**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](http://achievethecore.org/) 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.**

**Elements of Lesson Planning with Attention to Language:**

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, fullfilling 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.

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.

*Sample MPI for grade 1 Reading for Information* [Model Performance Indicators (MPIs](http://www.livebinders.com/play/play?id=1089921))

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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** | |
| |  | | --- | | *Identify answers to yes/no or WH- questions about informational text with labeled visual support.* | | |  | | --- | | *Answer questions about key details from illustrated informational texts written in repetitive sentence patterns with labeled visual support.* | | |  | | --- | | *Ask and answer questions about key details in illustrated texts written in simple and compound sentence structures while working with a partner.* | | |  | | --- | | *Ask and answer questions about key details in illustrated/non-illustrated texts written in compound sentence structures while working with a partner.* | | |  | | --- | | *Ask and answer questions about key details in a text written in compound and complex sentence structures while working with a partner.* | | |

**Using the Curriculum Maps, Grade K-5 ESL TWAG**

1. **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.

1. Consult your **Journeys Teachers’ Edition (TE)** and other **cited references** to map out your week(s) of instruction.
2. 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).
3. 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.)
4. 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.
5. 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.
6. 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.

Remember to include differentiated activities for small group instruction and literacy stations- based on **MPIs** and student English Language Proficiency. Reference “**SWAG” documents** for resources within literacy work stations.

Please reference the ESL K-5 Lesson Plan template for assistance in arranging Literacy Stations during week 1 and Text Stations during week 2 for each TWAG.

The following cross-reference to SCS ELA curriculum is provided to assist in making decisions about how best to use this ESL curriculum document in conjunction with ELA. Realizing that ESL students benefit from more time to develop knowledge of vocabulary and concept development within a particular topic, ESL teachers are advised to use the TWAG format to assist in doing so.

**English Language Arts Q3** **ESL Quarter 3**

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1 | Ecology for Kids | Weeks 1 & 2 | Ecology for Kids |
| Week 2 | Riding Freedom |  |  |
| Week 3 | Hercules Quest | Weeks 3 & 4 | Harvesting Hope |
| Weeks 4 & 5 | Harvesting Hope (TWAG) |  |  |
| Weeks 6 & 7 | Sacagawea (TWAG) | Weeks 5 & 6 | Sacagawea |
| Weeks 8 & 9 | Tuck Everlasting (Novel Study) | Weeks 7-9 | Tuck Everlasting |

**Unit Topic: Life Science**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade 4 Weeks 1-2** | **Week 1** | | | |
| Essential Questions: Why is it important to understand about our environment and what is happening in it? | | | | |
| Standards  WIDA 1 2 4  SIL, LoLA, LoS | RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  RF.4.3Know and apply grade-level phonics and word analysis skills in decoding words.  L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).  W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.  SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace   |  | | --- | |  | | | | |
| (Read Aloud)   * Text based comprehension * Text based discussion   (Whole and Small Group) | [Forests Are Forever](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/tc_te_9780547979663_/launch.html?page=29) T. 316-317  S. will listen and paraphrase information about pollutants. | | | |
| Anchor Text (Read Aloud)   * Text based comprehension * Text based discussion   (Whole and Small Group) | [*Ecology for Kids Informational*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/online_audio_hub_9780547933351_/audio/student/jy14_na_ese_g4_u3_l15_tr15.mp3) *L770*  RI.4.2 Main idea and detail  [Lesson Resources](http://mrswarnerarlington.weebly.com/main-idea.html) | | | |
| Building Knowledge   * Read Aloud * Leveled readers * Paired Text (Read Together) * Supplemental Materials   (Whole and Small Group) | Video with images of pollutants  <https://www.youtube.com/watch?v=yV2EK2bMgwk>  [Language Support Card](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547953168_/volume/launch.html?page=13A)  [ppt](https://kmott.wikispaces.com/file/view/Unit%203%20Lesson%2015%20Story%20Selection%20Ecology%20for%20Kids.pptx/291296851/Unit%203%20Lesson%2015%20Story%20Selection%20Ecology%20for%20Kids.pptx) | Vocabulary Reader: [Squash in the Schoolyard](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/vr/bl/lesson15/index.html) | Amazon Rainforest Deforestation  <https://www.youtube.com/watch?v=bQruQocd_z8> | Ocean pollution  <https://www.youtube.com/watch?v=Ku5dgUtXcLo> |
| Vocabulary  Drawn from the texts | **L.4.4, 6**  [Vocabulary in Context Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547896533_/launch.html) 141-150 Student Book p. 436-437 ELL Lesson 15 E42  [Unit 3 Lesson 15 Journeys Vocabulary Cards.pptx](https://kmott.wikispaces.com/file/detail/Unit%203%20Lesson%2015%20Journeys%20Vocabulary%20Cards.pptx)  Tier 2 words *(across domains):* organisms, directly affect, traces, vast, habitat, variety, species, banned, radiation  Strategy: Using context clues | | | |
| Foundational Skills   * Phonemic Awareness * Concepts of Print * Fluency * Word Work   Phonics and high frequency words   * Decoding/Encoding | *RF.4.3,4*  *Follow the daily* ***Phonics*** *and* ***Fluency*** *sequence of activities*    Decoding/Encoding  three-syllable words <https://www.youtube.com/watch?v=DOfsuuBV148>  [Word Study Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/WordStudy_WordCards_BLM_SpellingPhonics_gr4.pdf)  [Literacy and Language Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html) | | | |
| Language/ Syntax   * Spelling and Grammar | L.4.1,d  Follow the daily **Grammar** and **Spelling** sequence of activities  Change y to i <https://www.youtube.com/watch?v=KY3T7K-RIuc>  Irregular verbs  [Grammar Snap Videos](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/teacher_gateway_9780547934518_/grade/grade4.html)  [ESL Games](http://www.eslgamesworld.com/members/games/ClassroomGames/Quizshow/Irregular%20Past%20Simple%20Quiz%20Show/)  **English Language Development:** Students will use irregular verbs while speaking and writing about the environment and weather. T352 | | | |
| Writing   * Response to text * Culminating task   Aligned with the EQ and topic | W.4.1 W.4.7  Complete a paragraph frame to explain why you agree or disagree with the author in *Forests are Forever* that we need to balance our use of resources with protecting the environment. Use text evidence.  Below: Use the OREO graphic organizer to list reasons why you agree or disagree  Above: Revise for transition words to introduce at least 3 reasons and a conclusion. Use lesson vocabulary.  **Research and Media Literacy Project:** Choose a topic such as oceans or forest from the text.  Organize ideas and inquiry questions in a main idea/details organizer.  Use resources to answer questions.  Write a report about the topic.  Present the topic to classmates.  Below: Speak about the topic using notes and organizer.  Above: Publish your report with visuals in a ppt. | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade 4 Weeks 1-2** | **Week 2** | | | | |
| Essential Questions: Why is it important to be informed about what is happening in the world? | | | | | |
| Standards  WIDA 1 2 4  SIL, LoLA, LoS | | RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject  knowledgeably.  RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of  poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue,  stage directions) when writing or speaking about a text.  RF.4.3Know and apply grade-level phonics and word analysis skills in decoding words.  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and  morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context  and out of contrast.  RF.4.4. Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on  successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as  necessary.  L.4.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a  red small bag).  W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.  RI.4.2Determine the main idea of a text and explain how it is supported by key details; summarize the text  SL.44. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes | | | |
| Read Aloud/Main Selection   * Text based comprehension * Text based discussion | | RI.4.9 Reading A-Z *[Deep Trouble: The Gulf Coast Oil Spill](https://www.readinga-z.com/books/leveled-books/book/?id=1408)* L 771-800  RL.4.5 [Wonderful Weather Poetry](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr4/ete_9780547894379_/volume3/launch.html?page=T340) p. 456  Respond to text questions orally and/or in writing  Lesson 16 Compare and Contrast | | | |
| Building Knowledge   * Read Aloud * Leveled readers * Paired Text (Read Together) * Supplemental Materials   (Whole/Small Group, Independent work) | | [ELL Reader:A Father’s Garden Level ; Lexile](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/epub_lesson_bl.html)  [Compare and contrast game](http://www.studyzone.org/testprep/ela4/m/comparecontrastl2.cfm) | [Struggling: The Seal Who Wanted to Live](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/epub_lesson_bl.html) | [On Level: Dad’s Garden](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/epub_lesson_bl.html) | [Above: The Princess and the Manitee](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/epub_lesson_bl.html) |
| Vocabulary  Drawn from the texts | | *Tier 2 words (across domains): organisms, directly affect, traces, vast, habitat, variety, species, banned, radiation* | | | |
| Foundational Skills   * Phonemic Awareness * Concepts of Print * Fluency * Word Work * Phonics and high frequency words * Decoding/Encoding | | Follow the daily **Phonics** and **Fluency** sequence of activities  Lesson 16 Sound/spelling changes  Word Study Cards | | | |
| Language/ Syntax   * Spelling and Grammar | | Follow the daily **Grammar** and **Spelling** sequence of activities:  Lesson 16 Words with /k/, /ng/, and /kw/  L.4.1d Lesson 16 [Adjectives](https://adidesiderio.wikispaces.com/file/view/Predicate+Adjectives.ppt/294621664/Predicate%20Adjectives.ppt)  [video](http://adidesiderio.wikispaces.com/School+House+Rock+videos)  S. will use adjectives to compare and contrast while speaking or writing about two animals.  S. will use language to compare and contrast such as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is \_\_\_\_\_\_\_er than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  \_\_\_\_\_\_\_\_\_\_is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_est of all. | | | |
| Writing   * Response to text * Culminating task   Aligned with the EQ and topic | | **Compare and contrast *Forests are Forever and Deep Trouble: The Gulf Oil Spill.* How are the authors’ opinions about the environment in the two texts the same? Do they have the same view? Use evidence from the text to support your response.** | | | |

**ESL Supplemental Work Station and Gradual Release Template Grade 4 Q3 Weeks 1-2**

|  |  |
| --- | --- |
| **STORY INFORMATION : Topic:** The Environment (Ecology) | |
| *Ecology for Kids* | Informational Text |
| Essential Question: | Why is it important to be informed about what is happening in the world? |
| Gradual Release: | \*See GRR Example Behaviors at end of document. |
| Culminating Task | W.47. Research and Media Literacy Project: Choose a topic such as oceans or forest from the text.  Organize ideas and inquiry questions in a main idea/details organizer.  Use resources to answer questions.  Write a report about the topic.  Present the topic to classmates.  Below: Speak about the topic using notes and organizer.  Above: Publish your report with visuals in a ppt. |
| Stations Activities :  **WEEK 1**  **RF.4.3**  **L.4.1d** | **1): Word Work:**    3-syllable words [FCCR file folder game](http://www.fcrr.org/curriculum/PDF/G2-3/2-3Phonics_4.pdf)  Change y to i [foldable](https://docs.google.com/file/d/0Bx3HBu9-j2BgNEZzYUI4SU1ta0k/edit)  [Adjectives: Build sentences with adjectives](http://www.thecurriculumcorner.com/thecurriculumcorner456/sentence-builder-cards/)  [Literacy and Language Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html) |
| **RI.4.2** | **2) Comprehension/Building Knowledge: CLOSE read Ecology for Kids**  [Main idea and detail foldable](http://crystals-classroom.blogspot.com/2014/08/reading-foldables.html) |
| **L.4.4a** | **3) Vocabulary:**  Make a Frayer Model for 3 vocabulary words  [Context Clues file folder game](http://www.fcrr.org/studentactivities/v_040c.pdf) |
| **RF.4.4** | **4) Fluency**- Partner-reading of ELL Reader.  Listen to reading: Journeys ebook Ecology for Kids |
| **WEEK 2**  **L.4.2d**  **RF.4.4** | **1): Word Work:**  /k/ /ng/ /kw/ word sort  [Word Study Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/WordStudy_WordCards_BLM_SpellingPhonics_gr4.pdf)  [Literacy and Language Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html) |
| **R.I.4.3**  **R.I.4.9** | **2)Comprehension/Building Knowledge:**  [*Compare and contrast foldable*](http://itcdland.csumb.edu/~kbuell/ist541/labs/lab1/jobaid2_accordian.html)  [*Online practice*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys/destination/en-us/ug_dr/gr04_l16_csk_lk01.html) |
| **W.4.7** | **3) Writing/Research:** Conduct research for compare/contrast culminating writing activity. Edit and revise writing. |
| **RF.4.4** | **4.)** **Fluency:**  Read [leveled readers](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/epub_lesson_bl.html) with a partner  Practice sight words with a partner. Record your progress after 1 minute. |
| **Other notes** | For scaffolding- Language frames:  [Academic Language Functions](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  [Very simple frames](http://www.xenia.k12.oh.us/userfiles/251/Sentence%20Frame%20Sample%20on%20Classroom%20)  [More frames](http://www.heinemann.com/shared/companionResources/E05661/3-10_ScaffoldingToolboxOfSentenceFrames.pdf)  [Links to leveled standards](http://www.livebinders.com/play/play?id=1089921)- for every standard, this resource provides additional support to teachers for creating scaffolded activities. |

**Unit Topic: American History: Agriculture**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade 4 Weeks 3-4** | **Week 3** | | | |
| Essential Questions: Why is farming important? | | | | |
| Standards  WIDA 1, 2, & 5:  SIL, LoLA, LoSS | RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and  morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context  and out of contrast.  L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).  L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.  L.4.4c Use reference materials   |  | | --- | | SL.4.1-3  W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | | |
| (Read Aloud)   * Text based comprehension * Text based discussion   (Whole and Small Group) | RI.4.1  Teacher Read Aloud  “[The Father of India,](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/tc_te_9780547979663_/launch.html?page=37)” TE 37  T238–T239 What do you understand about Gandhi’s character from the way his group tried to fight the salt tax? | | | |
| Anchor Text (Read Aloud)   * Text based comprehension * Text based discussion   (Whole and Small Group) | RI.4.1  [Harvesting Hope: The Story of Cesar Chavez](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr4/ete_9780547894379_/volume4/launch.html?page=T238) ( Biography L 850)  Think Aloud/Model/Practice and Text Dependent Questions T248 and T253  Draw Conclusions Organizer The Text Says…/I know…/ I conclude that… | | | |
| Building Knowledge   * Read Aloud * Leveled readers * Paired Text (Read Together) * Supplemental Materials   (Whole and Small Group) | [Journeys Building Background Videos: Farms](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/lesson3.html)  [Anchor Text Read Aloud](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ese_9780547894539_/Build/launch.html)  Language Support Cards | [Vocabulary Reader](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/vr/bl/lesson19/index.html)  [Tough Times](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/vr/bl/lesson19/index.html) | [Cesar Chavez for Kids](https://www.youtube.com/watch?v=-yDOjZMON78) |  |
| Vocabulary  Drawn from the texts | Tier 2 words *(across domains):* overcome association capitol drought dedicate publicity violence conflicts  horizon brilliant  Idioms on p. 567  Strategy: Reference Materials [ppt](https://www2.k12albemarle.org/school/WMS/library/Documents/Recognizing_Reference_Sources.ppt)  \*[See Vocab in Context Cards/Sentence Frames:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547953168_/launch.html) Lesson 19 Cards 181-190  [Vocabulary Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/launch.html) | | | |
| Foundational Skills   * Phonemic Awareness * Concepts of Print * Fluency * Word Work   Phonics and high frequency words   * Decoding/Encoding | *RF.4.3a*  *Follow the daily* ***Phonics*** *and* ***Fluency*** *sequence of activities*  *Suffixes -ful, -less, -ness, -ment*  [*Word Study Cards*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/launch.html) | | | |
| Language/ Syntax   * Spelling and Grammar | RF.4.3a, L.4.1  Follow the daily **Grammar** and **Spelling** sequence of activities  [**Literacy and Language Guide**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html)  **Words with suffixes**: *Colorful weakness movement endless truthful illness cheerful useless beautiful restless clumsiness pavement peaceful fondness neatness speechless statement wasteful penniless treatment*  **English Language Development:** Students use content vocabulary  Students use language related to drawing conclusions: probably; most likely; conclude that; “I think…because the text says…”  Students learn about relative pronouns and adverbs through reading and writing about people in the U.S. who work on farms and garden <https://learnzillion.com/lesson_plans/7714> | | | |
| Writing   * Response to text * Culminating task   Aligned with the EQ and topic | W.4.2, L.4.1  Complete a drawing conclusions organizer for Harvesting Hope  What evidence does the author in *Harvesting Hope* give about the importance of farming?  Beginners: Scaffold with cognates from the lesson. Students create an idea web “Farming is important” in the middle, then complete the web with drawings, words, or phrases from the text.  Farming is important because it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Intermediate: Write a paragraph that explains why farming is important. Use details from the text. Use transitions words such as “the text says” or “the author states.”  Students will use relative pronouns and adverbs  Students will use correct capitalization and punctuation in the paragraph. | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade 4 Weeks 3-4** | Week 4 | | | | | |
| Essential Questions: How was Cesar Chavez a problem solver? | | | | | | |
| Standards  WIDA 1, 2, & 5:  SIL, LoLA, LoSS | | R.I.4.3Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  R.I.4.5Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of contrast.  W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information  L.4.1e Form and use prepositional phrases.  L.4.6 Content vocabulary  SL.4.1 Classroom discussion | | | | |
| Read Aloud/Main Selection   * Text based comprehension * Text based discussion | | RI.4.3,5  Reading A to Z  [The Life of Cesar Chavez](https://www.readinga-z.com/books/leveled-books/book/?id=642) L 861-890  Problem/Solution | | | | |
| Building Knowledge   * Read Aloud * Leveled readers * Paired Text (Read Together) * Supplemental Materials   (Whole/Small Group, Independent work) | | [Epic books Growing and Eating Green](https://www.getepic.com/app/read/7224)  [ELL Reader: A President for the People](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/ell/lesson19/index.html) | [Below Level Reader](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/bl/lesson19/index.html)  Songs for the People | [Above Level](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/al/lesson19/index.html) Reader  Dorthea Lange | [On Level Reader The People’s President](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/ol/lesson19/index.html) | [ELL Reader: A President for the People](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/ell/lesson19/index.html) |
| Vocabulary  Drawn from the texts | | L.4.6 Tier 2: barrios, boycotts, civil disobedience, drudgery, fasts, grass roots, Great Depression, labor contractors, labor union, meager, migrant farm workers, nonviolence, picket line, poll | | | | |
| Foundational Skills   * Phonemic Awareness * Concepts of Print * Fluency * Word Work * Phonics and high frequency words * Decoding/Encoding | | RF.4.3a  Follow the daily **Phonics** and **Fluency** sequence of activities  Lesson 18 Re- un- dis- prefixes [*Word Study Cards*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/launch.html)  [**Literacy and Language Guide**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html) | | | | |
| Language/ Syntax   * Spelling and Grammar | | L.4.1e  Follow the daily **Grammar** and **Spelling** sequence of activities:  Lesson 18 Prepositions and prepositional phrases **[Literacy and Language Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html)**  Mini-Lesson [PPT](http://www.edzone.net/~wohltjen/Preposition_Power_Mini.ppt) | | | | |
| Writing   * Response to text * Culminating task   Aligned with the EQ and topic | | SL.4.1 Think Pair Share: How did Cesar Chavez’s problem solving skills help farmers and farming? Use text evidence to explain why or why not.  Develop a t-chart to show details about what Cesar Chavez did and said to help solve problems.  Use text evidence from the leveled readers and anchor text.  W.4.1 Write a paragraph that uses text evidence to support your opinion.  Scaffolds: Sentence or paragraph frames, word banks | | | | |

**ESL Supplemental Work Station and Gradual Release Template Grade 2 Q3 Weeks 5-6**

|  |  |  |
| --- | --- | --- |
| **STORY INFORMATION : Topic:** American History: Agriculture | | |
| *Harvesting Hope* | Biography | |
| Essential Question: | Why is farming important? | |
| Gradual Release: | \*See GRR Example Behaviors at end of document. | |
| Culminating Task | **Options:**  **Write a paragraph to explain why you think Cesar Chavez was a good problem solver or not.**  **Conduct research on what crops are grown in our area and how agriculture helps people in our community or state.**  **Present your findings to the class. Add video or images to your presentation.** | |
| **Stations Activities :**  **WEEK 1**  **RF.4.3a** | | **1): Word Work: Suffixes [FCRR file folder activity](http://www.fcrr.org/curriculum/PDF/G4-5/45VPartTwo.pdf)**  [**Literacy and Language Guide**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html) |
| **RI.4.1** | | **2) Comprehension/Building Knowledge: Listen to the anchor text read aloud. Complete a drawing conclusions graphic organizer using text evidence that shows Cesar Chavez being a leader and solving problems.** |
| **L.4.6** | | **3) Vocabulary:** Frayer models for lesson vocabulary  Reference Materials Activity <http://minds-in-bloom.com/2010/01/8-fun-dictionary-activities.html> |
| **RF.4.3,4** | | **4) Fluency**- Partner-reading of ELL Reader.  Sight word practice with a partner: Record your CWPM |
| **WEEK 2**  **RF.4.3a** | | **1): Word Work:** Prefixes **[fcrr file folder activity](http://www.fcrr.org/curriculum/PDF/G4-5/45VPartTwo.pdf)**  [**Literacy and Language Guide**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html) |
| **RI.4.3/5** | | **2) Comprehension/Building Knowledge:** Listen to read aloud. Make a list of qualities of a good leader. How did Cesar Chavez help solve the problem of the grape growers? Do you agree with his decision to use nonviolent protests? Why or why not?  Scaffold: Provide a list of character traits with picture support |
| **W.4.1 L.4.1e** | | **3) Writing/Research: Draft paragraph.**  Edit and revise writing. Publish  Revise for relative pronouns, adverbs, prepositional phrases |
| **RF.4.3,4** | | **4.)** **Fluency:** Partner read a leveled reader.  Sight words practice with a partner: Record your CWPM |
| Other notes | | For scaffolding- Language frames:  [Academic Language Functions](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  [Very simple frames](http://www.xenia.k12.oh.us/userfiles/251/Sentence%20Frame%20Sample%20on%20Classroom%20)  [More frames](http://www.heinemann.com/shared/companionResources/E05661/3-10_ScaffoldingToolboxOfSentenceFrames.pdf)  [Links to leveled standards](http://www.livebinders.com/play/play?id=1089921)- for every standard, this resource provides additional support to teachers for creating scaffolded activities. |

**Unit Topic: Cultures: Native American History**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade 4 Weeks 5-6** | **Week 5** | | |
| Essential Questions: How do people from different cultures contribute to American history? | | | |
| Standards  WIDA 1, 2, & 5:  SIL, LoLA, LoSS | RI.4.2Determine the main idea of a text and explain how it is supported by key details; summarize the text.  RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and  morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context  and out of contrast.  SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally  L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.  b. Recognize and explain the meaning of common idioms, adages, and proverbs.  c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with  similar but not identical meanings (synonyms).  L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).  L.4.2 Conventions  W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | |
| (Read Aloud)   * Text based comprehension * Text based discussion   (Whole and Small Group) | [Race Against Death](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr4/ete_9780547894379_/volume4/launch.html?page=T312) T312  What problem did the people face?  Why does the reporter say “All hope is in the dogs and their heroic drivers”? | | |
| Anchor Text (Read Aloud)   * Text based comprehension * Text based discussion   (Whole and Small Group) | [Sacagawea Biography](http://ww-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/online_audio_hub_9780547933351_/audio/student/jy14_na_ese_g4_u4_l20_tr20.mp3) L 830 [Audio](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ese_9780547894539_/Build/launch.html)  Think Aloud/Model/Practice and Text Dependent Questions  Main Idea and Details organizer  Low Intermediate Have students connect main ideas and details by filling in the following sentence frame:   I can tell that Sacagawea was a   ,   , and  . ( Native American, woman, mother)  High Intermediate Draw a web on the board. In the center circle, write the topic “dangerous journey.” Tell students this is the main idea and have them come up with details that show what makes a journey dangerous  p. 604 Main idea and details map: Sacagawea was a very important part of the Corps of Discovery. What details support this? | | |
| Building Knowledge   * Read Aloud * Leveled readers * Paired Text (Read Together) * Supplemental Materials   (Whole and Small Group) | [Journeys Building Background Videos: Lewis and Clark](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/lesson5.html)  Preview the topic p. 587  Language Support Cards | [Vocabulary Reader](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/vr/bl/lesson20/index.html) Lewis and Clark’s Packing List | [Youtubevideo Smithsonian](https://youtu.be/sN3G88dPk4c?list=PLY9yp6txPQS_yClToehAMhM0K78iUIMVh) |
| Vocabulary  Drawn from the texts | Tier 2 words *(across domains):* territory accompany proposed interpreter duty supplies route corps clumsy  landmark  \*[See Vocab in Context Cards/Sentence Frames:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547953168_/launch.html)  [Vocabulary Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/launch.html) 191-200  Strategy: Shades of Meaning [studyladder](https://www.studyladder.com/games/course/english-shades-of-meaning-feelings-and-opinions-305) | | |
| Foundational Skills   * Phonemic Awareness * Concepts of Print * Fluency * Word Work   Phonics and high frequency words   * Decoding/Encoding | *RF.4.3a*  *Follow the daily* ***Phonics*** *and* ***Fluency*** *sequence of activities*  *Words with VCCV pattern and word parts*  [*Word Study Cards*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/launch.html) | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities  [**Literacy and Language Guide**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html)  Words with VCCV pattern million collect lumber pepper plastic borrow support thirty perfect attend canyon traffic fortune danger soccer engine picture survive seldom effort  **Onomatopoeia p. 594** [**studyladder tutorial**](https://www.studyladder.com/games/activity/onomatopoeia-27875) **[guided practice](https://www.studyladder.com/games/activity/onomatopoeia-22739)**  **English Language Development:** Students use content vocabulary  Students use language related to main idea and details  Students will use language related to onomatopoeia  Students learn about abbreviations through reading and writing about Native American history and culture.  [Destination abbreviation game](https://www-k6.thinkcentral.com/content/hsp/reading/journeys/destination/en-us/lg_dr/P1000/gr04_l20_grm_lk01.html) | | |
| Writing   * Response to text * Culminating task   Aligned with the EQ and topic | Complete main idea and details organizer from p. 604  SL.4.1 Review the selection to prepare to discuss this question with a partner: How do people from  different cultures contribute to American history? As you talk, take turns reviewing key ideas and explaining your own. Why do you think Sacagawea helped the Corps of Discovery? What can you learn from Clark  about how to be a good leader? What do you think was Sacagawea’s most important contribution? Why?  Scaffold with sentence frames. Use details from organizer.  W.4.2  Use graphic organizer about Sacagawea to write a paragraph that explains how she contributed to the Corps of Discovery and American history. Students will use correct capitalization and punctuation in the paragraph.  Scaffold: Organize ideas in a [foldable](https://www.teacherspayteachers.com/Product/RI32-Main-Idea-Foldable-for-Interactive-Notebooks-FREEBIE-1503929)  Enrichment: Students will conduct brief research report on Sacagawea’s journey and create a ppt to share information. | | |

|  |  |
| --- | --- |
| **Grade 4 Weeks 5-6** | Week 6 |
| Essential Questions: How do people from different cultures contribute to American history? | |
| Standards  WIDA 1, 2, & 5:  SIL, LoLA, LoSS | RL.4.5 explain major differences between poems, drama, and prose/refer to their structural elements  L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking |
| Read Aloud/Main Selection   * Text based comprehension * Text based discussion | Sacagawea  Native American Nature Poetry (NP) [Audio](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ese_9780547894539_/Build/launch.html)  What is the theme of a poem?  What are the features of a poem? How are they different from a biography?  How do the authors of the poems use figurative language? |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Building Knowledge   * Read Aloud * Leveled readers * Paired Text (Read Together) * Supplemental Materials   (Whole/Small Group, Independent work) | [ELL Reader](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/ell/lesson20/index.html): Laura Ingalls Wilder | [Below Level Reader](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/bl/lesson20/index.html)  John Wesley Powell | [Above Level](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/al/lesson20/index.html) Chief Washakie | [On Level Reader](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/ol/lesson20/index.html)  Writer from the Prairie |
| Vocabulary  Drawn from the texts | L.4.6 Tier 2 | | | |
| Foundational Skills   * Phonemic Awareness * Concepts of Print * Fluency * Word Work * Phonics and high frequency words * Decoding/Encoding | RF.4.3a  Follow the daily **Phonics** and **Fluency** sequence of activities  Words with VCV Pattern  [**Literacy and Language Guide**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html) | | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities:  Event humor rapid music relief  Planet detail unite frozen figure  Siren polite hotel protest punish  Defend relay habit student moment  L.4.1 Comparative and Superlative Adjectives and Adverbs  S. will produce language to compare 2 or more items or ideas  \_\_\_\_\_is \_\_\_\_\_er than \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_is the \_\_\_\_\_es  \_\_\_\_\_is more \_\_\_\_\_than \_\_\_\_\_\_\_is the most \_\_\_\_ | | | |
| Writing   * Response to text * Culminating task   Aligned with the EQ and topic | SL.4.1 Think Pair Share: Would you like to travel with Sacagawea and the Lewis and Clark expedition? Use text evidence to explain why or why not.  W.4.9-10  Response Suppose that you had been invited to go on Lewis and Clark’s expedition. Think about the qualities or  skills that you would bring to the team. Also decide what you would have enjoyed most about the trip and what  you would have found most difficult. Write two paragraphs explaining your ideas based on text evidence. | | | |

**ESL Supplemental Work Station and Gradual Release Template Grade 2 Q3 Weeks 5-6**

|  |  |  |
| --- | --- | --- |
| **STORY INFORMATION : Topic:** Cultures: Native American History | | |
| *Harvesting Hope* | Biography | |
| Essential Question: | How do people from different cultures contribute to American history? | |
| Gradual Release: | \*See GRR Example Behaviors at end of document. | |
| Culminating Task | **Options:**  **Use graphic organizer about Sacagawea to write a paragraph that explains how she contributed to the Corps of Discovery and American history. Students will use correct capitalization and punctuation in the paragraph.**  **Scaffold: Organize ideas in a** [**foldable**](https://www.teacherspayteachers.com/Product/RI32-Main-Idea-Foldable-for-Interactive-Notebooks-FREEBIE-1503929)  **Enrichment: Students will conduct brief research report on Sacagawea’s journey and create a ppt to share information.** | |
| Stations Activities :  **WEEK 1**  RF.4.3a | | **1): Word Work:** ***Words with VCCV pattern and word parts***  [***Word Study Cards***](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/launch.html)  [**Literacy and Language Guide**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html) |
| RI.4.1 | | **2) Comprehension/Building Knowledge: Listen to the anchor text read aloud. Complete main idea and details graphic organizer or foldable** |
| L.4.3,4,5,6 | | **3) Vocabulary:** Frayer models for lesson vocabulary  Word Study: Shades of meaning |
| **RF.4.3,4** | | **4) Fluency**- Partner-reading of ELL Reader.  Sight word practice with a partner: Record your CWPM |
| **WEEK 2**  **RF.4.3,4** | | **1): Word Work: spot and dot VCV pattern Spot and dot the syllables in spelling words**  [**Literacy and Language Guide**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html) |
| RL.4.5 | | **2)Comprehension/Building Knowledge:** Listen to read aloud.  Compare and contrast a biography and poem with a feature matrix. |
| **W.4.9,10** | | **3) Writing/Research: Options**  [**Sacagawea acrostic poem**](https://www.teacherspayteachers.com/Product/Sacagawea-Acrostic-2678998)  **Sacagawea’s Suitcase: cut out two shapes of a suitcase and staple together. Inside, provide a writing template for students: If I were Sacagawea, I would pack……Students will explain what they would take and why.**  **Write a Poem About Beauty**  **The poem “You, whose day it is” suggests that it is one’s duty to make the day beautiful. How would you make your day beautiful? Would you help someone you care about? Would you take a special route to visit a favorite landmark? Would you make a picture or admire a sunset? Have friends proposed ideas to you in the past? Write a poem that tells what you would do.** |
| **RF.4.3,4** | | **4.)** **Fluency:** Partner read a leveled reader.  Sight words practice with a partner: Record your CWPM |
| Other notes | | For scaffolding- Language frames:  [Academic Language Functions](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  [Very simple frames](http://www.xenia.k12.oh.us/userfiles/251/Sentence%20Frame%20Sample%20on%20Classroom%20)  [More frames](http://www.heinemann.com/shared/companionResources/E05661/3-10_ScaffoldingToolboxOfSentenceFrames.pdf)  [Links to leveled standards](http://www.livebinders.com/play/play?id=1089921)- for every standard, this resource provides additional support to teachers for creating scaffolded activities. |

**Unit Topic: Tuck Everlasting Book Study**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade 4 Weeks 7-9** | **Week 7** | | |
| Essential Questions: How important is it to keep a secret? Would living forever be a blessing or a curse? What can literature show us about growing up? | | | |
| Standards  WIDA 1&2 SIL LoLA | RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.  RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text  RL.4.4 Determine the meaning of words and phrases as they are used in a text.  RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.  RF.4.4Read with sufficient accuracy and fluency to support comprehension.  W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally  W.4.2Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Provide a concluding statement or section related to the information or explanation presented.  W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 29.)  W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  SL.41. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.  SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orallyL.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes  L.4.2 Conventions  L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings  L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases | | |
| Anchor Text (Read Aloud)   * Text based comprehension * Text based discussion   (Whole and Small Group) | Tuck Everlasting (770) Online Read Aloud- <http://housemassignments.wikispaces.com/Tuck_Everlasting>  Suggestions for pacing the text: Week 1 chapters 1-8 Week 2 9-17 Week 3 18-25 and epilogue  Text Structure  Plot  Compare and Contrast  Fact and Opinion  Author’s Word Choice  Think Aloud/Model/Practice  <http://www.scholastic.com/teachers/sites/default/files/asset/file/tuck-everlasting-bookfiles.pdf>  Setting: What descriptive words does the author use to describe Winnie’s home? The woods?  How does the author reveal the time period? Why are the woods shaped like a wheel?  Characters: What is Winnie’s life like? In what ways are you the same or different? | | |
| Building Knowledge   * Read Aloud * Leveled readers * Paired Text (Read Together) * Supplemental Materials   (Whole and Small Group) | [Natural spring video](https://youtu.be/CZD7vLlrL1c)  [Studies Weekly Transportation in the 1800s](https://www.youtube.com/watch?v=-BgdN4ENt90)  [Ferris wheel video](https://www.youtube.com/watch?v=dz-NIRf4ohM)  <http://www.history.com/news/the-myth-of-ponce-de-leon-and-the-fountain-of-youth> | Reading A to Z  [LIFE CYCLES](https://www.readinga-z.com/books/leveled-books/book/?id=687)  Informational (nonfiction), 1,154 words, Level Q | How did life change in Winnie’s time?  Epic books about the Industrial Revolution  <https://www.getepic.com/app/read/29095> |
| Vocabulary  Drawn from the texts | Tier 2 words *(across domains):* acrid bovine cahoots colander constable eddies elation embankment exasperated furrowed galling gallows gypsies illiterate indomitable jaunty marionette melancholy petulance plaintive roust rueful searing staunchly teeming threadbare verandah  Strategy: Lesson 22 similes <https://learnzillion.com/lesson_plans/5646>  <https://www.turtlediary.com/lesson/similes-and-metaphors.html> | | |
| Foundational Skills   * Phonemic Awareness * Concepts of Print * Fluency * Word Work   Phonics and high frequency words   * Decoding/Encoding | *RF.4.3a*  *Follow the daily* ***Phonics*** *and* ***Fluency*** *sequence of activities*  *Lesson 22 VCCV and VCV Patterns* | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities  Lesson 22 VCCV and VCV patterns  Negatives: isn’t weren’t and nobody  [**Literacy and Language Guide**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html)  **English Language Development:**  paraphrase portions of the text  Participate in accountable talk during literature discussions  Prepare oral presentations in collaboration with writing tasks | | |
| Writing   * Response to text * Culminating task   Aligned with the EQ and topic | Write around topic: Use text evidence to summarize the story so far.  Story summaries <http://www.fcrr.org/studentactivities/c_012c.pdf>  The author uses figurative language and imagery to describe Winnie’s house and the woods. Use text evidence to create a map that illustrates the author’s description.  The Tucks have kidnapped Winnie. Create a Missing Persons poster, and include a paragraph that describes her. What do her words and actions show about her? <http://www.fcrr.org/studentactivities/c_001c.pdf> | | |

|  |  |
| --- | --- |
| **Grade 4 Weeks 7-9** | Week 8-9 |
| Essential Questions: How important is it to keep a secret? Would living forever be a blessing or a curse?  What can literature show us about growing up? | |
| Standards  WIDA 1&2 SIL LoLA | RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing  inferences from the text.  RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.  RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text  RL.4.4 Determine the meaning of words and phrases as they are used in a text.  RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.  RF.4.4Read with sufficient accuracy and fluency to support comprehension.  SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally  W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  W.4.2Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Provide a concluding statement or section related to the information or explanation presented.  W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 29.)  W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  SL.41. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.  SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orallyL.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes  L.4.2 Conventions  L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings  L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases |
| Read Aloud/Main Selection   * Text based comprehension * Text based discussion | Tuck Everlasting  Theme  Cause and Effect  Compare and Contrast Setting: How does the author’s description of the Tucks’ home contrast with that of Winnie’s?  Plot: Why do the Tucks want Winnie to keep the secret? Why do the Tucks kidnap Winnie?  How do Winnie’s decisions affect the plot?  Characters: How would you compare and contrast the main characters?  How does Winnie change throughout the story?  Theme: How does the wheel metaphor help the reader understand the natural life cycle? What are some good points and bad points of living forever?  Explore the themes of independence, cycles, greed, order/disorder. What do you think is the main theme of the book? |

|  |  |  |  |
| --- | --- | --- | --- |
| Building Knowledge   * Read Aloud * Leveled readers * Paired Text (Read Together) * Supplemental Materials   (Whole/Small Group, Independent work) | What was it like to live in the American West in the 1800s?  Reading A to Z  [LAURA INGALLS WILDER: A PIONEER'S LIFE](https://www.readinga-z.com/books/leveled-books/book/?id=1921)  Biography (nonfiction), 1,344 words, Level V (Grade 4)  Multilevel Book also available in levels S and Y | How was life different in the 1800s?  Reading A to Z  [THOMAS EDISON](https://www.readinga-z.com/books/leveled-books/book/?id=703)  Biography (nonfiction), 1,457 words, Level U (Grade 4) | [Journeys Anchor Text Lesson 23](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ese_9780547894539_/Build/launch.html)  [The Ever Living Tree](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ese_9780547894539_/Build/launch.html)  [L970 (Life Cycles)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ese_9780547894539_/Build/launch.html) |
| Vocabulary  Drawn from the texts | Tier 2  Lesson 23 prefixes pre-inter- ex-  Lesson 24 suffixes -ed, -ly | | |
| Foundational Skills   * Phonemic Awareness * Concepts of Print * Fluency * Word Work * Phonics and high frequency words * Decoding/Encoding | Follow the daily **Phonics** and **Fluency** sequence of activities  Lesson 23 More VCCV  Lesson 24 VCCCV pattern  [**Literacy and Language Guide**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html) | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities:  Lesson 23 More VCCV  Punctuation  Lesson 24 VCCCV pattern (hundred)  Commas <https://www.turtlediary.com/lesson/the-comma.html> | | |
| Writing   * Response to text * Culminating task   Aligned with the EQ and topic | Write around topic: Would living forever be a blessing or a curse? Use examples from the story to defend your opinion.  Complete a graphic organizer on one of the themes of the story. <http://www.thecurriculumcorner.com/thecurriculumcorner123/2014/09/04/teaching-theme/>  Create a Character in a Can. Decorate the outside of a can or other container that represents your favorite character. Collect items that would be important to the character and place them inside. Write a paragraph that explains what you chose and why. Present your project in class.  Use text evidence to write a news report that highlights the details of Mae’s escape. Record a newscast.  The characters in the story have different points of view about living forever. Compare and contrast Jesse and  Miles and the reasons they have for believing that living forever is a blessing or a curse.  The Man in the Yellow Suit wants to own the spring so he can sell the water. Create an advertisement that he might use. How would he convince people to buy it?  Choose one of your writing tasks to present in a PowerPoint. Add audio and/or visuals. | | |

**ESL Supplemental Work Station and Gradual Release Template Grade 2 Q3 Weeks 7-9**

|  |  |  |
| --- | --- | --- |
| **STORY INFORMATION: Tuck Everlasting Topic: Book Study** | | |
|  |  | |
| **Essential Question:** | How important is it to keep a secret? Would living forever be a blessing or a curse? What can literature show us about growing up? | |
| **Gradual Release:** | \*See GRR Example Behaviors at end of document. | |
| **Culminating Task** | **See suggestions for writing tasks and projects** | |
| **Stations Activities:**  **WEEK 1**  **RF.4.3**  **RF.4.4** | | **1): Word Work:**  *VCCV and VCV Patterns*  *Word Sorts <https://melrosecurriculum.wikispaces.com/file/view/Words+Their+Way+Word+Sorts.pdf>*  *Spot and Dot syllables* |
| **RL.4.1,2,3,4** | | **2) Comprehension/Building Knowledge:**  Listen to the anchor text read aloud or building background resource.  Complete graphic organizers  Scaffolds: Read aloud, word banks, sentence frames, partner read |
| **L.4.4,5,6** | | **3) Vocabulary:**  **use a dictionary to create a glossary for the novel with pictures and/or your own definitions**  **look up idioms used by the Tucks**  **illustrate similes and metaphors used by the author** |
| **RF.4.3,4** | | **4) Fluency**- Reread portions of the text with a partner |
| **WEEK 2**  **RF.4.3,4** | | **1): Word Work:**  Lesson 23 More VCCV  Lesson 24 VCCCV pattern  Word Sorts <https://melrosecurriculum.wikispaces.com/file/view/Words+Their+Way+Word+Sorts.pdf>  Spot and Dot Syllables |
| **RL.4.1.2.3.4** | | **2)Comprehension/Building Knowledge:** Listen to audio of anchor text or building background resource  Complete graphic organizer Scaffolds: read aloud/partner read, word banks, sentence frames |
| **W.4.1,2,5,6,8,9** | | **3) Writing/Research: Options**  **See options for writing tasks.** |
| **RF.4.3,4** | | **4.)** **Fluency:** Partner read a chapter in the text |
| Other notes | | For scaffolding- Language frames:  [Academic Language Functions](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  [Very simple frames](http://www.xenia.k12.oh.us/userfiles/251/Sentence%20Frame%20Sample%20on%20Classroom%20)  [More frames](http://www.heinemann.com/shared/companionResources/E05661/3-10_ScaffoldingToolboxOfSentenceFrames.pdf)  [Links to leveled standards](http://www.livebinders.com/play/play?id=1089921)- for every standard, this resource provides additional support to teachers for creating scaffolded activities. |

|  |  |  |
| --- | --- | --- |
| **Gradual Release of Responsibility Example Behaviors** | | |
| **Teacher** | | **Student** |
| **I do it**  **Modeled Instruction** | * **Provides direct instruction** * **Establishes goals and purpose** * **Models the expectation** * **Think aloud** | * **Actively listens** * **Takes notes** * **Asks for clarification** |
| **We do it**  **Guided Instruction /**  **Guided Practice** | * **Interactive instruction** * **Works with students** * **Checks, prompts, clues** * **Provides additional modeling** * **Meets with needs-based groups** | * **Asks and responds to questions** * **Works with teacher and classmates** * **Completes process alongside others** |
| **They do it**  **together**  **Collaborative Practice** | * **Provides feedback** * **Moves among groups** * **Clarifies confusion** * **Provides support** | * **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** | * **Provides feedback** * **Evaluates progress toward the learning expectation** | * **Works alone** * **Relies on notes, activities, classroom learning to complete assignment** * **Takes full responsibility for outcome** |

**Week 9:**

Week 9, in Q3 grade 4 includes work within the Tuck Everlasting novel. Teachers should still strive towards assessing students within the following areas: decodable words, high-frequency words, reading sentences, fluency, and comprehension, as well as continue work on student writing. Skills may be assessed via the use of the *Journeys Progress Monitoring Assessment* and by 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 4, it is important to note the 3 types of writing students are responsible for as they are listed within [TDOE’s ELA Writing Standards](http://www.tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf). A review of past writing experiences and assessment of student need should lead teachers to focus on one type of writing to teach further.

**Grade 4 Writing Standards**

Standard Text Types and Purposes

1. Write **opinion pieces** on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

b. Provide reasons that are supported by facts and details.

c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

d. Provide a concluding statement or section related to the opinion presented.

2. Write **informative/explanatory texts** to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

3. Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words and phrases to manage the sequence of events.

d.Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events

.

**[Journeys Progress Monitoring Assessments:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/assessment_guide_te_9780547953083_/launch.html)** The test should take three to five minutes per lesson set. Prepare a test form for children and return to the teacher’s test form from the beginning of the year (pages xi, xii) for each child being tested. Use the teacher’s test form to record the child’s responses and scores *Assess students through lessons 19-20 (pages 22-30). (Lessons 15-16 are also included in Q3 and are a carry over from Q2).*

*See pages viii-ix for Scoring and Interpretation of assessment results.*

**Purpose:**

•  To check on a child’s growth or problems in learning skills and high- frequency words

•  To target learning gaps by using these test results combined with test results from the core instructional program

**Sections on the Test**

* A: Decodable Words This section measures a child’s ability to read decodable words independently. The words target phonics and structural elements taught in the last two lessons. Words in each row target skills from a single week’s lesson.
* B: Lessons 1–4, B: Reading Sentences measures a student’s ability to read sentences accurately. The sentences include decodable and high- frequency words taught in previous grades.
* B: Lessons 5–30, B: Oral Reading of paragraphs measures a student’s reading fluency, which is a combination of accuracy and rate. Comprehension and vocabulary questions are also included to evaluate the student’s understanding of what is read. Fluency goals are based on below grade-level norms in order to measure progress with intervention instruction. Use grade-level fluency norms, along with observation and program assessment, to determine whether or not a student can transition out of intervention.
* Lessons 1–14, C: Reading Sentences 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.

**Please note:** Grade 4 students may need to be assessed via the Journey’s[*grades 1*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/assessment_guide_te_9780547953052_/launch.html)*, [grade 2](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/assessment_guide_te_9780547953069_/launch.html) , or* [*grade 3*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/assessment_guide_te_9780547953076_/launch.html) *, Progress Monitoring Assessments (or a combination thereof).* Please review grades 1-3 week 9 Quarter 2 curriculum for specific areas to be assessed.

**Administering the Grade 4 Tests**

To administer the **oral reading** section:

•  Have a clock or watch with a second hand or a stopwatch available to time the student’s reading.

•  Explain that the test has two parts. First, you’ll listen to the student read a passage aloud. Then you’ll ask questions about it. If a student has trouble decoding a word, remind him or her to use the Decoding Strategy.

•  Time the student’s reading for 30 seconds.

•  Record errors by drawing a line through mispronounced or omitted words. Write in words that the student inserts. Mark self-corrections with SC above the word.

•  Mark an X on the last word that the student reads at 30 seconds.

•  Allow the student to finish reading the entire passage.

To administer the **comprehension** and **vocabulary** questions:

•  At the end of the reading ask the questions provided, and have the student respond orally.

•  Give the student a reasonable time to respond. Use the rubric on the teacher’s test form to evaluate the response. Record a number.

**Additional resources for week 9 assessment:**

**Fluency:** [Reading A-Z fluency passages](https://www.readinga-z.com/fluency/fluency-practice-passages/) (Reading A-Z [Grade level correlation chart](https://www.readinga-z.com/learninga-z-levels/level-correlation-chart/))

**Additional Comprehension Passages:**  [ReadWorks Reading Passages](http://www.readworks.org/books/passages)