

2020-2021 12th Eng IV Year at a Glance

1st NINE Weeks

Targeted Reading TEKS

Foundational Language Skills *(Through all reading):*

12.1.A Engage in meaningful, respectful discourse when evaluating the speaker's message and critiquing the impact of diction and syntax

12.2B Analyze context to draw conclusions-nuanced meanings

Comprehension

12.4.E Make connections to personal experiences, ideas in other texts and society

Response skills

12.5.A describe personal connections to the text

12.5.H respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice

Author's purpose and craft

12.8.A Evaluate Author's purpose, audience, and message within a text

12.8.D Critique and evaluate how the author's use of language informs and shapes the perception of readers.

12.8.F Evaluate the author's use of diction and syntax contribute to the effectiveness of a text

Ongoing TEKS

- 12.1.A-D** Oral Language – discourse, presentation, & collaboration
- 12.2.A-C** Vocabulary
- 12.3** Self-sustained Reading
- 12.7.A-F** Multiple Genres
- 12.11.A-I** Inquiry and Research

Targeted Writing TEKS

Informational/Procedural Writing

12.10.B Compose...resume using genre characteristics and craft.

12.9.A-B Writing Process- plan and develop, use strategic organizational structure, reflection depth of thought-effective use of rhetorical devices, details, examples, and commentary.

12.9.C **Revise** to improve clarity, development, organization, style, diction

12.9. D **Edit**: demonstrate command of English conventions using a style guide as appropriate.

Poem Writing

12.10.A **Compose Poetry** using genre characteristics and craft

12.9.A-B; 12.7.B **Use Writing Process** – generate ideas (use range of strategies), use strategic organizational structure, engaging idea reflecting depth of thought—effective use of rhetorical devices and details

12.9.C-D **Revise and Edit** (see above)

2020-2021 12th Eng IV Year at a Glance

2nd NINE Weeks

Targeted Reading TEKS

Foundational Language Skills (Through all reading):

12.2B Analyze context to draw conclusions-nuanced meanings

Comprehension skills

12.4.E Make connections to personal experiences, ideas in other texts and society

12.4.F Make inferences and use evidence to support understanding.

12.4.G Evaluate details read to analyze key ideas.

Response skills

12.5.B Write responses that demonstrate analysis of the texts, including comparing texts within and across genres.

12.5.C Use text evidence and original commentary to support an evaluative response.

12.5.G Discuss & write about explicit & implicit meanings of text.

Multiple Genres

12.6.A Analyze relationships among thematic development

12.6.B Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas

12.6.D Evaluate how historical and social and economic context of setting influences the plot and theme

12.7.D.i Critique and evaluate characteristics and structural elements of informational texts: clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion

12.7.D.ii [Critique and evaluate] the relationship between organizational design and author's purpose

12.7.E.i Critique and evaluate characteristics and structural elements of argumentative texts: clear arguable thesis, appeals, structure of the argument, convincing conclusion, call to action

12.7.E.ii various types of evidence and treatment of counterarguments, including concessions and rebuttals

Author's purpose and craft

12.8.A Evaluate the author's purpose, audience, and message within a text

12.8.B Evaluate use of text structure to achieve author's purpose

12.8.G Analyze effects of rhetorical devices and logical fallacies on the way the text is read and understood

Targeted Writing TEKS

Composition

12.10.C Compose argumentative texts using genre characteristics and craft (**12.7.E.i**: clear arguable thesis, appeals, structure of the argument, convincing conclusion, call to action)

12.7.E.ii various types of evidence and treatment of counterarguments, including concessions and rebuttals)

12.10.E Compose Literary Analysis using genre char. and craft

12.5.C Use text evidence and original commentary to support

12.8.A-B, D, F Evaluate: author's purpose, audience, and message; use of text structure; use of language as it affects readers' perception; use of diction, syntax for effect

12.9.A-B Writing Process- plan/develop, use strategic organizational structure, engaging idea, reflecting depth of thought, effective use of rhet. devices, details, examples, commentary.

12.9.C Revise: improve clarity, development, organization, style diction, and sentence fluency.

12.9. D Edit: demonstrate command of English conventions using a style guide as appropriate.

Inquiry and Research

12.11.E Locate relevant sources, synthesize info, display citations

12.11.G Examine sources for credibility, bias, accuracy; and faulty reasoning (i.e. straw man, false dilemma, faulty analogies, and non-sequitur)

Ongoing TEKS

- 12.1.A-D** Oral Language – discourse, presentation, & collaboration
- 12.2.A-C** Vocabulary
- 12.3** Self-sustained Reading
- 12.7.A-F** Multiple Genres
- 12.11.A-I** Inquiry and Research

2020-2021 12th Eng IV Year at a Glance

3rd NINE Weeks

Targeted Reading TEKS

Foundational Language Skills (*Through all reading*):

- 12.1.A** Engage in meaningful, respectful discourse when evaluating the speaker's message and critiquing the impact of diction and syntax
- 12.1.B** Follow and give complex instructions
- 12.1.C** Formulate sound arguments & present using the art of persuasion
- 12.2.B** Analyze context to draw conclusions-nuanced meanings

Comprehension

- 12.4.A** Establish purpose for reading assigned text and self-selected text
- 12.4.B** Generate questions about the text before, during and after reading to deepen understanding
- 12.4.C** Make and correct or confirm predictions using text features, characteristics of the genre, and structures.
- 12.4.E** Make connections to personal experiences, ideas in other texts and society
- 12.4.F** Make inferences, use evidence to support understanding
- 12.4.G** Evaluate details read to analyze key ideas.
- 12.4.H** Synthesize information from a variety of text types to create new understanding.
- 12.4.I** Monitor comprehension and make adjustments such as re-reading, using background information, asking questions, annotating, and using outside sources when understanding breaks down.

Response Skills

- 12.5.A-J** Respond to an increasingly challenging variety of sources that are read, heard or viewed.

Multiple Genres

- 12.6.A-D** Analyze relationships among thematic development and evaluate how historical, social and economic context of setting influences the theme.
- 12.7.A** Read and analyze literature across literary periods
- 12.7.C** Analyze and evaluate how relationships among the dramatic elements advance the plot
- 12.7.D** Critique and evaluate **characteristics and structural elements of informational texts** (clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion)
- 12.7.E** Critique and evaluate **structural elements of argumentative texts** (clear arguable thesis, appeals, structure of the argument, convincing conclusion, call to action)
- 12.7.E.ii** various types of evidence and treatment of counterarguments, including concessions and rebuttals

Author's Craft

- 12.8.A-F** Use critical inquiry to analyze the authors' choices and how they influence and communicate and in order to develop his own products.

Targeted Writing TEKS

Composition

- 12.10.C** Compose **argumentative texts** using genre characteristics and craft (**12.7.E.i**: clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action; includes **12.7.E.ii** various types of evidence and treatment of counterarguments, including concessions and rebuttals)
- 12.10.E** Compose **Literary Analysis** using genre characteristics and craft
- 12.5.C** Use text evidence and original commentary to support
- 12.8.A-B, D, F** *Evaluate: author's purpose, audience, and message; use of text structure; use of language as it affects readers' perception; use of diction, syntax for effect*
- 12.9.A-E** **Recursive Writing Process**- plan and develop, use strategic organizational structure, engaging idea, reflection of depth of thought, effective use of rhetorical devices, details, examples, and commentary; publish for appropriate audiences.
- 12.9.C** **Revise**: improve clarity, development, organization, style diction, and sentence fluency.
- 12.9.D** **Edit**: demonstrate command of English conventions using a style guide as appropriate.

Research and Inquiry

- 12.11.A-I** Student engages in both short-term and sustained recursive inquiry processes

Ongoing TEKS

- 12.1.A-D** Oral Language – discourse, presentation, & collaboration
- 12.2.A-C** Vocabulary
- 12.3** Self-sustained Reading
- 12.7.A-F** Multiple Genres
- 12.11.A-I** Inquiry and Research

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4th NINE Weeks

Targeted Reading TEKS

Foundational Language Skills (Through all reading)

- 12.1.A** Engage in meaningful, respectful discourse when evaluating speaker's message, critiquing impact of diction/syntax
12.2.B Analyze context to draw conclusions-nuanced meanings
12.1.C Formulate sound arguments and present using elements of classical speeches (see TEKS: 12.1.C)
12.1.D Participate collaboratively, offering ideas or judgments to move team toward goals, asking relevant & insightful questions, tolerating a range of positions & ambiguity in decision making; evaluating the groups work using agreed-upon criteria

Comprehension

- 12.4.B** Generate questions about the text before, during and after reading to deepen understanding
12.4.C Make and correct or confirm predictions using text features, characteristics of the genre, and structures.
12.4.E Make connections to personal experiences, ideas in other texts and society
12.4.F Make inferences, use evidence to support understanding
12.4.G Evaluate details read to analyze key ideas.
12.4.H Synthesize information from a variety of text types to create new understanding.
12.4.I Monitor comprehension and make adjustments such as re-reading, using background information, asking questions, annotating, and using outside sources when understanding breaks down.

Response Skills

- 12.5.B-C** Write responses that demonstrate analysis, including comparing text within the genre; use text evidence.
12.5.F Respond using acquired content and academic vocabulary as appropriate.
12.5.I Reflect on/adjust responses when valid evidence warrants

Multiple Genres

- 12.6.A-D** Recognize and analyze literary elements within and across an increasingly complex and diverse text.
12.7.A-C Read and analyze British literature and evaluate how relationships among the dramatic elements advance the plot.
12.7.D Critique and evaluate **characteristics and structural elements of informational texts** (clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion)
12.7.E Critique and evaluate **structural elements of argumentative texts** (clear arguable thesis, appeals, structure of the argument, convincing conclusion, call to action)
12.7.E.ii various types of evidence and treatment of counterarguments, including concessions and rebuttals

Author's Purpose and Craft

- 12.8.D-E** Critique and evaluate the author's use of language and the use of literary devices to achieve specific purposes
12.8.G Analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood

Targeted Writing TEKS

Composition

- 12.10.A** Compose literary texts such as fiction and poetry using genre characteristics (see 12.6.A-D; 12.7.B)
12.10.E Compose **Literary Analysis** using genre char./craft
12.5.C Use text evidence and original commentary to support
12.8.A-B, D, F Evaluate: *author's purpose, audience, and message; use of text structure; use of language as it affects readers' perception; use of diction, syntax for effect*
12.10.C Compose **argumentative texts (Complaint Letter)** using genre characteristics and craft (**12.7.E.i**: clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action; includes
12.7.E.ii various types of evidence and treatment of counterarguments, including concessions and rebuttals)
12.9.A-E **Recursive Writing Process**
12.9.A-B **Writing Process** – plan & develop (use range of strategies), use strategic organizational structure, engaging idea reflecting depth of thought—effective use of details, examples & commentary
12.9.C **Revise**: improve clarity, development, organization, style, diction, and sentence fluency
12.9.D **Edit**: demonstrate command of English conventions using a style guide as appropriate.

Research and Inquiry

- 12.11.E** Locate relevant sources
12.11.H Display academic citations and avoid plagiarism

Ongoing TEKS

- 12.1.A-D** Oral Language – discourse, presentation, & collaboration
12.2.A-C Vocabulary
12.3 Self-sustained Reading
12.7.A-F Multiple Genres
12.11.A-I Inquiry and Research