


## English II Curriculum Bundle # 11

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

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
Thoughtful reflection leads us to consider alternatives, justify answers, weigh evidence, and support ideas.	How do researchers decide what information is relevant to a particular research question. What are the most effective ways to present research to an audience?

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.2 Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</b> II.2B analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature.	<b>TAKS-10.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.	LTF: Literary Analysis- Julius Caesar, Act I (P.238) <a href="#">Archetypes in Literature</a>
<b>II.5 Reading/ Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b> II.5A analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction.	<b>TAKS-10.11B</b> Analyze the relevance of setting and time frame to text’s meaning. <b>TAKS-10.11C</b> Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.	<a href="#">Freytag’s Triangle (for use when analyzing how scenes function in the plot)</a>
<b>Writing:</b>		
<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.13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre	<b>Apply revision process to research from bundle 10.</b> <b>TAKS-10.1B</b> Write in a voice and style appropriate to audience and purpose	<a href="#">The Write Path 80-93, 111-117 (intranet)</a> <a href="#">Laying the Foundation (Grade 10) “Revision and Editing Strategies”</a> pp. 446 <a href="#">Acts of Teaching: How to Teach Writing</a>

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have been addressed		
<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.13D edit drafts for grammar, mechanics, and spelling	Apply revision process to research from bundle 10. <b>TAKS-10.2C</b> Proofread writing for appropriateness of organization, content, style, and conventions	<a href="#">The Write Path 80-93, 111-117 (intranet)</a> <a href="#">Laying the Foundation (Grade 10) “Revision and Editing Strategies”</a> pp. 446 <a href="#">Acts of Teaching: How to Teach Writing</a>
II.13E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Apply revision process to research from bundle 10. <b>TAKS-10.2B</b> Develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience and purpose. <b>TAKS 10.3D</b> Produce error-free writing in the final draft.	<a href="#">The Write Path 80-93 (intranet)</a> <a href="#">Laying the Foundation (Grade 10) “Revision and Editing Strategies”</a> pp. 446 <a href="#">Acts of Teaching: How to Teach Writing</a> Peer Editing Form for secondary ELA <a href="#">PISD Peer Editing Form (intranet)</a>
<b>Oral and Written Conventions:</b>		
<b>II.17 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b> II.17B identify and use the subjunctive mood to express doubts, wishes, and possibilities		<a href="#">EoL:Mood (Pp.606-607)</a> <a href="#">Tone Words</a>
<b>Research:</b>		
<b>II.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b> II.22B evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity		<a href="#">Evaluating Resources</a> <a href="#">Elements of Language, Ch. 6</a>
<b>II.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 a written or an oral presentation that:</b> II.23A marshals evidence in support of a clear thesis statement and related claims.		<a href="#">Elements of Language, Ch. 6</a> <a href="#">Purdue: Research</a>
<b>II.23 ...synthesize the research into a written or an oral presentation that:</b> II.23B provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view.		<a href="#">Elements of Language, Ch. 8</a>
<b>II.23 ...synthesize the research into a written or an oral presentation that:</b> II.23C uses graphics and illustrations to help explain concepts		<a href="#">Research Paper Guide, p. 14: Incorporating Graphics</a> <a href="#">Organizational Patterns</a>

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where appropriate.		
<p><b>II.23 ...synthesize the research into a written or an oral presentation that:</b>            II.23D uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research.</p>		<a href="#">Research Rubric</a>
<p><b>II.23 ...synthesize the research into a written or an oral presentation that:</b>            II.23E uses a style manual (e.g., <i>Modern Language Association</i>, <i>Chicago Manual of Style</i>) to document sources and format written materials.</p>		<a href="#">Citation Machine</a> <a href="#">Bibliography Machine</a>
<p><b>Figure: 19 TAC §110.30(b)</b>  <b>English II (§110.32 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 about text and use textual evidence to support understanding.</p>		