


## English IV Curriculum Bundle # 7

Title	Suggested Dates
<i>Analysis and Interpretation</i>	Jan. 5 – Jan.29 16 Instructional Days 

Big Idea/Enduring Understanding	Guiding Questions
Scholars interpret the writing of others to gain insight into their views and perspectives.	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.

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.1C use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation);		Literary Text Thesaurus AVID- Student Strategies (p. 21) Example: Cornell Notes
<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:</b> Describe insights gained about oneself, others, or the world from reading specific texts. (College Readiness Standard)	<a href="#">Comparison and Contrast Graphic Organizers</a> Literary Text <a href="#">Reader Response</a>  AVID- <a href="#">The Write Path</a> (PISD intranet only (pg. 38)Dialectical Journal
<b>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:</b> 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;	<b>Teacher Note:</b> After discerning complex plot structures, use evidence to support understanding of theme, stated or implied, to fully understand literary text	Plot Graphic Organizer <a href="#">Reader Response</a> AVID-Student Strategies (p.21) Example: Cornell Notes

## English IV Curriculum Bundle # 7

<p><b>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:</b> 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><b>Teacher Note:</b> Could include reading required novel, sustained, for at least 30 minutes by end of 12th grade.</p>	<p><a href="#">Character Study Graphic Organizers</a> <a href="#">Reader's Workshop</a> <a href="#">An Evaluation of the implementation of Reading Workshop at the HS</a> <a href="#">Character Sociogram</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="#">Reader Response</a> Poetic Devices Analysis <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>Writing:</b></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.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><b>Application:</b> Students plan interpretive 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><b>Application:</b> Students structure interpretive 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> <a href="#">Rubrics for Open Ended Response and Writing</a></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.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,</p>	<p><b>Application:</b> Students revise interpretive responses to reading to express their intended meaning.</p>	<p><a href="#">Rubrics for Open Ended Response and Writing</a></p>

## English IV Curriculum Bundle # 7

analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;		
<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.15C write an interpretation of an expository or a literary text that: IV.15C(i) advances a clear thesis statement		<a href="#">Rubrics for Open Ended Response and Writing Purdue Writing Lab</a> <a href="#">PB Works</a> <a href="#">AVID-The Write Path (p. 164)</a> <a href="#">Example: Introductions and thesis statement</a>
<b>IV.15C write an interpretation of an expository or a literary text that:</b> IV.15C(ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text;		<a href="#">Rubrics for Open Ended Response and Writing Purdue Writing Lab</a>
<b>IV.15C write an interpretation of an expository or a literary text that:</b> IV.15C(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;		<a href="#">Rubrics for Open Ended Response and Writing Purdue Writing Lab</a>
<b>IV.15C write an interpretation of an expository or a literary text that:</b> IV.15C(iv) identifies and analyzes ambiguities, nuances, and complexities within the text; and		<a href="#">Rubrics for Open Ended Response and Writing Purdue Writing Lab</a>
<b>IV.15C write an interpretation of an expository or a literary text that:</b> IV.15C(v) anticipates and responds to readers' questions and contradictory information		<a href="#">Rubrics for Open Ended Response and Writing Purdue Writing Lab</a>
<b>Oral and Written Conventions:</b>		
<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.17A use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases)	<b>Application:</b> Students use different types of clauses and phrases in their interpretive responses.	<a href="#">Write Guy Model Sentences: Phrases Garden of Phrases</a>

## English IV Curriculum Bundle # 7

### 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.