



English for Speakers of Other Languages

Course: ESOL II / Grade 10		Text: Keystone		Designated Six Weeks: Third	
Unit: Drama / Persuasive (Julius Caesar)					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

Incorporate the Ongoing TEKS in each six weeks

3rd Six Weeks – New TEKS introduced

**(10.2) 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:**

(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature;	How are archetypes conveyed through the figurative language of a specific historical and cultural setting?	*How does __ (main character) reflect an archetype in classical literature? *What characteristic does __ have that is considered an archetype in traditional literature? *How did the historical time in which this story was written influence the figurative language employed by the author? *In what way is the expression __ in paragraph __ related to the cultural setting of the story?	<ul style="list-style-type: none"> <li>tragedy</li> <li>motif</li> <li>tragic hero</li> <li>tragic flaw</li> <li>archetype</li> <li>metaphor</li> <li>simile</li> <li>allusion</li> <li>figurative language</li> </ul>	<ul style="list-style-type: none"> <li>MISD Best Practices</li> <li>Teach Julius Caesar (whole or excerpts, especially the speeches to go with rhetorical strategies and persuasion)</li> <li>Dramatic reading for understanding</li> <li>B - Think Pair Share</li> <li>AH - Open Ended Response using textual evidence</li> <li>All – Reader’s Theater</li> </ul>	<ul style="list-style-type: none"> <li>No Fear Shakespeare</li> <li>Julius Caesar, modified text and or graphic novel</li> <li>Longman Keystone, 2B, Unit 3 Literary Analysis Texas Skillbuilder pp 224-225</li> <li>AVID: The Write Path: ELL Learners Teacher Guide</li> <li>Texas Write Source</li> <li>Rosetta Stone</li> <li>English in a Flash</li> </ul>
(C) relate the figurative language of a literary work to its historical and cultural setting	-Text dependent reading				
<p>ELPS:</p> <p>4J Show comprehension through inferential skills</p> <p>4K Show comprehension through analytical skills</p> <p>1C Use techniques to learn new vocabulary</p> <p>1H Expand repertoire of learning strategies to acquire language</p>		Keystone test generator/ ancillary			

**(10.4) Reading/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 archetypes and motifs in drama affect	How do archetypes and motif affect plot in drama?	*What recurring theme affected the plot of this play? *How was the plot of this play	<ul style="list-style-type: none"> <li>aside</li> <li>soliloquy</li> </ul>	<ul style="list-style-type: none"> <li>MISD Best Practices</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.webenglishteacher.com/juliuscaesar.html">http://www.webenglishteacher.com/juliuscaesar.html</a></li> </ul>
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<p>the plot of plays.</p> <p><i>ELPS:</i>  <i>4J Show comprehension through inferential skills</i>  <i>4K Show comprehension through analytical skills</i>  <i>1D Speak using learning strategies</i>  <i>1E Use and reuse new academic language</i>  <i>3G Orally express opinions, ideas, and feelings</i></p>	<p>-Archetypes: (1) an original model or type after which other similar things are patterned; a prototype. (2) An idea example of a type.          - Motifs: (1a) A recurrent thematic element in an artistic or literary work. (1b) A dominate theme or central idea.</p>	<p>affected by the playwright’s use of an archetype?</p> <p><i>Keystone test generator/ ancillary</i></p>	<ul style="list-style-type: none"> <li>• comic relief</li> <li>• dramatic irony</li> <li>• blank verse</li> <li>• foreshadowing</li> <li>• stage directions</li> <li>• mood</li> <li>• plot</li> <li>• allusion</li> <li>• archetype</li> <li>• drama</li> <li>• comedy</li> <li>• tragedy</li> <li>• motif</li> </ul>	<ul style="list-style-type: none"> <li>• Teach Julius Caesar (whole or excerpts, especially the speeches to go with rhetorical strategies and persuasion)</li> <li><b>B</b> -Think Pair Share</li> <li><b>AH</b> - Open Ended response using textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.webenglishteacher.com/sophocles.html">http://www.webenglishteacher.com/sophocles.html</a></li> <li>• <i>Julius Caesar, modified text and or graphic novel</i></li> <li>• No Fear Shakespeare</li> <li>• Longman Keystone, 2B, Unit 3 Literary Analysis Texas Skillbuilder pp 224-225</li> <li>• AVID: The Write Path: ELL Learners Teacher Guide</li> <li>• Texas Write Source</li> <li>• Rosetta Stone</li> <li>• English in a Flash</li> </ul>
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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 analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts</p>	<p>How does the works cultural and historical context affect the readers understanding?           What is the author’s</p>	<p>*What was the author’s purpose in this selection?          *What were the four most important details in support of the author’s purpose in this article?          *Which quotation from the</p>	<ul style="list-style-type: none"> <li>• hyperbole</li> <li>• dialogue</li> <li>• character</li> <li>• motivation</li> <li>• flashback</li> <li>• author’s purpose</li> </ul>	<ul style="list-style-type: none"> <li>• MISD Best Practices</li> <li>• Teach Julius Caesar (whole or excerpts, especially the speeches to go with</li> </ul>	<ul style="list-style-type: none"> <li>• ,Atlapedia Online <a href="http://www.atlapedia.com">http://www.atlapedia.com</a></li> <li>• Best of History web site <a href="http://besthistory">http://besthistory</a></li> </ul>
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and provide evidence from the text to support their understanding.  <i>ELPS:</i> 2H Understand and implicit ideas and information 4F Use visual and contextual supports 4I Show comprehension through basic reading skills 4J Show comprehension through inferential skills 4K Show comprehension through analytical skills	purpose?	selection best summarizes the author's view of __? *What was the controlling idea throughout this selection?  <i>Keystone test generator/ ancillary</i>		rhetorical strategies and persuasion) <i>B/I - Use graphic media to facilitate understanding</i> <i>A/AH - Webquest</i> <i>AH - Open Ended Response using textual evidence.</i> <i>All - Scavenger Hunt</i>	<a href="https://www.sites.net/2B">sites.net/2B</a> , Unit 3 <i>Literary Analysis Texas Skillbuilder pp 224-225</i> <ul style="list-style-type: none"> <li>• Julius Caesar, modified text and or graphic novel</li> <li>• Longman Keystone</li> <li>• AVID: The Write Path: ELL Learners Teacher Guide</li> <li>• Texas Write Source</li> <li>• Rosetta Stone</li> <li>• English in a Flash</li> </ul>
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**(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.**

(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;  (B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support	How is a critique different from a summary?  What is the difference between essential and nonessential information?  What is an unsubstantiated opinion?	*What is the best summary of this article? *Which of the following is a critique of this selection and not a summary? *The conclusion reached by the author in paragraph __ is based on what type of evidence? *The evidence used by the author of this selection to support his/her arguments would be classified as -	<ul style="list-style-type: none"> <li>• logical evidence</li> <li>• empirical evidence</li> <li>• anecdotal evidence</li> <li>• critique</li> <li>• non-essential information</li> <li>• unsubstantiated opinion</li> <li>• <i>motivation</i></li> <li>• <i>dialogue</i></li> <li>• <i>allusion</i></li> </ul>	<ul style="list-style-type: none"> <li>• MISD Best Practices</li> <li>• Look at theater critiques.</li> <li>• Julius Caesar (emphasis on the speeches) and transitioning into contemporary political debates, focusing on</li> </ul>	<ul style="list-style-type: none"> <li>• Holt- Unit 11 pg. 1290 Theater Reviews.</li> <li>• Julius Caesar, modified text and or graphic novel</li> <li>• Longman Keystone, 2B, Unit 3</li> <li>• Expository Writing Editorial, p 179</li> <li>• Longman Keystone,</li> </ul>
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<p>conclusions and arguments in texts;</p> <p>(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns</p> <p><i>ELPS:</i>  <i>1C Use techniques to learn new vocabulary</i>  <i>1H Expand repertoire of learning strategies to acquire language</i>  <i>4I Show comprehension through basic reading skills</i>  <i>4J Show comprehension through inferential skills</i>  <i>4K Show comprehension through analytical skills</i></p>	<p>How do you differentiate between the different kinds of evidence?</p> <p>-Logical: Reasoning or capable of reasoning in a clear and consistent manner; based on earlier or otherwise know statements, events, or conditions; reasonable.</p> <p>-Empirical: (1a) Relying on or derived from observation or experiment. (1b) Verifiable or provable by means of observation or experiment.</p> <p>-Anecdotal: Based on casual observations or indications rather than rigorous or scientific analysis.</p>	<p>*The statement, “__” in paragraph __ is an example of what type of evidence?</p> <p><i>Keystone test generator/ ancillary</i></p>	<ul style="list-style-type: none"> <li>• <i>anecdote</i></li> <li>• <i>paradox</i></li> </ul>	<p>rhetoical strategies and evidence.</p> <p><b>B</b> - <i>Graphic organizers</i></p> <p><b>B/I</b> – <i>Who, What, When, Where, and Why (5 W’s Strategy)</i></p> <p><b>AH</b> - <i>Open Ended Response using textual evidence.</i></p> <p><b>All</b> - <i>Six Traits of Writing</i></p>	<p><i>2B, Unit 3, Critique Review, p 195</i></p> <ul style="list-style-type: none"> <li>• <i>No Fear Shakespeare</i></li> <li>• <i>AVID: The Write Path: ELL Learners Teacher 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>
<p><b>(10.10) 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.</b></p>					
<p>(A) explain shifts in perspective in arguments about the same topic and</p>	<p>What role do evidence, rhetorical strategies and logical fallacies play in</p>	<p>*What is the difference in the viewpoints of the authors of these two selections?</p>	<ul style="list-style-type: none"> <li>• rhetorical devices</li> <li>• repetition</li> <li>• parallelism</li> </ul>	<ul style="list-style-type: none"> <li>• MISD Best Practices</li> <li>• Julius Caesar &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Julius Caesar, Campaign speeches, critiques, debates,</li> </ul>

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<p>evaluate the accuracy of the evidence used to support the different viewpoints within those arguments</p> <p>(B) analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks.</p> <p><i>ELPS:</i>  <i>2H Understand implicit ideas and information</i>  <i>4J Show comprehension through inferential skills</i>  <i>3G Orally express opinions, ideas, and feelings</i></p>	<p>persuasive texts and contemporary political debates?</p>	<p>*Why is paragraph __ so important in 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 opinion is the debater, __, using to appeal to the audience?</p>	<ul style="list-style-type: none"> <li>• rhetorical question</li> <li>• oxymoron</li> </ul>	<p>Contemporary Political Debates</p> <ul style="list-style-type: none"> <li>• After studying the speeches in Julius Caesar and looking at them for rhetorical strategies/fallacies, transition into modern expository texts, especially contemporary political debates, looking at how those strategies are still relevant.</li> </ul> <p><i>B - Think, Pair, Share</i>  <i>AH - Open Ended Response using textual evidence.</i></p>	<p>essays, persuasive essays, propaganda</p> <ul style="list-style-type: none"> <li>• <a href="http://www.huffingtonpost.com/news/presidential-debates">http://www.huffingtonpost.com/news/presidential-debates</a>.</li> <li>• A Handbook of Rhetorical Devices <a href="http://www.virtualsalm.com/rhetoric.htm">http://www.virtualsalm.com/rhetoric.htm</a></li> <li>• Oxymoron List <a href="http://www.oxymorolist.com">http://www.oxymorolist.com</a></li> <li>• <i>Longman Keystone, 2B, Unit 6, Texas Skillbuilders – Text Analysis and Types of Evidence</i></li> <li>• <i>No Fear Shakespeare</i></li> <li>• <i>AVID: The Write Path: ELL Learners Teacher 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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**(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.**

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<p>(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone</p> <p><i>ELPS:</i>  <i>1E Use and reuse new academic language</i>  <i>3C Speak in a variety of sentence structures</i>  <i>3E Share in cooperative groups</i>  <i>3H Orally narrate, describe, and explain</i>  <i>3I Use oral language for formal and informal purposes</i>  <i>5B Write using newly acquired vocabulary</i>  <i>5E Employ complex grammatical structures</i>  <i>5F Write using variety of sentence structures and words</i>  <i>5G Narrate, describe, and explain in writing</i>            3I</p>	<p>How can mood and tone be changed through syntax and diction choices within a scene?</p>	<p>*How do you stage a play?            *How can explicit theme be expressed?            *How is expressing implicit theme different?            *What is the difference between mood and tone?            *How is mood achieved in a play?</p> <p><i>Keystone test generator/ ancillary</i></p>	<ul style="list-style-type: none"> <li>dramatic script</li> <li>stage directions</li> <li>set directions</li> <li>tone</li> <li>mood</li> <li>explicit theme</li> <li>implicit theme</li> </ul>	<ul style="list-style-type: none"> <li>Rewrite a scene from a play in various tones and styles to illustrate interpretive skills.</li> </ul> <p><i>B/I – Who, What, When, where, and Why - (5W chart) to prepare for writing a scene or short play</i></p> <p><i>All - Reader's Theater</i></p>	<ul style="list-style-type: none"> <li>Holt- Unit 10: Writing Workshop: Dramatic Script.</li> <li><i>Julius Caesar, modified text and or graphic novel</i></li> <li><i>Longman Keystone, 2B, Write a Short Play, p 221</i></li> <li><i>Longman Keystone, 2B, Texas Skill Builder Writer Script, pp 234-237</i></li> <li><i>No Fear Shakespeare</i></li> <li><i>AVID: The Write Path: ELL Learners Teacher 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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<b>(10.16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</b>					
Students are expected to write an argumentative essay to the appropriate	How do students produce a clear persuasive essay or	*What are the different types of persuasive techniques? *How is the thesis or purpose	<ul style="list-style-type: none"> <li>rhetorical devices</li> <li>fallacies</li> <li>persuasive</li> </ul>	<ul style="list-style-type: none"> <li>MISD Best Practices</li> <li>After reading the</li> </ul>	<ul style="list-style-type: none"> <li>Speech and debate: <a href="http://www.webnglishteacher.com/spe">http://www.webnglishteacher.com/spe</a></li> </ul>

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<p>audience that includes:</p> <p>(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;</p> <p>(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context);</p> <p>(C) counter-arguments based on evidence to anticipate and address objections;</p> <p>(D) an organizing structure appropriate to the purpose, audience, and context;</p> <p>(E) an analysis of the relative value of specific data, facts, and ideas; and</p>	<p>speech?</p>	<p>identified in a persuasive text? *What rhetorical devices in a persuasive text versus informative text? *How do you use rhetorical devices and fallacies to there best advantage in a speech or essay?</p> <p><i>Keystone test generator/ ancillary</i></p>	<p>techniques</p> <ul style="list-style-type: none"> <li>argument strategies</li> <li><i>convince</i></li> <li><i>challenge</i></li> <li><i>patterns</i></li> <li><i>illustrate</i></li> <li><i>dialogue</i></li> <li><i>anecdote</i></li> <li><i>paradox</i></li> </ul>	<p>Julius Caesar speeches and contemporary political debates and studying the rhetorical strategy/fallacies involved, students could write similar speeches to persuade.</p> <ul style="list-style-type: none"> <li>This could possibly be combined with the “scene” TEKS above, requiring students to use persuasive techniques in a staged scene like in Julius Caesar.</li> <li>Traditional persuasive essays could also be written to argue about a text read in class.</li> <li>Students could write a speech to be used in a debate in class.</li> <li>Students could</li> </ul>	<p><a href="#">ech.html</a>.</p> <ul style="list-style-type: none"> <li>Rubrics: <a href="http://www.teach-nology.com/web_to_ols/rubrics/">http://www.teach-nology.com/web_to_ols/rubrics/</a>.</li> <li><i>Longman Keystone, 2B, Unit 3 Persuasive Paragraph, p 207</i></li> <li><i>Longman Keystone, 2B, Unit 3 Listening and Speaking workshop, pp 238-239</i></li> <li><i>Longman Keystone, 2B, Unit 3 Writing Workshop Persuasive Brochure, pp 240-243</i></li> <li><i>Longman Keystone, 2B, Unit 3 Expository Writing Letter to Editor, p 219</i></li> <li><i>Longman Keystone, 2B, Unit 3, Critique Review, p 195</i></li> </ul> <p>Ease History <a href="http://www.easehistory.org/">http://www.easehistory.org/</a></p>
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<p>(F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).</p> <p><i>ELPS:</i>  <i>1G Distinguish formal and informal English</i>  <i>1H Expand repertoire of learning strategies to acquire language</i>  <i>3E Share in cooperative groups</i>  <i>5B Write using newly acquired vocabulary</i>  <i>5D Edit writing</i>  <i>5F Write using variety of sentence structures and words</i>  <i>5G Narrate, describe, and explain in writing</i>  <i>4I Show comprehension through basic reading skills</i>  <i>4J Show comprehension through inferential skills</i>  <i>4K Show comprehension through analytical skills</i></p>				<p>debate aspects of Julius Caesar (who was the real antagonist, etc) and have to incorporate rhetorical strategies learned.</p> <p><i>B - Think-alouds</i>  <i>B/I - Graphic Organizers</i>  <i>All –</i>  <i>-6 Traits of Writing</i>  <i>- Peer Editing</i></p>	<ul style="list-style-type: none"> <li>• <i>No Fear Shakespeare</i></li> <li>• <i>AVID: The Write Path: ELL Learners Teacher 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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