



English for Speakers of Other Languages

Course: ESOL I / Grade 9		Text: Keystone		Designated Six Weeks: First	
Unit: Short stories, Writing process, 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

1st Six Weeks – New TEKS introduced

(9.2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:					
(A) analyze how the genre of texts with similar themes shapes meaning; <i>ELPS:</i> 4K- Show comprehension through analytical skills 4J Show comprehension through inferential skills 3G Orally express opinions, ideas, and feelings 1F Use accessible language to learn new language 1E Use and reuse new academic language	Can students make inferences and draw conclusions about how similar themes in a genre shape meaning?	*How does the genre in __ and __ shape the meaning, even though both selections have similar themes? <i>Keystone test generator / ancillary</i>	<ul style="list-style-type: none"> • theme • multiple themes • historical settings • genre • alliteration • allusion • analogy • metaphor • simile • figurative language • onomatopoeia 	<ul style="list-style-type: none"> • Dialectical journal • MISD Best Practices <i>I/AH-</i> -Inside Outside Circle -Think, Pair, Share <i>AH –</i> - Open Ended Responses using textual evidence - Socratic Seminar <i>All –</i> -Short story plot diagram from textbook - Readers Theatre - Predict - Skim - Visualize - Use Visuals - KWL 	<u>Resources: Including but not limited to:</u> <ul style="list-style-type: none"> • <i>Keystone 1B Unit 1 What is Light</i> • <i>Texas ELPS Toolkit</i> • <i>Texas Write Source</i> • <i>Rosetta Stone</i> • <i>English in a Flash</i>
(9.5) Reading/Comprehension of Literacy Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:					

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<p>(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;</p> <p>(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;</p> <p>(C) analyze the way in which a work of fiction is shaped by the narrator's point of view; and</p> <p>(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.</p> <p><i>ELPS:</i> <i>1E Use and reuse new academic language</i> <i>3D Speak using grade level vocabulary in context</i></p>	<p>Can students analyze non-linear plot development and compare it to/draw conclusions about linear plot development?</p> <p>Can students analyze the way in which a work of fiction is shaped by the narrator's point of view and draw conclusions about the effect on the work?</p> <p>How does the author develop complex characters?</p> <p>Can students find literary devices in the text to support their character analysis?</p>	<p>*Why is the plot of __ considered non –linear in comparison to the plot of __?</p> <p>*Why is paragraph __ important in identifying the plot of this selection as non-linear?</p> <p>*What can the reader tell about __ (a specific character) based on a metaphor the author uses to describe him/her?</p> <p>*How does the author increase the complexity of __ (a specific character)?</p> <p>*To create a believable character in __, the author uses</p> <p>*How does the narrator's point of view in this story support the author's purpose?</p> <p>*The narrator's point of view is important to the plot because –</p> <p><i>Keystone test generator / ancillary</i></p>	<ul style="list-style-type: none"> • plot • conflict • sequence • flashback • foreshadowing • characterization • suspense • point of view • motivation • character traits • symbol • tone • mood • diction • character • relationships • protagonist • antagonist • conflict • exposition • complication (rising action) • climax/turning point • falling action • narrator • resolution/ denouement • point of view 	<ul style="list-style-type: none"> • MISD Best Practices. • Short story plot diagram from textbook • Think, Pair, Share <i>IAH- Inside Outside Circle</i> <i>AH –</i> <i>-Open Ended Responses using textual evidence</i> <i>- Socratic Seminar</i> <i>- Affixes, Roots, and Cognates</i> <i>All -</i> <i>- KWL</i> <i>- Summary Frames</i> <i>- QAR</i> <i>- Word Walls</i> <i>- Graphic Organizers</i> <i>- Think Alouds</i> <i>- SSR Program</i> 	<p><u>Resources: Including but not limited to:</u></p> <ul style="list-style-type: none"> • <i>Keystone 1B Unit 1</i> • <i>What is Light</i> • <i>Texas ELPS Toolkit</i> • <i>Write Source</i> • <i>Rosetta Stone</i> • <i>English in a Flash</i>
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<p>4F Use visual and contextual supports 2D Monitor understanding and seek clarification 4H Read silently with comprehension</p>			<p>-first person -omniscient</p> <ul style="list-style-type: none"> • irony • setting • imagery • repetition 		
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(9.13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

<p>(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p> <p>(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed</p>	<p>Are students able to apply elements of the writing process for a given purpose?</p>	<p>Assess with writing, revising, & editing</p> <p><i>Keystone test generator / ancillary</i></p>	<ul style="list-style-type: none"> • draft • peer editing • textual evidence • thesis • controlling idea • persuasive • narrative • transition • feedback • publish 	<ul style="list-style-type: none"> • MISD Best Practices • Writing Process <i>AH- Open Ended Responses using textual evidence</i> <i>All –</i> -<i>Descriptive Essay</i> - <i>Peer editing</i> - <i>Sentence Markup</i> - <i>Sentence Sort</i> -<i>Timed reading/ writing</i> 	<p><u>Resources: Including but not limited to;</u></p> <ul style="list-style-type: none"> • <i>Keystone 1B Unit 1</i> • <i>Keystone 1B, Unit 1 Writing Workshop “Descriptive Essay”</i> • Lesson idea: http://lesson-plans-materials.suite101.com/article.cfm/jigsaw_puzzles_can_teach_the_writing_process. • <i>Texas ELPS Toolkit</i> • <i>Texas Write Source</i> • <i>Rosetta Stone</i> • <i>English in a Flash</i>
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<p>and open-ended situations that include transitions and the rhetorical devices used to convey meaning;</p> <p>(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p> <p><i>ELPS:</i> <i>4K Show comprehension through analytical skills</i> <i>5E Employ complex grammatical structures</i> <i>5F Write using variety of sentence structures and</i></p>					
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<i>words</i> <i>5B Write using newly acquired vocabulary</i>					
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