

MISD Kindergarten ESL Curriculum		Designated Six Weeks: 5th		
Text: National Geographic - Reach				
TEKS/ELPS	Assessment & Specificity	Vocabulary	Instructional Strategies B=Beginning, I =Intermediate, A=Advanced, AH=Advanced High	Resources/ Weblinks

(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:				
<p>(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words)</p> <p><i>ELPS:</i> 1C Use techniques to learn new vocabulary 3A Practice speaking using English sound system in new vocabulary 3B Use new vocabulary in oral and written communications 4A Learn relationships of sounds and letters in English</p>	<p>kindergarten letter/sound assessment</p> <p>kindergarten sight word assessment</p> <p>TPRI</p> <p>What is this word?</p> <p>What word do you get when you add/delete/change this sound?</p>	<ul style="list-style-type: none"> • alphabet • letter(s) • sound • consonant • vowel 	<ul style="list-style-type: none"> • alphabet charts • word walls <p><i>All –</i> <i>-slower simplified speech</i> <i>-modeling</i> <i>-sound boxes</i> <i>-pretend the puppet/children have the hiccups to read words</i></p>	<ul style="list-style-type: none"> • Treasures Units 8 and 9 • Alphachant NG Teacher's Guide Read and Write • Reading Rods Short Vowel Word Families • Reach NG Read Together Books – What will I Be? • Reach NG Read Together Books- Jobs in Our Community • Reach NG Practice Book High Frequency Word Books • Spotlight Online Kindergarten Phonemic Awareness Lesson 1(addition) • Spotlight Online Kindergarten Phonemic Awareness Lesson 4 (deletion) • Spotlight Online Kindergarten Phonemic Awareness Lesson 5 (substitution)
<p>(C) recognize that new words are created when letters are changed, added, or deleted</p> <p><i>ELPS:</i> 1C Use techniques to learn new vocabulary 4A Learn relationships of sounds and letters in English 1H Expand repertoire of learning strategies to acquire language</p>	<p>Spotlight Online Progress Report</p>			

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				<ul style="list-style-type: none"> Spotlight Online Kindergarten Phonemic Awareness Lesson 6 (isolation)
(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:				
(A) predict what might happen next in text based on the cover, title, and illustrations <i>ELPS:</i> 4D Use pre-reading supports	What happened when _ did _? Why did _ go to _? Why is _ important? <i>Act Out important events from the story</i> <i>Spotlight Online Progress Report</i>	<ul style="list-style-type: none"> predict author illustrator before, after, first, next, last character 	<i>All-</i> <i>-peer interaction</i> <i>-modeling</i>	<i>Spotlight Online Kindergarten Comprehension Lesson 10 (prediction)</i>
(B) ask and respond to questions about texts read aloud <i>ELPS:</i> 2D Monitor understanding and seek clarification 4G Show comprehension of English text individually and in groups	What is one thing you know about (character)? When did _ do _? <i>Sequencing foldable</i>		<i>B/I –</i> <i>-question answer</i> <i>-draw and write</i> <i>-think aloud</i> <i>-organize reading into chunks</i> <i>A/AH –</i> <i>-KWL's</i> <i>- graphic organizer</i> <i>All –</i> <i>-peer interaction</i> <i>-think, pair, share</i> <i>-modeling question and</i>	<i>Reach NG Songs</i> <ul style="list-style-type: none"> <i>Reach NG Read Together Student Books</i> <i>Reach NG Vocabulary Builder Manipulative</i> <i>Spotlight Online Kindergarten Comprehension Lesson 7 (main and details)</i> <i>Spotlight Online</i>

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			<i>answer</i>	<i>Kindergarten Comprehension Lesson 20 (story elements)</i>
(5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:				
(B) recognize that compound words are made up of shorter words <i>ELPS:</i> 1A Use prior knowledge to learn new language 1F Use accessible language to learn new language 1H Expand repertoire of learning strategies to acquire language 3B Use new vocabulary in oral and written communications	Can you find 2 shorter words in this word? Can we make a new word by putting these 2 shorter words together? <i>Design a compound foldable</i>		<i>All – -foldable (football, rainbow, trashcan, doghouse, toenail) -Modeling with reading rods</i>	<ul style="list-style-type: none"> • Alphachant Teacher’s Guide • Reading Rods • “All Aboard Overnight” by Betsy Maestro
(8) 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) retell a main event from a story read aloud <i>ELPS:</i> 2I Demonstrate listening comprehension 2H Orally narrate, describe, and explain	What happened before (after) _ did _? List 3 major events in the order in which they happened. <i>Beginning, Middle, and End Foldable</i>	<ul style="list-style-type: none"> • retell • main idea • characters • event • actions 	<i>B/I -sentence frame (this story is mainly about/mostly about) A/AH -problem/solution foldable All -Peer interaction</i>	Treasures-Unit 8 T.E. 2026 “The Rabbit and the Elephant Story” <ul style="list-style-type: none"> • Reach NG Big Books/paired readings • Spotlight Online Kindergarten Comprehension Lesson 7 (main idea and details) • Spotlight Online Kindergarten

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				<i>Comprehension Lesson 20 (story elements)</i>
(B) describe characters in a story and the reasons for their actions <i>ELPS: 3H Orally narrate, describe, and explain 4K Show comprehension through analytical skills</i>	How does _ feel about _? Why do you think _ did _? Which word best describes _? <i>Tell me about a time that you felt ___ about ___?</i>		<i>B/I -sentence frame (this story is mainly about/mostly about) A/AH -problem/solution foldable All -peer interaction</i>	<ul style="list-style-type: none"> Reach NG Big Books/paired readings Spotlight Online Kindergarten Comprehension Lesson 21 (compare and contrast)
(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:				
(A) identify the topic of an informational text heard <i>ELPS: 2H Understand implicit ideas and information 4K Show comprehension through analytical skills</i>	What was the topic of this article? The topic of this article is— <i>Why did the author write this article?</i>	<ul style="list-style-type: none"> topic non-fiction 	<i>All - pre-teach vocabulary with visual supports</i>	<ul style="list-style-type: none"> non-fiction Spotlight Online Kindergarten Comprehension Lesson 4 (draw conclusions)
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:				
(B) develop drafts by sequencing the action or details in the story	Observations	<ul style="list-style-type: none"> first draft 	<ul style="list-style-type: none"> morning message <i>All –</i>	<ul style="list-style-type: none"> TPRI Intervention Guide

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<p><i>ELPS:</i> 3B Use new vocabulary in oral and written communications 5A Learn relationships of sounds in English 5G Narrate, describe, and explain in writing</p>	<p>writing sample collections act out sequence of story</p>		<p>-modeling -graphic organizers -peer interaction -sentence stems</p>	<ul style="list-style-type: none"> • Lucy Caulkins series • writer's checklist • Reach NG Language of the Day • Reach NG Daily Writing
<p>(C) revise drafts by adding details or sentences</p> <p><i>ELPS:</i> 5D Edit writing</p>	<p><i>Student/Teacher writing conference</i></p>	<ul style="list-style-type: none"> • edit • revise/revision 	<p>B -have children point to mistakes they want to correct and point to the picture of words they want to write I – -partners locate misspelled words in others drafts -add describing to sentences A/AH – -encourage children to extend their letters by adding another sentence -tell about others things the characters did by adding another sentence All – -modeling -peer interaction</p>	<ul style="list-style-type: none"> • Lucy Caulkins series • writer's checklist • Reach NG Language of the Day • Reach NG Daily Writing • Reach NG Practice Masters 8.9 • Reach NG Volume 2 – T165 and T349
<p>(D) edit drafts by leaving spaces between letters and words</p> <p><i>ELPS:</i> 5D Edit writing</p>				
<p>(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students</p>				

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are expected to:				
(A) dictate or write sentences to tell a story <i>ELPS:</i> 3G Orally express opinions, ideas, and feelings 4B Recognize directionality of English text 5A Learn relationships between sounds and letters when writing 5B Write using newly acquired vocabulary 5C Spell familiar English words 5G Narrate, describe, and explain in writing	writing samples teacher observation <i>Author's Chair</i>	<ul style="list-style-type: none"> • sentence • story 	<ul style="list-style-type: none"> • King/Queen of the Day • morning message <i>B/I -allow drawing, native language, and familiar topics</i> <i>A/AH -sentence stems</i> <i>All –</i> <i>-teacher modeling</i> <i>-short simple sentence frames</i> <i>-modeling</i> <i>-graphic organizers</i> <i>-extensive verbal scaffolding (building of knowledge</i> 	<ul style="list-style-type: none"> • TPRI Intervention Guide – 10.1, 10.6 • Lucy Caulkins series • <i>Reach NG Language of the Day</i> • <i>Reach NG Daily Writing</i>
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:				
(A) dictate or write information for lists, captions, or invitations <i>ELPS :</i> 3B Use new vocabulary in oral and written communications 3C Speak in a variety of sentence structures 5F Write using variety of sentence structures and words 5G Narrate, describe, and explain in writing	writing samples teacher observations <i>Author's Chair</i> <i>Design and make foldable</i>	<ul style="list-style-type: none"> • list • caption • invitation 	<ul style="list-style-type: none"> • morning message <i>B - list who is invited</i> <i>I -children check invitation</i> <i>A/AH - name parts of the invitations</i> <i>All –</i> <i>-modeling</i> <i>-gestures and actions</i> <i>-label items around the room</i> 	<ul style="list-style-type: none"> • TPRI Intervention Guide • Lucy Caulkins series • <i>Reach NG Volume 1 T35, T311, and T165</i> • <i>Reach NG Teamwork Activities</i>

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			-have students make invitations	
(17) 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) capitalize the first letter in a sentence <i>ELPS:</i> 5E Employ complex grammatical structures	Observation individual writing conferences	<ul style="list-style-type: none"> capital uppercase period question mark exclamation mark punctuation 	<i>All – - modeling -peer editing -Red Light Green Light Check (does your sentence start and stop) -Sentence Frame (I get _____ at the _____.)</i>	<ul style="list-style-type: none"> Alphachant NG Teacher’s Guide Reach NG Daily Writing Reach NG Language of the Day
(B) use punctuation at the end of a sentence <i>ELPS:</i> 5E Employ complex grammatical structures	anecdotal records writing samples <i>Daily Oral Language (correct sentences for capitals and punctuation)</i>			
(18) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:				
(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut") <i>ELPS:</i> 1C Use techniques to learn new vocabulary 3B Use new vocabulary in oral and written communications 4A Learn relationships of sounds and letters in English 5A Learn relationships better sounds and letters when writing	kindergarten letter/sound assessment TPRI teacher observation What word am I saying if I say /c/ /a/ /t/? Can you segment the word dog?	<ul style="list-style-type: none"> letters sounds alphabet consonant vowel first name last name segment blend 	<i>All – -modeling -manipulatives -Pocket Chart with letter -Phonics Picture cards -magnetic letters</i>	<ul style="list-style-type: none"> First Hand Phonics Lessons – K ELC 1,2 PA 8,9, LS 1,2, picture cards TPRI Intervention Guide – Phonemic Awareness , 4.17, Graphophonemic Awareness 5.10, 5.11,5.12, 5.13 Reading Rods Short Vowel Word

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	<i>Spotlight Online Progress Report</i>			<i>Families</i> <ul style="list-style-type: none"> • <i>Alphachant NG Teacher's Guide T50 and Post Test T234</i>

*Please refer to **ONGOING TEKS** for Genre study.

Themes	Sight Words and Academic Vocabulary	Highlighted Letters	Word Families
Dr. Seuss Spring Texas	she with <i>help learn</i> where my <i>listen teach</i> he me <i>work</i> want has look they	G W V X J Q Y Z	N D LL G -et -ot -ox -ix -ed -en -ug -ut -un
Science	Social Studies	Treasures	*Suggested Stories for Genre
Ponds Oceans Plants	People around the world	How Trees Grow Seeds and Plants What's in my Garden? Amazing Creatures	<ul style="list-style-type: none"> • "The Rabbit and the Elephant Story"- Unit 8 T.E. 2026