



English as a Second Language

Grade: 8	Text: National Geographic - Inside		Designated Six Weeks: Fifth		
Focus: Drama, Media literacy					
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

5th Six Weeks – New TEKS introduced

Reading

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

Students are expected to analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays. (Supporting)	How does drama differ from other literary forms? How can students analyze drama using reading strategies and literary elements? -Antagonist, protagonist -Dialogue -Staging -Script, Text, Scenario, Plan -Idea, Theme -Action, Plot -Climatic structure -Relationship of the play to the original written text	*How did the playwright of this play use dialogue to clearly show __'s (a specific character) position on __? *How did the playwright of __ stage this play to demonstrate the position of __? *In what way did the playwrights of these two play use dialogue differently with the role of the antagonist?	<ul style="list-style-type: none"> • compare/contrast • draw conclusions • make inferences • <i>protagonist</i> • <i>antagonist</i> • <i>dialect</i> • <i>dialogue</i> • <i>stage directions</i> 	• Timed Writing – Holt p.309 Descriptive OR Drama timed skit with extra number of characters, etc. • Brainstorming <i>See Inside NG pages TX43-TX51 for descriptions of strategies provided</i> B/I - Comprehension Strategies All- -Learning Logs -Graphic Organizers -Scanning -Draw, Write, Review -Dialog Journal	• United Streaming • Holt Unit 4 • Safari Montage • <i>Inside NG pgs 602,608, 619</i>
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4K- Show comprehension through analytical skills	-Role of the playwright				
(8.13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:					
<p>(A) evaluate the role of media in focusing attention on events and informing opinion on issues; (Supporting) <u>(CRS):</u> (Reading A.9) Identify and analyze the audience, purpose, and message of an information or persuasive text. (9.a) Draw inferences about prevailing public opinions or concerns by reading primary sources from historical periods.</p> <p>(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the</p>	<p>How do students write research-based pieces while using elements of research along with tone, voice, and other writing techniques?</p> <p>-Persuasive techniques</p>	<p>*(A) Was the focus the newspaper gave to the event of ___ reasonable? *Did the television news program present both sides of (or opinions on) this issue?</p> <p>*(B) How did the angle that the cameraman used in this television presentation influence the viewer? *What special effects did the Internet advertisement use to</p>	<ul style="list-style-type: none"> • visual and sound techniques • point of view 	<ul style="list-style-type: none"> • modeling • group collaboration <p><i>See Inside NG pages TX43-TX51 for descriptions of strategies provided</i></p> <p>B –Picture prompt All- -Analyze persuasive language -Analyze media and the use of persuasion -Word Sorts -Word Study Books -Word Walls -Review</p>	<ul style="list-style-type: none"> • Activities: http://www.angelfire.com/ms/MediaLiteracy/Grade8.html. • Holt Media p.508, p.578 • Point of View p.170, p.231 • United Streaming • Safari Montage • WebQuest: http://www.frankwbaker.com/ad_lesson_plans.htm. • <i>Inside NG</i> pgs A) 109, 161, 189, 213, 217, 237 B) 44, 267, 591, 205W C) 267, 572, 591 D) 165W, 171W, 205W

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message; (Supporting) (C) evaluate various techniques used to create a point of view in media and the impact on audience; and <u>(CRS)</u> : (Reading A.9) Identify and analyze the audience, purpose, and message of an informational or persuasive text. (9.b) Explain how the author's use of rhetorical devices influences the reading, evokes, emotions, and creates meaning. (D) assess the correct level of formality and tone for successful participation		influence the reader? *How was the reader influenced by the music in the television advertisement? *(C) What technique did the television announcer use to impact the audience with his/her point of view? *How did the author of the newspaper advertisement use media techniques to influence the reader's point of view? *(D) Is this information on the web presented formally or informally? Explain your answer.			

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<p>in various digital media.</p> <p><i>ELPS:</i></p> <p><i>4J- Show comprehension through inferential skills</i></p> <p><i>4K- Show comprehension through analytical skills</i></p> <p><i>2F- Derive meaning from a variety of media</i></p> <p><i>1G- Distinguish formal and informal English</i></p> <p><i>4B- Recognize directionality of English text</i></p>		<p>*What would be a more formal way of presenting this information?</p> <p>*Why are text messages considered informal communication?</p> <p>*Was the information in this television advertisement presented at the correct level of formality and tone? Why or Why not?</p>			

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