


## English IV Curriculum Bundle # 5

Title	Suggested Dates
<i>Research</i>	Nov. 16 – Dec. 4 12 Instructional Days 

Big Idea/Enduring Understanding	Guiding Questions
Scholars plan and execute research to answer a question or deepen their understanding regarding a topic of interest	How do researchers decide what topic(s) to pursue? How do students decide which resources are relevant to address a research question? How do researchers gather relevant resources to address a research question? How do researchers evaluate and synthesize collected information?

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>IV.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b> IV.1A determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;		SAT Word Bank  AVID – Student Strategies (pg. 21) Example: Cornell Notes
<b>IV.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.</b> IV.8 Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.	<b>Teacher Note:</b> Use text structure to aid understanding and determine relevance of information to research topic	<a href="#">Organizational Patterns</a> <a href="#">Reciprocal Notes</a>
<b>IV.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>	<b>Teacher Note:</b> Emphasis on summarizing main ideas from resources gathered to address research topic.	<a href="#">Inductive main Idea</a> <a href="#">Inference Graphic Organizer</a> <a href="#">Inference: text and subtext</a>

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<p>IV.9A summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion</p>		
<p><b>IV.11 Reading/ Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</b>            IV.11B evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.</p>	<p><b>Teacher Note:</b> For Seniors that haven't passed TAKS Assessment Reading See <a href="#">Dallas County Schools Smart Teaching Documents</a></p>	
<b>Writing:</b>		
<p><b>IV.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>            IV.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>Students plan written report for research</p>	<p><a href="#">Big 6 Research Tools</a>  <a href="#">Organizational Patterns</a>  <a href="http://www.englishcompanion.com">www.englishcompanion.com</a>  <a href="http://www.readwritethink.org">www.readwritethink.org</a></p>
<p><b>IV.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>            IV.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 the rhetorical devices to convey meaning;</p>	<p>Students begin to structure written report for research</p>	<p><a href="#">Big 6 Research Tools</a>  <a href="#">Organizational Patterns</a>  <a href="http://www.englishcompanion.com">www.englishcompanion.com</a>  <a href="http://www.readwritethink.org">www.readwritethink.org</a></p>
<b>Oral and Written Conventions:</b>		
<p><b>IV.19 Oral and Written Conventions/Spelling. Students spell correctly.</b>            IV.19 Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<p><b>Application:</b> Students use resources to check for accurate spelling in research.</p>	<p><a href="#">Online writing lab</a></p>
<b>Research:</b>		
<p><b>IV.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b>            IV.20A brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p>		<p><a href="#">Question Generator</a>  <a href="#">LEARN THE NET: Advanced Web Searching Techniques</a>    <a href="#">Atomic Learning Movies</a></p>

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<p><b>IV.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b> IV.20B formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.</p>		<p><a href="#">Purdue Writing Lab</a></p>
<p><b>IV.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> IV.21A follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source</p>		<p><a href="#">Rubric for analyzing a primary source</a> <a href="#">Big 6 Assignment Organizer</a> <a href="#">Teach skimming and scanning</a> <a href="#">Helpful Hints to Help you evaluate Sources</a> <a href="#">Online Writing Guide</a> <a href="#">LEO: Assessing the credibility of online sources</a></p>
<p><b>IV.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> IV.21B systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and</p>		<p><a href="#">Big 6 Assignment Organizer</a> <a href="#">Big 6 Research Tools</a> Research Papers: Notes</p>
<p>IV.21C paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.</p>	<p><b>Teacher Note:</b> use source material ethically (College Readiness Standard)</p>	<p><a href="#">Big 6 Research Tools</a> Drawing Conclusions and Implications</p>
<p><b>IV.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b> IV.22A modify the major research question as necessary to refocus the research plan;</p>		<p>Explore Alternative Research Projects <a href="#">Big 6 Research Tools</a></p>
<p><b>IV.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b> IV.22C critique the research process at each step to implement changes as the need occurs and is identified.</p>		<p><a href="#">Big 6 Research Tools</a> <a href="#">Purdue Writing Lab</a> <i>Modern Language Association, Chicago Manual of Style</i></p>
<p><b>Listening and Speaking:</b></p>		
<p><b>IV.26 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.</b> IV.26 Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful</p>	<p><b>Teacher Note:</b> Provide guidelines and encourage students to work in teams and collaborate as they research their topics.</p>	

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questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.

### Figure: 19 TAC §110.30(b) English IV (*§110.33 English Language Arts and Reading*)

**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 (e.g., inductive and deductive) about text and use textual evidence to support understanding.