

<b>Course: English III</b>			<b>Designated Six Weeks: ALL</b>		
<b>TEKS</b>	<b>Guiding Questions/ Specificity</b>	<b>Assessment</b>	<b>Academic Vocabulary</b>	<b>Instructional Strategies</b>	<b>Resources/ Weblinks</b>

**Philosophy for Writing and Research**

As the writing and research processes are whole skills, each should be reinforced at all 6 weeks terms. However, specific skills may also be reinforced within specific 6 weeks units. Therefore, while all writing and research TEKS are included within the ongoing section, attention is given to individual skills within each noted term. Not all writing and research TEKS are taught within each term as the focus should remain on whole year, whole process instruction.

**Philosophy for Reading**

Within each semester, at least one selection from the novel list should be utilized for instruction in addition to the textbook and outside sources.

**Philosophy for Standardized Test Preparation**

Within each six weeks term, at least one timed reading and/or writing assessment should be given. This assessment is in response to the untimed nature of stated testing in contrast to the timed nature of standardized testing.

**Ongoing TEKS reinforced each six weeks**

**Reading**

**Reading across all genres will occur each six weeks**

**Figure: 19 TAC §110.17(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 and 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 (e.g., inductive and deductive) about text and use textual evidence	How can students effectively use reading skills to comprehend text?  How can students effectively make complex inferences and use textual evidence to support understanding?  -Text dependent reading	*Summarize this selection by including the four most important events. *What is the best summary of this selection? *What sensory image does the author use to enhance the understanding of the reader? *What connection can the reader make between the author’s purpose and the main character’s motivation? *A conclusion that can be made	Synthesize Summarize Inductive inferences Deductive inferences Sensory images	-annotations -post it notes -reader response -dialectical notebook -independent reading	MISD approved reading list  State adopted textbooks and ancillaries  -12 Powerful Words: <a href="http://jc-schools.net/12powerfulwords/12powerfulwords.ppt#271,18,Resources">http://jc-schools.net/12powerfulwords/12powerfulwords.ppt#271,18,Resources</a> .
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to support understanding. <b>(Supporting)</b>		about ___ in this story is – *The reader can tell that – *What text evidence supports the conclusion that ___? *Based on the evidence in paragraph __, the reader can conclude that – *Paragraph __ suggests that – *You can tell from this passage that – *The reader can infer from paragraph __ that – *Which sentence in this selection supports the inference that ___? *The reader can conclude that the author – *What can you conclude about ___? *What information in this article supports the conclusion that ___? *In paragraph __, the sentence “ ___ ” shows -			
<b>(11.1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>					
(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes; <b>(Supporting)</b>	How can students use word identification strategies to enhance their vocabulary skills and decoding skills?  How can students use context clues to identify the word’s meaning?	*In paragraph ___ of this story, what does the ___ mean? *What is the root word for the word in paragraph ___ that means ___? *Read the following dictionary entry. Which definition best matches the meaning of the word ___ as it is used in paragraph ___?	Latin Greek Other Linguistic Roots Prefixes Suffixes Context Clues Analogies	ELPS 4A, 4C, 4F, 4K, 1H, 1B	12 Powerful Words Dictionary Thesaurus MISD approved reading list  State adopted textbooks and ancillaries

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(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings; <b>(Readiness)</b> (C) infer word meaning through the identification and analysis of analogies and other word relationships; <b>(Supporting)</b> (D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and <b>(Supporting)</b> (E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed. <b>(Readiness)</b>	-Literature and SAT based vocabulary	*In this story, the word ___ is in paragraph ___; this word is to ___ as ___ is to ___. * ___ is to ___ as ___ is to ___. *Related in origin, as certain words in genetically related languages descended from the same ancestral root. *Read the dictionary entry for the word ___. Which definition represents the meaning of the word ___ as used in paragraph ___? (Dictionary entry with four definitions is shown and students must use context clues to determine the meaning of the word as it is used in the passage.) *Read the excerpt from a book of quotations below and determine which quotation matches the meaning of the word ___ in paragraph ___ as it is used in this selection.			
<b>(11.2) 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>					
(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition; <b>(Readiness)</b>	How can the student use annotation skills to evaluate, draw conclusions, analyze, and compare and contrast a piece of	*What lesson about the human condition can be learned from the theme of this selection? *How did the author represent his/her view of the human condition through the theme of	Theme -morals -meaning related to human conditions -effect of setting and time on theme	ELPS 4K, 4J, 4I	MISD approved reading list  State adopted textbooks and ancillaries

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<p>(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and <b>(Supporting)</b></p> <p>(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting. <b>(Supporting)</b></p>	<p>literature?</p> <p>-Traditional, classical literature</p> <p>-Native American Trickster tales</p>	<p>the story?</p> <p>*How is ___ (character) in ___ (excerpt from a classical literature selection) similar in traits to ___ in ___ (excerpt from 20<sup>th</sup> century novel)?</p> <p>*What similar organizations of ideas do the authors of ___ (excerpt from a traditional literature piece) and ___ (excerpt from a 21<sup>st</sup> century play) use in these selections?</p> <p>*What main idea from ___ (excerpt from a speech in a specific historical setting) relates to the main idea in ___ (excerpt from a literary work)?</p> <p>*How are the main ideas in ___ (excerpt from a historical document) and ___ (literary work) related?</p>	<p>-connection to primary source</p> <p>-connection to history</p> <p>Character elements</p> <p>-appearance</p> <p>-motivation</p> <p>-personality</p> <p>-background</p> <p>-relationships</p> <p>-change</p> <p>-characterization</p> <p>Trickster traits</p> <p>Character traits</p> <p>-protagonist</p> <p>-antagonist</p> <p>Genre</p> <p>Plot</p> <p>Setting</p> <p>-historical setting</p> <p>Irony</p> <p>-verbal</p> <p>-situational</p> <p>-dramatic</p>		<p>Literature sites:</p> <p><a href="http://school.discover.yeducation.com/schrockguide/arts/artlit.html">http://school.discover.yeducation.com/schrockguide/arts/artlit.html</a>.</p>
<p><b>(11.5) 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></p>					
<p>(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction; <b>(Readiness)</b></p> <p>(B) analyze the internal and external development</p>	<p>How can students analyze and determine literary elements that shape the plot and setting?</p> <p>How can students analyze and determine literary elements that</p>	<p>*How does the author's use of figurative language enhance the plot in this fictional selection?</p> <p>*Why is the author's point of view important in this story?</p> <p>*Why is paragraph ___ so important in helping the reader to understand ___ (a specific character)?</p>	<p>Figurative Language</p> <p>-metaphor</p> <p>-personification</p> <p>-simile</p> <p>-symbol</p> <p>Point of View</p> <p>Point of View (Shifts)</p> <p>Inference</p>	<p>ELPS 1H, 4K</p>	<p>MISD approved reading list</p> <p>State adopted textbooks and ancillaries</p>

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<p>of characters through a range of literary devices; <b>(Readiness)</b> (C) analyze the impact of narration when the narrator's point of view shifts from one character to another; and <b>(Supporting)</b> (D) demonstrate familiarity with works by authors in American fiction from each major literary period.</p>	<p>shape the development of characters?  How can students analyze narration shifts and their impact?  -American fiction from major literary periods. -Novels -Short stories -Varieties and fiction: such as family and friends, historical, and science fiction.</p>	<p>*What can the reader tell about ___ (a specific character) based on a metaphor the author uses to describe him/her? *How does the author increase the complexity of ___ (a specific character)? *To create a believable character in ___, the author uses ___. *How is the plot of this story affected by different characters assuming the role of narrator? *What is the impact on the narration in this selection when the author shifts the narrator's point of view from one character to another?</p>	<p>Theme: -moral -theme vs. topic -meaning relating to the human condition Author's style -mood Character elements -appearance -motivation -personality -background -relationships -change -characterization Character traits -Protagonist -Antagonist Sequence/linear/chronological plot -exposition (background information) -conflict/problem -internal and external Nonlinear plot -flashback -foreshadowing Setting -time -place -historical setting Point of view -narrator</p>		

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			-first person -third person Language and style -author's use of word choice Irony -verbal -situational -dramatic Plot -climax		
<b>(11.8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</b>					
Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance. <b>(Readiness)</b>	How does the author's style, tone, and diction help the author's purpose? * <u>style</u> : Three elements of style in writing are: (1) sentence structure: What types of sentences does the author use? short and simple, long and complex, or a combination; (2) degree of specific details and descriptions, this would basically be the level of elaboration used by the author; and (3) formality, this is whether the author is formal or casual, like writing technical	*What tone is set in this article that clearly advances the author's stance on this subject? *In paragraphs __ and __ the author's tone is – *How does the author use diction to advance his/her perspective in this selection?	Inference Author's Purpose Style Tone Diction	ELPS 4E, 4J, 4K	MISD approved reading list State adopted textbooks and ancillaries

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	information or writing to a colleague or friend. * <u>tone</u> : Tone is the attitude or mood set by the author’s words. Some of the words that can be used to describe the “tone” of a passage would be sad, sincere, scary, indifferent, critical, gloomy, optimistic, etc.				
<b>(11.9) 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>					
(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion; <b>(Readiness)</b> (C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns <b>(Readiness)</b>	How can students summarize the author’s main idea in an objective manner?  -Classification schemes -Proposition and support -Connection between several text	*Which of the following summaries of this informative selection would the author support because it focuses on his/her viewpoint? *What is the best summary of this selection based on the author’s viewpoint? *What evidence does the author use to conclude that ---? *Are the conclusions of the author in this article based on general evidence or specific evidence? *Based on the evidence in this selection, one conclusion the reader can make is - *You can tell from the selection that – *One conclusion that can be made	Summarize Author's viewpoint Main ideas Subtle inferences Complex Conclusions Organizational patterns Synthesis Tone Main idea Supporting detail Author’s viewpoint Inductive/Deductive reasoning Author’s purpose Logical evidence Anecdotal evidence Empirical evidence	ELPS 4I, 1H, 4K, 4J	MISD approved reading list  State adopted textbooks and ancillaries

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		about __ is – *The reader can tell from the article that – *Based on the organization of ideas by the author in this article, the reader can conclude that – *The reader can conclude that the authors of both selections would agree that – *What text evidence supports the conclusion of __ by both authors of these selections? *A common theme in both of these articles is – *What evidence in both selections supports the conclusion made by the authors that ___?			
<b>(11.12) 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:</b>					
(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; <b>(Readiness)</b> (B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media; (C) evaluate the	How does a media’s message reflect different social and cultural views?  How do various techniques help to inform and/or persuade? How is the same event covered in different articles? Compare and contrast the articles.  How are the style and	*How does this news report reflect a cultural view in a different way than an article in the newspaper regarding this news? *What techniques do the television news teams use to effectively present the focus of the message? *In comparing two news reports of the same event, provide evidence to support the conclusion that one report contained bias to influence the audience. *How effective is the change in	Layout Typeface Images Sound Text Objectivity Style Tone Purpose	-Visual examples -Group discussion  ELPS 4K, 2F, 1G, 4B, 4H	Print and broadcast advertisements  Ideas: <a href="http://teaching-literacy.suite101.com/article.cfm/media_literacy_teaching_tips">http://teaching-literacy.suite101.com/article.cfm/media_literacy_teaching_tips</a> .  <a href="http://www.webenglishteacher.com/media.html">http://www.webenglishteacher.com/media.html</a> .

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objectivity of coverage of the same event in various types of media; and (D) evaluate changes in formality and tone across various media for different audiences and purposes. <b>(Supporting)</b>	tone used to appeal to different audiences?  How are the style and tone used to help with the purpose?	formality between a television news report and a panel discussion on television of the same event?			
<b>Writing</b>					
<b>(11.13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>					
(A) 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; (B) 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 rhetorical devices to convey meaning;	What prewriting strategies are best for the intended topic?  What genre best conveys the intended meaning?  What organizational strategies help the intended purpose?  Which rhetorical devices help convey intended meaning?  What revisions are needed to clarify meaning and achieve purpose?  What editing is needed	Rubric based on SE's	Genre Thesis Drafts Outlines Transitions Rhetorical Devices Tone Figurative Language Metaphors Similes Analogies Hyperbole Understatement Rhetorical Question Irony Sentence Structure Parallelism Repetition Antithesis Inverted Word Order Reverse Structure	-Teacher modeling -Peer reading/sharing  ELPS 1A, 3G, 5B, 4D, 4G, 5F, 5D, 4F	MISD approved reading list  State adopted textbooks and ancillaries Student samples: <a href="http://www.thewritesource.com/studentmodels/#inc">http://www.thewritesource.com/studentmodels/#inc</a> .

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<p><b>(Readiness)</b>            (C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases; <b>(Readiness)</b>            (D) edit drafts for grammar, mechanics, and spelling; and <b>(Readiness)</b>            (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>in own writing and in others' writing?             -Writing process            -Mini lessons as needed            -Teacher/student conferences</p>				
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**Oral and Written Conventions**

**(11.17) 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:**

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(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and <b>(Supporting)</b> (B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). <b>(Readiness)</b>	How can the use of various clauses, phrases, and sentence structure improve student writing?	Assessed through speaking and writing activities  Revising and editing	Clauses, Phrases Adjective Noun Adverb Sentence Structure Simple Compound Complex Compound-Complex	ELPS 1H, 5E	Texas Write Source
<b>(11.18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.</b>					
Students are expected to correctly and consistently use conventions of punctuation and capitalization. <b>(Readiness)</b>	How can students best learn and consistently use the conventions of punctuation and capitalization?	Assessed through speaking and writing  Revising and editing		ELPS 5C	<a href="http://www.dictionary.com">www.dictionary.com</a> Dictionary Thesaurus
<b>(11.19) Oral and Written Conventions/Spelling. Students spell correctly.</b>					
Students are expected to spell correctly, including using various resources to determine and check correct spellings. <b>(Readiness)</b>	How can students use resources to help with spelling?	Assessed through writing activities		ELPS 1B, 5A, 5C	<a href="http://www.dictionary.com">www.dictionary.com</a> Dictionary
<b>Listening and Speaking</b>					
<b>(11.24) 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>					

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(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and (B) evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.	<p>How can students best generate questions over a listening exercise?</p> <p>What is the speaker's position and what evidence does he or she use to support this position?</p> <p>How does the speaker's diction and syntax help or detract from his or her purpose?</p> <p>-Student generated questions</p>	Rubric based on SE's	Diction Syntax	<p>-Debates -Group discussion</p> <p>ELPS 2D, 2I, 3F, 2E, 2G, 2H, 2A, 2B</p>	
<b>(11.25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity.</b>					
Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	<p>How can students use the conventions of language to help with speeches?</p> <p>How can students employ speaking techniques in order to communicate their ideas effectively?</p>	Rubric based on SE's	<p>Conventions of language</p> <p>Organization</p> <p>Transitions</p> <p>Evidence</p> <p>Details</p> <p>Rhetorical devices</p> <p>Speaking techniques</p> <p>Eye contact</p> <p>Speaking rate</p> <p>Volume</p> <p>Enunciation</p> <p>Gestures</p>	<p>-Teacher modeling</p> <p>ELPS 1D, 2C, 3B, 3C, 3D, 3G, 3H, 3I, 3J, 3A</p>	

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<b>(11.26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.</b>					
Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	How can working in teams promote greater productivity?	Rubric based on SE's	Agendas Goals Deadlines Tolerance	-Collaboration activities -Group discussion  ELPS 1B, 1G, 2I, 3E	

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