

English IV Curriculum Bundle # 1

Title	Suggested Dates
<i>Inquiry of Information</i>	Aug. 25-Sept. 11 13 Instructional Days



Big Idea/Enduring Understanding	Guiding Questions
Scholars use a variety of structural techniques and information to learn about various topics.	<p>How does engagement with text reinforce and refine critical reading, writing and thinking?</p> <p>How does the writing from past societies reflect their values?</p> <p>How do writers choose a genre to convey their ideas?</p> <p>How does each step of the writing process make the written work more effective?</p>

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:		
<p>IV.1 Reading/ Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>IV.1E use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.</p>	<p>Teacher Note: Become familiar with aforementioned reference materials in order to be used effectively.</p> <p>Teacher Note: For Seniors that haven't passed TAKS Assessment Reading See Dallas County Schools Smart Teaching Documents</p>	<p>Word Wall Activities</p> <p>Novel Vocabulary list on the PSAT Disk</p> <p>Reading and Writing in the Academic Content Areas</p> <p>http://mrsdell.org/analogyes/</p> <p>AVID – The Write Path (PISD intranet only)</p> <p>Student Strategies (pg 21)</p> <p>Example: Cornell Notes</p>
<p>IV.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:</p> <p>IV.9A 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</p>		<p>Socratic Seminar</p> <p>Socratic Seminar Questioning</p> <p>AVID – The Write Path (PISD intranet only) (pg. 52)</p> <p>Example: Literature Circles</p>
<p>IV.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:</p> <p>IV.9B explain how authors writing on the same issue reached</p>		<p>Big 6 Research</p> <p>http://owl.english.purdue.edu/</p> <p><i>Modern Language Association, Chicago Manual of Style</i></p> <p>AVID – The Write Path (pg. 58)</p>

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different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints		Example: Socratic Seminar
Writing:		
<p>IV.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>IV.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 style="color: red;">Students self-select topic based on their interests and experiences.</p>	<p>Topic Generation Techniques Text book and online sources such as Journals, Quick Writes, Contemplation Questions Reader Response Communication on Local Issues Writing Workshop activities: See Writing Process in District ELA online Resource: http://owl.english.purdue.edu/ www.tiddlywiki.com (an online free program: a reusable non-linear personal web notebook) AVID – The Write Path (PISD intranet only) (pg. 154, 162) Example: Cornell Note taking and Learning Logs</p>
<p>IV.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>IV.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 to convey meaning;</p>		<p>Organizational Patterns www.englishcompanion.com www.readwritethink.org</p>
<p>IV.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>IV.13C 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;</p>		<p>Depth Charge</p>
<p>IV.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>IV.13D edit drafts for grammar, mechanics, and spelling; and</p>	<p style="color: red;">Teacher Note: Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. (College Readiness Standard)</p>	<p>Literary Text</p>

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<p>IV.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: IV.13E revises final draft in response to feedback from peers and teacher and publishes written work for appropriate audiences.</p>		<p>Literary Text and Writing Practice Peer Revision Peer Revision Show not Tell</p>
<p>Oral and Written Conventions:</p>		
<p>IV.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: IV.17A use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases)</p>		<p>Grammar Book</p>
<p>Listening and Speaking:</p>		
<p>IV.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: IV.24A 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</p>		<p>Reader Response Socratic Seminar Socratic Seminar Questioning www.writing.upenn.edu/pennsound/ (online recordings of poets and writers reciting their work.) AVID – The Write Path (PISD intranet only) (pg. 58): Socratic Seminar</p>
<p style="text-align: center;">Figure: 19 TAC §110.30(b) English IV (<i>§110.33 English Language Arts and Reading</i>)</p>		
<p>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.</p>		
<p>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 (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p>		