

English IV

Year at a Glance (2021-2022)

Workshop Routines	Reader’s/Writer’s Workshop instruction rests on a structure of routines and procedures that support students and teachers. Teachers are encouraged to work with PLCs and instructional coaches to organize daily routines that will best serve the needs of their learners. Routines for RW Workshop include systematic use of the following: Reader’s/Writer’s Notebook, self-selected independent reading, mentor texts, mini-lessons, collaboration (student-to-student), and conferring (teacher-to-student).	
Workshop Goals	Students can: utilize the established RW Workshop procedures to make the most of the learning experience; collaborate productively with others and contribute to the classroom community; set personal goals for learning, track their own progress, and provide feedback to others as they work toward their goals; select their own texts for independent reading and respond to them in both personal and analytical ways; read and write for authentic purposes and share their thinking with others.	
Nine Weeks	1st Quarter	2nd Quarter
Essential Question(s)	How do my personal experiences shape my view of the world and my preferences as a reader? How can I use writing to share my experiences with others?	When I see a problem in the world around me, how can I advocate for myself and others?
Skills / Student Habits	<p>Students can...</p> <ul style="list-style-type: none"> work together to establish a collaborative community with clear expectations and procedures for reading, writing, thinking, sharing, and communicating in and out of class (TEKS Strand 1) set personal goals and purposes for reading, make connections to texts, and refine “good reader” habits to comprehend texts on multiple levels and continue developing metacognitive skills (TEKS Strand 2) participate in targeted, low-stakes writing and speaking opportunities as they interact with a variety of increasingly complex texts in meaningful ways (TEKS Strand 3) read and interact with specific literary characteristics, structures, formats, and themes within and across diverse personal and literary texts (TEKS Strand 4) read like writers as they evaluate how authors’ choices influence and communicate meaning and then apply craft moves purposefully in their own writing (TEKS Strand 5) engage in an authentic writing process to explore a variety of personal writing territories and compose an informational piece on a personal topic (college essay, memoir, personal essay, etc.) using genre characteristics and craft (TEKS Strand 6) engage in informal, self-driven inquiry during reading and writing when they recognize gaps in their knowledge or need clarification for understanding (TEKS Strand 7) 	<p>Students can...</p> <ul style="list-style-type: none"> work together to continue engaging in a collaborative community with clear expectations and procedures for reading, writing, thinking, sharing, and communicating in and out of class (TEKS Strand 1) monitor progress toward personal goals for reading, evaluate their personal connections to texts, and determines how their self-selected reading drives their advocacy choices (TEKS Strand 2) participate in targeted, low-stakes writing and speaking opportunities as they explore the purpose of advocacy and how to meaningfully advocate for issues (TEKS Strand 3) read and interact with specific advocacy characteristics, structures, formats, and themes within and across diverse persuasive and argumentative texts (TEKS Strand 4) read like writers as they evaluate how authors’ choices communicate, persuade, and advocate for a specific purpose and then apply craft moves strategically in their own writing (TEKS Strand 5) engage in an authentic writing process to explore a variety of writing territories to advocate for and compose a publishable advocacy piece on a specific issue/cause, using genre characteristics and craft (TEKS Strand 6) find and utilize credible, relevant sources to support their advocacy choices and continue to engage in informal, self-driven inquiry during reading and writing (TEKS Strand 7)
Evidence for Learning (Formative)	<ul style="list-style-type: none"> Baseline writing task Notes or data from conferring with students about reading and writing RW Notebook entries (shared, not collected for a grade) Observations or data collected during practice or collaboration time Student work samples and drafts Data from PLC-designed common formative assessments Exit tickets and survey responses Peer feedback (captured in observation, gallery walks, discussion boards, etc.) Data collected by instructional coach to support teacher/team goal 	<ul style="list-style-type: none"> Notes or data from conferring with students about reading and writing RW Notebook entries (shared, not collected for a grade) Observations or data collected during practice or collaboration time Student work samples and drafts Data from PLC-designed common formative assessments Exit tickets and survey responses Peer feedback (captured in observation, gallery walks, discussion boards, etc.) Data collected by instructional coach to support teacher/team goal

Evidence of Learning (Summative)	<ul style="list-style-type: none"> Skills-based reading assessments (focusing on theme, language, and craft) Complete process personal writing (memoir, college essay, etc.) Additional PLC-designed common assessments 	<ul style="list-style-type: none"> Skills-based reading assessments (focusing on author’s purpose and persuasion) Complete process advocacy writing (including some research) Reading and writing portfolio with reflection Additional PLC-designed common assessments
Nine Weeks	3 rd Quarter	4 th Quarter
Essential Question(s)	How can I become a careful consumer of media who recognizes social commentary, bias, and faulty reasoning? How can I avoid issues in my own writing?	How can I contribute creatively to the world? Why does the world need my story?
Skills / Student Habits	<p>Students can...</p> <ul style="list-style-type: none"> work together to reflect and refine expectations and procedures for reading, writing, thinking, sharing, and communicating in and out of class to maintain a collaborative community (TEKS Strand 1) revise personal reading goals to challenge themselves by selecting texts with greater complexity, unfamiliar ideas, or new perspectives (TEKS Strand 2) participate in targeted, informal writing and discussion as they critique and evaluate authors’ explicit and implied meanings and defend or challenge their claims using relevant evidence (TEKS Strand 3) read and interact with diverse texts that offer social commentary, analyzing the impact of historical and social context on an author’s chosen genre, structure, and purpose (TEKS Strand 4) read like writers as they evaluate and imitate authors’ uses of rhetorical devices to shape the perception of an intended audience and critique the effectiveness of their arguments by recognizing logical fallacies (TEKS Strand 5) examine diverse argumentative texts and produce rhetorical analyses that include a critique of the author’s logic; engage in an authentic writing process by applying the same evaluative skills to their own writing and that of peers as they adapt their work for a targeted audience by selecting appropriate rhetorical and logical strategies, as seen in mentor texts (TEKS Strand 6) become critical readers of the world as they question credibility, bias, and logic of the texts they read and utilize relevant sources to defend or challenge ideas, implementing changes in their research process as needed (TEKS Strand 7) 	<p>Students can...</p> <ul style="list-style-type: none"> uphold expectations and procedures for reading, writing, thinking, sharing, and communicating in and out of class and, as a collaborative community, celebrate their growth as readers and writers (TEKS Strand 1) monitor their progress toward personal reading goals and continue to challenge themselves by selecting texts with greater complexity, unfamiliar ideas, or new perspectives (TEKS Strand 2) participate in targeted, low-stakes writing and speaking opportunities as they explore thematic ideas in a variety of literary texts and make comparisons across genres (TEKS Strand 3) analyze and apply specific literary elements, styles, structures, formats, and themes within and across diverse literary texts (TEKS Strand 4) read like writers as they evaluate how authors’ choices influence and communicate meaning to develop themes and then apply craft moves purposefully in their own creative and reflective writing (TEKS Strand 5) engage in an authentic writing process to explore a variety of writing territories and compose and publish a creative piece using genre characteristics and craft (TEKS Strand 6) engage in informal, self-driven inquiry during reading and writing when they recognize gaps in their knowledge or need clarification for understanding (TEKS Strand 7)
Evidence for Learning (Formative)	<ul style="list-style-type: none"> Notes or data from conferring with students about reading and writing RW Notebook entries (shared, not collected for a grade) Observations or data collected during practice or collaboration time Student work samples and drafts Data from PLC-designed common formative assessments Exit tickets and survey responses Peer feedback (captured in observation, gallery walks, discussion boards, etc.) Data collected by instructional coach to support teacher/team goal 	<ul style="list-style-type: none"> Notes or data from conferring with students about reading and writing RW Notebook entries (shared, not collected for a grade) Observations or data collected during practice or collaboration time Student work samples and drafts Data from PLC-designed common formative assessments Exit tickets and survey responses Peer feedback (captured in observation, gallery walks, discussion boards, etc.) Data collected by instructional coach to support teacher/team goal
Evidence of Learning (Summative)	<ul style="list-style-type: none"> Skills-based reading assessments (focusing on rhetorical strategies, social commentary, bias, and logic) New or revised writing that offers social commentary (including some research) Additional PLC-designed common assessments 	<ul style="list-style-type: none"> Skills-based reading assessments (focusing on elements of fiction and craft) Complete process creative writing (literary or lit nonfiction) Reading and writing portfolio with reflection and/or Showcase presentation Additional PLC-designed common assessments