

English IV Curriculum Bundle # 3

Title	Suggested Dates
<i>Inquiry and Information</i>	Oct. 5 – Oct. 23 14 Instructional Days



Big Idea/Enduring Understanding	Guiding Questions
Scholars select specific resources and structures to comprehend and communicate about various topics depending on their purpose.	<p>How does engagement with text reinforce and refine critical reading, writing, and thinking?</p> <p>How does writing daily (emails, memos, applications, etc.) reflect a person’s professionalism?</p> <p>What can you learn about someone by the choices they make when writing?</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.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;</p>		<p>SAT Word Bank</p> <p>AVID – Student Strategies (pg. 21) Example: Cornell Notes</p>
<p>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:</p> <p>IV.11A draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text.</p>	<p>Teacher Note: Focus on workplace and procedural texts. How are college and job applications organized, etc?</p>	<p>The College Application Textbook Analysis</p>
<p>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:</p> <p>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.</p>	<p>Teacher Note: Recognize that aesthetic elements of specific titles, subheadings, and other features evoke sensory responses (e.g., to sight, smell, hearing, and touch)</p> <p>Teacher Note: For Seniors that haven’t passed TAKS Assessment Reading See Dallas County Schools Smart Teaching Documents</p>	<p>Textbook Analysis</p>

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<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>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.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>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) 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 and develop their strategy college and/or job application/essays.</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>Application: Students revise their college and/or job application/essays.</p>	<p>Depth Charge</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.13D edit drafts for grammar, mechanics, and spelling; and</p>	<p>Application: Students edit their college and/or job application/essays.</p>	<p>Literary Text</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: 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 and edit the final draft of their college and/or job application/essays.</p>	<p>Literary Text and Writing Practice Peer Revision</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>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, Chicago Manual of Style</i> http://owl.english.purdue.edu/ Grammar Book</p>
<p>Listening and Speaking:</p>		
<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>Practice Interviews The Quick and Easy Way to Effective Speaking http://www.csun.edu/~vcspc005/advertis.html</p>

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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.		
Figure: 19 TAC §110.30(b) English IV (<i>§110.33 English Language Arts and Reading</i>)		
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: (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.		