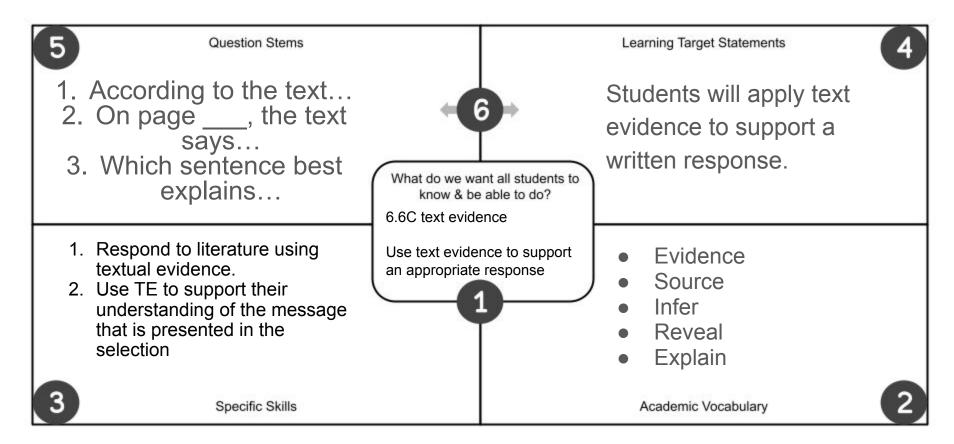
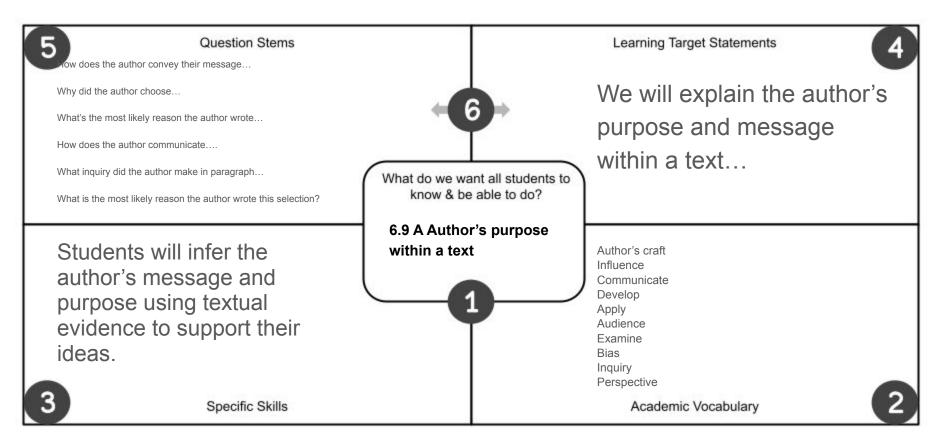
Unit 1 TEKS: 6.6C Text Evidence



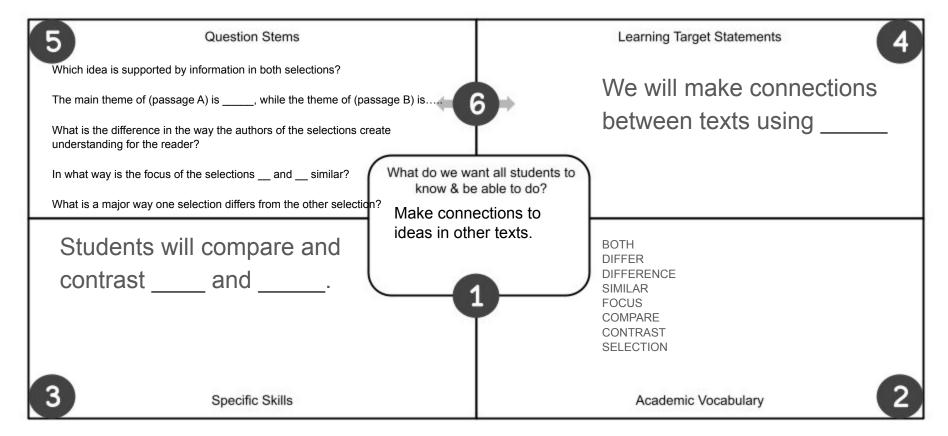
Unit 2 TEKS: 6.5F Inference

Question Stems Learning Target Statements Based on the evidence in the text, Students will be able to make I infer... inferences using text evidence 2. I can conclude that... to support their understanding. 3. This evidence suggests that... 4. Based on.... I can conclude that. What do we want all students to know & be able to do? 6.5F Inference Make inferences and use Infer 1. Make an inference evidence to support Suggest 2. Support with text evidence understanding. Evidence Conclude Support Imply Convey Academic Vocabulary Specific Skills

Unit 3 TEKS: 6.9A Author's Purpose and Craft



Unit 4 TEKS: 6.5E Making Connections



Unit 5 TEKS: 6.8E Argumentative Text

And the second stems

How does the author support the claim...

Which sentence from _____ shows an opposing viewpoint?

Which of the author's arguments are based on faulty reasoning?

How does the information in paragraph ____

support the author's argument?

Who is the intended audience of ___?

The author presents the counterclaim most likely to?

Students will identify the claim, supporting evidence, and determine the intended audience using argumentative text.

Specific Skills

Learning Target Statements

We will identify the claim of an argument using...

We will evaluate supporting evidence of an argument using...

We will determine the intended audience of an argumentative text using...

What do we want all students to know & be able to do?

Students will analyze

Students will analyze characteristics and structures of argumentative text.

Misconceptions:

Claim vs. reasons/evidence Who is the intended audience?

Claim Bandwagon
Argument Rhetorical devices
Evidence Logical fallacies
Reason Overgeneralization
Support Scapegoat
Conclusion Faulty reasoning

Thesis

Facts Bias
Credibility Rebuttal
Counterclaim Refute
Opposing Intended
Academic Vocabulary

Audience

Intended /ocabulary

Unit 6 TEKS: 6.8C Analyze how playwrights develop characters through dialogue and staging

5 Question Stems

What does the dialogue in paragraph _ suggest about _?
The stage directions in scene(s) are important because_?
How does the dialogue in_ contribute to the plot?
How is the conversation between ____ in scene ____ important to the plot?

The playwright wrote this drama most likely to _? Which line best supports the theme of the play? What is the main lesson of the drama?

Students will analyze how playwrights develop characters through dialogue and staging.

Specific Skills

Learning Target Statements

We will explain the differences among dialogue, cast, scenes, etc.

We will analyze plot elements in a drama.

We will analyze how stage directions and drama drive the plot forward.

We will create an additional scene to the end of a drama.

What do we want all students to know & be able to do?

Students will analyze how playwrights develop characters through dialogue and staging.

Misconceptions:

Acts vs. scenes Stage directions vs. dialogue Dialogue Express
Stage directions Plot
Cast Theme
Characters Conflict

Script Scenes Acts Props Actors

Theater Drama

Academic Vocabulary

2

Unit 7 TEKS: 6.5G Evaluate details read to determine key ideas

