

Background: Two-Weeks at a Glance (TWAG) Outlines

- Beginning in the 2016-17 school year the ELA K-5 SCS curriculum maps will include six or more “TWAG outlines” throughout the year in each grade. *ESL has opted to develop TWAGs for the entire year, digging deeply into a high-quality, complex anchor text from the Journeys series in order to build student knowledge around the topic of the story.* By studying a high-leverage topic over two weeks, students will have more opportunities to grow their knowledge and vocabulary, while simultaneously building their literacy skills. It is important to note that while the map will skip some texts in *Journeys* to build in time for the TWAG outlines, teachers should **continue with the foundational skills strand** as outlined in the text and the maps. The foundational skills strand follows a systematic, research based progression, and it is highly recommended that teachers use that progression to guide their instruction. TWAG outlines were developed by SCS teachers and coaches in partnership with [Student Achievement Partners](#) and other districts across the country.

How to Use the Literacy Curriculum Maps

Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, students must receive literacy instruction aligned to each of the elements of effective literacy program seen in the figure to the right.

This curriculum map is designed to help teachers make effective decisions about what literacy content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

- (1) Regular practice with complex text and its academic language.**
- (2) Reading, writing, and speaking grounded in evidence from text, both literary and informational.**
- (3) Building knowledge through content-rich nonfiction.**



Complex Text

- Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers.
- The standards build a staircase of text complexity so that all students are ready for the demands of college and career-level reading no later than the end of the high school.

Evidence from Text

- The standards place a premium on students writing to sources. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts with care.
- The standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence will be essential for effective argumentative and informational writing.

Building Knowledge

- Building knowledge through content rich non-fiction plays an essential role in literacy and in the standards. In K-5, fulfilling the standards requires a 50-50 balance between informational and literacy reading.
- Informational reading primarily includes content rich non-fiction in history/ social studies, sciences and the arts.
- The K-5 standards strongly recommend that students build coherent general knowledge both within each year and across years.

Elements of Lesson Planning with Attention to Language:

Effective lesson planning for ELLs begins with, and includes all 6 of the following components (in no particular order):

- Identify student’s language strengths and other assets using WIDA’s CAN DO philosophy.
- Attend to sociocultural contexts of language use.
- Create contexts for meaningful use of language.
- Recognize language development processes (current proficiency level within a domain and context).
- Identify language embedded in content standards (Features of Academic Language).
- Use language supports (e.g., word banks, sentence frames, and/or paragraph models).
- Incorporate all 4 language domains (listening, reading, speaking, writing).

Using the WIDA MPIs

• WIDA English Language Development (ELD) standards and links to Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. By referencing the provided MPIs and those MPIs within the given links, teachers can **craft "I can" statements** that are appropriately leveled for ELLs (and struggling readers) in their classrooms.

Additionally, MPIs can be referenced for designing new and/or modifying existing assessments.

• Used in conjunction with a WIDA Can Do Name Chart and *WIDA Can Do Key Uses* booklet found within the ESL Teacher notebook, the ESL teacher can also discuss reasonable expectations for each ELL with classroom teachers for mainstream classroom instruction.

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| Reading for Information #1 | | | | | |
| Ask and answer questions about key details in a text. | | | | | |
| Reading | Level 1: Entering | Level 2: Emerging | Level 3: Developing | Level 4: Expanding | Level 5: Bridging |
| | <i>Identify answers to yes/no or WH- questions about informational text with labeled visual support.</i> | <i>Answer questions about key details from illustrated informational texts written in repetitive sentence patterns with labeled visual support.</i> | <i>Ask and answer questions about key details in illustrated texts written in simple and compound sentence structures while working with a partner.</i> | <i>Ask and answer questions about key details in illustrated/non-illustrated texts written in compound sentence structures while working with a partner.</i> | <i>Ask and answer questions about key details in a text written in compound and complex sentence structures while working with a partner.</i> |

Using the Curriculum Maps, Grade K-5 ESL TWAG

- Begin by examining the selected text(s).** Read the text carefully and consider what topic or content students should learn from reading the text. Then, review the **aligned essential question** and **culminating task** your topic focus for the week. Review the target Reading Foundational Skills resources to internalize the weekly outcomes for students. At this grade band, **foundational skills and language comprehension are of equal importance** and need to be addressed fully every day.

*Locate the **TDOE Standards and related MPIs** at the end of each week. Analyze the language of the standards and consider how the text supports the listed reading standards. Note that Reading Anchor Standard 1 and Reading Anchor Standard 10 should be addressed every week, as students should consistently be reading rigorous grade-level texts and citing evidence when writing or speaking about the text:

 - CCR Reading Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - CCR Reading Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
- Consult your **Journeys Teachers' Edition (TE)** and other **cited references** to map out your week(s) of instruction.
- Plan your weekly and daily objectives, using the **Model Performance Indicators (MPIs)** as a guide. Be sure to plan your own objectives to meet the needs of your students. As a reminder, while lesson and unit objectives should be aligned to grade-level standards, standards and objectives are not synonymous and standards mastery develops over time (not in a single lesson). Consistent with Teach 1-4 of the TEM, teachers/teams are expected to carefully develop literacy learning objectives that carefully consider the text, target (standard, objective), task, and learner (including assessment of/for learning).

4. Study the suggested **culminating activity** at the end of each week, and match them to your objectives. Consider how tasks best target the essential question and content for the week, as well as alignment to standards. **Develop a writing rubric**, which encompasses weekly skills students are required to display within their writing (vocabulary, grammar, syntax, etc.)
5. When planning for the reading of a text, **plan the questions** you will ask each day using these three types of questions: those that derive general understanding, those that address craft and structure, and those that elicit an overall meaning of the text. Be sure that the questions you ask will lead students to better understand the text and lead to success on your selected performance assessments. They should also build toward your essential question. Remember at this grade band, complex texts need to be addressed through a **read aloud or shared reading**, as students have not fully mastered decoding skills well enough to tackle complex text on their own.
6. Examine the other standards and skills you will need to address—writing, language skills, and speaking and listening skills. Review the suggested vocabulary for explicit instruction as listed in the map *in addition* to the words you choose for your ELLs.
7. Consider how you will support building student knowledge through supplemental reading, content, research, and/or writing around the topic for the week. Review how the two weeks work together to build knowledge by previewing suggested (linked) resources.
8. Remember to include differentiated activities for small group instruction and literacy stations- based on **MPs** and student English Language Proficiency. Reference "**SWAG**" **documents** for resources within literacy work stations.

During weeks 1 and 2 of quarter 1, the identification and placement of English Language Learners is of utmost importance, as mandated by TDOE Policy 3.207.

FOR RETURNING STUDENTS:

- ✓ Prepare Parent Notification and Response Letters – double-sided
- ✓ Send PNL, PRL, and *WIDA Report* home & file returned PRL document (with signature) in your 16-17 ESL file
- ✓ Provide a copy of the student's *WIDA Individual Student Report* to classroom teachers if you wish- but you will be providing the CAN DO Name Chart with similar information.

FOR NEW STUDENTS:

- ✓ Access PHLS via Infosnap (follow instructions on form in Appendix). For students whose PHLS reflects anything other than English on it:
 - ✓ Write the student name and required info on the school composite
 - ✓ Administer the W-APT. (IF you are certified to do so.) Keep a copy of the test result sheet in your ESL file.
 - ✓ If student qualifies for ESL, place W-APT scores on composite AND mark X in the ELL box
 - ✓ K & 1 will be raw scores/ 2-12 use online W-APT calculator: <https://www.wida.us/assessment/w-apt/ScoreCalculator.aspx>
 - ✓ If student does not qualify, place scores on composite
 - ✓ *Send an updated composite to Cyndi Purnell at the ESL office by August 19.
 - ✓ To: Cyndi Purnell/ NE Regional Office/ Route 1/ Attn: ESL
 - ✓ CONTINUE to send in information on new students to Cyndi each time a new child is tested (whether they qualify or not).

FOR YOURSELF, the ESL TEACHER:

- ✓ Become W-APT Certified. Visit wida.us and log in. Complete the W-APT Administrator Checklist and fax a copy of your Training Certificate to (901) 416-7628 by Aug. 12.
- ✓ Use the *WIDA Summative School Roster Report* for scheduling purposes & to identify student strengths and domain/ áreas for focus. Use WIDA CAN DO Name Charts (See forms in appendix) for grouping students by areas of strength and weakness within each domain.
 - ✓ Per grade level(s) taught
 - ✓ Within mixed grade levels if serving more than 1 school
 - ✓ Be sure to add new students who qualified for ESL this year
 - ✓ Gather teacher schedules so you may know lunch & support times for each grade level
 - ✓ Design a preliminary ESL Schedule and present this to your admin &/or classroom teachers.
 - ✓ Remain flexible. More than likely, this may need to change.
 - ✓ Check to make sure that you have ALL of your 3.6 & below students scheduled for one hour (or one class period in grades 6-12)
 - ✓ Send *ESL Teacher Schedule* template to purnellmc@scsk12.org by Sept. 1
- ✓ Review the ESL curriculum & resources. Be prepared to show evidence of planning for instruction for week 3, as weeks 1 & 2 are almost always dedicated to locating students, testing students, and completing LSPs.

FOR CLASSROOM TEACHERS:

- ✓ Begin working on Language Support Plans. *Each ELL should have an LSP (Not T1-T4).*
 - ✓ Provide the LSP along with the WIDA Can Do Name Chart (with ALL ELLs in that teacher's class) to mainstream teachers no later than September 1 (or closest Monday).
 - ✓ Provide via email or paper versión
 - ✓ We encourage you to hold a meeting with all of your classroom teachers to provide the LSP & WIDA Can Do Charts (and possibly copies of student score reports if you wish).
Explain how teachers can use this information to better support their students.
Stress the importance of adhering to the state mandate which requires one hour of ESL service per day for those students who scored a 3.6 & below. *Review the ESL curriculum* with teachers and be able to explain how you would plan for a week of instruction in your classroom. (Show them the curriculum & the resources you will use. Discuss the standards you will address and how you will also focus on English Language Development through the integration of listening, speaking, Reading, and writing.

FOR SCHOOL PRINCIPALS AND BUILDING TEST COORDINATORS:

- ✓ Provide the most updated school composite (continually).
- ✓ Provide a copy of your ESL Teacher Schedule (as sent to Cyndi Purnell, Principal only)

Additional WIDA Certification Requirements and Deadlines:

Note: W-APT Certification is mentioned within the BOY Checklist above.

- ✓ **WIDA ACCESS Online Certification** may begin as early as October 1. ESL Teachers must be certified by one month prior to the test window (For 2017, this is February 6) so they may be prepared to administer this spring assessment. Go to wida.us and login. Go to the My Account & Secure Portal. Click on the Grades 1-12 Online ACCESS icon. Complete the checklist up until & including the “one month prior” list. Fax WIDA training certificate to the ESL office at 416-7628.

WIDA ACCESS Placement Test (W-APT) The W-APT (short for the WIDA-ACCESS Placement Test) is an English language proficiency screener test given to incoming students who may be designated as English language learners (those students who have been identified as NELB). It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is an adaptive test that can gauge students' proficiency up to and beyond Level 5 of the WIDA English Language Proficiency (ELP) levels.

For grade 1, first semester, the **W-APT will initially assess Listening & Speaking**, along with the following skills:

| Reading | Writing |
|---|---|
| <ul style="list-style-type: none"> ▪ Can match simple pictures to each other ▪ Can recognize letters ▪ Can recognize words ▪ Can read simple phrases ▪ Can read simple sentences | <ul style="list-style-type: none"> ▪ Can copy letters ▪ Can complete simple words with initial letter ▪ Can write simple words ▪ Can write simple phrases ▪ Can write simple sentences |

Additional Resources for Q1 weeks 1-2:

Read Alouds:

As weeks 1 and 2 vary according to ELL numbers within each school, obtaining outside resources for **read aloud opportunities** assist teachers in maintaining a flexible schedule while assessing new NELB students. For returning ELL students, the following resource, along with a trip to the school or local public library allow for the introductory time which is essential to set newcomers at ease. Teachers may also wish to peruse the [epic website](#) to find books mentioned within the [CCR ELA Exemplar Resource: Instruction with Performance Assessment](#) resource provided via *Journeys*. Academic vocabulary may be found on page 185, and each story includes instructional recommendations for English Language Learners.

Initial Assessments:

The [Emerging Literacy Survey](#) from *Journeys* provides opportunities for initial assessment within phonemic awareness and concepts of print and decoding. *General Guidelines* for administering the survey are found on page 2. The *Summary form* for Beginning Skills is found on page 34 of this resource should be printed off and kept for reassessing students in week 9 of Q1. The following areas are assessed for grades K-1: rhyme, beginning sounds, blending onsets and rimes, segmenting onsets and rimes, phoneme blending, phoneme segmentation, concepts of print, letter naming, word recognition, word writing, and sentence dictation

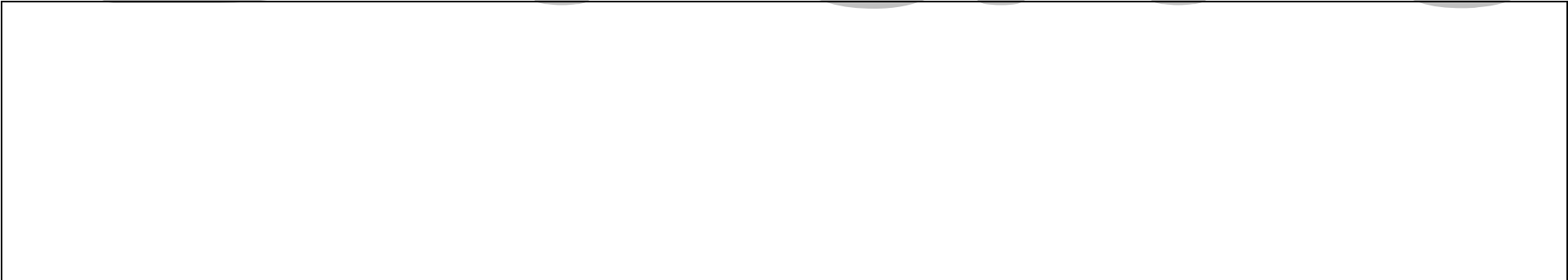
Title: Family

| Grade K Weeks 3-4 | Week 1 |
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| <p>Essential Questions: What makes a family?</p> | |
| <p>Standards</p> | <p>RI.K.1, RI.K.4, RI.K.10, SL.K.1, SL.K.4, L.K.1b, RF.K.1a, RF.K.1d, RF.K.2a, W.K.1; WIDA 1, 2, 4, 5; 0007.4.2; K.1; MPI Livebinder</p> |
| <p>Anchor Text (Text Type, Lexile) <ul style="list-style-type: none"> • Text based comprehension • Text based discussion (Whole and Small Group)</p> | <p>Anchor Text: What Makes a Family? (Nonfiction, AD420L) Teacher edition Reread p. 6 Who is in the family? Reread p. 10 Are all families the same size? Reread p. 17 What are some of the families doing together? What is the main idea? (What is the story about?) Think-aloud to model summarizing the main idea. Who are the characters/nouns for people in the story?</p> |
| <p>Building Knowledge <ul style="list-style-type: none"> • Read Aloud • Leveled readers • Paired Text (Read Together) • Supplemental Materials (Whole and Small Group)</p> | <p>Resources:</p> <ul style="list-style-type: none"> • Leveled Reader: My family (Reading A-Z) • ESL Reader: My Family (Journeys) • Language Support Card 1: What Makes a Family? • Noun Anchor Chart (scroll down webpage) |
| <p>Vocabulary Drawn from the texts</p> | <p>Tier 1: family, parent, sister, brother, grandparent, aunt, uncle, cousin, friend, neighbor, baby Tier 2: special, celebrate, proud, memories</p> |
| <p>Foundational Skill <ul style="list-style-type: none"> • Phonemic Awareness • Concepts of Print • Fluency • Word Work <ul style="list-style-type: none"> • Phonics and high frequency words • Decoding/Encoding </p> | <p>Follow the daily Phonics and Fluency sequence of activities *Beginning sounds and rhyming words *Letters: A-J *Practice writing name. *Practice pencil grip. *Practice writing letters. *High Frequency Words: I, like</p> |

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| <p>Language/ Syntax</p> <ul style="list-style-type: none"> Spelling and Grammar | <p>Follow the daily Grammar and Spelling sequence of activities: Nouns English Language Development: Page E2 Read Family Chant and help partners orally complete the following sentence frames to identify nouns for people: I love my _____. I have a _____. I have a ___ too. I have three _____.</p> |
| <p>Writing</p> <ul style="list-style-type: none"> Response to text Culminating task <p>Aligned with the EQ and topic</p> | <p>*Complete a shared writing to draw and label family members. Students will draw and label a picture of their family using the shared writing piece. Possible sentence frames: "This is my _____." or "Look at my_____".</p> |

| Grade K Weeks 3-4 | Week 2 |
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| <p>Essential Questions: Who is in your family?</p> | |
| <p>Standards</p> | <p>RI.K.1, RI.K.4, RI.K.10, SL.K.1, SL.K.4, L.K.1b, RF.K.1a, RF.K.1d, RF.K.2a, W.K.1; WIDA 1, 2, 4, 5; 0007.4.2; K.1; MPI Livebinder</p> |
| <p>Anchor Text</p> <ul style="list-style-type: none"> Rereading for fluency practice, additional comprehension support or independent reading practice Writing Support | <p>Students should read a variety of leveled texts on family. See resources below.</p> <p>My Family (<i>Reading A-Z</i>) Personal (fiction), 17 words, Level aa (Grade K)</p> |
| <p>Building Knowledge</p> <ul style="list-style-type: none"> Read Aloud Leveled readers Paired Text (Read Together) Supplemental Materials <p>(Whole/Small Group, Independent work)</p> <p>All students experience all texts and resources regardless of level</p> | <p>Resources:</p> <ul style="list-style-type: none"> <i>My Family</i> By Kim Mitzo Thompson, Karen Mitzo Hilderbrand (Sign-in and search GetEpic) <i>My Family Tree and Me</i> By Dušan Petričić (Sign-in and search GetEpic) Video: My Family: Nursery Rhyme Find family vocab and nouns. Review character with Story Elements Anchor Chart My Family Nursery Rhyme video |

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| <p>Vocabulary</p> | <p><i>Choose Tier 2 vocabulary from supplemental materials.</i></p> |
| <p>Foundational Skills</p> <ul style="list-style-type: none"> • Phonemic Awareness • Concepts of Print • Fluency • Word Work <ul style="list-style-type: none"> • Phonics and high frequency words • Decoding/Encoding | <p>Follow the daily Phonics and Fluency sequence of activities</p> <ul style="list-style-type: none"> *Beginning sounds and rhyming words *Letters: A-J *Practice writing name. *Practice pencil grip. *Practice writing letters. *High Frequency Words: I, like |
| <p>Language/ Syntax</p> <ul style="list-style-type: none"> • Spelling and Grammar | <p>Follow the daily Grammar and Spelling sequence of activities: Nouns</p> <p>English Language Development: Discuss nouns for people, places, and things. Ask students to choose one category: people, places, or things and label the inner of a circle map accordingly. Students will glue magazine pictures of their category in the outer circle. Before sharing, put a sticky note over the main idea and students guess the category.</p> |
| <p>Writing</p> <ul style="list-style-type: none"> • Response to text • Culminating task <p>Aligned with the EQ and topic</p> | <p>Use the Anchor text to research and write about family. How do we know that families are special? Write and illustrate a response.</p> |



ESL Supplemental Work Station and Gradual Release Template Grade KK Q1 Weeks 3-4

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| Story Information | Topic: Family |
| Essential Questions: | What makes a family? |
| Gradual Release: | *See GRR Example Behaviors at end of document. |
| <p>Stations' Activities</p> <p>RF.K.3 Phonics and Sight Words RL.K.3 Id character, setting, and events in a story.</p> <p>L.K.1b Use nouns and verbs</p> <p>W.K.1 State opinion</p> <p>RF.K.2a Rhyming Words</p> <p>RI.K.3 Id character, setting, and events in a story.</p> <p>L.K.1b Use nouns and verbs</p> <p>W.K.2 Write information</p> | <p>Week 1</p> <p>1) <u>Word Work</u>: Interactive Sight Word Match or create your own sight word match with flashcards and play with a partner.</p> <p>2) <u>Comprehension/Building Knowledge</u>: Teacher-directed group: Shared-Guided Reading- ELL Reader: Moms Do So Much Summarize the main idea/ID nouns</p> <p>3) <u>Vocabulary</u>: Sort family words from My Family (click link and scroll to “Teach the Objective: Grammar and Mechanics”)</p> <p>4) <u>Writing</u>: Draw a family member or bring in a family photo. Make a class book. I like my _____. (dad, mom, sister, brother).</p> <p>Week 2</p> <p>1) <u>Word Work</u>: Say and find Rhyming Matches</p> <p>2) <u>Comprehension/Building Background</u>: Teacher-led Shared-Guided Reading. Getting Around the City Summarize the main idea/ID nouns</p> <p>3) <u>Vocabulary</u>: Write the room. Have students look for flashcards hidden around the room of family members and record or play Nouns for Family Bingo. (Scroll to “family members link.)</p> <p>4) <u>Writing</u>: Practice family vocab in relation to self with “Who am I” worksheet then write your own sentence or copy frame.</p> |
| Other notes | Recurring standards- These standards are not listed each week, but they should always be addressed: RL 1, RL 10, RI 1, RI 10, L 6. |

For scaffolding: [Think Alouds](#), [Total Physical Response \(TPR\)](#), [Activate Prior Knowledge](#), [Explicit Vocabulary Instruction](#), [Sentence Frames](#), [Graphic Organizers](#)

Community Helpers

| Grade K Weeks 5-6 | Week 1 |
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| Essential Questions: | What kinds of work do people do? |
| Standards | RL.K.7 , RI.K.7 , RF.K.1 , RF.K.3c , W.K.3 , SL.K.4 , L.K.1a-b ; WIDA 1, 2, 5 ; Social Studies K.2 and K.8 ; MPI Livebinder |
| Anchor Text (Text Type, Lexile) <ul style="list-style-type: none"> • Text based comprehension • Text based discussion (Whole and Small Group) | Anchor Text: Everybody Works (Informational, AD210L) Analyze the text and pictures. What does each person do? Reread pg 5: What does a police officer do? Reread pg 8-13: Look at the picture. What is something you can build/create/make? Reread pg 21: What does this woman do for her job? Reread pg 27: The words say that children work. What work are these children doing? |
| Building Knowledge <ul style="list-style-type: none"> • Read Aloud • Leveled readers • Paired Text (Read Together) • Supplemental Materials (Whole and Small Group) | Resources: <ul style="list-style-type: none"> • Leveled Reader: Let's Sell Things (Informational) • Language Support Card: Lesson 4- Everybody Works • Vocabulary and Concept Poster: Scroll to Lesson 3 "Be Careful." What community helper can help you in the pictures? • Picture Card Bank: At Work • ELL Newcomer Audio Hub: Practice song/language frames for "Help!" and "People at Our School" |
| Vocabulary Drawn from the texts | Tier 1: work, office, home, outside, help, home, make, hobby, volunteer, sell Tier 2: protect, deliver, create, earn |

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| <p>Foundational Skills</p> <ul style="list-style-type: none"> • Phonemic Awareness • Concepts of Print • Fluency • Word Work <ul style="list-style-type: none"> - Phonics and high frequency words • Decoding/Encoding | <p>Follow the daily Phonics and Fluency sequence of activities</p> <ul style="list-style-type: none"> *Phonemic Awareness:(search for pgs E23, E24) Beginning Sounds, Words in Oral Sentences *Letters: K-T *Practice writing name *Practice pencil grip *High Frequency Words: the, and |
| <p>Language/ Syntax</p> <ul style="list-style-type: none"> • Spelling and Grammar | <p>Follow the daily Grammar and Spelling: Verbs</p> <p>English Language Development: Read I have a Pet. What work do you need to do if you have a pet? Have students name verbs. Have students participate in a shared writing to list the verbs that were found.</p> |
| <p>Writing</p> <ul style="list-style-type: none"> • Response to text • Culminating task <p>Aligned with the EQ and topic</p> | <p>Narrative Writing (search for pg E31) Have students look at pictures of people working from the anchor text, and together narrate the pictures. Common Core Writing Handbook: Narrative Writing paper pg. 6</p> |

| Grade K Weeks 5-6 | Week 2 |
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| <p>Essential Questions: What kinds of work do people do?</p> | |
| <p>Standards</p> | <p>RL.K.7, RI.K.7, RF.K.1, RF.K.3c, W.K.3, SL.K.4, L.K.1a-b; WIDA 1, 2, 5; Social Studies K.2 and K.8; MPI Livebinder</p> |
| <p>Anchor Text</p> <ul style="list-style-type: none"> • Rereading for fluency practice, additional comprehension support or independent reading practice • Writing Support | <p>Students should read a variety of leveled texts on community helpers. See resources below.</p> |

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| <p>Building Knowledge</p> <ul style="list-style-type: none"> ● Read Aloud ● Leveled readers ● Paired Text (Read Together) ● Supplemental Materials <p>(Whole/Small Group, Independent work)</p> <p>All students experience all texts and resources regardless of level</p> | <p>Resources:</p> <ul style="list-style-type: none"> ● ELD Content Reader: Our Jobs ● ELL Building Background Video Hub: Search for topic “Families at Work and Play” and “Helping Out: Meal Time.” What are ways you can work and help others? ● Read <i>Community Helpers: Doctors, Community Helpers: Firefighters, Community Helpers: Police Officers, Community Helpers: Librarians, Community Helpers: Teachers</i>, etc. (Sign-in and search www.getepic.com) Have students discuss what they would like to do when they are grown. Make a class book, When I grow up, I want to be a _____. ● Action Verb Anchor Chart: Create in whole group. ELLs can brainstorm verbs on sticky notes and act out verbs with TPR. |
| <p>Vocabulary</p> | <p><i>Teacher should choose Tier 2 vocabulary related to the supplemental resources.</i></p> |
| <p>Foundational Skills</p> <ul style="list-style-type: none"> ● Phonemic Awareness ● Concepts of Print ● Fluency ● Word Work <ul style="list-style-type: none"> - Phonics and high frequency words ● Decoding/Encoding | <p>Follow the daily Phonics and Fluency sequence of activities</p> <ul style="list-style-type: none"> *Phonemic Awareness: Beginning Sounds, Words in Oral Sentences *Letters: K-T *Practice writing name *Practice pencil grip *High Frequency Words: the, and |
| <p>Language/ Syntax</p> <ul style="list-style-type: none"> ● Spelling and Grammar | <p>Follow the daily Grammar and Spelling sequence of activities: Action Verbs</p> <p>English Language Development: - Search pg E39 Act out action words. Verb flashcards. Cut out people working from magazines, have students use an action word for each job. Have students use the community helper and verbs in a sentence. Example- The police run.</p> |
| <p>Writing</p> <ul style="list-style-type: none"> ● Response to text ● Culminating task <p>Aligned with the EQ and topic</p> | <p>Narrative Writing- Have students work together to make a list of verbs that people do in their jobs. Complete the sentence starter to write story sentences: We can _____ and _____. (page E41)</p> <p>Flashcards to help with brainstorming,</p> |
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| STORY INFORMATION: Topic: Community Helpers | |
| Essential Questions: | What kinds of work do people do? |
| Gradual Release: | *See GRR Example Behaviors at end of document |
| Stations' Activities | <p>Week 1</p> <p>RF.K.1 Recognize letters 1) <u>Word Work</u>: Playdough mats. Fine motor activity that allows our students practice with letter formation. Playdough mat here.</p> <p>RI.K.7 Describes text and pictures 2) <u>Comprehension/Building Knowledge</u>: Teacher-directed group: Shared-Guided Reading- ELL Reader: Reading A to Z - Community Helpers Analyze the text and pictures</p> <p>L.K.5 Explore word relationships and meaning 3) <u>Vocabulary</u>: Dramatic play station with costumes. Have students use the vocabulary they heard throughout the unit to pretend to be a community helper. Free printable of community helpers hats.</p> <p>W.K.1 Write opinion text 4) <u>Writing</u>: Describe a job you would like to have as an adult, and explain why. Sentence frame example: I like the <u>(doctor)</u>. I like to <u>(help people)</u>.</p> <p>Week 2</p> <p>RF.K.3c Sight words 1) <u>Word Work</u>: Have ELLs practice with sight words - Sight Word Fly Swat</p> <p>RI.K.7 Describes text and pictures 2) <u>Comprehension/Building Background</u>: Teacher-led Shared-Guided Reading. Vocabulary Reader: <i>Our Jobs</i> Evaluate verbs in the text and pictures to conclude the community helper.</p> <p>L.K.1b Nouns and verbs 3) <u>Vocabulary</u>: Partner-work: Noun/Verb Sort</p> <p>W.K.3 Narrative writing 4) <u>Writing</u>: Use the graphic organizer (bubble map). Have paired students discuss which community helper is important and why or use the map to brainstorm list of verbs for a community helper of their choice. Students can use the bubble map to write narrative sentences about their favorite community helper and illustrate.</p> |

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| Other notes | <p>Recurring standards- These standards are not listed each week, but they should always be addressed: RL 1, RL 10, RI 1, RI 10, L 6.</p> <p>For scaffolding: Think Alouds, Total Physical Response (TPR), Activate Prior Knowledge, Explicit Vocabulary Instruction, Sentence Frames, Graphic Organizers</p> |
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| Grade K Weeks 7-8 | Week 1 |
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| Essential Questions: | How do tools help us do things with our hands? How can we be a good friend at home and school? |
| Standards | RL.K.3 , RI.K.3 , RF.K.1 , RF.K.2d , RF.K.3c , W.K.3 , LS.K.2 , LK.1b , LK.5b ; WIDA 1, 2, 4 ; Science GLE 0007.T/E.1 ; MPI Livebinder |
| <p>Anchor Text (Text Type, Lexile)</p> <ul style="list-style-type: none"> • Text based comprehension • Text based discussion (Whole and Small Group) | <p>The Little Red Hen (Fable, AD560L)</p> <p>Ask, Does anyone ask you for help? Do you ask for help sometimes? Discuss that everyone needs help sometimes.</p> <p>Pg. 3: What do we learn about the animals at the beginning of the story?</p> <p>Pg. 9: What work does the hen do all alone?</p> <p>Pg. 25: Why do the animals want to help now?</p> <p>Comprehension Skill: Cause and Effect / Strategy: Questioning</p> <ul style="list-style-type: none"> • Point out and model that good readers ask questions about the text. Model using question words. Ask questions about cause and effect. Ex: What effect does the hen have on her friends when she tells them that she will share cake with those who help? <u>They help her the next time.</u> Why does little Red Hen say she wants to share with those who work? <u>Working together makes working fun.</u> How do you think the characters feel when they all work together? <u>happy</u> |
| <p>Building Knowledge</p> <ul style="list-style-type: none"> • Read Aloud • Leveled readers • Paired Text (Read Together) • Supplemental Materials | <p>Resources:</p> <ul style="list-style-type: none"> • Vocabulary Reader: Make a Kite Discuss tools for making a kite. • Language Support Card: Lesson 5 – The Handiest Things in the World • Vocabulary and Concept Poster: Scroll to Lesson 5: “My School.” What tools do community helpers use in a school? • Picture Card Bank: Tools |

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| <p>(Whole and Small Group)</p> | <ul style="list-style-type: none"> • ELL Newcomer Audio Hub: Practice song/language frames for “In My Backpack.” What tools for school can you find in a backpack? • Video: Antonyms/Synonyms – Use TPR to model synonyms and antonyms. |
| <p>Vocabulary <i>Drawn from the texts</i></p> | <p>plant, wheat, help, flour, bread, mix, sigh, stalk, grind, measure, batter, scent (Vocabulary strategy: Use synonyms and antonyms) E-Glossary</p> |
| <p>Foundational Skills</p> <ul style="list-style-type: none"> • Phonemic Awareness • Concepts of Print • Fluency • Word Work <ul style="list-style-type: none"> - Phonics and high frequency words • Decoding/Encoding | <p>Follow the daily Phonics and Fluency sequence of activities</p> <ul style="list-style-type: none"> *Phonemic Awareness: Beginning Sounds and Words in Oral Sentences *Letters: U-Z *Practice writing name *Practice pencil grip *Fluency: Pause for punctuation *High Frequency Words: I, like, the, and - The Playground |
| <p>Language/ Syntax</p> <ul style="list-style-type: none"> • Spelling and Grammar | <p>Follow the daily Grammar and Spelling sequence of activities: Action Verbs</p> <p>English Language Development: Make a list of action words that show how we help at home and school. Whisper an action word in a student’s ear. Have the student act out the word and the others guess. (Page E49) Verb flashcards. (Pg. E39)</p> |
| <p>Writing</p> <ul style="list-style-type: none"> • Response to text • Culminating task <p><i>Aligned with the EQ and topic</i></p> | <p>Remind students that the Little Red Hen did a lot of work to make the cake. Review the anchor text and write narrating sentences about the story with Narrative Lined Paper. Example: The hen plants seeds. The hen cuts wheat. The hen makes a cake.</p> |

Helping Friends

| Grade K Weeks 7-8 | Week 2 |
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| Essential Questions: | How do tools help us do things with our hands? How can we be a good friend at home and school? |
| Standards | RL.K.3, RI.K.3, RF.K.1, RF.K.2d, RF.K.3c, W.K.3, LS.K.2, LK.1b, LK.5b ; WIDA 1, 2, 4 ; Science GLE 0007.T/E.1 ; MPI Livebinder |
| Anchor Text <ul style="list-style-type: none"> Rereading for fluency practice, additional comprehension support or independent reading practice Writing Support | Students should read a variety of leveled texts on tools and helping people. See resources below. |
| Building Knowledge <ul style="list-style-type: none"> Read Aloud Leveled readers Paired Text (Read Together) Supplemental Materials (Whole/Small Group, Independent work) All students experience all texts and resources regardless of level | Resources: <ul style="list-style-type: none"> Cause and effect anchor chart and resources Enemy Pie (Fiction, AD330L) Why does he call Jeremy Ross his enemy? What is an enemy? What is the antonym for enemy? What does his father suggest he do? How does the enemy pie help them become friends?/Make a friend pie. Talk about all the things we should add to make a great friend. Song: This is the Way We Help at Home. page T388 Leveled reader: I Can Help! (Narrative Fiction) |
| Vocabulary Drawn from the texts | Teacher should choose Tier 2 vocabulary related to the supplemental resources. |

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| <p>Foundational Skills</p> <ul style="list-style-type: none"> ● Phonemic Awareness ● Concepts of Print ● Fluency ● Word Work <ul style="list-style-type: none"> - Phonics and high frequency words ● Decoding/Encoding | <p>Follow the daily Phonics and Fluency sequence of activities</p> <ul style="list-style-type: none"> *Phonemic Awareness: Beginning Sounds and Words in Oral Sentences *Letters: U-Z *Practice writing name *Practice pencil grip *Fluency: Pause for punctuation *High Frequency Words: I, like, the and |
| <p>Language/ Syntax</p> <ul style="list-style-type: none"> ● Spelling and Grammar | <p>Follow the daily Grammar and Spelling: Synonyms/Antonyms</p> <p>English Language Development: Synonym/Antonym Hunt- Brainstorm synonyms and antonyms in a T-chart on the board. Have students write words on sticky notes and put on the chart. Ask students to turn around and choose words to place on their backs. Students will go from person to person asking for synonyms and antonyms to guess their words.</p> |
| <p>Writing</p> <ul style="list-style-type: none"> ● Response to text ● Culminating task <p>Aligned with the EQ and topic</p> | <p>Narrative Writing: Students will describe a good friend and complete a class illustrated book. (Common Core Writing Handbook: Class Story paper- Lesson 5) Students will complete sentence frames. A friend can_____. A friend is_____.</p> |

ESL Supplemental Work Station and Gradual Release Template Grade K Q1 Weeks 7-8

STORY INFORMATION:

Topic: Helping Friends

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| Essential Questions: | How do tools help us do things with our hands? How can we be a good friend at home and at school? |
| Gradual Release: | *See GRR Example Behaviors at end of document |
| Stations' Activities | Week 1 |
| RF.K.2d Isolate sounds | 1) <u>Word Work</u> : Initial, Medial, and Final Letter Sound Match |
| RL.K.3 Identify story elements | 2) <u>Comprehension/Building Knowledge</u> : Teacher-directed group: Make the characters from the anchor text, The Little Red Hen . Have students react the story. |
| L.K.4 Learn and use new words | 3) <u>Vocabulary</u> : Write the room school supplies . Review vocabulary used in the classroom. |
| W.K.3 Narrative writing | 4) <u>Writing</u> : Vocabulary in context card : “and” – Have ELLs use Narrative Lined Paper to write a narrative about using tools. |
| | Week 2 |
| RF.K.3c Sight words | 1) <u>Word Work</u> : Have ELLs practice with sight words - Roll and write sight words . Make a die with the 4 words on the die. Have students write the word that lands on top to see which word they roll the most. |
| RI.K.3 Describe the connection between events | 2) <u>Comprehension/Building Background</u> : Teacher-led Shared-Guided Reading. Leveled Reader: Mixing Colors (Scroll to “Teach the Objectives: comprehension.”) Explain cause and effect. |
| L.K.1b Nouns and verbs | 3) <u>Vocabulary</u> : Partner-work: Noun/Verb Sort (Sign-in for freebie.) |
| W.K.3 Narrative writing | 4) <u>Writing</u> : I Can Help (Narrative Fiction) Make a T-Chart of nouns and verbs from the story. Use the T-chart to write and illustrate a sentence about helping. |
| Other notes | Recurring standards- These standards are not listed each week, but they should always be addressed: RL.K.1 , RL.K.10 , RI.K.1 , RI.K.10 , L.K.6 . For scaffolding: Think Alouds , Total Physical Response (TPR) , Activate Prior Knowledge , Explicit Vocabulary Instruction , Sentence Frames , Graphic Organizers |

| Gradual Release of Responsibility Example Behaviors | | |
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| Teacher | | Student |
| I do it Modeled Instruction | <ul style="list-style-type: none"> • Provides direct instruction • Establishes goals and purpose • Models the expectation • Think aloud | <ul style="list-style-type: none"> • Actively listens • Takes notes • Asks for clarification |
| We do it Guided Instruction / Guided Practice | <ul style="list-style-type: none"> • Interactive instruction • Works with students • Checks, prompts, clues • Provides additional modeling • Meets with needs-based groups | <ul style="list-style-type: none"> • Asks and responds to questions • Works with teacher and classmates • Completes process alongside others |
| They do it together Collaborative Practice | <ul style="list-style-type: none"> • Provides feedback • Moves among groups • Clarifies confusion • Provides support | <ul style="list-style-type: none"> • Works with classmates, shares outcome • Collaborates on authentic task • Consolidates learning • Completes process in small group • Looks to peers for clarification |
| You do it Independently Independent Practice | <ul style="list-style-type: none"> • Provides feedback • Evaluates progress toward the learning expectation | <ul style="list-style-type: none"> • Works alone • Relies on notes, activities, classroom learning to complete assignment • Takes full responsibility for outcome |

Week 9:

Week 9 affords the opportunity to assess the skills of letter naming, phonemic awareness, letter-sound relationships, decodable words, high-frequency words, and reading sentences. All of these skills may be assessed via the use of the *Journeys Progress Monitoring Assessment*. Additionally, fluency and comprehension may be monitored using the Reading A-Z and ReadWorks documents listed below. Keeping a portfolio of student progress can assist in helping school personnel to determine if intervention or additional English Language Development scheduling is needed.

During week 9, writing should remain an area of focus. For grade K, [Reading A-Z provides writing center activities which can reinforce:](#) sentence building, story writing, letter formation, and story creation/ retelling.

[Journeys Progress Monitoring Assessments:](#) The test should take three to five minutes per lesson set. Prepare a test form for children (pages 2-9) and a teacher's test form (page xii) for each child being tested. Use the teacher's test form to record the child's responses and scores *Assess students through lessons 7-8. See pages x-xi for Scoring and Interpretation of assessment results.*

Purpose:

- To check on each child's growth or problems in learning skills and high-frequency words
- To target learning gaps by using these test results and test results from the core instructional program

Sections on the Test

- A. Letter Naming: Lessons 1–4 review letter names, both capital and lowercase letters. Tests for Lessons 1–2 and Lessons 3–4 include tests for letter names.
- B. Phonemic Awareness: In the Phonemic Awareness tests, children listen for specific sounds in words. These skills are the foundation for phonics skills and decoding
- C. Letter–Sound Relationships: Letter sounds taught in the two-week period, or previously taught, are tested using the teacher's script plus a test box showing only letters representing known letter sounds
- D. Decodable Words: This section measures a child's ability to read decodable words. The words include phonics elements taught in the last two lessons. The child pronounces the words independently
- E. High-Frequency Words Items in this section evaluate a child's ability to recognize high-frequency words (Words to Know) taught in a two-week period
- F. Reading Sentences: This section measures a child's ability to read sentences accurately. The sentences are a combination of decodable and familiar high-frequency words and become more complex as the year progresses.

Administering the K Tests

- Explain briefly that the child has a page and you have a page. You will be making notes so you can help him or her become a better reader.
- Use your page to record the child's oral response. For most tests, use a check mark (✓) for a correct response. Write the incorrect response or an X. Write 0 if the child does not respond.
- Phonemic Awareness: Read the teacher directions on the teacher page. Be sure the child is listening as directions are given. Check goals and enter the number of correct responses.
- Letter Naming: Point to the box with the letters. Point to a capital or lowercase letter and ask the child to name the letter. Continue with the other letters in the box. Check goals and enter the number of correct responses.
- Phonics/Letter-Sounds: Tell the child to look at the letters. Then read the directions provided on the teacher page. Continue with the sounds for the other letters. Check goals and enter the number of correct responses.
- Phonics/Decodable Words: Have the child look at the words. Remind the child that he or she knows the sounds for all the letters in each word. Have the child identify each word by sounding out and blending the word. Enter the number of correct responses.
- High-Frequency Words (Words to Know): Point to the test box and tell the child that he or she has learned the words. Then point to each word and have the child read it. Enter the number of correct responses on the score line.
- Reading Sentences: Tell the child that he or she will read each sentence. Have the child look at the sentence and read the words. Some sentences have a picture for a word. Tell the child to read the name of the picture with the other words in the sentence. The child may take time to sound out a word or words. If the child goes back to correct an error, the response is correct. Check goals and enter the child's score.
- Be sure to affirm the child's test participation, commending him or her for listening and for the responses. Compare test scores as the child progresses in the group to evaluate growth over time or problem areas.

Additional resources for week 9 assessment:

Print Awareness: Reading A-Z *Alphabet Assessment Reproducible 3* [UPPERCASE AND LOWERCASE LETTER NAMING](#)

INSTRUCTIONS: Have the student point to each letter and say its name. Circle the ones incorrectly named.

Phonological Awareness: Reading A-Z: [Phonological Awareness- Initial Sounds form 1](#)

DIRECTIONS:

Point to each picture in each set of four boxes one at a time and ask the student to name the picture. After naming the picture, ask him or her to identify the initial sound in the word. Place an X in the small box at the lower right for each error. Practice with the first picture.

Comprehension:

[ReadWorks: A Cool Pool](#) Lexile 110

Note to Teacher: Read each question **out loud** to your students and have each student complete the worksheet **independently**. For questions 5 A) and 6, you can have students draw their answers, answer orally, or write their answers depending on your students' progress. If you have them write their answers, you may want to write the word(s) on the board for them to copy.

Draft

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