

English IV, 2nd Quarter

Second Quarter	TN Standards	Skill Focus	Resources
<h1 style="margin: 0;">Reading Complex Texts</h1>	<p style="text-align: center;"><u>Literature and Informational Texts</u></p> <p>11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</p> <p>11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>11-12.RI.CS.6 Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.</p> <p>11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.</p> <p>11-12.RL&I.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.</p> <p>11-12.RL&I.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.</p> <p>11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.</p>	<p style="text-align: center;"><u>Literature and Informational Texts</u></p> <ul style="list-style-type: none"> • Identify the relationship between literature and place. • Analyze how literature shapes/reflect society. • <u>Summarization</u> of texts • <u>Paraphrase</u> to determine the essential message. • <u>Analyze Text Structure</u>: analyze each sonnet's pattern of organization. • <u>Analyze Syntax</u>: annotate poems for sentence length, complexity etc. • <u>Setting</u>: How does the setting, order of events, and characters impact the drama? • <u>Character Analysis</u>: Analysis of characters in tragedy. • <u>Author's Purpose</u>: Compare/contrast/ understand/evaluate the author's purpose and perspective using text features, language, and details. • <u>Citing textual evidence</u>: What does the text explicitly say in relationship to the claim? What does the text infer about the claim? • <u>Theme</u>: What are the themes/central ideas of the text? How do the themes/central ideas interact or build on each other? Write a summary of the text. • <u>Figurative Language/Literary elements</u>: metaphor, simile, personification, paradox, personification, pathetic fallacy, hyperbole, characterization, symbolism, logical fallacies, setting, mood, foreshadowing, tragedy, plot, irony, theme 	<p style="text-align: center;"><u>Literature and Informational Texts</u></p> <p style="text-align: center;">Pearson Literature Resources</p> <ul style="list-style-type: none"> • Essential Questions Across Time (P. 240) • The Influence of the Monarchy (P. 282) • Spenserian Sonnets (1, 35, 75) (P. 253) • Sidney's Sonnets (31, 39) (P. 259-260) • Shakespearean Sonnets (P. 275-278) • <i>Macbeth</i> (P. 321-415) • Expository Text: Theater Review (P. 436) • Close Reading Model: <i>Hamlet</i> (P. 309) • <i>Oedipus</i> (P. 421-428) • <i>Faust</i> (P. 430-434) <p style="text-align: center;">Other Resources</p> <p style="text-align: center;">www.thelearnignodyssey.com</p> <p style="text-align: center;">http://www.usatestprep.com</p> <p style="text-align: center;">http://tncore.org/english_language_arts/instructional_resources/9-12.aspx</p> <p style="text-align: center;">Note: Refer to the Quarter 2 folder on the flash drive for further resources</p>

There is no longer a weekly pacing guide. This enables teachers to teach at their own pace. However, teachers must cover all of the quarter 2 standards during the second 9 weeks. It is recommended that while teaching the suggested literary pieces, teachers incorporate vocabulary from the literature and give writing, speaking/listening and research assignments over the literature as well.

English IV, 2nd Quarter

Second Quarter	TN Standards	Skill Focus	Resources
Language (Vocabulary & Conventions)	<p style="text-align: center;"><u>Language</u></p> <p>11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.</p> <p>11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</p> <p>11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.</p> <p>11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies.</p> <p>11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</p> <p>11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary</p>	<p style="text-align: center;"><u>Language</u></p> <ul style="list-style-type: none"> • Variety of sentence structure • Essay organization • Use of transitions • Use of precise language • Quote incorporation • Determine meaning based on context • Command of the conventions of standard English grammar and usage • Use of correct capitalization, punctuation, hyphenation, and spelling • Use of correct and appropriate tone based on context • Figurative language (hyperbole, paradox, logical fallacies) <p style="text-align: center;"><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Thematic/Unit Vocabulary • Essential question vocabulary • Primary source vocabulary • Sonnet/Shakespearean vocabulary • Literature/Academic vocabulary • Review word roots and prefixes. • Shakespeare's contribution to language. 	<p style="text-align: center;"><u>Language</u></p> <p><u>Pearson Literature Resources</u></p> <ul style="list-style-type: none"> • Introducing the Big Question • Learning Big Question Vocabulary • Unit Resources for Vocabulary • Making Connections: Vocabulary • After You Read: Vocabulary • Vocabulary Workshop in each Unit <p style="text-align: center;"><u>Quarter 2 Suggested Vocabulary:</u></p> <p>Exhilaration, Pastoral, Climate, Petition, Heretics, Turmoil, Ethics, Theology, Innovations, Treachery, Tyrants, Realms, Stead, Obedience, Concord, Valor, Galleons. Deign, Assay, Devise, Wan, Languished, Balm, Scope, Sullen, Chronicle, Prefiguring, Impediments, Alters, Valor, Treason, Imperial, Surmise, Sovereign, Augment, Palpable, Stealthy, Multitudinous, Equivocate, Predominance, Indissoluble, Dauntless, Predominant, Infirmary, Malevolence, Pernicious, Judicious, Sundry, Intemperance, Avarice, Credulous, Perturbation, Recoil, Antidote, Pristine, Clamorous, harbinger, vulnerable, reverence, Rites, Infamy, Tenacity, Insatiableness, Account, Reckoning, Infinite, Constitutionally, Comparison, Contrast, Distinguish, Resolution</p> <p style="text-align: center;"><u>Online Resources</u></p> <ul style="list-style-type: none"> • www.thelearnignodyssey.com • http://www.usatestprep.com • http://www.vocabulary.co.il/twelfth-grade-vocabulary-games/ • http://www.nea.org/tools/lessons/spelling-and-vocabulary-9-12.html • http://tncore.org/english_language_arts/instructional_resources/9-12/9-12series.aspx • http://www.k12reader.com/grade-level/grades-k-12/grades-9-12/ <p style="text-align: center;">Note: Refer to the Quarter 2 folder on the flash drive for further resources</p>

There is no longer a weekly pacing guide. This enables teachers to teach at their own pace. However, teachers must cover all of the quarter 2 standards during the second 9 weeks. It is recommended that while teaching the suggested literary pieces, teachers incorporate vocabulary from the literature and give writing, speaking/listening and research assignments over the literature as well.

English IV, 2nd Quarter

Second Quarter	TN Standards	Skill Focus	Resources
Writing to Texts	<p style="text-align: center;"><u>Writing to Texts</u></p> <p>11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <p>11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.</p> <p>11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p>	<p style="text-align: center;"><u>Writing to Texts</u></p> <ul style="list-style-type: none"> • Essay organization & structure • Thesis statement • Topic sentence & supporting details • Citing/analyzing textual details/evidence • Writing paragraphs • Varying sentence structure • Analytical writing/elements • Narrative writing/elements • Selecting relevant facts and quotations • Write argumentative thesis statements • Write informative texts • Plan, draft, revise, and present text. • Write poetry in the style of published poets • Display command of conventions & spelling 	<p style="text-align: center;"><u>Writing to Texts</u></p> <p><u>Pearson Literature Resources:</u></p> <ul style="list-style-type: none"> • Writing About the Big Question • After You Read • Journal entries • Daily Language Practice • Graphic organizers • Writing Workshop • Routine writing <p style="text-align: center;"><u>Other Resources</u></p> <p style="text-align: center;"><i>Analytical and narrative writing prompts for Q2 can be found on the pacing guide.</i></p> <p style="text-align: center;"> www.thelearnignodyssey.com http://www.usatestprep.com https://owl.english.purdue.edu http://www.easybib.com </p> <p>Note: Refer to the Quarter 2 folder on the flash drive for further resources</p>

There is no longer a weekly pacing guide. This enables teachers to teach at their own pace. However, teachers must cover all of the quarter 2 standards during the second 9 weeks. It is recommended that while teaching the suggested literary pieces, teachers incorporate vocabulary from the literature and give writing, speaking/listening and research assignments over the literature as well.

English IV, 2nd Quarter

Second Quarter	TN Standards	Skill Focus	Resources
<h1 style="margin: 0;">Speaking and Listening</h1>	<p style="text-align: center;"><u>Speaking and Listening</u></p> <p>11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.</p> <p>11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.</p> <p>11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p style="text-align: center;"><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • What is the speaker's <u>point of view</u> or reasoning? • What is the speaker's <u>purpose</u> and/or <u>main idea</u>? • How effective is the speaker's use of <u>evidence</u> and rhetoric? • How does the speaker <u>link ideas</u>? • What is the speaker's <u>tone</u>? • How does the speaker use certain words, points of <u>emphasis</u>, or tone? • Who is the target <u>audience</u>? 	<p style="text-align: center;"><u>Speaking and Listening</u></p> <p><u>Pearson Literature Resources/Activities</u></p> <ul style="list-style-type: none"> • Exploring the Big Question • Research and Technology • Presentation of Ideas • Make/present a compare/contrast chart • Communications Workshop <p><u>Suggested Speaking & Listening Activities</u></p> <ul style="list-style-type: none"> • Informal Debate • Reporting a News Story • Dramatic Readings • Persuasive speeches • Group discussions • Presentation of research/writing • Evaluation of peer presentations • Student poem performance/presentation • View a performance of one of the dramas read in class and discuss and compare the interpretation that was viewed to what was read. <p style="text-align: center;"><u>Other Resources</u></p> <p style="text-align: center;">www.thelearnignodyssey.com http://www.usatestprep.com</p> <p style="text-align: center;">Note: Refer to the Quarter 2 folder on the flash drive for further resources</p>

There is no longer a weekly pacing guide. This enables teachers to teach at their own pace. However, teachers must cover all of the quarter 2 standards during the second 9 weeks. It is recommended that while teaching the suggested literary pieces, teachers incorporate vocabulary from the literature and give writing, speaking/listening and research assignments over the literature as well.

English IV, 2nd Quarter

Second Quarter	TN Standards	Skill Focus	Resources
Research Project	<p style="text-align: center;"><u>Research</u></p> <p>11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.</p> <p>11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.</p>	<p style="text-align: center;"><u>Research</u></p> <ul style="list-style-type: none"> • Finding sources • Evaluating sources • Citing sources • Synthesizing information • Presenting information • Engaging an audience • Developing a clear perspective • Paraphrasing and integration of research quotations • Effective use of digital media • Use of standard MLA format • Plagiarism rules 	<p style="text-align: center;"><u>Research</u></p> <p style="text-align: center;"><u>Pearson Literature Resources</u></p> <ul style="list-style-type: none"> • Research & Technology Guide (P. 53) • Writing Workshop (P. 442-449) • Research Task (p291) • Performance Tasks (P. 458) <p style="text-align: center;"><u>Other Resources</u></p> <p style="text-align: center;">www.thelearnignodyssey.com</p> <p style="text-align: center;">http://www.usatestprep.com</p> <p style="text-align: center;">https://owl.english.purdue.edu</p> <p style="text-align: center;">http://www.easybib.com</p> <p style="text-align: center;">Note: Refer to the Quarter 2 folder on the flash drive for further resources</p>

For Reading and Writing in Each Quarter

	Cite evidence	Analyze content	Study and apply grammar	Study and apply vocabulary	Conduct Discussions	Report Findings
Every Quarter	RL/RI.KID.12.1	RL/RI.KID.12.2 SL.CC.12.2-3	L.12.CSE.1-3, SL.PKI.12.6	L.VAU.12.4-6	SL.CC.12.1	SL.PKI.12.4-6

There is no longer a weekly pacing guide. This enables teachers to teach at their own pace. However, teachers must cover all of the quarter 2 standards during the second 9 weeks. It is recommended that while teaching the suggested literary pieces, teachers incorporate vocabulary from the literature and give writing, speaking/listening and research assignments over the literature as well.