

Course: ESOL I/ Grade 9		Text: Keystone		Designated Six Weeks: ALL	
Focus: Ongoing TEKS					
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies B=Beginner I=Intermediate A=Advanced AH=Advanced High	Resources/ Weblinks

Philosophy for Writing and Research

As the writing and research processes are whole skills, each should be reinforced at all 6 weeks terms. However, specific skills may also be reinforced within specific 6 weeks units. Therefore, while all writing and research TEKS are included within the ongoing section, attention is given to individual skills within each noted term. Not all writing and research TEKS are taught within each term as the focus should remain on whole year, whole process instruction.

Philosophy for Reading

Within each semester, at least one selection from the novel list should be utilized for instruction in addition to the textbook and outside sources.

Philosophy for Standardized Test Preparation

Within each 6 week term, at least one timed reading and/or writing assessment should be given. This assessment is in response to the untimed nature of state testing in contrast to the timed nature of standardized testing.

Ongoing TEKS reinforced each six weeks

[Figure: 19 TAC §110.17\(b\)](#)

Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth and increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(A) reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and (B) make complex inferences about text and use textual evidence to support understanding.	What can students do to reflect on their understanding? How can students effectively use reading skills to comprehend text and become self-directed, critical readers? How does textual evidence support inferences and understanding of what is	*Summarize this selection by including the four most important events. *What is the best summary of this selection? *What sensory image does the author use to enhance the understanding of the reader? *What connection can the reader make between the author’s purpose and the main character’s motivation? *A conclusion that can be made about ___ in this story is –	<ul style="list-style-type: none"> ● Use background knowledge ● Create sensory images ● Generate questions ● summarizing and synthesizing ● connection to text, self, and world ● analyze ● interpret ● infer ● predict ● paraphrase 	<ul style="list-style-type: none"> ● MISD Best Practices B -Retellings I/A/AH Inferring A/AH Synthesizing All - - Question stems - Visualizing - Think-Aloud - Setting a purpose - Predicting - Determining importance 	<ul style="list-style-type: none"> ● MISD Approved Reading List ● Independent reading books ● Short stories ● Picture books ● Poetry ● Music ● Pearson Keystone 1A and 1B
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<p><i>ELPS:</i> 2D Monitor understanding and seek clarification 2E Use linguistic support to confirm and enhance understanding 3G Orally express opinions, ideas, and feelings 3H Orally narrate, describe, and explain 4D Use pre-reading supports 4E Read linguistically accommodated materials 4I Show comprehension through basic reading skills 4J Show comprehension through inferential skills 4K Show comprehension through analytical skills 4F Use visual and contextual supports</p>	<p>read? -Text dependent reading</p>	<p>*The reader can tell that – *What text evidence supports the conclusion that __? *Based on the evidence in paragraph __, the reader can conclude that – *Paragraph __ suggests that – *You can tell from this passage that – *The reader can infer from paragraph __ that – *Which sentence in this selection supports the inference that __? *The reader can conclude that the author – *What can you conclude about __? *What information in this article supports the conclusion that __? *In paragraph __, the sentence “ __ ” shows –</p>	<ul style="list-style-type: none"> • cause and effect • generalization • main idea • drawing conclusions • outline • connotation • denotation 		
<p>(9.1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>					

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<p>(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;</p> <p>(C) produce analogies that describe a function of an object or its description;</p> <p>(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo); and</p> <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their</p>	<p>Are students able to understand new vocabulary and use it when reading and writing?</p> <p>How can textual context allow students to distinguish between denotative and connotative meanings?</p> <p>Are students able to effectively use a dictionary, glossary, or thesaurus?</p>		<ul style="list-style-type: none"> • affix • suffix • root • synonym • antonym • cognate • context • vowel-consonant patterns • word stem • denotative • connotative • thesaurus 	<p><i>B/ I - Acting out words</i></p> <p><i>I/ A/ AH - Vocabulary</i></p> <p><i>A/ AH –</i></p> <ul style="list-style-type: none"> - Collage incorporating words - Concept map <p><i>All –</i></p> <ul style="list-style-type: none"> - DLA Warm-ups - Word Wall - Vocabulary trees cartoons - Using words in sentences - Crossword puzzles - Context clues 	<ul style="list-style-type: none"> • Word Stem Program • 12 Powerful Words • http://www.webenglishteacher.com/ • Pearson Keystone 1A and 1B
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English for Speakers of Other Languages

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<p>connotations and denotations, and their etymology.</p> <p><i>ELPS:</i> <i>1B Monitor language with self-corrective techniques</i> <i>1C Use techniques to learn new vocabulary</i> <i>1E Use and reuse new academic language</i> <i>1H Expand repertoire of learning strategies to acquire language</i> <i>4A Learn relationships of sounds and letters in English</i> <i>4C Develop sight vocabulary and language structures</i> <i>4K Show comprehension through analytical skills</i> <i>4F Use visual and contextual supports</i> <i>4K Show comprehension through analytical skills</i></p>					
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(9.17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of the following parts of speech in the context of reading,	Can students demonstrate the function of and use of the conventions of		<ul style="list-style-type: none"> • oral language • written language • formal language • informal language 	<ul style="list-style-type: none"> • MISD Best Practices • <i>B/I - Grammar booklet</i> 	<ul style="list-style-type: none"> • <i>Pearson Keystone 1A and 1B</i> • <i>Texas Write Source</i>
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<p>writing, and speaking:</p> <p>(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);</p> <p>(ii) restrictive and nonrestrictive relative clauses; and</p> <p>(iii) reciprocal pronouns (e.g., each other, one another);</p> <p>(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and</p> <p>(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p> <p><i>ELPS:</i> <i>1H Expand repertoire of learning strategies to acquire language</i> <i>5E Employ complex grammatical structures</i> <i>5F Write using variety of sentence structures and</i></p>	<p>academic language when speaking and writing?</p> <p>Can students use a variety of correctly structural sentences?</p>		<ul style="list-style-type: none"> • active verb • passive verb • gerund • infinitive • subjunctive mood • reciprocal pronoun • simple sentence • compound sentence • compound/complex sentence 	<p><i>I/A/AH - Grammar children's book</i> <i>A/AH -Peer editing</i> <i>All - Radio report</i></p>	
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words

(9.18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

<p>(A) use conventions of capitalization; and</p> <p>(B) use correct punctuation marks including:</p> <p>(i) quotation marks to indicate sarcasm or irony;</p> <p>(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and</p> <p>(iii) dashes to emphasize parenthetical information.</p> <p><i>ELPS:</i> 5C Spell familiar English words 5E Employ complex grammatical structures</p>	<p>Can students create legible documents using appropriate conventions of capitalization and punctuation in written compositions?</p>		<ul style="list-style-type: none"> • quote • comma • sarcasm • irony • dash 	<ul style="list-style-type: none"> • MISD Best Practices <i>B/I - Grammar booklet</i> <i>I/A/AH - Grammar children's book</i> <i>A/AH - Peer editing</i> <i>All - DLA Warm-ups</i> 	<ul style="list-style-type: none"> • Texas Write Source • <i>Pearson Keystone 1A and 1B</i>
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(9.19) Oral and Written Conventions/Spelling. Students spell correctly.

Students are expected to	Can students			• MISD Best	Most commonly
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spell correctly, including using various resources to determine and check correct spellings. <i>ELPS:</i> <i>1B Monitor language with self-corrective techniques</i> <i>5A Learn relationships between sounds and letters when writing</i> <i>5C Spell familiar English words</i>	demonstrate the ability to use various resources to determine and check correct spellings?			Practices <i>B/ I - Grammar booklet</i> <i>I/A/AH - Grammar children's book</i> <i>A/AH - Peer editing</i> <i>All - DLA Warm-ups</i>	misspelled words list • Dictionary • Thesaurus • <i>Texas Write Source Text/Work Book</i>
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(9.20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:					
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and (B) formulate a plan for engaging in research on a complex, multi-faceted topic. <i>ELPS :</i> <i>1E Use and reuse new academic language</i> <i>1F Use accessible language to learn new language</i> <i>3F Speak using common</i>	Can students formulate an open-ended research question? Can students formulate a plan for engaging in research?		<ul style="list-style-type: none"> • outline • summary • paraphrase • reflect • memoirs • diary • poll 	<ul style="list-style-type: none"> • MISD Best Practices <i>I/A/AH –</i> <ul style="list-style-type: none"> - <i>Reading critically</i> - <i>Autobiographies</i> - <i>Logs</i> - <i>Surveys</i> - <i>Polls</i> - <i>Speeches</i> <i>A /AH - Synthesizing</i> <i>All -</i> <ul style="list-style-type: none"> - <i>Outlining</i> - <i>Summarizing</i> - <i>Note taking</i> - <i>Paraphrasing</i> - <i>Skimming</i> - <i>Graphic organizers</i> - <i>Pause and reflect</i> 	<ul style="list-style-type: none"> • Library • Gale Resources • Activities: http://www.enotes.com/documents/browse/Grade+9-Teaching+Guides-Language+Arts. • <i>Pearson Keystone 1A and 1B</i>

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<i>and context are vocabulary 3G Orally express opinions, ideas, and feelings</i>				<u>Additionally:</u> <i>All - - Journals - Observations - Interviews - Memoirs - Diaries - Experiments - Letters</i>	
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(9.21) 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:

(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; (B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard	Where can you gather relevant authoritative sources? Can students systematically organize information gathered from multiple sources? Are students able to paraphrase, summarize, quote and accurately cite all information? -Reliable sources		<ul style="list-style-type: none"> • primary source • secondary source • quotations • citations • reliable source • unreliable source • validity • accuracy 	<ul style="list-style-type: none"> • MISD Best Practices <i>I/A/AH –</i> - Reading critically - Autobiographies - Logs - Surveys - Polls - Speeches <i>A /AH - Synthesizing</i> <i>All -</i> - Outlining - Summarizing - Note taking - Paraphrasing - Skimming - Graphic organizers - Pause and reflect 	<ul style="list-style-type: none"> • Library • Gale Resources • Activities: http://www.mcrel.org/lesson-plans/lang/langlessons.asp. • Pearson Keystone 1A and 1B
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format (e.g., author, title, page number). <i>ELPS:</i> <i>1E Use and reuse new academic language</i> <i>1F Use accessible language to learn new language</i> <i>3F Speak using common and context are vocabulary</i> <i>3G Orally express opinions, ideas, and feelings</i>				<u>Additionally:</u> <i>All -</i> <i>- Journals</i> <i>- Observations</i> <i>- Interviews</i> <i>- Memoirs</i> <i>- Diaries</i> <i>- Experiments</i> <i>- Letters</i>		
(9.22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:						

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<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 5G Narrate, describe, and explain in writing</p>	<p>Can students clarify and modify research for reliability, validity, and accuracy?</p>		<ul style="list-style-type: none"> • primary source • secondary source • quotations • citations • reliable source • unreliable source • validity • accuracy 	<ul style="list-style-type: none"> • MISD Best Practices I/A/AH - <i>Autobiographies</i> - <i>Logs</i> - <i>Surveys</i> - <i>Polls</i> - <i>Speeches</i> All - - <i>Journals</i> - <i>Observations</i> - <i>Interviews</i> - <i>Memoirs</i> - <i>Diaries</i> - <i>Experiments</i> - <i>Letters</i> - <i>Inquiry research</i> 	<ul style="list-style-type: none"> • Library • Gale Resources • <i>Pearson Keystone 1A and 1B</i>
<p>(9.23) 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:</p>					

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<p>(A) marshals evidence in support of a clear thesis statement and related claims; (B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view; (C) uses graphics and illustrations to help explain concepts where appropriate; (D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and (E) uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials.</p> <p><i>ELPS:</i> <i>1B Monitor language with self-corrective techniques</i> <i>1C Use techniques to learn new vocabulary</i></p>	<p>Can students support a clear thesis in a logical way using a variety of evaluative and presentation tools?</p> <p>-Writing a thesis</p>		<ul style="list-style-type: none"> • presentation • multi media • rubrics • MLA formatting 	<p><i>I/A/AH –</i> <i>-Active Inspire</i> <i>Flipcharts</i> <i>- Word Processors</i> <i>All - Power Point</i></p>	<ul style="list-style-type: none"> • Holt McDougal Literature- Grade Holt Elements of Writing- Grade 9 • Library • Gale Resources • Purdue OWL: http://owl.english.purdue.edu/owl/resource/658/01/. • Research guide: http://www.aresearchguide.com/. • Pearson Keystone 1A and 1B • Texas Write Source
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<p>1H Expand repertoire of learning strategies to acquire language 4F Use visual and contextual supports 4J Show comprehension through inferential skills 5G Narrate, describe, and explain in writing</p>						
<p>(9.24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>						
<p>(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and</p>	<p>Can students listen attentively to others in formal and informal settings to produce thoughtful responses?</p>			<ul style="list-style-type: none"> MISD Best Practices I, A, AH – -Multimedia presentations - Impromptu speaking All -Collaborative learning 	<p>Pearson Keystone IA and 1B</p>	



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<p>elaboration;</p> <p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and</p> <p>(C) evaluate the effectiveness of a speaker's main and supporting ideas.</p> <p>ELPS <i>2A Distinguish sound and intonation</i> <i>2B Recognize English sound system in new vocabulary</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>2H Understand and implicit ideas and information</i> <i>2I Demonstrate listening comprehension</i></p>				<p><u>Additionally:</u> <i>All -</i> <i>- Student generated texts</i> <i>- Student generated presentations</i></p>	
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<i>3F Speak using common and context are vocabulary</i>						
(9.25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity.						
<p>Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p> <p><i>ELPS:</i> <i>1D Speak using learning strategies</i> <i>2C Learn language heard in interactions and instruction</i> <i>3A Practice speaking using English sound system in new vocabulary</i> <i>3B Use new vocabulary in oral and written</i></p>	<p>Do students demonstrate good delivery techniques appropriate to the purpose in order to communicate ideas effectively?</p>			<ul style="list-style-type: none"> • MISD Best Practices I/A/AH – - Multimedia presentations - Impromptu speaking All - - Collaborative learning - Student generated texts - Student generated presentations 	<p><i>Pearson Keystone 1A and 1B</i></p>	

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<i>communication</i> 3D Speak using grade level vocabulary in context 3G Orally express opinions, ideas, and feelings 3H Orally narrate, describe, and explain 3I Use oral language for formal and informal purposes 3J Respond orally to a variety of media sources						
(9.26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.						
Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making. <i>ELPS:</i> 1B Monitor language with self-corrective techniques 1G Distinguish formal and informal English 2I Demonstrate listening	Can students work productively with others in teams?			<ul style="list-style-type: none"> • MISD Best Practices <i>All -</i> - Problem-solving activities --solving puzzles, problem situation - Collaborative learning-projects, presentations, sharing 	<i>Pearson Keystone 1A and 1B</i>	



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<i>comprehension 3E Share in cooperative groups</i>						