

English IV 2025-2026 YEAR-AT-A-GLANCE									
ESSENTIAL UNITS OF STUDY	EUS #1 - Setting Up Systems and Launching Workshop	EUS #2 - It's My Life: A Study of Independent Reading and Writing	EUS #3 - Memoir: A Study of Self	EUS #4 - A Call to Action: A Study of Argument	EUS #5 - Fitting In or Standing Out: A Study of Community and Belonging	EUS #6 - Performance Literature: A Study of Drama and Film	EUS #7 - Community Impact: A Study of Poetry and Song	EUS #8 - Passion Project: A Study of Multigenre	EUS #9 - Launching Summer Reading for All
TIMEFRAME	1st Grading Cycle		2nd Grading Cycle	3rd Grading Cycle	4th Grading Cycle	5th Grading Cycle		6th Grading Cycle	
	Aug 13 - Aug 29 7 A/6 B days	Sep 2 - Sep 19 7 A/7 B days	Sep 23 - Nov 7 14 A/15 B days	Nov 10 - Dec 19 12.5 A/12 B days	Jan 6 - Feb 20 15 A/15 B days	Feb 23 - Mar 13 8 A/7 B days	Mar 24 - Apr 17 8 A/9 B days School Day SAT test on Mar 31 (A day)	Apr 20 - May 15 10 A/10 B days	May 18 - May 29 4.5 A/4 B days
CONTENT TOPICS	What are we reading?				What are we reading?				
	<ul style="list-style-type: none"> Sample Reader's/Writer's Notebooks Student-selected independent reading/choice book 	<ul style="list-style-type: none"> Variety of personal expression writing (personal essays, college essays, poetry, art, etc.) focusing on author's purpose and craft Variety of college entrance essays and résumés Student-selected independent reading/choice book 	<ul style="list-style-type: none"> Variety of print, digital, and multimodal texts focusing on ways writers express their life experiences, lessons learned, self- discovery, values, beliefs, opinions, etc. Book club #1 selection: Students form into book clubs focusing on genre characteristics and author's purpose and craft Student-selected independent reading/choice book 	<ul style="list-style-type: none"> Variety of print, digital, and multimodal argumentative texts focusing on the “call to action” and how writers use language to achieve their purpose and message Optional teacher-selected whole-class book study #1 chosen from the Whole-Class Approved Book List focusing on how arguments are constructed and supported Student-selected independent reading/choice book 	<ul style="list-style-type: none"> Variety of print, digital, and multimodal texts focusing on stories about community or belonging Book club #2 selection: Students form into book clubs focusing on author's purpose and craft Student-selected independent reading/choice book 	<ul style="list-style-type: none"> Variety of dramas, film scripts, or selected scenes focusing on how setting, complex plot structures, and dramatic elements advance the plot Teacher-selected whole-class drama study #2 chosen from the Whole-Class Approved Book List focusing on dramatic elements Student-selected independent reading/choice book 	<ul style="list-style-type: none"> Variety of poetry and song lyrics from various time periods and cultures with the lens of how those texts can act as a voice of or for a community Student-selected independent reading/choice book 	<ul style="list-style-type: none"> Variety of multigenre research products focusing on analysis and evaluation of the text's design (i.e. choice of genre/mode, author's use of structure, and use of print/graphic features) to achieve specific purposes Student-selected independent reading/choice book 	<ul style="list-style-type: none"> Book reviews and book trailers Choose and begin student-selected independent summer reading/choice book Nonfiction/College and Career texts
	What are we writing?				What are we writing?				
	<ul style="list-style-type: none"> Reader's/Writer's Notebook entries Response to text Experiment with using colons as clarifiers and using dashes and ellipses as introducers and commas, semicolons, and dashes to combine using the <i>Patterns of Power</i> process 	<ul style="list-style-type: none"> Reader's/Writer's Notebook entries Response to text Short, personal expression piece in a genre of choice Compose or revise a college entrance essay and/or résumé Experiment with using colons as clarifiers and using dashes and ellipses as introducers and commas, semicolons, and dashes to combine using the <i>Patterns of Power</i> process 	<ul style="list-style-type: none"> Reader's/Writer's Notebook entries Response to text Personal Narrative on a topic of choice Experiment with citing direct quotations, paraphrased content, partial quotes, and using colons to introduce and ellipses for omission using the <i>Patterns of Power</i> process 	<ul style="list-style-type: none"> Reader's/Writer's Notebook entries Response to text Original argument (essay, script, documentary, website, podcast, etc.) with a “call to action” component Experiment with works cited and reference pages using the <i>Patterns of Power</i> process 	<ul style="list-style-type: none"> Reader's/Writer's Notebook entries Response to text Research topics of interest and respond in writing to ideas raised in their book club selection Experiment with absolute phrases and repeating structures using the <i>Patterns of Power</i> process 	<ul style="list-style-type: none"> Reader's/Writer's Notebook entries Response to text Original drama scene on a topic of choice (or convert a short story into a drama scene) with a complex plot structure and use of dramatic conventions Experiment with purposeful fragments and run-ons using the <i>Patterns of Power</i> process 	<ul style="list-style-type: none"> Reader's/Writer's Notebook entries Response to text Comparative analysis of poems or lyrics paired with other texts Original poem(s) or song on a topic of choice that represents or speaks to a particular community Experiment with parallel subjects & parallel structures to show contrast using the <i>Patterns of Power</i> process 	<ul style="list-style-type: none"> Reader's/Writer's Notebook entries Response to text Multigenre research product, including a personal “call to action” component 	<ul style="list-style-type: none"> Reader's/Writer's Notebook entries Response to text Present a book talk and/or a book recommendation letter to next year's students
UNIT-SPECIFIC FOCUS TEKS	3A - independent reading 5B - respond to texts	3A - independent reading 10B - compose informational texts	8A - evaluate the author's purpose, audience, and message 8DEF - use of language 10B - compose informational texts	5J - defend or challenge the authors' claims 7E - critique and evaluate characteristics and elements of argumentative texts 8A - evaluate the author's purpose, audience, and message 8G - analyze the effects of rhetorical devices 10C - compose argumentative texts	6ABCD - analyze literary elements 7D - critique and evaluate characteristics and elements of informational texts 8DEFG - use of language 10C - compose argumentative texts 11ABCDEFGH I - research skills	6C - critique and evaluate complex plot structures 6D - analyze setting 7C - analyze and evaluate how dramatic elements advance the plot 10A - compose fiction	7B - analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry 8D - critique and evaluate how the author's use of language informs and shapes the perception of readers 8E - evaluate the use of literary devices 10A - compose poetry	8B - evaluate the use of text structure to achieve author's purpose 8C - evaluate the author's use of print and graphic features 10C - compose argumentative texts	3A - independent reading 10D - compose correspondence
ON-GOING LITERACY TEKS	1ABCD, 2ABC, 3A, 4ABCDEFGH I, 5ABCDEFGH IJ, 7AF, 8ADF, 9ABCDE, 11ABCDEFGH I								
RESOURCES	<i>StudySync</i> online by McGraw-Hill <i>Patterns of Power: Teaching Grammar Through Reading and Writing (grades 9-12)</i> by Jeff Anderson, Travis Leech, and Holly Durham The New York Times <i>Upfront</i> Magazine				<i>StudySync</i> online by McGraw-Hill <i>Patterns of Power: Teaching Grammar Through Reading and Writing (grades 9-12)</i> by Jeff Anderson, Travis Leech, and Holly Durham The New York Times <i>Upfront</i> Magazine				