

English IV Curriculum Bundle # 3

Title		 ASSESSMENT INFO	 9	Suggested Dates
<i>Epic Works of Literature</i>				Oct. 4 – Oct. 22 (14 Instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Writers use a variety of structural techniques and resources to craft epic poetry. Assurance Words: shape, structure	How do an author’s choices reflect their purpose? How do subtleties of expression affect meaning? How does English literature express the values British society? How can ideas and feelings be expressed in poetry?

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.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: IV.2A compare and contrast works of literature that express a universal theme	Teacher Note: Describe insights gained about oneself, others, or the world from reading specific texts. (College Readiness Standard) Question Stem: One way these selections are alike is that they both mention...	Literary Text Reader Response AVID- The Write Path (pg. 38): Dialectical Journal	Comparison/Contrast Graphic Organizers <i>Beowulf, Canterbury Tales</i> Holt-Reading Handbook
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. IV.3 Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.	Teacher Note: Evocative words and rhythms in poetry including: <ul style="list-style-type: none"> • rhythm • rhyme • meter • sound devices 	<u>Critical Reading</u>	Unit 2-Holt Thinkcentral.com Keyword:HML12-563

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<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 are expected to: IV.5C compare and contrast the effects of different forms of narration across various genres of fiction</p>			Grendal, Death of King Arthur, Universal Themes in Love Poetry
<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 are expected to: IV.5D demonstrate familiarity with works of fiction by British authors from each major literary period.</p>			Thinkcentral.com Keyword:HML12-563
<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. 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 Question Stem: How does the imagery set the tone for the piece?</p>	<p>Thinking Maps Reader Response Poetic Devices Analysis Happily Ever After? AVID – The Write Path (pg. 66) Questioning the Author</p>	<p>Reader's Guide / Plot Development Perceptions shaped by the News pg. 1376-Holt</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 text. Students are expected to: IV.12B evaluate the interactions of different techniques (e.g., layout, picture, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media</p>		Media Smart CD-Holt	Media Smart CD- Holt Holt- Thinkcentral.com KEYWORD:HML12-1379

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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(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p>	<p>Question Stem:</p> <p>What effect does the author’s use of _____ (sensory image) in line _____ have on the tone of the selection?</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: May be combined with TEK 14B. Students plan a form for their poem (14B) which matches the intended meaning.</p>	<p>Topic Generation Techniques Reader Response Communication on Local Issues</p>	<p>Writing Workshop activities: See AVID – The Write Path (pg. 154, 162)</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.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: May be combined with TEKS 14B. 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>Holt Writing Workshop-Thinkcentral.com Keyword: HML12-1380</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>			
Oral and Written Conventions:			
<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>		
Listening and Speaking:			
<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 Questioning AVID – The Write Path (pg. 58): Socratic Seminar</p>	