

Course: ESOL II / Grade 10		Text: Keystone		Designated Six Weeks: Second	
Unit: Research, Multimedia, Expository text					
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**

**2nd Six Weeks – New TEKS introduced**

**(10.9) 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:**

<p>(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;</p> <p>(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and</p> <p>(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.</p> <p><i>ELPS: 2G Understand general</i></p>	<p>How can a reader successfully interpret information sources and understand expository writing?</p> <p>-Text dependent reading</p> <p><i>Keystone test generator/ ancillary</i></p>	<p>*What is the best summary of this article? *Which of the following is a critique of this selection and not a summary? *You can tell from the selection that ... *One conclusion that can be made about __ is ... *The reader can tell from the article that... *Based on the organization of ideas by the author in this article, the reader can conclude that... *The reader can conclude that the authors of both selections would agree that... *What text evidence supports the conclusion of __ by both authors of these selections? *A common these in both of these article is __ *What evidence in both selections supports the conclusions made by the authors that __?</p>	<ul style="list-style-type: none"> <li>• summary</li> <li>• critique</li> <li>• evidence</li> <li>• source</li> <li>• argument</li> <li>• MLA</li> <li>• citation</li> <li>• conflict</li> <li>• mood</li> <li>• moral</li> <li>• analyze</li> <li>• predict</li> <li>• infer</li> <li>• paraphrase</li> </ul>	<ul style="list-style-type: none"> <li>• MISD Best Practices</li> <li>• Students gather, read, evaluate, and summarize sources to answer a particular research question.</li> </ul> <p><b>B –</b> - Read, Write, Pair, Share - Graphic Organizers for Analysis</p> <p><b>All –</b> - Teacher modeling - Compare/ Contrast - Summarizing facts from stories</p>	<ul style="list-style-type: none"> <li>• Library article databases.</li> <li>• Teacher selected news and print sources such as newspapers and magazines.</li> <li>• <i>Pearson Keystone, 2B Unit 5</i> - <i>Hard times and Happy Days, pp 326-341</i></li> <li>- <i>Grapes of Wrath, pp 342-355</i></li> <li>• <i>AVID text: The Write Path ELL Teachers Guide</i></li> <li>• <i>Texas Write Source</i></li> <li>• <i>Rosetta Stone</i></li> <li>• <i>English in a Flash</i></li> </ul>
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<p><i>meaning, main points, and details</i>            2H Understand and implicit ideas and information            4B Recognize directionality of English text            4G Show comprehension of English text individually and in groups            4H Read silently with comprehension            4C Develop sight vocabulary and language structures            3G Orally express opinions, ideas, and feelings            3H Orally narrate, describe, and explain            4D Use pre-reading supports</p>						
<b>(10.15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information</b>						

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to specific audiences for specific purposes. Students are expected to:					
<p>(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.</p> <p><i>ELPS:</i>            2F Derive meaning from a variety of media            3J Respond orally to a variety of media sources            4F Use visual and contextual supports            3C Speak in a variety of sentence structures            3D Speak using grade level vocabulary in context            3E Share in cooperative groups            3F Speak using common and context are vocabulary            3G Orally express opinions, ideas, and</p>	<p>How can students produce a multimedia presentation evaluating a given research topic?</p>	<p>*Students should interpret, synthesize and present research through a multimedia presentation.</p> <p><i>Keystone test generator/ ancillary</i></p>	<ul style="list-style-type: none"> <li>• Appropriate technical terms for the chosen media</li> <li>• motivation</li> <li>• dialogue</li> <li>• allusion</li> <li>• anecdote</li> <li>• paradox</li> <li>• <i>graphic</i></li> <li>• <i>images</i></li> <li>• <i>visual</i></li> <li>• <i>hyperlink</i></li> <li>• <i>pull down menu</i></li> <li>• <i>sidebar</i></li> <li>• <i>tab</i></li> </ul>	<ul style="list-style-type: none"> <li>• Inform students about different multimedia options.</li> <li>• Create a MySpace page for a 20<sup>th</sup> century icon.</li> <li>• Create a PowerPoint presentation</li> <li>• Create a newspaper for one of the historical events students have read about.</li> </ul> <p><b>B/I – Writing Scaffolds</b>  <b>I/A/AH – Newscast</b>  <b>A/AH – Photo Essay Story</b>  <b>All – Writing Process</b></p>	<ul style="list-style-type: none"> <li>• Computer lab, i-Pad, PowerPoint, Flip video, Publisher, USB, conversion software</li> <li>• Holt- Unit 11: “Writing Workshop: Multimedia Presentation.”</li> <li>• Holt- Unit 9: Writing Workshop showing Expository techniques.</li> <li>• Holt- Writing Handbook: Expository pgs: R37-R40.</li> <li>• Weblinks:  <a href="http://presentationsoft.about.com/od/classrooms/a/lessonplans.htm">http://presentationsoft.about.com/od/classrooms/a/lessonplans.htm</a></li> <li>• <i>Pearson Keystone, 2B Unit 3 Media Literacy, p 221</i></li> <li>• <i>AVID text: The</i></li> </ul>

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<p><i>feelings</i> 3H Orally narrate, describe, and explain 3I Use oral language for formal and informal purposes 3A Practice speaking using English sound system in new vocabulary</p>					<p>Write Path ELL Teachers Guide</p> <ul style="list-style-type: none"> <li>• Texas Write Source</li> <li>• Rosetta Stone</li> <li>• English in a Flash</li> </ul>	
<b>(10.20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b>						
<p>(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p> <p>(B) formulate a plan for engaging in research on a complex, multi-faceted topic.</p> <p><i>ELPS:</i> 2F Derive meaning from a variety of media 1C Use techniques to learn new vocabulary 1F Use accessible</p>	<p>How do students focus their research question and topic?</p> <p>How do students begin the research process?</p>	<p>*How can you refine and focus your search? *What are your research questions?</p> <p><i>Keystone test generator/ ancillary</i></p>	<ul style="list-style-type: none"> <li>• topic</li> <li>• brainstorm</li> <li>• research</li> <li>• limited topic</li> <li>• synthesize</li> <li>• <i>extended metaphor</i></li> <li>• <i>repetition</i></li> <li>• <i>voice</i></li> <li>• <i>diction</i></li> <li>• <i>syntax</i></li> <li>• <i>tone</i></li> </ul>	<ul style="list-style-type: none"> <li>• Introduce students to free write /brainstorming activities.</li> <li>• Show students how to get a broad overview of their subject.</li> <li>• Help them clarify goals.</li> <li>• Teach them how to develop research questions and develop a note taking</li> <li>• <b>B</b> - Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.webenglishteacher.com/research.html">http://www.webenglishteacher.com/research.html</a></li> <li>• Big 6 Research Model: <a href="http://www.big6.com">www.big6.com</a></li> <li>• Pearson Keystone, 2B, Unit 6 Writing Modes/ Assignments, and Writing Elements/Structure</li> <li>• <a href="http://www.graphicorganizers.com">www.graphicorganizers.com</a></li> <li>• AVID text: The Write Path ELL Teachers Guide</li> <li>• Texas Write Source</li> </ul>	



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<i>language to learn new language</i> <i>2D Monitor understanding and seek clarification</i> <i>2E Use linguistic support to confirm and enhance understanding</i> <i>2G Understand general meaning, main points, and details</i>				<i>All - Method.</i>	<ul style="list-style-type: none"> <li>• <i>Rosetta Stone</i></li> <li>• <i>English in a Flash</i></li> </ul>
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<b>(10.21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>					
<p>(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;</p> <p>(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs);</p>	<p>How do students find and record information about a topic?</p> <p>-Valid and reliable sources</p> <p>-Plagiarism</p>	<p>*How can the people, materials, and technologies at your local library or media center help you find information?</p> <p>*Where should you start your library search?</p> <p>*What note-taking method matches your purpose?</p> <p>*How do you summarize but not plagiarize?</p> <p><i>Keystone test generator/ ancillary</i></p>	<ul style="list-style-type: none"> <li>• topic</li> <li>• data</li> <li>• quote</li> <li>• summarize</li> <li>• paraphrase\</li> <li>• plagiarism</li> <li>• cite (citation)</li> <li>• tone</li> <li>• voice</li> </ul>	<ul style="list-style-type: none"> <li>• Teach students how to use databases, and library hard copy sources</li> <li>• Teach students proper note-taking strategies in a variety of ways.</li> </ul> <p><i>All – Model for students how to qualify and validate sources</i></p>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Computer lab</li> <li>• School databases</li> <li>• Other sources as approved by teacher</li> <li>• Lesson ideas: <a href="http://www.mcrel.org/lesson-plans/lang/langless_ons.asp">http://www.mcrel.org/lesson-plans/lang/langless_ons.asp</a></li> <li>• Plagiarism Web</li> </ul>

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<p>and</p> <p>(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).</p> <p><i>ELPS:</i></p> <p><i>4I Show comprehension through basic reading 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>5B Write using newly acquired vocabulary</i></p> <p><i>5C Spell familiar English words</i></p> <p><i>4G Show comprehension of English text individually and in groups</i></p> <p><i>5E Employ complex grammatical structures</i></p> <p><i>4K Show comprehension through analytical skills</i></p> <p><i>5A Learn relationships between sounds and letters</i></p>					<p>Quest:</p> <p><a href="https://mail.nvnet.org/~cooper_j/plagiarism/">https://mail.nvnet.org/~cooper_j/plagiarism/</a></p> <ul style="list-style-type: none"> <li>• Pearson Keystone, 2B, Unit 6 Writing Modes/ Assignments, and Writing Elements/Structure</li> <li>• AVID text: The Write Path ELL Teachers Guide</li> <li>• Texas Write Source</li> <li>• Rosetta Stone</li> <li>• English in a Flash</li> </ul>
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<i>when writing</i>					
<b>(10.22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b>					
<p>(A) modify the major research question as necessary to refocus the research plan;</p> <p>(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and</p> <p>(C) critique the research process at each step to implement changes as the need occurs and is identified.</p> <p><i>ELPS:</i> 4K Show comprehension through analytical skills 2E Use linguistic support to confirm and enhance</p>	How do students refine their research?	<p>*How can you choose the right sources for your need? *Is the information up to date? Is the information accurate? *What is the author's background? *What kind of materials does the publisher produce? *Is there evidence of bias in the source? *How much information does the source cover? *Is the source relevant and appropriate?</p> <p><i>Keystone test generator/ ancillary</i></p>	<ul style="list-style-type: none"> <li>• -.edu</li> <li>• -.gov</li> <li>• -.org, etc.</li> <li>• thesis</li> <li>• valid vs. invalid</li> <li>• reliable</li> <li>• unreliable</li> <li>• bias</li> <li>• relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the librarian to give presentation on finding relevant and valid sources.</li> </ul> <p><b>B - Think-alouds</b></p>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Computer lab</li> <li>• School databases</li> <li>• Other sources as approved by teacher</li> <li>• <i>Pearson Keystone, 2B, Unit 6 Writing Modes/ Assignments, and Writing Elements/Structure</i></li> <li>• <i>AVID text: The Write Path ELL Teachers Guide</i></li> <li>• <i>Texas Write Source</i></li> <li>• <i>Rosetta Stone</i></li> <li>• <i>English in a Flash</i></li> </ul>

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<p><i>understanding</i>            4D Use pre-reading supports            4F Use visual and contextual supports            2F Derive meaning from a variety of media</p>						
<p><b>(10.23) 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:</b></p>						
<p>(A) marshals evidence in support of a clear thesis statement and related claims;</p> <p>(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;</p> <p>(C) uses graphics and illustrations to help explain concepts where appropriate;</p> <p>(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer</p>	<p>How do students present findings on the form of a multimedia product?</p>	<p>*How can you grab your audience’s attention?            *How can you build your presentation around a thesis?            *How can you synthesize information into a final plagiarism free presentation?            *How do you document sources for your presentation?</p> <p><i>Keystone test generator/ ancillary</i></p>	<ul style="list-style-type: none"> <li>• Outline</li> <li>• Introduction</li> <li>• body paragraphs</li> <li>• conclusion</li> <li>• support</li> <li>• transition</li> <li>• MLA formatting</li> <li>• paraphrase</li> <li>• summarize</li> </ul>	<ul style="list-style-type: none"> <li>• Culmination of research process.  <i>All -Organize and present</i></li> </ul>	<ul style="list-style-type: none"> <li>• Computer or writing lab</li> <li>• MLA citation handbook</li> <li>• <i>Pearson Keystone, 2B, Unit 6 Writing Modes/ Assignments, and Writing Elements/Structure</i></li> <li>• <i>AVID text: The Write Path ELL Teachers Guide</i></li> <li>• <i>Texas Write Source</i></li> <li>• <i>Rosetta Stone</i></li> <li>• <i>English in a Flash</i></li> </ul>	



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<p>reviews, teacher and expert evaluations) to examine the quality of the research; and</p> <p>(E) uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials.</p> <p><i>ELPS:</i>  <i>3F Speak using common and context are vocabulary</i>  <i>3G Orally express opinions, ideas, and feelings</i>  <i>3H Orally narrate, describe, and explain</i>  <i>3I Use oral language for formal and informal purposes</i>  <i>1E Use and reuse new academic language</i>  <i>3A Practice speaking using English sound system in new vocabulary</i>  <i>3B Use new vocabulary in oral and written</i></p>					
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<i>communication</i>						