

<b>Course: English III</b>			<b>Designated Six Weeks: Sixth</b>		
<b>Focus: Poetry, Persuasion, Procedural</b>					
<b>TEKS</b>	<b>Guiding Questions/ Specificity</b>	<b>Assessment</b>	<b>Academic Vocabulary</b>	<b>Instructional Strategies</b>	<b>Resources/ Weblinks</b>

6 <sup>th</sup> Six Weeks – New TEKS introduced					
<u>INTEGRATE ALL ONGOING TEKS</u>					
<b>Reading</b>					
<b>(11.3) 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.</b>					
Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry. <b>(Supporting)</b>	-Examine the poetic elements and determine the meaning and the mood. - Modern and American poetry	*How does the poet use a rhyme scheme to portray a ___ message in this poem?	Blank verse Couplets Free verse Foot Denotation Connotation Theme and tone Inferences Draw conclusions Metrics Rhyme schemes Figurative language	ELPS 4E, 4J, 4K	Selected poetry from Holt Literature. See page TX35  <a href="http://www.webenglishteacher.com/poetrygeneral.html">http://www.webenglishteacher.com/poetrygeneral.html</a> .  <a href="http://www.poets.org/page.php/prmID/6">http://www.poets.org/page.php/prmID/6</a> .
<b>(11.10) 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:</b>					
(A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and <b>(Supporting)</b> (B) analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.	How does the author's purpose affect the tone?  What logical fallacies are present in the text?  -Audience appeal	*What tone does the author set to persuade the audience of his/her position? *How does the author use tone to support his/her purpose in writing this selection? *In debate between __ and __ excerpted in this article, what statement does not make sense in comparison to the evidence provided? *What fallacy is evident to the reader in the position taken by __ in this debate?	Tone Author's purpose Logical fallacies Non-sequitur Circular logic Ad hominem Hasty generalization	ELPS 4K, 1H	"Love is a Fallacy" by Max Shulman  Debate database: <a href="http://www.idebate.org/debatabase/topic_in dex.php">http://www.idebate.org/debatabase/topic_in dex.php</a> . (only use school appropriate debates)
<b>(11.11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and</b>					

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<b>documents. Students are expected to:</b>					
<p>(A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and <b>(Supporting)</b></p> <p>(B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. <b>(Supporting)</b></p>	<p>Does the order of information flow logically?</p> <p>How could this information best be translated into a graphic representation?</p> <p>How could this graphic representation best be written into text form?</p> <p><u>Procedural literature:</u> illustrations charts diagrams graphs maps timelines tables contracts procedural text and documents</p> <p>-Missing or extraneous information -Analyze factual quantitative information/technical data -Evaluate clarity and visual appeal of graphic.</p>	<p>*Does the sequence of information presented in this material make sense? Why or Why not?</p> <p>*What part of this contract does not make sense from a logical reasoning viewpoint?</p> <p>*Which of the following charts is a representation of the facts presented in this article?</p> <p>*A correct translation of the facts presented in the graph is -</p>	<p>Sequence of information</p> <p>Information</p> <p>Factual</p> <p>Quantitative</p> <p>Technical</p>	<p>ELPS 1H, 4K, 1C, 4I</p>	<p>Use graphics from magazines</p>

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	-Logic of sequence and structure of text (format, headers).				
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**Writing**

**(11.14) Writing/Literary Texts. Students write literary text 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) write a poem that reflects an awareness of poetic conventions and traditions within different poems (e.g., sonnets, ballads, free verse).	How can poetic conventions best be used to create specific poetic forms?  -Use poetic conventions to create/write a poem.	Rubric based on SE's	Poetic elements Sonnets Ballads Free verse	-Teacher modeling -Examples  ELPS 5B, 5F, 5G, 1E	Use writing poem on pg 620 in Holt Literature as an optional reference or starting point.  Texas Write Source  Poetry Express: <a href="http://www.poetryexpress.org/">http://www.poetryexpress.org/</a> .  A Poem a Day: <a href="http://www.loc.gov/poetry/180/">http://www.loc.gov/poetry/180/</a> .
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**(11.16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:**

<b>(These SE's are Readiness for composition and Supporting for revision)</b> (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or	Is the student's thesis or position logical and supported by evidence?  Is the organizational structure appropriate to the specified purpose, audience, and context?  Has the student analyzed primary and	SAT writing and writing techniques.  Rubric based on SE's	Thesis Fact Opinion Validity Primary source Secondary source Rhetorical devices Persuasive appeals To: Logic Emotions	ELPS 5F, 5G, 1H, 5B	<a href="http://www.kent.k12.wa.us/curriculum/writing/sec_writing/persuasivewritesites.htm">http://www.kent.k12.wa.us/curriculum/writing/sec_writing/persuasivewritesites.htm</a> .  <a href="http://www.webenglishteacher.com/argument.html">http://www.webenglishteacher.com/argument.html</a> .  <a href="http://www.emints.org/ethemes/resources/">http://www.emints.org/ethemes/resources/</a>
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<p>expressions of commonly accepted beliefs;            (B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);            (C) an organizing structure appropriate to the purpose, audience, and context;            (D) information on the complete range of relevant perspectives;            (E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; and            (F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).</p>	<p>secondary sources for validity and reliability?             Does the student's writing use a broad range of motivational tools such as rhetorical devices and persuasive appeals?             -Mini lessons as needed            -Check points at various stages            -Writing process followed</p>		<p>Ethics            SAT vocabulary</p>		<p><a href="#">S00000991.shtml</a>.             Texas Write Source             Rubric maker:  <a href="http://www.teach-nology.com/web_tools/rubrics/persuade/">http://www.teach-nology.com/web_tools/rubrics/persuade/</a>.</p>
<b>Local: SAT Preparation</b>					
<p>Students are expected to practice SAT vocabulary and SAT writing, as well as, become familiar with the SAT format.</p>		<p>Scoring Rubric (textbook pg. 842)</p>		<p>Suggested approach:            Work closely with a senior English teacher and/or SAT Prep teacher to gather sources.</p>	<p><a href="http://www.collegeboard.com">www.collegeboard.com</a>  <a href="#">m</a>            Suggested resource:            Preparing for Timed Writing pg 843 in Holt Literature</p>

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