


## English IV Curriculum Bundle # 4

Title	Suggested Dates
<i>Analysis and Interpretation</i>	Oct. 26 – Nov. 13 14 Instructional Days 

Big Idea/Enduring Understanding	Guiding Questions
Scholars use specific strategies to interpret a variety of texts to gain information and deepen understandings.	How does attention to literary techniques reinforce understanding and interpretation? How does interpreting literature help the reader to gain insight to him/herself and others? How do subtleties of expression affect meaning?

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)
<b>Reading:</b>		
<b>IV.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b> IV.1B analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings		SAT Word Bank Literary Text
<b>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:</b> IV.2A compare and contrast works of literature that express a universal theme	<b>Teacher Note: Describe insights gained about oneself, others, or the world from reading specific texts. (College Readiness Standard)</b>	Literary Text <a href="#">Reader Response</a>  <b>AVID- <a href="#">The Write Path</a></b> (PISD intranet only (pg. 38)Dialectical Journal

## English IV Curriculum Bundle # 4

<p><b>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:</b>            IV.2C relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time</p>	<p><b>Teacher Note:</b>            Recognize Setting of a Work or Portion of a Work            Time</p> <ul style="list-style-type: none"> <li>• historical/situational (e.g., concentration camp vs. 1940s)</li> <li>• physical (clock time, calendar time, etc.)</li> </ul> <p>Place</p> <ul style="list-style-type: none"> <li>• real</li> <li>• imaginary</li> </ul> <p>Recognize the Purpose/Significance of Setting</p> <ul style="list-style-type: none"> <li>• to establish or develop a unique plot line</li> <li>• to establish or develop unique traits/ characteristics/ belief of characters</li> <li>• to establish or develop unique conflicts and/or resolution of conflicts</li> <li>• to influence the reader’s perceptions/reactions of events/characters</li> <li>• to establish symbols or evoke an emotional response from reader to contribute to the mood, tone, or atmosphere</li> </ul>	<p>Literary Text</p>
<p><b>IV.6 Reading/ Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.</b>            IV.6 Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.</p>	<p><b>Teacher Note:</b>            Focus on literary essays. Speeches will be covered in bundle 10 with persuasion.</p>	<p>Literary Text  <a href="#">Reader Response</a>  <a href="#">Why Literature Circles</a></p>
<p><b>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.</b>            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><b>Teacher Note:</b>            Focus on use of literary techniques in essays and other forms of literary nonfiction. These are the techniques they will use in their own writing.</p>	<p><a href="#">Questioning the Author</a>  <a href="#">Character Sociogram</a>            Thinking Maps  <a href="#">Reader Response</a>  <a href="#">Poetic Devices Analysis</a>  <a href="#">A Handbook of Rhetorical Devices</a>  <a href="#">Happily Ever After?</a>  <a href="#">Reader’s Guide to Plot Development</a>            AVID – <a href="#">The Write Path</a> (PISD intranet only) (pg. 66): One Pager</p>
<p><b>IV.9 Reading/ Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide</b></p>	<p><b>SAT Note:</b> Answering multiple choice questions, as on the SAT, is a deductive process.</p>	<p><a href="#">Inductive main Idea</a>  <a href="#">Inference Graphic Organizer</a>  <a href="#">Inference: text and subtext</a></p>

## English IV Curriculum Bundle # 4

<p><b>evidence from text to support their understanding. Students are expected to:</b>            IV.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns</p>		<p><a href="#">Purdue Writing Lab</a>  <i>Modern Language Association, Chicago Manual of Style</i></p>
<b>Writing:</b>		
<p><b>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:</b>            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>Students plan responses to reading.</p>	<p><a href="#">Topic Generation Techniques</a>            Text book and online sources such as Journals, Quick Writes, Contemplation Questions  <a href="#">Reader Response</a>  <a href="#">Writing Workshop activities:</a>            See Writing Process in District ELA online Resource:  <a href="http://owl.english.purdue.edu/">http://owl.english.purdue.edu/</a>  <a href="http://www.tiddlywiki.com">www.tiddlywiki.com</a> (an online free program: a reusable non-linear personal web notebook)</p>
<p><b>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:</b>            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>Students structure responses to reading to support their interpretations.</p>	<p><a href="#">Organizational Patterns</a>  <a href="http://www.englishcompanion.com">www.englishcompanion.com</a>  <a href="http://www.readwritethink.org">www.readwritethink.org</a></p>
<p><b>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:</b>            IV.15A write an analytical essay of sufficient length that includes:            IV.15A(iii) a clear thesis statement or controlling idea;</p>	<p>Journal or other written response to reading.</p>	<p>AVID-The Write Path (p. 164)            Example: Introduction and Thesis Statement  <a href="#">Purdue Writing Lab</a></p>
<p>IV.15A write an analytical essay of sufficient length that includes:            IV.15A(iv) a clear organizational schema for conveying ideas;</p>	<p>Journal or other written response to reading.</p>	<p><a href="#">Writing Log</a></p>
<b>Oral and Written Conventions:</b>		
<p><b>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:</b>            IV.17B use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p>	<p><b>Teacher Note:</b> Emphasize integral parts of complex sentences such as: Verbals and Verbal Phrases (Infinitives, Gerunds, and Participles) within the context of students' writing.</p>	<p><a href="#">Write Guy Model Sentences: Phrases</a>  <a href="#">Garden of Phrases</a></p>

## English IV Curriculum Bundle # 4

### Listening and Speaking:

**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 positions

[Reader Response](#)  
[Socratic Seminar](#)  
[Socratic Seminar Questioning](#)  
[www.writing.upenn.edu/pennsound/](http://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

### **Figure: 19 TAC §110.30(b) English IV** (*§110.33 English Language Arts and Reading*)

**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.