



English IV Curriculum Bundle # 8

Title	 	Suggested Dates
<i>Comparing Literary Forms: Story, Drama, and Poetry</i>		Jan. 31 – Feb. 18 (14.5 Instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Scholars read and/or write stories, dramas, and poems to understand and communicate ideas and reveal truths about life. Assurance Words: subtext, pretext	How do stories, dramas, and poems communicate ideas and reveal truths about life? How does an author decide which details to put into a story and which to leave out? How does the language an author uses to describe a situation influence the tone or mood of a story, drama, or poem? How can you use stories, dramas, or poems to express your own values?

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: The reader can conclude that writers of both selections would agree that _____.	Literary Text Reader Response AVID- The Write Path (PISD intranet only (pg. 38))	Dialectical Journal The Lovely Bones (<i>novel</i>)
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.2B compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions	Question Stem: In comparing _____ and _____, what is the difference in the moral lessons in these two selections?		Comparison and Contrast Graphic Organizers The Rime of the Ancient Mariner
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	Teacher Note: Recognize Setting of a Work or Portion of a Work Question Stems: How is the theme of _____ related to its	Literary Text	

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<p>expected to: IV.2C relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time</p>	<p>historical setting?</p> <p>What social trends of the time affected the character's actions?</p> <p>In what way is the setting in the story related to the economic ideas of the time?</p>		
<p>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.</p>	<p>Question Stems: A major difference in the figurative language of the poem____, from the 18th century and the poem____, from the 19th century is ____.</p> <p>How does the dramatic structure change in these two poems from different literary periods?</p> <p>Teacher Note:</p> <ul style="list-style-type: none"> • the author's purpose in using a specific metaphor or simile • the author's purpose in alluding to a specific parable (or other allusion) • the purpose of the author's use of rhythms/repetition in a narrative passage • the author's use of "figurative/vividly descriptive language" such as specific images and vivid adjectives/adverbs including evocative words and rhythms in poetry including: <ul style="list-style-type: none"> • rhythm • rhyme • meter • sound devices 		
<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.5A analyze how complex plot structures (e.g., subplots) and</p>	<p>Question Stem: How does the author use subplots to create suspense in the story?</p>	<p>Comparison and Contrast Graphic Organizers readersworkshop.org Textbook Critical Reading Propaganda Techniques</p>	

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<p>devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction; and</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; and</p> <p>IV.5C compare and contrast the effects of different forms of narration across various genres of fiction; and</p> <p>IV.5D demonstrate familiarity with works of fiction by British authors from each major literary period</p>		<p>AVID- The Write Path (pg. 38)Dialectical Journal</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: Students plan a structure for their short story. (14A)</p>	<p>Topic Generation Techniques Text book and online sources such as Journals, Quick Writes, Contemplation Questions Reader Response Communication on Local Issues Writing Workshop activities: See Writing Process in District ELA online Resource: AVID – The Write Path (PISD intranet only) (pg. 154, 162) Example: Cornell Note taking and Learning Logs</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: Students structure their short story.</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 short story.</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.14A write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone;</p>			
Oral and Written Conventions:			
<p>IV.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>IV.18 correctly and consistently use conventions of punctuation and capitalization.</p>	<p>Revisit the following punctuation within the context of the stories they are writing.</p> <ul style="list-style-type: none"> • Dash • Quotes inside of Quotes • Colon in use of formal or long quotations • Semicolon • Confusing conjunctions (as, as if that, whether) <p>TEACHER NOTE: The focus for these conventions will pertain to the procedural piece as well as other activities during this bundle.</p>	<p><i>Modern Language Association, Chicago Manual of Style</i></p>	
Listening and Speaking:			

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<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>Question Stem: What was the effect of the speaker's tendency to be too ambiguous?</p>	<p>Reader Response Socratic Seminar Socratic Seminar Questioning AVID – The Write Path (PISD intranet only) (pg. 58): Socratic Seminar</p>	