


English IV Curriculum Bundle # 6

Title	Suggested Dates
<i>Research</i>	Dec. 7 – Dec. 18 10 Instructional Days 

Big Idea/Enduring Understanding	Guiding Questions
Scholars synthesize information they have gathered to communicate their findings to others through a variety of methods.	How do students gather relevant resources to address a research question? How do researchers evaluate and synthesize collected information? How do students organize and present their research to make it meaningful to others?

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)
Reading:		
IV.1 Reading/ Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: IV.1E use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.	Teacher Note: Become familiar with aforementioned reference materials and use them effectively while doing research. Teacher Note: For Seniors that haven't passed TAKS Assessment Reading See Dallas County Schools Smart Teaching Documents	Online reference materials (dictionaries, thesauri, etc) Reading and Writing in the Academic Content Areas http://mrsdell.org/analogies/ AVID – The Write Path (PISD intranet only) Student Strategies (pg 21) Cornell Notes
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: 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	Teacher Note: Emphasis on summarizing main ideas from resources gathered to address research topic.	Summarization Notes Inductive main Idea Inference Graphic Organizer Inference: text and subtext
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: IV.9B explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints	Application: Understanding how authors reach different conclusions regarding the same topic will assist students in evaluating and synthesizing research	Big 6 Research Tools Purdue Writing Lab <i>Modern Language Association, Chicago Manual of Style</i> AVID – The Write Path (pg. 58) Example: Socratic Seminar

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<p>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 IV.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns</p>	<p>SAT Note: Answering multiple choice questions, as on the SAT, is a deductive process.</p>	<p>Inductive main Idea Inference Graphic Organizer Inference: text and subtext Big 6 Research Tools Purdue Writing Lab <i>Modern Language Association, Chicago Manual of Style</i></p>
<p>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: IV.9D synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.</p>		<p>Key Concept Synthesis</p>
<p>Writing:</p>		
<p>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: IV.13C revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;</p>	<p>Teacher Note: Revise research paper/project.</p>	<p>Peer Revision</p>
<p>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: IV.13D edit drafts for grammar, mechanics, and spelling; and</p>	<p>Teacher Note: Edit research paper/project.</p>	<p>Literary Text</p>
<p>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: IV.13E revises final draft in response to feedback from peers and teacher and publishes written work for appropriate audiences.</p>	<p>Teacher Note: Prepare final draft of research paper/project.</p>	<p>Research Essay Evaluation Rubric Research Process Evaluation Rubric Literary Text and Writing Practice Peer Revision</p>

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Oral and Written Conventions:		
<p>IV.19 Oral and Written Conventions/Spelling. Students spell correctly. IV.19 Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<p>Application: Students use resources to check for accurate spelling in research.</p>	<p>Online writing lab</p>
Research:		
<p>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: 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>Big 6 Assignment Organizer Teach skimming and scanning Helpful Hints to Help you evaluate Sources Online Writing Guide LEO: Assessing the credibility of online sources</p>
<p>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: 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>Big 6 Assignment Organizer Big 6 Research Tools 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>Teacher Note: use source material ethically (College Readiness Standard)</p>	<p>Big 6 Research Tools Drawing Conclusions and Implications</p>
<p>IV.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: IV.22A modify the major research question as necessary to refocus the research plan;</p>		<p>Big 6 Research Tools Explore Alternative Research Projects</p>
<p>IV.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: IV.22B differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument;</p>		<p>Purdue Writing Lab <i>Modern Language Association, Chicago Manual of Style</i></p>
<p>IV.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p>		<p>Research Process Evaluation Rubric Big 6 Research Tools Purdue Writing Lab</p>

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<p>IV.22C critique the research process at each step to implement changes as the need occurs and is identified.</p>		<p><i>Modern Language Association, Chicago Manual of Style</i></p>
<p>IV.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 an extended written or oral presentation that: IV.23A provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;</p>	<p>Application: Prepare oral or written presentation of research findings</p>	<p>Presentation Guidelines Big 6 Research Tools Purdue Writing Lab Modern Language Association, Chicago Manual of Style</p>
<p>IV.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 an extended written or oral presentation that: IV.23B uses a variety of formats and rhetorical strategies to argue for the thesis;</p>	<p>Application: Prepare oral or written presentation of research findings</p>	<p>Presentation Guidelines Big 6 Research Tools Purdue Writing Lab Modern Language Association, Chicago Manual of Style</p>
<p>IV.23C develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;</p>	<p>Application: Prepare oral or written presentation of research findings Teacher note: Use information source material ethically (College Readiness Standard)</p>	<p>Big 6 Research Tools Purdue Writing Lab Modern Language Association, Chicago Manual of Style</p>
<p>IV.23D uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials</p>	<p>Application: Use manual of style to document oral or written presentation of research findings.</p>	<p>Big 6 Research Tools Purdue Writing Lab Modern Language Association, Chicago Manual of Style</p>
<p>IV.23E is of sufficient length and complexity to address the topic.</p>	<p>Application: Prepare oral or written presentation of research findings</p>	<p>Big 6 Research Tools Purdue Writing Lab Modern Language Association, Chicago Manual of Style</p>
<p>Listening and Speaking:</p>		
<p>IV.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: IV.24A listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions</p>		<p>Research Presentation Rubric Presentation Guidelines Reader Response Socratic Seminar Socratic Seminar Questioning www.writing.upenn.edu/pennsound/ (online recordings of poets and writers reciting their work.) AVID – The Write Path (PISD intranet only) (pg. 58): Socratic Seminar</p>

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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.