


English I Curriculum Bundle # 7

Title	Suggested Dates
Literary Analysis 	Jan. 5 – Jan. 29 (16 instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Understanding the literary techniques used by an author provides insight into the author’s purpose and intended meanings.	1. How does an understanding of literary techniques support the reader’s interpretation and analysis of literature?

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:		
I.3 Reading/ Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. I.3 Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.	TAKS-9.11G Recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning. TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)	Imagery: Figurative Language: Four Level Analysis grammar, vocabulary, poetics, writing “Irony in <i>A Tale of Two Cities</i> ” Laying the Foundation pg. 236 “Stylistic Analysis – To Kill A Mockingbird” Laying the Foundation pg. 240 Narrative Poetry Analysis Narrative Poetry Lesson
I.4 Reading/ Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. I.4 Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.	TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)	Vocabulary Irony

English I Curriculum Bundle # 7

<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; (Revisited from Bundles 1 & 2 with different specificities)</p>	<p>Motivation of Characters</p> <ul style="list-style-type: none"> • Intellectual Motivation • Emotional Motivation • Physical Motivation <p>Relationships</p> <ul style="list-style-type: none"> • Between/among other characters • With self • With society • With nature/environment <p>Change</p> <ul style="list-style-type: none"> • Intellectual • Emotional • Physical <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>Motivation: Relationships & Motivation: Character Lessons Character</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.12D evaluate changes in formality and tone within the same medium for specific audiences and purposes.</p>	<p>TAKS-9.12A Analyze characteristics of text, including its structure, word choices and intended audience. (See I.9C)</p>	<p>Tone: Tone Explanation Poetry Out Loud</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>Note: Plan script (see 14C below) Prewriting Strategies: brainstorming, clustering, free writing, looping, six journalist’s questions (Who, What, Where, When, How, Why)</p>	<p>Mini Lessons for Drafting* - Process Reflection* - Writing Process* - Writing Process Wheel* - “Creating Effective Thesis Statements” Laying the Foundations p. 396 “Creating Effective Topic Sentences” Laying the Foundations p. 402 Avid “Introductions and Thesis Statements (pg. 108) Note: Only on Intranet *Found on PISD Website (Staff/Curriculum Framework)</p>

English I Curriculum Bundle # 7

<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: 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: Develop draft of script making sure to include transitions words/phrases and rhetorical devices (figurative language, etc...). TAKS-10.1C Organize ideas in writing to ensure coherence, logical progression, and support for ideas</p>	<p>Free Printable Graphic Organizer PDFs Open Ended Response TEA Open Ended Response TEA Crossover Open Ended Response PISD “Tips for Timed Writing” Laying the Foundation pg. 444</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: 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>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 Internet Best Voice Active Passive “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>
<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: I.13D edit drafts for grammar, mechanics, and spelling; and</p>	<p>TAKS-10.2C Proofread script for appropriateness of organization, content, style, and conventions Option—allow students to choose either the interpretive response from bundle 1 or the story from bundle 2 for final editing and publishing</p>	<p>Comma Peer Edit Sheet Ex. 1 Peer Edit Sheet Ex. 2</p>
<p>1.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to: I.14C write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.</p>	<p>Explicit Theme – Stated and obvious Implicit Theme – Implied and understood</p>	<p>Theme: Playwriting Narrative Writing Tools</p>

English I Curriculum Bundle # 7

Oral and Written Conventions:		
<p>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:</p> <p>I.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: I.17A(iii) reciprocal pronouns (e.g., each other, one another); <u>Be sure to review the parts of speech</u> <u>Oral and written conventions TEKS and SEs are presented in the order that they should be taught (scaffolding)</u></p>	<p>Notes for Pronouns:</p> <ul style="list-style-type: none"> • In apposition with the subject of the verb (e.g.: Several delegates, he among them, will state their opposition at the meeting.) • Complement to the infinitive (e.g.: The speakers are to be they who are running for election.) • Subject of an infinitive—takes objective pronoun case (e.g. The committee invited <u>him and me</u> to be present.) • Object of infinitive (e.g. The chairman asked me to invite <u>him</u> to the conference.) • Complement of infinitive (e.g. The manager took her to be <u>me</u>.) • Reflexive pronouns (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves) 	<p>Pronouns</p> <p>Pronouns 2 (Note: username: PISD Password: crownit)</p>
<p>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:</p> <p>I.17B identify and use the subjunctive mood to express doubts, wishes, and possibilities; and</p>		<p>Subjunctive Mood</p>
Research:		
<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:</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>Organizing Narrative Writing Tools</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</p>	<p>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>Cornell Notes Language Registers Self Evaluation Peer Review For Persuasion Question Matrix</p>

English I Curriculum Bundle # 7

for clarification and elaboration;		
I.24B follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and		Avid: Socratic Seminar (Pg. 39) Note: Only on Intranet
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:		
(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.		