

## English I Curriculum Bundle # 8

Title	Suggested Dates
<i>Literary Analysis</i>	Feb. 1 – Feb. 19 (13 instructional days)



Big Idea/Enduring Understanding	Guiding Questions
Through analysis, works of fiction and non-fiction can be compared and contrasted for the purpose of deeper comprehension.	1. How does writing enable a reader to develop the critical thinking skills necessary to master literature interpretation?

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.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:</b> I.5D demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.		Inference: “The Three Levels of Reading” <a href="#">Laying the Foundations</a> pg. 88-93 (Also used in Grade 6)
<b>I.7 Reading/ Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</b> I.7 Students are expected to explain the role of irony, sarcasm, and paradox in literary works.	<b>TAKS-9.7H</b> Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)	Irony: “Irony” <a href="#">Laying the Foundations</a> pg. 132-137  Irony: “Irony in <i>A Tale of Two Cities</i> ” <a href="#">Laying the Foundations</a> pg. 236-239
<b>Writing:</b>		
<b>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:</b> 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,	<b>Note:</b> Plan poem (see 14B below) Prewriting Strategies: brainstorming, clustering, free writing, looping, six journalist’s questions (Who, What, Where, When, How, Why)	<a href="#">Poetry</a> <a href="#">Mini Lessons for Drafting</a> * - <a href="#">Process Reflection</a> * - <a href="#">Writing Process</a> * - <a href="#">Writing Process Wheel</a> * -

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interviews), and developing a thesis or controlling idea		
<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.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;	<b>Clarifying note:</b> Develop draft of poem making sure to include transitions words/phrases and rhetorical devices (figurative language, etc...). <b>TAKS-10.1C</b> Organize ideas in writing to ensure coherence, logical progression, and support for ideas	<a href="#">Free Printable Graphic Organizer PDFs</a>
<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;	<b>TAKS-10.1B</b> Write in a voice and style appropriate to audience and purpose	<a href="#">Figurative Language</a>
<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	<b>TAKS-10.2C</b> Proofread poem for appropriateness of organization, content, style, and conventions <b>Option</b> —allow students to choose either the interpretive response from bundle 1 or the story from bundle 2 for final editing and publishing	<a href="#">Comma</a> <a href="#">Peer Edit Sheet Ex.1</a> <a href="#">Peer Edit Sheet Ex. 2</a>
<b>I.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:</b> I.14B write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and		<a href="#">Haikus</a> <a href="#">Writing A Poem</a>
<b>Oral and Written Conventions:</b>		
<b>I.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b> I.18B use correct punctuation marks including I.18B(i) quotation marks to indicate sarcasm or irony	<b>Punctuation Focus:</b> Quotation marks to indicate sarcasm or irony	
<b>Research:</b>		
<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>		<a href="#">Free Printable Graphic Organizer PDFs</a>

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I.23B provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;		
<b>Listening and Speaking:</b>		
<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><a href="#">Cornell Notes</a>  <a href="#">Language Registers</a>  <a href="#">Self Evaluation</a>  <a href="#">Peer Review For Persuasion</a>  <a href="#">Question Matrix</a></p>
<b>English I (§110.31 English Language Arts and Reading) Figure: 19 TAC §110.30(b)</b>		
<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>		