

Course: ESOL II / Grade 10		Text: Keystone		Designated Six Weeks: Fifth	
Unit: Nonfiction, Interpretive Response					
TEKS/ELPS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginning I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

Incorporate Ongoing TEKS in every six weeks

5th 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

<p>(A) compare and contrast differences in similar themes expressed in different time periods;</p> <p>(C) relate the figurative language of a literary work to its historical and cultural setting.</p> <p><i>ELPS:</i> <i>1C Use techniques to learn new vocabulary</i> <i>4K Show comprehension through analytical skills</i> <i>1H Expand repertoire of learning strategies to acquire language</i> <i>4J Show comprehension through inferential skills</i></p>	<p>How are themes in literature connected across cultures?</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>	<p>In context of nonfiction literature:</p> <ul style="list-style-type: none"> • allusion (<i>classical, mythological, biblical, literary</i>) • archetypes • dialect • hyperbole • irony (<i>verbal, situational, dramatic</i>) • Metaphor • moral dilemmas • personification • plot • point of view • pun • setting • symbol • theme • tone 	<ul style="list-style-type: none"> • MISD Best Practices • Compare themes/figurative language from a selection of nonfiction short stories found in textbook and novels • Summary Frames 	<ul style="list-style-type: none"> • Nonfiction novel from MISD approved novel list • http://www.webenglishteacher.com/index.html • <i>Keystone 2B:</i> <ul style="list-style-type: none"> - “<i>That Older Generation</i>” - from “<i>Of Beetles & Angles</i>” - “<i>We Are Each Other’s Business</i>” - “<i>Raoul Wallenberg and the Rescue of Hungary’s Jews</i>” • <i>AVID text: The Write Path English Language Learners Teacher Guide</i>
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(10.6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.					
<p>Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.</p> <p><i>ELPS:</i> 4E Read linguistically accommodated materials 4J Show comprehension through inferential skills 4K Show comprehension through analytical skills</p>	<p>How do writers use literary elements to express themselves in nonfiction?</p> <p>-syntax: The pattern of formation of sentences or phrases in a language. -diction: Choice and use of words in speech or writing.</p>	<p>*How did the role of diction of ___ affect the plot of this literary essay? *How did the writer of this speech use syntax to focus on a central idea or message?</p> <p><i>Keystone test generator/ ancillary</i></p>	<ul style="list-style-type: none"> • syntax • diction • voice • tone • imagery 	<ul style="list-style-type: none"> • MISD Best Practices • Compare figurative language from a selection of speeches found in textbook and/or novel <i>B/I Hi-Lo Readers</i> <i>B/I/A Sustained Silent Reading Program</i> 	<ul style="list-style-type: none"> • Nonfiction text from MISD approved list • Library and databases • Famous speeches: http://www.americanrhetoric.com/top100speechesall.html.

(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</p>	<p>What is the controlling idea and specific purpose in an informational text?</p> <p>How do students determine important details?</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 selection best summarizes the author's view of ___?</p>	<ul style="list-style-type: none"> • narrator • repetition (alliteration, assonance, rhyme, rhythm) • archetype • diction • voice 	<ul style="list-style-type: none"> • MISD Best Practices • Read and compare nonfiction texts <i>B - Writing scaffolds</i> <i>Double entry</i> <i>I/A/AH - Summary frames</i> 	<ul style="list-style-type: none"> • Library resources, example background on nonfiction literature • <i>Keystone 2B: -"Raoul Wallenberg and the Rescue of</i>

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<p>less important details.</p> <p><i>ELPS:</i> 4J Show comprehension through inferential skills 4K Show comprehension through analytical skills</p>	<p>-Text dependent reading</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"> • structure • style • tone • syntax • extended metaphor 	<p><i>A/AH - journals</i></p>	<p><i>Hungary's Jews</i> - "How We See" <i>Keystone 2A:</i> <i>From "FDR: The New Deal President"</i></p> <ul style="list-style-type: none"> • <i>AVID text: The Write Path English Language Learners Teacher Guide</i>
<p>(10.15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>					
<p>(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:</p> <p>(i) extends beyond a summary and literal analysis;</p> <p>(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and</p> <p>(iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices;</p> <p>literal analysis;</p>	<p>What strategies can students use to effectively communicate ideas and information to specific audiences for specific purposes?</p> <p>-Analytical essay skills -Literary response</p>	<p>*What is an interpretive essay? *How do you analyze a piece of nonfiction literature without doing a plot summary? *What rhetorical devices are necessary for an interpretive essay? *How do you create a thesis and support it with evidence from the text in an interpretive essay? *How do you respond to an expository or literary text?</p> <p><i>Keystone test generator/ ancillary</i></p>	<ul style="list-style-type: none"> • motivation • dialogue • allusion • anecdote • paradox 	<ul style="list-style-type: none"> • MISD Best Practices • Students write a response to a nonfiction, expository, or literary text. • Writing workshops <p><i>I/A/AH -</i> - "How To" essay - Practice job application</p>	<p>Nonfiction novel</p> <p>Journals: http://classroom-activities.suite101.com/article.cfm/literature_response_journals_for_k12_students.</p> <p><i>AVID text: The Write Path English Language Learners Teacher Guide</i></p>



English for Speakers of Other Languages

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(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and (iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices; <i>ELPS:</i> <i>5F Write using variety of sentence structures and words</i> <i>5G Narrate, describe, and explain in writing</i> <i>1G Distinguish formal and informal English</i>						