

English I Curriculum Bundle # 9

Title	Suggested Dates
<i>Foundations of Research</i>	Feb. 22 – March 12 (15 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 questioning techniques are most effective to gain 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	
I.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. I.8 Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.	Determining the main idea of entire expository passage Identifying the details that support the controlling idea TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B) TAKS-9.7F Identify main ideas and their supporting details.	“Peeling Back the Layers – Lives of a Cell” Laying the Foundation pg. 182 Main Idea and Supporting Details Main Idea Worksheet
I.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: I.9C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and	Examples: Compare and Contrast, Cause and Effect, Chronological Ordering, Etc... Understanding that word choices by an author are deliberate and for a purpose. Determine the purpose and analyze deeper meanings Author’s use of punctuation (capitalization, end punctuation, italics, ellipses, etc...)	Inference Notes Inference: Text and Subtext

English I Curriculum Bundle # 9

	<p>Use and identification of tone, mood, and style including tone shifts.</p> <p>TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)</p> <p>TAKS-9.12 A Analyze characteristics of text, including its structure, word choices and intended audience. (Literary Analysis)</p>	
<p>I.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:</p> <p>I.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>TAKS-9.10B Use elements of text to defend his/her own responses and interpretations.</p>	<p>Claim, Evidence, Interpretation Comparison Graphic Organizers</p>
Writing:		
<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:</p> <p>I.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>Note:</p> <p>Plan essay (see 15A below) based on research</p> <p>Prewriting Strategies: brainstorming, clustering, free writing, looping, six journalist’s questions (Who, What, Where, When, How, Why)</p>	
<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:</p> <p>I.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 used to convey meaning;</p>	<p>Clarifying note: Develop draft of essay making sure to include transitions words/phrases and rhetorical devices (figurative language, etc...).</p> <p>TAKS-10.1C Organize ideas in writing to ensure coherence, logical progression, and support for ideas</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:</p> <p>I.15A write an analytical essay of sufficient length that includes:</p> <p>I.15A(i) effective introductory and concluding paragraphs and a variety of sentence structures;</p> <p>I.15A(ii) rhetorical devices, and transitions between paragraphs;</p>	<p>Compose written portion of research-based multi-media presentation</p>	

English I Curriculum Bundle # 9

<p>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>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>		
Oral and Written Conventions:		
<p>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.</p>		
Research:		
<p>I.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: I.20A brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p>	<p>Differentiate between researchable and non-researchable questions Frame clear, researchable questions Revise questions to make them researchable Asks and answers relevant questions for personal clarification and extension of ideas in group discussions and to conduct formal and informal research</p>	<p>Inquiry Questions Guide:</p>
<p>I.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: I.20B formulate a plan for engaging in research on a complex, multi-faceted topic.</p>		<p>Point Of View</p>
<p>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;</p>	<p>Analyzes questions to determine the best source of information to answer them (e.g. print, experts, technology)</p>	
<p>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.21 C paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).</p>		

English I Curriculum Bundle # 9

<p>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;</p>		
<p>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</p>		Internet Resources
<p>Listening and Speaking:</p>		
<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: 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>	
<p>I.24B follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and</p>		
<p>English I (§110.31 English Language Arts and Reading) Figure: 19 TAC §110.30(b)</p>		
<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 (B) make complex inferences about text and use textual evidence to support understanding.</p>		