



English II Curriculum Bundle # 4

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| Title |   | Suggested Dates |
| <i>Using and Exploring Evidence in Nonfiction: Stating your Case in Writing</i> | | Oct. 25 – Nov 12 (14.5 Instructional days) |

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| Big Idea/Enduring Understanding | Guiding Questions |
| Writers make intentional decisions regarding what information to include and how to present it in order to influence their readers. Assurance Words: Evaluate | What do I put in and what do I leave out of a good summary? How can I tell if the conclusions I draw from a text are valid? What techniques can I use to persuade others to think or believe as I do? How do I justify an answer with textual evidence? |

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 | |
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| | | Instruction | Practice/Assessment |
| Reading: | | | |
| II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: 11.1E use a dictionary, a glossary, or a thesaurus (print or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. | Question Stem: Read the dictionary entry for the word _____. Which definition represents the meaning of the word _____ as used in paragraph _____? | www.dictionary.com http://www.syndicate.com/ | Holt – “What is Academic Vocabulary?” (Pg. 16) |
| 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: What is the best summary of this article? | Forms of Writing | Holt – “Do Animals have Rights?” (Pg. 664-665) “I Acknowledge Mine” (Pg. 666) |
| II.9 Reading/ Comprehension of Informational Text/Expository Text... 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 | Question Stem: The conclusion made by the author in paragraph _____ is based on what type of evidence? | | Holt – “What Would Make the World Safer?” (Pg. 652) |

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| | | Instruction | Practice/Assessment |
| 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 | Question Stem: You can tell from the selection that ____? | It says. I say. And so Kbeers It says. I say. And so | Holt – Unit 5: Critical Reading Workshop (Pg. 526-527) |
| II.9D synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence. | Question Stem: The reader can conclude that the authors of both selections would agree that... | TAKS: OER bernabei | Holt – Synthesizing Information from Graphics (Pg. 555) |
| Metacognitive Reading Comprehension Skills (Figure 19) | | | |
| Reading/Comprehension Skills. 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: RC(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and | Question Stem: What are the four most important facts that help support the author’s argument? | | |
| RC(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding. | Question Stem: In paragraph____, the sentence “___” shows that.... | | |
| Writing: | | | |
| 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.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 | Apply writing process to OER (below) | Essay Writing (UVIC) The Write Path pp 80-93 (intranet) | Holt – Writing Workshop (Pg. 1030-1031) Pg. 20 |

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| <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:</p> <p>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 OER (below)</p> | <p>Essay Writing (UVIC) The Write Path pp 80-93 (intranet)</p> | <p>Holt – Writing Workshop (Pg. 1030-1035)</p> |
| <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:</p> <p>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 have been addressed</p> | <p>Apply writing process to OER (below)</p> | <p>The Write Path pp 80-93, 111-117 (intranet) Laying the Foundation (Grade 10) “Revision and Editing Strategies” pp. 446</p> | <p>Holt – Pg. 20, 747</p> |
| <p>II.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>II.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that</p> <p>II.15C(i) extends beyond a summary and literal analysis</p> <p>II.15C(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations</p> <p>II.15C(iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices</p> | <p>Apply writing process for OER. Grade as a draft. Repeated for expository in bundle 7; crossover in bundle 8.</p> | <p>Holt Writing Workshop: Interpretive Response to Expository Text pp 390-399 (Thinkcentral.com Keyword: HML10-390) Gretchen Bernabei's TAKS OER strategies OER Rubric (intranet) LTF: Dialectical Journals (P. 388) The Write Path pp 25-26 (intranet)</p> | <p>Holt – “Deep Survival” (Pg. 103), “By the Waters of Babylon” (Pg. 322), Pg. 99</p> |
| Oral and Written Conventions: | | | |
| <p>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:</p> <p>II.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: II.17A(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles)</p> | <p>Including pronoun usage with verbals:</p> <ul style="list-style-type: none"> • Complement to the infinitive (The speakers are to be <u>they</u> who are running for election.) • Object of infinitive (The chairman asked me to invite <u>him</u> to the conference.) | | <p>Holt – Writing Workshop (Pg. 155, 287, 393, R46)</p> |