**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:**

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 #1Ask 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** |
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|  *Identify answers to yes/no or WH- questions about informational text with labeled visual support.*  |

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|  *Answer questions about key details from illustrated informational texts written in repetitive sentence patterns with labeled visual support.*  |

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|  *Ask and answer questions about key details in illustrated texts written in simple and compound sentence structures while working with a partner.*  |

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|  *Ask and answer questions about key details in illustrated/non-illustrated texts written in compound sentence structures while working with a partner.*  |

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|  *Ask and answer questions about key details in a text written in compound and complex sentence structures while working with a partner.*  |

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**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: Quarter 4** **ESL Quarter 4 TWAGS:**

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| Week 1 | A Tree is a Plant | Weeks 1 & 2 | A Tree is a Plant |
| Week 2 | The New Friend |  |  |
| Weeks 3 & 4 | The Dot (TWAG) | Weeks 3 & 4 | The New Friend |
| Weeks 5-6 | The Kite (TWAG) | Weeks 5 & 6 | The Dot |
| Week 7 | Hi Fly Guy | Weeks 7 & 8 | The Kite |
| Week 8 & 9 | Owl at Home (Trade Book, Extended Reading) |  |  |
|  |  |  | Formative & Summative Assessment- including WIDA ACCESS 2.0 (March 6- April 21, 2017)\* |

\*The WIDA ACCESS 2.0 test window ranges from March 6-April 21, 2017. Students will be tested within the domains of listening, reading, writing, and speaking. Please be certain to expose students to practice test items via https://www. wida-ams.us (scroll down, no need to log in).

Additionally, please begin **collecting writing samples** so that at the end of this quarter you have 2 samples to place in your ESL file. These samples will be provided to next year’s ESL and General Education teachers to continue monitoring progress. (Please scroll to end of document for more details.)

**Grade 1 weeks 1-2** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Life Cycle\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  WEEK 1 |
| Essential Question: In *A Tree is a Plant* how do the many parts of a tree help it grow and change?  |
| StandardsList Reading and Writing standards related to the texts, questions & tasks.WIDA SIL, LoLA, LOS,  | [MPI Livebinder](http://www.livebinders.com/play/play?id=1089921)RL1.4 identify in stories and poems words that appeal to the sensesRI1.1 ask and answer questionsRI.1.5 know and use text features to locate facts or informationRI.1.9 identify similarities in and differences between texts on the same topicRF.1.2b orally produce single-syllable words by blending soundsRF.1.2c isolate and pronounce sounds in spoken single-syllable wordsRF.1.2d segment spoken single-syllable words into their complete sequence of individual soundsRF.1.4a read on-level text with purpose and understandingW.1.3 write narrativesW.1.5 focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writingW.1.6 use digital tools to produce and publish writingSL.1.1a follow rules for discussionsSL.1.1b build on others’ talk in conversations by responding to others’ commentsSL.1.3 ask and answer questions about what a speaker saysSL.1.4 describe people, places, things, and events with details/express ideas and feelings clearlySL.1.6 produce complete sentences when appropriate to task and situationL.1.1i use frequently occurring prepositionsL.1.1d use personal, possessive, and indefinite pronounsL.1.4b use frequently occurring affixes as a clue to the meaning of a wordL.1.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts.Science: Plant Life Cycle |
| Read Aloud* Text based comprehension
* Text based discussion
 | RL1.4 Apple Tree Poems: [Red Apple, Apple Magic, Eat an Apple](http://www.teachingfirst.net/Poems/Apples.htm%22%20%5Cl%20%22Johnny) |
| Main Selection (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | RI1.1, RI1.9, SL1.1 Lesson 24 [A Tree is a Plant](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/ese_9780547894485_/vol5/launch.html) Informational Text Lexile 360 I 1. What are blossoms? How do they help the apple tree grow?
2. 1. p135-136 What are some jobs of the roots?
3. p139 What words help you know what *bare* means?
4. How does the apple tree change from spring to summer to fall? from fall to winter to spring?
 |
| Building Knowledge* Read Aloud
* Leveled readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) | RI1.1, RI1.9 [Language Support Cards 2](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547953120_/volume/launch.html?page=21A)4video: [Learn about trees](http://www.watchknowlearn.org/Video.aspx?VideoID=36598&CategoryID=9451)ELL Reader[.A Plum Grows. See Lesson Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/strategic_intervention_9780547896168_/lr/ell/lesson22/index.html).  |
| VocabularyDrawn from the texts | L1.6 roots, branch, trunk, summer, spring, fall, winter, ice, seeds, fruit, flowers, blossoms, life cycle, sequence |
| 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 RF1.2b, RF 1.2c, RF1.3d, RF1.3gVowel digraphs: oo, ou, ew, ue, u, u\_eFluency : expressionHigh Frequency Words: ready, kinds, covers, country, earth, warms, soil,almost[Decodable Readers, Moose’s Tooth, Moon News](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547896304_/launch.html) |
| Language/ Syntax* Spelling and Grammar
 | SL1.1, SL1.6, L1.1d Follow the daily **Grammar** and **Spelling** sequence of activities: indefinite pronouns**English Language Development:**  Students will learn indefinite pronouns by reading and completing sentences about plants. (everyone, everything, anyone, anything, someone, something) |
| Writing* Response to text
* Culminating task

 Aligned with the EQ and topic  | W1.2, SL1.4, SL1.6 Daily Task: Four Square Writing: Fold a paper into 4 squares. Label each square with a season. Draw a tree representing that season. Label each tree, using a word bank. (trunk, roots, branches, bare, leaves, buds, flowers, fruit, snow, birds)Culminating Task: Students will use the text and 4-square chart to write 3-4 complete sentences about how a tree changes in each season. Students should use vocabulary such as root, trunk, leaves, etc in their writing.  |

**Grade 1 Weeks 1-2** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Life Cycle\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  |  Week2 |
| Essential Question: What happens to a tree as it grows ? |
| StandardsList Reading and Writing standards related to the texts, questions &tasks.WIDA SIL, LoLA, LOS | [MPI Livebinder](http://www.livebinders.com/play/play?id=1089921)RL.1.1 ask and answer questions about key detailsRL.1.2 retell stories and demonstrate understanding of the message or lessonRL.1.3 describe characters, settings, and major eventsRL.1.7 use illustrations and details to describe characters, settings, or eventsRI.1.5 know and use text features to locate facts or informationRI.1.9 identify similarities in and differences between texts on the same topicRF.1.2b orally produce single-syllable words by blending soundsRF.1.2c isolate and pronounce sounds in spoken single-syllable wordsRF.1.2d segment spoken single-syllable words into their complete sequence of individual soundsRF.1.4a read on-level text with purpose and understandingW.1.3 write narrativesW.1.5 focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writingW.1.6 use digital tools to produce and publish writingSL.1.1a follow rules for discussionsSL.1.1b build on others’ talk in conversations by responding to others’ commentsSL.1.3 ask and answer questions about what a speaker saysSL.1.4 describe people, places, things, and events with details/express ideas and feelings clearlySL.1.6 produce complete sentences when appropriate to task and situationL.1.1i use frequently occurring prepositionsL.1.1d use personal, possessive, and indefinite pronounsL.1.4b use frequently occurring affixes as a clue to the meaning of a wordL.1.4c identify frequently occurring root words and their inflectional formsL.1.5d distinguish shades of meaning among verbs by defining or by acting out the meaningsL.1.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts.Science: Plants Life Cycle |
| Read Aloud* Text based comprehension
* Text based discussion
 | RI1.5, RI1.9 video exemplar text: [From Seed to Pumpkin](http://www.watchknowlearn.org/Video.aspx?VideoID=34364&CategoryID=9483). InformationalLexile 640 F (see Journeys [Extended Reading](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr1/ete_9780547894348_/volume2/launch.html) for questions) |
| Main Selection* Text based comprehension
* Text based discussion
 | RI1.5, RI1.9 Paired Text [Grow, Apples, Grow](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/ese_9780547894485_/vol5/launch.html)! Informational Text Lexile 740 H 1. What information is the same in both texts? 2. How do captions help you understand the text? |
| Building Knowledge* 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** | RI1.1, RI1.10, SL1.4 video: [Here is Your Life, Oak Tree](http://www.watchknowlearn.org/Video.aspx?VideoID=21864&CategoryID=6302)ReadingA-Z [A Seed Grows. Informational G See Lesson Guide.](https://www.readinga-z.com/books/leveled-books/book/?id=82)ReadingA-Z [Why Do Leaves Change Color?](https://www.readinga-z.com/books/leveled-books/book/?id=2109) Informational G, J See Lesson Guide.ReadingA-Z [Make a Tree Friend.](https://www.readinga-z.com/books/leveled-books/book/?id=1585) Fiction E See Lesson Guide. |
| VocabularyDrawn from the texts | L1.6f Teachers may use a rolling vocabulary chart so that students can find vocabulary used across the various texts. |
| Foundational Skills* Phonemic Awareness
* Concepts of Print
* Fluency
* Word Work
* Phonics and high frequency words
* Decoding/Encoding
 | RF1.3b, RF1.3c, RF1.3g Follow the daily **Phonics** and **Fluency**Vowel Combinations *ou, ow, oi, oy, au, a*Fluency-phrasing, punctuationHigh Frequency words: buy, city, family, myself, party, please, school, seven[Decodable Readers, Down on the Farm, Shawn’s Toys](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547896304_/launch.html) |
| Language/ Syntax* Spelling and Grammar
 | L1.6 Follow the daily **Grammar** and **Spelling** sequence of activities: Contractions**English Language Development:** Students will learn about contractions through reading sentences and writing words about plants. |
| Writing* Response to text
* Culminating task

Aligned with the EQ and topic  | SL1.4, W1.3, Daily Task: [Make a Four Seasons’ Tree](http://www.bakerross.co.uk/teaching-projects-season-tree-project) The four tree-shaped pages should be decorated showing the season.. Label each tree-shaped-page.. Practice telling the story of the tree’s changes with each season as you turn the tree-pages. 2. Culminating Task: Write a story about going to see a tree on the hill four times in a year (each season). State each season and describe how the tree looked. Write a closing to your story. |

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

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| **STORY INFORMATION: Topic: Life Cycle** |
|  |  |
| Essential Questions:  | What happens to a tree as it grows? |
| Gradual Release:Routines for whole group instruction |  |
| Culminating Task |  1. [Make a Four Seasons’ Tree](http://www.bakerross.co.uk/teaching-projects-season-tree-project) The four tree-shaped pages should be decorated showing the season.. Label each tree-shaped-page.. Practice telling the story of the tree’s changes with each season as you turn the tree-pages. 2. Write a story about going to see a tree on the hill four times in a year (each season). State each season and describe how the tree looked. Write a closing to your story. |
| Stations' Activities RF1.3 Phonics and Sight WordsRI1.1 Ask & answer questionsRI1.2 Identify main topic, detailsL.1.6 Acquire new wordsRF1.3 Decode grade-appropriate words.RF1.3 Phonics and Sight WordsRI1.1 Ask & answer questionsL.1.6 Vocabulary-Acquire new wordsRF1.3 Decode grade-level words. | Week 11) Word Work: Word Sorts: with “long u” vowel digraph words vs. “not long u”2) Comprehension/Building Knowledge: Teacher-directed group: Guided Reading: ELL Reader, [A Plum Grows. See Lesson Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/strategic_intervention_9780547896168_/lr/ell/lesson22/index.html). 3) Vocabulary: Memory/Concentration: Make a set of vocabulary word cards and their clues or pictures. Play Concentration to make matches. Report scores.4) Fluency: Buddy-read the [decodable readers](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547896304_/launch.html). Listen to [A Tree is a Plant.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/online_audio_hub_9780547928678_/student.html)Week 2:1) Word Work: Sight Word Twister: Write various sight words on cards. Place on a rug. Take turns calling out directions, ie. put you right foot on \_\_\_\_\_\_., etc.2) Teacher-directed, Guided Reading: ReadingA-Z [Why Do Leaves Change Color?](https://www.readinga-z.com/books/leveled-books/book/?id=2109) Informational G, J See Lesson Guide.3) Vocabulary: Tic Tac Toe: write vocabulary words on cards. First student draws a card, says the word and a sentence with the word. If correct, they put their X or O on the TIc Tac Toe board. Keep score. 4) Fluency: Buddy-read the [decodable readers](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547896304_/launch.html). Listen to [A Tree is a Plant.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/online_audio_hub_9780547928678_/student.html)  |
| 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.  |

**Grade 1 weeks 3-4** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_My Country\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  WEEK 1 |
| Essential Question: What did the boys in *The New Friend learn about what makes a good friend?*  |
| StandardsList Reading and Writing standards related to the texts, questions & tasks.WIDA SIL, LoLA, LOS,  | [MPI Livebinder](http://www.livebinders.com/play/play?id=1089921)RL.1.1 ask and answer questions about key detailsRL.1.2 retell stories and demonstrate understanding of the message or lessonRL.1.3 describe characters, settings, and major eventsRL.1.6 identify who is telling the storyRL.1.7 use illustrations and details to describe characters, settings, or eventsRI.1.5 know and use text features to locate facts or informationRI.1.9 identify similarities in and differences between texts on the same topicRF.1.2b orally produce single-syllable words by blending soundsRF.1.2c isolate and pronounce sounds in spoken single-syllable wordsRF.1.2d segment spoken single-syllable words into their complete sequence of individual soundsRF.1.4a read on-level text with purpose and understandingW.1.3 write narrativesW.1.5 focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writingW.1.6 use digital tools to produce and publish writingSL.1.1a follow rules for discussionsSL.1.1b build on others’ talk in conversations by responding to others’ commentsSL.1.3 ask and answer questions about what a speaker saysSL.1.4 describe people, places, things, and events with details/express ideas and feelings clearlySL.1.6 produce complete sentences when appropriate to task and situationL.1.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts |
| Read Aloud* Text based comprehension
* Text based discussion
 | RI.1.4  [Symbols of My Country](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/ese_9780547894485_/vol5/launch.html) Informational Text Lexile Level 430 Level K   |
| Main Selection (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | RL1.1, RL1.9, SL1.1 [A New Friend](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/ese_9780547894485_/vol5/launch.html) Realistic Fiction. Lexile Level 510 Level I 1. Look at the picture on page 166. Who is the narrator? How do you know?2. Look at pages 170-171. What do we know about the boys so far? 3. Look at pages 174-175. What do the boys’ actions tell us about them?  |
| Building Knowledge* Read Aloud
* Leveled readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) | RL1.1, RL1.9 [Language Support Cards 25](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547953120_/volume/launch.html?page=25) ELL Reader[.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/strategic_intervention_9780547896168_/lr/ell/lesson22/index.html)[First Day of Second Grade. See Lesson Plan.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/strategic_intervention_9780547896168_/lr/ell/lesson25/index.html) |
| VocabularyDrawn from the texts | L1.6 city, country, family, symbol, flag, moving, invited |
| 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 RF1.2b, RF 1.2c, RF1.3d, RF1.3g Vowel Combinations ou, ow, oi, oy,au, awFluency : Phrasing; PunctuationHigh Frequency Words: buy city family myself party please school seven[Decodable Readers, Down on the Farm, Scout and Count](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547896304_/launch.html) |
| Language/ Syntax* Spelling and Grammar
 | SL1.1, SL1.6, L1.1d Follow the daily **Grammar** and **Spelling** sequence of activities: Contractions**English Language Development:**  Students will learn about contractions by hearing them, reading them, and writing them in sentences. |
| Writing* Response to text
* Culminating task

 Aligned with the EQ and topic  | W1.3,, SL1.4, SL1.6 **Daily Taske**. Write Around: What do the boys’ actions tell us about their character?**Culminating Task:** . Tell a story about making a new friend. Use examples from the story to help you come up with ideas.  |

**Grade 1 Weeks 3-4** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  |  Week2 |
| Essential Question:  |
| StandardsList Reading and Writing standards related to the texts, questions &tasks.WIDA SIL, LoLA, LOS | [MPI LivebinderRL.1.1 ask and answer questions about key details](http://www.livebinders.com/play/play?id=1089921)[RL.1.2 retell stories and demonstrate understanding of the message or lesson](http://www.livebinders.com/play/play?id=1089921)[RL.1.3 describe characters, settings, and major events](http://www.livebinders.com/play/play?id=1089921)[RL.1.6 identify who is telling the story](http://www.livebinders.com/play/play?id=1089921)[RL.1.7 use illustrations and details to describe characters, settings, or events](http://www.livebinders.com/play/play?id=1089921)[RI.1.5 know and use text features to locate facts or information](http://www.livebinders.com/play/play?id=1089921)[RI.1.9 identify similarities in and differences between texts on the same topic](http://www.livebinders.com/play/play?id=1089921)[RF.1.2b orally produce single-syllable words by blending sounds](http://www.livebinders.com/play/play?id=1089921)[RF.1.2c isolate and pronounce sounds in spoken single-syllable words](http://www.livebinders.com/play/play?id=1089921)[RF.1.2d segment spoken single-syllable words into their complete sequence of individual sounds](http://www.livebinders.com/play/play?id=1089921)[RF.1.4a read on-level text with purpose and understanding](http://www.livebinders.com/play/play?id=1089921)[W.1.3 write narratives](http://www.livebinders.com/play/play?id=1089921)[W.1.5 focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing](http://www.livebinders.com/play/play?id=1089921)[SL.1.1a follow rules for discussions](http://www.livebinders.com/play/play?id=1089921)[SL.1.1b build on others’ talk in conversations by responding to others’ comments](http://www.livebinders.com/play/play?id=1089921)[SL.1.3 ask and answer questions about what a speaker says](http://www.livebinders.com/play/play?id=1089921)[SL.1.4 describe people, places, things, and events with details/express ideas and feelings clearly](http://www.livebinders.com/play/play?id=1089921)[SL.1.6 produce complete sentences when appropriate to task and situation](http://www.livebinders.com/play/play?id=1089921)[L.1.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts](http://www.livebinders.com/play/play?id=1089921) |
| Read Aloud* Text based comprehension
* Text based discussion
 | RL1.5, RL1.9 Exemplar text: [Video ebook: Celebration!](http://www.watchknowlearn.org/Video.aspx?VideoID=34946&CategoryID=9449) Poem  |
| Main Selection* Text based comprehension
* Text based discussion
 | RI1.5, RI1.9 [ReadingA-Z America’s Symbols.](https://www.readinga-z.com/books/leveled-books/book/?id=1951) Informational Text Level G |
| Building Knowledge* 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** | RI1.1, RI1.10, SL1.4 [ReadingA-Z Stars and Stripes I](https://www.readinga-z.com/books/leveled-books/book/?id=1819)nformational Text Level G[ReadingA-Z Our Class Flag](https://www.readinga-z.com/books/leveled-books/book/?id=1822) Informational Text Level F[ReadingA-Z Living Together](https://www.readinga-z.com/books/leveled-books/book/?id=668) Informational Text Level HOnline pictures & information: [Symbols of the USA](http://www.enchantedlearning.com/history/us/symbols/) Show Google Earth to “fly to” locations of several places that are US symbols. |
| VocabularyDrawn from the texts | L1.6f Choose from selected texts to make a rolling vocabulary chart that builds knowledge. |
| Foundational Skills* Phonemic Awareness
* Concepts of Print
* Fluency
* Word Work
* Phonics and high frequency words
* Decoding/Encoding
 | RF1.3b, RF1.3c, RF1.3g Follow the daily **Phonics** and **Fluency**Base Words with Inflections -er, -est (change y to i ) Syllable -leFluency- IntonationHigh Frequency words: always, happy, once, different, high, stories, enough, near[Decodable Readers, The Three Races, Seed Sisters, The Fox and the Grapes](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547896304_/launch.html) |
| Language/ Syntax* Spelling and Grammar
 | L1.6 Follow the daily **Grammar** and **Spelling** sequence of activities: Kinds of Sentences**English Language Development:** Students will review different kinds of sentences by reading and writing simple and compound sentences. |
| Writing* Response to text
* Culminating task

Aligned with the EQ and topic  | SL1.4, W1.1, Make a picture of your favorite US symbol. Tell why it is your favorite symbol of our country. Display your picture/writing around a map of the US, with string connecting the location on the map. |

**ESL Supplemental Work Station and Gradual Release Template Weeks 3-4**

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| **STORY INFORMATION: Topic: Our Country** |
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| Essential Questions:  | What can I learn from someone who is from another country?  |
| Gradual Release:Routines for whole group instruction |  |
| Culminating Task |  Talk with a friend from another country about customs and food. Draw a flag of the US and a flag of your friend’s home country. Write a paragraph about what you have learned from your friend from another country. Use a paragraph scaffold, if necessary. |
| Stations' Activities RF1.3 Phonics and Sight WordsRI1.1 Ask & answer questionsRI1.2 Identify main topic, detailsL.1.6 Acquire new wordsRF1.3 Decode grade-appropriate words.RF1.3 Phonics and Sight WordsRI1.1 Ask & answer questionsL.1.6 Vocabulary-Acquire new wordsRF1.3 Decode grade-level words. | Week 11) Word Work: Word sorts with phonics words: ou, ow, oi, oy,au, aw2) Comprehension/Building Knowledge: Teacher-directed group: Guided Reading: ELL Reader[.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/strategic_intervention_9780547896168_/lr/ell/lesson22/index.html)[First Day of Second Grade. See Lesson Plan.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/strategic_intervention_9780547896168_/lr/ell/lesson25/index.html)3) Vocabulary: Play Hedbanz with: city, country, family, flag, symbol, invite, move. Use these “clue questions” to eliminate choices: Is it a place? People? Thing? An action? 4) Fluency: Buddy-read the [Decodable Readers, Down on the Farm, Scout and Count](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547896304_/launch.html)Week 2:1) Word Work: Word sorts with phonics words: -er, -est (change y to i ) Syllable -le2) Teacher-directed, Guided Reading: [ReadingA-Z Living Together](https://www.readinga-z.com/books/leveled-books/book/?id=668) Informational Text Level H3) Vocabulary: Play Password. Use definitions as clues. Player can look at vocabulary word list to guess the matching word.4) Fluency: Buddy-read the [Decodable Readers, The Three Races, Seed Sisters, The Fox and the Grapes](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547896304_/launch.html) |
| 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.  |

**Grade 1 weeks 5-6** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Visual Arts\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  WEEK 1 |
| Essential Question: How did the art teacher inspire Vashti about art to change? |
| StandardsList Reading and Writing standards related to the texts, questions &tasks.WIDA SIL, LoLA,  | [MPI Livebinder](http://www.livebinders.com/play/play?id=1089921)RL.1.2 retell stories and demonstrate understanding of the message or lessonRI.1.1 ask and answer questions about key detailsRI.1.4 ask and answer questions to determine or clarify the meaning of words and phrasesRI.1.8 identify the reasons an author gives to support pointsRI.1.9 identify similarities in and differences between texts on the same topicRF.1.3d use knowledge that every syllable must have vowel sound to determine number of syllables in a wordRF.1.3e decode two-syllable words following basic patterns by breaking words into syllablesRF.1.3f read words with inflectional endingsRF.1.4a read on-level text with purpose and understandingW.1.1 write opinion piecesW.1.7 participate in shared research and writing projectsW.1.8 recall information from experiences or gather information from sources to answer a questionSL.1.1a follow rules for discussionsSL.1.1b build on others’ talk in conversations by responding to others’ commentsSL.1.1c ask question to clear up confusion about topics and texts under discussionSL.1.2 ask and answer questions about details in a text read aloud, information presented orally, or through other mediaSL.1.3 ask and answer questions about what a speaker saysSL.1.6 produce complete sentences when appropriate to task and situationL.1.1g use frequently occurring conjunctionsL.1.1j produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentencesL.1.4a use sentence-level context as a clue to the meaning of a word or phraseL.1.5a sort words into categories to gain a sense of concepts the categories represent |
| Read Aloud* Text based comprehension
* Text based discussion
 | RI1.4 ebook: [First Field Trip: Art Museum](https://www.getepic.com/app/read/34093) Informational 1. Before the story, discuss what you might see in an art museum. After seeing the story, discuss what you saw. |
| Main Selection (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | RL1.1, RL1.9, SL1.1 [The Dot](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/ese_9780547894485_/vol6/launch.html) Realistic Fiction Lexile 470 H Use Thinking through Text questions 1-141. What is Vashti’s problem at the beginning of the story? 2. What words showed how she felt when she made a dot on the paper? 3. How did she feel when she saw her picture in a frame? 4. How are the pictures she made at the end of the story like the one at the beginning? How are they different? |
| Building Knowledge* Read Aloud
* Leveled readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) | RL1.1, RL1.9  [Language Support Cards 26](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547953120_/volume/launch.html?page=21A)video: [Creating Art](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/lesson2.html)ELL Reader[.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/strategic_intervention_9780547896168_/lr/ell/lesson22/index.html)[The Bumpy Snowman Fiction.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/strategic_intervention_9780547896168_/lr/ell/lesson26/index.html) See ELL Lesson Plan. |
| VocabularyDrawn from the texts | L1.6 blank, notice, sign, squiggle, straight, swirly, experimenting, encourage, before, after, now |
| 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 RF1.2b, RF 1.2c, RF1.3d, RF1.3gbase words with -*ed, -ing* endings; long e spelling patterns *y, ie*Fluency : self-correctHigh Frequency Words: above, bear, even, pushed, studied, surprised, teacher, toward[Decodable Readers: Bears, Hiding and Seeking](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547896304_/launch.html) |
| Language/ Syntax* Spelling and Grammar
 | SL1.1, SL1.6, L1.1d Follow the daily **Grammar** and **Spelling** sequence of activities: exclamations**English Language Development:**  Students will learn about exclamatory sentences by reading and writing sentences about art. |
| Writing* Response to text
* Culminating task

 Aligned with the EQ and topic  | W1.1, SL1.4, SL1.6 What events inspired Vashti’s feelings and opinions about art to change? Cite evidence from the text.Graphic Organizer for the DotUse the graphic organizer on Read Works to track Vashti feeling throughout the story.http://www.readworks.org/lessons/grade1/dot/read-aloud- lesson |

**Grade 1 Weeks 5-6**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Visual Arts\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  |  Week2 |
| Essential Question: How can we be inspired by the words and actions of others? |
| StandardsList Reading and Writing standards related to the texts, questions & tasks.WIDA SIL, LoLA,  | RL.1.1 ask and answer questions about key detailsRL.1.3 describe characters, settings, and major eventsRL.1.5 explain major differences between storybooks and informational booksRL.1.7 use illustrations and details to describe characters, settings, or eventsRL.1.9 compare and contrast adventures and experiences of charactersRL.1.10 read prose and poetryRI.1.5 know and use text features to locate facts or informationRI.1.9 identify similarities in and differences between texts on the same topicRF.1.2b orally produce single-syllable words by blending soundsRF.1.2c isolate and pronounce sounds in spoken single-syllable wordsRF.1.2d segment spoken single-syllable words into their complete sequence of individual soundsRF.1.3c know final -e and vowel team conventions for representing long vowel soundsRF.1.3f read words with inflectional endingsRF.1.3g recognize and read irregularly spelled wordsRF.1.4a read on-level text with purpose and understandingW.1.1 write opinion piecesSL.1.1a follow rules for discussionsSL.1.1b build on others’ talk in conversations by responding to others’ commentsSL.1.1c ask question to clear up confusion about topics and texts under discussionSL.1.2 ask and answer questions about details in a text read aloud, informationpresented orally, or through other mediaSL.1.3 ask and answer questions about what a speaker saysSL.1.4 describe people, places, things, and events with details/express ideas and feelings clearlySL.1.6 produce complete sentences when appropriate to task and situationL.1.1d use personal, possessive, and indefinite pronounsL.1.1f use frequently occurring adjectives |
| Read Aloud* Text based comprehension
* Text based discussion
 | RL1.5, RL1.9 ebook video: [Harold and the Purple Crayon. Fiction](http://www.teachertube.com/video/harold-and-the-purple-crayon-147571)  |
| Main Selection* Text based comprehension
* Text based discussion
 | RI1.5, RI1.9 Paired Text [Artists Create Art](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/ese_9780547894485_/vol6/launch.html) Biography Lexile 370 K1. How are the artworks the the two selections alike? 2. Which artist would Vashti like? Why? 3. Where have you seen artwork?
 |
| Building Knowledge* 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** | RI1.1, RI1.10, SL1.4 Reading A-Z [Crazy Cakes. Informational Level F. See Lesson Guide.](https://www.readinga-z.com/books/leveled-books/book/?id=2761&lang=English) “ [Going to the Art Museum. Informational Level H. See Guide](https://www.readinga-z.com/books/leveled-books/book/?id=648&lang=English). [Starfall.com 6 Art Gallery books. Artists’ Biographies.](http://www.starfall.com/n/level-b/art/load.htm?f)Willow by Denise Brennan- Nelson and Rosemarie Brennan - www.getepic.comComplete Main Characters and Changes in the Story Graphic Organizer at www.readworks.orgReview and discuss the independent practice set available at www.readworks.org.Magic Trash: The Story of Tyree Guyton and his Art by J.H. Shapiro - https://www.getepic.com/app/search[Sequel to The Dot](https://www.youtube.com/watch?v=vpICaczeQ9o%20and)-- -- -Ish by Peter H. Reynold  |
| [V](http://www.starfall.com/n/level-b/art/load.htm?f)ocabularyDrawn from the texts | L1.6f sculpture, brushstrokes, realistic, decide, himself, dream, shadows |
| Foundational Skills* Phonemic Awareness
* Concepts of Print
* Fluency
* Word Work
* Phonics and high frequency words
* Decoding/Encoding
 | RF1.3b, RF1.3c, RF1.3g Follow the daily **Phonics** and **Fluency:** Suffixes -ful, -ly, -y Long Vowel Spelling Patterns Fluency- ExpressionHigh Frequency words: caught thought beautiful took minute friendship listen idea |
| Language/ Syntax* Spelling and Grammar
 | L1.6 Follow the daily **Grammar** and **Spelling** Adverbs**English Language Development:** Students will hear and read adverbs in sentences. |
| Writing* Response to text
* Culminating task

Aligned with the EQ and topic  | SL1.4, W1.3, 1. After reading the 6 Starfall.com Artist Biographies, write a sentence about each one. (suggested details- the style, the subject, the colors)  2. After reading the 6 Starfall.com Artist Biographies, choose one artist you like best. Write an opinion paragraph about why you like that artist.  |

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

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| **STORY INFORMATION: Topic:** Visual Art |
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| Essential Questions:  | What are some different ways to make art? |
| Gradual Release:Routines for whole group instruction |  |
| Culminating Task |  After reading the 6 Starfall.com Artist Biographies, choose one artist you like best. Write an opinion paragraph about why you like that artist.  |
| Stations' Activities RF1.3 Phonics and Sight WordsRI1.1 Ask & answer questionsRI1.2 Identify main topic, detailsL.1.6 Acquire new wordsRF1.3 Decode grade-appropriate words.RF1.3 Phonics and Sight WordsRI1.1 Ask & answer questionsL.1.6 Vocabulary-Acquire new wordsRF1.3 Decode grade-level words. | Week 11) Word Work: Sight Word Twister.2) Comprehension/Building Knowledge: Teacher-directed group: Guided Reading: ELL Reader, [The Bumpy Snowman. See Lesson Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/strategic_intervention_9780547896168_/lr/ell/lesson26/index.html). 3) Vocabulary: Illustrate 6 words. Fold a paper into 6 sections. Write one of these words in each section and illustrate: blank, squiggle, swirly, straight, experimenting, sign (your name).4) Fluency: Buddy-read the [decodable readers](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547896304_/launch.html). Week 2:1) Word Work: Build-a-Man. Pick the card from a stack of decodable words (past units). If you can read it, draw one part of a stick man. Each time you read correctly, you get to add another part. Or Play Kittenhop online. 2) Teacher-directed, Guided Reading: ReadingA-Z [Going to the Art Museum. Informational Level H. See Guide](https://www.readinga-z.com/books/leveled-books/book/?id=648&lang=English).3) Vocabulary: Fold a paper in six blocks. Choose six of the vocabulary words to illustrate. Write the words on the back of each picture. Ask a partner to guess which words goes with your illustrations.4) Fluency: Buddy-read the [decodable readers](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547896304_/launch.html).  |
| 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.  |

**Grade 1 weeks 7-8** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Weather\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  WEEK 1 |
| Essential Question: How does Frog help Toad overcome the challenge of flying a kite?  |
| StandardsList Reading and Writing standards related to the texts, questions &tasks.WIDA SIL, LoLA,  | [MPI Livebinder](http://www.livebinders.com/play/play?id=1089921)RL.1.1 ask and answer questions about key detailsRL.1.4 identify words and phrases in stories or poems that suggest feelings or appeal to the senses.RL.1.10 read prose and poetryRI.1.9 identify similarities in and differences between texts on the same topicRF.1.2a distinguish long from short vowel sounds in spoken single-syllable wordsRF.1.4a read on-level text with purpose and understandingRF.1.4b read on-level text orally with accuracy, appropriate rate, and expressionW.1.1 write opinion piecesSL.1.1a follow rules for discussionsSL.1.1b build on others’ talk in conversations by responding to others’ commentsSL.1.1c ask question to clear up confusion about topics and texts under discussionSL.1.2 ask and answer questions about details in a text read aloud, information presented orally, or through other mediaSL.1.3 ask and answer questions about what a speaker saysSL.1.4 describe people, places, things, and events with details/express ideas and feelings clearlySL.1.5 add drawings or visual displays to descriptions to clarify ideas, thoughts, and feelingsSL.1.6 produce complete sentences when appropriate to task and situationL.1.1d use personal, possessive, and indefinite pronounsL.1.4b use frequently occurring affixes as a clue to the meaning of a wordL.1.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| Read Aloud* Text based comprehension
* Text based discussion
 | RI1.4 [Measuring Weather.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/ese_9780547894485_/vol6/launch.html) Informational Text. Lexile 480 I. 1. Look at the graph on p. 128. Which day is the coolest? Which is the hottest? |
| Main Selection (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | RL1.1, RL1.9, SL1.1[“The Kite” from Frog and Toad Together.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/ese_9780547894485_/vol6/launch.html) Fantasy Lexile 420 G TE 2 - On page 90: What do the words and pictures tell you about the meadow?TE (Closer Look): Is the meadow a good place for Frog and Toad to fly their kite? Why or why not?TE (Closer Look): How can you tell that Frog and Toad are friends? |
| Building Knowledge* Read Aloud
* Leveled readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) | RI1.1, RI1.9  [Language Support Cards 28](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547953120_/volume/launch.html?page=21A)ELL Reader [The Boat Race. See ELL Lesson Plan.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/strategic_intervention_9780547896168_/lr/ell/lesson28/index.html) |
| VocabularyDrawn from the texts | L1.6 hottest, coolest, storm, flood, wind, perhaps, junk, laughter, across |
| 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 RF1.2b, RF 1.2c, RF1.3d, RF1.3g Long i Spelling Patterns igh, y, ie Inflections -ed, -ing, -er, -est, -esFluency : Phrasing: Natural pausesHigh Frequency Words: across head second ball heard should cried large[Decodable Readers: Sally Jane and Beth Ann, Bill and Gilly.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547896304_/launch.html) |
| Language/ Syntax* Spelling and Grammar
 | SL1.1, SL1.6, L1.1d Follow the daily **Grammar** and **Spelling** sequence of activities: Adjectives**English Language Development:** Students will hear, speak, read and write adjectives in sentences. |
| Writing* Response to text
* Culminating task

 Aligned with the EQ and topic  | W1.1, SL1.4, SL1.6 **Daily Task:** . Why was Toad successful in flying his kite? Citeexamples from the text.**Daily Task:**  Is Frog a good friend? Using evidence from the text, explain how Frog was or was not a good friend. (opinion)**Culminating Task:**. What made it difficult for Toad to fly the kite? Citeexamples from the text. |

**Grade 1 Weeks 7-8**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Weather\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  |  Week2 |
| Essential Question: How can weather change your day?  |
| StandardsList Reading and Writing standards related to the texts, questions & tasks.WIDA SIL, LoLA,  | [MPI Livebinder](http://www.livebinders.com/play/play?id=1089921)RL.1.1 ask and answer questions about key detailsRL.1.4 identify words and phrases in stories or poems that suggest feelings or appeal to the senses.RL.1.10 read prose and poetryRI.1.9 identify similarities in and differences between texts on the same topicRF.1.2a distinguish long from short vowel sounds in spoken single-syllable wordsRF.1.4a read on-level text with purpose and understandingRF.1.4b read on-level text orally with accuracy, appropriate rate, and expressionW.1.1 write opinion piecesSL.1.1a follow rules for discussionsSL.1.1b build on others’ talk in conversations by responding to others’ commentsSL.1.1c ask question to clear up confusion about topics and texts under discussionSL.1.2 ask and answer questions about details in a text read aloud, information presented orally, or through other mediaSL.1.3 ask and answer questions about what a speaker saysSL.1.4 describe people, places, things, and events with details/express ideas and feelings clearlySL.1.5 add drawings or visual displays to descriptions to clarify ideas, thoughts, and feelingsSL.1.6 produce complete sentences when appropriate to task and situationL.1.1d use personal, possessive, and indefinite pronounsL.1.4b use frequently occurring affixes as a clue to the meaning of a wordL.1.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| Read Aloud* Text based comprehension
* Text based discussion
 | RL1.5, RL1.9 Exemplar Text: eVideo: [Wouldn’t You?](http://www.watchknowlearn.org/Video.aspx?VideoID=34944&CategoryID=9441) Poem |
| Main Selection* Text based comprehension
* Text based discussion
 | RI1.5, RI1.9 ReadingA-Z [How is the Weather Today?](https://www.readinga-z.com/books/leveled-books/book/?id=252) Informational Level F . See Guided Lesson plan. |
| Building Knowledge* 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** | RI1.1, RI1.10, SL1.4 Exemplar Text; eVideo- [How People Learned to Fly.](http://www.watchknowlearn.org/Video.aspx?VideoID=34365&CategoryID=9485) Informational Text.Exemplar Text: eVideo - [National Geo. Wind Power, How to Fly a Kite.](http://www.watchknowlearn.org/Video.aspx?VideoID=38046&CategoryID=9460) Informational Text.ReadingA-Z [The Storm](https://www.readinga-z.com/books/leveled-books/book/?id=68&lang=English) Informational Text Level F. See Guided Lesson plan. |
| [V](http://www.starfall.com/n/level-b/art/load.htm?f)ocabularyDrawn from the texts | L1.6f Choose words from text selections. |
| Foundational Skills* Phonemic Awareness
* Concepts of Print
* Fluency
* Word Work
* Phonics and high frequency words
* Decoding/Encoding
 | RF1.3b, RF1.3c, RF1.3g Follow the daily **Phonics** and **Fluency:** Phonics: Syllable Pattern CV; Prefixes un-, re- Fluency- RateHigh Frequency words: brothers loved people everyone most sorry field only[Decodable Readers:Quiz Game, Jack and the Beans.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547896304_/launch.html) |
| [L](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547896304_/launch.html)anguage/ Syntax* Spelling and Grammar
 | L1.6 Follow the daily **Grammar** and **Spelling :** Adjectives that compare**English Language Development:** Students will hear and say sentences with adjectives that compare.  |
| Writing* Response to text
* Culminating task

Aligned with the EQ and topic  | SL1.4, W1.1, With large construction paper, cut a diamond shape for a kite and draw lines for the sticks. Write these headings in each quadrant: Characters, Setting, Problems, Solution. Students should write sentences about each story element. Add a tail and display your colorful kites. |

**ESL Supplemental Work Station and Gradual Release Template Weeks 7-8**

|  |
| --- |
| **STORY INFORMATION: Topic:** Weather |
|  |  |
| Essential Questions:  | How can weather change your day? |
| Gradual Release:Routines for whole group instruction |  |
| Culminating Task | With large construction paper, cut a diamond shape for a kite and draw lines for the sticks. Write these headings in each quadrant: Characters, Setting, Problems, Solution. Students should write sentences about each story element. Add a tail and display your colorful kites. |
| Stations' Activities RF1.3 Phonics and Sight WordsRI1.1 Ask & answer questionsRI1.2 Identify main topic, detailsL.1.6 Acquire new wordsRF1.3 Decode grade-appropriate words.RF1.3 Phonics and Sight WordsRI1.1 Ask & answer questionsL.1.6 Vocabulary-Acquire new wordsRF1.3 Decode grade-level words. | Week 11) Word Work: Sight Word Twister or KittenHop online. 2) Comprehension/Building Knowledge: Teacher-directed group: Guided Reading: ELL Reader, The Boat Race. See ELL Lesson Plan. 3) Vocabulary: TicTacToe. Write vocabulary words on a TicTacToe board. If student can read the word, give definition, or use in a sentence, they can put their X or O. Keep score.4) Fluency: Buddy-read the [decodable readers](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547896304_/launch.html). Week 2:1) Word Work: Choice: Sight Word Twister; TicTacToe, or Kittenhop online.2) Teacher-directed, Guided Reading: ReadingA-Z [How is the Weather Today?](https://www.readinga-z.com/books/leveled-books/book/?id=252) 3) Vocabulary: Play Password with word list and “clue” cards. Keep score. 4) Fluency: Buddy-read the [decodable readers](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547896304_/launch.html).  |
| 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.  |

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| **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**
 |

**End of Year/ Week 9 of quarter 4:**

The WIDA ACCESS 2.0 test window ranges from March 6-April 21, 2017. Students will be tested within the domains of listening, reading, writing, and speaking. Please be certain to expose students to practice test items via https://www. wida-ams.us (scroll down, no need to log in). Please make sure your school composite is updated as well and that the latest version is submitted to the ESL office (purnellmc@scsk12.org).

To prepare for next year, during week 9, please **compile the following items and place in your ESL file or ESL student files** so that data may be passed on to next year’s ESL teacher and/or General Education teacher:

· Two **writing samples** taken from this last quarter. The writing should come from any two of the culminating writing tasks outlined in this curriculum guide. If accommodations were made during this writing task, please attach a brief note stating what those accommodations were. For example, did a partner assist or was a sentence or paragraph frame provided?

▪ **Reading A-Z fluency passages** levels H and I. Teachers should include these level passage, along with any other fluency check they feel may be more indicative of what a student “can do” (WIDA). **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/))

* **WIDA Student Profile.** Ask students to help you create a set of information specific to them. This information will be passed on to next year’s teacher (at beginning of next school year). Place these completed student profiles in your ESL files for future use. Ask students to draw a picture of self in the middle (of bubble map, for example, with interest items all around) or have students bring in a picture.

·

o Topics may include:

* favorite sports teams /sports the student participates in
* country of origin/ how long in the U.S.
* favorite school subject
* how many in my family
* my summer plans
* favorite books
* who helps me study

o After students have filled in their portion of their profile, take a moment to write in the following information within a “teacher” bubble portion of this map. Topics you may wish to address are:

* accommodations made on a regular basis are:
* this student works best when:
* student has grown the most in the area of:
* student is still struggling with:
* any other information you want to inform next year’s teacher(s) about which is relevant to this child’s education