

E-Newsletter

English Language Arts, First Six Weeks, 2009

Question-Signal-Stem-Share

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Newsletter edited by
ESC Region XIII

Question-Signal-Stem-Share is a strategy that helps to actively engage all students in thinking and allows teachers opportunities to listen for student understanding, misconceptions, and use of academic vocabulary. It is simple to implement and stimulates discussion.

Q

Pose a **question** to students. This question should be a thought provoking question that requires more than a one word answer. Write the question on the board or on a PowerPoint slide so that students can read the question and refer back to it while they are thinking. Sources for questions might include released TAKS items, TEKS, textbooks, curriculum documents and /or CSCOPE Guiding Questions found in the Exemplar Lessons.

S

Give students a **signal** that indicates they have thought about the question and are ready to share. For example, say, "When you can answer the following question, please stand up." Signals might also include raise/lower hands, sit down, pencils up/down, hand on chin, tap nose. Signals provide for wait time for all students. They allow ELL students time to translate information, if necessary, think, and formulate their answers. The result is higher level answers and students with more confidence in their answers. Wait time can also be used to allow students to write their responses in their journals.

S

Provide students with sentence **stems** as a framework to jump start their answers. Sentence stems provide grammatically correct models, thus allowing students to grapple with and focus on the content. This increases student confidence. When you expect student responses to be in complete sentences, providing a stem is essential.

Write stems on the board or in a PowerPoint. Provide word walls that include the major vocabulary used in the current topic of study. Prompt students to reference the wall as needed.

S

Students **share** their responses with a partner. In this way, each and every student has an opportunity to verbalize a response. Walk around the room and listen as students talk; check for understanding and listen for misconceptions. After partners have shared, select several students at random to share either their responses or their partners' responses. (This allows for more student confidence and eases stress.)

Based on the work of John Siedlitz

Technology Corner: Tools for an Engaging Engage

Integrating new information with prior knowledge is key to comprehension and aides in the metacognitive process. When students participate in activities that activate background knowledge they become authentically engaged and motivated to explore. Furthermore, engaging students to elicit background knowledge allows teachers a unique window into what students already know, and more importantly, where misconceptions might exist. The CSCOPE Instructional Focus Documents (IFDs) each begin with a section that provides insight into commonly held misconceptions and underdeveloped concepts. Teachers can expand this and identify localized misconceptions, which will vary from student to student. Many of these localized misconceptions are the result of students' prior experience with instruction that was not a component of an aligned curriculum and did not include specificity to the TEKS. In short, teachers throughout student academic careers may have inadvertently introduced misconceptions and these must be identified prior to continuing in a lesson.

Considering the importance of engaging learners from the start, it is critical that teachers identify and use tools and strategies that accommodate a wide range of student backgrounds and experiences, while at the same time, continuing to target the concepts and key understandings outlined in the IFD. Fortunately, certain technology tools can be integrated into the "engage" activities that provide for relevant and exciting experiences that transform teaching and learning in ways not otherwise possible. The following table provides columns to explain the high-level roles and responsibilities of students and teachers in the "engage" activities of a 5-E CSCOPE Lesson. On the following page, you will find classroom applications and corresponding resources that suggest strategies and practices teachers can adopt. (For more information about any of these resources and how to get started, visit <http://www5.esc13.net/instructionaltech>.)

*Article contributed by Lannon Heflin
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Developing Academic English for English Language Learners using the English Language Proficiency Standards (ELPS)

Imagine that you are a student in the grade level that you teach. You are expected to follow written and oral instructions, interpret words with multiple meanings, learn hundreds to thousands of abstract vocabulary words related to content-area concepts, write essays in response to literature and expository texts, and use comprehension strategies and prior knowledge to interpret what you are reading. Now imagine that you are must accomplish all of these tasks in a language that you don't know very well. Sound exhausting? Welcome to the world of an English language learner. English language learners (ELL) face the daunting task of being responsible for making progress in content area classes while simultaneously learning academic English, an abstract, complex form of English specific to content area subjects. In order to support ELL ability to produce academic English both orally and in writing, teachers should align their instruction with the English Language Proficiency Standards (ELPS).

The ELPS charge educators with integrating second language acquisition techniques with quality content area instruction in order to ensure that ELLs acquire social and academic lan-

guage proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential. The English Language Proficiency Standards (ELPS) specifically outline the student expectations for using language in the classroom to develop fluency in the areas of learning strategies, listening, speaking, reading and writing. The ELPS also outline the English language proficiency level descriptors that ELLs may exhibit within the language domains of listening, speaking, reading, and writing for the levels of for the levels beginning, intermediate, advanced, and advanced high. These proficiency level descriptors show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers provide linguistic accommodations to instruct ELLs commensurate with students' linguistic needs.

Using Language Objectives to Develop Academic English

Instruction for English learners must incorporate activities that support students' language devel-

(continued on page 6)

The Student...	Engage Activities...	The Teacher...
<p>Asks questions. Why did this happen? What do I already know about this? What can I find out about this? How can this problem be solved?</p> <p>Shows interest in topic. Responds to questions demonstrating their own entry point of understanding</p>	<p>Initiate the learning task. The activity should make connections between past and present learning experiences, and anticipate activities and organize students' thinking toward the learning outcomes of current activities.</p> <ul style="list-style-type: none"> Generate interest Access prior knowledge Connect to past knowledge Set parameters of the focus Frame the idea 	<p>Raises questions and problems. Elicits responses that uncover students' current knowledge about the concept/topic. Generates interest. Generates curiosity.</p>
Integrated Technology Strategy	Integrated Technology Strategy	Integrated Technology Strategy
<p>What – Peer Collaborative Discussion – Online Learning Community</p> <p>Why – Students need to participate in two way conversations with both teachers and peers. These discussions, although facilitated, are intended to be structured around open ended questions that require a personal response. Furthermore, each response should inspire feedback and “banter” about the subject. The more each student participates in discussing and defending their contribution, the more background knowledge and misconceptions are revealed.</p> <p>When – It is often difficult or impossible to ensure that every learner has equal opportunity to participate in this level of engaging discussion. Large classes, introverted/reluctant learners, and limited time continue to inhibit all-inclusive meaningful class discussions. Structure an online community of learners so that limited, flexible class time is needed to initiate the dialogue, and the conversations can continue anytime-anywhere.</p> <p>How – Fortunately for educators there are many free and easy online resources for building effective collaborative learning communities. Although the purpose of an online community of learners includes much more than discussion, the opportunity for learners to participate in a variety of discussion formats is an extremely important factor. The following tools are examples that represent tools teachers have used with students. It is important to understand the subtle and obvious differences, the pros and cons (such as sign up processes and front-loaded time) and the implications for security and legal concerns.</p> <ul style="list-style-type: none"> PBWiki Wikispaces Ning-- Google Apps/Docs/Sites Moodle ELGG VoiceThread OfficeLive 	<p>What – Pre and Post Learning Maps (Mind Mapping)</p> <p>Why – Activating background knowledge is most valuable when learners can visually represent connections to existing information and new information. One strategy is to have students create graphic organizers such as mind maps.</p> <p>When – Creating dynamic pre and post learning maps should begin before any formal instruction. The idea is to have students use graphics and connecting lines with annotation to scribe everything they know, or believe they know. Teachers might consider having students begin with KWL charts to collect initial thoughts. Consider the pre learning map as a draft that will transform as learning takes place.</p> <p>How – Using the IFD as a guide, the teacher should provide students with the Key Understandings for Learning and the Concepts. Students then make a list, create a Venn diagram, KWL chart, or any form of note taking to record everything they know or believe they know about the information. Teachers review these informally and note any misconceptions that will need attention. Compare these with the ones listed in the IFD.* Students then use any one of the following technology tools to create a draft pre learning map, making connections and comments. As learning occurs, students are given time to return to the saved versions of their graphics and add, remove, adjust, and modify accordingly. Teachers can formatively assess student learning through interaction with students and their learning maps.</p> <ul style="list-style-type: none"> Inspiration Kidspiration Gliffy CMAP 	<p>What – Teacher facilitated blog with comments – problem based</p> <p>Why – When learners are confronted with messy, real-world problems, they must activate multiple problem-solving strategies simultaneously and draw heavily on what they already know. Teachers engage students early in the CSCOPE unit by posing open-ended, problematic situations related to each Exemplar Lesson.</p> <p>When – At the beginning of each Exemplar Lesson, there are Key Understandings and Guiding Questions. Teachers can open each exemplar lesson by crafting a real-world, messy (no clear answer) problem or using the Guiding Questions.</p> <p>How – A major challenge in a classroom setting is allowing for each student to participate and contribute to ongoing problem-solving. Using technology tools such as a blog or wiki, teachers can craft and post the problem statements and questions. Students then access these and comment, dialogue and document as a way of contributing their input. Young elementary aged students should write their responses in a way that is developmentally appropriate. The teacher can then compile these into a class blog and share the class's collective wisdom. Older students can participate by commenting directly to the prompts in the chosen tool. The result will be a collection of student generated common understandings and comments that can add to the <i>Explore, Explain, Elaborate</i> and <i>Evaluate</i> sections of the lesson.</p> <p>Some recommended tools are:</p> <ul style="list-style-type: none"> Blogspot PBWiki Wikispaces Google Moodle Ning

Grouping Strategies

The lesson calls for you to assign the students into groups of 4-5. Now... you have some choices to make. Should you limit the size to 4? Should the students be heterogeneous or homogeneously mixed? Should you assign roles? The root of these questions exists as "What structures do I need to use?" In addition, reflecting on the goal(s) of the group learning experience is important.

Laurie and Spencer have many publications regarding Cooperative Learning. In the **Cooperative Learning Course Workbook** (2000), these goals are listed as "domains." The "domains" include: class building, teambuilding, mastery of content, thinking skills, communication skills, information sharing, and decision making. When you decide on the goals of the group learning experience, you can then plan the "structure" of the group.

Structure, according to Kagan & Kagan, is the "how" of teaching or the directions. Within each particular grouping strategy (examples: Carousel Feedback, Mix Pair Share, Inside-Outside Circle, and Numbered Heads Together), the teacher should consider positive interdependence of students, individual accountability, equal participation, and simultaneous interaction.

In **How to Differentiate Instruction in Mixed-Ability Classrooms** (2001), Carol Ann Tomlinson, illustrates a user-friendly chart for teachers as they prepare for any grouping strategy. (See sidebar.)

Cooperative grouping of students is essential to create an effective learning community. One key aspect of creating this environment is for the teacher and students to collaborate for mutual growth and success (Tomlinson, 2001). In addition, cooperative learning should be applied consistently and systematically (Marzano, et al., 2001). As with all instructional strategies, the success of cooperative learning is directly proportionate to the teacher's planning of the structure of the groups.

Sources.

Kagan, Laurie, and Spencer Kagan. Cooperative Learning Course Workbook. San Clemente: Kagan Publishing, 2000.

Marzano, Robert J., Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision & Curriculum Development, 2001.

Tomlinson, Carol Ann. How to Differentiate Instruction in Mixed-Ability Classrooms. Alexandria, VA: Association for Supervision & Curriculum Development, 2001.

Teacher Checklist for Group Work

- Students understand the task goals.
- Students understand what's expected of individuals to make the group work well.
- The task matches the goals (leads students to what they should know, understand, and be able to do)
- Most students should find the task interesting.
- The task requires an important contribution from each group member based on the student's skills and interests.
- The task is likely to be demanding of the group and its members.
- The task requires genuine collaboration to achieve shared understanding.
- Time lines are brisk (but not rigid).
- Individuals are accountable for their own understanding of all facets of the task.
- There's a "way out" for students who are not succeeding within the group.
- There is an opportunity for teacher or peer coaching and in-process quality checks.
- Students understand what to do next after they complete their work at a high level of quality.

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CSCOPE Doc Spot

When planning instruction, remember to start with the **Instructional Focus Document**. It contains several useful sections.

State Resources. Links to other state resources and training and websites are listed, thus providing reminders and a “container” for state trainings that relate to the unit.

Rationale. Explains which TEKS are bundled in the unit and why. Makes reference to previous and future learning ties.

Misconceptions and Underdeveloped Concepts. Identifies where previous inaccurate or imprecise student learning may become a barrier to accurate current learning. Listen for these during instruction so they can be addressed and corrected.

Performance Indicators. Defines the content to be mastered by the end of the unit and a process for demonstrating that mastery. ELPS choices are suggested.

Concepts and Key Understandings for Learners. Overarching ideas and essential understandings that students should have by the end of the unit. Unit instructional activities should each tie to these concepts and key understandings. Guiding Questions which lead to these understandings can be found in the Exemplar Lessons.

Key Academic Vocabulary Supporting Conceptual. Identifies the vocabulary that carries the weight of the unit content load and that will be used across grade levels. Vocabulary of instruction that ties to this vocabulary and unit concepts is found in the Exemplar Lessons.

Instructional Components. New to ELA this year. Instructional components for Grades K-5 are Word Study, Shared Reading, Shared Writing, and Independent Reading. Instructional components for Grades 6-12 are Word Study, Reading, and Writing.

The instructional components were added for the following reasons:

1. To support districts who teach reading and writing separately - (Helps teachers separate the standards and ensures that reading and writing are aligned even if taught at separate times or by different teachers.)
2. To better support a reading/writing workshop formats.
3. To ensure that writing is given the same emphasis as reading

TEKS and Specificity. Lists unit TEKS and specificity; also found in the Vertical Alignment Documents. Clearly defines what each student expectation looks like for the grade level. Crossed out portions of the TEKS have been/will be addressed in other units and are not the focus for the current unit. Specificity comes from TAKS and other state resources, the ELA/R glossary, and the College and Career Readiness Standards.

Submitting Unit Feedback

To submit feedback for a specific unit, you must be working in the unit first.

1. Open a unit.
2. Select **View/Edit Unit**. (This is the first tab on the right side of the screen.)
3. Select **Collaborative Feedback**. (This is the third tab from the left.) You will be able to see all of the feedback from your district.
4. Select **Submit Feedback** on the far right side of the screen.
5. Enter feedback or comments. Be very specific, using unit number, lesson number, page number and problem numbers.
6. Choose the category of feedback. You may enter different kinds of feedback:
 - Grammatical/Punctuation/Format Errors
 - Developer Issues/Bad Web Links/Attachment Issues/Other Tech Issues
 - Content-related suggestions or recommendations
 - Assessment Issues
7. Select **Submit**.

Quick Tip

Once you submit feedback, the response to that feedback will be placed on your home page under the Feedback tab. Select the unit title to view the feedback and the response.

(Continued from page 2)

opment. The English Language Proficiency Standards (ELPS), section C, outline the student expectations for developing language fluency in the areas of using learning strategies, listening, speaking, reading and writing.

Educators have long known the importance of clearly setting content objectives for students at the beginning of a lesson. These objectives should be aligned to the TEKS student expectations for the subject area. In addition to content objectives, teachers of English learners must establish *language* objectives in every lesson. Language objectives are aligned to the ELPS.

To craft language objectives for English learners, follow these easy steps:

1. Identify the content objective using the TEKS.
2. Determine what type of language skills the student will use to participate in the lesson and process the learning specified by the content objective (i.e. using learning strategies, listening, speaking, reading, and/or writing).
3. Choose the appropriate objective from the cross-curricular second language acquisition essential knowledge and skills sub-section C of the ELPS.
4. Craft a specific language objective for the lesson the ELPS. In the language objective, the teacher may want students to use specific content-area vocabulary words, sentence stems and/or paragraph frames to help students scaffold language.

Example:

TEKS 8.7(C) Use pictures or models to demonstrate the Pythagorean theorem;	Content Objective: Students will use manipulatives to explain the Pythagorean theorem.
ELPS: 3(D) speak using grade level vocabulary in context to internalize new English words and build academic language proficiency.	Language Objective: Students will use the vocabulary terms “Pythagorean theorem” and “model” and “demonstrates while giving an oral explanation of the Pythagorean theorem.

To successfully implement language objectives for ELL, follow these simple guidelines. Language objectives should be:

- ✦ Stated orally and posted in writing
- ✦ Discussed by the teacher and students at the start of the lesson
- ✦ Reinforced with explicit instruction during the lesson
- ✦ Practiced and assessed during the lesson

Reference: **ELPS Toolkit**, First Edition, Education Service Center Region XIII, 2008

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English Language Arts

First Six Weeks Preview



Kindergarten: Communication. The first day of kindergarten is an exciting time for children. They are learning new routines and behaviors as they transition into the school environment. Students are immersed in a language rich environment by having stories read to them and sharing their experiences and ideas with adults and peers. They practice appropriate use of language for purpose, audience, and occasion. Through rhyme and alliteration, students investigate the sounds of language by identifying and reciting nursery rhymes and short poems. A focus on phonological awareness, such as distinguishing and manipulating oral sound patterns, provides a foundation for oral and written fluency.

Print is explored for the purpose of understanding that reading is more than just looking at pictures and that spoken words can be written. Students recognize and write their own names. They begin to tell their own stories in pictures, through dictation and approximations of writing. They plan a first draft by generating ideas for writing through class discussion and by sequencing the action or details in the story.

Students deepen their understanding of literature by connecting the text to their own experiences, to other texts and by exploring characters in traditional fairy tales, lullabies, and folktales.

1st Grade: Communication. Students continue to be immersed in a language and literature rich environment in order to support language development and literacy learning. This year students will begin to see more clearly the connections among listening, speaking, reading, and writing.

During this unit, students continue to utilize the conventions of oral and written language in order to effectively communicate. Oral conventions are applied during discussions and conversations with classmates, teachers, parents, and school personnel.

Using alphabet knowledge, developing phonics skills, and sight word reading, students read independent-level text that fosters early fluency and comprehension. Students understand that writing is communication as they continue to generate ideas

and create drafts with more control of penmanship and basic grammar.

2nd grade: Communication. In this first unit, students continue to use oral and written conventions for effective communication. Comprehension deepens as they make connections to ideas within a text and across texts and learn more complex patterns of decoding.

During this unit, students will identify themes in well-known fables, legends and myths, locate facts and details about the stories, ask relevant questions, and support answers with evidence from text. Students read independently and use context to determine the meaning of unfamiliar words.

Through the writing process and a command of written conventions, students respond to literature and continue to write stories with a clear beginning, middle, and end.

3rd Grade: Literary Exploration Begins With Fiction. With the implementation of the new ELA/Reading TEKS, we will see a new emphasis on genre study in both reading and writing. Unit One focuses on the genre of fiction. Students will be immersed in the structures of a variety of fictional works to comprehend text. Fables, legends, tall tales, realistic fiction, historical fiction, poetry, and drama will be the literature that students read the first six weeks to learn how to make inferences, draw conclusions, and analyze characters while providing text evidence during reading. Sensory language is identified in text and explored in writing to create vivid, believable characters, settings, and plots. Students will learn the meanings of new words using prefixes, suffixes, homographs, homophones. They will also learn content-specific vocabulary such as the following literary terms: character, setting, plot, and sensory language. The writing process will continue to be practiced in third grade with students developing drafts by categorizing ideas and organizing them into paragraphs.

4th Grade: Literary Exploration Begins with Fiction. With the implementation of the new ELA/Reading TEKS, we will see a new emphasis on genre study in both reading and writing. Unit One focuses on the genre of fiction, with students describing characters by including their relationships and the changes they undergo. Sensory language techniques such as similes and metaphors are identified in text that students are reading and are explored in writing as well. Poetry and drama have certain structural elements that are used in the reading and writing. Learning about these structural elements can help students comprehend a poem or a play with greater confidence. Students will learn the meanings of new words using analogies, idioms, and vocabulary from fictional pieces of literature. The writing process will continue to be practiced in fourth grade with students composing text to express their ideas and feelings.



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5th Grade: Literary Exploration Begins with Fiction. With the implementation of the new ELA/Reading TEKS, we will see a new emphasis on genre study in both reading and writing. The first unit focuses on the genre of fiction, with students participating in character study while examining points of view and the variety of conflicts the character may encounter. Fables, tall tales, realistic fiction, historical fiction, poetry, and drama will be the literature that students use the first six weeks to learn how to make inferences, draw conclusions, analyze characters, and provide text evidence during reading. Students examine the elements of plot by describing and identifying how the plot gives rise to or foreshadows future events. Students will learn the meanings of new words using analogies, idioms, adages, and Latin and Greek roots. Fifth graders continue to apply the writing process to their genre study of fiction while generating story ideas that provide a framework for creative writing.

6th: Investigation Nonfiction and Poetry. During this unit, students will compose text using the fundamentals of the writing process to write about their own experiences. The goal is help students understand how literary techniques and structures affect the overall meaning of text and can enhance writing. Nonfiction text and poetry provide the avenue for students to practice making inferences, drawing conclusions, and providing textual evidence during their reading.

Students and teachers will examine literature based on individual interest and abilities. Listening, speaking, reading, and writing skills along with word study will allow for continued development of the comprehension and written communication processes. Literary techniques such as hyperbole, idioms, epitaphs, and personification are examined in memoirs and personal narratives while the structure (characteristics) of memoirs, personal narratives, and autobiographies are compared. Throughout the unit vocabulary, spelling, punctuation, capitalization, and grammar will be studied to support comprehension of oral and written expression. Word study will be inclusive of genre specific vocabulary, literary terms, and appropriate vocabulary from the literature. These connections will prepare students for the seventh grade move to analyzing the importance of graphical elements in poetry and to be able to describe structural differences among autobiography, a diary, and fictional adaptations.

7th grade: Investigation Nonfiction, Poetry. During this unit, students will describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation. The goal of this unit is to focus students' attention on the elements of nonfiction text in order to build a foundation for personal narrative writing.

Students will compose text using the fundamentals of the writing process while writing about their own experiences. They continue to write poetry. They will use literary techniques and write personal narratives that convey their thoughts and feelings about experiences. Throughout the unit vocabulary, spelling, punctuation, capitalization, and grammar that will be studied to support comprehension of oral and written expression. Word study will be inclusive of genre specific vocabulary, literary terms, and appropriate vocabulary from the literature. These connections will prepare students for the next grade level of instruction where they will analyze passages in well-known speeches for the author's use of literary techniques.

8th grade: Investigation Nonfiction and Poetry. During this unit, students will continue to analyze literary non-fiction texts and poetry along with passages from well-known speeches for the author's use of literary devices/ techniques and word and phrase choice. They will also continue to write effective personal narratives by applying more complex literary skills. Specificity of instruction in the areas of vocabulary, spelling, punctuation, capitalization, and grammar is used to study the unit and support comprehension and oral and written communication. Word study will be inclusive of genre specific vocabulary, literary terms, and appropriate vocabulary from the literature.

Students will also write a variety of literary texts including stories, poems, and scripts with increasing complexity. There will be an emphasis on the integration of listening, speaking, reading, and writing skills along with word study which will allow for the continued development of the processes necessary for comprehension and written communication for the study of more challenging text. These strategies are all prerequisites so that students in grade nine will be able to analyze how literary essays interweave personal examples and ideas with factual information along with the effects of diction and imagery in poetry.



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English I. Analyzing Fiction. This unit bundles student expectations that address word study, reading, and writing using fictional literature in order to support the analysis and creation of fictional text using complex literary elements and techniques. Various forms of fictional text including classical, mythical, and traditional literature representing a range of diverse cultures and backgrounds provide the avenue for the use and practice of inferring, drawing conclusions, and providing textual evidence during reading. Students examine teacher selected and student selected literature based on individual interests and abilities. An emphasis on the integration of listening, speaking, reading, and writing skills allow the continued development of processes while providing a foundation for college and career readiness.

In Grades 7 and 8, students identified and analyzed the elements of linear plot and setting in fictional literature explaining the effects of literary techniques while comparing a variety of literary works. They continued to write imaginative stories with interesting characters and setting. During this unit, students understand and analyze complex literary elements for their contribution in the development of nonlinear plot and overall theme. Students use literary techniques to enhance plot and develop characters in stories that express ideas and feelings about real or imagined people, events, and experiences. Using writing for the comparison of themes across literary and informational genres fosters reading and writing connections and allows for development of more complex reading comprehension strategies and writing processes. Students make inferences and draw conclusions through the analysis of denotative and connotative meanings. Word study will be inclusive of genre specific vocabulary, literary terms, and appropriate vocabulary from the literature. The emphasis of writing conventions and vocabulary provides a foundation for continual reflection on communicative accuracy.

In English II, students analyze isolated scenes and their contributions to the development of literary elements in a variety of works of fiction. Less obvious and more complex literary techniques (e.g., symbolism) will be examined across time periods.

English II. Analyzing Fiction. This unit bundles student expectations that address word study, writing, and reading of twentieth century world fiction in order to enable the critical analysis and creation of fictional text through the use of complex literary elements, and techniques specific to the genre. Various forms of fictional text including classical, mythical, and traditional literature representing a range of diverse cultures and historical backgrounds provide the avenue for continued use and practice of inference, drawing conclusions, and providing textual evidence during reading. Students examine teacher selected and student selected literature based on individual interests and abilities. An emphasis on the integration of listening, speaking, reading, and writing skills allows the continued development of processes while providing a framework for college and career readiness.

Prior to this unit, the English I TEKS required students to analyze complex elements of fictional literature, and explain the effects of multifaceted literary techniques, while comparing themes across literary and informational genres. During this unit, students analyze isolated scenes, and their contributions to the success of the plot in a variety of works of fiction. Less obvious (e.g., symbolism, connotative meaning) and more complex literary techniques (e.g., hyperbole, allegory, allusion, flashback) are analyzed for their complexity as students review literature across time. Students write literary text to express their ideas and feelings about real or imagined people, events, and experiences using literary strategies that enhance plot, character development, mood, and tone. Word study will be inclusive of genre specific vocabulary, literary terms, and appropriate vocabulary from the literature. The emphasis of writing conventions and vocabulary will provide a foundation for continual reflection on communicative accuracy and clarity. In English III, students evaluate how different literary elements shape the author's portrayal of the plot, and setting in works of fiction.

English III. The Art of Imagination. This unit bundles student expectations that address word study, writing, and reading using fictional American literature representing major literary periods in order to enable students to evaluate multiple structures and complex elements specific to the genre. Various forms of fictional text from classical, mythical, and traditional literature representing a range of diverse cultures and historical backgrounds from 20th and 21st century novels, plays, and films provide the avenue for continued use and practice of inference, drawing conclusions, and providing evidence from text to support understanding. An emphasis on the integration of reading and writing skills allows the continued development of processes, while providing a framework for college and career readiness.

Prior to this unit, the English II TEKS required students to analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction. During this unit, students evaluate how different literary elements shape the author's portrayal of the plot, and setting thorough connections outside the reading (e.g., other texts, world events, personal experiences). Students evaluate the author's use of setting and how it connects to the mood of a piece, as well as analyze the author's use of sensory details to create mood and enhance the



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theme of the writing. Students write literary text to express their ideas and feelings about real or imagined people, events, and experiences using literary techniques that enhance plot, character development, mood, and tone. The study of word etymology supports understanding of how vocabulary was influenced by the influx of diverse cultures. The emphasis of writing conventions and vocabulary will provide a foundation for continual reflection on communicative accuracy. In English IV, students will analyze how complex plot structures and techniques function, and how they advance the action in a work of fiction.

English IV. Entertaining Fiction. This unit bundles student expectations that address word study, writing, and reading of fictional British literature representing major literary periods in order to enable the evaluation of multiple structures and complex elements specific to the genre. Various forms of fictional text from classical, mythical, and traditional literature representing a range of diverse cultures and historical backgrounds provide the avenue for continued practicing of inference, drawing conclusions, and providing evidence from text to support understanding during reading. Students examine teacher selected, and student selected literature based on individual interests and abilities. An emphasis on the integration of listening, speaking, reading, and writing skills allows the continued development of processes while providing a framework for college and career readiness.

Prior to this unit, the English III TEKS required students to evaluate how different literary elements shape the author's portrayal of the plot and setting in works of fiction. During this unit, students analyze how complex plot structures, such as subplots and literary devices/techniques such as flashback, foreshadowing, and suspense, advance the action in works of fiction. Dilemmas and quandaries as revealed through character motivation, and behaviors are analyzed for effectiveness. Students write literary text to express their ideas, and feelings about real or imagined people, events, and experiences using literary techniques that enhance plot, character development, mood, and tone. Using writing for the comparison of universal themes across text fosters reading and writing connections and allows for development of more complex reading comprehension strategies and writing processes. Word study will be inclusive of genre specific vocabulary, literary terms, and appropriate vocabulary from the literature. The emphasis of writing conventions and vocabulary provides a foundation for continual reflection on communicative accuracy. In Unit 2, students will analyze poetry and drama using the skills acquired in this unit for the analysis of fiction.

Have questions about the newsletter? Contact your Education Service Center.

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