

Wylie ISD Curriculum

Subject Area	English Language Arts		Bundle #:	1
Grade/Level	10 th grade		Weeks:	1
Overview				
Reading, analyzing, and writing about short stories				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(10.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	11C Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved	<p>Including: Recognize Plot as the “careful arrangement by an author of incidents in a narrative to achieve a desired effect. Plot is more than simply the arrangement of happenings.... It is the result of the writer’s deliberate selection of interrelated actions... and the choice of arrangement in presenting and resolving a conflict. ... Most plots involve conflict, a struggle between two opposing forces.”</p> <p>Analyze Plot Elements (when they are used and for what purpose)</p> <ul style="list-style-type: none"> • Exposition (introduction of characters, setting, background information, etc., includes narrator and point of view) • Narrative Hook (inciting incident; introduction of the conflict or the story problem) • Rising Action (events leading up to climax) • Climax (highest point of interest or the turning point) • Falling Action (leading down to the resolution of the story problem/line) • Resolution/Denouement (conclusion or end) <p>Including analyzing text in order to determine:</p> <ul style="list-style-type: none"> • How does author build suspense 		

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		<ul style="list-style-type: none">• The story problem?• When the story problem begins• How the author develops (the plot) of the passage• How the point of view influences the reader's understanding of a character• The cause of the conflict(s) <p>Note: Plot elements typically occur in time order. Occasionally, authors may use flashback.</p> <p>Including multiple choice and open-ended/constructed response:</p> <ul style="list-style-type: none">• Analyze Characters<ul style="list-style-type: none">• Motivation• Traits• Conflict• Changes They Undergo• Analyze Point of View (omniscient, first person, third person limited, objective, stream of consciousness)• Analyze Setting• Analyze and Interpret Literary Language• Analyze and explain cause/effect relationships• Compare/Contrast other literary elements such as symbols <p>And support those responses with accurate, connected text evidence.</p>
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Subject Area	English Language Arts		Bundle #:	2
Grade/Level	10 th grade		Weeks:	2
Overview				
Reading, analyzing, and writing about short stories				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
<p>(10.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:</p>	<p>11C Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.</p>	<p style="color: red;">Including: Flashback as "... a way of presenting scenes or incidents that took place before the opening scene. The flashback can be introduced in a number of ways. A character may tell another character about past events, have a dream about them, or simply think back to the events.... The advantage of using a flashback is that the story can start in the middle or near the end, get the reader involved, and then fill in what led up to that point.</p> <p style="color: red;">Style as the writer used specific words, phrases, or allusions.</p> <p style="color: red;">TAKS Note: The majority of the open-ended/constructed response items involve analysis of characters or conflicts between/among characters.</p> <p style="color: red;">1. Conflicts: Types</p> <ul style="list-style-type: none"> • Man v. Man (external) • Man v. Society • Man v. Nature • Man v. Fate (such as mythology or drama) • Man v. Self (internal) <p style="color: red;">2. Conflicts: How they are addressed and resolved</p> <ul style="list-style-type: none"> • Everybody wins 		

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		<ul style="list-style-type: none"> • Flight/run away/avoid • Fight /resist • Death • Compromise • Someone wins; someone loses • Acceptance • Unresolved <p>Including:</p> <ul style="list-style-type: none"> • analyzing individual characters and • comparing/contrasting characters
<p>(10.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:</p>	<p>11F Understand literary forms and terms.</p>	<p>Such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, satire, dialect, and comic relief as appropriate to selections being read</p> <p>Including an emphasis on the significance of the author’s use of:</p> <ul style="list-style-type: none"> • fable • flashback • foreshadowing • point of view • irony • symbols/symbolism • mood • other terms, as appropriate, depending on the selection of specific text.

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Subject Area	English Language Arts		Bundle #:	3
Grade/Level	10 th grade		Weeks:	3
Overview				
Reading, analyzing, and writing about short stories				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(10.6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	6F Discriminate between connotative and denotative meanings and interpret the connotative power of words	<p>Recognizing that: Connotative Meaning of Words/Phrases/Sentences is the emotional content, significance or implied meaning of a word, phrase, or sentence. Denotative Meaning of Words/Phrases/Sentences is the actual, literal, explicit meaning of a word, phrase, or sentence.</p>		
(10.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	11F Understand literary forms and terms	<p>Such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, satire, dialect, and comic relief as appropriate to selections being read</p> <p>Including an emphasis on the significance of the author's use of:</p> <ul style="list-style-type: none"> • fable • flashback • foreshadowing • point of view • irony • symbols/symbolism • mood <p>other terms, as appropriate, depending on the selection of specific text.</p>		

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Subject Area	English Language Arts	Bundle #:	4
Grade/Level	10 th grade	Weeks:	4
Overview			
Reading, analyzing, and writing about short stories			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(10.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	11F Understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, satire, dialect, and comic relief as appropriate to selections being read	Including an emphasis on the significance of the author's use of: <ul style="list-style-type: none"> • metaphor • symbols/symbolism • mood 	
(10.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:	3A Produce legible work that shows accurate spelling, and correct use of the conventions of punctuation and capitalization such as italics and ellipses	Including: <ul style="list-style-type: none"> • family members when used as a proper nouns (I asked Mother if I could cook dinner.) • academic and religious titles (Doctor, Bishop, Professor, Dean, Reverend) when preceding a name • compound sentence • setting off appositives • phrases in a series • set off contrasted word, phrase or clause (Saving, not spending, is the way of security.) • set off transitional word or expression (<i>nevertheless, moreover, however ...</i>) when a pause is needed for clarity or 	

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		<p>emphasis</p> <ul style="list-style-type: none">• when to use comma after introductory prepositional phrases (In regard to your request for an extension, it is likely that it will be granted. During the last twenty years the company's profits have tripled.)• when to use a comma with verbal phrases within the sentence• after introductory participial and absolute phrases (The matter being decided, the director continued his report. Generally speaking, his successes go unnoticed.)• when to use a comma with an introductory dependent clause (Before the sale is advertised, the store will open for the regular customers. The store will open for the regular customers before the sale is advertised. Before I began to teach school, I spent many years in school.)• when to use a comma with verbal phrases within the sentence• when to use a comma with a dependent clause within the sentence: Engraved stationery, which conveys the impression of dignity and reliability, adds to the attractiveness of correspondence. Anyone who as not learned to appreciate classical music is unfortunate.)• compound sentence without
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		<p>coordinating conjunctions</p> <ul style="list-style-type: none"> • to precede <i>for example, namely, for instance, viz., to wit, as, i.e.</i> when they introduce an enumeration of examples (Before choosing a university, a student should consider a number of things; namely, academics, student life, and cost.) • to separate clauses joined by such transitional words <i>as hence, moreover, however, also, therefore, consequently</i> (Susan saw no objection to the suggestion; therefore, she accepted it.) • introduce items in a series • singular and plural • a noun modifying a gerund (I had not heard of John's leaving.)
	<p>3B Demonstrate control over grammatical elements such as subject-verb agreement, pronoun antecedent agreement, verb forms, and parallelism</p>	<ul style="list-style-type: none"> • coordinate conjunctions (<i>and, but, or, nor, for, so, yet</i>) • subordinate conjunctions (<i>as, because, inasmuch as, now, that . .</i>

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Subject Area	English Language Arts	Bundle #:	5
Grade/Level	10 th grade	Weeks:	5
Overview			
Review for assessment of short stories, grammar elements, and vocabulary.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(10.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	11F Understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, satire, dialect, and comic relief as appropriate to selections being read	Including an emphasis on the significance of the author's use of: <ul style="list-style-type: none"> • foreshadowing • point of view • irony • symbols/symbolism • mood • humor 	
(10.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:	3A Produce legible work that shows accurate spelling, and correct use of the conventions of punctuation and capitalization such as italics and ellipses	Including: <ul style="list-style-type: none"> • compound sentence • phrases in a series • compound sentence without coordinating conjunctions • to separate clauses joined by such transitional words as <i>hence, moreover, however, also, therefore, consequently</i> (Susan saw no objection to the suggestion; therefore, she accepted it.) 	

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Subject Area	English Language Arts		Bundle #:	6
Grade/Level	10 th grade		Weeks:	6
Overview				
Reading, analysis, and writing on reflections (expository compositions)				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(10.6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	6B Rely on context to determine meanings of words and phrases	<p>such as</p> <ul style="list-style-type: none"> • figurative language <ul style="list-style-type: none"> metaphor simile personification imagery • connotation and denotation of words • analogies • multiple meaning words • idioms • technical vocabulary <p>Recognizing that context clues (synonym/antonym, definition, description, and example)</p> <p>TAKS Notes:</p> <ul style="list-style-type: none"> • The figurative language that is tested on TAKS appears to be language that is colorful or descriptive rather than strictly “figurative.” The figurative language that is tested appears to be language that is colorful or descriptive. Examples of words tested include: <ul style="list-style-type: none"> ○ croup ○ regaled ○ avail ○ deluge ○ ritual ○ provocative ○ poignant ○ calumny ○ sullen ○ verity 		

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		<ul style="list-style-type: none"> • Idioms were not tested at any grade level in 2003 or 2004
<p>(10.7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:</p>	<p>7F Produce summaries of texts by identifying main ideas and their supporting details</p>	<p>Including:</p> <ul style="list-style-type: none"> • Determine the Main Idea of Entire Expository Passage (e.g., what the passage is mainly/about?) • Determine the Main Idea of a Single Narrative or Expository Paragraph or Set of Paragraphs • Identify the Text Support for A Given Main Idea Question, With an Emphasis on Cause/Effect Questions/Reasoning <ul style="list-style-type: none"> • Identify Best Summary that includes: <ul style="list-style-type: none"> ○ 2-4 sentences, ○ the main idea of the passage, ○ multiple, accurate details that support that main idea, and <p>details come from the beginning, middle, and end of the passage (note: the details in a TAKS answer choice are not necessarily in the same order as they appear in the passage)</p> <p>Note: 9th Grade Main Idea (7F) & 9th Grade Best Summary (7G) Combined</p> <p>TAKS Note: <i>The vast majority of questions that give a main idea in the question and then ask which statement support that main idea are in a cause/effect format, making them virtually identical to the inference/cause-effect questions in Objective 4. TAKS questions provide the main idea in the question and then ask students to choose an answer that supports that main idea. It is not obvious from the question that it is a main idea question, (e.g., Hanh says that the mandarin has never liked Gan because--.) Most of the questions that test supporting a main idea have been cause/effect questions. The question cites a significant event in the plot and then asks, "Why did this happen?"</i></p>

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Subject Area	English Language Arts	Bundle #:	7
Grade/Level	10 th grade	Weeks:	7
Overview			
Reading, analysis, and writing on reflections			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(10.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	11F Understand literary forms and terms	<p>such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, tone, dialect, and comic relief as appropriate to selections being read</p> <ul style="list-style-type: none"> • Identify how style, tone, and mood contribute to the overall effect of the text: • Tone as “the reflection in a work of the author’s attitude toward his or her subject, characters, or readers.... Tone in writing is comparable to tone of voice in speech and may be described as brusque, friendly, imperious, insinuating, teasing....” Words that TAKS has used as correct answers include <i>tender, regretful, respectful, and urgent</i>. 	
(10.7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	7G Draw inferences such as conclusions or generalizations and support them with text evidence and experience	<p>Including:</p> <ul style="list-style-type: none"> • Fact vs. opinion <ul style="list-style-type: none"> ○ Determine factual information presented in a text as opposed to opinions presented. <p>TAKS Note: Answering multiple choice questions,</p>	

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		<p>as on TAKS, is a deductive process. TAKS correct answers must be supported with text evidence, NOT by using prior experience or prior learning</p>
<p>(10.12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to:</p>	<p>12A Analyze the characteristics of text, including its structure, word choice and intended audience (see 8.12I, above, for alignment with “text structure”)</p>	<p>Including the author’s:</p> <ul style="list-style-type: none"> ○ Sentence Structure (syntax) ○ The effect of the author’s word choice and sentence structure ● Organization/Structure, such as <ul style="list-style-type: none"> ○ Brevity/succinctness to make bold points <p>POINT OF VIEW 1st Person—“The narrator stands inside the story. The narrator may be the protagonist, a minor character, or a character who is not directly involved in the action but who functions as an observer and recorder. ... Employing first person point of view has several advantages. One of these is credibility. A strange or fantastic story is easier to believe if told by someone who is supposedly relating a first-hand experience. And it is far more natural for a character to reveal her own thoughts than it is for the author to tell us what she is thinking and feeling. Another advantage is in intimacy. The ‘I’ narrator seems to address the reader directly and from the heart, sharing his personal observations and insights with an interested listener. But first-person narration also has disadvantages. The reader can see, hear, and know only what the narrator sees, hears, and knows. The reader’s perceptions of other characters are colored by the narrator’s predispositions, prejudices, and personal limitations.”</p>

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Subject Area	English Language Arts	Bundle #:	8
Grade/Level	10 th grade	Weeks:	8
Overview			
Reading, analyzing, and emulating literary works			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(10.12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to:	12A Analyze the characteristics of text, including its structure, word choice and intended audience (see 8.12I, above, for alignment with “text structure”)	<p>Including the author’s:</p> <ul style="list-style-type: none"> • Word Choice (diction), such as: The author’s use of descriptive/figurative language 	
	11A Compare and contrast elements of texts, including: Themes	<p>Compare themes of texts:</p> <ul style="list-style-type: none"> • A theme is a central message or insight into life revealed through a literary work. The theme is not a condensed summary of the plot. Instead, it is a generalization about people or life that is communicated through the literary work. • The theme of a literary work may be stated directly or implied. When the theme of a work is implied, readers think about what the work seems to say about the nature of people or about life. • Note that there is usually no single correct statement of a work’s theme, though there can be incorrect ones. Also, a long work may have several themes. Finally, not all literary works have themes. A work meant only to entertain may have no theme at all. 	

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<p>(10.3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:</p>	<p>3C Demonstrate control over grammatical elements such as subject-verb agreement, pronoun antecedent agreement, verb forms, and parallelism</p>	<ul style="list-style-type: none">• consistency of tense within a paragraph
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Subject Area	English Language Arts		Bundle #:	9
Grade/Level	10 th grade		Weeks:	9
Overview				
Reading, analyzing, writing, and assessment on <i>Julius Caesar</i>				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(10.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	11A Compare and contrast elements of texts such as including themes, characters , conflicts, literary devices (such as figurative language, allusion, imagery, etc.) and allusions both within and across texts	Compare and Contrast Characters <ul style="list-style-type: none"> • Protagonist • Antagonist • Foil • Confidante 		
(10.6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	6E Use reference materials such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage.	Including <ul style="list-style-type: none"> • students will use the textbook glossary and footnotes to define Julius Caesar vocabulary. <p>TAKS Note: Although this is a testable TEKS, it was not tested at any grade level in 2003 or 2004.</p>		

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Subject Area	English Language Arts	Bundle #:	10
Grade/Level	10 th grade	Weeks:	10
Overview			
Reading, analyzing, writing, and assessment on <i>Julius Caesar</i>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(10.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	11F Understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, blank verse, dialect, and comic relief as appropriate to selections being read	Define and identify blank verse in <i>Julius Caesar</i> . Blank verse is poetry written in unrhymed iambic pentameter lines. This verse form was widely used by Elizabethan dramatists like William Shakespeare. <i>The Tragedy of Julius Caesar</i> is written mostly in blank verse.	
(10.3) Writing/grammar usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar to write clearly and effectively. The student is expected to:	3B Demonstrate control over grammatical elements such as subject-verb agreement, pronoun antecedent agreement, verb forms, and parallelism	The student will understand and write in various verb forms including the subjunctive mood . <ul style="list-style-type: none"> Writers use the subjunctive mood of the verb to state a condition that is contrary to fact, usually in clauses beginning with <i>if</i>, <i>as if</i>, or <i>as though</i>, or to express indirectly a demand, suggestion, or statement of necessity. The most commonly used subjunctive form is the past subjunctive of <i>be</i>, which is always <i>were</i>. Examples: <ul style="list-style-type: none"> John acted as if his math homework <i>were</i> more important than baseball practice. If dad <i>were</i> to come home early, would we be able to go to the park? What would you say if he <i>were</i> to ask you to the dance? 	

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Subject Area	English Language Arts	Bundle #:	11
Grade/Level	10 th grade	Weeks:	11
Overview			
Reading, analyzing, writing, and assessment on <i>Julius Caesar</i>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(10.9) Reading/culture. The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to:	9A recognize distinctive and shared characteristics of cultures through reading		
(10.6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	6B Rely on context to determine meanings of words and phrases	Understand meaning and difference between <ul style="list-style-type: none"> • Effect vs. affect 	
(10.12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of the sources. The student is expected to:	12C Recognize logical, deceptive, and/or faulty modes of persuasion in texts	Analyze logic and reasoning in Julius Caesar, especially in the orations by Brutus (p. 760) and Marc Antony (p. 762) <ul style="list-style-type: none"> Logical fallacies, such as: <ul style="list-style-type: none"> ○ Invalid use of emotional proof (“Appeal to the Crowd”) ○ Invalid use of personality proof (“Wise Men Can Be Wrong”) ○ Bandwagon ○ <i>Ad hominem</i> • Emotional appeals that are valid • Logical appeals (statistics, examples, comparisons/contrasts, etc.) that are valid 	

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Subject Area	English Language Arts		Bundle #:	12
Grade/Level	10 th grade		Weeks:	12
Overview				
Reading, analyzing, writing, and assessment on <i>Julius Caesar</i>				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
(10.7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	7D construct images such as graphic organizers based on text descriptions and text structures	<ul style="list-style-type: none"> • Students will create a timeline of events in <i>Julius Caesar</i> and/or • A graphic depiction of a scene from <i>Julius Caesar</i> 		
(10.10) Reading/Literary Response. The student expresses and supports responses to various types of texts. The student is expected to:	10A respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays.	<ul style="list-style-type: none"> • The students will take turns enacting a scene from <i>Julius Caesar</i> while the rest of the class observes. • Students may then discuss various enactments and their responses after viewing. 		
(10.8) Reading/Variety of texts. The student reads extensively and intensively for different purposes and in varied sources, including World Literature. The student is expected to:	8D interpret the possible influences of the historical context on a literary work.	<ul style="list-style-type: none"> • The students will analyze the historical context of <i>Julius Caesar</i> and how the time period in which it was written may have influenced the work. 		

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Subject Area	English Language Arts	Bundle #:	13
Grade/Level	10 th grade	Weeks:	
Overview			
Assessment of <i>Julius Caesar</i>			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(10.11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	11F Understand literary forms and terms	<p>such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to selections being read</p> <p style="color: red;">Including an emphasis on the significance of the author's use of:</p> <ul style="list-style-type: none"> • Monologue • Soliloquoy • aside • other terms, as appropriate, depending on the selection of specific text. 	

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Subject Area	English Language Arts	Bundle #:	14
Grade/Level	10 th grade	Weeks:	14
Overview			
Analysis of grammatical elements in text			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(10.11) The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to :	11F Understand literary forms and terms	<p>such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, tragedy, dialect, and comic relief as appropriate to selections being read</p> <p>Tragedy, in <u>Western culture</u>, is a form of <u>drama</u> defined by <u>Aristotle</u> characterized by seriousness and <u>dignity</u> and involving a great <u>person</u> who experiences a reversal of <u>fortune</u></p>	
(10.10) The student expresses and supports responses to various types of texts. The student is expected to:	10B Use elements of text to defend, clarify, and negotiate responses and interpretations	<p>Including multiple choice and open-ended/constructed response:</p> <ul style="list-style-type: none"> • Analyze Characters <ul style="list-style-type: none"> • Motivation • Traits • Conflict • Changes They Undergo • Analyze Point of View (omniscient, first person, third person limited, objective, stream of consciousness) • Analyze Setting • Analyze and Interpret Literary Language • Analyze and explain cause/effect relationships 	

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		<ul style="list-style-type: none">• Compare/Contrast other literary elements such as symbols <p>And support those responses with accurate, connected text evidence.</p> <p>TAKS Note:</p> <ul style="list-style-type: none">• multiple choice: begin with a conclusion provided by the teacher/question and then validate/support that conclusion with text evidence. (e.g., "Which of the following sentences/statements from the passage supports the conclusion" (that was given in the question)• open-ended/constructed response: draw a conclusion and support that conclusion with text evidence, primarily direct quotations from the text• 3's on TAKS are most likely to be:<ul style="list-style-type: none">○ Deep, thoughtful○ Clearly connected text evidence <p>Sometimes unconventional responses and/or unconventional use of text evidence</p>
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Subject Area	English Language Arts	Bundle #:	15
Grade/Level	10 th grade	Weeks:	15
Overview			
Recognizing, using, and punctuating verbals			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(10.11) The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to :	11A Compare and contrast elements of texts	<p>such as including themes, conflicts, literary devices (such as figurative language, allusion, imagery, etc.) and allusions both within and across texts</p> <p>Including:</p> <ul style="list-style-type: none"> • analyzing individual characters and • comparing/contrasting characters <p>Analyzing Types of Characters</p> <ul style="list-style-type: none"> • Round • Flat • Dynamic • Static • Protagonist • Antagonist • Foil • Confidante • Archetypes <p>An archetype is a generic, idealized model of a person, object, or concept from which similar instances are derived, copied, patterned, or emulated.</p>	

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Subject Area	English Language Arts	Bundle #:	16
Grade/Level	10 th grade	Weeks:	16
Overview			
Literary elements will be analyzed.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(10.11) The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	11A Compare and contrast elements of texts, including:	<p>“Allusions” refer to classical, mythological, religious texts, topical, colloquial, or historical references.</p>	
	11F Understand literary forms and terms	<p>Analyze Types of Characters</p> <ul style="list-style-type: none"> • Tragic character - a literary character who makes errors in judgment, in his or her actions, that inevitably leads to his or her own downfall <p>How the reader knows about the character</p> <ul style="list-style-type: none"> • What the character says • What the character does or does not do • What other characters tell us about the character • What the author tells us about the character directly and indirectly (e.g. Explanatory words in quotations and other characters’ reactions to the character 	
	11E Connect literature to	<ul style="list-style-type: none"> • historical contexts, • current events, and • his/her own experience • cultural diversity 	

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Subject Area	English Language Arts	Bundle #:	17
Grade/Level	10 th grade	Weeks:	17
Overview			
Analyzing the importance of setting and time frame			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(10.11) The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	11B Analyze the relevance of setting and time frame to text’s meaning	<p>Recognize Setting of a Text or Portion of a Text</p> <ul style="list-style-type: none"> • Time <ul style="list-style-type: none"> ○ historical time/period ○ calendar/clock time • Place <ul style="list-style-type: none"> ○ real ○ imaginary • to establish symbols or evoke an emotional response from reader. • to establish the mood, tone, or atmosphere of a text <p>TAKS NOTE: TAKS questions typically ask some variation of the question, “Why is the setting important/significant?”</p>	
	11F Understand literary forms and terms	<p>such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, legends, critical reviews, dialect, and comic relief as appropriate to selections being read</p> <p>A legend is a <u>narrative</u> of human actions that are perceived both by teller and listeners to take place within human history and to possess certain qualities that give the tale <u>verisimilitude</u></p> <p>A critical review is an evaluation of a publication, such as a <u>movie, video game, musical composition, or book.</u></p>	

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<p>(10.20) The student analyzes and critiques the significance of visual representations. The student is expected to:</p>	<p>20B Deconstruct media to get the main idea of the messages content</p>	<p>Including <u>Identify the Intended Audience of Media</u> [e.g., The reader can conclude that the movie is primarily intended for an audience of — (C* families)]</p> <p><u>Identify the Main Idea of Media</u></p> <ul style="list-style-type: none"> • Why are the drawings of the plants an essential part of the chart? [F* They aid in identifying the plants.] • What is the primary message of the cartoon? [D* Personal experience can teach lessons in a difficult way.] • One underlying message of the poster is that — [A* many cultures contribute to our society.] • What is the poster’s slogan? [D* Cultivate Your Roots] <p><u>Identify the Artist’s Purpose in Using Media</u></p> <ul style="list-style-type: none"> • Determine the message(s)/main idea(s), slogans, messages, etc. • Determine the editor's/artist's purpose(s) • Acquire information • Determine the effect of the media (or elements of the media) on the audience
<p>(10.10) The student reads extensively and intensively for different purposes in varied sources, including world literature. The students is expected to:</p>	<p>10C Compare reviews of literature, film, and performance with his/her own responses</p>	<p>Including answering questions to:</p> <ul style="list-style-type: none"> • Connect ideas • Compare and contrast characters • Compare ideas • Compare themes • Compare aesthetic response • Compare critique

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Subject Area	English Language Arts	Bundle #:	18
Grade/Level	10 th grade	Weeks:	18
Overview			
Analyzing the importance of setting and time frame			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(10.11) The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:	11B Analyze the relevance of setting and time frame to text’s meaning	<p><u>Recognize the Purpose/Significance of Setting</u></p> <ul style="list-style-type: none"> • to establish or develop a unique plot line • to establish or develop unique traits/characteristics/belief of characters • to establish or develop unique conflicts and/or resolution of conflicts • to influence the reader’s perceptions/reactions of events/characters • to establish symbols or evoke an emotional response from reader. • to establish the mood, tone, or atmosphere of a text <p>TAKS NOTE: TAKS questions typically ask some variation of the question, “Why is the setting important/significant?”</p>	