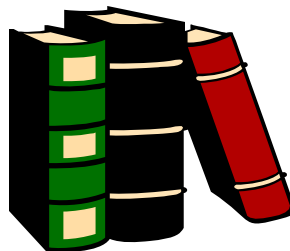


Duval County Public Schools

English IV

2006-2007



Joseph J. Wise, Superintendent



Dr. Janice Hunter, Chief Officer
Curriculum and Instruction

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K-12 Language Arts/Reading

Adopted Course Materials

Glencoe Literature:

The Reader's Choice, British Literature, 2003

Writer's Choice: Grammar and Composition, 2001

ENGLISH LANGUAGE ARTS REVISED CURRICULUM 2006-07

This curriculum has been reformatted to accomplish the following purposes:

- To introduce the framework of **Understanding by Design™**, which is an instructional design developed by Grant Wiggins and Jay McTighe and has been adopted across the district by the four academic subject areas;
- To correlate Sunshine State Standards for English Language Arts and NCEE New Standards Performance Standards in one easy-to-read table; and
- To introduce performance tasks for students to demonstrate understanding of the standards.

The Three Stages of Understanding by Design™:

1. Identify desired results:
 - State and NCEE performance standards (established goals)
 - Enduring understandings
 - Essential questions
 - Knowledge and skills
2. Determine acceptable evidence of understanding:
 - Performance assessments
 - Short and extended response items
 - Traditional quizzes and tests, including FCAT-like items
 - Informal checks and observations
 - Discussions
3. Plan engaging and effective instruction:
 - Unit plans
 - Lesson plans

Definitions

A content outline is provided to suggest the order in which units should be taught. Following the sequence will ensure fewer gaps in knowledge and skills among students who transfer from school to school and within the school.

The pacing guide estimates the number of weeks to be spent teaching each unit in both block and traditional schedule schools. Teachers should use this as a guide for planning instruction.

The Sunshine State Standards/Benchmarks and the New Standards Performance Standards are statements of what students should know or understand.

Enduring understandings are the big ideas of the unit.

Essential questions are designed to help students uncover the big ideas.

Enduring understandings and essential questions should be used in planning instruction.

Knowledge refers to standards and benchmarks that students are learning. Skills are processes that students should be able to perform successfully.

Performance tasks are performances that all students are expected to do.

Honors Course Credit - The Florida Department of Education expects that districts will establish guidelines for awarding advanced/honors credit in an English Language Arts course. Since 1998 the district's requirements for honors credit have been:

- Students in advanced courses are responsible for the same Sunshine State Standards as standard level students. However, these advanced students complete a more rigorous curriculum. Instructional strategies will reflect the rigor and depth of the material. Student grades will also reflect the quality and completion of the additional requirements inherent in advanced courses.
- Advanced courses will include the following:
 - Extended and complex writing components both timed and not timed
 - Frequent analysis of primary sources
 - Extensive use of documents/data for writing prompts
 - Complex problem solving

Florida Department of Education Course Description-English IV

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

The content should include, but not be limited to, the following:

- using the reading process to construct meaning using technical, informative, and imaginative texts
- using writing processes for various purposes with attention to style and format
- using the research process and individual inquiry to locate, analyze, and evaluate information
- using effective listening, speaking, and viewing strategies in informal and formal situations
- understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers
- understanding and analyzing literary texts
- responding critically and aesthetically to literature

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter of this course.

B. Special Note. Students earning credit in English IV may not earn credit in English Skills IV, English Honors IV, or English IV through ESOL.. The emphasis may be on the works of British authors; however literature representative of other cultures may be used to support integrated studies and multicultural emphases.

1. Desired results

Benchmarks from the Sunshine State Standards for English IV	NCEE Performance Standards
<p>1. The student will use and monitor own reading processes effectively to construct meaning from a range of technical, informative, and literary <u>texts</u>. The student will</p> <p>LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.</p> <p>LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.</p> <p>LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.</p> <p>2. The student will use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English. The student will</p> <p>LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.</p> <p>LA.B.1.4.2 draft and revise writing that is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purpose of the paper; demonstrates a mature command of language with precision of expression; has varied sentence structure; and has few, if any, convention errors in mechanics, usage, punctuation, and spelling.</p> <p>LA.B.1.4.3 produce final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation;</p>	<p>E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that: makes and supports warranted and responsible assertions about the texts; supports assertions with elaborated and convincing evidence; draws the texts together to compare and contrast themes, characters, and ideas; makes perceptive and well developed connections; evaluates writing strategies and elements of the author’s craft.</p> <p>E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that: restates or summarizes information; relates new information to prior knowledge and experience; extends ideas; makes connections to related topics or information.</p> <p>E4a: The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of grammar, paragraph structure, punctuation, sentence construction, spelling, and usage.</p> <p>E4b The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student’s revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include adding or deleting details, adding or deleting explanations, clarifying difficult passages, rearranging words, sentences, and paragraphs to improve or clarify meaning, sharpening the focus, reconsidering the organizational structure, rethinking and/or rewriting the piece in light of different audiences or purposes.</p>

<p>correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.</p> <p>LA.B.2.4.2 organize information using appropriate systems.</p> <p>LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.</p> <p>3. The student will select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations. The student</p> <p>LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.</p> <p>LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.</p> <p>LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).</p> <p>LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.</p> <p>LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.</p> <p>LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.</p> <p>4. The student will select and use appropriate language for effective visual, oral, and written communication. The student will</p> <p>LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.</p> <p>LA.D.2.4.2 understand the subtleties of literary devices and techniques</p>	<p>E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student: initiates new topics in addition to responding to adult-initiated topics; asks relevant questions; responds to questions with appropriate elaboration; uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...", "very likely...", "I'm unsure whether..."; confirms understanding by paraphrasing the adult's directions or suggestions;</p> <p>E3b: The student participates in group meetings, in which the student: displays appropriate turn-taking behaviors; actively solicits another person's comment or opinion; offers own opinion forcefully without dominating; responds appropriately to comments and questions; volunteers contributions and responds when directly solicited by teacher or discussion leader; gives reasons in support of opinions expressed; clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions; employs a group decision-making technique such as brainstorming or a problem solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solutions, implement solution, evaluate solution); divides labor so as to achieve the overall group goal efficiently;</p> <p>E3c: The student prepares and delivers an individual presentation, in which the student: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members; shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials; uses notes or other memory aids to</p>
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<p>in the comprehension and creation of communication.</p> <p>LA.D.2.4.3 recognize production elements that contribute to the effectiveness of a specific medium.</p> <p>5. The student will demonstrate understanding of the ways that history, culture, and setting influence language. The student will</p> <p>LA.D.1.4.1 apply an understanding that language and literature are primary means by which culture is transmitted.</p> <p>LA.D.1.4.3 understand that there are differences among various dialects of English.</p> <p>LA.D.2.4.1 understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.</p> <p>6. The student will demonstrate understanding and respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.</p> <p>LA.E.1.4.2 understand why certain literary works are considered classics.</p> <p>LA.E.1.4.5 understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.</p> <p>LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolution.</p> <p>LA.E.2.4.2 understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.</p> <p>LA.E.2.4.3 analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.</p> <p>LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.</p> <p>LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.</p> <p>LA.E.2.4.6 recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the</p>	<p>structure the presentation; develops several main points relating to a single thesis; engages the audience with appropriate verbal cues and eye contact; projects a sense of individuality and personality in selecting and organizing content, and in delivery.</p> <p>E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student: makes thematic connections among literary texts, public discourse, and media; evaluates the impact of author's decisions regarding word choice, style, content, and literary elements; analyzes the characters of literary forms and genres; evaluates literary merit; explains the effect of point of view; makes inferences and draws conclusions about fictional and non-fictional contexts, events, setting, themes, and styles; interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism; evaluates the stance of a writer in shaping the presentation of a subject; interprets ambiguities, subtleties, contradictions, ironies, and nuances; understands the role of tone in presenting literature (both fictional and non-fictional); demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.</p> <p>E2b: The student produces a response to literature that: engages the reader through establishing a context, creating a persona, and otherwise developing reader interest; advances a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge; demonstrates understanding of the literary work through suggesting an interpretation; anticipates and answers a reader's questions; recognizes possible ambiguities, nuances, and complexities; provides a sense of closure to the writing.</p> <p>E2f: The student produces a reflective essay that: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; analyzes a condition or situation of significance; develops a commonplace, concrete occasion as the basis for the reflection, e.g., personal observation or experience; creates an organizing structure appropriate to purpose and audience; uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario; provides a sense</p>
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<p>characters, events, motives, and causes of conflict in texts. LA.E.2.4.7 examine a literary selection from several critical perspectives. LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.</p> <p>7. Use research and critical inquiry processes to prepare documents and oral presentations. The student will</p> <p>LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.</p> <p>LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately.</p> <p>LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.</p> <p>LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.</p> <p>LA.D.2.4.4 effectively integrate multimedia and technology into presentations.</p>	<p>of closure to the writing.</p> <p>E2a: The student produces a report that: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; develops a controlling idea that conveys a perspective on the subject; creates an organizing structure appropriate to purpose, audience, and context; includes appropriate facts and details; excludes extraneous and inappropriate information; uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate; provides a sense of closure to the writing.</p>
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Quarter I: Anglo-Saxon Period (449-1066) and the Middle Ages (1066-1485)

Key concepts for discussion: the hero/ the humble (common man)

Enduring Understandings	Essential Questions	Knowledge and Skills
<p>The oral tradition is a universal means of transmitting and honoring the culture which has produced the work.</p> <p>The hero is a universal archetype who reflects the values of his/her society.</p> <p>Justice is a universal concept.</p> <p>The struggle between good and evil is an archetypal theme.</p> <p>Excessive greed may bear disastrous results.</p> <p>Forgiveness and penance are valued across cultures and time.</p> <p>Individuals possessing courage are capable of heroic actions.</p>	<p>What is a hero?</p> <p>How does the literary presentation of archetypal themes reflect the values of the culture which has produced the work?</p> <p>How does the oral presentation of literature differ from the written presentation?</p> <p>How can the study of archetypal themes and characters from a variety of cultural and historical settings help us to better understand modern life in our culture?</p>	<p>Students should know about::</p> <p>England and the World in respect to the</p> <ul style="list-style-type: none"> ▪ History of the Time ▪ Life of the Time ▪ Literature of the Time ▪ Archetypal themes and characters ▪ The oral tradition ▪ Literary conventions of the time. <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ discuss and write a response to literature and/or a critical or analytical essay on a representative piece of literature of the time. ▪ independently research points of interest concerning the history and life of the time, discuss the points of interest, write a report based on the research, and make an oral presentation on their findings. ▪ Make a personal connection to the key concepts representing the essential understandings addressed in the unit and be able to write reflectively about those understandings. ▪ Revise and edit their written work to render it publishable in terms of the conventions of the English language. <p>Speak about their understandings using the conventions of the English language.</p>

Quarter II: The English Renaissance (1485-1660) and the Restoration-18th Century (1660-1798)

Key concepts for discussion: love, ambition, sorrow, cynicism, stoicism

Enduring Understandings	Essential Questions	Knowledge and Skills
<p>Reading, discussing, and writing about literature helps us to understanding our place in history in terms of the spoken and written language.</p> <p>Reading, discussing, and writing about literature helps us to understand the universal nature of human experience.</p> <p>Reading, discussing, and writing about literature helps us to understand .how language and literature both reflect and influence a given culture.</p> <p>Reading, discussing, and writing about literature help us to mediate our own lives by learning that we are not alone in our thoughts, passions, and experience.</p> <p>Reading, discussing, and writing about literature help us to understand connections between past, present and future.</p> <p>Some of the greatest literature of all time was written during the English Renaissance.</p>	<p>Why is William Shakespeare considered the greatest writer in the English language?</p> <p>What can we learn about human nature from Shakespeare's plays?</p> <p>What do we learn about literature and politics by looking at historical periods?</p> <p>What makes the King James Bible such a beautiful text to read?</p> <p>Why should we read the classics?</p>	<p>Students should know about:: England and the World in respect to the</p> <ul style="list-style-type: none"> ▪ History of the Time ▪ Life of the Time ▪ Literature of the Time ▪ Novels of the Time (18th century) ▪ Archetypal themes and characters ▪ Literary conventions of the time. <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ discuss and write a response to literature and/or a critical or analytical essay on a representative piece of literature of the time. ▪ independently research points of interest concerning the history and life of the time, discuss the points of interest, write a report based on the research, and make an oral presentation on their findings. ▪ Make a personal connection to the key concepts representing the essential understandings addressed in the unit and be able to write reflectively about those understandings. ▪ Revise and edit their written work to render it publishable in terms of the conventions of the English language. ▪ Speak about their understandings using the conventions of the English language.

Quarter III: The Romantic Period (1798-1832) and the Victorian Age (1832-1901)

Key concepts for discussion: nature, fantasy, truth, beauty; emotion, immortality

1. Desired Results

Essential Questions	Enduring Understandings	Knowledge and Skills
<p>Knowing who we are and who we want to become is dependent upon our knowledge of our past.</p> <p>The nature and depth of emotional response celebrates the vastness of human sensibility.</p> <p>Our experiences and emotions make lasting impressions upon us and make us who we are.</p> <p>Literature remains an avenue for exposing social issues for the purpose of enlightenment and reform.</p> <p>Anxieties and conflicts during the Victorian era continue to plague our society today.</p>	<p>What historical events, notable people, and other authors categorize this period?</p> <p>How have past conflicts been able to mold the development of a society.</p> <p>How has literature brought about changes in our world?</p> <p>How does our emotional response to issues and ideas in society create character?</p>	<p>Students should know about:: England and the World in respect to the</p> <ul style="list-style-type: none"> ▪ History of the Time ▪ Life of the Time ▪ Literature of the Time ▪ Novels of the Time (18th century) ▪ Archetypal themes and characters ▪ Literary conventions of the time. <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ discuss and write a response to literature and/or a critical or analytical essay on a representative piece of literature of the time. ▪ independently research points of interest concerning the history and life of the time, discuss the points of interest, write a report based on the research, and make an oral presentation on their findings. ▪ Make a personal connection to the key concepts representing the essential understandings addressed in the unit and be able to write reflectively about those understandings. ▪ Revise and edit their written work to render it publishable in terms of the conventions of the English language. <p>Speak about their understandings using the conventions of the English language.</p>

Quarter IV: The Twentieth Century (1901-2000)

Key concepts for discussion: disillusionment, war, the future

Enduring Understandings	Essential Questions	Knowledge and Skills
<p>Reading stories provides an opportunity to</p> <ul style="list-style-type: none"> a) validate one's emotions, b) experience adventure vicariously c) learn about other places and other cultures d) imagine their own dreams e) escape from their everyday lives <p>Reading stories provides an opportunity in that the nature of narrative provides closure compared to real life</p> <p>Reading stories provides us an opportunity to visualize satisfying resolutions.</p> <p>Literary works reflect the culture that shaped them.</p>	<p>Why do so many people read poetry, stories, and novels?</p> <p>What does the presence of recurring themes across various types of texts tell us about the experiences that all human beings share?</p> <p>How does each literary work reflect the cultural beliefs and attitudes inherent to the time period in which it was written?</p> <p>How doe reading great literature give us a better understanding of conflict?</p>	<p>Students should know about::</p> <p>England and the World in respect to the</p> <ul style="list-style-type: none"> ▪ History of the Time ▪ Life of the Time ▪ Literature of the Time ▪ Novels of the Time (18th century) ▪ Archetypal themes and characters ▪ Literary conventions of the time. <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ discuss and write a response to literature and/or a critical or analytical essay on a representative piece of literature of the time. ▪ independently research points of interest concerning the history and life of the time, discuss the points of interest, write a report based on the research, and make an oral presentation on their findings. ▪ Make a personal connection to the key concepts representing the essential understandings addressed in the unit and be able to write reflectively about those understandings. ▪ Revise and edit their written work to render it publishable in terms of the conventions of the English language. ▪ Speak about their understandings using the conventions of the English language.

2. Acceptable Evidence of Understanding

Teachers should plan to utilize both formative and summative assessments to determine students' understanding of the standards.

NCEE Performance Standard	Sunshine State Standard	SSS/NCEE Performance Assessments
E1a: 25 book standard (independent reading)	LAA243	Annotated reading list Reader response journal
E1b: Deep reading by one author, on one issue or subject (independent reading)	LAA142,143,241,242, LAD141,143 understands the nature of language	E1b/E2b/E5a: Response to literature; E4a/b edited and revised
E1c: Informational text	LAA244 Locate information for research	E1c/E2a: Report (see below)
E2a: Report	LAB141-143, 241-143	E2a: Report based on Internet research; E4a/b edited and revised (LAA244, LAB142,143, 241, 242,243)
E2b: Response to literature	LAE241-248 Responding critically to text	E2b/E5a: Response to literature
E2f: Reflective essay		E1b/E2f: Reflective essay
E3a: One-to-one reading/writing conferences with teacher	LAA141,143,144,243 Reading conference	conference notes
E3b: Participation in reading group	LAA141,143,144,241,242,243, LAC143 Reading group discussions	reading group roles
E3c: Oral presentation	LAC341-345, LAD244	oral presentation of Internet research
E4a: Editing	LAB143 Editing	E2a, E2b, E2f final edited piece
E4b: Revision	LAB142 Revision	E2a, E2b, E2f final revised piece
	LAA,LAB,LAD,LAE	Unit Test: Reading, Literature, Editing End of Course Exam: Reading, Editing Portfolio Assessment: Writing

3. Performance Tasks

NCEE Performance Standards

Reading:

E1a: The student reads at least 25 books or book equivalents each year. The quality and complexity of the materials to be read are illustrated in the sample reading list (see Performance Standards book, pp. 22-23.) The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers;

E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that: makes and supports warranted and responsible assertions about the texts; supports assertions with elaborated and convincing evidence; draws the texts together to compare and contrast themes, characters, and ideas; makes perceptive and well developed connections; evaluates writing strategies and elements of the author's craft.

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that: restates or summarizes information; relates new information to prior knowledge and experience; extends ideas; makes connections to related topics or information.

Writing

E2a: The student produces a report that: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; develops a controlling idea that conveys a perspective on the subject; creates an organizing structure appropriate to purpose, audience, and context; includes appropriate facts and details; excludes extraneous and inappropriate information; uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate; provides a sense of closure to the writing.

E2b: The student produces a response to literature that: engages the reader through establishing a context, creating a persona, and otherwise developing reader interest; advances a judgment through references to the text, references to other works, authors, or nonprint media, or references to personal knowledge; demonstrates understanding of the literary work through suggesting an interpretation; anticipates and answers a reader's questions; recognizes possible ambiguities, nuances, and complexities; provides a sense of closure to the writing.

E2f: The student produces a reflective essay that: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; analyzes a condition or situation of significance; develops a commonplace, concrete occasion as the basis for the reflection, e.g.,

personal observation or experience; creates an organizing structure appropriate to purpose and audience; uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario; provides a sense of closure to the writing.

E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student: makes thematic connections among literary texts, public discourse, and media; evaluates the impact of author's decisions regarding word choice, style, content, and literary elements; analyzes the characters of literary forms and genres; evaluates literary merit; explains the effect of point of view; makes inferences and draws conclusions about fictional and non-fictional contexts, events, setting, themes, and styles; interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism; evaluates the stance of a writer in shaping the presentation of a subject; interprets ambiguities, subtleties, contradictions, ironies, and nuances; understands the role of tone in presenting literature (both fictional and non-fictional); demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.

Speaking, Listening, and Viewing

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student: initiates new topics in addition to responding to adult-initiated topics; asks relevant questions; responds to questions with appropriate elaboration; uses language cues to indicate different levels of certainty or hypothesizing, e.g., "what if...", "very likely...", "I'm unsure whether..."; confirms understanding by paraphrasing the adult's directions or suggestions;

E3b: The student participates in group meetings, in which the student: displays appropriate turn-taking behaviors; actively solicits another person's comment or opinion; offers own opinion forcefully without dominating; responds appropriately to comments and questions; volunteers contributions and responds when directly solicited by teacher or discussion leader; gives reasons in support of opinions expressed; clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions; employs a group decision-making technique such as brainstorming or a problem solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solutions, implement solution, evaluate solution); divides labor so as to achieve the overall group goal efficiently;

E3c: The student prepares and delivers an individual presentation, in which the student: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members; shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource material; uses notes or other memory aids to structure the presentation; develops several main points relating to a single thesis; engages the audience with appropriate verbal cues and eye contact; projects a sense of individuality and personality in selecting and organizing content, and in delivery.

E4a: The student independently and habitually demonstrates understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of: grammar, paragraph structure, punctuation, sentence construction, spelling, usage.

E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include: adding or deleting details, adding or deleting explanations, clarifying difficult passages, rearranging words, sentences, and paragraphs to improve or clarify meaning, sharpening the focus, reconsidering the organizational structure, rethinking and/or rewriting the piece in light of different audiences and purposes.

4. Instructional Delivery Model

Reader's Workshop	Writer's Workshop
<ul style="list-style-type: none"> • annotated reading list • reader response journals • book sharing • reading conferences • author studies • reading discussion groups • oral presentations 	<ul style="list-style-type: none"> • writer's notebook (craft lessons) • report • response to literature • narrative account • persuasive essay • reflective essay • revising • editing • writing conferences • genre studies

Semester One Pacing Guide English IV: Quarter One

Weeks	Instructional Focus	Standard	Texts/Resources	Assessment
1-2	Reading Workshop: Independent reading, selected readings from core text, informational texts, Internet; dialectical journals; reading group discussions; teacher reading conferences; viewing of film and video representative of time and place	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Independent reading in a genre appropriate to time and place; core text: <i>Glencoe Reader's Choice</i> : Early Anglo-Saxon epics; relevant nonfiction selections from text, via Internet, and other print sources; non-print media	Dialectical journal* (ongoing for duration of quarter) E2b/E5a Response to Literature
3-4	Writing Workshop: E2b/E5a: Response to Literature: reading text appropriate to time and place, analyzing, and writing a critical response; Craft lessons: reading and analyzing professional models of response to literature, critical essays; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	<i>Glencoe Reader's Choice</i> : conclude study of the epic, Medieval ballads; relevant nonfiction selections from text, via Internet, and other print sources; non-print media; professional models of responses to literature	Writer's notebook; craft lessons E2b/E5a Response to Literature
5-6	Reading Workshop: Selected readings from core text, informational texts, Internet; dialectical journals; reading group discussions; conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language.	Independent reading in a genre appropriate to time and place; <i>Glencoe Reader's Choice</i> : Chaucer; relevant nonfiction selections from text,	E2b/E5a Response to Literature Book shares

		LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	via Internet, and other print sources; non-print media	
7-8	Writing Workshop: E2a Report: reading text on history, culture appropriate to time and place, analyzing, and writing a report; Craft lessons: reading and analyzing professional models of reports (see NCEE performance standards for high school, p. 23; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	<i>Glencoe Reader's Choice</i> : Arthurian Legend; relevant nonfiction selections from text, via Internet, and other print sources; non-print media; professional models of responses to literature	Writer's notebook; craft lessons E2a Report Book Shares
9	Writing Workshop: E2f: Reflective Essay : reading text appropriate to time and place, analyzing, and writing a personal response; Craft lessons: reading and analyzing professional models of reflective essays; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	<i>Glencoe Reader's Choice</i> : Early English theater; Independent reading in a genre appropriate to time and place; relevant nonfiction selections from text, via Internet, and other print sources	Writer's notebook; craft lessons Suggested Teacher Assessment for quarter: E2f Reflective Essay responding to text selection(s)

* The dialectical journal is a type of double-entry note-taking which students use while reading literature. In the two columns students write notes that dialogue with one another, thereby developing critical reading and reflective questioning.

Semester One Pacing Guide English IV: Quarter Two

Weeks	Instructional Focus	Standard	Texts/Resources	Assessment
1-2	Reading Workshop: Independent reading selected readings from core text, informational texts, Internet; dialectical journals; reading group discussions; teacher reading conferences; viewing of film and video representative of time and place	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Independent reading in a genre appropriate to time and place; <i>Glencoe Readers Choice</i> : poetry of the English Renaissance; relevant nonfiction selections from text, via Internet, and other print sources; non-print media	Dialectical journal (ongoing for duration of quarter) E2b/E5a Response to Literature
3-4	Writing Workshop: E2b/E5a: Response to Literature: reading text appropriate to time and place, analyzing, and writing a critical response; Craft lessons: reading and analyzing professional models of response to literature, critical essays; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	<i>Glencoe Reader's Choice</i> : Shakespeare; relevant nonfiction selections from text, via Internet, and other print sources; non-print media; professional models of responses to literature	Writer's notebook; craft lessons E2b/E5a Response to Literature

5-6	<p>Reading Workshop: Selected readings from core text, informational texts, Internet; dialectical journals; reading group discussions; conferences</p>	<p>LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.</p>	<p>Independent reading in a genre appropriate to time and place; <i>Glencoe Reader's Choice</i>: excerpts from the King James Bible, selected works of 17th and 18th century poetry, including the Metaphysical, Cavalier, and Restoration writers; selected readings from the Puritans; relevant nonfiction selections via Internet, other print sources; non-print media</p>	<p>E2b/E5a Response to Literature</p> <p>Book shares</p>
7-8	<p>Writing Workshop: E2a Report: reading text on history, culture appropriate to time and place, analyzing, and writing a report; Craft lessons: reading and analyzing professional models of reports (see NCEE performance standards for high school, p. 23; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences</p>	<p>LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.</p>	<p><i>Glencoe Reader's Choice</i>: continued readings from 17th and 18th century poetry; additional texts may include works of Swift; essays and criticism of the period; relevant nonfiction selections from text, via Internet, and other print sources; non-print media professional models of responses to literature</p>	<p>Writer's notebook; craft lessons</p> <p>E2a Report</p>

9	Writing Workshop: E2f: Reflective Essay : reading text appropriate to time and place, analyzing, and writing a personal response; Craft lessons: reading and analyzing professional models of reflective essays; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Independent reading in a genre appropriate to time and place; core text relevant nonfiction selections via Internet, other print sources	Writer's notebook; craft lessons E2f Reflective Essay District Semester Exam Oral reports
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Assessment: Students should be expected to submit a portfolio of final edited and publishable work that has been completed over the course of the semester.

Semester Two Pacing Guide English IV: Quarter Three

Weeks	Instructional Focus	Standard	Texts/Resources	Assessment
1-2	Reading Workshop: Independent reading selected readings from core text, informational texts, Internet; dialectical journals; reading group discussions; teacher reading conferences; viewing of film and video representative of time and place	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Independent reading in a genre appropriate to time and place; <i>Glencoe Reader's Choice</i> : Poetry of the Romantic Period; relevant nonfiction selections from text, via Internet, and other print sources; non-print media	Dialectical journal E2b/E5a Response to Literature

3-4	<p>Writing Workshop: E2b/E5a: Response to Literature: reading text appropriate to time and place, analyzing, and writing a critical response; Craft lessons: reading and analyzing professional models of response to literature, critical essays; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences</p>	<p>LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.</p>	<p><i>Glencoe Reader's Choice</i>: continued poetry selections from the Romantic Period; excerpts from Frankenstein; relevant nonfiction selections from text, via Internet, and other print sources; non-print media; professional models of responses to literature</p>	<p>Writer's notebook; craft lessons</p> <p>E2b/E5a Response to Literature</p>
5-6	<p>Reading Workshop: Selected readings from core text, informational texts, Internet; dialectical journals; reading group discussions; conferences</p>	<p>LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.</p>	<p>Independent reading in a genre appropriate to time and place; <i>Glencoe Reader's Choice</i>: The Victorian poets; relevant nonfiction selections from text, via Internet, and other print sources; non-print media</p>	<p>E2b/E5a Response to Literature</p> <p>Book shares</p>

7-8	<p>Writing Workshop: E2a Report: reading text on history, culture appropriate to time and place, analyzing, and writing a report; Craft lessons: reading and analyzing professional models of reports (see NCEE performance standards for high school, p. 23; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences</p>	<p>LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.</p>	<p><i>Glencoe Reader's Choice</i>: selected short fiction from the Victorian period; relevant nonfiction selections from text, via Internet, and other print sources; non-print media; professional models of responses to literature</p>	<p>Writer's notebook; craft lessons E2a Report</p>
9	<p>Writing Workshop: E2f: Reflective Essay : reading text appropriate to time and place, analyzing, and writing a personal response; Craft lessons: reading and analyzing professional models of reflective essays; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences</p>	<p>LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.</p>	<p>Independent reading in a genre appropriate to time and place; relevant nonfiction selections from text, via Internet, and other print sources; non-print media;</p>	<p>Writer's notebook; craft lessons Suggested Teacher Assessment for quarter: E2f Reflective Essay responding to text selection(s)</p>

Semester Two Pacing Guide English IV: Quarter Four

Weeks	Instructional Focus	Standard	Texts/Resources	Assessment
1-2	Reading Workshop: Independent reading selected readings from core text, informational texts, Internet; dialectical journals; reading group discussions; teacher reading conferences; viewing of film and video representative of time and place	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Independent reading in a genre appropriate to time and place; core text: Glencoe Reader's Choice: 20 th century drama; suggested work, - <i>Pygmalion</i> ; relevant nonfiction selections from text, via Internet, and other print sources; non-print media;	Dialectical journal (ongoing for duration of quarter); E2b/E5a Response to Literature
3-4	Writing Workshop: E2b/E5a: Response to Literature: reading text appropriate to time and place, analyzing, and writing a critical response; Craft lessons: reading and analyzing professional models of response to literature, critical essays; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Glencoe Reader's Choice: selected 20 th century short fiction; suggested authors: Joyce, Lawrence, Conrad, Mansfield, O'Connor, Greene, Gordimer, Naipaul; professional models of responses to literature relevant nonfiction selections from text, via Internet, and other print sources; non-print media	Writer's notebook; craft lessons E2b/E5a Response to Literature
5-6	Reading Workshop: Selected readings from core text, informational texts, Internet; dialectical journals; reading group discussions; conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAC1.4 The student uses listening strategies effectively. LAC2.4 The student uses viewing strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language. LAE 1.4 The student understands the common features of	Independent reading in a genre appropriate to time and place; core text: Glencoe Reader's Choice: selected 20 th century poetry; suggested authors: Yeats, Eliot, Spender, Thomas;	E2b/E5a Response to Literature Book shares

		a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	relevant nonfiction selections from text, via Internet, and other print sources; non-print media	
7-8	Writing Workshop: E2a Report: reading text on history, culture appropriate to time and place, analyzing, and writing a report; Craft lessons: reading and analyzing professional models of reports (see NCEE performance standards for high school, p. 23; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Glencoe Reader's Choice: continued readings in contemporary short fiction and poetry; selected nonfiction from text, including Woolf, Orwell, and Churchill; relevant nonfiction selections via Internet, and other print sources; non-print media; professional models of responses to literature	Writer's notebook; craft lessons E2a Report
9	Writing Workshop: E2f: Reflective Essay : reading text appropriate to time and place, analyzing, and writing a personal response; Craft lessons: reading and analyzing professional models of reflective essays; Drafting, Revising, Editing, Publishing; paired, group, and teacher writing conferences	LAA1.4 The student uses the reading process effectively. LAA2.4 The student constructs meaning from a wide range of texts. LAB1.4 The student uses the writing process effectively. LAB2.4 The student writes to communicate ideas and information effectively. LAC1.4 The student uses listening strategies effectively. LAC3.4 The student uses speaking strategies effectively. LAD1.4 The student understands the nature of language LAD2.4 The student understands the power of language. LAE 1.4 The student understands the common features of a variety of literary forms. LAE 2.4 The student responds critically to fiction, nonfiction, poetry, and drama.	Independent reading in a genre appropriate to time and place; core text: <i>Glencoe Reader's Choice</i> ; relevant nonfiction selections from text, via Internet, and other print sources; non-print media;	Writer's notebook; craft lessons E2f: Reflective Essay responding to text selection(s) Oral reports

Assessment: Students should be expected to submit a portfolio of final edited and publishable work that has been completed over the course of the semester.

6. Appendices

A. Suggested Reading

Quarter I: The Anglo-Saxon Period (449-1066)/ The Middle Ages (1066-1485)

Recommended Fiction

- Beowulf * recommended translation is by Seamus Heaney, W.W. Norton, Publisher, 2000, at Barnes and Noble, \$13.95
- Grendel by John Gardner
- The Murder of Becket (Alfred Duggan)

Supplemental Reading (Glencoe Literature Library)

- Beowulf and Related Readings (fiction/nonfiction)
- The Canterbury Tales and Related Readings (fiction/nonfiction)

Quarter II: The English Renaissance (1485-1660)/Restoration-18th C. (1660-1798)

Recommended Fiction

- Robinson Crusoe
- Tom Jones

Supplemental Reading (Glencoe Literature Library)

- Hamlet and Related Readings (fiction/nonfiction)
- A Midsummer Night's Dream and Related Readings (fiction/nonfiction)
- The Tempest and Related Readings (fiction/nonfiction)

Quarter III: The Romantic Period (1798-1832)/Victorian Age (1832-1901)

Recommended Fiction

- Possession (A. S. Byatt)
- Oliver Twist

Supplemental Reading (Glencoe Literature Library)

- Frankenstein and Related Readings (fiction/nonfiction)
- Pride and Prejudice and Related Readings (fiction/nonfiction)
- The Strange Case of Dr. Jekyll and Mr. Hyde and Related Readings (fiction/nonfiction)
- Jane Eyre and Related Readings (fiction/nonfiction)
- A Tale of Two Cities and Related Readings (fiction/nonfiction)
- Great Expectations and Related Readings (fiction/nonfiction)
- Wuthering Heights and Related Readings (fiction/nonfiction)
- Silas Marner and Related Readings (fiction/nonfiction)

Quarter IV: The Twentieth Century (1901-2000)

Recommended Fiction

- A Soldier of the Great War (Mark Helprin)
- A Very Long Engagement (Sebastien Japrisot)
- The House Gun (Nadine Gordimer)

Recommended Supplemental Reading (Glencoe Literature Library)

- Heart of Darkness/The Secret Sharer and Related Readings (fiction/nonfiction)
- The Mayor of Casterbridge and Related Readings (fiction/nonfiction)
- The Return of the Native and Related Readings (fiction/nonfiction)
- Animal Farm and Related Readings (fiction/nonfiction)
- The Importance of Being Earnest and Related Readings (fiction/nonfiction)

B. Internet Web Sites

Quarter I: The Anglo-Saxon Period/The Middle Ages

Helpful Resources-Beowulf

http://www.pbs.org/opb/thenewheroes/teachers/lesson_2.html

<http://www.webenglishteacher.com/beowulf.html>

Helpful Resources – The Ballad

<http://www.csufresno.edu/folklore/BalladSearch.html>

<http://www.tnellen.com/cybereng/ballad.html>

<http://www.legends.dm.net/ballads/index.html>

Helpful Resources – *The Canterbury Tales*

http://hosting.uaa.alaska.edu/afdtk/ect_main.htm

<http://www.sis.edu.hk/Departments/Information%20Skills/Web%20Quests/Chaucer/Introduction.htm>

<http://www.webenglishteacher.com/chaucer.html>

Helpful Resources- Arthurian Legend

<http://www.webenglishteacher.com/kingarthur.html>

<http://school.discovery.com/lessonplans/programs/arthur/>

<http://academics.vmi.edu/english/arthur.html>

<http://www.proquestk12.com/curr/teachers.shtml>

Helpful Resources:

<http://www.webenglishteacher.com/everyman.html>

<http://www.glc.k12.ga.us/BuilderV03/LPTools/LPShared/lpdisplay.asp?LPID=15900>

<http://jerz.setonhill.edu/resources/PSim/>

<http://www.musearts.com/cartoons/pigs/everymanintro.html>

<http://homepage.mac.com/mseffie/assignments/everyman/everymansg.html>

Quarter III: The Victorians

Helpful Resources-Victorian Culture and History

<http://www.victorianweb.org/history/sochistov.html>

<http://www.infoplease.com/ce6/ent/A0858005.html>

http://db.bbc.co.uk/history/games/victorian_achievements/index.shtml

Quarter IV: The Twentieth Century

Helpful Resources – Pygmalion

http://www.eng.fju.edu.tw/English_Literature/shaw/Pygmalion.html

<http://www.classzone.com/novelguides/litcons/pygmalio/guide.cfm>

<http://www.sdcoe.k12.ca.us/score/cyrano/cyranotg.html>

<http://www.barrsenglishclass.com/cyrano.htm>

Helpful Resources – Jane Eyre

http://www.glencoe.com/sec/literature/litlibrary/pdf/jane_eyre.pdf

http://us.penguinroup.com/static/rguides/us/jane_eyre.html

<http://www.classzone.com/novelguides/litcons/janeeyre/guide.cfm>

<http://www.ucs.mun.ca/%7Ek02adr/webquest/intro.html>

Helpful Resources - The Brothers Karamazov

http://www.glencoe.com/sec/literature/litlibrary/pdf/brothers_karamazov.pdf

<http://www.dartmouth.edu/~karamazo/>

Helpful Resources for A Room of One's Own

<http://virtual.clemson.edu/groups/dial/AP2000/ywpcodes02.html>

<http://www.brunswick.k12.me.us/libraries/bjllib/woolf.htm>

<http://www.library.csi.cuny.edu/dept/history/lavender/ownroom.html>

Helpful Resources – “Do not go Gentle into that Good Night”

<http://www.dylanthomasboathouse.com/download/TeachersPack2.pdf>

Helpful Resources – Things Fall Apart

http://www.readinggroupguides.com/guides/things_fall_apart.asp#discuss

<http://web.cocc.edu/cagatucci/classes/hum211/achebtfa.htm>

http://edsitement.neh.gov/view_lesson_plan.asp?id=343

http://edsitement.neh.gov/view_lesson_plan.asp?id=382

Young Adult Fiction Tie-Ins to Things Fall Apart

Helpful Resources – Heart of Darkness

http://www.glencoe.com/sec/literature/litlibrary/pdf/heart_secret.pdf

<http://www.stfrancis.edu/en/student/kurtzweb/darkness.htm>

<http://www.msu.edu/user/rozemaro/quest/home.htm>

<http://school.discovery.com/lessonplans/programs/heartofdarkness/index.html>