**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.*  |

 |

**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 | I Could Do That | Weeks 1 & 2 | I Could Do That |
| Weeks 2 & 3 | Ever Living Tree (TWAG) |  |  |
| Week 4 | The Fun They Had | Weeks 3 & 4 | Ever Living Tree (TWAG) |
| Week 5 | The Girl Who Loved Spiders |  |  |
| Week 6 | Amphibian Alert | Weeks 5 & 6 | Amphibian Alert |
| Week 7 | Museums: Worlds of Wonder | Weeks 7 & 8 | Save the Timber Woods  |
| Weeks 8 & 9 | Save the Timber Woods (TWAG) | Week 9 | 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.)

**Unit Topic: Citizenship**

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| --- | --- |
| **Grade 4 Weeks 1-2** |  **Week 1** |
| Essential Questions: What causes change in a community?  |
| StandardsWIDA 1, 2, & 5: SIL, LoLA, LoSS | RF.43. Know and apply grade-level phonics and word analysis skills in decoding words.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, andmorphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in contextand 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 onsuccessive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading asnecessary.RI.4.3, explain events/procedures/ideas/concepts in a text;RI.4.4determine the meaning of general academic and domain-specific words and phrases;RI.4.5 describe the overall structure of a text or part of a text;W.4.10 write routinely over extended time frames and shorter time framesW.4.1a introduce a topic, state an opinion, and create an organizational structure; W.4.1b provide reasons supported by facts and detailsW.4.1d provide a concluding statement or section; SL.4.2 paraphrase portions of a text read aloud or information presented in diverse media and formatsL.4.5c, L.4.6 RI.4.4 determine the meaning of general academic and domain-specific words and phrases; |
|  (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | Teacher Read Aloud“Jane’s Big Ideas,” [T88–T89](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr4/ete_9780547894379_/volume5/launch.html) |
| Anchor Text (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | Lesson 22 [I Could Do That!](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ese_9780547894539_/Build/launch.html)  (760)SCAFFOLD MAIN SELECTION Distribute ELL Selection Summary[ELL TE](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr4/ete_9780547894379_/volume5/launch.html) Teacher’s Edition pp. E13, E14, E16, E17, E18, E20 Cause and EffectRead the Analyze the Text box on Student Book p. 664 and 666 with students. Then distribute Graphic Organizer 4. What events led to Esther Morris becoming the first woman in the country to hold publicoffice? What details from the text tell you this?  |
| Building Knowledge* Read Aloud
* Leveled readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) | Language Support Card 22• [Selection, Blackline Master ELL22.2](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/teacher_gateway_9780547933429_/pdf/Weekly_Booklets/Lesson_22.pdf)TE p. E12[Oral Language Chant, Blackline Master ELL22.1](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/teacher_gateway_9780547933429_/pdf/Weekly_Booklets/Lesson_22.pdf) | Examples of Cause and Effect[http://esl.cmswiki.wikispaces.net/Activities+and+Strategies+--+Cause+and+Effect](http://esl.cmswiki.wikispaces.net/Activities%2Band%2BStrategies%2B--%2BCause%2Band%2BEffect) | Realia: Show students a sample voting ballot or let them vote for something in the classroomPhotographs of [women in the 1800s](http://www.loc.gov/pictures/search/?q=LOT%205544&fi=number&op=PHRASE&va=exact&co!=coll&sg=true&st=gallery) (clothing, household roles, etc.) [Schoolhouse Rock](https://www.youtube.com/watch?v=pFOieRHRzh8)[Women in the 19th Century: Crash Course U.S. History](https://www.youtube.com/watch?v=fM1czS_VYDI) | Leveled ReadersSR: The First Woman DoctorOL: A Champion of ChangeAR: The Writer Who Changed AmericaEL: Shirley ChrisholmV: Mill Girls |
| VocabularyDrawn from the texts | Tier 2 words *(across domains):* High Utility Words allow, election\*, granted, slavery, victorious\*, vote\*, banner, flag, women politics, intelligent, disorderly, approve, polls, legislature, amendment, candidates,informed, deniedStrategy: Adages and Proverbs |
| 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*RF.4.3RF.4.4Fluency Phrasing: PausesDecoding: Syllable Patterns and Word Parts[Grab and Go Leveled Practice](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/teacher_gateway_9780547933429_/pdf/Weekly_Booklets/Lesson_23.pdf) |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities RF.4.3 Spelling VCCV and VCV PatternsL.4.1Grammar: Negatives, pp. T126–T129• Teacher’s Edition, p. E19[Grammar Projectables](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/projectables_9780547862194_/launch.html)Language Transfer Issue: Helping Verbs in Negative Statements• Language Support Card 22: Regular Verbs; Conjunction so |
| Writing* Response to text
* Culminating task

 Aligned with the EQ and topic  | W.4.10W.4.1**Daily Task 1:**  What events led to Esther Morris becoming the first woman in the country to hold public office?**Daily Task 2:** Make a Timeline Think about the many important things Esther did in her life. With a partner, create a timeline that shows her accomplishments, as described in “I Could Do That!” Make sure to include details about the people, places, and events from the text.**Culminating Task**: Opinion Essay Response Do you think Esther improved her community of South Pass City, Wyoming? If so, how did she improve it? Write a paragraph that states your opinion. Support your opinion with facts and details from the text. |

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| **Grade 4 Weeks 2-3** | Week 2 |
| Essential Questions: How did Esther Morris affect the constitution of Wyoming?  |
| StandardsWIDA 1, 2, & 5: SIL, LoLA, LoSS | RI.4.9 integrate information from two texts on the same topic |
| Read Aloud/Main Selection* Text based comprehension
* Text based discussion
 | [The Role of the Constitution-](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ese_9780547894539_/Build/launch.html?page=670) Informational Text (810)Compare Informational Texts Talk with a partner about how “The Role of the Constitution” relates to “I Could Do That!” Discuss these questions: How did Esther Morris affect the constitution of Wyoming? How did she change the role that women played in Wyoming? Use text evidence to support your answers during your discussion with your partner. |
| 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** | [Readworks passage](http://www.readworks.org/passages/branching-out)[Branching Out](http://www.readworks.org/passages/branching-out)Lexile Level: 730LDomain: Civics & GovernmentText Type: Informational<http://www.readworks.org/passages/branching-out> |
| VocabularyDrawn from the texts |  *bar graph, duty, right, protection, executive, judicial, legislative, branch (of government)* |
| 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  |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities:   |
| Writing* Response to text
* Culminating task

Aligned with the EQ and topic  | See Week 1 writing prompts Additional Topics: p. T121 Research and Media Literacy: Investigate and Report on state government or on one branch of the Federal Government. |

**ESL Supplemental Work Station and Gradual Release Template Grade 4 Q4 Weeks 2-3**

|  |
| --- |
| **STORY INFORMATION : Topic:** Citizenship |
| *Anchor Text* | I Could Do That! |
| Essential Question:  | What causes change in a community? |
| Gradual Release:  | \*See GRR Example Behaviors at end of document. |
| Culminating Task | Prompt 3: Opinion Essay Response Do you think Esther improved her community of South Pass City, Wyoming? If so, how did she improve it? Write a paragraph that states your opinion. Support your opinion with facts and details from the text. |
| Stations Activities :**WEEK 1**[Grab and Go Resources](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/teacher_gateway_9780547933429_/pdf/Weekly_Booklets/Lesson_22.pdf)RF.4.3 | **1): Word Work:****VCCV patterns: Spot and Dot syllables, syllable puzzles with spelling pattern**Journeys Leveled Practice Grab and Go Resources<https://www.youtube.com/watch?v=jF8nsRjg4Vk> |
| RI.4.3/RI.4.5 | **2) Comprehension/Building Knowledge: Listen and read student** [**ebook**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ese_9780547894539_/Build/launch.html) **selection****Add details to cause and effect chart as you find text evidence.** |
| L.4.5bL.4.4L.4.6 | **3) Vocabulary:** **Write and illustrate proverbs and adages from the story****Complete Frayer models or personal glossaries for Tier 2 Vocabulary**Journeys Leveled Practice Grab and Go Resources |
| RF.4.4 | **4) Fluency**- Partner-reading of ELL Reader or leveled readerRead sight words for one minute. Record CWPM. |
| **WEEK 2**RF.4.3RF.4$ | **1): Word Work:** VCCV patterns: Spot and Dot syllables, syllable puzzles with spelling patternJourneys Leveled Practice Grab and Go Resources |
| RI.4.9SL.4.2 | **2)Comprehension/Building Knowledge: Listen to student ebook.** Take notes when you find text evidence that shows parts of the Constitution that were changed by Esther’s accomplishments. |
| **W.4.7** | **3) Writing/Research: Research and report on a topic from the Constitution, state or federal government** |
| **RF.4.3****RF.4.4** | **4.)** **Fluency:** Partner read ELL reader.Read sight words for 1 minute and record progress.Read a decodable reader. |
| 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: Life Cycles**

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| --- | --- |
| **Grade 4 Weeks 3-4** |  **Week 1** |
| Essential Questions: How does the change of a coast redwood parallel and span the course of human history?  |
| StandardsWIDA 1, 2, & 4: SIL, LoLA, LoS | RF.4.3a use knowledge of letter-sound correspondences, syllabication patterns, and morphology to read accurately RI.4.7 interpret information presented visually, orally, or quantitativelyRI.4.4 determine the meaning of general academic and domain-specific words and phrasesRI.4.5 describe the overall structure of a text or part of a textRF.4.4c use context to confirm or self-correct word recognition and understandingL.4.3b choose punctuation for effectL.4.6 acquire and use general academic and domain-specific words and phrases |
|  (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | Deserts on the Move [T164](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr4/ete_9780547894379_/volume5/launch.html)1How has Madinah’s home changed? The land used to be full of trees and greenery. Now it is full of sand.COMPARE AND CONTRAST2 How have people’s lives changed as fertile land has changed to desert? Some people do not have enough food or water. Sometimes people go to war. CAUSE AND EFFECT3 What is one cause-and-effect relationship in the text? Sample answer: When humans destroy forests touse the land for farming, the effect is that nothing stops the soil from blowing away. CAUSE AND EFFECT |
| Anchor Text (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | [The Ever Living Tree](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ese_9780547894539_/Build/launch.html)SCAFFOLD MAIN SELECTION Distribute ELL23.3[ELL TE](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr4/ete_9780547894379_/volume5/launch.html) [Projectable 23.2](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/projectables_9780547862194_/launch.html) Use 3-column chart to discuss text features and purpose of each p. 689 and p. 700 What is the purpose of the diagram? How does the diagram add to the information in the text?. |
| Building Knowledge* Read Aloud
* Leveled readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) | Language Support Card 23• Building Background Videos• Selection Blackline MasterELL23.2 | [Examples of Text Features](https://www.azed.gov/english-language-learners/files/2014/03/examples-of-text-features.pdf)<http://www.slideshare.net/elkissn/text-features-6537031> | [National Geographic video](https://www.youtube.com/watch?v=MglBOaOnzqM)[National Parks Video](https://www.youtube.com/watch?v=JPEvDQLezyc)[Life cycles of trees](https://www.youtube.com/watch?v=5v8GDsfCrqk) | Leveled ReadersBL: [Plants of the Redwood Fores](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/bl/lesson23/index.html)tEL [Animals of the Redwood Forest](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/ell/lesson23/index.html)OL: [Life Among the Redwoods](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/ol/lesson23/index.html)AL: [Gentle Redwood Giants](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/al/lesson23/index.html)V: [Forever Green](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/vr/bl/lesson23/index.html) |
| VocabularyDrawn from the texts | Tier 2 words *(across domains):* resources, dense, evaporate, shallow, moisture, civilized, continent, opportunities, customs, independent p. E22Domain Specific: seedling, pollination, maturity, life cycle, germinateSee Vocabulary in Context Cards Lesson 23 221-230Oral Language Chant, Blackline Master ELL23.1p. 693 Simile |
| 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*Difficult VCCV Patterns p. E25Prefixes pre-, inter-, ex- p. E27[Grab and Go Leveled Practice](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/teacher_gateway_9780547933429_/pdf/Weekly_Booklets/Lesson_23.pdf) |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities Spelling: Difficult VCCV Patternspp. T204–T207Grammar: punctuation and quotation marks• Teacher’s Edition, p. E29• Language Support Card 23 |
| Writing* Response to text
* Culminating task

 Aligned with the EQ and topic  | Directed Note-Taking: 3-column chart graphic organizerSB p. 702 and/or 703 Write about readingComplete one or both of the following tasks:**Daily Task 1:**. Write a brief chronicle of the life of the redwood tree as it changes over time.**Daily Task 2:** . Write a summary of the changes of human history happening at the same time as the redwood tree’s growth that were highlighted by the text.**Culminating Task:**  Identify key historical changes within the text by reading the following quote from the text.“In California, a strip of redwood forest survived along the coast. A new tree sprouted and began to grow. Half a world away, Alexander the Great built an empire.” Describe the connection between these two events. What does that tell you about the life of the redwood tree? |

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| **Grade 4 Weeks 3-4** | Week 2 |
| Essential Questions: How does the change of a coast redwood parallel and span the course of human history?  |
| StandardsWIDA 1, 2, & 4: SIL, LoLA, LoS | RL.4.5 explain major differences between poems, drama, and prose/refer to their structural elements |
| Read Aloud/Main Selection* Text based comprehension
* Text based discussion
 | Towering Trees- PoetryCompare Text and Poetry Compare the poems in “Towering Trees” with “The Ever-Living Tree.” Discuss these questions with a partner: What does each poem describe? What information in the poems is also found in the selection? Why? |
| 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** | Epic video: [Robert Redford is a Redwood](https://www.getepic.com/app/read/38125) | Giant Sequoia Tree [video](https://www.getepic.com/app/read/27269) | [World’s Tallest Tree](https://www.getepic.com/app/read/24391) |  |  |
| VocabularyDrawn from the texts |  *ancestors, bearing, bowed gracefully, bid farewell* |
| 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  |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities:   |
| Writing* Response to text
* Culminating task

Aligned with the EQ and topic  | See Week 1 writing prompts Additional SuggestionConstruct a Timeline Research the dates of the historical events mentioned in “The Ever-Living Tree.” Then use those dates to construct a timeline of events that occurred throughout the redwood tree’s life. Summarize the events in the selection to include on your timeline. |

**ESL Supplemental Work Station and Gradual Release Template Grade 4 Q4 Weeks 3-4**

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| **STORY INFORMATION : Topic:** Life Cycles |
| *Anchor Text* | The Ever Living Tree |
| Essential Question:  | How do forests and trees show change? |
| Gradual Release:  | \*See GRR Example Behaviors at end of document. |
| Culminating Task | p. E31 Procedural Composition: Use the topic and main idea to write a composition detailing the growth of a redwood tree. |
| Stations Activities :**WEEK 1**RF.4.3 | **1): Word Work:****VCCV patterns: Spot and Dot syllables, syllable puzzles with spelling pattern****Fluency practice with a partner** |
| RI.4.7 | **2) Comprehension/Building Knowledge: Listen and read student ebook selection****Add details to graphic organizer as you find text/graphic features in the selection****Imagine you are a forest ranger in a redwood forest. What are some things you might tell visitors about?****Use text evidence.**  |
| RF.4.3L.4.6 | **3) Vocabulary:** **Prefixes: Make bubble maps with words for each prefix****Complete Frayer models or personal glossaries for Tier 2 Vocabulary** |
|  | **4) Fluency**- Partner-reading of ELL Reader or leveled readerRead sight words for one minute. Record CWPM. |
| **WEEK 2** | **1): Word Work:** Prefixes VCCV patterns syllabication |
|  | **2)Comprehension/Building Knowledge: Complete a Venn Diagram to compare the anchor text and poems.** |
|  | **3) Writing/Research: Compare and contrast text evidence in the anchor text and poems.** |
|  | **4.)** **Fluency:** Partner read ELL reader.Read sight words for 1 minute and record progress.Read a decodable reader. |
| 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: Amphibians**

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| **Grade 4 Weeks 5-6** |  **Week 1** |
| Essential Questions: How could the extinction of amphibians affect your life? |
| StandardsWIDA 1, 2, & 4: SIL, LoLA, LoS | L.4.6 acquire and use general academic and domain-specific words and phrasesRI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the textSL.4.1d review key ideas expressed and explain own ideas and understanding;L.4.2b use commas and quotation marks to mark direct speech and quotations from a textL.4.1f produce complete sentences, recognizing and correcting fragments and run-ons; L.4.2a use correct capitalizationL.4.2c use a comma before a coordinating conjunction in a compound sentenceW.4.2a introduce a topic and group related information/include formatting, illustrations, and multimedia; W.4.2b develop the topic with facts, definitions, details, quotations, or other information and examples; W.4.2c link ideas within categories of information using words and phrases; W.4.2d use precise language and domain-specific vocabulary; W.4.2e provide a concluding statement or sectionRF.43. Know and apply grade-level phonics and word analysis skills in decoding words.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, andmorphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in contextand out of contrast.RF.44. 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 onsuccessive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading asnecessary. |
|  (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | SL4.2Teacher Read Aloud “Nowhere Else on Earth,” T58–T59What is the main idea of the article?What detail about the marine iguana supports the main idea of The rare marine iguana is the only sea lizard in the world and can only be found in the Galápagos Islands. |
| Anchor Text (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | [Amphibian Alert!](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ese_9780547953014_/launch.html?page=22)  [read aloud](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ese_9780547953014_/launch.html)[Main Idea and Details](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr4/ete_9780547894379_/volume6/launch.html?page=T62)[Read and Comprehend](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr4/ete_9780547894379_/volume6/launch.html?page=T62)Dig Deeper: How to Analyze the Text T68–T69[ELL Lesson 27 p. E13](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr4/ete_9780547894379_/volume6/launch.html)-E14 SCAFFOLD MAIN SELECTION with ELL summary.Main Ideas and Details t-chart: Amphibians are threatened by many dangers.How does the author of “Amphibian Alert!” show that amphibians are important?How could the extinction of another species affect your life?According to the text, what are some of the dangers that are threatening amphibians? |
| Building Knowledge* Read Aloud
* Leveled readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) | [Main idea song and video](https://youtu.be/W24RyhtX1qA)[Write in Reader:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ancillary_9780547896137_/launch.html) [The Life of a Pond](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ancillary_9780547896137_/launch.html)  | [epic books](https://www.getepic.com/app/read/7013)[What is an Amphibian?](https://www.getepic.com/app/read/7013) |  [National Geographic Article](http://ngm.nationalgeographic.com/2009/04/amphibian/holland-text): Amphibian Loss |  |
| VocabularyDrawn from the texts | L.4.6 Tier 2 alert continent • continente convey focus introduce marine• marina opportunities• oportunidades rare• raro scarce species• especiesStrategy: [Analogies EL p. E17](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr4/ete_9780547894379_/volume6/launch.html) Vocabulary Strategies, Review Word Relationships, T75 |
| Foundational Skills* Phonemic Awareness
* Concepts of Print
* Fluency
* Word Work

Phonics and high frequency words* Decoding/Encoding
 | *RF.4.3,4Follow the daily* ***Phonics*** *and* ***Fluency*** *sequence of activities**More final syllables -al, -el, or -le T83*[Literacy and Language Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html)[EL Lesson p. E15](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr4/ete_9780547894379_/volume6/launch.html) |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities-al/-el/-le The Final Schwa + /l/ Sound T84-T85title towel battle pedal metal simple eagle special total trouble nickel gentle barrel model tangle anklemarvel juggle squirrel riddleUse adjectives and adverbs to compare [EL Lesson p. E19](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr4/ete_9780547894379_/volume6/launch.html)Daily Proofreading Practice, T86 Review Comparing with good and bad, T86Daily Proofreading Practice, T86 Teach Comparing with Adverbs T86Daily Proofreading Practice, T87 Review Making Comparisons, T87[YouTube video](https://www.youtube.com/watch?v=872gqAJjc1g) |
| Writing* Response to text
* Culminating task

 Aligned with the EQ and topic  | * W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e SL.4.1, SL.4.4

**Daily Task 1:** How does the author of “Amphibian Alert!” show that amphibians are important?**Daily Task 2:** Use photographs of amphibians to compare with adjectives and adverbs**Culminating Task:** Create a presentation: S. will work in small groups to prepare an oral presentation about the threats to amphibians presented in “Amphibian Alert! T81* Opinion writing/Journal Entry
 |

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| **Grade 4 Q4 Weeks 5-6** | Week 2 |
| Essential Questions: How could the extinction of amphibians affect your life? |
| StandardsWIDA 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 RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subjectknowledgeablyL.4.6 acquire and use general academic and domain-specific words and phrasesSL.4.1d review key ideas expressed and explain own ideas and understanding;L.4.2b use commas and quotation marks to mark direct speech and quotations from a textL.4.1f produce complete sentences, recognizing and correcting fragments and run-ons; L.4.2a use correct capitalizationL.4.2c use a comma before a coordinating conjunction in a compound sentenceW.4.2a introduce a topic and group related information/include formatting, illustrations, and multimedia; W.4.2b develop the topic with facts, definitions, details, quotations, or other information and examples; W.4.2c link ideas within categories of information using words and phrases; W.4.2d use precise language and domain-specific vocabulary; W.4.2e provide a concluding statement or sectionRF.43. Know and apply grade-level phonics and word analysis skills in decoding words.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, andmorphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in contextand out of contrast.RF.44. 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 onsuccessive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading asnecessary. |
| Read Aloud/Main Selection* Text based comprehension
* Text based discussion
 | [Readworks.org Frogs at Risk](http://www.readworks.org/lessons/grade4/cause-and-effect/lesson-1)  990LDiscuss and complete a cause and effects chartDistinguish facts and opinions in both texts  |
| 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** | [The Frog in the Milk Pail Magazine p. 20](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ese_9780547953014_/launch.html)[Toad by the Road](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ese_9780547953014_/launch.html) Poetry  |
| VocabularyDrawn from the texts | Choose Tier 2 Words from the text |
| 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 |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities  |
| Writing* Response to text
* Culminating task

Aligned with the EQ and topic  | **See Week 1 writing prompts: students will revise, edit, and present their oral presentation on the importance of Frogs.**  |

**ESL Supplemental Work Station and Gradual Release Template Grade 4 Q4 Weeks 5-6**

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| **STORY INFORMATION: Topic: Amphibians/Ecosystems** |
| *Amphibian Alert* | Informational magazine article |
| Essential Question:  | How could the extinction of amphibians affect your life? |
| Gradual Release:  | \*See GRR Example Behaviors at end of document. |
| Culminating Task | Respond to TextSmall group research presentation |
| Stations Activities:**WEEK 1****RF.4.3****RF.4.4** | **1): Word Work: -al/-el/-le The Final Schwa + /l/ Sound T84-T85** Play Spot and Dot on graph paper: divide the words into syllables and dot with a marker on graph paperOr play syllable puzzles: cut the words into syllables for students to match. |
| **RL.4.1****RI.4.8** | **2) Comprehension/Building Knowledge:** Main idea and details file folder game from fcrr.orgIndependent reading a leveled reader or building knowledge readerComplete a main idea foldable |
| **L.4.4****L.4.6** | **3) Vocabulary:** Make a Frayer Model for unfamiliar vocabulary wordsAdd unfamiliar words to your word notebook or keyringWord sorts |
| **RF.4.4** | **4) Fluency**- Partner read anchor text, paired text, decodable bookPractice sight words for one minute and record your CWPM |
| **WEEK 2****RF.4.3****RF.4.4** | **1): Word Work: Follow the spelling sequence of activities.** |
| **RI.4.1** | **2)Comprehension/Building Knowledge:** Partner read: Take turns asking questions from the textListen to read aloud ebook. Draw or write details in a main idea organizer or bubble map. |
| **W.4.7** | **3) Writing/Research:** Conduct research for culminating writing activity. Take notes in a TIDE organizer or similar. Edit and revise writing. |
| **RF.4.4** | **4.)** **Fluency:** Practice sight words for one minute with a partner and record your CWPMReread anchor text or paired 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.  |

**Unit Topic: Conservation**

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| **Grade 4 Weeks 7-8** |  **Week 1** |
| Essential Questions: What did Lucas, Laura, Hector, and Gina learn about preserving their community? How did they accomplish their goal? |
| StandardsWIDA 1, 2, & 4: SIL, LoLA, LoS | RL.4.3 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). RL.4.1 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, andmorphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in contextand 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 onsuccessive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading asnecessaryW.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiencesW.4.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closureL4.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diversepartners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.a. Come to discussions prepared, having read or studied required material; explicitly draw on thatpreparation and other information known about the topic to explore ideas under discussion.b. Follow agreed-upon rules for discussions and carry out assigned roles.c. Pose and respond to specific questions to clarify or follow up on information, and make comments thatcontribute to the discussion and link to the remarks of others.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
|  (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | ELL Lesson Scaffold Comprehension with [EL Summary Lesson 29](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr4/ete_9780547894379_/volume6/launch.html?page=E33) E32-E41Graphic Organizer: Character Inferences |
| Anchor Text (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | RL.4.1, 3• [Anchor Text: Save Timber Woods Reader’s Theater](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ese_9780547953014_/launch.html?page=48) * Graphic Organizer: Character Inferences

• Thinking Through the Text Questions: 2, 3, 7, 10• What do the children think about the deer?What is a developer? What do the friends decide to do for their project and why? What do they decide to do about Timber Woods?What new problems do the friends face? How do they deal with it?What does Hector present is at the town meeting? What is the outcome?Teacher’s Note• Discuss stage directions, mechanics (genre-play) |
| Building Knowledge* Read Aloud
* Leveled readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) | [Student Magazine Poetry](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ese_9780547953014_/launch.html?page=58) [The Comb of Trees](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ese_9780547953014_/launch.html?page=58)Through p. 63 | [John Muir and Yosemite video](https://www.youtube.com/watch?v=4M-Z12QRDwE&feature=youtu.be) | [HSUS video about human effects on environment](https://www.youtube.com/watch?v=X0bX0Bzj8oU&feature=youtu.be) | epic books [The Case of the Vanishing Golden Frogs](https://www.getepic.com/app/read/37025) |
| VocabularyDrawn from the texts | L.4.6 Tier 2 [Vocabulary PPT](https://ttsdjourneys4.wikispaces.com/Lesson%2B29) from ttsdjourneys4 wikispacedefended satisfied confidence symbol boasted resourceful brilliant publicity territory proposedStrategy: word origins/from other languages |
| Foundational Skills* Phonemic Awareness
* Concepts of Print
* Fluency
* Word Work

Phonics and high frequency words* Decoding/Encoding
 | *RF.4.3,4Follow the daily* ***Phonics*** *and* ***Fluency*** *sequence of activities*Words with silent consonants p.E35Phrasing/Pauses |
| Language/ Syntax* Spelling and Grammar
 | L4.1d. Follow the daily **Grammar** and **Spelling** sequence of activities Subject and Object pronouns[Projectables 29.2 29.3](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/projectables_9780547862194_/launch.html) |
| Writing* Response to text
* Culminating task

 Aligned with the EQ and topic  | W.4.1* Write an essay that tells about something you think everyone should do to make the world a

better place. State your opinion clearly and give reasons for your opinion.* Opinion Essay: What did Lucas, Laura, Hector, and Gina learn about preserving their community? How did they accomplish their goal?
* [Projectables 29.4-29.6](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/projectables_9780547862194_/launch.html)
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| **Grade 4 Q4 Weeks 7-8** | Week 2 |
| Essential Question: How are people impacting their environment? What can they do to preserve their communities? |
| StandardsWIDA 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 subjectknowledgeably W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| Read Aloud/Main Selection* Text based comprehension
* Text based discussion
 | RI.4.9Save Timber WoodsRolling Knowledge1. Read each selection in the set (Building Knowledge,) one at a time. 2. After you read each resource, stop and think what the big learning was. What did you learn that was new and important about the topic from this resource? 3. Write, draw, or list what you learned from the text about (topic). Then write, draw, or list how this new resource added to what you learned from the last resource(s). |
| 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** | Following Muir: A Persuasive Essay (Paired passage from Journeys lesson)Newsela: [Construction plans threaten Grand Canyon](https://newsela.com/articles/grandcanyon-development/id/4555/)  | Newsela:[Where forests are cut down, more people get disease from monkeys](https://newsela.com/articles/malaria-forests/id/13822/) | Newsela: [We must save the Amazon's water before it's too late, scientists say](https://newsela.com/articles/amazonbasin-conservation/id/13875/) | [Deforestation and Habitat Loss PSA](https://www.youtube.com/watch?v=bXEQlvNDz-g) (Greenpeace) |   |
| VocabularyDrawn from the texts | Complete Rolling Vocabulary activity: “Sensational Six”● Read each resource then determine the 6 words from each text that most exemplify (show best) the central idea of the text.● Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.● Continue this activity with EACH selection in the text set. ● After reading all the selections in the Expert Pack, go back and review your words.● Now select the “Sensational Six” words from ALL the word lists.● Use the “Sensational Six” words to summarize the most important learning from this text set. |
| 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 |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities  |
| Writing* Response to text
* Culminating task

Aligned with the EQ and topic  | W.4.2Writing Prompt: Describe the impact humans are having on the environment and the ways in which people can preserve it. |

**ESL Supplemental Work Station and Gradual Release Template Grade 4 Q4 Weeks 7-8**

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| **STORY INFORMATION: Topic: Conservation** |
| *Save Timber Woods* | Reader’s Theater |
| Essential Question:  | Why are Timber Woods important to the children and the community? |
| Gradual Release:  | \*See GRR Example Behaviors at end of document. |
| Culminating Task | • Opinion Essay: What did Lucas, Laura, Hector, and Gina learn about preserving their community? How did they accomplish their goal? |
| Stations Activities:**WEEK 1****RF.4.3****RF.4.4** | **1): Word Work****Silent letters: word study/open sorts** [**http://theschoolhouse.us/lessons/lesson61.html**](http://theschoolhouse.us/lessons/lesson61.html)**Use decodable text to practice reading with silent letters** |
| **RL.4.1****RL.4.3** | **2) Comprehension/Building Knowledge:** Character InferencesComplete a quick write that explains each character’s plans. How did they accomplish their goals? |
| **L.4.4****L.4.6** | **3) Vocabulary:** Make a Frayer Model for unfamiliar vocabulary wordsAdd unfamiliar words to your word notebook or keyringWord sorts by word origins [Study sheet](http://www.gscdn.org/library/cms/23/22723.pdf?_ga=1.268770168.849167584.1486480998)Choose vocabulary words to write a summary of the key points. |
| **RF.4.4** | **4) Fluency**- Phrasing-practice a fluency passage with phrase chunkingPartner read anchor text or ELL ReaderPractice sight words for one minute |
| **WEEK 2****RF.4.3****RF.4.4** | **1): Word Work**[**http://theschoolhouse.us/lessons/lesson61.html**](http://theschoolhouse.us/lessons/lesson61.html)**Words Their Way** [**http://andersenunitedcommunity.mpls.k12.mn.us/uploads/words\_their\_way-\_yellow\_sorts.pdf**](http://andersenunitedcommunity.mpls.k12.mn.us/uploads/words_their_way-_yellow_sorts.pdf) **sort 36** |
| **RI.4.1** | **2)Comprehension/Building Knowledge:** Partner read: Take turns asking questions from the textListen to read aloud ebookAdd details or new information to graphic organizer |
| **W.4.2** | **3) Writing/Research:**  Describe the impact humans are having on the environment and the ways in which people can preserve it. |
| **RF.4.4** | **4.)** **Fluency:** Practice sight words with a partnerReread anchor text or paired 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.  |

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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 U-W. Teachers should include these level passages, 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**