


## English II Curriculum Bundle # 10

Title	Suggested Dates
<i>Research</i>	 March 22 – April 16 (19 instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Reflection leads us to consider alternatives, justify answers, weight evidence, and support ideas.	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.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<b>Reading:</b>		
<b>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:</b> 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	<b>TAKS-10.7F</b> Produce summaries of texts by identifying main ideas and their supporting details <b>TAKS-10.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience. <b>Note:</b> 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.]	<a href="#">Forms of Writing</a>
II.9B distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts	<b>TAKS-10.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.	<a href="#">Elements of Language, Ch. 6</a>
II.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns	<b>TAKS-10.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience. <b>TAKS-10.12A</b> Analyze characteristics of clearly written text, including the patterns of organization, syntax and word choice.	<a href="#">Elements of Language, Ch. 5</a> <a href="#">It says. I say. And so Kbeers</a> <a href="#">It says. I say. And so</a>
<b>II.10 Reading/ Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide</b>	<b>TAKS-10.12B</b> Evaluate the credibility of information sources including how the writer’s motivation may affect that credibility.	LTF: Fact or Opinion and Author’s Purpose (P.146)

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<p><b>evidence from text to support their analysis. Students are expected to:</b>            II.10A explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments</p>	<p><b>TAKS-10.12C</b> Recognize logical, deceptive, and/or faulty modes of persuasion in texts  <b>Note:</b> An understanding of logical fallacies is helpful here.</p>	
<p><b>Writing:</b></p>		
<p><b>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:</b>            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>	<p>Apply writing process to Research Topic (see below)</p>	<p><a href="#">Essay Writing</a> (UVIC)</p>
<p><b>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:</b>            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>	<p>Apply writing process to Research Topic (see below)</p>	<p><a href="#">Essay Writing</a> (UVIC)</p>
<p><b>Oral and Written Conventions:</b></p>		
<p><b>II.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>            II.18B(iii) dashes to emphasize parenthetical information</p>	<p><b>Example:</b>            When you come in—or go out—don't forget to shut the door.</p>	<p><a href="#">EoL: Dashes (P.770)</a></p>
<p><b>Research:</b></p>		
<p><b>II.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b>            II.20A brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic</p>	<p><b>TAKS-10.4A</b> Use writing to formulate questions, refine topics, and clarify ideas  <b>Note:</b></p> <ul style="list-style-type: none"> <li>• Differentiate between researchable and non-researchable questions</li> <li>• Frame clear, researchable questions</li> <li>• Revise questions to make them researchable</li> </ul>	<p><a href="#">Elements of Language, Ch. 6</a>  <a href="#">Purdue: Research topic</a>  <a href="#">Narrowing the topic</a> (UVIC)  <a href="#">Research: Narrow topic</a></p>
<p>II.20B formulate a plan for engaging in research on a complex, multi-faceted topic</p>	<p><b>TAKS-10.4B</b> Use writing to discover, organize, and support what is known and what needs to be learned about a topic</p>	<p><a href="#">Big 6 Plan</a>  <a href="#">Elements of Language, Ch. 6</a>  <a href="#">Essay Organization</a>  <a href="#">Purdue: Research plan</a></p>

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<p><b>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:</b></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>		<p><a href="#">Elements of Language, Ch. 6</a>  <a href="#">Purdue: Searching the Worldwide Web</a></p>
<p>II.21B organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs)</p>		<p><a href="#">Elements of Language, Ch. 8</a></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>	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• Where to place period when using parenthetical documentation</li> <li>• Colon to introduce formal or long quotation</li> <li>• Indenting long quotations and omitting quotation marks</li> <li>• Parenthetical documentation, e.g., MLA documentation</li> <li>• Brackets <ul style="list-style-type: none"> <li>○ Enclosing words and phrases independent of the sentence (explanatory notes, omissions and comments not written by the author) (The following year [1620] the Pilgrims landed at Plymouth.)</li> <li>○ In quotations to indicate a change by the writer quoting the material</li> </ul> </li> </ul> <p>Embedded Quotations introduced indirectly in the text:  The author called the character “an embodiment of all the people I know.”)</p>	<p><a href="#">Elements of Language, Ch. 6</a>  <a href="http://www.easybib.com/">http://www.easybib.com/</a></p>
<p><b>II.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b></p> <p>II.22A modify the major research question as necessary to refocus the research plan</p>	<p><b>TAKS-10.14A</b> Focus attention, interpret, respond, and evaluate speaker’s message</p>	<p><a href="#">Research: Narrow topic</a></p>
<p><b>Listening and Speaking:</b></p>		
<p><b>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:</b></p> <p>II.24A listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for</p>		<p><a href="#">Evaluating the Message – Not the Speaker</a>  <a href="#">Evaluating Public Speeches</a></p>

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critical reflection and by asking questions related to the content for clarification and elaboration		
<b>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:</b> II.24B follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes		
<b>Figure: 19 TAC §110.30(b)</b> <b>English II (<i>§110.32 English Language Arts and Reading</i>)</b>		
<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:		
(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and  (B) make complex inferences about text and use textual evidence to support understanding.		