

English IV Language Arts College Prep (12<sup>th</sup> grade)  
Year at a Glance

English Language Arts(12<sup>th</sup> Grade)  
College Prep  
Course Description to be covered over 4 quarters

Course Description

This course incorporates reading and writing study through writing a variety of informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses.

The content should include, but not be limited to, the following:  
demonstrating successful reading of argument, including recognizing bias and supporting details; demonstrating successful reading of fact and opinion, including recognizing inferences and main ideas; demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text, including recognizing purpose and tone of informational reading; demonstrating successful understanding of vocabulary in context and through writing effective sentence structures; effectively implementing patterns of paragraph development; recognizing and solving common sentence development problems; reading and modeling mentor essays; and understanding and using language, grammar, and mechanics effectively.

**Instructional Practices:** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.

Family Resources

[Language Arts Florida Standards Grade 12](#)

[Coming Prepared to Discuss](#)

[What Is Text Based Talk?](#)

*\*Please note that short and extended informational and argumentative writing tasks will be embedded into reading responses to support students as they progress towards the FSA-retake Writing Assessment.*

*\*Unlike most other subjects, the English Language Arts standards are not taught in isolation or sequential order. This means that standards spiral in and out of each lesson, are paired strategically, and will repeat throughout the year depending on the theme, task, and text.*

	5. Providing extensive text-based research and writing opportunities (claims and evidence).	
	<b>Key Standards Covered</b>	<b>Examples of Resources</b>
<b>Quarter 1</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.1112.L.1.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when</li> <li>• <a href="#">LAFS.1112.L.3.6</a> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> <li>• <a href="#">LAFS.1112.RI.1.1</a> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>• <a href="#">LAFS.1112.RI.1.2</a> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</li> <li>• <a href="#">LAFS.1112.RI.1.3</a> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> <li>• <a href="#">LAFS.1112.W.1.3</a> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ul>	<p><b><u>Example Texts*</u></b></p> <p><b>Narrative –</b>  “The Deep” pg. 433 Anthony Doerr (fiction)</p> <p>“The Clan of One-Breasted Women” pg. 187, Terry Tempest Williams (non-fiction)</p> <p>“Tell Them Not to Kill Me” pg. 369, Juan Rulfo (fiction)</p> <p><b>Descriptive -</b></p> <p>“A Walk to the Jetty”, pg. 3, Jamaica Kincaid (fiction)</p> <p>“Mallam Sile” pg. 93, Mohammed Naseehu Ali (fiction)</p> <p style="text-align: center;"><u>Writing With Confidence</u></p> <p><b>Narrative –</b>  “The Toughest Man”, pg. 238, Victor Ciorste</p>

- [LAFS.1112.W.2.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [LAFS.1112.W.3.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- [LAFS.6.L.1.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly.

**Descriptive** –  
Excerpt “Girl with a Pearl Earring” pg. 221, Tracy Chevalier

**Reading Support for Students:**  
[Clarence Darrow's Leopold and Loeb Speech:](#)

By the end of this tutorial you should be able to provide a complex analysis of two or more central ideas in a nonfiction text.

**Writing Support for Students:**  
[Guide to Grammar and Writing:](#)  
[Principles of Composition:](#)

This is a comprehensive guide that can help students with writing.

**Sample Writing Task:**  
Based on the themes of this quarter and your reading of the anchor and supplemental texts, write a narrative essay that relates a story from your past.

	Key Standards Covered	Examples of Resources
<p style="text-align: center;"><b>Quarter 2</b></p>	<p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.1112.L.1.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when</li> <li>• <a href="#">LAFS.1112.L.3.6</a> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> <li>• <a href="#">LAFS.1112.RI.1.1</a> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>• <a href="#">LAFS.1112.RI.1.2</a> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</li> <li>• <a href="#">LAFS.1112.RI.1.3</a> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> <li>• <a href="#">LAFS.1112.W.3.9</a> Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• <a href="#">LAFS.1112.W.2.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• <a href="#">LAFS.1112.W.3.9</a> Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<p><b><u>Example Texts*</u></b></p> <p><u>Ten Steps to Improving College Reading Skills</u> Chapters 6 and 7</p> <p><u>Writing With Confidence</u> “The Struggle to Be an All-American Girl” Elizabeth Wong p.412</p> <p><u>The Norton Reader Anthology: Eleventh Edition</u> “Get a Knife, Get a Dog, But Get Rid of Guns” Mary Ivins, p.405</p> <p><u>HMH</u> – “A Modest Proposal” Jonathan Swift, p 199; “A Right to Choose Single Sex Education” Kay Bailey Hutchinson and Barbara Mikulski, p.20c; from “Civil Disobedience” Henry David Thoreau, pg. 182; “Conducting Research, p R8-R11; Delineate and Evaluate and Argument, p183; Close Reader “People and Peace not Profits and War” Shirley Chisolm, p.39; Pink Think” , Lynn Peril p.33</p> <p><b><u>Writing Support for Students:</u></b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">LAFS.6.L.1.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly.</li> </ul>	<p><b><u>Proper Techniques for Research and Writing:</u></b>          (Students can learn the steps for all aspects of writing a research paper with a comprehensive list of links to various style guides.)</p> <p><a href="#">MLA Documentation</a></p> <p><b><u>Reading Support for Students:</u></b></p> <p><a href="#">Close Encounters with Unfamiliar Words</a>          (Students can learn several strategies for determining the meaning of unfamiliar words.)</p> <p><b><u>Sample Writing Task:</u></b>          After reading example argumentative essays from student and professional writing, write a well-developed essay in which you prove a claim/thesis using cited research for support.</p>
	<p style="text-align: center;"><b>Key Standards Covered</b></p> <p><b>Students will be able to :</b></p> <p><a href="#">LAFS.1112.W.1.2</a> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p style="text-align: center;"><b>Examples of Resources</b></p> <p><b><u>Example Texts*</u></b></p> <p><b>Compare/Contrast – Writing With Confidence</b> - Unit IV Ch. 24 p. 275, 279, 405, 416, 417, 421, 428  <b>HMH</b> – “Drama Ile” by Eugene O’Neil, p. 47;</p>

**Quarter 3**

[LAFS.1112.W.3.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 1112 Reading standards to literature.

- [LAFS.1112.L.1.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when
- [LAFS.1112.L.3.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [LAFS.1112.RI.1.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- [LAFS.1112.RI.1.2](#) Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- [LAFS.1112.RI.1.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- [LAFS.1112.W.3.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- [LAFS.1112.W.2.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [LAFS.1112.W.3.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**Cause & Effect**

Writing With Confidence -Unit IV Ch. 22p. 262, 265, 412, 419, 424, 432

Ten Steps to Improving College Reading Skills Chapters 8, 9, and 107

Writing With Confidence :  
“Diving the Strange Eating Habits of Kids” p.419  
“Running with Walker” Robert Hughes p.424

The Norton Reader Anthology: Twelfth Edition

“Thank God for the Atom Bomb” Paul Fussell p.763  
“A Modest Proposal” Jonathan Swift p.858  
Articles from The Onion or other sources

Ten Steps to Improving College Reading Skills - Chapters 4 and 5

**Writing Support for Students:**

[Cause and Effect in the Deep, Blue Sea:](#)

(Students can learn to look for the cause, or reason for that things happen.)

	<ul style="list-style-type: none"> <li>• <a href="#">LAFS.6.L.1.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly.</li> </ul>	<p><b>Sample Writing Task:</b> Based on what you learned from reading and discussing the anchor texts from this quarter, write an essay that analyzes a cause and effect relationship either in a text or from your personal life experience.</p>
<p style="text-align: center;"><b>Quarter 4</b></p>	<p style="text-align: center;"><b>Key Standards Covered</b></p>	<p style="text-align: center;"><b>Examples of Resources</b></p>
	<p><a href="#">LAFS.1112.RI.4.10</a> By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11 independently and proficiently.</p> <p><a href="#">LAFS.1112.L.1.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions. Spell correctly.</p> <p><a href="#">LAFS.1112.SL.1.1</a> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.</p> <p><a href="#">LAFS.1112.SL.1.2</a> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><a href="#">LAFS.1112.SL.2.5</a> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><a href="#">LAFS.1112.W.1.2</a> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><b>Example Text*</b></p> <p><b>Process</b> <a href="#">Writing with Confidence</a> - Unit IV Ch. 21 p. 254, 258, 405, 407 ; “My Prison Studies” Malcolm X with Alex Haley p.405 ; “How to Write with Style” Kurt Vonnegut p.407 <a href="#">The Norton Reader Anthology</a> - “How to Write a Letter” Garrison Keillor p.535; “How We Listen” Aaron Copeland p.1121 <a href="#">HMH</a> – “Don’t Eat Fortune’s Cookie” Michael Lewis, p19</p> <p><b>Writing Support for Students:</b> <a href="#">Purdue OWL: Personal Statement:</a> In this vidcast from the Purdue Online Writing Lab, students can learn how to write a personal statement for their college applications.</p>

[Selling Yourself: Resume Generator:](#)

In this tutorial from ReadWriteThink.org students can learn how to create a professional resume that showcases their talents and skills.

**Sample Writing Task:**

4<sup>th</sup> quarter offers opportunity for students to write practical writing forms such as resumes, college application essays, and formal business letters. In addition, students may write/present a process essay.