg. 55)</a>            Note: Only on Internet  <a href="#">Read Write Think Lessons</a>            “Sentence Variations” <a href="#">Laying the Foundation</a> pg. 280            “Revision and Editing Strategies” <a href="#">Laying the Foundation</a> pg. 448            “Writing Workshop” <a href="#">Laying the Foundation</a> pg. 452            “Style and Voice Workshop” <a href="#">Laying the Foundation</a> pg. 456  <a href="#">PISD Voice</a></p>
<p><b>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:</b> I.13D edit drafts for grammar, mechanics, and spelling; and</p>	<p><b>TAKS-10.2C</b> Proofread writing for appropriateness of organization, content, style, and conventions</p>	<p><a href="#">Avid Author’s Style using <i>King of Shadows</i> or <i>To Kill a Mockingbird</i> (pg. 57)</a> Note: Only on Intranet  <a href="#">Avid Author’s Style using “The Secret Life of Walter Mitty” (pg. 64)</a> Note: Only on Intranet  <a href="#">Avid Introduction to Figurative Language (pg. 55)</a>            Note: Only on Internet  <a href="#">Read Write Think Lessons</a>            “Sentence Variations” <a href="#">Laying the Foundation</a> pg. 280            “Revision and Editing Strategies” <a href="#">Laying the Foundation</a> pg. 448            “Writing Workshop” <a href="#">Laying the Foundation</a> pg. 452            “Style and Voice Workshop” <a href="#">Laying the Foundation</a> pg. 456  <a href="#">PISD Voice</a></p>
<p><b>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:</b> I.13E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p><b>TAKS-10.2B</b> Develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience and purpose.  <b>TAKS 10.3D</b> Produce error-free writing in the final draft.</p>	<p><a href="#">Conference Sheet</a>            “Student Self-Evaluation (PAMDISS)” <a href="#">Laying the Foundation</a> pg. 462</p>

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<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.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that:</p> <p>I.15C(i) extends beyond a summary and literal analysis;</p> <p>I.15C(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and</p> <p>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 5</p>	<p>“Defend, Challenge, Qualify” <a href="#">Laying the Foundation</a> Pg. 428</p> <p><a href="#">Open Ended Response TEA</a></p> <p><a href="#">Open Ended Response TEA Crossover</a></p> <p><a href="#">Open Ended Response PISD</a></p>
<p><b>Oral and Written Conventions:</b></p>		
<p><b>I.19 Oral and Written Conventions/Spelling. Students spell correctly.</b></p> <p>I.19 Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>		<p><a href="#">Dictionary</a></p>
<p><b>Research:</b></p>		
<p><b>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:</b></p> <p>I.23B provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;</p>		<p><a href="#">Big 6 Research</a></p>
<p><b>Listening and Speaking:</b></p>		
<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></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><b>Focus attention on speaker's message, including:</b></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> </ul> <p>Analyzing the speaker's point of view, bias, and credibility</p>	<p><a href="#">Cornell Notes</a></p> <p><a href="#">Language Registers</a></p> <p><a href="#">Self Evaluation</a></p> <p><a href="#">Peer Review For Persuasion</a></p> <p><a href="#">Question Matrix</a></p>
<p><b>English I (§ 110.31 English Language Arts and Reading) Figure: 19 TAC § 110.30(b)</b></p>		
<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</p> <p>(B) make complex inferences about text and use textual evidence to support understanding.</p>		