

<b>Course: English I</b>			<b>Designated Six Weeks: ALL</b>		
<b>TEKS</b>	<b>Guiding Questions/ Specificity</b>	<b>Assessment</b>	<b>Academic Vocabulary</b>	<b>Instructional Strategies</b>	<b>Resources/ Weblinks</b>

<p><b>Philosophy for Writing and Research</b></p> <p>As the writing and research processes are whole skills, each should be reinforced at all 6 weeks terms. However, specific skills may also be reinforced within specific 6 weeks units. Therefore, while all writing and research TEKS are included within the ongoing section, attention is given to individual skills within each noted term. Not all writing and research TEKS are taught within each term as the focus should remain on whole year, whole process instruction.</p> <p style="text-align: center;"><b>Philosophy for Reading</b></p> <p>Within each semester, at least one selection from the novel list should be utilized for instruction in addition to the textbook and outside sources.</p> <p style="text-align: center;"><b>Philosophy for Standardized Test Preparation</b></p> <p>Within each 6 week term, at least one timed reading and/or writing assessment should be given. This assessment is in response to the untimed nature of state testing in contrast to the timed nature of standardized testing.</p> <div style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p><b>Ongoing TEKS reinforced each six weeks</b></p> </div>					
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<b>Reading</b>					
<b>Reading across all genres will occur each six weeks</b>					
<a href="#">Figure: 19 TAC §110.17(b)</a>					
<b>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 and increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</b>					
<p>**<b>(A)</b> reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p><u>College Readiness Standard</u> (CRS): (Reading A.3) Identify explicit and implicit textual information</p>	<p>How can analysis lend itself to understanding?</p> <p>How can students effectively use reading skills to comprehend text and become self-directed, critical readers?</p> <p>How does textual evidence support inferences and understanding of what is read?</p>	<p>*(A) Summarize this selection by including the four most important events.</p> <p>*What is the best summary of this selection?</p> <p>*What sensory image does the author use to enhance the understanding of the reader?</p> <p>*What connection can the reader make between the author’s purpose and the main character’s motivation?</p>	<p>Analyze</p> <p>Cause and effect</p> <p>Connection to text, self, and world</p> <p>Connotation</p> <p>Create sensory images</p> <p>Denotation</p> <p>Drawing conclusions</p> <p>Generalization</p> <p>Generate questions</p> <p>Infer</p> <p>Interpret</p> <p>Main idea</p>	<p>-Determining Importance</p> <p>-Inferring</p> <p>-Predicting</p> <p>-Question stems</p> <p>-Retellings</p> <p>-Setting a purpose</p> <p>-Synthesizing</p> <p>-Think-Aloud</p> <p>-Visualizing</p> <p>MISD Best Practices</p>	<p>-Holt Lit</p> <p>-Independent reading books</p> <p>-MISD Approved reading list</p> <p>-Music</p> <p>-Picture books</p> <p>-Poetry</p> <p>-Short stories</p>

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<p>including main ideas and author’s purpose. (3.a) Analyze connections between main ideas and supporting details. (Reading A.4) Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions. (4.b) Summarize key points in important historical documents. (Reading A.6) Analyze imagery in literary texts. (6.a) Analyze how imagery reveals theme, sets tone, and creates meaning in literary texts.</p> <p>** (B) make complex inferences about text and use textual evidence to support understanding. <b>(Readiness-Fiction, expository/Supporting-Literary nonfiction, poetry, drama, persuasive)</b></p>	-Text dependent reading	<p>*(B) A conclusion that can be made about ___ in this story is –</p> <p>*The reader can tell that –</p> <p>*What text evidence supports the conclusion that __?</p> <p>*Based on the evidence in paragraph__, the reader can conclude that –</p> <p>*Paragraph __ suggests that –</p> <p>*You can tell from this passage</p>	<p>Outline</p> <p>Paraphrase</p> <p>Predict</p> <p>Summarizing and synthesizing</p> <p>Use background knowledge</p>		

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(CRS): (Reading A.4) Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions. (Reading A.5) Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument. (5.b) Draw conclusions based on the sufficiency and strength of evidence used in research papers.		that – *The reader can infer from paragraph __ that – *Which sentence in this selection supports the inference that __? *The reader can conclude that the author – *What can you conclude about __? *What information in this article supports the conclusion that __? *In paragraph __, the sentence “ __ ” shows –			
<b>(9.1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>					
** (A) determine the meaning of grade-level 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; <b>(Supporting)</b>	Are students able to understand new vocabulary and use it when reading and writing?  How can textual context allow students to distinguish between denotative and connotative meanings?	*(A) In paragraph__ of this story, what does the word __mean? *What is the root word for the word in paragraph __that means__?		-Acting out words -Collage incorporating words -Concept map -Context clues -DLA Warm-ups -Using words in sentences -Vocabulary cartoons -Vocabulary trees -Word Wall	Annotation -SAT Vocabulary -12 Powerful Words -Holt Lit <a href="http://www.webenglishteacher.com/">http://www.webenglishteacher.com/</a> -Word Stems

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<p><u>(CRS)</u>: (Reading B.2) Apply knowledge of roots and affixes to infer meanings of new words. (2.a) Identify word meanings based on their Greek or Latin roots.</p> <p>**<u>(B)</u> analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words; (<b>Readiness</b>)</p> <p><u>(CRS)</u>: (Reading B.1) Identify new words and concepts acquired through study of their relationships to other words and concepts. (1.a) Describe meanings of words read in texts based on context clues (e.g., definitions, examples, comparison, contrast, cause and effect, details provided in surrounding text).</p> <p>(C) produce analogies that describe a function of an object or its description;</p>	<p>Are students able to effectively use a dictionary, glossary, or thesaurus?</p> <p>-Word stems</p>	<p>*<u>(B)</u> Read the following dictionary entry. Which definition best matches the meaning of the word __as it is used in paragraph__?</p> <p>*<u>(C)</u> In this story, the word __is in paragraph__; this word is to __as __is to __.</p>		<p>ELPS 4A, 4C, 4F, 4K, 1C, 1H, 1B</p>	

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<p>(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo); and <b>(Supporting)</b></p> <p><u>(CRS)</u>: (Reading B.2) Apply knowledge of roots and affixes to infer the meanings of new words. (2.a) Identify word meanings based on their Greek or Latin roots.</p> <p>(E) 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. <b>(Readiness)</b></p> <p><u>(CRS)</u>: (Reading B.3) Use reference guides to confirm the meanings of new words or concepts. (3.a) Consult dictionaries,</p>		<p>* __ is to __ as __ is to __.</p> <p>*(D) What does the expression __ as used in paragraph __ mean? *The phrase __ used in paragraph __ means __. *The origin of the word __ as used in paragraph __ is __.</p> <p>*(E) Read the dictionary entry for the word __. Which definition represents the meaning of the word __ as used in paragraph __? (Dictionary entry with four definitions is shown and students must use context clues to determine the meaning of the word as it is used in the passage.)</p>			

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glossaries, thesauruses, or other guides to confirm word or phrase meanings.					
<b>Oral and Written Conventions</b>					
<b>(9.17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b>					
<p>**<b>(A)</b> use and understand the function of the following parts of speech in the context of reading, writing, and speaking: <b>(Readiness)</b></p> <p>Below are <b>(Supporting)</b></p> <p>(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);</p> <p>(ii) restrictive and nonrestrictive relative clauses; and</p> <p>(iii) reciprocal pronouns (e.g., each other, one another);</p> <p><b>(CRS):</b> (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. (5.b) Edit for</p>	<p>Can students demonstrate the function of and use of the conventions of academic language when speaking and writing?</p> <p>Can students use a variety of correctly structural sentences?</p>	<p>Assessed with writing, revising, and editing</p>		<p>-Grammar booklet -Grammar children’s book -Peer editing -Radio report</p> <p>MISD Best Practices</p> <p>ELPS 5E, 1H, 5F</p>	<p>-Texas Write Source -Holt Lit -Holt Elements of Writing</p>

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<p>subject-verb agreement. (5.c) Edit for pronoun reference and agreement.</p> <p>(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and</p> <p><u>(CRS)</u>: (Writing A.4) Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose. (4.c) Produce drafts that use precise and engaging vocabulary appropriate to audience, purpose, and task, using sentences that are well-crafted and varied in structure.</p> <p>**<u>(C)</u> use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). <b>(Readiness)</b></p>					

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(CRS): (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. (5.e) Edit for correct sentence structure (e.g., subordination, coordination).					
<b>(9.18) 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:</b>					
<p>**<b>(A)</b> use conventions of capitalization; and <b>(Readiness)</b></p> <p>(CRS): (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. (5.a) Edit for correct spelling, capitalization, and punctuation.</p> <p>**<b>(B)</b> use correct punctuation marks including: <b>(Readiness)</b></p> <p>(i) quotation marks to indicate sarcasm or irony; <b>(Supporting)</b></p> <p>(ii) comma placement in nonrestrictive</p>	Can students create legible documents using appropriate conventions of capitalization and punctuation in written compositions?	Assessed with writing, revising, and editing		<p>-DLA Warm-ups -Grammar booklet -Grammar children’s book -Peer editing</p> <p>MISD Best Practices</p> <p>ELPS 5C, 5E</p>	<p>-Texas Write Source -Holt Lit -Holt Elements of Writing</p>

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<p>phrases, clauses, and contrasting expressions; and <b>(Supporting)</b></p> <p>(iii) dashes to emphasize parenthetical information.</p> <p><u>(CRS)</u>: (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. (5.a) Edit for correct spelling, capitalization, and punctuation.</p>					
<b>(9.19) Oral and Written Conventions/Spelling. Students spell correctly.</b>					
<p>**Students are expected to spell correctly, including using various resources to determine and check correct spellings. <b>(Readiness)</b></p> <p><u>(CRS)</u>: (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. (5.a) Edit for</p>	<p>Can students demonstrate the ability to use various resources to determine and check correct spellings?</p>	<p>Assess with writing, revising, and editing</p>		<ul style="list-style-type: none"> <li>-Article substitution</li> <li>-DLA Warm-ups</li> <li>-Grammar booklet</li> <li>-Grammar children's book</li> <li>-Peer editing</li> </ul> <p>MISD Best Practices</p> <p>ELPS 1B, 5C, 5A</p>	<ul style="list-style-type: none"> <li>-Dictionary</li> <li>-Grammar workbook</li> <li>-Most commonly misspelled words list</li> <li>-Thesaurus</li> </ul>

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correct spelling, capitalization, and punctuation.					
<b>Research</b>					
<b>(9.20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b>					
<p>(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p> <p><u>(CRS)</u>: (Research A.1) Formulate research questions. (1.a) Inventory one’s knowledge of, attitude toward, and interest in the topic. (1.b) Use strategies like those in the writing process to generate questions and areas to pursue. (1.c) Conduct interviews with experts to identify questions central to a research topic. (1.d) List the fundamental questions that specialists and/or non specialists raise about a research topic.</p> <p>(B) formulate a plan for engaging in research on a complex, multi-faceted</p>	<p>Can students formulate an open-ended research question?</p> <p>Can students formulate a plan for engaging in independent research?</p>	Rubric based on SE’s		<ul style="list-style-type: none"> <li>-Note taking</li> <li>-Outlining</li> <li>-Paraphrasing</li> <li>-Pause and reflect</li> <li>-Reading critically</li> <li>-Skimming</li> <li>-Summarizing</li> <li>-Synthesizing</li> <li>-Synthesizing</li> <li>-Using graphic organizers</li> </ul> <p><u>Additionally:</u></p> <ul style="list-style-type: none"> <li>-Autobiographies</li> <li>-Diaries</li> <li>-Experiments</li> <li>-Interviews</li> <li>-Journals</li> <li>-Letters</li> <li>-Logs</li> <li>-Memoirs</li> <li>-Observations</li> <li>-Panels</li> <li>-Polls</li> <li>-Shows</li> <li>-Speeches</li> <li>-Surveys</li> </ul>	<ul style="list-style-type: none"> <li>-Activities:</li> </ul> <p><a href="http://www.enotes.com/documents/browse/Grade+9-Teaching+Guides-Language+Arts">http://www.enotes.com/documents/browse/Grade+9-Teaching+Guides-Language+Arts</a>.</p> <ul style="list-style-type: none"> <li>-Texas Write Source</li> <li>-Gale Resources</li> <li>-Holt Lit</li> <li>-Holt Elements of Writing</li> <li>-Library</li> </ul>

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<p>topic.</p> <p><u>(CRS)</u>: (Research A.2) Explore a research topic. (2.a) Produce an annotated list of sources consulted, differentiating among primary, secondary, and other sources. (2.b) Outline most significant controversies or questions on a research topic.</p>				<p>MISD Best Practices</p> <p>ELPS 1E, 3F, 3G, 1F</p>	
<p><b>(9.21) 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></p>					
<p>(A) 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><u>(CRS)</u>: (Research A.2) Explore a research topic. (2.c) Write an account of the status of the subject in the research community, including what is known or surmised about the subject and what controversies or questions persist. (Research B.1) Gather relevant sources. (1.a) Use general and</p>	<p>Where can you gather relevant authoritative sources? Can students systematically organize information gathered from multiple sources?</p> <p>Are students able to paraphrase, summarize, quote and accurately cite all information?</p> <p>-Reliable sources -Databases</p>	<p>Rubric based on SE's</p>		<p>-Inquiry research -Note taking -Outlining -Paraphrasing -Pause and reflect -Reading critically -Skimming -Summarizing -Synthesizing -Using graphic organizers -Year-long research project</p> <p><u>Additionally:</u> -Autobiographies -Diaries -Experiments -Interviews</p>	<p>-Activities: <a href="http://www.mcrel.org/lesson-plans/lang/langlessons.asp">http://www.mcrel.org/lesson-plans/lang/langlessons.asp</a>. -Texas Write Source -Gale Resources -Holt Lit -Holt Elements of Writing -Library</p>

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<p>specialized reference works and databases to locate sources.</p> <p>(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and</p> <p><u>(CRS)</u>: (Research B.3) Synthesize and organize information effectively. (3.a) Manage sources appropriately. (3.d) Determine what evidence best supports the major points. (3.e) Determine the best order for presenting major and minor points.</p> <p>(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).</p> <p><u>(CRS)</u>: (Research A.2) Explore a research topic. (2.a) Produce an annotated list of sources consulted, differentiating among</p>				<ul style="list-style-type: none"> <li>-Journals</li> <li>-Letters</li> <li>-Logs</li> <li>-Memoirs</li> <li>-Observations</li> <li>-Panels</li> <li>-Polls</li> <li>-Shows</li> <li>-Speeches</li> <li>-Surveys</li> </ul> <p>ELPS 2F, 4G, 4K, 5B, 5G</p>	

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<p>primary, secondary, and other sources. (Research C.1) Design and present an effective product. (1.b) Integrate source material into text by a combination of summarizing, paraphrasing, and quoting. (1.c) Use citation system specified by or appropriate to the assignment. (Research C.2) Use source material ethically. (2.d) Document sources using a standard format appropriate to the assignment.</p>					
<b>(9.22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b>					
<p>(A) modify the major research question as necessary to refocus the research plan;</p> <p><u>(CRS)</u>: (Research A.3) Refine research topic and devise a timeline for completing work. (3.a) Adjust topic based on preliminary research.</p> <p>(B) evaluate the relevance of information to the topic and determine the</p>	<p>Can students clarify and modify research for reliability, validity, and accuracy?</p>	<p>Rubric based on SE's</p>		<p>-Inquiry research</p> <p><u>Additionally:</u></p> <p>-Autobiographies -Diaries -Experiments -Interviews -Journals -Letters -Logs -Memoirs -Observations -Panels -Polls</p>	<p>-Texas Write Source -Gale Resources -Holt Lit -Holt Elements of Writing -Library</p>

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<p>reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and</p> <p><u>(CRS)</u>: (Research B.2) Evaluate the validity and reliability of sources. (2.a) Follow a set of criteria to determine the validity and reliability of sources. (2.b) Identify claims found in one or more of the sources that require support or verification and evaluate the validity of the information.</p> <p>(C) critique the research process at each step to implement changes as the need occurs and is identified.</p> <p><u>(CRS)</u>: (Research A.3) Refine research topic and devise a timeline for completing work. (3.a) Adjust topic based on preliminary research. (Research B.3) Synthesize and organize information effectively. (3.a) Manage</p>				<p>-Shows -Speeches -Surveys</p> <p>MISD Best Practices</p> <p>ELPS 5G, 4K</p>	

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sources appropriately.					
<b>(9.23) 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:</b>					
<p>(A) marshals evidence in support of a clear thesis statement and related claims;</p> <p><u>(CRS)</u>: (Research B.3) Synthesize and organize information effectively. (3.d) Determine what evidence best supports the major points.</p> <p>(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;</p> <p><u>(CRS)</u>: (Research B.3) Synthesize and organize information effectively. (3.e) Determine the best order for presenting major and minor point.</p> <p>(C) uses graphics and illustrations to help explain concepts where appropriate;</p>	<p>Can students write and support a clear thesis in a logical way using a variety of evaluative and presentation tools?</p> <p>-Writing a thesis</p>	<p>Rubric based on SE's</p>		<p>ELPS 4J, 1H, 5G, 1C, 4F, 1B</p>	<p>-Texas Write Source -Gale Resources -Holt Lit -Holt Elements of Writing -Library -Purdue OWL: <a href="http://owl.english.purdue.edu/owl/resource/658/01/">http://owl.english.purdue.edu/owl/resource/658/01/</a>. -Research guide: <a href="http://www.aresearchguide.com/">http://www.aresearchguide.com/</a>.</p>

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<p><u>(CRS)</u>: (Research C.1) Design and present an effective product. (1.d) Design a report using features such as headings and graphics appropriate to the writing task.</p> <p>(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and</p> <p><u>(CRS)</u>: (Research B.2) Evaluate the validity and reliability of sources. (2.a) Follow a set of criteria to determine the validity and reliability of sources.</p> <p>(E) uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials.</p> <p><u>(CRS)</u>: (Research C.1) Design and present an effective product. (1.c)</p>					

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Use citation system specified by or appropriate to the assignment.					
<b>Listening and Speaking</b>					
<b>(9.24) 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:</b>					
(A) 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;  <u>(CRS)</u> : (Listening A.3) Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information). (3.a)	Can students listen attentively to others in formal and informal settings to produce thoughtful responses?	Rubric based on SE's		-Collaborative learning -Impromptu speaking -Multimedia presentations  <u>Additionally:</u> -Student generated presentations -Student generated texts  MISD Best Practices  ELPS 2D, 2I, 3F, 2E, 2G, 2H, 2A, 2B	-Holt Lit -Holt Elements of Writing

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<b>Course: English I</b>			<b>Designated Six Weeks: ALL</b>		
<b>TEKS</b>	<b>Guiding Questions/ Specificity</b>	<b>Assessment</b>	<b>Academic Vocabulary</b>	<b>Instructional Strategies</b>	<b>Resources/ Weblinks</b>

<p>Develop and ask questions related to the content for clarification and elaboration. (3.d) Take concise notes that accurately reflect the presentation or discussion.</p> <p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and</p> <p><u>(CRS)</u>: (Listening A.3) Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information). (3.b) Follow complex verbal instructions that include technical vocabulary and processes.</p>					
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Course: English I			Designated Six Weeks: ALL		
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies	Resources/ Weblinks
(C) evaluate the effectiveness of a speaker's main and supporting ideas.  (CRS): (Listening A.1) Analyze and evaluate the effectiveness of a public presentation. (1.b) Analyze, synthesize, and evaluate the effectiveness of a speaker's presentation					
<b>(9.25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity.</b>					
Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.  (CRS): (Speaking A.1) Understand how style and content of spoken	Do students demonstrate good delivery techniques appropriate to the purpose in order to communicate ideas effectively?			-Collaborative learning -Impromptu speaking -Multimedia presentations  <u>Additionally:</u> -Student generated presentations -Student generated texts MISD Best Practices  ELPS 1D, 2C, 3B, 3C, 3D, 3G, 3H, 3I, 3J, 3A	-Holt Lit -Holt Elements of Writing

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TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies	Resources/ Weblinks
<p>language varies in different contexts and influences the listener's understanding. (1.a) Understand influences on language use (e.g., political beliefs, positions of social power, culture). (1.b) When speaking, observe audience reaction and adjust presentation (e.g., pace, tone, vocabulary, body language) to suit the audience.</p>					
<p><b>(9.26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.</b></p>					
<p>Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building and setting ground rules for decision-making.</p> <p><u>(CRS)</u>: (Speaking B.2) Participates actively and effectively in group discussions. (2.a) Cooperate with peers to</p>	<p>Can students work productively with others in teams?</p>			<p>-Problem-solving activities --solving puzzles, problem situation -Collaborative learning --projects, presentations, sharing</p> <p>MISD Best Practices ELPS 1B, 1G, 2I, 3E</p>	

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TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies	Resources/ Weblinks
organize a group discussion: establish roles, responsibilities, ground rules; complete assignments; evaluate the work of the group based on agree-upon criteria. (2.b) Use discussion techniques to arrive at a consensus or complete task.					

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