

## English III Curriculum Bundle # 11

Title	Suggested Dates
<i>Inquiry</i>	April 19 – May 7 (15 instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Research is most meaningful when the researcher has a genuine question and carefully devises a plan to gather information to answer that question for him or herself.	<p>Why is it important to have a narrow topic, specific questions and a definite plan before carrying out research?</p> <p>How can brainstorming shape the research process?</p> <p>How do you distinguish between reliable and unreliable sources?</p> <p>How do you separate factual data from complex inferences?</p>

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.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<b>Reading:</b>		
<p><b>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:</b></p> <p>III.9A summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion</p> <p>III.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and</p>	<p><b>TAKS-11.7F</b> Produce summaries of texts by identifying main ideas and their supporting details.</p> <p><b>TAKS-11.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p> <p><b>TAKS-11.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p> <p><b>TAKS-11.12A</b> Analyze characteristics of clearly written text, including the patterns of organization, syntax and word choice.</p>	<p><a href="#">Summary Notes</a></p> <p><a href="#">Inference Notes Page</a> <a href="#">Inference Text and subtext</a></p>
<b>Writing:</b>		
<p><b>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:</b></p>	<p><b>Teacher note:</b> Consider a strategy for presenting research.</p>	<p><a href="#">BIG6 ASSIGNMENT ORGANIZER</a> <a href="#">Research Tools</a> <a href="#">Expository Writing Tools</a></p>

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<p>III.13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea (voice); <i>In the TEKS, voice is called controlling idea.</i></p>		
<p><b>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:</b></p> <p>III.13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;</p>	<p><b>TAKS-11.1C</b> Organize ideas in writing to ensure coherence, logical progression, and support for ideas. Organized is stated as structure ideas in a sustained and persuasive way.</p>	<p><a href="#">Purposes for Writing</a> <a href="#">Expository Writing Tools</a> <a href="#">"Depth Charge" Word Choice Exercise</a> <a href="#">Voice Exercise</a></p>
<p><b>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:</b></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>Present research findings using a multi-media approach. Consider the following:</p> <ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Web page</li> <li>• Parodies</li> </ul>	<p><a href="http://pbwiki.com/">http://pbwiki.com/</a> <a href="http://movies.atomiclearning.com/k12/blogging">http://movies.atomiclearning.com/k12/blogging</a> <a href="#">Critical Questions Regarding Media</a></p>
<p><b>Oral and Written Conventions:</b></p>		
<p><b>III.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.</b></p> <p>III.18 Students are expected to correctly and consistently use conventions of punctuation and capitalization</p>	<p><b>Note:</b> Punctuation and capitalization in citations. <b>TAKS-11.3A</b> Produce legible work that shows accurate spelling, and correct use of the conventions of punctuation and capitalization such as italics and ellipses.</p>	
<p><b>Research:</b></p>		
<p><b>III.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b></p> <p>III.20A brainstorm, consult with others, decide upon a topic,</p>	<p><b>Teacher notes:</b> MLA format Use the Big 6 research strategies.</p>	<p><a href="#">The Owl at Purdue Avoiding Plagiarism</a> <a href="#">The Owl at Purdue on Quoting, Paraphrasing, and Summarizing</a> <a href="#">The Owl at Purdue on Evaluating Sources of Information</a></p>

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<p>and formulate a major research question to address the major research topic; and</p>		<p><a href="#">BIG6 ASSIGNMENT ORGANIZER</a>  <a href="#">Research Tools</a>            GT/AP: <i>Everything's an Argument</i>, 2<sup>nd</sup> ed., by Lunsford and Ruskiewicz chapters 17, 18, 19.</p>
<p><b>III.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b></p> <p>III.20B formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.</p>		<p><a href="#">BIG6 ASSIGNMENT ORGANIZER</a>  <a href="#">Research Tools</a>            GT/AP: <i>Everything's an Argument</i>, 2<sup>nd</sup> ed., by Lunsford and Ruskiewicz chapters 17, 18, 19.</p>
<p><b>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:</b></p> <p>III.21A follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;</p>	<p><b>Teacher notes:</b>            MLA format            Use the Big 6 research strategies.</p>	<p><a href="#">The Owl at Purdue on Quoting, Paraphrasing, and Summarizing</a></p> <p><a href="#">The Owl at Purdue on Evaluating Sources of Information</a></p> <p><a href="#">BIG6 ASSIGNMENT ORGANIZER</a></p> <p><a href="#">Research Tools</a></p>
<p><b>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:</b></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><b>Teacher notes:</b>            MLA format            Use the Big 6 research strategies.</p>	<p><a href="#">Organizational Patterns</a></p> <p>Thinking Maps: <a href="#">Circle</a>, <a href="#">Bubble</a>, <a href="#">Double Bubble</a>, <a href="#">Flow</a>, <a href="#">Multi Flow</a>, <a href="#">Tree</a>, <a href="#">Brace</a>, and <a href="#">Bridge</a></p> <p><a href="#">The Owl at Purdue on Quoting, Paraphrasing, and Summarizing</a></p> <p><a href="#">The Owl at Purdue on Evaluating Sources of Information</a></p> <p><a href="#">BIG6 ASSIGNMENT ORGANIZER</a></p> <p><a href="#">Research Tools</a></p>
<p><b>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:</b></p> <p>III.21C paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g.,</p>	<p><b>Teacher Note:</b> MLA format            Use the Big 6 research strategies.</p> <p><b>Teacher Note:</b> Quotation usage of single quotation marks (quotes inside of quotes).</p> <p><b>Teacher Note:</b> use source material ethically (College</p>	<p><a href="#">The Owl at Purdue on Quoting, Paraphrasing, and Summarizing</a></p> <p><a href="#">The Owl at Purdue on Evaluating Sources of Information</a></p> <p><a href="#">BIG6 ASSIGNMENT ORGANIZER</a></p> <p><a href="#">Research Tools</a>            GT/AP: <i>Everything's an Argument</i>, 2<sup>nd</sup> ed., by</p>

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author, title, page number), differentiating among primary, secondary, and other sources.	Readiness Standard).	Lunsford and Ruskiewicz chapters 20, 21, 22.
<p><b>III.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b></p> <p>III.22A modify the major research question as necessary to refocus the research plan;</p>	<p><b>Teacher notes:</b>  <b>MLA format</b>  <b>Use the Big 6 research strategies.</b></p>	<p><a href="#">The Owl at Purdue on Quoting, Paraphrasing, and Summarizing</a>  <a href="#">The Owl at Purdue on Evaluating Sources of Information</a>  <a href="#">BIG6 ASSIGNMENT ORGANIZER</a>  <a href="#">Research Tools</a></p>
<p><b>III.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b></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><b>Teacher notes:</b>  <b>MLA format</b>  <b>Use the Big 6 research strategies.</b></p>	<p><a href="#">The Owl at Purdue on Quoting, Paraphrasing, and Summarizing</a>  <a href="#">The Owl at Purdue on Evaluating Sources of Information</a>  <a href="#">BIG6 ASSIGNMENT ORGANIZER</a>  <a href="#">Research Tools</a></p>
<p><b>III.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b></p> <p>III.22C critique the research process at each step to implement changes as the need occurs and is identified.</p>	<p><b>Teacher notes:</b>  <b>MLA format</b>  <b>Use the Big 6 research strategies.</b></p>	<p><a href="#">The Owl at Purdue on Quoting, Paraphrasing, and Summarizing</a>  <a href="#">The Owl at Purdue on Evaluating Sources of Information</a>  <a href="#">BIG6 ASSIGNMENT ORGANIZER</a>  <a href="#">Research Tools</a></p>
<b>Listening and Speaking:</b>		
<p><b>III.26 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.</b></p> <p>III.26 Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.</p>	<p>Such as peer editing</p> <p><b>Teacher note:</b> Individuals may develop rubrics to match the assessments they create.</p>	<p><a href="#">Listening Findings Rubric</a></p>
<p><b>Figure: 19 TAC §110.30(b) English III (§110.33 English Language Arts and Reading)</b></p>		
<p><b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p>		