

English for Speakers of Other Languages

Course: ESOL I / Grade 9		Text: Keystone		Designated Six Weeks: Fourth	
Unit: Persuasion, 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

4th Six Weeks – New TEKS introduced

(9.7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.					
Students are expected to explain the role of irony, sarcasm, and paradox in literary works. <i>ELPS:</i> <i>1H - Expand repertoire of learning strategies to acquire language</i> <i>4J Show comprehension through inferential skills</i>	How did the author create imagery? How do students explain the role of irony, sarcasm, and paradox in literary works? Can students provide evidence from the text to support their understanding inferences, and conclusions?	*What was the role of sarcasm in this selection? *What was the author's purpose in using irony in this selection? *What role did the author's use of paradoxical language play in this selection? <i>Keystone test generator / ancillary</i>	<ul style="list-style-type: none"> irony <ul style="list-style-type: none"> - situational - verbal - dramatic paradox sarcasm 	<ul style="list-style-type: none"> MISD Best Practices <i>AH - Open Ended Responses using textual evidence</i> <i>AI - Dialectical journal</i> <i>- KWL</i> <i>- Book Reviews</i> <i>- Draw & Write</i> 	<ul style="list-style-type: none"> <i>Longman Keystone IB, Unit 3</i> <i>-- from The Golden Serpent</i> <i>- from "I Love Pluto"</i> <i>- from "A Single Shard"</i> <i>- "Marian Anderson A Voice for Change"</i>
(9.10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:					
(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and (B) analyze famous	How can students analyze the relevance, quality, and credibility of persuasive text? Can students analyze famous speeches and draw conclusions about	*The most credible evidence in this article the author cites to support his/her argument is – *How does the author match the perspective of his/her audience with relevant evidence? *In the speech excerpt by FDR in ___ (date) as part of this selection,	<ul style="list-style-type: none"> summarizing and synthesizing analyze interpret infer predict paraphrase 	<ul style="list-style-type: none"> MISD Best Practices <i>AH - Open Ended Responses using textual evidence</i> <i>AI - Use background knowledge</i> 	<ul style="list-style-type: none"> <i>Longman Keystone IB, Unit 3</i> <i>- from "The Golden Serpent"</i> <i>- from "I Love Pluto"</i> <i>- from "A Single Shard"</i>

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<p>speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.</p> <p><i>ELPS:</i> <i>1H - Expand repertoire of learning strategies to acquire language</i> <i>4K Show comprehension through analytical skills</i></p>	<p>how rhetorical structures and devices convince the reader of the authors' proposition?</p>	<p>how does FDR use rhetorical structure as a convincing argument for his position? *In this famous speech by __, what sentence contains a literary device used to persuade the audience?</p> <p><i>Keystone test generator / ancillary</i></p>	<ul style="list-style-type: none"> ● cause and effect ● generalization ● main idea ● drawing conclusions ● connotation ● denotation ● <u>Main Skills</u> - argument - rhetorical devices - persuasive techniques - fact - opinion <ul style="list-style-type: none"> - substantiated - unsubstantiated - bias - author's background - cultural symbol - voice - dialect <u>Persuasive Elements</u> - author's purpose - author's viewpoint - appropriate audience and tone - analogy - quality and 	<p>- <i>Create sensory images</i> - <i>Connection to text, self, and world</i> - <i>Generate questions</i></p> <p><u>Types of Persuasive Texts – options</u> <i>A/AH - Propaganda</i> <i>AH - Socratic Seminar</i> <i>AI –</i> - <i>Book review</i> - <i>Political speech</i> - <i>Persuasive essays</i> - <i>Insert Method</i> - <i>KWL</i> - <i>Summary Frames</i></p>	<p>- <i>“Marian Anderson A Voice for Change”</i></p>
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			credibility of evidence • rhetorical structures and devices -logical appeals -emotional appeals -ethical appeals		
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(9.16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:

(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence; (B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views; (C) counter-arguments based on evidence to anticipate and address objections; (D) an organizing structure appropriate to the purpose, audience, and	What are the steps to writing persuasive text? -Writing a thesis	<i>Keystone Writing Rubrics</i> <i>Keystone test generator / ancillary</i>	<ul style="list-style-type: none"> • thesis • controlling idea • argumentative • analysis • structure 	<ul style="list-style-type: none"> • MISD Best Practices • Open Ended Responses using textual evidence • Writing process • Timed reading/ writing • Presentation of argument • Peer editing <i>All –</i> -Sentence Mark Up - Sentence Frames - Sound Scripting - Think Aloud	<ul style="list-style-type: none"> • Resources: http://www.kent.k12.wa.us/curriculum/writing/sec_writing/persuasivewritesites.htm • Longman Keystone 1B, Unit 3 - from <i>The Golden Serpent</i> - from <i>“I Love Pluto”</i> - <i>“A Single Shard”</i> - <i>“Marian Anderson A Voice for Change”</i>
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<p>context; and</p> <p>(E) an analysis of the relative value of specific data, facts, and ideas.</p> <p><i>ELPS:</i></p> <p><i>5F Write using variety of sentence structures and words</i></p> <p><i>5G Narrate, describe, and explain in writing</i></p> <p><i>1H Expand repertoire of learning strategies to acquire language</i></p>					
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