

Course: English IV			Designated Six Weeks: Sixth		
Focus: Persuasion, Expository					
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies	Resources/ Weblinks

INTEGRATE ALL ONGOING TEKS

6th Six Weeks – New TEKS introduced

(12.9) 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:

<p>(A) summarize a text in a manner that captures the author’s viewpoint, its main ideas, and its elements with out taking a position or expressing an opinion; (B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints; (C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and (D) synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.</p>	<p>As a student, how will you connect the topics studied to the modern world using media and other presentation devices? How will students analyze, make inferences and draw conclusions about expository texts? As a student, how will you recognize theme and how do the universal truths of the theme as presented by the author relate to the work as a whole? As a student, how will you make a historical connection to literary works? -Summarize without giving opinion -Controlling idea -Effect of Author’s background on purpose -Author’s viewpoint</p>	<p>*Which of the following summaries of this informative selection would the author support because it focuses on his/her viewpoint? *What assumption did the author of __ make that allowed him/her to reach a different conclusion than the author of __? *You can tell from the selection that__? *The reader can conclude that the authors of both selections would agree that __.</p>	<p>-Author’s Purpose (implied) -Tone</p>	<p>-Teacher modeling -Provide text examples -Group discussion ELPS 4I, 1H, 4K, 4J</p>	<p>Digital Storytelling: http://www.digitalstoryteller.org/. Lesson ideas: http://www.internet4classrooms.com/lang_mid.htm. Dictionary</p>
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	-Connections Between multiple texts				
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(12.10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

(A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implications, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and (B) draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.	As a student, how will you recognize satire and its intent as presented by the author/poet? As a student, how will you recognize theme and how do the universal truths of the theme as presented by the author relate to the work as a whole? How will you make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction? As a student, how will you connect the history of England to literary works? -Claim	*An accurate evaluation of the relationship between evidence presented in this selection and assumptions made by the author would be a ____. *What conclusion can the reader make about the credibility of this information based on assumptions made by the author?		ELPS 4J, 4K	-Swift’s “A Modest Proposal” -Various other sources
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(12.15) 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:

(C) Write an interpretation of an expository or literary text that:	Write: A literature interpretation			ELPS 4K, 5E, 5F, 5G, 5B	Guide: http://www.powayusd.com/pusdrbhs/acad
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<p>(i) advances a clear thesis statement;</p> <p>(ii) Addresses the writing skills for an analytical essay including references to an commentary on quotations from the text;</p> <p>(iii) Analyzes the aesthetic effects of an author’s use of stylistic or rhetorical devices;</p> <p>(iv) Identifies and analyzes ambiguities, nuances, and complexities within the text;</p> <p>(iv) Anticipates and responds to readers’ questions and contradictory information.</p>					<p>emics/english/curriculum/literaryguide.pdf.</p>
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