



Rockwall ISD

English 4 Parent Guide

	Term 1	Term 2	Term 3	Term 4
Unit	Unit 1:: Narrative-Fiction/Poetry/Prose	Unit 2: Synthesis/Research Unit 3: Literary Synthesis & Analysis	Unit 4: Argument/Critique	Unit 5: Informative Unit 6: Practical Purpose
Focus Standard: Access the TEKS	Unit 1:E4.2B, E4.4E, E4.4F, E4.6A,E4.8A E4.5B, E4.9B, E4.9C,E4.9D	Unit 2:E4.4F, E4.4H, E4.5D,E4.8A,E4.5B Unit 3: E4.2B, E4.4F, E4.5C,E4.6A,E4.6D, E4.8A,E4.5B, E4.9B, E4.9C, E4.9D	Unit 4: E4.4F, E4.5C, E4.8A, E4.9B, E4.9C, E4.9D	Unit 5:E4.2B, E4.4F, E4.4G, E4.5D,E4.8A, E4.8B Unit 6: E4.2B, E4.4F,E4.8A
Topic Focus:	Unit 1 Big Ideas: - Compare and contrast thematic development through a study of short works of fiction in order to clarify the relationships between theme and narrative elements such as characterization, point of view, and plot. - Identify the characteristics of good narrative writing through the evaluation of mentor texts as well as personal written responses in order to plan and develop quality compositions. - Identify correct sentence structure and punctuation of simple, compound, and complex sentences through	Unit 2 Big Ideas: - Evaluate details read to analyze text using text evidence and comparing sources across genres, including personal experiences, in order to support our understanding of key ideas - Synthesize information to create a new understanding. - Use relevant text evidence to defend or challenge an author's claims. - Analyze theme, characterization, point of view, setting, and plot within a text in order to understand audience, purpose and the author's message within a	Big Ideas: - Work collaboratively in class in order to ask and answer complex questions. - Paraphrase and summarize texts in ways that maintain meaning and logical order. - Develop questions for formal and informal inquiry, critique the research process at each step to implement changes as needs occur and are identified, and develop and revise a research plan. - Synthesize information from a variety of sources. - Examine sources for: (i) credibility, bias, and accuracy; and (ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions.	Unit 5 Big Ideas: - Analyze and evaluate the author's use of details, structural elements, and language through close reading of informational texts in order to determine the author's purpose and message. - Identify the use of text structures and graphic features through analysis of mentor texts in order to understand the effects on meaning and purpose. - Paraphrase and summarize text through written responses using academic vocabulary in order to respond in a meaningful



	analysis of mentor texts to determine patterns in order to edit drafts correctly. - Analyze the author's use of patterns of writing and blended text styles to evaluate the author's purpose, audience, and message within a text. Essential Questions: - How can readers and writers make connections within and across texts as well as real world connections? - How can I read and write for authentic purposes and share my thinking with others? - How does sharing thinking help readers understand more? - How do authors support ideas and information with evidence in texts? - How might authors' purpose for writing affect messages of texts?	text. Essential Questions - How can readers synthesize information from multiple sources including literature to create a new understanding? - How does the information from one source compare and contrast to the information from another source? - How does the information from one source affect the understanding of the concepts in another text? - How does the author's purpose affect the presentation of the information in the text? - How does the contextual time period of the text affect its presentation and understanding by the audience? Unit 3 Big Ideas: - Make evidence-based inferences to support our understanding by evaluating key ideas in order to understand explicit and implicit meanings of a text. - Analyze theme, characterization, point of view, setting, and plot within a text in order to understand audience, purpose and the author's message within a text. - Analyze how characters' behaviors and underlying motivations contribute to dilemmas in order to understand that influence on the plot and theme - Evaluate the use of literary devices such as paradox, satire, and allegory to determine how language	- Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. Essential Questions - How do authors use language and literature to comment on the issues within their societies? - How do we manage the relationship between humanity and technology? - How can I research different topics in modern society to expand our knowledge and worldview? - How can I communicate the results of my research effectively and dispassionately? - How do authors support ideas and information with evidence in texts? - How might authors' purpose for writing affect the message of a text and impact possible bias?	way to an informational text - Analyze context to draw conclusions about nuanced meanings such as in imagery. - Critique and evaluate the effectiveness of characteristics of multimodal and digital texts. Essential Questions - How do we maintain relationships and continue productive dialogue with those whose ideas differ from our own? Unit 6 Big Ideas: - Compose correspondence in a professional and friendly structure. - Evaluate the author's use of print and graphic features to achieve specific purposes. - Critique and evaluate the effectiveness of characteristics of multimodal and digital texts - Engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies. - Evaluate how the author's diction and syntax contribute to the effectiveness of a text.
--	--	--	---	---



		shapes and informs reader's perception and develops thematic ideas. • Develop a written response by following the steps of the writing process including plan, develop, revise, edit, publish in order to develop quality composition. Essential Questions • How do authors use language and literature to comment on the issues within their societies? • How do thematic concepts function in literature? • How does sharing thinking help readers understand more? • How do authors support ideas and information with evidence in texts? • How might authors' purpose for writing affect messages of texts? • How do the explicit and implicit meanings of a text affect the audiences' understanding? • How does characterization help the audience to relate to the message of the author? • How does an author develop characters? How does an author create a setting/atmosphere?		Essential Questions • How can people use writing to communicate professionally and effectively through the use of resumes, letters, and email? • How can people use writing to communicate professionally and effectively through the use of resumes, letters, and email? • How should I adjust my methods of speaking and writing based on different situations? • Why should we communicate with varying levels of formality depending on specific aspects of different situations?
--	--	---	--	--



Updated 8/2025



Updated 8/2025