



English IV Curriculum Bundle # 9

| | | |
|-----------------------------|---|---|
| Title |   | Suggested Dates |
| <i>Analyzing Nonfiction</i> | | Feb. 22 – March 11 (14 Instructional days) |

| | |
|---|--|
| Big Idea/Enduring Understanding | Guiding Questions |
| Scholars use specific strategies to interpret nonfiction text to gain information and deepen understandings. Assurance Words: subtle, subliminal | How does attention to literary techniques in nonfiction reinforce understanding and interpretation? How does interpreting on nonfiction text help the reader to gain insight to him/herself and others? How do subtleties of expression affect meaning in nonfiction text? |

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.1B analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings | Question Stems: What words in paragraph_____ help the reader conclude the implied meaning of the word_____ What does the expression ____ as used in paragraph _____ mean? | SAT Word Bank Literary Text | A Defense of Poetry pg. 876- Holt |
| IV.6 Reading/ Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. IV.6 Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction. | Teacher Note: Focus on literary essays. Speeches will be covered in bundle 10 with persuasion. Question Stem: What is the overall effect on theme of this essay by the author’s use of sarcasm? | Literary Text Reader Response Why Literature Circles | |
| 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. 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 | Teacher Note: 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. Question Stem: Which line from the story is an example of | A Handbook of Rhetorical Devices Happily Ever After? AVID – The Write Path (PISD intranet only) (pg. 66) | Questioning the Author Character Sociogram Thinking Maps Reader Response Poetic Devices Analysis One Pager Reader’s Guide to Plot Development |

English IV Curriculum Bundle # 9

| Knowledge & Skills with Student Expectations | Specificity & Examples | Suggested Resources | |
|--|--|--|---------------------|
| | | Instruction | Practice |
| works. | a metaphor which increases the reader's understanding of the theme? | | |
| IV.9 Reading/ Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: IV.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns | SAT Note: Answering multiple choice questions, as on the SAT, is a deductive process. Question Stem: How does the author use the organization of the ideas in this selection to make his/her purpose consistent? | Inductive main Idea Inference Graphic Organizer Inference: text and subtext Purdue Writing Lab <i>Modern Language Association,</i> <i>Chicago Manual of Style</i> | Write Smart CD-Holt |
| Metacognitive Reading Comprehension Skills (Figure 19) | | | |
| 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: RC(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and | Question Stem: Why are paragraphs ___ and ___ important to this selection? | | |
| Writing: | | | |
| 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; | Students plan responses to reading. | Topic Generation Techniques Text book and online sources such as Journals, Quick Writes, Contemplation Questions Reader Response Writing Workshop activities: See Writing Process in District ELA online Resource: OWL Purdue Tiddlywiki (an online free program: a reusable non-linear personal web notebook) | |
| 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., | Students structure responses to reading to support their interpretations. | Organizational Patterns English Companion www.readwritethink.org | |

English IV Curriculum Bundle # 9

| Knowledge & Skills with Student Expectations | Specificity & Examples | Suggested Resources | |
|--|--|---|----------|
| | | Instruction | Practice |
| 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>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.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 style="color: red;">Developed from a journal or other literary response entry.</p> | <p>AVID-The Write Path (p. 164) Example: Introduction and Thesis Statement 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:</p> <p>IV.17B use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p> | <p style="color: red;">Teacher Note: Emphasize integral parts of complex sentences such as: Verbals and Verbal Phrases (Infinitives, Gerunds, and Participles) within the context of students' writing.</p> | <p>Write Guy Model Sentences: Phrases Garden of Phrases</p> | |

English IV Curriculum Bundle # 9

| Knowledge & Skills with Student Expectations | Specificity & Examples | Suggested Resources | |
|---|------------------------|--|---|
| | | Instruction | Practice |
| 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:</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>Socratic Seminar Questioning Pennsound Daily (online recordings of poets and writers reciting their work.) AVID – The Write Path (PISD intranet only) (pg. 58): Socratic Seminar</p> | <p>Reader Response Socratic Seminar</p> <p>Evaluating a Presentation pg. 900</p> |