# English IV Overview

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts, and Instructional Model.

## Definitions

Overview – The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Process Standards – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

## Parent Supports

The following resources provide parents with ideas to support students’ understanding:

- Parent and Afterschool Resources from the National Council of Teachers of English
- Young Adult Library Services Association (YALSA)
- The International Literacy Association (ILA)
- The Texas Library Association (TLA)
- Houston Area Independent Schools Library Network
- The American Library Association
- Newbery Honor Books
- Coretta Scott King Honors
Instructional Model

- **#1 Opening Structure:**
  - How will I use this time to “prime the pump” for what students will be doing during work time?
  - How is this connected to the mini-lesson and work time?

- **#2 Mini-lesson:**
  - What focused skill or review is necessary to transition to work time?
  - How did I select this skill?
  - How can I model during this time, rather than just instruct?

- **#3 Work time:**
  - What will students be doing?
  - What structures, routines, or resources need to be in place for students to be successful?
  - Will this be divided into small-group or individualized work?
  - What will the teacher be doing during this time?
  - How will I know they understand the concepts and the tasks?
  - How will I differentiate this time to meet the needs of my students?
  - How will I group students to support instruction?
  - What questions, clarifications, or celebrations can I anticipate, and how can I plan for them?

- **#4 Debrief:**
  - What questions do students still have?
  - What did they master?
  - What can I do here that I can revisit tomorrow to connect their learning from day to day?
  - Use this information to make instructional decisions tomorrow.

**Adopted Resources**
High School: [https://www.fortbendisd.com/Page/93927](https://www.fortbendisd.com/Page/93927)

**Process Standards:** In secondary ELA, we have four main processes: acquiring new vocabulary, reading comprehension, writing, and listening/speaking which are embedded in every unit in whole or in part. The Texas Essential Knowledge and Skills Statements (TEKS) for these skills are:
- EngIV.1 Vocabulary Development
- Figure 19 Reading Comprehension
- EngIV.13 The Writing Process
- EngIV.24-26 Listening and Speaking

**Grading Period 1**
**Building a Literacy Community**
Estimated Date Range: August 15-August 31, 2028

**Unit Overview:**
In this unit, teachers and student work together to develop the routines and expectations that will support literacy throughout the school year. They will practice close reading and conferring routines and determine organization structures for a literacy notebook.

**Big Ideas:**
- We become a community of readers and writers when we have common expectations and routines for our classroom.
- When I have a routine for recording my learning, it’s easier to set goals for my next steps as a reader and writer.
- Conferring with others can give me new ideas and feedback to improve my reading and writing.
- I improve my reading when I learn how to re-enter text with different lenses to make meaning of what I’m reading.

**Essential Questions**

- How do we establish an atmosphere of collaboration and independent learning and create a community of readers and writers?
- How can I track my growth as a reader and writer?
- How does conferring about reading and writing help me as a learner?
- How can I become a more confident reader?

<table>
<thead>
<tr>
<th>Concepts within Unit</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept #1: Close reading</strong></td>
<td>EngIV.Fig19A</td>
</tr>
<tr>
<td><strong>Concept #2: Conferring with others</strong></td>
<td>EngIV.13E, EngIV.24A, EngIV.26A</td>
</tr>
<tr>
<td><strong>Concept #3: Recording my learning</strong></td>
<td>EngIV.13E, EngIV.Fig19A</td>
</tr>
</tbody>
</table>

**Skills for Life: Work-Related Texts**

*Estimated Date Range: September 4-September 21, 2018*

**Unit Overview:**

This unit, the second in the first grading period, is focused on the students’ ability to define who they are and what they believe in. Fort Bend ISD graduates are compassionate citizens. They are empathetic and exhibit care and concern for others. This unit will allow students to communicate that compassionate attitude by sharing a personal experience that reveals their values, an experience from which they learned something about themselves and the world in which they live. Students will read a variety of literary non-fiction works, including model college entrance essays, analyzing how the authors’ patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning. Using these works as mentor texts, students will write a personal narrative or other expository composition, which may be used as a college entrance or scholarship application essay. Demonstrating a respect for self and others, students will articulate, and examine how others articulate their values and character. Students will employ the steps of the writing process including planning, drafting, revising, editing, and publishing.

**Big Ideas:**

- Writers make decisions based on the audience, purpose, and genre.
- Writers think about structure, word choice, and development of ideas and how those devices affect readers.
- Writers have a clear purpose for writing and using content in an essay.
- An author’s use of language creates meaning and conveys emotion that influences readers.
- An author’s use of imagery, allusion, and literary devices creates meaning and conveys emotion that influences readers.
- Good readers can make inferences and draw conclusions about a text.
- Authors writing on the same issue draw different conclusions.

**Essential Questions**

- Writers make decisions based on the audience, purpose, and genre.
- Writers think about structure, word choice, and development of ideas and how those devices affect readers.
- Writers have a clear purpose for writing and using content in an essay.
- An author’s use of language creates meaning and conveys emotion that influences readers.
- An author’s use of imagery, allusion, and literary devices creates meaning and conveys emotion that influences readers.
- Good readers can make inferences and draw conclusions about a text.
- Authors writing on the same issue draw different conclusions.

<table>
<thead>
<tr>
<th>Concepts within Unit</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept #1: Reading Literary Non-Fiction</strong></td>
<td>EngIV.2A-C, EngIV.5A-D, EngIV.6A, EngIV.7A, EngIV.8A</td>
</tr>
<tr>
<td><strong>Concept #2: Reading Expository Texts</strong></td>
<td>EngIV.7A, EngIV.8A, EngIV.9A-D</td>
</tr>
</tbody>
</table>
Compassion and Leadership: College Entrance Essay and Personal Readings

Estimated Date Range: September 24 - October 18, 2018

Unit Overview:
In preparation for real-life application, students will explore their educational and/or employment opportunities by researching colleges and careers while refining their professional identity by creating a resume and/or curriculum vitae and crafting polished letters. The unit begins with a reflection of goals and ambitions. Students should take an interest inventory and generate a list of goals. Students will then create a resume and draft letters. Emphasis should be placed on polishing a professional image through practice of interview skills and correct application of grammatical conventions. Students will then explore colleges, majors, scholarships and careers, analyzing the websites of various educational institutions, businesses, and government agencies. Students will generate questions to research and organize resources. Through the reading of websites, procedural, and informational texts, students will gather examples of professional vocabulary and syntax to use in their own writing.

Big Ideas:
- The inquiry process creates independent learners.
- Writers engage in a recursive process to produce a variety of texts.
- Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques.
- Grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
- Writers explore and clarify their thinking through composing of text.
- Grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Readers use a variety of strategies to understand the meaning of new words.
- Readers acquire greater vocabulary through frequent reading of a wide variety of text.
- Readers draw conclusions based on the structure of a text and accompanying graphic representations.
- Communicators understand the transactional nature of the communication process.

Essential Questions:
- Where do you find information about colleges? Or careers? How do you determine if a source (or website) is reliable?
- How does each step in the writing process impact your writing?
- Why do we write?
- What is the purpose of your writing
- How do thoughts translate to language?
- Why is following conventions of grammar correctly important in professional situations?
- How do you determine when information is useful?
- What strategies do you use to understand complicated, real-world texts?
- What strategy do you use to retain and use new words when you learn them?
- How does the structure of the text contribute to meaning
- How do the accompanying graphics enhance or detract from meaning?
- What message is the text with all its components trying to convey?
- How does personal communication differ from professional communication?

### Concepts within Unit

<table>
<thead>
<tr>
<th>Concept #1: Reading Procedural Texts</th>
<th>EngIV.7A, EngIV.8A, EngIV.11A-B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #2: Writing Work-Related Texts</td>
<td>EngIV.15B, EngIV.17A-C, EngIV.18A, EngIV.19A</td>
</tr>
</tbody>
</table>

**Grading Period 2**
Critical Thinker: Understanding Rhetorical Power and the Rhetorical Analysis Essay  
Estimated Date Range: October 22-November 16, 2018

Unit Overview:
In the article “Reimagining Leadership after the Public Turn,” by Thomas P. Miller and Joddy Murray published in the May 2017 issue of *College English*, the authors claim that “Preparing citizens for leadership was one of the founding purposes for studying rhetoric and the other liberal arts, and rhetoric’s civic vision has taken on renewed significance as we have expanded our public engagements in service learning, community literacy, social movement studies, and political advocacy.” As a citizen of this country and member of a community, people must be able to understand the power and influence of language and its effect on others. Being able to understand a writer’s rhetorical choices makes for more informed decision making. In this unit, students will read and analyze expository and persuasive texts, making inferences and drawing conclusions and supporting those inferences and conclusions with examples from the text. Reading may include essays, letters, and speeches. Students will read different texts on the same topic, comparing conclusions, evidence, and reasoning. Students will eventually write an analysis of a text that examines the aesthetics of the author’s style and use of rhetorical devices. Instructors will pull expository and persuasive texts from historical and cultural contexts.

Big Ideas:
- Effective readers analyze how authors use techniques, form and structure to influence the attitudes or actions of others and make decisions based on their findings in persuasive texts.
- Effective writers should have a strong thesis sentence, be able to support interpretations with textual support, and discuss in writing the aesthetics of an author’s style and the effect of that style on audience.
- Writers use specific text features to organize and support nonfiction text.
- Because writers may not explicitly state the purpose, readers have to make connections to and in the text to make meaning.
- Good readers must analyze the most appropriate text evidence to support their inferences.
- Effective readers analyze how authors use techniques, form and structure to influence the attitudes or actions of others and make decisions based on their findings in persuasive texts.
- Good readers can make inferences and draw conclusions about a text.
- Authors writing on the same issue draw different conclusions.

Essential Questions
- Effective readers analyze how authors use techniques, form and structure to influence the attitudes or actions of others and make decisions based on their findings in persuasive texts.
- Effective writers should have a strong thesis sentence, be able to support interpretations with textual support, and discuss in writing the aesthetics of an author’s style and the effect of that style on audience.
- Writers use specific text features to organize and support nonfiction text.
- Because writers may not explicitly state the purpose, readers have to make connections to and in the text to make meaning.
- Good readers must analyze the most appropriate text evidence to support their inferences.
- Effective readers analyze how authors use techniques, form and structure to influence the attitudes or actions of others and make decisions based on their findings in persuasive texts.
- Good readers can make inferences and draw conclusions about a text.
- Authors writing on the same issue draw different conclusions.

<table>
<thead>
<tr>
<th>Concepts within Unit</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: Reading Expository Text</td>
<td>EnglIV.7A, EnglIV.8A, EnglIV.9A-D</td>
</tr>
<tr>
<td>Concept #2: Reading Persuasive Text</td>
<td>EnglIV.7A, EnglIV.8A, EnglIV.10A-B</td>
</tr>
</tbody>
</table>

Reading and Writing Poetry
Estimated Date Range: November 26-December 21, 2018
Unit Overview:
After studying rhetoric, students will now spend approximately four weeks with fiction, specifically poetry. Instructors should pull pieces that are exemplars of major literary periods in British history in order to track the development of the English language and the influence of the time period on feelings about subjects like love, nature, society, and identity. Although English IV typically focuses on British literature, instructors should not hesitate to include pieces from world and American literature. Through the readings, students will grow to understand the attitudes and concerns of particular time periods and make connections while comparing these works. For each unit, students will create their own works of poetry in order to gain a better appreciation of form and style. However, students often consider poetry a struggle with counting out syllables and forcing rhymes. Encourage students to look to poetry as another way to speak their mind, to communicate ideas, and influence others. Students will also write in order to gain an understanding about their own feelings. Incorporate contemporary pieces and spoken work poetry into units. Allow students freedom to develop a voice while respecting the voices of others, including the poets from English history and their peers. As students read poetry, instructors will assign shorter analysis writing tasks. Transfer the skills achieved in rhetorical analysis to poetry analysis. The students will conclude the unit with a collection of their own creative writing. The student-created works of poetry may be modeled after the time period read or may be in contemporary free verse or spoken word form.

Big Ideas:
- Poets create meaning through sound, form, and figurative language.
- Authors use the parts of a work purposefully, and readers are able to gain deeper understanding of a work of fiction by analyzing these purposes.
- Purposeful plot structures and literary devices add meaning to a work of fiction.
- Poets communicate feelings and unique perspectives through control of poetic language.
- Fiction written in a certain time period or that originates from a particular region reflects the culture and climate of that region.
- Comparing works of literature from different time periods develops an understanding of the human condition.

Essential Questions
- Poets create meaning through sound, form, and figurative language.
- Authors use the parts of a work purposefully, and readers are able to gain deeper understanding of a work of fiction by analyzing these purposes.
- Purposeful plot structures and literary devices add meaning to a work of fiction.
- Poets communicate feelings and unique perspectives through control of poetic language.
- Fiction written in a certain time period or that originates from a particular region reflects the culture and climate of that region.
- Comparing works of literature from different time periods develops an understanding of the human condition.

Concepts within Unit #

<table>
<thead>
<tr>
<th>Concepts within Unit #</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: Reading Literary Text</td>
<td>EngIV.2A-C, EngIV.3A, EngIV.5A-D, EngIV.7A, EngIV.8A</td>
</tr>
<tr>
<td>Concept #2: Writing Poetry</td>
<td>EngIV.15B, EngIV.17C</td>
</tr>
</tbody>
</table>

Grading Period 3

**Courageous Conversations: Reading and Writing to Persuade**  
Estimated Date Range: January 8-February 1, 2019

Unit Overview:
During this unit of study, students will read persuasive texts as writers, using the essays, editorial pieces, and speeches as model texts. Since students completed a rhetorical analysis earlier in the year, they will be familiar with persuasion techniques. However, as they are re-introduced to the mode of persuasion, consider reading with the eyes of a writer, focusing on thesis sentence, organization, and efficacy of argumentation techniques on particular audiences. Students will then select a national, global, or local controversial issue and craft an essay that persuades the audience to consider the student’s point of view.
Students are not expected to conduct research for this paper. They are encouraged to use their own reasoning and evidence. However, considering that this paper leads into a research project, instructors may want to consider allowing students to use sources. In order to avoid the need for sources and to focus on the student’s art of reasoning, consider asking students to focus on a local issue, a topic with which they are familiar. After selecting an issue, students should take the essay through the writing process. The instructor should provide students with choices on how to organize, for example through an outline or bubble map. The students will draft an essay and revise, confer, edit, and eventually publish. Instructors may wish to include a presentation or allow students to create PowerPoint presentations, write speeches, or produce public service announcements instead of requesting the traditional paper in MLA format. However, instructors should consider TEKS 23D regarding use of a style manual to document sources. This paper offers another opportunity for students to practice MLA formatting.

Big Ideas:
- Good readers adapt comprehension strategies according to the purpose and structure of the text.
- Readers draw and support complex inferences from text to summarize, draw conclusions, and evaluate the author’s message.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information from texts.
- Writers engage in a recursive process to produce a variety of texts.
- Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques.
- Grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
- Writers explore and clarify their thinking through composing of text.

Essential Questions
- How does language effect readers?
- How can writers influence their readers?
- What is the purpose of writing?
- How does organization affect meaning?
- Why is it important for writers to craft a strong controlling idea/thesis?
- Why do we write?
- How do authors use language to make readers think? And act?
- How do authors use language to make readers feel?

<table>
<thead>
<tr>
<th>Concepts within Unit</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: Reading Persuasive Texts</td>
<td>EnglV.7A, EnglIII.8A, EnglV.10A-B, ENgLIV.12A-D</td>
</tr>
</tbody>
</table>
Persuasion and Research
Estimated Date Range: February 4-March 8, 2019

Unit Overview:
In this unit, students will research a controversial issue in their field of study and craft a persuasive argument defending their position on the issue using reliable sources. The steps in the process include brainstorming topics, selecting a topic, researching the topic, organizing sources, and finally crafting an argument with mature synthesis of sources. The research paper is one of the most difficult units in English; students often get lost in the process. Instructors must consider making accommodations for each step as students move through the operation. For example, when considering topics, instead of researching a controversial issue in their future field of study, perhaps students will simply research their field of study and argue for the field’s importance. During the research process, consider leading students to sources on their Lexile level. Could any readings assigned in class be used as sources for the paper? Instructors should consult their school librarians before beginning the process. Librarians can create pathfinders for students and even visit classes to help students access the FBISD databases. When organizing the essay, instructors should consider how technology contributes to research. Will students use OneDrive or Google docs to organize sources? Encourage students to interact with sources, highlighting and making notes. The students should enter into a conversation with the sources. The synthesis essay on the AP Language exam is a research essay, asking students to synthesize ideas. Consider pulling released exam questions from the AP English Language exam at AP Central for short exercises in appropriately citing, using transitions, and synthesizing ideas from multiple sources. Instructors may choose how they want students to present their research. Many instructors require a conventional essay in MLA format; however, you may also make use of Powerpoint presentations, documentaries, or brochures. Focus on the skills of persuasion and citation.

Big Ideas:
- The inquiry process creates independent learners.
- People rely on a variety of resources to obtain information.
- New information may result in a new idea or a change of stance.
- Writers engage in a recursive process to produce a variety of text.
- Audience and purpose influence a writer’s choice of organizational pattern, language, and rhetorical techniques.
- Grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
- Writers explore and clarify their thinking through composing of text.

Essential Questions
- When defending a position, how do expert testimony, data, and research support your argument?
- What is a valid source? Whose opinion can we trust?
- How does organization influence an argument?
- Why is it important to recognize that an argument has two sides?
- How can you change people’s minds about an issue without offending them?

Concepts within Unit

<table>
<thead>
<tr>
<th>Concept #1: Plan and Gather Sources</th>
<th>TEKS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Concept #2: Synthesis and Organization</th>
<th>TEKS</th>
</tr>
</thead>
</table>

Grading Period 4
Reading and Analyzing Plays
Estimated Date Range: March 18-April 12, 2019

Unit Overview:
In this unit, students will read a drama, write a literary analysis of the drama, and close the unit by crafting their own play. Typically, senior teachers rely on Shakespeare for their dramatic units. Instructors may use Macbeth, King Lear, Hamlet,
or *Othello*. However, instructors are not restricted to Shakespeare. Consider *The Importance of Being Ernest* or *Pygmalion* for example. You may also pull passages from larger works to supplement and compare or incorporate 10-minute plays into the unit. Instructors must keep in mind that a thorough reading of the work will lend itself to a better literary analysis. Consider paper topics you will recommend for students before reading. Guide students through annotations and notetaking. Re-enforce literary concepts such as the exposition, rising action, climax, dialogue, monologue, stage directions, irony, and characterization. Discussion of the work should lead the class to understanding how all elements contribute to the meaning of the work as a whole.

**Big Ideas:**
- Students will understand that playwrights use structure and dramatic elements to create meaning in a dramatic literary work.
- Good readers draw and support complex inferences, using evidence from the text to support their theories regarding the author’s purpose and the meaning of the work as a whole.
- Effective writers should have a strong thesis sentence that guides the reader through the essay.
- Effective writers of literary analysis should be able discuss in writing the effect of the author’s literary choices and the effect of those choices on developing theme.
- Writers of literary analysis should be able to pull from the text to support interpretations of a literary work.
- Writers develop characters' personalities through what they say and do.
- Writers reveal a theme through the events in a play and how the characters react to those events. **Essential Questions**
  - How does writing help me as a learner?
  - Why do I need to understand the writing process?

**Essential Questions:**
- How do playwrights use structure and dramatic elements to make an argument?
- How do authors develop the theme of a work?
- How are plays differ from other works of fiction?
- How do works from different time periods address the same issue?
- How can you determine how characters feel about each other?
- How does what a character say or do reveal their motives and concerns?
- Why is an author’s language an import consideration when appealing to an audience?
- How does my language contribute to my reader’s understanding of my ideas?
- How does fiction reveal truths about real life?

<table>
<thead>
<tr>
<th>Concepts within Unit</th>
<th>TEKS English IV TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept #1: Reading a Drama</td>
<td>EngIV.2A-C, EngIV, 4A, EngIV.5A-D, EngIV.7A, EngIV.8A</td>
</tr>
<tr>
<td>Concept #2: Writing a Literary Analysis</td>
<td>EngIV.15A, EngIV.15C, EngIV.17A-C, EngIV.18A, EngIV.19A</td>
</tr>
<tr>
<td>Concept #3: Writing a Play</td>
<td>EngIV.14C, EngIV17A-C, EngIV.18A, EngIV.19A</td>
</tr>
</tbody>
</table>

**Reading and Analyzing Fiction**

**Estimated Date Range:** March 18-April 12, 2019

**Unit Overview:**
Students will conclude the year with a survey of short fiction and poetry. Instructors may organize the unit based on time period or theme. Students will analyze the elements of the short stories including character, setting, point of view, plot, symbol, imagery, foreshadowing, and figurative language. Students will compare and contrast works from different authors, cultures, and time periods, drawing conclusions based on the style of the authors. Students will support their interpretations with apt evidence from the text. Pairing the short stories with poetry of similar themes and from the same time periods, instructors will ask students to draw conclusions about the effect of language on meaning and how the values of a culture are conveyed through the writing of
that culture. Finally, after an analysis of short works of fiction, students will use the knowledge gained from the style of the readings to craft meaningful thank-you letters to those who made a difference in their high school careers. Instructors should encourage students to use effective imagery and word choice that convey emotions through the engaging stories told in the letters.

**Big Ideas:**
- Authors create meaning through fictional elements such as character, setting, tone, point of view, and plot.
- Authors use the parts of a work purposefully, and readers are able to gain deeper understanding of a work of fiction by analyzing these purposes.
- Authors communicate feelings and unique perspectives through control of figurative language and imagery.
- Poets create meaning through sound, form, and figurative language.
- Authors use the parts of a work purposefully and readers are able to gain deeper understanding of a work of fiction by analyzing these purposes.
- Poets communicate feelings and unique perspectives through control of poetic language.
- Writers make decisions based on the audience, purpose, and genre.
- Writers think about structure, word choice, and development of ideas and how that affects readers.
- Writers have a clear purpose for writing and using content in an essay.

**Essential Questions:**
- How does an author use language to convey meaning?
- How does an author’s language convey emotion?
- How do poet’s use literary devices to convey meaning?
- Why do sound devices affect readers?
- How does language change depending on the audience?
- How does language, conventions, and form contribute to the message of a piece of writing?
- Why is observing correct formatting important to communication?

<table>
<thead>
<tr>
<th>Concepts within Unit</th>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English IV TEKS</strong></td>
<td></td>
</tr>
<tr>
<td>Concept #1: Reading Short Stories</td>
<td>EnglIV.2A-C, EnglIV.5A-D, EnglIV.7A,</td>
</tr>
<tr>
<td></td>
<td>EnglIV.8A</td>
</tr>
<tr>
<td>Concept #2: Reading Poetry</td>
<td>EnglIV.2A-C, EnglIV.3A, EnglIV.5A-D,</td>
</tr>
<tr>
<td></td>
<td>EnglIV.7A, EnglIV.8A</td>
</tr>
<tr>
<td></td>
<td>EnglIV.19A</td>
</tr>
</tbody>
</table>