



English II Curriculum Bundle # 10

Title	 	Suggested Dates
<i>Research</i>		March 21 – April 15 (20 Instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Reflection leads us to consider alternatives, justify answers, weight evidence, and support ideas. Assurance Words: Primary, Secondary, Accuracy	What makes a topic worthy of research? How do researchers record and compile information from other people without plagiarizing their work?

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/Assessment
Reading:			
II.8 Reading/ Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. II.8 Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.	Students apply skill to selections they are reading to gather information about their research topic.		
II.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: II.9A summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique	Note: Infer: take specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; “reading between the lines.” [The writer implies; the reader infers.] Question Stem: Which of the following is a critique of this selection and not a summary?	Forms of Writing	Holt – ECOS (Pg. 678)
II.9 Reading/ Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide	Question Stem: The statement, “_____” in paragraph ____ is an example of what type of		Holt – ECOS (Pg. 678)

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<p>evidence from text to support their understanding. Students are expected to: II.9B distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts</p>	evidence?		
<p>II.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: II.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns</p>	<p>Question Stem: One conclusion that can be made about _____ is _____?</p>	<p>It says. I say. And so Kbeers It says. I say. And so</p>	Holt – ECOS (Pg. 638)
Writing:			
<p>II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: II.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</p>	Apply writing process to Research Topic (see below)	Holt Research Strategies: thinkcentral.com KEYWORD:HML10-1321 Essay Writing (UVIC)	Holt – ECOS (Pg. 1342-1361)
<p>II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: II.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 used to convey meaning</p>	Apply writing process to Research Topic (see below)	Essay Writing (UVIC)	Holt – ECOS (Pg. 1342-1361)
Research:			
<p>II.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: II.20A brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic</p>	<p>Note:</p> <ul style="list-style-type: none"> • Differentiate between researchable and non-researchable questions • Frame clear, researchable questions • Revise questions to make them researchable 	Holt Research Strategies: thinkcentral.com KEYWORD:HML10-1321 Big 6 Plan Purdue: Research topic	Holt – Pg. 1321-1322

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Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources	
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		Narrowing the topic (UVIC) Research: Narrow topic	
<p>II.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>II.20B formulate a plan for engaging in research on a complex, multi-faceted topic</p>		Holt Research Strategies: thinkcentral.com KEYWORD:HML10-1321 Big 6 Plan Elements of Language, Ch. 6 Essay Organization Purdue: Research plan	Holt – Pg. 1321-1322
<p>II.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>II.21A follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;</p>		Purdue: Searching the Worldwide Web	Holt – Pg. 1323-1341
<p>II.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>II.21B organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs)</p>		Holt Research Strategies: thinkcentral.com KEYWORD:HML10-1321	Holt – Pg. 1323-1341
<p>II.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>II.21C paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number)</p>		http://www.easybib.com/	Holt – Pg. 1323-1341
<p>II.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p>II.22A modify the major research question as necessary to refocus the research plan</p>		Research: Narrow topic	Holt – Pg. 1323-1341

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Listening and Speaking:			
<p>II.24 Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>II.24A listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration</p>		<p>Evaluating the Message – Not the Speaker Evaluating Public Speeches</p>	
<p>II.24 Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>II.24B follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes</p>			