MISD 4th Grade ESL Curriculum		Designated Six Weeks: 1st six weeks		
Text: National Geographic - Reach				
TEKS/ELPS	Assessment & Specificity	Vocabulary	Instructional Strategies B=Beginning, I =Intermediate, A=Advanced, AH=Advanced High	Resources/ Weblinks

(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:				
(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words and homographs; **(Readiness)** *ELPS:* *1C Use techniques to learn new vocabulary*	In paragraph ___, which word helps the reader know what ____means? In paragraph ___ the word _____ means___. *Can you list the three…?* *How would you explain…?*	• context clues • *homophones* • *homographs* • *definition*	***B/I**-Assisted cloze strategy. Discuss new vocabulary using visual aids. Read the passage together.* ***A/AH**-Cloze strategy. Use post it note to cover up the word. Have students use context clues to determine word meaning.* ***All -** Reach NG - Use PD41 (at very front of TE) Word Web to find multiple meanings for words*	• Games from Literacy Library • *Reach NG: eVisual 8.30 (homographs)* • *Reach NG: "The Librarian of Basra" pg.T551*
(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy: girl as male:____ or girl: woman as boy:_____); *ELPS:* *1E Use and reuse new academic language* *3B Use new vocabulary in oral and written communication.*	What do ___ and ___ have in common? In this story, the word _ is in paragraph _; this word is to __ as __ is to __. *How is ____ like ____?* *How is ____different from _____?*	• analogy • antonym • synonym • relationships • connection	***B/I**-Use word games using concrete picture clues* ***A/AH**-Students locate two examples of antonyms/synonyms within a passage and create an analogy.* ***All:** Activity "Mix and Match" Reach NG pg. PD59 in vey front of TE*	*Reach NG: pg. T304 Models teaching of antonyms*
(E) use a dictionary or glossary to determine the meanings, syllabication,	Read the meanings for the word below. Which meaning best fits the	• definition • syllabication	***B/I**-Use picture dictionaries to look up*	• glossary • dictionary

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and pronunciation of unknown words. **(Readiness)** *ELPS:* *5C Spell familiar English words* *4A Learn relationships of sounds and letters* *2B Recognize English sound system in new vocabulary*	way __ is used in the paragraph? (dictionary entry w/4 meanings, students use context clues to determine meaning as used in text) *Where would you find the meaning of ___?* *Can you select the appropriate meaning to go along with the text?*	• pronunciation • *dictionary* • *glossary*	*words. Pair with an* ***A/AH –*** **-** *peer to look up words.* *-The teacher gives words, and students look up words in dictionary and choose the correct meaning as used in the passage/story*	• Treasures: Unit 1, TE p. S13 "Vocabulary: Using a dictionary or glossary" • *Reach NG Practice 4.21 "Word Detective"*
(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to				
(A) explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse). **(Supporting)** *ELPS:* *2A Distinguish sound and intonation* *4I Show comprehension through basic reading skills.*	You can tell from this poem that— Which type of poetry is the following poem? How do you know that this is a lyrical poem? *Can you create your own poem with the following elements?* *Relate how _____(rhyme, meter, stanza, line break) is employed in your poem.*	• stanza • line break • rhyme • meter • lyrical poetry • free verse • structural elements	*A/AH-Students pair up to create a poem showing the key structural elements.* *All - Use songs and chants to demonstrate structural elements of poetry*	• Treasures: Unit 1, p. 122 "I Love the Look of Words" (also see 'simile' TEKS later in this 6 weeks); • Treasures: Unit 2, p. 184 "The New Kid" • Treasures: Unit 5, p. 660 "Limericks" • Treasures: Unit 4, p. 528 "Brave New Heights" • *Reach NG "Nature*

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				Inside Us" pg. T271(Lyrical Poetry) • *Reach Songbook and mp3 fluency chants at* www.myngconnect.com *for fluency and intonation.*
(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:				
(A) sequence and summarize the plot's main events and explain their influence on future events; **(Readiness)** *ELPS:* *2G Understand general meaning, main points, and details* *2H Understand implicit ideas and information* *5G Narrate, describe, explain in writing*	What happened when_? Before _ did _, what did he do? What happened after _? Why are paragraphs_ through_ important in this story? What event helps the reader predict what will happen next? The reader can tell that _ will _ because_. *What conclusions can you draw...?* *What is the relationship between...?* *What motive is there...?*	• sequence • summary • plot • predict • *future*	*B/I –* *-Create a foldable Reach NG TE – pd 40 – 41 to show events in the story and their sequence -"Somebody Wanted But So Then"* *All-* *-Students produce summaries using strategies taught.* **-***Beginning/middle/end sequence-students create a time line of their lives* **-***Plot-create a story map showing the rising action and falling action*	• Treasures: Unit 1, p. 10 " My Diary From Here to There" (or use with *Social Studies in 3rd 6 weeks)* • novels and picture books from the library and/or literacy library • newspapers • *Reach NG: "Buffalo Music" pg. T499 (pg. 508-509 specifically teaches how decisions affect future events).* • *Reach NG : Practice 8.2 Goal-and-Outcome Map*

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	What could be changed to influence or change the ending?			
(B) describe the interaction of characters including their relationships and the changes they undergo; **(Readiness)** *ELPS:* *4J Show comprehension through inferential skills*	What can you tell about _ and _? At the beginning of the story how does _feel about _? How did _'s feelings about _ change by the end of the story? How does _ most likely feel at the end of the story? What caused _ to change his mind about _? Why are _ and _ such good friends? Why did _ feel like _ did not like him/her? *What would happen if…?* *Suppose you could ____, what would you do….?*	• physical appearance • motivation • personality • relationships • change • character trait • main characters • emotions	*All* – *How did the character change by the end of the story?; How did the character feel at the beginning?;Which word best describes the character?* **-** *Graphic organizers* *- Reach Practice Master 6.22 Character Map* *- Illustrate character traits/character quilts* *- Use story maps with emphasis on the effect story events have on characters.* *- Discuss a popular movie and how the characters changed and how their relationships changed throughout the movie* *- Choose a character from the movie and create a character map identifying key character traits*	• Treasures: Unit 1, p. 42 "The Adventures of Ali Baba Bernstein"; p. 82 "The Astronaut and the Onion " (or use with Science 6th 6 weeks) • *Reach NG : Practice 6.22 Character Map*

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(C) identify whether the narrator or speaker of a story is first or third person. **(Supporting)** *ELPS:* *3G Orally express opinions, idea, and feelings* *3I Use oral language for formal and informal purposes*	Is the author of this story writing about a personal experience? Did _ write this story from his experiences or someone else's? *When would you use first person?* *What about third person?*	• narrator • first person • third person • point of view • *personal experience*	• Who is telling the story? *All*- *- Read aloud to identify and compare two texts that show first and third person* *- Pair students up to create a story about a familiar experience (going to Six Flags for example). One student tells about his experiences in the first person. (I went on the Titan with my sister.) The other student writes the story in the third person. (He got on the Titan with his sister).*	• variety of literature • *leveled readers*
(11) 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. Students are expected to:				
(A) summarize the main idea and supporting details in text in ways that maintain meaning; **(Readiness)** *ELPS:*	This article is mostly about— What is the main idea of this information? What are the 4 most important facts in this article?	• main idea • supporting detail • sequence • summary • *importance*	• Graphic organizers • What is the main idea? • What details from the selection support the main idea?	• Treasures: Unit 1, p. 70 "Kid Reporters at Work" (or use with *Social Studies 5th 6 weeks*)

5

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2G Understand general meaning, main points, and detail 3H Orally narrate, describe, and explain *5G Narrate, describe, and explain in writing*	Which of these is the most complete summary of this information? Can you identify the critical events in the story?		*B-Orally summarize a story previously read, giving supporting details and main idea.* *I-Use graphic organizer to represent main idea and details* *A/AH-Write summary with supporting details about the passage read*	● *Use trade books from library.* ● *Reach NG: "A Musical Journey" pg. 10*
(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to				
identify the author's use of similes and metaphors to produce imagery **(Supporting)** *ELPS:* *2H Understand implicit ideas and information* *4J Show comprehension through inferential skills*	Why does the author describe _ as _? Why did the author use the phrase "_"? What else could be used to describe ____?	● comparison ● simile ● metaphor ● imagery ● author's use of word choice	● Write a simile about a friend or themselves. *B- Identify similes and metaphors in the story.* *All - Read aloud a trade book focusing on similes and metaphors*	● Treasures: Unit 1, p. 122-123 "I Love the Look of Words"; Unit 2, p. 220 "The Tale of Pecos Bill" ● *Reach NG: "Dona Flor" pg. 252*
(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.				
write about important personal experiences. **(Readiness)** *ELPS:* *5F Write using variety of sentence structures and words* *5G Narrate, describe, and explain in*	MISD Writing Prompt: Write a composition about a time you were frightened. *See writing rubric at* *www.myngconnect.com*	● narrative ● *prompt*	● Prompts: Write about... -Your Best Day Ever -What You Did over the Summer -An Adventure you Had *B/I-Use sentence frames and word banks* *I-Use structural outline*	● Treasures: Unit 1, p. 76 "Writing: Narrative"; ● Treasures: Unit 1, TE p. S25-26 "Writing: Writing to a Prompt"; ● Treasures: Unit 1,

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writing *5D Edit writing*			*A/AH-Write story using elaboration with clear beginning, middle, end.*	TE p. 77A-F "Personal Narrative" ● *Reach NG: Write about your favorite family tradition. Modeled writing-pg. T66b*
(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:				
(B) use the complete subject and the complete predicate in a sentence; **(Readiness)** *ELPS:* *5E Employ complex grammatical structures* *5F Write using a variety of sentence structures and words* *3C Speak using a variety of sentence structures*		● subject ● sentence ● predicate	*B-Provide short, simple sentences in which they can identify subject and predicate* *I-Teacher reads and writes sentences. Students identify subject/predicate* *A/AH-Students create complex sentences demonstrating these components.*	● Treasures: Unit 1, TE p. 65G "5-Day Grammar: Subjects & Predicates" ● *Reach NG: Practice 1.3 Complete Sentences*
(C) use complete simple and compound sentences with correct subject-verb agreement. **(Supporting)** *ELPS:* *5E Employ complex grammatical structures* *5F Write using a variety of sentence*		● compound sentence ● subject-verb	*B/I pair with A/AH to use writing rods to create compound sentences with correct subject-verb agreement* *A/AH-Create a compound sentence by joining two verbs with "and" or" or". In*	Treasures: Unit 1, TE p. 37G "5-Day Grammar: Sentences"

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structures and words *3C Speak using a variety of sentence structures* *4G Show comprehension of English text individually and in groups*			*addition, join three or more verbs with commas plus the word "and".*	
(21) 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:				
(B)(ii) titles of books, stories, and essays; **(Supporting)** *ELPS:* *5D Edit Writing.*		• capitalization • *stories* • *essays*	***All*** - Write title of favorite book	• http://www.nedpc.net/r esources/Capitalization .pdf • *Reach NG: Practice 3.24 Edit and Proofread Titles*
(B)(iii) languages, races, and nationalities; **(Supporting)** *ELPS:* *5D Edit Writing*		• capitalization • *nationality* • *races* • *birth places*	***All*** - *Orally discuss nationality and list birth places, races, and nationalities on the board using correct capitalization*	http://www.nedpc.net/res ources/Capitalization.pdf
(C) recognize and use punctuation marks including: **(Readiness)** (i) commas in compound sentences; **(Supporting)** *ELPS:* *5E Employ complex grammatical structures*		• comma • compound sentence	***All*** - *Pair **B/I** with **A/AH** to create book reviews and then edit reviews as a group.* ***All*** - *Use a web based article to identify punctuation*	• Treasures: Unit 1, TE p. 37G-H "5-Day Grammar: Sentences"; TE p. 77K-L "5-Day Grammar: Compound Sentences" *Reach NG: T138E- Compound Sentences* • "Punctuation Takes A Vacation"

8

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				http://www.nedpc.net/resources/Capitalization.pdf