

English for Speakers of Other Languages

Course: ESOL I / Grade 9		Text: Keystone		Designated Six Weeks: Third		
Unit: Poetry, Expository, Analytical writing, Research						
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks	

* = low performing objective / student expectation (SE)

Ongoing TEKS reinforced each six weeks					
3rd Six Weeks – New TEKS introduced					
(9.3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.					
<p>Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.</p> <p><i>ELPS:</i> 3G Orally express opinions, ideas, and feelings 3H Orally narrate, describe, and explain 3I Use oral language for formal and informal purposes</p>	<p>How can students analyze the effects of diction and imagery in poetry?</p> <p>Can students provide evidence from the text to support their understanding, inferences, and conclusions?</p> <p>Can students answer questions and make personal connections to a poem?</p>	<p>*What effect does the poet's use of irony in lines __ have on the overall theme of the poem? *How does the poet express his/her intended message in this poem?</p> <p><i>Keystone test generator / ancillary</i></p>	<ul style="list-style-type: none"> • setting • figurative language • narrative poem • irony • meter • rhyme scheme • stanza • ballad • haiku 	<ul style="list-style-type: none"> • MISD Best Practices <i>I/A/ AH –</i> - <i>Inside Outside Circle</i> - <i>Use descriptive words in a poem</i> <i>AH –</i> - <i>Socratic Seminar</i> - <i>Open ended responses</i> <i>All –</i> - <i>Use sensory details</i> - <i>Think, Pair, Share</i> - <i>Describe a place, person, event</i> - <i>Journal</i> 	<ul style="list-style-type: none"> • Holt McDougal Literature- Grade 9 Unit 7 Special Effects- The Language of Poetry and poems from other units • Activity – “A Poem a Day” http://www.loc.gov/poetry/180/ • Poem Generator http://ettcweb.lrk12.nj.us/forms/newpoe.htm • Longman Keystone 2A, Unit 1 1B, Unit 6 • Texas ELPS Toolkit

English for Speakers of Other Languages

Course: ESOL I / Grade 9		Text: Keystone	Designated Six Weeks: Third		
Unit: Poetry, Expository, Analytical writing, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

* = low performing objective / student expectation (SE)

(9.9) 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>* (A) <i>summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;</i></p> <p>(B) differentiate between opinions that are substantiated and unsubstantiated in the text;</p> <p>(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and</p> <p>(D) synthesize and make logical connections between ideas and details in several texts selected to</p>	<p>How can the main idea and elements of the text be used to summarize expository text?</p> <p>How can students analyze opinions and draw conclusions about the text?</p> <p>Can students distinguish between a summary and a critique?</p> <p>Can students provide evidence from the text to support their logical connections between ideas and details across a range of viewpoints on the same topic?</p>	<p>*What is the best summary of this article?</p> <p>*Which of the following is a critique of this selection and not a summary?</p> <p>*Which opinion expressed by the author in this selection is unsubstantiated?</p> <p>*Which two opinions expressed in this article are substantiated by the author?</p> <p>*You can tell from the selection that –</p> <p>*One conclusion that can be made about __ is –</p> <p>*The reader can tell from the article that –</p> <p>*Based on the organization of ideas by the author in this article, the reader can conclude that –</p> <p>*The reader can conclude that the authors of both selections would agree that –</p> <p>*What text evidence supports the conclusion of __ by both authors of these selections?</p>	<ul style="list-style-type: none"> • Generate questions • Summarizing and synthesizing • Analyze • Interpret • Infer • Predict • Paraphrase • Cause and effect • Generalization • Main idea • Drawing conclusions • Connotation • Denotation • Motivation • Moral • Internal conflict • Theme 	<ul style="list-style-type: none"> • MISD Best Practices <i>All –</i> <i>- Use background knowledge</i> <i>- Create sensory images</i> <i>- Connection to text, self, and world</i> <i>- Read, Write, Pair Share</i> <i>- Graphic organizers for analysis</i> <i>- Create cartoon or comic strip showing morals and/or motivation</i> <i>- Summarize facts from story</i> 	<ul style="list-style-type: none"> • Holt McDougal Literature- Grade - informational non-fiction from throughout the book • Advertisements • Websites • Travel guides • Longman Keystone 1B, Unit 3 • Texas ELPS Toolkit

English for Speakers of Other Languages

Course: ESOL I / Grade 9		Text: Keystone	Designated Six Weeks: Third		
Unit: Poetry, Expository, Analytical writing, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

** = low performing objective / student expectation (SE)*

<p>reflect a range of viewpoints on the same topic and support those findings with textual evidence.</p> <p><i>ELPS:</i> <i>1H Expand repertoire of learning strategies to acquire language</i> <i>4I Show comprehension through basic reading skills</i> <i>4K Show comprehension through analytical skills</i></p>		<p>*A common theme in both of these articles is – *What evidence in both selections supports the conclusion made by the authors that __?</p> <p><i>Keystone test generator / ancillary</i></p>			
---	--	---	--	--	--

(9.14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:					
<p>(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads)</p> <p><i>ELPS:</i> <i>5F Write using variety of</i></p>	<p>How can students create a poem using poetic techniques and forms?</p>	<p><i>Keystone Writing Rubrics/ancillary</i></p>	<ul style="list-style-type: none"> • metaphor • simile • figurative language 	<ul style="list-style-type: none"> • MISD Best Practices • Use a personal experience to create a poem • Poetry Portfolio <p><i>All –</i> <i>- Sentence Sorting</i> <i>- Contextualized Grammar</i></p>	<ul style="list-style-type: none"> • Resources: http://www.webenglishteacher.com/poetrygeneral.html • Acrostic poems http://www.readwritetlink.org/materials/acrostics • Poem Generator http://ettcweb.lr.k12

English for Speakers of Other Languages

Course: ESOL I / Grade 9		Text: Keystone		Designated Six Weeks: Third		
Unit: Poetry, Expository, Analytical writing, Research						
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks	

** = low performing objective / student expectation (SE)*

<i>sentence structures and words</i> <i>5G Narrate, describe, and explain in writing</i> <i>1E Use and reuse new academic language</i> <i>5B Write using newly acquired vocabulary</i>				<i>Instruction</i> - Book Review - Poem Analysis	nj.us/forms/newpoe.htm • Longman Keystone 1B, Unit 6 <i>"A Narrow Fellow in the Grass" Emily Dickinson</i>
---	--	--	--	--	--

(9.15) 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:

(A) write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a controlling idea or thesis; (iv) an organizing	Can students support connections between ideas in an analytical essay with textual evidence? What are the steps to writing expository (procedural) steps? How do you format an analytical response? How do you format interpretative responses? -Mini lessons as	<i>Keystone Writing Rubrics/ancillary</i> <i>Keystone test generator / ancillary</i>	<ul style="list-style-type: none"> • diction • tone • thesis • expository • conventions 	<ul style="list-style-type: none"> • MISD Best Practices • 6 Traits of Writing • Peer editing Brainstorm • 5 W's <i>All –</i> - Poetry Analysis - Writing Scaffolds - Daily Oral Language - Journaling - Contextualized Grammar <i>Instruction</i> - Read, Write, and Share 	<ul style="list-style-type: none"> • Resource: http://home.earthlink.net/~tcwrites/essay.html. • Purdue OWL: http://owl.english.purdue.edu/owl/resource/545/01/. • Rubric samples: http://www.rubrician.com/writing.htm. • Holt McDougal Literature- Grade 9 • Longman Keystone 1B, Unit 5 Expository/writing Workshop, p 402
--	--	---	--	--	---

English for Speakers of Other Languages

Course: ESOL I / Grade 9		Text: Keystone		Designated Six Weeks: Third		
Unit: Poetry, Expository, Analytical writing, Research						
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks	

** = low performing objective / student expectation (SE)*

<p>structure appropriate to purpose, audience, and context; and</p> <p>(v) relevant information and valid inferences;</p> <p>(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:</p> <p>(i) extends beyond a summary and literal analysis;</p> <p>(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and</p> <p>(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices</p> <p><i>ELPS:</i></p>	<p>necessary</p> <p>-Teacher/student conferences</p> <p>-Correct conventions used</p>				<ul style="list-style-type: none"> • Longman Keystone 1B, Unit 5 Expository/writing Workshop, p 402 • Longman Keystone 1B, Unit 6 Texas Skillbuilder writing, p 472
---	---	--	--	--	---

English for Speakers of Other Languages

Course: ESOL I / Grade 9		Text: Keystone		Designated Six Weeks: Third		
Unit: Poetry, Expository, Analytical writing, Research						
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks	

** = low performing objective / student expectation (SE)*

5F Write using variety of sentence structures and words 5G Narrate, describe, and explain in writing 5E Employ complex grammatical structures 5B Write using newly acquired vocabulary 3B Use new vocabulary in oral and written communication 5D Edit writing					
---	--	--	--	--	--