### English as a Second Language

**Grade: 5**  
**Text: National Geographic - Reach**  
**Focus: Reading Myths, Poetry, Drama, Writing Poetry**

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**Designated Six Weeks: Sixth**

**Ongoing TEKS reinforced each six weeks**

**6th Six Weeks – New TEKS introduced**

**Reading**

(5.3) 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.

- **(B) describe the phenomena explained in origin myths from various cultures; (Supporting)**
- **(CRS): (Reading C.2) Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature. (2.b) Analyze historical and social influences on literary works from various countries.**
- **ELPS:**
  - 4J Show comprehension through inferential skills
  - 4K Show comprehension

- **(B) Phenomena: known or derived through the senses rather than the mind.**
- *What did __ sense that prevented a tragedy?*
- *How did __ know that he should go?*
- *What happened that caused __ to change his mind?*

- **Items:**
  - Myth
  - Mythical
  - Tragedy
  - Symbolism
  - Theme
  - Moral

- **See Reach pgs. R27-35 for descriptions of strategies**
  - All - Compare & Contrast with Venn Diagram
  - Literature Circles

- **MISD approved reading list**
- Origin myths (especially Native American)
- **Journeys:**
  - Unit 3:
    - Zeus and the Titans
    - Units 2 and 5:
      - The Birchbark House
      - Storm Warrior
    - Journeys: Power Practice p. 657
  - Reach:
    - Unit 6 Part 2
      - The Road to Rhyolite p. 420
      - Rhyolite p. 441
    - Unit 4 Part 1
      - Crossing Bok Chitto

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<td>through analytical skills</td>
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<td>2C Learn language heard in interactions and instruction</td>
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<td>2I Demonstrate listening comprehension</td>
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<td>2H Understand and implicit ideas and information</td>
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(5.4) **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.

- All–Comprehension strategies
  - Double Entry Journal
- Journeys
  - Unit 1
  - Double Dutch
  - Score!
- Unit 2
- Purrfection
- Unit 3
- Patriotic Poetry
- Unit 4
- Poetry about Poetry
  - Journeys – Power Practice pg. 657
  - Poetry Generator [http://ettcweb.lr.K.]

**Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems. (Supporting)**

- Can the student identify sound effects used in poetry?
- What effect do these techniques have on poetry?
- How is the poet’s message in this poem enhanced by the repetition of a phrase over and over?
- The rhyme in this poem improves understanding of the poem’s message by –
- What sound effects does the poet use in this poem to focus on the poem’s message?
- alliteration
  - free verse
  - internal rhyme
  - meter
  - onomatopoeia
  - repetition
  - rhyme
  - rhyme scheme
  - stanza

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<td><strong>Compare contemporary poems by writers from different nations and note similarities and differences in form, style, imagery, and theme.</strong></td>
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*ELPS: 1H Expand repertoire of learning strategies to acquire language  
4J Show comprehension through inferential skills  
2G Understand general meaning, main points, and details  
2H Understand and implicit ideas and information*  

(5.5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

| **Students are expected to analyze the similarities and differences between an original text and its** | What is drama? How does it differ from other forms of literature? | *How is the original story of __ different from the dramatic adaptation __?* | *Which of the following is a* | *MISD Best Practices* | Safari Montage  
United Streaming Videos  
Journeys |
|-------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------|---------------------------------|

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**dramatic adaptation. (Supporting)**

(Reading A.8) Compare and analyze how generic features are used across texts. Explain how form or genre communicates meaning.

**ELPS:**
- 4J Show comprehension through inferential skills
- 4K Show comprehension through analytical skills
- 2F Derive meaning from a variety of media
- 2H Understand and implicit ideas and information
- 3J Respond orally to a variety of media sources

Compare/contrast original text with drama. Compare and analyze how generic features are used across texts. How are the original play __ and original story __ alike (or different)?

significant difference between the play __ and original story __?

- **conflict**
- **dialogue**
- **playwright**
- **poetic license**
- **scene**
- **stage directions**
- **theater**
- **theme**
- **tragedy**

**English as a Second Language**

**A.8** Compare/contrast original text with drama. What is the significant difference between the play __ and original story __?

*How are the original play __ and the original story __ alike (or different)?

**Writing**

**(5.16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.** Students

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<td><strong>I=Intermediate</strong></td>
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<td><strong>A=Advanced</strong></td>
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<td><strong>AH=Advanced High</strong></td>
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#### are expected to:

- **(B) write poems using:**
  - (i) poetic techniques (e.g., alliteration, onomatopoeia)
  - (ii) figurative language (e.g., similes, metaphors);
  - (iii) graphic elements (e.g., capital letters, line length)

- **(CRS): (Writing A.1)** Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience. (1.b) Identify types of writing (e.g., letter editorial, essay) that are appropriate for the writer’s particular purpose and audience.

**ELPS:**

1E Use and reuse new

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<tr>
<th>Rubric based on SE’s</th>
<th><strong>alliteration</strong></th>
<th><strong>form</strong></th>
<th><strong>line break</strong></th>
<th><strong>metaphors</strong></th>
<th><strong>onomatopoeia</strong></th>
<th><strong>simile</strong></th>
<th><strong>verse</strong></th>
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| **Poetry baskets around the room** | **Poetry café** |
| **Poetry portfolios** | **Homophone/ Homograph Sort** |
| **I/AH – Peer editing** | **All – contextualized grammar instruction** |
| **Four Corner Vocabulary** | **Poetry cafe:** [
| **Texas Write Source** | **Poetry lessons:** [
  [http://42explore.com/poetry.htm](http://42explore.com/poetry.htm)]  |

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***(B) spell words with:***
(i) Greek Roots (e.g., tele, photo, graph, meter);
(ii) Latin Roots (e.g., spec, scrib, rupt, port, ject, dict);
(iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and
(iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence);

(CRS): (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. (5.a) Edit for correct spelling.

- Can students effectively use poetic and literary techniques to convey ideas and feelings?
  - Word parts: com, con, pre, pro
  - Suffixes: ant, ent, able, ible, ism, ist
  - Greek word parts
  - Latin word roots
  - Words from other languages

- Assess contextually Revising and editing

All—
- Hand Motions for Connecting Words
- Word Generation

- Commonly misspelled word list
- Word stems
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