



English IV Curriculum Bundle # 2

Title	 	Suggested Dates
<i>Procedural Text</i>		Sept. 13 – Oct. 1 (14.5 Instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Scholars select specific resources and structures to comprehend and communicate about various professional topics depending on their purpose in the work place. Assurance Words: purpose, posit	What is essential information for a resume? How does writing daily (emails, memos, applications, etc.) reflect a person’s professionalism? What can you learn about someone by the choices they make when writing?

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.1A determine the meaning of 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;	Question Stem: Read the dictionary entry below for the word _____. Which definition represents the meaning of _____ as used in paragraph _____?	SAT Word Bank	Word smart-Holt Holt- Vocabulary and Spelling Handbook
IV.11 Reading/ Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: IV.11A draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text.	Teacher Note: Focus on workplace and procedural texts. How are college and job applications organized, etc? Question Stem: The author probably wrote this selection to...	The College Application Textbook Analysis	Holt- Reading handbook R13
IV.11 Reading/ Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: IV.11B evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.	Teacher Note: Recognize that aesthetic elements of specific titles, subheadings, and other features evoke sensory responses (e.g., to sight, smell, hearing, and touch)	Textbook Analysis	Resume’, Admission’s Essay

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Metacognitive Reading Comprehension Skills (Figure 19)			
<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. The student is expected to:</p> <p>RC(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p>	<p>Question Stem:</p> <p>Which sentence from the selection emphasizes the importance of ____?</p>		
<p>IV.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:</p> <p>IV.12D evaluate changes in formality and tone across various media for different audiences and purposes.</p>	<p>Teacher Note: Evaluate the importance of tone in college essays/applications and job applications/interviews.</p> <p>Question Stem:</p> <p>_____ (selection 1) is different from _____ (selection 2) because...</p>	<p>The College Application Purdue Writing Lab <i>Modern Language Association, Chicago Manual of Style</i></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.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 resume or work related document.</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>Application: Students edit their resume or work related document.</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 resume or work related document.</p>	Literary Text and Writing Practice Peer Revision	
<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>Continue from bundle 1</p>		
<p>Oral and Written Conventions:</p>			
<p>IV.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: IV.18 correctly and consistently use conventions of punctuation and capitalization.</p>	<p>Including:</p> <ul style="list-style-type: none"> • Dash • Quotes inside of Quotes • Colon in use of formal or long quotations • Semicolon • Confusing conjunctions (as, as if that, whether) <p>TEACHER NOTE: The focus for these conventions will pertain to the procedural piece as well as other activities during this bundle.</p>	<p><i>Modern Language Association,</i> <i>Chicago Manual of Style</i> OWL Purdue</p>	
<p>Listening and Speaking:</p>			

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<p>IV.26 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.</p> <p>IV.26 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.</p>		<p>The Quick and Easy Way to Effective Speaking</p>	<p>Practice Interviews Participating in Job Interviews pg. 1390- Holt</p>