



English as a Second Language

Grade: 7		Text: National Geographic – Inside (Level D)		Designated Six Weeks: Second	
Unit: Expository, Drama, Imaginative story					
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Suggested Resources/ Weblinks

Ongoing TEKS reinforced each six weeks

2nd Six Weeks – New TEKS Introduced

Reading

(7.5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

<p>Students are expected to explain a playwright’s use of dialogue and stage directions. (Supporting)</p> <p><u>College Readiness Standard</u> (CRS): (Reading A.7) Evaluate the use of both literal and figurative language to inform and shape the perception of readers. (7.c) Explain how authors use dialect to convey character.</p> <p><i>ELPS:</i> 4K Show comprehension through analytical skills 3C Speak in a variety of sentence structures</p>	<p>How do the use of dialogue and stage directions affect message of drama?</p> <p>Text evidence for support</p>	<p>*In paragraph ___ of this play, how does the playwright use the dialogue of ___to enhance the reader’s understanding?</p> <p>*How will the overall message of the play change if the playwright’s specific stage directions are not followed?</p> <p><i>The author wrote this to _____.</i></p> <p><i>The intended audience of this text is _____.</i></p> <p><i>_____ is an example of stage direction because _____.</i></p>	<ul style="list-style-type: none"> • antagonist • audience • character • climatic structure • conclusion • dialogue • inference • playwright • plot • protagonist • script • stage directions • theme • scene 	<ul style="list-style-type: none"> • View video clip and compare to drama text selection <i>See Inside NG pages TX43-TX51 for descriptions of strategies provided</i> <i>B/I -interactive teacher/student journal</i> <i>Nonlinguistic representations</i> <i>A/AH- Learning logs and journals</i> <i>All-</i> <i>-Book reviews</i> <i>-Dialog journal</i> <i>-Double entry journal</i> <i>-Directed reading-</i> 	<ul style="list-style-type: none"> • Holt-Unit 1- pg. 138 • Lesson ideas: http://www.proteacher.com/080010.shtml. • Safari Montage • <i>Inside NG pgs. 153, 156, 162, 155, 162</i>
--	--	---	---	---	---

*Margaret Kilgo’s question stems are used with permission and may not be reproduced. All rights reserved by Kilgo Consulting, Inc.

**Indicates that this TEKS/SE is a skill tested on the SAT college entrance exam.

Grade: 7		Text: National Geographic – Inside (Level D)		Designated Six Weeks: Second	
Unit: Expository, Drama, Imaginative story					
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Suggested Resources/ Weblinks

<i>3H Orally narrate, describe and explain.</i>				<i>thinking activity -Graphic organizers -Sequence chart -Summarization frames</i>	
---	--	--	--	--	--

(7.10) 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) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning; (Readiness)</p> <p>(CRS): (Reading A.3) Identify explicit and implicit textual information including main ideas and author’s purpose. (3.a) Analyze connections between main ideas and supporting</p>	<p>How are informational and expository texts different?</p> <p><i>What is the primary purpose of a procedural text?</i></p>	<p>*(A) What important information is missing in the summary of the article ___?</p> <p>*What misleading information is in the summary of ___?</p> <p>*In comparing the summary and the original article, how does the meaning change in the summary?</p> <p><i>This passage is nonfiction. The clues are _____. I can tell that this passage _____ nonfiction because it _____. The writer chose to write _____</i></p>	<ul style="list-style-type: none"> • assertion • captions • charts, graphs, tables • details • diagrams • expository text • fact • foreword • glossaries • head/sub heading • information box • informational text • italicized text • labels 	<ul style="list-style-type: none"> • Groups to determine factual claims from opinions <i>See Inside NG pages TX43-TX51 for descriptions of strategies provided</i> B/I- <i>-Graphic organizers</i> <i>-Sentence frames</i> <i>-Cloze outline</i> A/AH- <i>Question the author</i> All- 	<ul style="list-style-type: none"> • Activities: http://www.literacy-specialists.com/content/publish/nonfiction_w.shtml. • Content area texts • Holt-Unit 2- pgs. 216-223 • Holt-Unit 8-pg. 928 • <i>Inside NG. pgs. 304, 381, 407, 251, 453, 555, 327, 435, 533, 516, 558, 564, 375W, 291, 303, 587, 79, 165, 408, 513,</i>
--	--	---	---	--	--

*Margaret Kilgo’s question stems are used with permission and may not be reproduced. All rights reserved by Kilgo Consulting, Inc.

**Indicates that this TEKS/SE is a skill tested on the SAT college entrance exam.

Grade: 7		Text: National Geographic – Inside (Level D)		Designated Six Weeks: Second	
Unit: Expository, Drama, Imaginative story					
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Suggested Resources/ Weblinks

<p>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.</p> <p>(B) distinguish factual claims from commonplace assertions and opinions; (Supporting)</p> <p>(Reading A.10) Identify and analyze how an author’s use of language appeals to the senses, creates imagery, and suggests mood. (10.c) Analyze a text’s ambiguities, subtleties, or contradictions.</p>		<p><i>to get her message across. She organized the passage by _____.</i></p> <p>*(B) Which of the following lines from the article is an opinion? *Which of the following lines from the article is a fact? *An opinion expressed in this information is ____. *An assertion not based on facts in this information is ____.</p>	<ul style="list-style-type: none"> • lay-out • maps • pictures and illustrations • preface • summary • time lines • evaluate • main idea • supporting details • accuracy • opinion 	<p><i>-Directed reading thinking activity</i> <i>-Learning logs and journals</i> <i>-Prediction café</i> <i>-Question, signal, stem, share, assess</i> <i>-Scanning</i></p>	
--	--	--	---	---	--

*Margaret Kilgo’s question stems are used with permission and may not be reproduced. All rights reserved by Kilgo Consulting, Inc.

**Indicates that this TEKS/SE is a skill tested on the SAT college entrance exam.



English as a Second Language

Grade: 7		Text: National Geographic – Inside (Level D)		Designated Six Weeks: Second	
Unit: Expository, Drama, Imaginative story					
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Suggested Resources/ Weblinks

<p>**(C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text;</p> <p>(CRS): (Reading A.3) Identify explicit and implicit textual information including main ideas and author’s purpose. (3.a) Analyze connections between main ideas and supporting details. (Reading A.8) Compare and analyze how generic features are used across texts. (8.a) Explain how form or genre communicates meaning.</p> <p>ELPS: <i>4J Show comprehension through inferential skills</i></p>		<p>*(C) How does the author’s organization of ideas help the reader to summarize this article? *What is a summary of this article? *Which of the following is the best summary of this information? Why? *An accurate overview of this information would be __. *A guide to developing a summary of this information would be the author’s organization of __.</p>			
--	--	---	--	--	--

*Margaret Kilgo’s question stems are used with permission and may not be reproduced. All rights reserved by Kilgo Consulting, Inc.

**Indicates that this TEKS/SE is a skill tested on the SAT college entrance exam.

Grade: 7		Text: National Geographic – Inside (Level D)		Designated Six Weeks: Second	
Unit: Expository, Drama, Imaginative story					
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Suggested Resources/ Weblinks

<i>4I Show comprehension through basic reading skills 4C Develop sight vocabulary and language structures.</i>					
--	--	--	--	--	--

(7.12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(A) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures;	Can student follow instructions given procedural text? Pictorial and written guides <i>Directions are a list of ordered steps to show someone how to do something.</i> <i>Diagrams are illustrations shown in the directions.</i>	*(A) In conducting this science experiment, what do you do after ___? *In conducting this science experiment, what do you do before ___? *What equipment do we need for this science experiment? *When making __, what is the last step to follow? *Complete this task by following these steps. *If __ happens while making this __, what should you do? *List the steps in a procedure you would follow to make __. *The last step in solving this	<ul style="list-style-type: none"> • captions • charts, graphs, tables • diagrams • foreword • glossaries • head/sub heading • information box • italicized text • labels • lay-out • maps • pictures and illustrations • preface • procedural Text • time lines 	<ul style="list-style-type: none"> • Students explain procedures to one another • Student led activities <p><i>See Inside NG pages TX43-TX51 for descriptions of strategies provided</i> B/I - Nonlinguistic representation <i>Structured conversation</i> A/AH- Question the author All- Directed reading</p>	<ul style="list-style-type: none"> • Instruction manuals • Content area texts • Holt-Unit 8-pgs. 946-950 • <i>Inside NG Pgs. 302, 438, 608, 612</i> • <i>Inside NG pgs. 75, 76, 206, 211, 336, 337, 338, 339, 348</i>
---	--	---	---	---	--

*Margaret Kilgo’s question stems are used with permission and may not be reproduced. All rights reserved by Kilgo Consulting, Inc.

**Indicates that this TEKS/SE is a skill tested on the SAT college entrance exam.

Grade: 7		Text: National Geographic – Inside (Level D)		Designated Six Weeks: Second	
Unit: Expository, Drama, Imaginative story					
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Suggested Resources/ Weblinks

<p>(B) explain the function of the graphical components of a text. (Supporting)</p> <p><u>(CRS)</u>: (Reading A.2) Use text features and graphics to form an overview of informational texts and to determine where to locate information. (2.a) Evaluate data in tables, graphs, and charts.</p> <p><i>ELPS:</i> 4I Show comprehension through basic reading skills 2I Demonstrate listening comprehension 2C Learn language heard</p>		<p>problem is ____.</p> <p>*What should the reader do after ____?</p> <p>*(B) How does the map provided after paragraph ____ help the reader understand ____?</p> <p>*What information in the graph in this article helps the reader to understand the author’s purpose?</p> <p>*Why does the author provide a map in this article?</p> <p>*Why does the author provide a table in this article?</p> <p><i>The illustrations tell me this text is about ____.</i></p> <p><i>This (illustration, chart, diagram) shows ____.</i></p> <p><i>The illustrator shows ____ by ____</i></p> <p><i>-The author included a (diagram, graph, chart) showing ____</i></p>	<ul style="list-style-type: none"> • <i>direction</i> • <i>instructions</i> • <i>problem</i> • <i>procedure</i> 	<p><i>thinking activity</i></p> <ul style="list-style-type: none"> -<i>Graphic organizers</i> -<i>Flow chart</i> -<i>Learning logs and journals</i> -<i>Numbered heads together</i> -<i>Question, signal, stem, share, assess</i> -<i>Scanning</i> 	
--	--	--	---	--	--

*Margaret Kilgo’s question stems are used with permission and may not be reproduced. All rights reserved by Kilgo Consulting, Inc.

**Indicates that this TEKS/SE is a skill tested on the SAT college entrance exam.

Grade: 7		Text: National Geographic – Inside (Level D)		Designated Six Weeks: Second	
Unit: Expository, Drama, Imaginative story					
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Suggested Resources/ Weblinks

<i>in interactions and instructions</i>		<i>because _____.</i>			
---	--	-----------------------	--	--	--

Writing

(7.15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

<p>**(A) write an imaginative story that: (i) sustains reader interest; (ii) includes well-paced action and an engaging story line; (iii) creates a specific, believable setting through the use of sensory details; (iv) develops interesting characters; (v) uses a range of literary strategies and devices to enhance the style and tone;</p> <p>(CRS): (Writing A.1) Determine effective</p>	<p>Can students write an imaginative story using effectively sensory detail with story elements?</p> <p>-Writing process -Teacher/student conference -Dialogue</p> <p><i>When a story has a well- organized structure, the events of the plot are in a logical order. There is a beginning, a middle, and an ending that</i></p>	<p>Rubric based on SE’s</p>	<ul style="list-style-type: none"> • <u>Structural Elements</u> -Introduction -thesis -Body -incorporation of topic sentence -use of evidence -use of commentary -Conclusion • <i>setting</i> • <i>sensory details,</i> • <i>characters</i> 	<ul style="list-style-type: none"> • Teacher modeling • Class created examples <i>See Inside NG pages TX43-TX51 for descriptions of strategies provide</i> B/I- <i>-Sentence sort</i> <i>-teacher editing conference</i> <i>-Have students sketch out the events of their story in a comic book form. Ask them to describe what is happening in each picture and then help</i> 	<ul style="list-style-type: none"> • Lesson ideas: http://www.webenglishteacher.com/creative.html. • <i>Mysteries of Harris Burdick</i> by Chris Van Allsburg - Story starters • Writing dialogue: http://teacher2b.com/creative/creatwewr.htm • Empowering Writers: www.empoweringwriters.com • <i>Inside NG</i> pgs. 257, 561, 100W,
--	--	-----------------------------	--	--	--

*Margaret Kilgo’s question stems are used with permission and may not be reproduced. All rights reserved by Kilgo Consulting, Inc.

**Indicates that this TEKS/SE is a skill tested on the SAT college entrance exam.



English as a Second Language

Grade: 7		Text: National Geographic – Inside (Level D)		Designated Six Weeks: Second	
Unit: Expository, Drama, Imaginative story					
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Suggested Resources/ Weblinks

<p>approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience. (1.b) Identify the types of writing (e.g., informational, analytical, polemical) and forms of writing (e.g., letter, editorial, essay) that are appropriate for the writer’s particular purpose and audience.</p> <p><i>ELPS:</i> 5E Employ complex grammatical structures 5F Write using a variety of sentence structures and words 5G Narrate describe and explain in writing</p>	<p><i>describe the main character’s conflict and how she/he resolves it.</i></p>			<p><i>them write a caption for it.</i> -Role Play A/AH- -Freewrite -Peer editing All- -Contextualized grammar instruction -Daily oral language -Reciprocal teaching -Sentence mark up</p>	95W-98W.
--	--	--	--	---	----------

(7.17) 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 a multi-	Can students convey	• Rubric based on SE’s	• essay	• Group	• Holt-Unit 6- pg.
-----------------------	---------------------	------------------------	---------	---------	--------------------

*Margaret Kilgo’s question stems are used with permission and may not be reproduced. All rights reserved by Kilgo Consulting, Inc.

**Indicates that this TEKS/SE is a skill tested on the SAT college entrance exam.

Grade: 7		Text: National Geographic – Inside (Level D)		Designated Six Weeks: Second	
Unit: Expository, Drama, Imaginative story					
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Suggested Resources/ Weblinks

<p>paragraph essay to convey information about a topic that: (Readiness) Below are (Supporting)</p> <p>(i) presents effective introductions and concluding paragraphs;</p> <p>(ii) contains a clearly stated purpose or controlling idea;</p> <p>(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;</p> <p>(iv) accurately synthesizes ideas from several sources; and</p> <p>(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;</p> <p>(CRS): (Writing A.4) Recognize the importance of revision as the key to</p>	<p>information effectively writing procedural texts?</p> <p>-Letter writing</p> <p>-Writing responses to text</p> <p>-Text evidence to support ideas</p> <p>-Use multiple sources for information</p> <p>-Writing process</p> <p>-Practice conventions</p> <p><i>An effective introduction grabs the reader's attention while telling information about a topic.</i></p> <p><i>Conclusion sums up the most important information in your essay.</i></p>	<p><i>Students work from an outline to create a labeled picture draft of their main ideas.</i></p> <p><i>Students are able to identify main topic vs. subtopic</i></p>	<ul style="list-style-type: none"> • <i>introduction</i> • <i>conclusion</i> • <i>controlling idea</i> • <i>details</i> • <i>main idea.</i> 	<p>collaboration</p> <ul style="list-style-type: none"> • Holt-Unit 6- pg. 765 • Model examples See <i>Inside NG pages TX43-TX51</i> for descriptions of strategies provided B/I-teacher student interactive journals -Draw and write -Hand motions for connecting words A/AH--Dialog journals -Double entry journals All -Free write -Genre analysis- Letters/editorials -Role audience -Read,write, pair,share 	<p>756</p> <ul style="list-style-type: none"> • Holt-Unit 4- pgs.532- 541 • Lesson ideas: http://eolit.hrw.com/hlla/newmainlinks/writ.jsp. • Writing process: http://www.kent.k12.wa.us/curriculum/writing/elem_writing/bib/writingprocess.htm. • Empowering Writers: www.empoweringwriters.com • AVID Write Path for ELL p. 138 • Inside NG pgs. 192W, 260W, 380W, 263W, 137W, 192W, 30W-31W, 137W, 191W, 39W, 352W
--	---	--	--	--	--

*Margaret Kilgo's question stems are used with permission and may not be reproduced. All rights reserved by Kilgo Consulting, Inc.

**Indicates that this TEKS/SE is a skill tested on the SAT college entrance exam.



English as a Second Language

Grade: 7		Text: National Geographic – Inside (Level D)		Designated Six Weeks: Second	
Unit: Expository, Drama, Imaginative story					
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Suggested Resources/ Weblinks

<p>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.a) Produce drafts that are logically organized in relation to the writer’s purpose, audience, and chosen form.</p> <p>(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;</p> <p>(C) write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained</p>					
--	--	--	--	--	--

*Margaret Kilgo’s question stems are used with permission and may not be reproduced. All rights reserved by Kilgo Consulting, Inc.

**Indicates that this TEKS/SE is a skill tested on the SAT college entrance exam.

Grade: 7		Text: National Geographic – Inside (Level D)		Designated Six Weeks: Second	
Unit: Expository, Drama, Imaginative story					
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Suggested Resources/ Weblinks

evidence from the text using quotations when appropriate <i>ELPS: 5E Employ complex grammatical structures 5F Write using a variety of sentence structures and words 5G Narrate describe and explain in writing</i>					
--	--	--	--	--	--

Oral and Written Conventions

(7.19) 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:

** (A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: (Readiness) Below are (Supporting) (ii)appositive phrases; (v)prepositions and prepositional phrases and	How do you incorporate the standard rules of grammar into written and spoken formats? How do grammar and style facilitate effective writing and interpretation of literature?	Assess in writing, revising, and editing <i>Pronouns agree when _____. The subject (agrees, disagrees) with the verb because _____.</i>	<ul style="list-style-type: none"> • <i>Appositives</i> • <i>prepositions</i> • <i>prepositional phrases</i> • <i>subject verb agreement</i> • <i>relative pronouns</i> • <i>subordinating conjunctions</i> 	<i>See INSIDE pages TX43-TX51 for descriptions of strategies given B/I-Oral scaffolding teacher/student editing conference -Sentence sort A/AH-Peer editing All - Daily oral</i>	<ul style="list-style-type: none"> • Texas Write Source • Easy Grammar • Simple Steps to Sentence Sense • Using Picture Books to Teach Literary Devices • <i>Inside NG grammar handbook p. 454-489W</i>
--	--	---	---	---	--

*Margaret Kilgo’s question stems are used with permission and may not be reproduced. All rights reserved by Kilgo Consulting, Inc.

**Indicates that this TEKS/SE is a skill tested on the SAT college entrance exam.



English as a Second Language

Grade: 7		Text: National Geographic – Inside (Level D)		Designated Six Weeks: Second	
Unit: Expository, Drama, Imaginative story					
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Suggested Resources/ Weblinks

<p>their influence on subject-verb agreement;</p> <p>(vi) relative pronouns (e.g., whose, that, which);</p> <p>(vii) subordinating conjunctions (e.g., because, since);</p> <p>(viii) transitions for sentence to sentence or paragraph to paragraph coherence;</p> <p><u>(CRS)</u>: (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that is conforms to standard English, when appropriate. (5.c) Edit for pronoun reference and agreement. (5.d) Improve coherence by increasing logical connections within and between sentences.</p> <p>**(B) write complex</p>	<p><i>Use a singular subject with a singular verb.</i></p> <p><i>Use a plural subject with a plural verb.</i></p>			<p><i>language</i></p> <p><i>Reciprocal teaching</i></p>	<ul style="list-style-type: none"> • <i>AVID Write Path for ELL p. 146-169</i> • <i>Transitions AVID Write Path for ELL p. 174-175, 194-195</i> <i>Sentence Structure AVID Write Path for ELL p204-211</i> <i>Prepositions AVID Write Path for ELL p207</i>
---	---	--	--	--	---

*Margaret Kilgo’s question stems are used with permission and may not be reproduced. All rights reserved by Kilgo Consulting, Inc.

**Indicates that this TEKS/SE is a skill tested on the SAT college entrance exam.



English as a Second Language

Grade: 7		Text: National Geographic – Inside (Level D)		Designated Six Weeks: Second	
Unit: Expository, Drama, Imaginative story					
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Suggested Resources/ Weblinks

<p>sentences and differentiate between main versus subordinate clauses; (Supporting)</p> <p><u>(CRS)</u>: (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that is conforms to standard English, when appropriate. (5.d) Improve coherence by increasing logical connections within and between sentences. (5.e) Edit for correct sentence structure (e.g., subordination, coordination).</p> <p>**<u>(C)</u> use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers,</p>					
--	--	--	--	--	--

*Margaret Kilgo’s question stems are used with permission and may not be reproduced. All rights reserved by Kilgo Consulting, Inc.

**Indicates that this TEKS/SE is a skill tested on the SAT college entrance exam.



English as a Second Language

Grade: 7		Text: National Geographic – Inside (Level D)		Designated Six Weeks: Second	
Unit: Expository, Drama, Imaginative story					
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Suggested Resources/ Weblinks

<p>correctly identified antecedents, parallel structures, and consistent tenses. (Readiness)</p> <p><u>(CRS)</u>: (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that is conforms to standard English, when appropriate. (5.b) Edit for subject-verb agreement. (5.c) Edit for pronoun reference and agreement. (5.e) Edit for correct sentence structure (e.g., subordination, coordination).</p> <p><i>ELPS:</i> <i>5D Edit writing for standard grammar and usage.</i> <i>1H Expand repertoire of learning strategies to</i></p>					
--	--	--	--	--	--

*Margaret Kilgo’s question stems are used with permission and may not be reproduced. All rights reserved by Kilgo Consulting, Inc.

**Indicates that this TEKS/SE is a skill tested on the SAT college entrance exam.



English as a Second Language

Grade: 7		Text: National Geographic – Inside (Level D)		Designated Six Weeks: Second	
Unit: Expository, Drama, Imaginative story					
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Suggested Resources/ Weblinks

<i>acquire language</i> <i>IB Monitor language with self-corrective techniques</i>					
---	--	--	--	--	--

(7.20) 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:

<p>**(A) use conventions of capitalization; (Readiness)</p> <p><u>(CRS)</u>: (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that is conforms to standard English, when appropriate. (5.a) Edit for correct spelling, capitalization, and punctuation.</p> <p>**(B) recognize and use punctuation marks including: (Readiness)</p> <p>(i) commas after</p>	<p>In what ways do clauses and phrases improve a student’s writing?</p> <p><i>In English, all proper nouns are capitalized.</i></p>	<p>Assess contextually</p> <p>Revising and editing</p> <p>- ___ is capitalized because _____</p>		<p><i>See Inside NG pages TX43-TX51 for descriptions of strategies provided</i></p> <p>B/I-Teacher/student editing conference</p> <p>A/AH-Peer editing</p> <p>All-Personal spelling guide</p> <p>-Word analysis</p> <p>-Word sorts</p>	<ul style="list-style-type: none"> • Texas Write Source • Easy Grammar • Simple Steps to Sentence Sense • Inside NG pgs. 79W, 105W, 110W, 147W • Inside NG pgs. 91W, 138W, 363W,
---	---	--	--	---	---

*Margaret Kilgo’s question stems are used with permission and may not be reproduced. All rights reserved by Kilgo Consulting, Inc.

**Indicates that this TEKS/SE is a skill tested on the SAT college entrance exam.



English as a Second Language

Grade: 7		Text: National Geographic – Inside (Level D)		Designated Six Weeks: Second	
Unit: Expository, Drama, Imaginative story					
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Suggested Resources/ Weblinks

<p>introductory words, phrases, and clauses; (Supporting) (ii) semicolons, colons, and hyphens. (Supporting)</p> <p><u>(CRS)</u>: (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that is conforms to standard English, when appropriate. (5.a) Edit for correct spelling, capitalization, and punctuation.</p> <p><i>ELPS:</i> 5D Edit writing for standard grammar and usage. 2D Monitor understanding and seek clarification</p>					
---	--	--	--	--	--

*Margaret Kilgo’s question stems are used with permission and may not be reproduced. All rights reserved by Kilgo Consulting, Inc.

**Indicates that this TEKS/SE is a skill tested on the SAT college entrance exam.

Grade: 7		Text: National Geographic – Inside (Level D)		Designated Six Weeks: Second	
Unit: Expository, Drama, Imaginative story					
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Suggested Resources/ Weblinks

(7.21) Oral and Written Conventions/Spelling. Students spell correctly.					
<p>**Students are expected to spell correctly, including using various resources to determine and check correct spellings. (Readiness)</p> <p>(CRS): (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that is conforms to standard English, when appropriate. (5.a) Edit for correct spelling, capitalization, and punctuation.</p> <p>ELPS: 5C Spell familiar English words 1E Use and reuse new academic language.</p>	<p>Why is it important to know how to spell words correctly?</p> <p><i>*Look at the word. -Say the word -Picture the word in your mind. -Spell the word aloud, letter by letter -Write the word -Check the words -Correct the word.</i></p>	<p>Revising and editing</p> <p>_____ is spelled _____.</p> <p>- In this set of words I notice _____.</p> <p>-The spelling rule that applies to this word is _____ because _____.</p>	<ul style="list-style-type: none"> • prefixes • roots • suffixes • syllables • root words 	<p>See Inside NG pages TX43-TX51 for descriptions of strategies provided</p> <p>B/I-Teacher/student editing conference A/AH-Peer editing guide</p> <p>-Word analysis -Word sorts -Word walls</p>	<ul style="list-style-type: none"> • Word stems • Inside NG pgs. 552W, 78W, 104W, 118W, 146W, 238W, 266W, 280W, 294W, 306W, 318W, 346W, 386W,

*Margaret Kilgo’s question stems are used with permission and may not be reproduced. All rights reserved by Kilgo Consulting, Inc.
 **Indicates that this TEKS/SE is a skill tested on the SAT college entrance exam.