



English as a Second Language

Grade: 7		Text: National Geographic - Inside (Level D)		Designated Six Weeks: Fifth	
Unit: Poetry, Fiction, Nonfiction, Research					
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Suggested Resources/ Weblinks

<u>Ongoing TEKS reinforced each six weeks</u>					
5th Six Weeks – New TEKS Introduced					
<b>Reading</b>					
<b>(7.4) Reading/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.</b>					
<p>Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.</p> <p><b>(Supporting)</b></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</p>	<p>What are the types of poetic forms?</p> <p>What makes poetry enjoyable?</p> <p>What elements of poetry can be found in modern music?</p> <p>How does poetry relate to personal experiences?</p> <p><i>Sentences are divided into stanzas or paragraphs</i></p>	<p>*Why is line __ presented differently by the author of this poem?</p> <p>*How does the poet demonstrate to the reader that lines __ through __ are important?</p> <p><i>-use a Venn diagram to compare poetry from different authors/time periods</i></p>	<ul style="list-style-type: none"> <li>• alliteration</li> <li>• hyperbole</li> <li>• limerick</li> <li>• meter</li> <li>• narrative</li> <li>• onomatopoeia</li> <li>• repetition</li> <li>• rhyme</li> <li>• rhythm</li> <li>• sound devices</li> <li>• <i>analyze</i></li> <li>• <i>compare</i></li> <li>• <i>contemporary</i></li> <li>• <i>demonstrate</i></li> </ul>	<p><i>B/I-nonlinguistic representation</i></p> <p><i>All-graphic organizers</i></p>	<ul style="list-style-type: none"> <li>• Holt-Unit 5- pgs. 584-586</li> <li>• Holt-Unit 5- pgs. 552-559</li> <li>• Holt-Unit 5-pgs. 604-619</li> <li>• <i>Inside NG pages 280, 437, 511</i></li> </ul>

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differences in form, style, imagery, and theme. <i>ELPS:</i> 4F Use visual and contextual supports 2F Derive meaning from a variety of media 3D Speak using grade level vocabulary in context	<i>Descriptive language creates sensory images</i>				
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**(7.6) Reading/Comprehension of Literary 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:**

** <b>(A)</b> explain the influence of the setting on plot development; <b>(Readiness)</b>  <b>(CRS):</b> (Reading A.10) Identify and analyze how an author’s use of language appeals to the senses, creates imagery, and suggests mood. (10.a)	What role do the literary elements play within plot development?  Why is it important to know each character’s characteristics?  How does the conflict in a selection move the	** <b>(A)</b> How does the setting in this story affect the plot? *Why is the setting of this story important to the plot development? *What influence does the story’s setting have on the development of the plot?	<u>Literary Elements</u> • analogy • antagonist • author’s purpose • characterization • climax • complication • conflict • connotation • denotation	<b><i>B/I-nonlinguistic representations</i></b> <b><i>All-</i></b> <i>-Graphic Organizer</i> <i>-Flow chart</i> <i>-Plot graph</i> <i>-Character maps</i> <i>-Directed reading thinking activity</i>	• Holt-Unit 1- pgs. 34; 66; 76; 32; 234; 322 • Story elements: <a href="http://www.learner.org/interactives/story/index.html">www.learner.org/interactives/story/index.html</a> • Inside NG pgs .90-91, 120, 168 • Inside NG pgs. 51, 105, 111, 117, 133, 170 • Inside NG pg.
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<p>Identify words that convey mood and voice to inform readers of aspects of a setting or time period.</p>	<p>plot to the climax and resolution?</p> <p>In discovering the layers of meaning in literature, what role do the literary elements play?</p> <p>What role does the structure play in conveying effective meaning?</p> <p>-Textual evidence -Text dependent reading</p> <p><i>Setting is the time and place where the story happens.</i></p> <p><i>Motives are the reasons that people do things.</i></p>	<p>*(B) Why did __ respond to __ the way he/she did in paragraph __?</p> <p>*What does paragraph __ demonstrate about the internal conflict in __?</p>	<ul style="list-style-type: none"> <li>• detail</li> <li>• diction</li> <li>• imagery</li> <li>• drawing conclusions</li> <li>• exposition</li> <li>• falling action</li> <li>• figurative language</li> <li>• flashback</li> <li>• foreshadowing</li> <li>• inference</li> <li>• irony</li> <li>• metaphor</li> <li>• mood</li> <li>• paraphrasing</li> <li>• personification</li> <li>• plot</li> <li>• point of view*</li> <li>• protagonist</li> <li>• resolution</li> <li>• rising action</li> <li>• sensory details</li> <li>• setting</li> </ul>	<p>218, 23,5 252</p> <ul style="list-style-type: none"> <li>• AVID Write Path for ELL pg. 96-106, 139-140,300-304</li> </ul>
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<p><b>(Readiness)</b></p> <p>**<i>(C)</i> analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.</p> <p><u>(CRS)</u>: (Reading A.7) Evaluate the use of both literal and figurative language to inform and shape the perception of readers. (7.a) Analyze a passage for word choice and voice. (7.c) Explain how authors use dialect to convey character.</p> <p><i>ELPS:</i></p>		<p>*Why is paragraph __ important in understanding the motives of __?</p> <p>*What is inferred about __'s thinking in this selection?</p> <p>*<i>(C)</i> The author tells this story from a __point of view to help the reader understand __.</p> <p>*__ is portrayed in this story as omniscient through a point of view that is __.</p> <p>*How are the points of view of __ and __ different?</p> <p>*What point of view does __ have in this story?</p> <p>*How does the point of view of __ affect his understanding of the conflict in the story?</p> <p><i>I think ____ probably ____</i></p> <p><i>I can infer ____ probably ____.</i></p> <p><i>Even though it doesn't say __, I</i></p>	<ul style="list-style-type: none"> <li>• simile</li> <li>• structure</li> <li>• symbol</li> <li>• theme</li> <li>• tone</li> <li>• <i>explain</i></li> <li>• <i>elements</i></li> <li>• <i>analyze</i></li> <li>• <i>evaluate</i></li> <li>• <i>first person</i></li> <li>• <i>third person omniscient</i></li> <li>• <i>third person limited</i></li> <li>• <i>mood</i></li> <li>• <i>voice</i></li> </ul>		
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<p>4J Demonstrate English comprehension through inferential skills</p> <p>4K Show comprehension through analytical skills</p> <p>4I Show comprehension through basic reading skills</p>		<p>think ____.</p> <p>-Based on ____, I can conclude ____.</p>			
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**(7.7) Reading/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 describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it. <b>(Supporting)</b></p> <p><b>(CRS):</b> (Reading A.11) Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a</p>	<p>How do autobiographies and diaries differ from their fictional adaptations?</p> <p>-Compare/contrast life stories focusing on autobiographies and diaries as they relate to their fictionalized stories</p> <p><i>Review the writing process.</i></p>	<p>*Describe the difference in the organization of ideas in __'s life as presented in his/her autobiography and the story of his/her life.</p> <p>*What is the most important difference between __'s diary and the fictionalized story of his/her life?</p> <p><i>the author wrote this to ____</i></p> <p><i>The writer's motive for ____ was probably ____.</i></p>	<ul style="list-style-type: none"> <li>• autobiography</li> <li>• biography</li> <li>• compare/contrast</li> <li>• diary</li> <li>• imagery</li> <li>• mood</li> <li>• setting</li> <li>• structure</li> <li>• style</li> <li>• syntax</li> <li>• tone</li> <li>• similarities</li> <li>• theme</li> </ul>	<p>Reading/Writing: Holt-Unit 2-pg. 303</p> <p><i>All</i></p> <p><i>-Timelines</i></p> <p><i>-Venn Diagrams</i></p>	<ul style="list-style-type: none"> <li>• Biography and autobiography</li> <li>• Holt-Unit 7-pg .784</li> <li>• Holt-Unit 8- pgs. 918-927</li> <li>• Personal Essay: Holt-Unit 7- pg. 804</li> <li>• Writing a memoir: <a href="http://web2.jefferson.k12.ky.us/CCG/supp/MS_Memoir.PDF">http://web2.jefferson.k12.ky.us/CCG/supp/MS_Memoir.PDF</a>.</li> <li>• Inside NG pgs. 338W-349W</li> </ul>
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<p>position, or relate a theme. (11.b) Read diaries written during a particular event or period and use evidence from the diaries to demonstrate similarities and differences in how each author feels about the event.</p> <p><i>ELPS:</i> 4J Demonstrate English comprehension through inferential skills 4K Show comprehension through analytical skills 4I Show comprehension through basic reading skills</p>		<p><i>The writer tried to prove ____ by ____.</i></p>	<ul style="list-style-type: none"> <li><i>adaptation</i></li> </ul>		
<p><b>(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:</b></p>					

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<p>**<b>(A)</b> evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning; (<b>Readiness</b>)</p> <p><b>(CRS):</b> (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.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</p>	<p>How does evidence from the text support accurate inferences?</p> <p>-Text dependent reading -Analyze similar texts on the same topic -Familiarize students with expository text structures</p> <p><i>Authors use different styles for different purposes: to inform, to persuade or to show emotion</i></p>	<p>*<b>(A)</b> 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>	<ul style="list-style-type: none"> <li>• captions</li> <li>• charts</li> <li>• diagrams</li> <li>• glossary</li> <li>• graphs</li> <li>• heading /subheading</li> <li>• info box</li> <li>• italicized text</li> <li>• labels</li> <li>• layout</li> <li>• maps</li> <li>• picture and illustration</li> <li>• preface/forward</li> <li>• tables</li> <li>• timelines</li> <li>• <i>evidence</i></li> <li>• <i>main idea</i></li> <li>• <i>supporting details</i></li> <li>• <i>analyze</i></li> <li>• <i>expository text</i></li> </ul>	<ul style="list-style-type: none"> <li>• style</li> </ul> <p>Analyze texts in groups <b>B/I- timelines and flowcharts</b> <b>All-Book walks numbered heads together</b></p>	<ul style="list-style-type: none"> <li>• Compare/Contrast: <a href="http://198.104.156.44/lessons/lesson_view.asp?id=54">http://198.104.156.44/lessons/lesson_view.asp?id=54</a>.</li> <li>• Holt-Unit 7-pgs.800-803 and pgs. 820-824</li> <li>• Lesson ideas: <a href="http://www.teachingliterature.org/teachingliterature/nonfiction.htm">http://www.teachingliterature.org/teachingliterature/nonfiction.htm</a>.</li> <li>• Slide show: <a href="http://www.slideshare.net/ghaitram/expository-texts">http://www.slideshare.net/ghaitram/expository-texts</a>.</li> <li>• <i>Inside NG pages 304, 381, 407, 453, 555</i></li> </ul>
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<p>important historical documents.</p> <p>(B) distinguish factual claims from commonplace assertions and opinions; <b>(Supporting)</b></p> <p><u>(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.c) Analyze a text’s ambiguities, subtleties, or contradictions.</p> <p>**<b>(C)</b> use different organizational patterns as guides for summarizing and forming an overview of different kinds of</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> <p>*(C) How does the author’s organization of ideas help the reader to summarize this article? *What is a summary of this article?</p>			
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<p>expository text; <b>(Readiness)</b></p> <p><u>(CRS)</u>: (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>** (D) synthesize and make logical connections between ideas within a text and across two or three texts representing</p>		<p>*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> <p>* (D) What is an idea found in both selections? *What is an idea found in these two different newspaper articles and a story on this topic?</p>			
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<p>similar or different genres, and support those findings with textual evidence. <b>(Readiness)</b></p> <p><u>(CRS)</u>: (Reading A.1) Use effective reading strategies to determine a written work's purpose and intended audience. (1.d) Compare and contrast texts that have similar subjects and themes. (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.11) Identify, analyze, and evaluate similarities and</p>		<p>*How are the ideas in these two selections alike/different? *Which sentence in __ supports the idea that __?</p> <p><i>The author's purpose is to ____.</i></p> <p><i>____ could be described as ____.</i></p> <p><i>The author's purpose in this sentence is ____.</i></p> <p><i>Some significant features/facts about ____ include ____.</i></p>			
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<p>differences in how multiple texts present information, argue a position, or relate a theme. (11.a) Analyze similarities and differences in how authors develop similar themes across texts.</p> <p><i>ELPS:</i>  <i>4I Show comprehension through basic reading skills</i>  <i>4H Read silently with comprehension</i>  <i>4G Show comprehension of English text individually and in groups</i></p>					
<b>Writing</b>					
<b>(7.17) Writing/Procedural Texts. Students write expository texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>					

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(D) produce a multimedia presentation involving text and graphics using available technology.  <i>ELPS:</i> 3C Speak using a variety of sentence structures 3E Share in cooperative groups 3H Orally narrate, describe and explain	How can students incorporate knowledge of expository text by producing a multimedia presentation?  Multi-step process with check points  <i>Encourage students to use nonverbal cues such as eye contact and facial expressions.</i>	Rubric based on SE's  <i>Use (powerpoint, animoto, video) to show an understanding of ____</i>  <i>Orally share information about ____ by using (power point, animoto, etc)</i>	<ul style="list-style-type: none"> <li>Expository test</li> <li>Graphics</li> <li>Multimedia</li> <li>Text</li> <li>Presentation</li> </ul>	<i>B/I -provide language frames A/AH-reciprocal teaching</i>	<ul style="list-style-type: none"> <li>Examples of multimedia presentations</li> <li>Resources: <a href="http://www.uen.org/general_learner/multimedia_resources.shtml">http://www.uen.org/general_learner/multimedia_resources.shtml</a>.</li> <li>Rubrics: <a href="http://www.rubrics4teachers.com/multimedia.php">http://www.rubrics4teachers.com/multimedia.php</a>.</li> <li>Inside NG pages 122, 284, 536, 207W</li> </ul>
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**Research**

**(7.25)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 paraphrases the findings in	Can students research and organize ideas into a meaningful format for presentation?  -Check points for research	Rubric based on SE's  <i>I can acquire information about ____ by using (internet, encyclopedia, book sources, databases).</i>	<ul style="list-style-type: none"> <li>synthesize</li> <li>research</li> <li>presentation</li> <li>conclusion</li> <li>summarize</li> <li>paraphrase</li> <li>evidence</li> </ul>	<ul style="list-style-type: none"> <li>Examples provided to students</li> <li><i>B/I -cloze model</i></li> <li><i>All-chunk assignment into manageable steps.</i></li> </ul>	<ul style="list-style-type: none"> <li>Texas Write Source</li> <li>Big 6 Research Model: <a href="http://www.big6.com">www.big6.com</a>.</li> <li>Inside NG pages 361, 383, 192W, 81, 221, 284, 384, 536, 537, 178W, 179W, 271W</li> </ul>
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<p>a systematic way;</p> <p>(CRS): (Research C.1) Design and present an effective product. (1.a) Use the composing process to develop a research project. (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</p>	<p>-Teacher/student conference -Mini research lessons -Technology components added -Conventions review</p> <p>Present your findings to a small group. Speak slowly and clearly. Make sure listeners can understand new terms. Model both an effective and ineffective presentation,</p>	<p><i>I used a ___ graph. It shows ___.</i> <i>I chose a _____ graph because it _____. The data show that ___.</i> <i>-describe the type of graph. Tell briefly why it is a good choice.</i></p>	<ul style="list-style-type: none"> <li>• reasons</li> <li>• quotation</li> <li>• citation</li> </ul>		<ul style="list-style-type: none"> <li>• Inside NG pages 27, 284, 611</li> <li>• Inside NG pages 221, 361, 383</li> <li>• Inside NG pages 81, 221, 306, 557, 206W</li> <li>• Inside NG pages 254, 384, 195W</li> <li>• Inside NG pages 254, 384, 197W</li> </ul>
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<b>Unit: Poetry, Fiction, Nonfiction, Research</b>					
<b>TEKS</b>	<b>Guiding Questions/ Specificity</b>	<b>Assessment</b>	<b>Academic Vocabulary</b>	<b>Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High</b>	<b>Suggested Resources/ Weblinks</b>

<p>materials on the same subject represent more than 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</p>					
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\*\*Indicates that this TEKS/SE is a skill tested on the SAT college entrance exam.



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<p>formats for integrating quotations and citations into the written text to 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> 4F Use visual and contextual supports 3I Use oral language for formal and informal purposes 3B Use new vocabulary in oral and written communication</p>					
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