This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts, and Instructional Model.

### Definitions

**Overview** – The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

**TEKS** – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

**Process Standards** – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

**Unit Overview** – The unit overview provides a brief description of the concepts covered in each unit.

**Big Ideas and Essential Questions** - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

**Concept** – A subtopic of the main topic of the unit

**Instructional Model** – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

### Parent Supports

The following resources provide parents with ideas to support students’ understanding:

- Parent and Afterschool Resources from the National Council of Teachers of English
- Young Adult Library Services Association (YALSA)
- The International Literacy Association (ILA)
- The Texas Library Association (TLA)
- Houston Area Independent Schools Library Network
- The American Library Association
- Newbery Honor Books
- Coretta Scott King Honors
Instructional Model

Adopted Resources
High School: [https://www.fortbendisd.com/Page/93927](https://www.fortbendisd.com/Page/93927)

Process Standards: In secondary ELA, we have four main processes: acquiring new vocabulary, reading comprehension, writing, and listening/speaking which are embedded in every unit in whole or in part. The Texas Essential Knowledge and Skills Statements (TEKS) for these skills are:
EngIII.1 Vocabulary Development
Figure 19 Reading Comprehension
EngIII.13 The Writing Process
EngIII.24-26 Listening and Speaking

Grading Period 1
Building a Literacy Community
Estimated Date Range: August 15-August 31, 2028

Unit Overview:
In this unit, teachers and students work together to develop the routines and expectations that will support literacy throughout the school year. They will practice close reading and conferring routines and determine organization structures for a literacy notebook.

Big Ideas:
- We become a community of readers and writers when we have common expectations and routines for our classroom.
When I have a routine for recording my learning, it’s easier to set goals for my next steps as a reader and writer. Conferring with others can give me new ideas and feedback to improve my reading and writing. I improve my reading when I learn how to re-enter text with different lenses to make meaning of what I’m reading.

**Essential Questions**
- How do we establish an atmosphere of collaboration and independent learning and create a community of readers and writers?
- How can I track my growth as a reader and writer?
- How does conferring about reading and writing help me as a learner?
- How can I become a more confident reader?

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<td>EngIII.13E, EngIII.Fig19A</td>
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### Analysis of Fiction and Drama
**Estimated Date Range:** September 4–October 19, 2018

**Unit Overview:**
During this unit, students will experience literary texts, such as short stories, novels, or poems, to see how an author crafts an engaging experience for readers. As they read, they will write to mirror and respond to text as they analyze the elements of fiction and how they work together to create an experience for the reader.

**Big Ideas:**
- Reading and writing story helps people connect to each other by sharing experiences, both familiar and unfamiliar.
- Craft helps the reader connect to the text in order to make meaning.
- I can take what I learn from mentor text and try it with my own writing to connect to my readers.

**Essential Questions**
- How does story help us understand the world around us?
- How does an author’s choices about craft affect the readers of literary text?
- How can I use craft to tell a story of my own?

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<td><strong>Concept #2:</strong> Writing Literary Text</td>
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### Grading Period 2

**Analysis of Informational Text**
**Estimated Date Range:** October 22–December 21, 2018

(This unit runs concurrently with Understanding Rhetorical Power and the Rhetorical Analysis Essay unit.)

**Unit Overview:**
Informational text is the most common type of reading students encounter in school and in life. In this unit, they explore the organizational patterns of various forms of informational text as readers, making inferences about the author’s purpose for writing. They will focus particularly on the elements of rhetoric: diction, style, and rhetorical fallacies.

**Big Ideas:**
- Life is full of informational text, and a good reader is able to figure out what an author’s purpose is for writing it.
Good readers analyze both how a text is written as well as what it contains to figure out what the author is trying to do.

**Essential Questions**
- Why should we read informational texts?
- Why is craft important to me as a reader?

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**Understanding Rhetorical Power and the Rhetorical Analysis Essay**
Estimated Date Range: November 5-December 21, 2018
(This unit runs concurrently with the Analysis of Informational Text unit.)

**Unit Overview:**
During this unit, students respond to text by writing analysis essays to explore their thinking about author’s craft in informational text.

**Big Ideas:**
- When I can dig deep into how an author crafted a text, I can make inferences about things that are important to me.
- Writing rhetorical analysis essays helps me sort out what I know about at text and how I know it.

**Essential Questions**
- Why practice literary analysis?
- Why should we practice writing rhetorical analysis essays?

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<td>EngIII.15A, EngIII.15C, EngIII.17A-C</td>
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**Grading Period 3**

**Investigation and Problem Solving**
Estimated Date Range: January 8-March 8, 2019

**Unit Overview:**
During this unit, students will investigate a problem and propose a solution. They may work in small groups, and they may select their topics. As they research their ideas, they will participate fully in the inquiry process, focusing on the life skills of framing a question, evaluating sources, knowing when to cite, using online sources to create citations, and synthesizing information into an appropriate form to relay information to an audience.

**Big Ideas:**
- Writers explore and clarify their thinking through composing of text.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- The inquiry process creates independent learners.

**Essential Questions**
- How does writing benefit me as a learner?
- What is the most important part of the inquiry process?
- Why do I need to practice the inquiry process?

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# Grading Period 4

## Reading and Writing Work-Related Texts

**Estimated Date Range:** March 18-April 5, 2019

**Unit Overview:**
In this unit, students will explore the kinds of texts they will experience in the workplace. This unit connects to reading and writing to achieve personal goals.

**Big Ideas:**
- Work-related writing requires quick thinking to synthesize ideas and skilled writing to communicate those ideas to an employer.

**Essential Questions**
- What are the characteristics of work-related writing?

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## College Entrance Essay and Personal Readings

**Estimated Date Range:** April 8-May 24, 2019

**Unit Overview:**
Students will explore writing requirements for their post-high school plans, including job applications and college entrance exams. They will explore literary non-fiction as mentor texts.

**Big Ideas:**
- Writing a mode of knowing, and when I write, I can explore what I think.
- I need to be able to use writing and the writing process to communicate my ideas to others effectively.

**Essential Questions**
- How does writing help me as a learner?
- Why do I need to understand the writing process?

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