



English III Curriculum Bundle # 10

Title	Suggested Dates
<i>Inquiry: Researching Informational (Expository) Text</i>	  March 21 – April 15 (20 Instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Organizing and presenting research requires careful evaluation and synthesis of the information gathered. Assurance Words: Review All	How do you separate factual data from complex inferences? What does an effective formal presentation look and sound like? How can a style manual be used to document sources and format written materials? How do you use parenthetical documentation correctly?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum. [Link to Secondary ELA Curriculum Resources](#) [Holt Online Resources](#)

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources	
		Instruction	Practice
Reading:			
III.9 Reading/ Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: III.9D synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	Question Stem: The reader can conclude that the authors of both selections would agree that _____. The reader can conclude that the authors of both selections would disagree on _____. What text evidence supports the idea of _____ by both authors? A common theme in both of these articles is _____. What evidence in both selections supports the idea/conclusion made by both authors that _____?	Reading Expository Text Newspaper Articles VENN Diagram GT/AP: Romano, Tom. 2000. <i>Blending Genre, Altering Style: Writing Multigenre Papers.</i> Heinemann.	HOLT Lit R3, R8, R13 HOLT Lit: Informative Nonfiction listed on TX35 HOLT Lit: Essays listed on TX34 HOLT Lit: Historical Documents and Narratives listed on TX34
Writing:			
III.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: III.13C revise drafts to clarify meaning and achieve specific	Teacher note: Cover tropes: metaphors, similes, analogies, and irony. Question Stem: Is any part of this piece unclear?	Writing Expository Text Lit Devices in Journalism PPT	HOLT Lit 1312-1316 HOLT Lit Writing Workshop 1358-1375

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<p>rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;</p>	<p>Is this piece consistent in tone?</p> <p>Is this piece easy to follow in terms of organization?</p> <p>Do I have an introduction (with a thesis), body paragraphs (with topic sentences, and conclusion.</p>		
<p>III.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>III.13D edit drafts for grammar, mechanics, and spelling; and</p>	<p>Question Stem: What information would a reader find important/necessary to the writer’s message?</p> <p>What information would a reader not find important?</p>	<p>Writing Expository Text</p>	<p>HOLT Lit Writing Workshop 1358-1375</p>
<p>III.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>III.13E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>Question Stem: What feedback is useful to me?</p> <p>What feedback is not useful and why?</p> <p>How do I plan to incorporate this feedback?</p>	<p>Writing Expository Text</p>	<p>HOLT Lit Writing Workshop 1358-1375</p>
<p>III.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>III.15D produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.</p>	<p>Such as (visual + text + audio)</p> <ul style="list-style-type: none"> • PowerPoint • Web page • Parodies • Class Newspaper 	<p>Writing Expository Text</p> <p>Blogging Workshop Atomic learning</p> <p>Critical Questions Regarding Media</p>	<p>HOLT Lit R35</p> <p>HOLT Lit Writing Workshop 1358-1375</p>

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Oral and Written Conventions:			
<p>III.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.</p> <p>III.18 Students are expected to correctly and consistently use conventions of punctuation and capitalization</p>	<p>Teacher notes:</p> <ul style="list-style-type: none"> • Punctuation and capitalization in citations. • Quotation usage of single quotation marks (quotes inside of quotes). <p>Question Stem: How do improper punctuation and/or capitalization change the meaning of text?</p>	<p>HOLT R53-54</p> <p><i>Sentence Composing for High School</i> by Killgallon.</p> <p>GT/AP: <i>Sentence Composing for College</i> by Killgallon</p>	<p>HOLT 1315 Grammar in Context</p> <p>HOLT GrammarNotes DVD</p>
Research:			
<p>III.21 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>III.21B systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and</p>	<p>Teacher notes: MLA format Use the Big 6 research strategies.</p>	<p>Organizational Patterns Academic Notes Graphic Organizers The Owl at Purdue on Quoting, Paraphrasing, and Summarizing The Owl at Purdue on Evaluating Sources of Information</p> <p>Research and Assignment Tools</p>	<p>MLA Practice</p> <p>HOLT 376-377 (MLA)</p> <p>HOLT R44 - R49</p>
<p>III.21 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>III.21C paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.</p>	<p>Teacher Note: use source material ethically (College Readiness Standard).</p>	<p>The Owl at Purdue on Quoting, Paraphrasing, and Summarizing</p> <p>The Owl at Purdue on Evaluating Sources of Information</p> <p>Research and Assignment Tools</p> <p>GT/AP: <i>Everything's an Argument</i>, 2nd ed., by Lunsford and Ruskiewicz chapters 20, 21, 22.</p>	<p>HOLT 376-377 (MLA)</p> <p>HOLT R44 - R49</p>
<p>III.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p>	<p>Teacher notes: MLA format Use the Big 6 research strategies.</p>	<p>The Owl at Purdue on Quoting, Paraphrasing, and Summarizing</p>	<p>HOLT 376-377 (MLA)</p> <p>HOLT R44 - R49</p>

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III.22A modify the major research question as necessary to refocus the research plan;		The Owl at Purdue on Evaluating Sources of Information Research Tools	
<p>III.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p>III.22B differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and</p>	<p>Teacher notes: MLA format Use the Big 6 research strategies.</p>	Big 6 Handouts The Owl at Purdue on Quoting, Paraphrasing, and Summarizing The Owl at Purdue on Evaluating Sources of Information Research Tools	<p>HOLT 376-377 (MLA)</p> <p>HOLT R44 - R49</p>
<p>III.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p>III.22C critique the research process at each step to implement changes as the need occurs and is identified.</p>	<p>Teacher notes: MLA format Use the Big 6 research strategies.</p>	Big 6 Handouts The Owl at Purdue on Quoting, Paraphrasing, and Summarizing The Owl at Purdue on Evaluating Sources of Information Research and Assignment Tools	<p>HOLT 376-377 (MLA)</p> <p>HOLT R44 - R49</p>
<p>III.23 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</p> <p>III.23A provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;</p>	<p>Teacher notes: MLA format Use the Big 6 research strategies.</p>	Big 6 Handouts The Owl at Purdue Avoiding Plagiarism The Owl at Purdue on Quoting, Paraphrasing, and Summarizing GT/AP: <i>Everything's an Argument</i>, 2nd ed., by Lunsford and Ruskiewicz chapters 17,	<p>HOLT 376-377 (MLA)</p> <p>HOLT R44 - R49</p>

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		Instruction	Practice
		18, 19.	
<p>III.23 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</p> <p>III.23B uses a variety of formats and rhetorical strategies to argue for the thesis;</p>	<p>Teacher notes: MLA format Use the Big 6 research strategies.</p>	<p>GT/AP: <i>Everything's an Argument</i>, 2nd ed., by Lunsford and Ruskiewicz chapters 8,9.</p>	<p>HOLT 376-377 (MLA) HOLT R44 - R49</p>
<p>III.23 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</p> <p>III.23C develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;</p>	<p>Teacher notes: MLA format Use the Big 6 research strategies.</p>	<p>GT/AP: <i>Everything's an Argument</i>, 2nd ed., by Lunsford and Ruskiewicz chapters 8,9.</p>	<p>HOLT 376-377 (MLA) HOLT R44 - R49</p>
<p>III.23 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</p> <p>III.23D uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials; and</p>	<p>Note: Parenthetical documentation. Teacher notes: MLA format Use the Big 6 research strategies.</p>	<p>The Owl at Purdue MLA Formatting and Style Guide</p> <p>The Owl at Purdue on Evaluating Sources of Information</p> <p>GT/AP: <i>Everything's an Argument</i>, 2nd ed., by Lunsford and Ruskiewicz chapters 20, 21, 22.</p>	<p>HOLT 376-377 (MLA) HOLT R44 - R49</p>
<p>III.23 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</p> <p>III.23E is of sufficient length and complexity to address the topic.</p>	<p>Teacher note: MLA format Use the Big 6 research strategies.</p>	<p>The Owl at Purdue MLA Formatting and Style Guide</p> <p>The Owl at Purdue on Evaluating Sources of Information</p>	<p>HOLT 376-377 (MLA) HOLT R44 - R49</p>

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Listening and Speaking:			
<p>III.25 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity</p> <p>III.25 Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p>	<p>Teacher Note: Colleges are noting that students lack particular skills concerning individual oral communication and one-on-one situational wherewithal. Teachers should gauge students to participate actively and effectively in one-on-one oral communication situations. (College Readiness Standard)</p>	<p>Rubric for Public Speaking</p> <p>Listening Findings Rubric</p>	<p>HOLT Lit Listening and Speaking Handbook R88-R95</p>