

Grade: 8		Text: National Geographic - Inside		Designated Six Weeks: Sixth	
Focus: Poetry, Imaginative writing					
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

6th Six Weeks – New TEKS introduced

Reading

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

<p>Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry). (Supporting)</p> <p><u>College Readiness Standard</u> (CRS): (Reading C.4) Analyze and compare the use of language in literary works from a variety of world cultures. (4.b) Compare contemporary poems by writers from different nations and note similarities and differences in form, style, imagery, and theme.</p>	<p>How do details enhance imagery in literature?</p> <p>What are the characteristics of different poetic forms?</p> <p>-Epic -Lyric</p>	<p>*How are the characteristics of the poem __ different from the poem __?</p> <p>*The poets of the two poems __ and __ used different specific poetic forms because__.</p> <p>*What is a common purpose in the poems __ and __?</p> <p>*Which of these poems is considered epic poetry and why?</p> <p>*What characteristics do these two poems have in common?</p> <p>*How are the two poems different/alike?</p>	<ul style="list-style-type: none"> • figurative language • metaphor • simile • stanza • author’s purpose • compare/contrast • drawing conclusion • inference • <i>characteristics</i> • <i>form</i> • <i>common</i> • <i>enhance</i> • <i>imagery</i> 	<ul style="list-style-type: none"> • Compare various forms of poetry • Visualize poems focusing on targeting senses • Have students physically model what the author describes in the poem <p><i>See Inside NG pages TX43-TX51 for descriptions of strategies provided</i></p> <p>All-</p> <ul style="list-style-type: none"> -Chunking Input -Visual/Literary Frames - Comic Strip: representation of literary images 	<ul style="list-style-type: none"> • Activities: http://www.webenglishteacher.com/poetry.html. • Holt Units 5 and 7 • Lyric poetry: http://poetry.suite101.com/article.cfm/lyric_poetry. • www.poemhunter.com. • <i>Inside NG pgs A)395,412-418</i>
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<p><i>ELPS:</i> 4D Pre-Reading Supports 4F Use visual and contextual supports 1G Distinguish formal and informal English 1C-Use techniques to learn new vocabulary 1H-Expand repertoire of learning strategies to acquire language 4J-Show comprehension through inferential skills</p>				<p><i>-Non-linguistic representation -Think Aloud: verbally model process of connecting meaning to formal/abstract /unfamiliar texts</i></p>	
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Writing

(8.15) 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 imaginative stories that include: (i) sustains reader interest; (ii) includes well-paced action and an engaging story line; (iii) creates a specific,</p>	<p>How can students write imaginative stories that sustain reader interest, engage the reader, and develop the characters? How does figurative language contribute to</p>	<p>Create rubric based on SE's <i>Create and present presentations of charts, storyboards, comic strips</i></p>	<ul style="list-style-type: none"> • character • hyperbole • idioms • meter • personification • rhyme scheme • sensory details • setting 	<ul style="list-style-type: none"> • Teacher modeling • Collaborative writing <i>See Inside NG pages TX43-TX51 for descriptions of strategies provided</i> All- 	<ul style="list-style-type: none"> • Holt Units 5 and 7 • Poetry cafe: http://blogs.scholastic.com/top_teaching/2010/05/poetry-cafe.html. • Rubrics: http://www.rubricia
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<p>believable setting through the use of sensory details; (iv) develops interesting characters; and (v) uses a range of literary strategies and devices to enhance the style and tone;</p> <p><u>(CRS)</u>: (Writing A.1) Determine effect 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>**<u>(B)</u> write a poem using:</p>	<p>the author’s purpose in poetry?</p> <p>-Writing process - Imaginative with elements -Teacher/student conference -Figurative language -Review of conventions -Development of characters</p>		<ul style="list-style-type: none"> • Style • Tone • Evaluate • Convince • Collect 	<p>-Frames -Comparison Chart -Storyboards -Comic Strips</p>	<p>n.com/language.htm.</p> <ul style="list-style-type: none"> • www.poemhunter.com, • Empowering Writers: www.empoweringwriters.com • Inside NG pgs A)467,627,97w B)547, 230w
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English as a Second Language

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<p>(i) poetic techniques (e.g., rhyme scheme, meter);</p> <p>(ii) figurative language (e.g., personification, idioms, hyperbole); and</p> <p>(iii) graphic elements (e.g., word position). scheme, meter);</p> <p>(iv) figurative language (e.g., personification, idioms, hyperbole); and</p> <p>(v) graphic elements (e.g., word position).</p> <p><u>(CRS)</u>: (Writing A.1) Determine effective 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,</p>					
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<p>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> <i>5B-Write using newly acquired vocabulary</i> <i>5F- write using variety of sentence structures and words</i> <i>5G- Narrate, describe and explain</i> <i>1E-Use and reuse new academic language</i> <i>4F- Use visual and contextual supports</i> <i>3E-Share in cooperative groups</i></p>					
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