



English IV Curriculum Bundle # 1

Title	Suggested Dates
<i>Approaches to Informational Text: College and Career Documents</i>	  Aug. 24-Sept. 10 (13 Instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Scholars use a variety of strategies and techniques to learn how to read and write for the professional world. Assurance Words: deconstruct, unpack	Who is my audience for college and/or job applications? What do you write for college and/or job applications? What do you revise and edit for on college and/or job applications? How does each step of the writing process make the written work more effective?

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. [Link to Secondary ELA Curriculum Resources](#) [Holt Online Resources](#)

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources	
		Instruction	Practice
Reading:			
IV.1 Reading/ Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: IV.1E use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.	Teacher Note: Become familiar with aforementioned reference materials in order to be used effectively. Question Stems: The word _____ means... Which words help the reader know what _____ means? In _____ which word means the opposite of _____?	Word Wall Activities Reading and Writing in the Academic Content Areas http://mrsdell.org/analogies/ AVID – The Write Path Academic vocabulary	Word smart-Holt Holt- Vocabulary and Spelling Handbook
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: 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	Question Stems: The main idea of... Find the best summary... Finish/complete the summary...	Socratic Seminar Socratic Seminar Questioning AVID – The Write Path (pg. 52) Example: Literature Circles Holt pg. 74, 96	Holt- Reading Handbook R13
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:	Question Stems: The reader can tell from this story that... From the information about the _____ provided in this selection, the reader can conclude that _____.	Big 6 Research http://owl.english.purdue.edu/ Modern Language Association, Chicago Manual of Style AVID – The Write Path (pg. 58)	

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<p>IV.9B explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints</p>		<p>Example: Socratic Seminar Holt pg. 96</p>	
<p>Writing:</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.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>Application: Students plan their strategy for completing the college and/or job application process.</p>	<p>Journals, Quick Writes, or Contemplation Questions Reader Response Communication on Local Issues http://owl.english.purdue.edu/www.tiddlywiki.com AVID – The Write Path (pg. 154, 162)</p>	<p>Write Smart CD- Holt Holt Writing Workshop- Thinkcentral.com Keyword: HML12-1380</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>Application: Students plan their strategy for completing the college and/or job application process.</p>	<p>Organizational Patterns www.englishcompanion.com www.readwritethink.org</p>	<p>Write Smart CD- Holt</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>Application: Students revise their college and/or job application/essays.</p>	<p>Depth Charge</p>	<p>Holt Writing Workshop- Thinkcentral.com Keyword: HML12-1380</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>Teacher Note: Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English (College Readiness Standard) Application: Students revise their college and/or job application/essays.</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>Application: Students revise their college and/or job application/essays.</p>	<p>Literary Text and Writing Practice Peer Revision</p>	<p>Peer Revision Show not Tell</p>
<p>IV.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: IV.15B write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: IV.15B(i) a clearly stated purpose combined with a well-supported viewpoint on the topic; IV.15B(ii) appropriate formatting structures (e.g., headings, graphics, white space); IV.15B(iii) relevant questions that engage readers and address their potential problems and misunderstandings; IV.15B(iv) accurate technical information in accessible language; and IV.15B(v) appropriate organizational structures supported by facts and details (documented if appropriate);</p>			<p>Holt Writing Workshop-Thinkcentral.com Keyword: HML12-1380</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 Works CD-Holt</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</p>		<p>Socratic Seminar Socratic Seminar Questioning www.writing.upenn.edu/pennsound/ AVID – The Write Path (pg. 58): thinkcentral.com</p>	<p>Reader Response Online digital story telling</p>

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