



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

ESL English 4

Course Description:

The curriculum for this course is developed from the [WIDA English Language Development Standards](#) and the [WIDA Can-Do Descriptors](#). This course is offered to all English Language Learners (ELL) who have indicated another language is spoken at home and have shown an English language need through a language screening. Parents are allowed to accept or refuse ELL services. The information in this course will prepare ELLs for academic tasks in the areas of listening, speaking, reading and writing through the focus of content area vocabulary and content specific reading strategies. Students will be exposed to and practice skills related to: reading informational text, writing, speaking and listening, and language. Grades are determined by quizzes, tests, projects and daily work. The information in this course overview outlines what students should understand and be able to do by the end of the year.

Mastery Standards:

English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting

English Language Development Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

English Language Development Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics

English Language Development Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science

English Language Development Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

| Unit | Description of Unit and Learning Targets |
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| <p>Unit Title: Journeys of Discovery</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can I apply listening comprehension strategies to social and academic situations to improve my English language skills? • How can I use social and academic English to demonstrate understanding of classroom content through conversation? • How can I apply decoding and reading comprehension strategies to social and academic situations to improve my English language skills? • How can I use social and academic English to demonstrate understanding of classroom content through written communication? | <p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Compare academic vocabulary words and their roots across languages • Use context clues and word parts to understand content area vocabulary • Employ the reading strategies Previewing and predicting and Visualizing • Analyze the author’s purpose of figurative language, like alliteration, and flashback as used in fiction texts • Join together words, phrases and sentences using the conjunctions and/or • Differentiate between parts of speech and understand how to change parts of speech by adding prefixes/suffixes • Examine subjects and their pronoun referents in fiction and nonfiction texts • Organize sentences to properly order adjectives in a series of 3 or more |

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| | <ul style="list-style-type: none"> ● Pronounce words with long and short vowels a, e and i ● Write a descriptive paragraph |
| <p>Unit Title: The Natural World</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How can I apply listening comprehension strategies to social and academic situations to improve my English language skills? ● How can I use social and academic English to demonstrate understanding of classroom content through conversation? ● How can I apply decoding and reading comprehension strategies to social and academic situations to improve my English language skills? ● How can I use social and academic English to demonstrate understanding of classroom content through written communication? | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> ● Connect Greek and Latin roots and cognates to academic vocabulary words and native language ● Use context clues and word parts to understand content area vocabulary ● Employ the reading strategy Skimming and Identifying with Character ● Demonstrate understanding of rhyme by labeling rhyme scheme in poetry ● Interpret figurative language, like personification, in fiction texts ● Examine author's purpose in the methods of characterization s/he uses in fiction texts ● Ensure subject-verb agreement in the simple present with declarative, interrogative and imperative sentence types ● Modify a verb's purpose by using adverbs to show to what extent, how, when, where, why ● Pronounce words with long and short o and u and words with silent e ● Write an expository paragraph |
| <p>Unit Title: Striving for Success</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How can I apply listening comprehension strategies to social and academic situations to improve my English language skills? ● How can I use social and academic English to demonstrate understanding of classroom content through conversation? ● How can I apply decoding and reading comprehension strategies to social and academic situations to improve my English language skills? ● How can I use social and academic English to demonstrate understanding of classroom content through written communication? | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> ● Interpret common idioms and compare/contrast to idioms in native language ● Use context clues and word parts to understand content area vocabulary ● Employ the reading strategies Making Inferences and Monitoring Comprehension ● Examine different points of view and evaluate how a point of view can shape an author's purpose ● Understand the elements of plot and examine plot devices an author uses to study the effect on the events of the story ● Ask and answer yes/no and information questions in the simple past ● Create affirmative and negative sentences in the past with regular and irregular verbs ● Create compound sentences using the conjunctions, and, or, but, for, so, nor, yet ● Pronounce words with r-controlled vowels like ar, ir, er and ur; and the digraph wh ● Write a personal narrative in the past tense with events in chronological order |
| <p>Unit Title: Change</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How can I apply listening comprehension strategies to social and academic situations to improve my English language skills? ● How can I use social and academic English to demonstrate understanding | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> ● Interpret common idioms, like phrasal verbs and collocations, and compare/contrast to similar expressions in native language ● Use context clues and word parts to understand content area vocabulary ● Employ the reading strategies Noting Cause and Effect and |

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| <p>of classroom content through conversation?</p> <ul style="list-style-type: none"> • How can I apply decoding and reading comprehension strategies to social and academic situations to improve my English language skills? • How can I use social and academic English to demonstrate understanding of classroom content through written communication? | <p>Solution and Using Personal Experience to Understand a Story</p> <ul style="list-style-type: none"> • Analyze an author’s purpose for the use of dialogue in a fiction or non-fiction text • Interpret figurative language, like similes, in fiction texts • Create complex sentences using dependent clauses and dependent conjunctions • Propose hypothetical situations using if...then clauses with the real conditional and the future tense • Employ proper comma usage for items in a series, date, greetings and closings, city and states, and to separate an introductory dependent clause from an independent clause • Pronounce words with the schwa and voiced and unvoiced final s • Write a formal persuasive letter and an informal persuasive email |
| <p>Unit Title: The Frontier</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can I apply listening comprehension strategies to social and academic situations to improve my English language skills? • How can I use social and academic English to demonstrate understanding of classroom content through conversation? • How can I apply decoding and reading comprehension strategies to social and academic situations to improve my English language skills? • How can I use social and academic English to demonstrate understanding of classroom content through written communication? | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Differentiate between antonyms and synonyms and employ them to diversify spoken and written language • Use context clues and word parts to understand content area vocabulary • Employ the reading strategies Taking Notes and Summarizing • Interpret figurative language, like hyperbole, in fiction texts • Examine how setting influences plot and can guide actions of characters in a fiction text • Compare and contrast objects using regular and irregular comparative and superlative adjectives • Demonstrate ownership by using possessive adjectives and possessive pronouns • Ensure agreement between subject and object pronouns • Pronounce words with blends and digraphs wh, ng, ch, , tch, wr, kn • Write notes for a research report • Cite sources correctly using MLA formatting • Write a research report |
| <p>Unit Title: Explaining the Universe</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can I apply listening comprehension strategies to social and academic situations to improve my English language skills? • How can I use social and academic English to demonstrate understanding of classroom content through conversation? • How can I apply decoding and reading comprehension strategies to social and academic situations to improve my English language skills? • How can I use social and academic English to demonstrate understanding of classroom content through written communication? | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Connect Greek and Latin roots and cognates to academic vocabulary words and native language • Differentiate between homonyms, homophones and homographs and use them correctly in spoken and written language • Use context clues and word parts to understand content area vocabulary • Employ the reading strategies Studying Diagrams and Reading Plays Aloud • Identify the parts of a play in comparison to those of a fiction text • Examine the central conflict of a story and determine whether it’s man vs. man, man vs. nature, man vs. self, man vs. society or man vs. machine • Write dialogue using correct punctuation for the tag and the quote |

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| | <ul style="list-style-type: none">● Add further description about an object using prepositional phrases and adverbs of precision● Distinguish when to use the apostrophe in English (show possession and with contractions)● Pronounce words with digraphs sh, ph, th and diphthongs oo, ou, ow, oy and oi● Write a short myth containing an introduction, rising actions, climax, falling actions and a resolution |
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