

Grade: 8		Text: National Geographic - Inside		Designated Six Weeks: Second	
Focus: Literary Nonfiction, Expository and Procedural writing, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

Ongoing TEKS reinforced each six weeks

2nd Six Weeks – New TEKS introduced

Reading

(8.7) Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.

<p>**Students are expected to analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience. (Supporting)</p> <p><u>College Readiness Standard (CRS):</u> (Reading A.10): Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood. (10.b) Explain how the author's use of literary elements creates meaning.</p>	<p>How can an author change the tone of a piece of literature through the use of diction and syntax?</p> <p>What can students conclude about the author's use of diction and syntax?</p> <p>How can students represent the different literary elements the author uses to develop and change the characters within a piece of literature?</p> <p>- Retell important events</p>	<p>*In President Lincoln's famous Gettysburg Address, what did Lincoln mean by the line, "___"?</p> <p>* When ___ said "___" in his/her famous speech, how was he/she trying to appeal to the audience?</p> <p>* A quote from a famous speech by ___ in this passage means ___.</p>	<ul style="list-style-type: none"> • character • connotation • denotation • detail • diction • idiom • imagery • literary form • mood • plot • point of view • setting • theme • tone 	<ul style="list-style-type: none"> • MISD Best Practices • Dialectical Journals • See <i>Inside NG pages TX43-TX51 for descriptions of strategies provided</i> All- -Sound Scripting -Graphic Organizers -Chunking Input -Concept Mapping -insideng.com -Language Songs, Selection Recordings -Fluency models 	<ul style="list-style-type: none"> • Centers for Learning • Holt Units 1 and 2 • Famous speeches • Safari Montage • <i>Inside NG pgs 392, 462, 590,452,414</i> • www.insideng.com • Build Background Videos • Digital Library
---	--	---	---	---	---

*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: 8		Text: National Geographic - Inside		Designated Six Weeks: Second	
Focus: Literary Nonfiction, Expository and Procedural writing, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

<p><i>ELPS:</i> 2A: Distinguish sound and intonation 2F: Derive meaning from a variety of media 4J: Show comprehension through inferential skills 4K: Show comprehension through analytical skills</p>	<p>-Summarize, paraphrase, and synthesize texts <u>Comprehension</u> -Create sensory images -Summarizing and synthesizing -Connection to text, self, and world</p>				
--	--	--	--	--	--

Writing

(8.17) 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:

<p>(D) produce a multimedia presentation involving text, graphics, images, and sound using available technology.</p> <p><i>ELPS:</i> 1G: Distinguish formal and informal English 5F: Write with a variety of sentence structure and words 5G: Narrate, describe, and explain in writing</p>	<p>How can students produce multi-media presentations using text, graphics, images and sounds?</p>	<p>Rubric based on SE's</p>	<ul style="list-style-type: none"> • graphics • images • multi-media • presentation • sound • text 	<ul style="list-style-type: none"> • Collaborative writing • Video clips <p><i>See Inside NG pages TX43-TX51 for descriptions of strategies provided</i></p> <p>All- -Brick and Mortar cards -Radio Talk Show -Same Scene Twice -Formal/Informal Pairs</p>	<ul style="list-style-type: none"> • Lesson ideas: http://www.angelfire.com/ms/MediaLiteracy/Grade8.html. • Rubric: http://4teachers.org/projectbased/58mlt.shtml. • Safari Montage • NG Inside D) T106W, T388, T217, T348, T384
--	--	-----------------------------	--	---	---

*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: 8		Text: National Geographic - Inside		Designated Six Weeks: Second	
Focus: Literary Nonfiction, Expository and Procedural writing, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

				<i>-Discussion Starter Cards</i>	
(8.20) Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:					
<p>**(B) use correct punctuation marks, including:</p> <p>(i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and</p> <p>(ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses.</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>How do students write research based pieces while using elements of research along with tone, voice, and other writing techniques?</p>	<p>Assessed with writing, revising, and editing</p>	<ul style="list-style-type: none"> • <i>parenthesis</i> • <i>semicolon</i> • <i>colon</i> • <i>hyphen</i> • <i>brackets</i> • <i>ellipses</i> 	<p><i>See Inside NG pages TX43-TX51 for descriptions of strategies provided</i></p> <p>All-</p> <ul style="list-style-type: none"> -Peer Editing -Personal Spelling Guide -Word Walls -Word Sorts -Word Analysis -Daily Oral Language -Sentence Park Up -Sentence Sorts 	<ul style="list-style-type: none"> • Texas Write Source • Easy Grammar • <i>NG Inside B) 52, 53,60W, 79,91W, 103W, 105W, 121W 195W, 200W,298W 343W, 359W, 360W</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: 8		Text: National Geographic - Inside		Designated Six Weeks: Second	
Focus: Literary Nonfiction, Expository and Procedural writing, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

<i>ELPS: 5C:Spell familiar English words 5D:Edit writing</i>					
--	--	--	--	--	--

Oral and Written Conventions

(8.19) 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:

<p>**(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (iv) relative pronouns (e.g., whose, that, which); (v) subordinating conjunctions (e.g., because, since);</p> <p>(CRS): (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. (5.c) Edit for pronoun reference and agreement. (5.d) Improve</p>	<p>How are the conventions of academic language used to form effective sentences?</p> <p>-Introduce then practice through writing</p>	<p>Students demonstrate comprehension of conventions through writing and speaking.</p> <p>Assess with revising and editing</p>	<ul style="list-style-type: none"> • phrases/clauses • sentence structures • <i>pronoun</i> • <i>subordinating conjunctions</i> 	<p><i>See Inside NG pages TX43-TX51 for descriptions of strategies provided</i></p> <p>All-</p> <ul style="list-style-type: none"> -Literature Circles -Creating Analogies -Reciprocal teaching -Structured Conversation -Pairs View -Partner Reading -Peer Editing 	<ul style="list-style-type: none"> • Centers for Learning • Holt Units 1 and 2 • Texas Write Source • <i>Inside NG pgs PD52-55, 317, 76W, 340</i> • <i>Inside NG pgs 8,29, 448,449, T299, 310W, 50W, 61W</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: 8		Text: National Geographic - Inside		Designated Six Weeks: Second	
Focus: Literary Nonfiction, Expository and Procedural writing, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

<p>coherence by increasing logical connections within and between sentences.</p> <p>**(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.</p> <p>(CRS): (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that it 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,</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: 8		Text: National Geographic - Inside		Designated Six Weeks: Second	
Focus: Literary Nonfiction, Expository and Procedural writing, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

<p>coordination).</p> <p><i>ELPS:</i> <i>3C- Speak in a variety of sentence structures</i> <i>3D-Speak using grade level vocabulary in context</i> <i>3G-Orally express opinions, ideas, and feelings</i> <i>5D-Edit Writing</i> <i>5E- Employ complex grammatical structures</i></p>					
--	--	--	--	--	--

Research

(8.22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:					
<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</p>	<p>How can students develop a research topic?</p> <p>-Mini lesson by teacher at various stages of research</p> <p>-Effective brainstorming</p>	<p>Rubric based on SE's</p>	<ul style="list-style-type: none"> • brainstorm • consult • ethics of research • evaluate • evaluation of sources • formulate questions • plan • reference 	<ul style="list-style-type: none"> • Big 6 strategies • Short Answer • Analysis <p><i>See Inside NG pages TX43-TX51 for descriptions of strategies provided</i></p> <p>B/I- Language Frames for plot and facts</p>	<ul style="list-style-type: none"> • Big 6: www.big6.com. www.librarianonline.com. • Graphic organizers: http://www.eduplace.com/graphicorganizer/. • <i>Inside NG pgs 27, 89, 156W,28</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: 8		Text: National Geographic - Inside		Designated Six Weeks: Second	
Focus: Literary Nonfiction, Expository and Procedural writing, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

<p>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) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches. <u>(CRS)</u>: (Research A.2) Explore a research topic.</p>			<ul style="list-style-type: none"> • research process • topic • use of print sources • use of the Internet 	<p><i>-Discussion Support for speaking strategies</i> <i>All –</i> <i>-Literature Circles</i> <i>-Think Pair Share</i> <i>-Scanning</i> <i>-Graphic Organizers</i> <i>-Learning Logs and Journals</i> <i>-Nonlinguistic Representations</i></p>	<p><i>,107,158-174</i> <i>T160W-163W,28,443, ,152W, 153W</i> <i>158W,170W-171W</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.

Grade: 8		Text: National Geographic - Inside		Designated Six Weeks: Second	
Focus: Literary Nonfiction, Expository and Procedural writing, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

<p>(2.a) Produce an annotated list of sources consulted, differentiating among primary, secondary, and other sources.</p> <p><i>ELPS:</i> <i>1E- Use and reuse new academic language</i> <i>3F- Speak using common and content area vocabulary</i> <i>3G- Orally express opinions, ideas, and feelings</i> <i>4J- Show comprehension through inferential skills</i> <i>4K- Show comprehension through analytical skills</i> <i>5G- Narrate, describe, and explain in writing</i></p>					
--	--	--	--	--	--

(8.23) 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:					
(A) follow the research plan to gather information	How can credible information be obtained	Rubric based on SE's	<ul style="list-style-type: none"> ethics of research evaluation of 	<ul style="list-style-type: none"> Big 6 strategies See Inside NG pages 	<ul style="list-style-type: none"> Big 6 Research website:

*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: 8		Text: National Geographic - Inside		Designated Six Weeks: Second	
Focus: Literary Nonfiction, Expository and Procedural writing, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

<p>from a range of relevant print and electronic sources using advanced search strategies;</p> <p><u>(CRS)</u>: (Research B.1) Gather relevant sources. (1.a) Use general and specialized reference works and databases to locate sources. (1.b) Locate electronic sources using advanced search strategies. (1.c) Select an appropriate range of source materials.</p> <p>(B) categorize information thematically in order to see the larger constructs inherent in the information;</p> <p><u>(CRS)</u>: (Research A.2) Explore a research topic. (2.b) Outline the most</p>	<p>from resources?</p> <p>How can research information be cited in MLA form?</p> <p>Plagiarism lesson</p>		<p>sources</p> <ul style="list-style-type: none"> • use of print sources • use of the Internet • <i>plagiarism</i> • <i>cited</i> 	<p><i>TX43-TX51 for descriptions of strategies provided</i></p> <p><u>All-</u> <i>-Graphic Organizer for locating information sources</i> <i>-Discussion Support - Speaking Strategies</i> <i>-Academic Language Frames for explaining information</i></p>	<p>www.big6.com. www.librarianonline.com</p> <ul style="list-style-type: none"> • EBSCO • GALE (Library resource) • MLA documentation resources • United Streaming • Plagiarism: http://owl.english.purdue.edu/owl/resource/589/01/. • <u>NG Inside Collect Data:</u> 28,158W-174W, 107, 160-163W, 27, T89, 156W,158W,28,443, 152, 153W, 170W, 171W,174W, 196W
--	---	--	---	--	--

*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: 8		Text: National Geographic - Inside		Designated Six Weeks: Second	
Focus: Literary Nonfiction, Expository and Procedural writing, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

<p>significant controversies or questions on 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.</p> <p>(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and</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.</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: 8		Text: National Geographic - Inside		Designated Six Weeks: Second	
Focus: Literary Nonfiction, Expository and Procedural writing, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

<p>(D) differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources.</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 evaluated the validity of the information. (2.c) Evaluate data present in graphics, tables, and charts.</p> <p><i>ELPS:</i> <i>1E: Use and reuse new academic vocabulary</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.

Grade: 8		Text: National Geographic - Inside		Designated Six Weeks: Second	
Focus: Literary Nonfiction, Expository and Procedural writing, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

<p>3F: <i>Speak using common and content are vocabulary</i></p> <p>3G: <i>Orally express opinions, ideas, and feeling</i></p> <p>4J: <i>Show comprehension through inferential skills</i></p> <p>4K: <i>Show comprehension through analytical skills</i></p> <p>5G: <i>Narrate, describe, and explain in writing</i></p>					
--	--	--	--	--	--

(8.24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:					
<p>(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and</p> <p><u>(CRS)</u>: (Research A.1) Formulate research questions. (1.b) Use strategies like those in the writing process to generate questions ad areas to pursue. (1.c) Conduct</p>	<p>How can students evaluate resources for effectiveness?</p> <p>Effective and reliable resources</p>	<p>Rubric based on SE's</p>	<ul style="list-style-type: none"> investigate synthesize validate publication date 	<ul style="list-style-type: none"> Big 6 strategies See <i>Inside NG</i> pages TX43-TX51 for descriptions of strategies provided All- <ul style="list-style-type: none"> -Language Support -Questioning Support -Self-Question - Language Frames -Reading Strategy Support 	<ul style="list-style-type: none"> Big 6 Research website: <ul style="list-style-type: none"> www.big6.com. www.librarianonline.com. Research tips: <ul style="list-style-type: none"> http://www.lib.berkeley.edu/instruct/assignments.html. <i>Inside NG</i> pgs <ul style="list-style-type: none"> A) 386, 184W-187W B) 170W-172W, 177W

*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: 8		Text: National Geographic - Inside		Designated Six Weeks: Second	
Focus: Literary Nonfiction, Expository and Procedural writing, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

<p>interviews with experts to identify questions central to a research topic. (1.d) List the fundamental questions that specialist and/or non-specialists raise about a research topic. (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.</p> <p>(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than</p>					<p><i>C) 27, 107-108,443, 190W</i> <i>D) 386, 178W-181W, 193W</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.

Grade: 8		Text: National Geographic - Inside		Designated Six Weeks: Second	
Focus: Literary Nonfiction, Expository and Procedural writing, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

<p>another. (CRS): (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 evaluated the validity of the information.</p> <p><i>ELPS:</i> 4K- Show comprehension through analytical skills</p>					
---	--	--	--	--	--

(8.25) 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:					
(A) draws conclusions and summarizes or	How can research information be	Rubric based on SE's	<ul style="list-style-type: none"> paraphrase summarize 	<ul style="list-style-type: none"> Big 6 strategies See Inside NG pages 	<ul style="list-style-type: none"> Big 6 Research website:

*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: 8		Text: National Geographic - Inside		Designated Six Weeks: Second	
Focus: Literary Nonfiction, Expository and Procedural writing, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

<p>paraphrases the findings in a systematic way; (CRS): (Research C.1) Design and present an effective product. (1.a) Use the composing process to develop a research product. (1.b) Integrate source material into text by a combination of summarizing, paraphrasing, and quoting.</p> <p>(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;</p> <p>(CRS): (Research B.3) Synthesize and organize information effectively. (3.a) Manage sources appropriately. (3.b) Explain how source materials on the same subject represent more that</p>	<p>organized and presented in a meaningful, effective way?</p> <p>Lessons in conventions</p>		<ul style="list-style-type: none"> • relevancy • citations • presentation • <i>conventions</i> 	<p><i>TX43-TX51 for descriptions of strategies provided</i></p> <p><i>All-</i></p> <p><i>-Discussion Support:</i></p> <p><i>-Speaking Strategies</i></p> <p><i>-Vocabulary Support:</i></p> <p><i>-Strategic Learning Techniques</i></p> <p><i>-Graphic Organizers</i></p> <p><i>-Draw & Write</i></p> <p><i>-Learning Logs</i></p> <p><i>-Read, Write, pair , Share</i></p>	<p>www.big6.com.</p> <p>www.librarianonline.com.</p> <ul style="list-style-type: none"> • Rubrics: http://www.rubrician.com/writing.htm. • <i>Inside NG pgs</i> A) 107, 108, 386, 174W, 177W 191W, 193W B) 28, 386, 374W-376W
---	--	--	--	--	---

*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: 8		Text: National Geographic - Inside		Designated Six Weeks: Second	
Focus: Literary Nonfiction, Expository and Procedural writing, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

<p>two points of view. (3.c) Select quotations that support the thesis. (3.d) Determine what evidence best supports the major points.</p> <p>(C) presents the findings in a meaningful format;</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>(D) follows accepted formats for integrating quotations and citations into the written text to</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: 8		Text: National Geographic - Inside		Designated Six Weeks: Second	
Focus: Literary Nonfiction, Expository and Procedural writing, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

<p>maintain a flow of ideas.</p> <p><u>(CRS)</u>: (Research B.3) Synthesize and organize information effectively. (3.c) Select quotations that support the thesis.</p> <p><i>ELPS:</i> 4G- Show comprehension of English text individually and in groups 4J- Show comprehension through inferential skills 5G- Narrate, describe, and explain in writing 5F- Write using variety of sentence structures and words</p>					
---	--	--	--	--	--

Listening and Speaking

(8.27) 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.

Students are expected to advocate a position using anecdotes, analogies,	How can students communicate effectively to convey a	Rubric based on SE's	<ul style="list-style-type: none"> • appreciation • audiences • critical listening 	<ul style="list-style-type: none"> • Teacher modeling • Group collaboration 	<ul style="list-style-type: none"> • Safari Montage • <u>NG Inside:</u> A) 212, 214, 217,
--	--	----------------------	---	---	---

*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: 8		Text: National Geographic - Inside		Designated Six Weeks: Second	
Focus: Literary Nonfiction, Expository and Procedural writing, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

<p>and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.</p> <p><u>(CRS)</u>: (Speaking A.1) Understand how style and content of spoken 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 the audience reaction and adjust presentation (e.g., pace, tone, vocabulary, body language) to suit the</p>	<p>position?</p>		<ul style="list-style-type: none"> • culture • purposes • <i>anecdotes</i> • <i>analogies</i> • <i>enunciation</i> • <i>convey</i> 	<p><i>See Inside NG pages TX43-TX51 for descriptions of strategies provided</i></p> <p>B/I -Listening Support</p> <p>All-</p> <ul style="list-style-type: none"> -Presenting Conclusion and Evidence - Presenting Collage -Content Specific Stems -Reciprocal Teaching -Partner Reading 	<p>218, 238, 592,</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: 8		Text: National Geographic - Inside		Designated Six Weeks: Second	
Focus: Literary Nonfiction, Expository and Procedural writing, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

<p>audience.</p> <p><i>ELPS:</i></p> <p><i>1D- Speak using learning strategies</i></p> <p><i>2C- Learn language heard in interactions and instruction</i></p> <p><i>3B- Use new vocabulary in oral and written communication</i></p> <p><i>3C- Speak in a variety of sentence structures</i></p> <p><i>3D- Speak using grade level vocabulary in context</i></p> <p><i>3G- Orally express opinions, ideas, and feelings</i></p> <p><i>3H- Orally narrate, describe, and explain</i></p> <p><i>3I- Use oral language for formal and informal purposes</i></p> <p><i>3J- Respond orally to a variety of media sources</i></p> <p><i>3A- practice speaking</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: 8		Text: National Geographic - Inside		Designated Six Weeks: Second		
Focus: Literary Nonfiction, Expository and Procedural writing, Research						
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks	
<i>using English sound system in new vocabulary</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.