


## English II Curriculum Bundle # 4

<b>Title</b>		<b>Suggested Dates</b>
<i>Inquiry and Persuasion</i>		Oct. 26 – Nov. 13 (14 teaching days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
Investigating inquiries can solve problems, clarify issues, and answer essential questions. Writers use intentional strategies meant to persuade the audience.	<p>What do I put in and what do I leave out of a good summary?</p> <p>How can I tell if the conclusions I draw from a text are valid?</p> <p>What techniques can I use to persuade others to think or believe as I do?</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>		
<b>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b> 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.	<b>TAKS-10.6E</b> Use reference materials such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage	<a href="http://www.dictionary.com">www.dictionary.com</a> <a href="http://www.syndicate.com/">http://www.syndicate.com/</a>
<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>
<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.9B distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and	<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>

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arguments in texts		
<p><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></p> <p>II.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns</p>	<p><b>TAKS-10.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p> <p><b>TAKS-10.12A</b> Analyze characteristics of clearly written text, including the patterns of organization, syntax and word choice.</p>	<p><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></p>
<p>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.</p>	<p><b>TAKS-10.10B</b> Use elements of text to defend his/her own responses and interpretations</p>	<p><a href="#">TAKS: OER bernabei</a></p>
<b>Writing:</b>		
<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></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></p> <p>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 (below)</p>	<p><a href="#">Essay Writing</a> (UVIC)  <a href="#">The Write Path pp 80-93 (intranet)</a></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></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 Research Topic (below)</p>	<p><a href="#">Essay Writing</a> (UVIC)  <a href="#">The Write Path pp 80-93 (intranet)</a></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></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 Research Topic (below)</p> <p><b>TAKS-10.1B</b> Write in a voice and style appropriate to audience and purpose</p>	<p><a href="#">The Write Path pp 80-93, 111-117 (intranet)</a>  <a href="#">Laying the Foundation</a> (Grade 10) “Revision and Editing Strategies” pp. 446  <a href="#">Acts of Teaching: How to Teach Writing</a> (table of contents)</p>
<b>Oral and Written Conventions:</b>		
<b>Research:</b>		

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<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>Notes:</b>                  Differentiate between researchable and non-researchable questions                  Frame clear, researchable questions                  Revise questions to make them researchable  <b>TAKS-10.4A</b> Use writing to formulate questions, refine topics, and clarify ideas</p>	<p><a href="#">Elements of Language, Ch. 6</a>  <a href="#">Purdue: Research topic</a>  <a href="#">Essay Writing (UVIC)</a>  <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 (intranet)</a>  <a href="#">Elements of Language, Ch. 6</a> (online text)  <a href="#">Essay Organization</a>  <a href="#">Purdue: Research plan</a></p>
<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>                  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><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>                  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>  <a href="#">Big 6 Organizer (intranet)</a></p>
<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>                  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>                  Where to place <b>period</b> when using parenthetical documentation  <b>Colon</b> to introduce formal or long quotation                  Indenting long <b>quotations</b> and omitting quotation marks  <b>Parenthetical documentation</b>, e.g., MLA documentation  <b>Brackets</b></p> <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> <p><b>Embedded Quotations</b> 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</b></p>		<p><a href="#">Research: Narrow topic</a></p>

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<p><b>information. Students are expected to:</b> II.22A modify the major research question as necessary to refocus the research plan</p>		
<p><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</p>		<p><a href="#">Evaluating Resources</a> <a href="#">Elements of Language, Ch. 6</a></p>
<p><b>II.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b> II.22C critique the research process at each step to implement changes as the need occurs and is identified.</p>		<p><a href="#">Purdue: Revise</a></p>
<p><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</p>		<p><a href="#">Elements of Language, Ch. 6</a> <a href="#">Purdue: Research</a></p>
<p><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.23B provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view</p>		<p><a href="#">Elements of Language, Ch. 8</a> <a href="#">The Write Path pp. 125-133, 155-156 (intranet)</a></p>
<p><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.23E uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials.</p>		<p><a href="#">Purdue: MLA</a> <a href="http://www.easybib.com/">http://www.easybib.com/</a></p>

**Figure: 19 TAC §110.30(b)**  
**English II (§110.32 English Language Arts and Reading)**

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**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:

- (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.