



English as a Second Language

Grade: 7		Text: National Geographic – Inside (Level D)		Designated Six Weeks: Sixth	
Unit: Folklore, Poetry, Responsive writing					
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

6th Six Weeks – New TEKS Introduced

Reading

**(7.3) 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:**

<p>(B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero’s tasks, circles stories); <b>(Supporting)</b></p> <p><u>College Readiness Standard</u> (CRS): (Reading A.1) Use effective reading strategies to determine a written work’s purpose and intended audience. (1.c) Reread to deepen understanding of a text’s literal and figurative meaning. (Reading A.7) Evaluate the use of both literal and figurative language to inform and shape the perception of readers. (7.b) Describe and compare</p>	<p>How can students effectively analyze theme and genre across contexts?</p> <p>-Characterization -Text dependent reading</p> <p><i>Introduce myth: an ancient or traditional story that explains beliefs or customs of a culture. Some myths aim to explain why things are the way they are and how the world works. Others teach a lesson or moral.</i></p>	<p>*(B) In paragraph __, the __ symbolizes. *How does the author use __ to increase the reader’s understanding of __? *In this myth, paragraph __ is important because __.</p> <p><i>This is a _____. First, _____then, _____finally,_____.</i></p> <p><i>It’s significant that _____ because _____.</i></p>	<ul style="list-style-type: none"> <li>• antagonist</li> <li>• circle stories</li> <li>• climax</li> <li>• conflict</li> <li>• epic</li> <li>• epic/tragic hero</li> <li>• extended simile</li> <li>• figurative language</li> <li>• flash back</li> <li>• foreshadowing</li> <li>• heroes task</li> <li>• hyperbole</li> <li>• imagery</li> <li>• myth</li> <li>• plot</li> <li>• point of view</li> <li>• protagonist</li> <li>• quest</li> <li>• setting</li> </ul>	<p><i><b>B/I-</b> students retell stories in their own language. A/AH-summarization frames</i></p>	<ul style="list-style-type: none"> <li>• Holt-Unit 6-pg. 640</li> <li>• Lesson ideas: <a href="http://www.readwritethink.org/search/index.html?page=1&amp;resource_type_filtering=6-16-18-20&amp;sort_order=relevance&amp;q=myths&amp;old_q=&amp;srchwhere=full-site">http://www.readwritethink.org/search/index.html?page=1&amp;resource_type_filtering=6-16-18-20&amp;sort_order=relevance&amp;q=myths&amp;old_q=&amp;srchwhere=full-site</a>.</li> <li>• <i>Inside NG pages 163, 164, 638</i></li> </ul>
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<p>how authors use style to evoke specific cultures, social classes, geographical locations, and time periods.</p> <p><i>ELPS: 3H Orally narrate, describe and explain 4G Show comprehension of text both individually and in groups 4H Read silently with comprehension 4I Show comprehension through basic reading skills</i></p>			<ul style="list-style-type: none"> <li>• style</li> <li>• theme</li> <li>• simile</li> <li>• hero</li> </ul>		
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<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. <b>(Supporting)</b></p>	<p>How do graphic elements affect meaning in poetry?</p> <p><i>Sentences are divided</i></p>	<p>*Why is line __ presented differently by the author of this poem? *How does the poet demonstrate to the reader that lines __ through __ are important?</p>	<ul style="list-style-type: none"> <li>• rhyme</li> <li>• rhyme scheme</li> <li>• rhythm</li> <li>• stanza</li> <li>• descriptive language similarities/differences</li> </ul>	<p><i>Description of strategies provided found in Inside NG pages TX43-TX51 B/I-Structured conversations A/AH- Perspective</i></p>	<ul style="list-style-type: none"> <li>• Holt-Unit 6- pg. 587</li> <li>• Holt-Unit 6- pgs. 674-679</li> <li>• Inside NG pg. 280, 437, 511</li> <li>• AVID Write Path</li> </ul>

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<p><u>(CRS):</u> (Reading A.11) Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.</p> <p>(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: 1H Expand repertoire of learning strategies to acquire language 2H Understand and implicit ideas and information 4B Recognize directionality of English text</i></p>	<p><i>into stanzas or paragraphs</i></p> <p><i>Descriptive language creates sensory images</i></p> <p><i>Emotional tone</i></p> <p><i>Rhythm or beat</i></p> <p><i>Rhyme scheme or pattern</i></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 think _____.</i></p> <p><i>One pattern I noticed was _____.</i></p>		<p><i>based writing</i></p> <p><b>All -</b></p> <p><i>-Guided reading routine</i></p> <p><i>-Instructional conversation</i></p>	<p><i>for ELL pg. 339-377</i></p>
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