

English I Curriculum Bundle # 10

Title	Suggested Dates
<i>Execution of Research</i>	March 22 – April 16 (19 instructional days)



Big Idea/Enduring Understanding	Guiding Questions
Ideas and opinions must be well supported with valid research and proper citation to be convincing to the reader.	1. What determines the accuracy, validity and reliability of 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)
Reading:		
I.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: I.1E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	Focus: accurate use, pronunciation, and part of speech TAKS-9.6E Use reference materials such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage	
Writing:		
1.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: I.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;	Revise analytical essay (see 15A below) from bundle 9 TAKS-10.1B Write in a voice and style appropriate to audience and purpose	
1.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: I.13D edit drafts for grammar, mechanics, and spelling; and	TAKS-10.2C Proofread story for appropriateness of organization, content, style, and conventions Option —allow students to choose either the interpretive response from bundle 1 or the story from bundle 2 for final editing and publishing	

English I Curriculum Bundle # 10

<p>I.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: I.13E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>TAKS-10.2B Develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience and purpose. TAKS 10.3D Produce error-free writing in the final draft.</p>	
<p>I.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: I.15A write an analytical essay of sufficient length that includes: I.15A(i) effective introductory and concluding paragraphs and a variety of sentence structures; I.15A(ii) rhetorical devices, and transitions between paragraphs; I.15A(iii) a controlling idea or thesis; I.15A(iv) an organizing structure appropriate to purpose, audience, and context; and I.15A(v) relevant information and valid inferences;</p>	<p>Revise and further develop written portion of research-based multi-media presentation</p>	<p>Procedural Text (Recipe):</p>
<p>I.15D produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.</p>	<p>Develop research into presentation</p>	
<p>I.17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p>	<p>Note: Review from bundle 1; revise and edit for sentence structure in writing. TAKS-10.3B Demonstrate control over grammatical elements such as subject-verb agreement, pronoun antecedent agreement, verb forms, and parallelism</p>	
Oral and Written Conventions:		
<p>I.18A use conventions of capitalization; and</p>	<p>TAKS-10.3A Produce legible work that shows accurate spelling, and correct use of the conventions of capitalization and punctuation such as italics and ellipses</p>	
<p>I.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: I.18B use correct punctuation marks including I.18B(iii) dashes to emphasize parenthetical information..</p>	<p>Note: Period: Where to place period when using parenthetical documentation Brackets: enclose words and phrases independent of the sentence (explanatory notes, omissions, comments not written by the author) (e.g. The following year [1620] the Pilgrims landed at Plymouth.) Dash: set off interpolated explanatory matter (e.g. There</p>	

English I Curriculum Bundle # 10

	are many differences – aside from the physical ones – between men and women)	
I.19 Oral and Written Conventions/Spelling. Students spell correctly. I.19 Students are expected to spell correctly, including using various resources to determine and check correct spellings.		
Research:		
I.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: I.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;	Analyzes questions to determine the best source of information to answer them (e.g. print, experts, technology)	
I.21 B organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and	Writes relevant questions before reading information on a given topic he or she would like to investigate and revises questions after gathering information	
I.21 C paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).		
I.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: I.22A modify the major research question as necessary to refocus the research plan;		
I.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: I.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; and		
I.22C critique the research process at each step to implement changes as the need occurs and is identified.		
I.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: I.23A marshals evidence in support of a clear thesis statement and related claims;	Thesis Statements (see I.13A)	

English I Curriculum Bundle # 10

I.23E uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials.		
Listening and Speaking:		
<p>I.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:</p> <p>I.24A listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;</p>	<p>Focus attention on speaker's message, including:</p> <ul style="list-style-type: none"> • Identifying the speaker's message(s) – both verbal and non-verbal • Identifying the speaker's purpose (e.g. to inform, to persuade, to entertain) <p>Analyzing the speaker's point of view, bias, and credibility</p>	
I.24B follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and		
English I (§110.31 English Language Arts and Reading) Figure: 19 TAC §110.30(b)		
<p>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:</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>		