

English IV Curriculum Bundle # 4

Title	Suggested Dates
<i>Literary Analysis and Interpretation</i>	Oct. 25 – Nov. 12 (14.5 Instructional days)



Big Idea/Enduring Understanding	Guiding Questions
Scholars interpret the writing of others to gain insight into their views and perspectives. Assurance Words: subtle, juxtapose	How does engagement with text help the reader to interpret the writer’s message? How does a story carry its message to the reader? How do intricacies of writing affect the intended message?

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.1C use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation);	Question Stem: In paragraph____, the word ____ is used to communicate a feeling of ____.	Literary Text Thesaurus AVID- Student Strategies (p. 21)	Academic vocabulary Example: Cornell Notes
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)Suggestion- ballads in Unit 1 pg. 216, 220, 224 - Holt	Literary Text Reader Response AVID- The Write Path (pg. 38)Dialectical Journal	Comparison and Contrast Graphic Organizers Write Smart CD-Holt
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.5A analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction;	Teacher Note: After discerning complex plot structures, use evidence to support understanding of theme, stated or implied, to fully understand literary text Question Stem: How does foreshadowing function in the text?	Reader Response AVID-Student Strategies (p.21)	Plot Graphic Organizer Example: Cornell Notes

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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:</p> <p>IV.5B analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;</p>	<p>Question Stem: How does ____ feel about ____?</p>	<p>Reader's Workshop</p>	<p>Character Study Graphic Organizers</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>Questioning the Author Reader Response Poetic Devices Analysis A Handbook of Rhetorical Devices AVID – The Write Path (PISD intranet only) (pg. 66): One Pager</p>	<p>Pg. 202-Holt Happily Ever After? Reader's Guide to Plot Development Write Smart CD-Holt</p>
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: What can the reader tell about ____ (char) from the metaphor used to describe him/her in line ____?</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: Write a literary analysis essay on an epic or poem.</p>	<p>Topic Generation Techniques Journals, Quick Writes, Contemplation Questions Writing Workshop activities: OWL Purdue</p>	<p>Write Smart CD and Pg. 126-Holt Reader Response</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.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: Write a literary analysis essay on an epic or poem.</p>	<p>English Companion www.readwritethink.org Rubrics for Open Ended Response and Writing</p>	<p>Organizational Patterns</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: Write a literary analysis essay on an epic or poem.</p>	<p>Rubrics for Open Ended Response and Writing</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:</p> <p>IV.15C write an interpretation of an expository or a literary text that:</p> <p>IV.15C(i) advances a clear thesis statement</p>	<p>Application: Write a literary analysis essay on an epic or poem.</p>	<p>Rubrics for Open Ended Response and Writing Purdue Writing Lab PB Works AVID-The Write Path (p. 164) Example: Introductions and thesis statement</p>	
<p>IV.15C write an interpretation of an expository or a literary text that:</p> <p>IV.15C(ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text;</p>	<p>Application: Write a literary analysis essay on an epic or poem.</p>	<p>Rubrics for Open Ended Response and Writing Purdue Writing Lab</p>	
<p>IV.15C write an interpretation of an expository or a literary text that:</p> <p>IV.15C(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;</p>	<p>Application: Write a literary analysis essay on an epic or poem.</p>	<p>Rubrics for Open Ended Response and Writing Purdue Writing Lab</p>	
<p>IV.15C write an interpretation of an expository or a literary text that:</p> <p>IV.15C(iv) identifies and analyzes ambiguities, nuances, and complexities within the text; and</p>	<p>Application: Write a literary analysis essay on an epic or poem.</p>	<p>Rubrics for Open Ended Response and Writing Purdue Writing Lab</p>	

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<p>IV.15C write an interpretation of an expository or a literary text that: IV.15C(v) anticipates and responds to readers' questions and contradictory information</p>	<p>Application: Write a literary analysis essay on an epic or poem.</p>	<p>Rubrics for Open Ended Response and Writing Purdue Writing Lab</p>	
Oral and Written Conventions:			
<p>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: IV.17A use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases)</p>	<p>Application: Students use different types of clauses and phrases in their literary analysis essay.</p>	<p>Write Guy Model Sentences: Phrases Garden of Phrases</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: 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>	