

Course: ESOL II / Grade 10		Text: Keystone		Designated Six Weeks: First	
Unit: Poetry, Short Stories, Research					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

Incorporate Ongoing TEKS into each six weeks.

1st Six Weeks – New TEKS introduced

(10.3) 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.

<p>Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.</p> <p><i>ELPS:</i> <i>1H Expand repertoire of learning strategies to acquire language</i> <i>4J Show comprehension through inferential skills</i> <i>4K Show comprehension through analytical skills</i> <i>2D Monitor understanding and seek clarification</i> <i>2F Derive meaning from a variety of media</i></p>	<p>How does the structure and literary elements of poetry add meaning?</p> <p>Introduce poetic devices for Narrative poetry, Epic poem, Lyrical poetry, Humorous poetry, Free verse, Blank verse, Satiric poetry, Haiku.</p>	<p>*The rhyme scheme in this poem is...</p> <p>*How does the poet use graphic elements to emphasize his/her message in this poem?</p> <p><i>Keystone test generator/ ancillary</i></p>	<ul style="list-style-type: none"> • rhyme • rhythm • meter • imagery • archetypes • tragic hero • Hero’s tale • tragic flaw • sound devices • poetic devices • denotation • connotation 	<ul style="list-style-type: none"> • MISD Best Practices • Analyze poetry/TPCASTT (Title, Paraphrase, Connotation, Attitude, Shifts, Title, Theme) • Analyze songs as poetry. <p><i>AH - Open Ended response using textual evidence.</i></p> <p><i>All –</i></p> <ul style="list-style-type: none"> - Think Alouds - Graphic Organizers - Reader’s Theater 	<ul style="list-style-type: none"> • Holt- Unit 7: “Sound and Sense: The Language of Poetry.” • Holt integrated poetry from additional units. • Suggested authors: Poe, Frost, Atwood, and Shakespeare. • http://www.webenglishteacher.com/poetrygeneral.html. • Poem Generator http://ettcweb.lrk12.nj.us/forms/newpoem.htm • Poetry Section from AVID test – Making Colors Come Alive, Comparison Poem: What is Friendship?, • Acrostic Name Poems, Bio Poems • <i>Longman Keystone 2B, Unit 2, Reading</i>
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					<p>2:Poetry</p> <ul style="list-style-type: none"> • AVID: The Write Path ELL Teacher Guide • Texas Write Source • Rosetta Stone • English in a Flash • Texas ELPS Toolkit
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(10.2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different culture, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

<p>(A) compare and contrast differences in similar themes expressed in different time periods;</p> <p>(C) relate figurative language of a literary work to its historical and cultural setting.</p> <p><i>ELPS:</i> <i>4J Show comprehension through inferential skills</i> <i>4K Show comprehension through analytical skills</i> <i>1C Use techniques to learn new vocabulary</i> <i>1H Expand repertoire of learning strategies to acquire language</i></p>	<p>How are themes expressed comparatively in classic literature and poetry as they function through figurative language and history?</p> <p>-Text dependent reading</p>	<p>*While the overall themes in __ and __ are similar, how are the themes different?</p> <p>*How are the themes in __ and __ different?</p> <p>* __ and __ set in different time periods with similar themes are different in what way?</p> <p>*How did the historical time in which this story was written influence the figurative language employed by the author?</p> <p>*In what way is the expression __ in paragraph __ related to the cultural setting of the story?</p> <p><i>Keystone test generator/ ancillary</i></p>	<ul style="list-style-type: none"> • metaphor • simile • personification • hyperbole • paradox • <i>characterization</i> • <i>setting/figurative language</i> • <i>allegory</i> • <i>narrative poem</i> • <i>irony</i> • <i>meter</i> • <i>rhyme scheme</i> • <i>stanza</i> • <i>sonnet</i> • <i>quatrain</i> • <i>couplet</i> • <i>ballad</i> • <i>author's purpose</i> 	<ul style="list-style-type: none"> • MISD Best Practices • Read and analyze short stories and poetry from different time periods. • Open Ended response using textual evidence. <p><i>All –</i> <i>- Reader's Theater</i> <i>- Think, Pair, Share</i></p>	<ul style="list-style-type: none"> • Stories, Folktales, Fairytales • http://www.cln.org/themes/fairytales.html • <i>Longman Keystone 2A, Units 1, 3</i> • <i>AVID: The Write Path ELL Teacher Guide</i>
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			<ul style="list-style-type: none"> • haiku • free verse • motivation • dialogue • flashback • foreshadow 		
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(10.5) 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:

<p>(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;</p> <p>(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;</p> <p>(C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction; and</p> <p>(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th</p>	<p>How do literary elements add meaning in works of fiction?</p>	<p>*Why is paragraph __ important to this selection?</p> <p>*Which paragraph has the most significant contribution to the ending in this literary piece? Why?</p> <p>*How is the moral dilemma different for __ in __ than __ in __?</p> <p>*In comparing these two stories from different countries, how are the moral dilemmas different for the two main characters?</p> <p>*How does the narrator's viewpoint affect the tone of this story?</p> <p>*What tone does the narrator set in this story with his/her omniscient viewpoint?</p> <p><i>Keystone test generator/ ancillary</i></p>	<ul style="list-style-type: none"> • plot • setting • character • conflict • symbol • point of view • universal theme • scene • suspense • moral dilemma 	<ul style="list-style-type: none"> • MISD Best Practices • Rewrite a passage or line changing the narrator's point of view, and analyze how this change affects the narrators tone. • Open Ended response using textual evidence. <i>I/H - Inside Outside Circles</i> <i>A/AH - Numbered Heads Together</i> <i>AH - Socratic Seminars</i> <i>All - Create a children's book or comic strip illustrating the important scenes.</i> 	<ul style="list-style-type: none"> • MISD approved novel list • Include a variety of authors across different time periods and cultures. • <i>Longman Keystone 2A, select reading:</i> - "Crisis Cross", p. 8 - "Finding Miracles", p. 92 - "going, going", p. 180 - "Romiette and Julio, p. 366 - "Catherine, Called Birdy, p. 420
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<p>century world literature.</p> <p><i>ELPS:</i> <i>4J Show comprehension through inferential skills</i> <i>4K Show comprehension through analytical skills</i> <i>1H Expand repertoire of learning strategies to acquire language</i></p>					
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(10.8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

<p>Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.</p> <p><i>ELPS:</i> <i>4J Show comprehension through inferential skills</i> <i>4K Show comprehension through analytical skills</i></p>	<p>How can students differentiate between important and less important details to analyze the controlling idea?</p> <p>How can students identify the purpose and the textual elements that support the controlling idea?</p> <p>-Text dependent reading</p>	<p>*What was the author’s purpose in this selection?</p> <p>*What were the four most important details in support of the author’s purpose in this article?</p> <p>*Which quotation from the selection best summarizes the author’s view of __?</p> <p>*What was the controlling idea throughout this selection?</p> <p><i>Keystone test generator/ ancillary</i></p>	<ul style="list-style-type: none"> • <i>extended metaphor</i> • <i>tone</i> • <i>repetition</i> • <i>voice</i> • <i>diction</i> • <i>syntax</i> • <i>controlling idea</i> 	<ul style="list-style-type: none"> • MISD Best Practices • Create a children’s book or comic strip illustrating the important scenes. • Rewrite a passage or line changing the narrator’s point of view, and analyze how this change affects the narrators tone. • Open Ended response using textual evidence. <p><i>I/H - Inside Outside Circles</i></p>	<p><i>AVID: The Write Path ELL Teacher Guide</i> <i>Keystone 2B, Unit 6</i> <i>- “The Civil Rights Movement”</i> <i>- “The Peace Corps on American Ideal”</i> <i>- “We are Each Other’s Business”</i> <i>- “Raul Wallenburg and the Rescue of Hungary’s Jesus”</i></p>
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English for Speakers of Other Languages

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				<i>AH - Socratic Seminars</i> <i>A,/AH - Numbered Heads Together</i>	
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(10.14) Writing//Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

<p>(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;</p> <p>(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and</p> <p>(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.</p>	<p>How can students incorporate elements of good writing into their own work?</p> <p>How can students improve their writing by deliberately adding literary elements?</p> <p>-Mini lessons as needed -Teacher/student conferences</p>	<p>*What is the difference in the viewpoints of the authors of these two selections? *Why is paragraph__ so important in the advancing the author’s argument? *How does the author support his/her argument with evidence? *What evidence does the author provide to support the argument that__? *In comparing these two selections, explain the shift in perspective of the author of __ from the author of __? *What fallacy is evident to the reader in the position taken by __ in this debate? *Provide an example from the selection that shows how __ appeals to the pity of the audience. *What commonly held opinions is the debater, ____, using to appeal to the audience?</p>	<p><u>Composition (Types and modes)</u></p> <p>-prewriting -consideration of audience -determination of purpose -generation of ideas -organization of ideas -selection of topic -drafting -revision of multiple drafts</p> <p><u>Structural Elements of Fiction</u></p> <p>- plot -setting -character -conflict -narrator -dialogue -audience</p>	<ul style="list-style-type: none"> • MISD Best Practices • Rewrite a passage or line changing the narrator’s point of view, and analyze how this change affects the narrators tone. <p><i>I/A - Inside Outside Circles</i> <i>A,/AH - Numbered Heads Together AH</i> <i>- Open Ended response using textual evidence.</i> <i>- Socratic Seminars</i> All - Create a children’s book or comic strip illustrating the important scenes.</p>	<ul style="list-style-type: none"> • Student samples: http://www.thewritesource.com/studentmodels/#inc • http://www.webenglishteacher.com/poetrygeneral.html • Poem Generator http://ettcweb.lrk12.nj.us/forms/newpoem.htm • Keystone Writing Workshops 2B, Unit 1 Writing Poem • Keystone Writing Workshops 2B, Unit 2 Texas Skill Builder Short Story • AVID: The Write Path ELL Teacher Guide
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<p><i>ELPS:</i> 5B Write using newly acquired vocabulary 5F Write using variety of sentence structures and words 5G Narrate, describe, and explain in writing 1E Use and reuse new academic language</p>		<p><i>Keystone test generator/ ancillary</i></p>				