



## English IV Curriculum Bundle # 7

<b>Title</b>	 	<b>Suggested Dates</b>
<i>Analysis and Interpretation of Drama</i>		Jan. 4- Jan. 28 (19 Instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Scholars analyze drama to gain insight into their views and perspectives.  Assurance Words: situational, silence	How does analysis of the writer’s techniques help the reader gain insight into the meaning of a drama? How do an author’s choices affect their purpose? How do subtleties of expression affect meaning? How does drama express the values of one’s environment?

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
<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.1D analyze and explain how the English language has developed and been influenced by other languages; and	<b>Teacher Note: For Seniors that haven’t passed</b>  <b>Question Stems:</b> What is the root word for the word in paragraph ____ that means ____? The origin of the word ____ as used in paragraph ____ is _____.	AVID – <a href="#">The Write Path</a> (pg 58) Socratic Seminar <a href="#">Socratic Seminar rubric</a>	<a href="#">Socratic Seminar Questioning</a>
<b>IV.4 Reading/ Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.</b> IV.4 Students are expected to evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.			Shakespeare (Hamlet, MacBeth) Cyrano de Bergerac
<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.5D demonstrate familiarity with works of fiction by British authors from each major literary period.	<b>Question Stem:</b>  What is a common theme found in ____ and ____?	<a href="http://www.folger.org">www.folger.org</a> (for Shakespeare)	

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Metacognitive Reading Comprehension Skills (Figure 19)			
<p><b>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:</b></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><b>Question Stem:</b></p> <p>Which events are most important in driving the plot of this story?</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></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><b>Application:</b> Students plan analytical essay in response to reading.</p>	<p><a href="#">Topic Generation Techniques</a> Journals, Quick Writes, Contemplation Questions <a href="#">Reader Response</a> <a href="#">Writing Workshop activities:</a></p>	<p><a href="#">Writing Workshop activities:</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></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><b>Application:</b> Students structure analytical essay to support their analysis.</p>	<p><a href="#">Organizational Patterns</a> <a href="http://www.readwritethink.org">www.readwritethink.org</a> <a href="#">Rubrics for Open Ended Response and Writing</a></p>	<p>Analytical Essay pg.1076-Holt</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></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</p>	<p><b>Application:</b> Students revise analytical essay to support their analysis.</p>	<p><a href="#">Rubrics for Open Ended Response and Writing</a></p>	

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<p>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><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></p>		<p><a href="#">Strong Leads</a>  <a href="#">Good Endings</a>  <b>AVID-<a href="#">The Write Path</a></b> (PISD intranet only) (p. 123)            Overview of the Writing Process</p>	
<p>IV.15A write an analytical essay of sufficient length that includes:</p> <p>IV.15A(i) effective introductory and concluding paragraphs and a variety of sentence structures;</p> <p>IV.15A(ii) rhetorical devices, and transitions between paragraphs;</p> <p>IV.15A(iii) a clear thesis statement or controlling idea;</p> <p>IV.15A(iv) a clear organizational schema for conveying ideas;</p> <p>IV.15A(v) relevant and substantial evidence and well-chosen details;</p> <p>IV.15A(vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; and</p> <p>IV.15A(vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it;</p>		<p><a href="#">Syntax Techniques</a>  <a href="#">Purdue Writing Lab</a></p> <p>AVID-<a href="#">The Write Path</a> (p. 164)</p> <p>Example: Introduction and Thesis Statement</p> <p><a href="#">Writing Log</a></p> <p>AVID-<a href="#">The Write Path</a> (p. 123)            Example: Overview of the Writing Process</p> <p><a href="#">Qualities of Good Writing</a>  <a href="#">Designing a Rubric</a></p> <p>AVID-<a href="#">The Write Path</a> (p. 123)            Example: Overview of the Writing Process</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</b></p>	<p><b>Teacher Note:</b> Emphasize integral parts of complex sentences such as: Verbals and Verbal Phrases (Infinitives, Gerunds, and Participles)</p>	<p><a href="#">Write Guy Model Sentences: Phrases</a>  <a href="#">Garden of Phrases</a></p>	

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<p><b>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><i>within the context of students' writing.</i></p>		
<p><b>Listening and Speaking:</b></p>			
<p><b>IV.26 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.</b>                      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.</p>		<p>AVID – <a href="#">The Write Path</a> (pg 58) Socratic Seminar  <a href="#">Socratic Seminar Questioning</a>  <a href="#">Socratic Seminar rubric</a></p>	<p>Evaluating a Presentation pg. 900- Holt</p>
<p><b>Figure: 19 TAC §110.30(b) English IV (§110.33 English Language Arts and Reading)</b></p>			
<p><b>Reading/Comprehension Skills.</b> 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.</p>			
<p>The student is expected to:</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p>			