


English IV Curriculum Bundle # 9

Title	Suggested Dates
<i>Analysis and Interpretation</i>	Feb 22-March 12 (15 instructional days) 

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

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)
Reading:		
<p>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:</p> <p>IV.2B compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions</p>		<p>Teaching Thinking Skills Reading Literary Texts</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.</p> <p>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>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 	<p>readersworkshop.org Textbook Critical Reading Propaganda Techniques Blogger Edublogs</p>

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	<p>And including evocative words and rhythms in poetry including:</p> <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.5C compare and contrast the effects of different forms of narration across various genres of fiction</p>	<p>Teacher Note: Revisiting and using: Venn Diagram: Comparison/Contrast of Traits/Characteristics of Two Characters Map: Classification of Events Map: Chronology of Events Map: Cause/Effect Outline: Classifying ideas (Roman numeral, capital letter plus numbers 1-2)</p>	<p>Comparison and Contrast Graphic Organizers readersworkshop.org Textbook Critical Reading Propaganda Techniques Blogger Edublogs Reader Response AVID- The Write Path (PISD intranet only (pg. 38)Dialectical Journal</p>
<p>Writing:</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: 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 story which matches their purpose. (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: http://owl.english.purdue.edu/ www.tiddlywiki.com (an online free program: a reusable non-linear personal web notebook) 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: 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 story to match their purpose.</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 story to match their purpose.</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>		
<p>Oral and Written Conventions:</p>		
<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> http://owl.english.purdue.edu/ Grammar Book</p>
<p>Listening and Speaking:</p>		
<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>Reader Response Socratic Seminar Socratic Seminar Questioning 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</p>

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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.