

English IV Curriculum Bundle # 2

Title	Suggested Dates
<i>Inquiry and Information</i>	Sept. 14 – Oct. 2 14 Instructional Days



Big Idea/Enduring Understanding	Guiding Questions
Scholars use a variety of structural techniques and resources to understand and write about various topics.	<p>How do an author’s choices reflect their purpose?</p> <p>How do subtleties of expression affect meaning?</p> <p>How does English literature express the values British society?</p> <p>How can ideas and feelings be expressed in poetry?</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.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:</p> <p>IV.2A compare and contrast works of literature that express a universal theme</p>	<p>Teacher Note: Describe insights gained about oneself, others, or the world from reading specific texts. (College Readiness Standard)</p>	<p>Literary Text Reader Response Comparison/Contrast Graphic Organizers AVID- The Write Path (PISD intranet only) (pg. 38): Dialectical Journal</p>
<p>IV.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.</p> <p>IV.3 Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.</p>	<p>Teacher Note: Evocative words and rhythms in poetry including:</p> <ul style="list-style-type: none"> • rhythm • rhyme • meter • sound devices 	<p>http://readersworkshop.org/Textbook Critical Reading Propaganda Techniques http://www.blogger.com http://edublogs.org/ http://movies.atomiclearning.com/kizblogging http://edublogs.org/videos.</p>
<p>IV.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</p>		<p>www.folger.org (for Shakespeare)</p>

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<p>are expected to:</p> <p>IV.5D demonstrate familiarity with works of fiction by British authors from each major literary period.</p>		
<p>IV. 7 Reading/ Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</p> <p>IV.7 Students are expected to analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.</p>	<p>Such as the significance of the author's application of: sonnet, free-verse, ode, sounds of poetry, medieval romance, epic, ballad, dramatic monologue, parody, satire, ,imagery, kenning, allegory, caesura, understatement and repetition</p>	<p>Questioning the Author Character Sociogram Thinking Maps Reader Response Poetic Devices Analysis A Handbook of Rhetorical Devices Happily Ever After? Reader's Guide to Plot Development AVID – The Write Path (PISD intranet only) (pg. 66): One Pager</p>
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>Application: Students plan a form for their poem (14B) which matches the intended meaning.</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>Application: Students structure their poem (14B) to express their intended meaning.</p>	<p>Organizational Patterns www.englishcompanion.com www.readwritethink.org</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:</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 poem (14B) to express their intended meaning.</p>	
<p>IV.14 Writing/Literary Texts. Students write literary texts 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:</p> <p>IV.14B write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse)</p>		<p>A Handbook of Rhetorical Devices Nancy Dean’s <i>Voice Lessons</i> Voice Create a Voice Thread: http://voicethread.com/#home Sample Voice Threads</p>
<p>Oral and Written Conventions:</p>		
<p>IV.19 Oral and Written Conventions/Spelling. Students spell correctly.</p> <p>IV.19 Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<p>Application: Students use resources to check for accurate spelling in Poems.</p>	<p>Online writing lab</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:</p> <p>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>Figure: 19 TAC §110.30(b) English IV (§110.33 English Language Arts and Reading)</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>		

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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 to support understanding.