

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

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

How to Use the Literacy Curriculum Maps

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

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

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



Complex Text

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

Evidence from Text

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

Building Knowledge

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

Elements of Lesson Planning with Attention to Language:

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

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

Using the WIDA MPIs

- WIDA English Language Development (ELD) standards and links to Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. By referencing the provided MPIs and those MPIs within the given links, teachers can **craft "I can" statements** that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments.
- Used in conjunction with a WIDA Can Do Name Chart and *WIDA Can Do Key Uses* booklet found within the ESL Teacher notebook, the ESL teacher can also discuss reasonable expectations for each ELL with classroom teachers for mainstream classroom instruction.

Sample MPI or grade 1 Reading for Information

Model Performance Indicators (MPIs)

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

Using the Curriculum Maps, Grade K-5 ESL TWAG

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

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

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

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

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

FOR RETURNING STUDENTS:

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

FOR NEW STUDENTS:

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

- ✓ To: Cyndi Purnell/ NE Regional Office/ Route 1/ Attn: ESL
- ✓ CONTINUE to send in information on new students to Cyndi each time a new child is tested (whether they qualify or not).

FOR YOURSELF, the ESL TEACHER:

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

FOR CLASSROOM TEACHERS:

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

FOR SCHOOL PRINCIPALS AND BUILDING TEST COORDINATORS:

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

Additional WIDA Certification Requirements and Deadlines:

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

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

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

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

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

Additional Resources for Q1 weeks 1-2:

Read Alouds:

As weeks 1 and 2 vary according to ELL numbers within each school, obtaining outside resources for **read aloud opportunities** assist teachers in maintaining a flexible schedule while assessing new NELB students. For returning ELL students, the following resource, along with a trip to the school or local public library allow for the introductory time which is essential to set newcomers at ease. Teachers may also wish to peruse the [epic website](#) to find books mentioned within the (grades 2-3) [CCR ELA Exemplar Resource: Instruction with Performance Assessment](#) resource provided via *Journeys*. Academic vocabulary may be found on page 185, and each story includes instructional recommendations for English Language Learners.

Initial Assessments:

The (grades 1-6) [Emerging Literacy Survey](#) from *Journeys* provides opportunities for initial assessment within phonemic awareness and concepts of print and decoding. *General Guidelines* for administering the survey are found on page 2. The *Summary form* for Beginning Skills is found on page 34 of this resource should be printed off and kept for reassessing students in week 9 of Q1. The following areas are assessed for grades K-1: rhyme, beginning sounds, blending onsets and rimes, segmenting onsets and rimes, phoneme blending, phoneme segmentation, concepts of print, letter naming, word recognition, word writing, and sentence dictation.

Unit Topic: Media

Grade 4 Weeks 3-4	WEEK 1
Essential Questions:	<p>Why are books and libraries important to people and communities? How do both geography and transportation impact a community's access to libraries?</p>
Standards	<p>TN Standards Overview - Grade 4 RI.4.1 RI.4.10 RI.4.2 RI.4.3 RI.4.4 RF.4.4a RF.4.4b L.4.6 SL.4.1d W.4.3c MPIs Standards RI/L4.1 and RI/L4.10 are a part of each lesson, as are WIDA MPIs.</p>
Anchor Text (Informational, 980L) <ul style="list-style-type: none"> Text based comprehension Text based discussion (Whole and Small Group)	<p>Anchor Text: My Librarian is a Camel Audio - My Librarian is a Camel</p> <ul style="list-style-type: none"> How do the Inuit people increase access to books in the Artic areas? In what regions are camels important transporters of books? Why? Mongolian children say books are “sweeter than candy.” How do the high mountains and climates of Mongolia impact children’s access to books?
Building Knowledge <ul style="list-style-type: none"> Visuals Videos Songs Realia Supplemental Materials (Whole and Small Group)	<p>Resources:</p> <ul style="list-style-type: none"> 50 Most Beautiful Libraries Library of Congress National Public Radio (audio/text) - Libraries Go Begging Carnegie - Library Donation Pictures of the Inuit People Teacher Notes: Diversity - Timbuktu's Lost Libraries National Geographic - Timbuktu Manuscript Collections Libraries in Ancient History Language Support Card 3A Vocabulary Context Cards 21A-30B

<p>Vocabulary <i>Drawn from the texts</i></p>	<p>Tier 2: access, avid, devour, extremes, hammer, impassable, isolated, obtain, preserve, remote, virtual Vocabulary Read Aloud Link</p>
<p>Language/ Syntax</p> <ul style="list-style-type: none"> • Language Objective • Students will produce 	<p>Students will write to cite text evidence and explain some of the ways in which books and libraries are important to communities. Students will use text vocabulary and demonstrate an understanding of cause and effect, as well as quotations. Grammar: Quotation Marks Overview Quotation Marks Video (3:04)</p>
<p>Writing</p> <ul style="list-style-type: none"> • Response to text • Writing Process • Culminating task <p><i>Aligned with EQ & week's topic</i></p>	<p>Respond to Text:</p> <ul style="list-style-type: none"> • Infer from explicit text context clues and text features • Chart benefits to having access to school and city libraries <p>Culminating Task:</p> <ul style="list-style-type: none"> • How do both geography and transportation impact which communities have access to libraries? <p>*Students will discuss three reasons that libraries are important to communities. *Students will write a paragraph detailing how books and libraries benefit them personally.</p>
<p>Foundational Skills</p> <ul style="list-style-type: none"> • Fluency • Decoding • Word Work 	<p>Decode: VCCV pattern words (VCCV vocab words from the texts: <u>access</u>, <u>hammer</u>, <u>impassable</u>, <u>obtain</u>)</p>

Grade 4 Weeks 3-4

WEEK 2

<p>Essential Questions: Why are books and libraries important to people and communities? How do both geography and transportation determine which communities have access to libraries?</p>	
<p>Anchor Text (Informational, 980L)</p> <ul style="list-style-type: none"> • Rereading for fluency practice, additional comprehension support or independent reading practice • Writing Support 	<p>Optional Language, Reading Fluency, and Writing Support Question Stems</p> <ul style="list-style-type: none"> • Reading A-Z - "The Mystery of Granville Library" (Level W) • Based on the "The Mystery of Granville Library," write to explain other things one can find in a library. Partner with peers on the Literature Journal. <p>Cross-Curriculum World Time World Atlas World Map Games</p> <ul style="list-style-type: none"> • Math – The countries highlighted in "My Camel is a Librarian" are in different time zones. Calculate the number of hours' difference in the time zone (from CST time) for these countries: Canada, Finland, Kenya, Mongolia, Peru, and Thailand. • Soc. Studies – "My Camel is a Librarian" discussed how countries on different continents offer public access to libraries. What are the similarities between how books are delivered in Kenya versus how they are delivered in Peru?

<p>Building Knowledge</p> <ul style="list-style-type: none"> • Leveled readers • Paired Text • Supplemental Materials <p>(Whole/Small Group, and Independent work)</p> <p>All students experience all texts and resources regardless of level</p>	<p>Optional →→ Five additional texts for whole group and small group discussion. Two ways to discuss the Anchor: Look at the ideas of “community volunteers and helping others” with the readers or look at the relationship between transportation and literacy.</p> <p>Vocabulary: Planes, Trains, and Snowmobiles (Level P, 602 Words, DRA 38)</p> <p>Advanced: Volunteer (Level T, 1387 Words, DRA 44)</p> <ul style="list-style-type: none"> • Transport in Finland -ELL: Helping with Houses (Level R, 1121 Words, DRA 40) • Transport in Kenya -Below: Kids Can Save the Planet (Level 0, 703 Words, DRA 34) • The Best Transport Systems -On-Level: Habitat for Humanity (Level R, 1146 Words, DRA 40) <p>Higher Order - Students will use accountable talk:</p> <ol style="list-style-type: none"> How can volunteerism help the giver and the receiver? Why would it or would it not be difficult for people in Canada, Finland, Kenya, Peru, and Thailand to utilize other transportation systems to go to libraries? Why might countries with the best transportation systems also have some of the highest literacy rates?
<p>Vocabulary</p> <p>Drawn from the texts</p>	<p>Tier 2: impassable, isolated, remote</p>
<p>Language/ Syntax – Week 4</p> <ul style="list-style-type: none"> • Language Objective • Students will produce what? 	<p>Students will write to compare and contrast the similarities and differences between ancient libraries and modern-day libraries, while using text vocabulary, as well as correct punctuation usage.</p> <p>Grammar: Commas and Quotes (0:44)</p>
<p>Writing</p> <ul style="list-style-type: none"> • Response to text • Writing Process • Culminating task <p>Aligned with topic for the week</p>	<p>Culminating Task:</p> <ul style="list-style-type: none"> • How do both geography and transportation impact which communities have access to libraries? Refine draft from Week 3.
<p>Foundational Skills</p> <ul style="list-style-type: none"> • Fluency • Decoding • Word Work 	<p>Decode: Long and Short “I” words Animation - Long I and Short I</p>
<p>Standards</p>	<p>TN Standards Overview - Grade 4 RI.4.1 RI.4.10 RI.4.2 RI.4.3 RI.4.4 RF.4.4a RF.4.4b L.4.6 SL.4.1d W.4.3c</p> <p>MPIs</p> <p>Standards RI/L4.1 and RI/L4.10 are a part of each lesson, as are WIDA MPIs.</p>

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

STORY INFORMATION: Topic: Media	
Grade – Genre - Story	Grade 4 – Informational Text – “ My Librarian is a Camel ”
Essential Questions	How do both geography and transportation affect a community’s access to libraries? Why are books and libraries important to communities?
Gradual Release	See <i>Gradual Release of Responsibility Example Behaviors</i> at end of document
Culminating Tasks	<p>1. Shared Writing – Analyze Text – Make Connections about reading and literacy throughout the world.</p> <ol style="list-style-type: none"> Develop a chart on the white board, while students create one in their interactive journal. On the left, write the “Country” and list the countries of Canada, Finland, Kenya, Mongolia, Peru, and Thailand each on one line underneath the heading. Make another column labeled “Receive books by,” citing text evidence. (<i>Sentence speaking option: “According to the text, children in Finland receive their books by _____.”</i>) Students should highlight the countries that have high literacy rates with one color and low literacy rates with another. If the text does not mention the rates for a country, guide students on how to determine it from online research (not Wikipedia). (<i>Sentence frame option: “I found text evidence that _____ has high/low literacy rates.”</i>) <p>2. Prepare the Culminating Task – Answer the Essential Question</p> <ol style="list-style-type: none"> Allow students to look back at the types of transportation, geographical features, and socio-economic situation of the countries listed. Students will write a paragraph, based on the text and their chart, and explain how transportation and geography may impact a country’s literacy rates. <p>3. Speaking and Writing Assessment – Differentiated for WIDA Level <i>Students with scores of 3.7+ and above students do “a,” “b,” and “c.”</i> <i>Students with scores of 2.6 – 3.6 do “a” & “b,” only. Finish early? Do “c.”</i></p> <ol style="list-style-type: none"> Students will integrate vocabulary words and explain how books and libraries are important to communities. Students will write a persuasive letter to the Carnegie Foundation and ask the Carnegie Foundation to fund a school project. Students will look at the online link to the world’s most beautiful libraries and then discuss how a library’s environment may or may not impact its use.
Resource	<ul style="list-style-type: none"> Audio - My Librarian is a Camel Carnegie - Library Donation

<p>Station Activities</p> <p>Resources</p> <p>RF4.4A Read grade-level text with purpose and understanding.</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Animation - Long I and Short I <p>L4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>L4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and</p>	<p>1) <u>Comprehension/Building Knowledge</u></p> <ul style="list-style-type: none"> Require: All students to build knowledge of the seafaring culture by reading all leveled texts. Planes, Trains, and Snow-mobiles Helping with Houses Kids Can Save the Planet Habitat for Humanity Volunteer! Differentiate: Students who need extra practice before paired and independent reading should listen to Audio - My Librarian is a Camel Differentiate: Students seeking to deepen knowledge of contributing to a cause can read the Read Aloud Passage with a partner "Bridging the Gap," p. 379 Other Option: Students learn about why remote areas have high illiteracy rates and how volunteers can help. Listen-and-Write - Audio Hub - "Spreading the Word" Use with Write-in Reader, p. 24 <p>2) <u>Phonics/word work - Language and Literacy Guide p. 60-61:</u></p> <ul style="list-style-type: none"> Require: Students create Word Study Cards, Lesson 3. Options for collaborative spelling word work: Short I and Long I: Students will use a word study folder to sort "Long I's" by pictures, vowels sounds and by spelling patterns Day 1 – Pairs match short and long I words to photos; play "Guess My Category," place in sort columns. Day 2 – Students will sort words by the long and short I into five columns, reading each aloud to a partner. Day 3 - Students color-code the long/short I in text. Day 4 - Students will highlight the different spelling patterns in words with the "long I," and then with the "short I." Day 5 – Student A gives a spelling quiz of long I words in a sentence to Student B. Student B tests Student A on short I. Options for collaborative target vocabulary word work, suffixes and prefixes: Day 6-8 – Students will choose options from Vocabulary/word work - Language and Literacy Guide p. 120-121 (prefix "im—" and suffix "-ly") Day 9-10 – Students will choose two prefixes which begin in "im—" and two suffixes which end in "—ly" to complete a Vocabulary Four-Square Map and write a sentence for each word. <p>3) <u>Vocabulary Builders</u></p> <ul style="list-style-type: none"> Require: Students rotate answer questions/do exercises on the back of the Journeys Vocabulary Context Cards 21A-30B. Differentiate: Students who need help with vocabulary pronunciation and definitions can review the
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<p>phrases</p>	<p>Vocabulary Read Aloud SB</p> <ul style="list-style-type: none"> • Other Option: With computer/iPad "My Librarian is a Camel" on Quizlet.com (free)
<p>Assessments</p>	<p>Formative – Daily, Writing – Weekly, Summative – Week 2</p> <p>Summative</p> <p>Shared Writing – Helping Others and the Media:</p> <ol style="list-style-type: none"> Ask students to think about the leveled texts (or the read aloud text “Bridging the Gap”) they have read during the two-week period and review their notes. Students should pull out three examples of people or groups making positive community contributions and rank them, in terms of community value. <p>Prepare for Paragraph Writing:</p> <ol style="list-style-type: none"> Review an anchor chart that focuses on a creating a paragraph with an opinion topic sentence and three supporting details. Give students a miniature anchor chart for their journal; they will refer to their chart during independent writing to answer: Based on your readings, which community effort or contribution created the most value?
<p>Notes on Standards</p>	<p>RL.4.1 RL.4.10 RL.4.3 RL.4.7 RF.4.3 RF.4.4b L.4.6 SL.4.1d W.4.3c MPIs Standards RI/L4.1 and RI/L4.10 of the school year and are a part of each lesson, as are WIDA MPIs.* TN Standards Overview - Grade 4</p>
<p>Other Supporting Scaffolds</p>	<p>Academic Language Functions</p> <p>Depth of Knowledge (DOK) Language Frames</p> <p>Heinemann Sentence Frames</p> <p>Links to Leveled WIDA MPI Standards*</p>

Grade 4 Weeks 5-6	Week 1
<p>Essential Questions: How do the setting, cast, and character’s actions of the drama, “The Power of Wow,” teach audiences a lesson about giving? What caused individuals in the community to unite for the fundraiser?</p>	
<p>Standards</p>	<p>TN Standards Overview - Grade 4 RL.4.1, RL.4.10 RL.4.2, RL.4.7 RF.4.3 RF.4.4b L4.6 SL.4.1d SL.4.2 MPi Standards RI/L4.1 and RI/L4.10 are a part of each lesson, as are WIDA MPi.</p>
<p>Anchor Text (Drama, 870L)</p> <ul style="list-style-type: none"> Text based comprehension Text based discussion (Whole and Small Group) 	<p>Anchor Text: The Power of Wow (p. 247) Audio - The Power of Wow</p> <ul style="list-style-type: none"> What is the theme of “The Power of Wow”? Why did some people give money to the car wash instead of time? Re-read the beginning of p. 113; why does Mrs. Nguyen allude to a myth about “the golden touch?”
<p>Building Knowledge</p> <ul style="list-style-type: none"> Visuals Videos Songs Realia Supplemental Materials <p>(Whole and Small Group)</p>	<p>Resources: Video 1 St. Jude’s Commercial (local cause to which people may give, 60 sec) Video 2 Historic Footage - Danny Thomas Dedicates St. Jude's (1962) Video 3 Who Was Danny Thomas? Video 4 Making a Difference Video 5 Louis Braille (2:09) Video 6 "The Midas Touch" (4:19) Video 7 Bookmobile Parade (1:47)</p> <ul style="list-style-type: none"> Language Support Card 4 Vocabulary Context Cards 31A-40B
<p>Vocabulary Drawn from the texts</p>	<p>Tier 2: assist, burglaries, favor, innocent, misjudged, prior, regretfully, scheme, speculated, suspect Vocabulary Read Aloud SB p. 90</p>
<p>Language/ Syntax – Week 5</p> <ul style="list-style-type: none"> Language Objective Students will produce 	<p>Students will refer to the text and explain why individuals in the community united for the fundraiser, while using tier 2 vocabulary, compound sentences and commas, as well as discourse markers and "fanboys" (conjunctions).</p> <p>Grammar: Run-On Sentences Background, What Needs a Comma?</p>

<p>Writing</p> <ul style="list-style-type: none"> • Response to text • Writing Process • Culminating task <p>Aligned with week's topic</p>	<p>Respond to Text:</p> <ul style="list-style-type: none"> • Infer from explicit text context clues and text features • Think beyond the text about St. Jude's <p>Culminating Task:</p> <ul style="list-style-type: none"> • How did the drama teach audiences about the power of giving? <ol style="list-style-type: none"> a. Why did the students in the drama decide to save the bookmobile? b. Thinking about the St. Jude commercial and video, how might local hospital fundraisers have an international impact?
<p>Foundational Skills</p> <ul style="list-style-type: none"> • Fluency • Decoding • Word Work 	<p>Decoding "Short O" and "Long O" words: boast, block, coast, fellow, globe, host, known, locate, oatmeal, odd, online, remote, scold, shock, shown, slope, solve, stock, throat, wrote</p>

Grade 4 Weeks 5-6

Week 2

<p>Essential Questions: How do the setting, cast, and character's actions of "The Power of Wow" teach audiences a lesson about giving? What caused individuals in the community to unite for the fundraiser?</p>	
<p>Anchor Text (Drama, 870L)</p> <ul style="list-style-type: none"> • Rereading for fluency practice, additional comprehension support or independent reading practice • Writing Support 	<p>Optional Language, Reading Fluency, and Writing Support Question Stems</p> <ul style="list-style-type: none"> • Reading A-Z - "Tanya's Money Problems" (Level U) • The Importance of Budgets - Video <p>Cross-Curriculum</p> <ul style="list-style-type: none"> • Math – Successful fundraisers have budgets. Write the sequential steps you would take to create a budget for a school club fundraiser. • Soc. Studies – Why are schools and libraries funded tax dollars collected from citizens?
<p>Building Knowledge</p> <ul style="list-style-type: none"> • Leveled readers • Paired Text • Supplemental Materials <p>(Whole/Small Group, and Independent work)</p> <p>All students experience all texts and resources regardless of level</p>	<p>Optional →→ Leveled Reader Small Group Rotation repeats vocab in five additional texts , and are listed in order of lowest word count and difficulty (levels N-S; word count 791-1452).</p> <p>Below-Level Reader (Level N, Lexile NP, DRA 30): Nina Wows KWOW</p> <p>Vocabulary Reader (Level O, Lexile 910L, DRA 38): Community Teamwork</p> <p>ELL Reader (Level O, Lexile NP, DRA 38): Friends on a Field Trip</p> <p>On-Level Reader (Level P, Lexile NP, DRA 38): A Friendly Field Trip</p> <p>Advanced Reader (Level S, Lexile NP, DRA 40): A.L.L. To the Rescue</p> <p>Speaking task: After reading the anchor and leveled texts, students will use sentence frames to reflect the difference between drama and stories.</p>

<p>Vocabulary <i>Drawn from the texts</i></p>	<p>Tier 2: scheme, speculated Tier 3: bank rate</p>
<p>Language/ Syntax – Week 6</p> <ul style="list-style-type: none"> • Language Objective • Students will produce what? 	<p>Students will write to explain how one person can inspire a whole community to unite for a cause, while using tier 2 vocabulary, compound sentences and commas, as well as discourse markers and "fanboys" (conjunctions).</p> <p>Grammar: Fragments & Run-On Sentences Run-on and Complex Sentence Practice</p>
<p>Writing</p> <ul style="list-style-type: none"> • Response to text • Writing Process • Culminating task <p><i>Aligned with topic for the week</i></p>	<p>Refine Responses to Text:</p> <ul style="list-style-type: none"> • Refine responses related to essential questions that were begun in Week 5.
<p>Foundational Skills</p> <ul style="list-style-type: none"> • Fluency • Decoding • Word Work 	<p>Decoding: "Short O" and "Long O" words</p>
<p>Standards</p>	<p>TN Standards Overview - Grade 4 RL.4.1, RL.4.10 RL.4.2, RL.4.7 RF.4.3 RF.4.4b L4.6 SL.4.1d SL.4.2 MPIs</p> <p>Standards RI/L4.1 and RI/L4.10 are a part of each lesson, as are WIDA MPIs.</p>

ESL Supplemental Work Station and Gradual Release Template Q1 Grade 4 Weeks 5-6

STORY INFORMATION:		Topic: Raising Money
Grade – Genre - Story	Grade 4 – Drama – “The Power of Wow”	
Essential Questions	How did givers and recipients in “The Power of Wow” benefit from the fundraiser? What caused the community to unite for the fundraiser?	
Gradual Release	See <i>Gradual Release of Responsibility Example Behaviors</i> at end of document	
Culminating Tasks	<p>1. Shared Writing – Cause and Effect</p> <p>a) Draw a Cause and Effect Graphic Organizer on the white board, while students choose from options you provided them and paste one in their interactive journal.</p> <p>b) Based on the anchor text (or supplemental info about St. Jude’s Hospital), start a discussion about why the main character (or Danny Thomas) wanted to raise money for a community effort. <i>(Sentence frame option: “I found evidence on page # and line/paragraph # that the main character started the fundraiser because _____.” Or, “In the video, at X:XX, it was stated that Danny Thomas wanted to raise money for St. Jude’s because_____.”</i></p> <p>c) Ask the students to find text evidence detailing what steps the community went through in their fundraiser. <i>“According to the text, the first thing that the main character did was _____ . Second,_____. Next_____. Finally,_____.”</i></p> <p>2. Prepare the Culminating Task – Respond to the Text</p> <p>a. Students will respond to this text dependent questions: <i>*Why did students decide to save the bookmobile?*What were the personal benefits students received from leading or participating in the bookmobile drive?* What benefited the whole community?</i></p> <p>b. Peers will review their paragraphs for use of vocabulary words, complete sentences (no run-ons), and text references.</p> <p>3. Writing Assessment – Differentiated for WIDA Level <i>Students with scores of 3.7+ and above students do “a,” “b,” and “c.”</i> <i>Students with scores of 2.6 – 3.6 do “a” & “b,” only. Finish early? Do “c.”</i></p> <p>a) Explain why some people in the text decided to give time instead of money.</p> <p>b) Complete a cause and effect organizer, then draft a paragraph that explains the problem the community solved.</p> <p>c) Explain how St. Jude’s brings diverse communities together.</p>	
Resources	<ul style="list-style-type: none"> • Historic Footage - Danny Thomas Dedicates St. Jude's • Language Support Card 4A 	

<p>Station Activities</p> <p>Resources</p> <p>RF4.4A Read grade-level text with purpose and understanding.</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Understanding "O" Vowels - Video <p>L4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>L4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p>	<p>4) <u>Comprehension/Building Knowledge (see "They/You Do" Options for GRR)</u></p> <ul style="list-style-type: none"> Require: All students to build knowledge about raising money for worthy causes by reading all leveled texts. Nina Wows KWOW Friends on a Field Trip Community Teamwork A Friendly Field Trip A.L.L. To the Rescue Differentiate: Students needing extra practice before paired and independent reading should listen to Audio - The Power of Wow Differentiate: Students seeking to deepen knowledge of Tall Tales can read the read aloud with a partner "Bookmobile Rescue" p.379 Other Option: Students can listen/respond to a drama that focuses on raising money for causes-Listen-and-Write - Audio Hub - "Concert for a Cause" Use with Write-in Reader, p. 34. <p>5) <u>Phonics/word work - Language and Literacy Guide p. 62-63:</u></p> <ul style="list-style-type: none"> Require: Students prepare Word Study Cards, Lesson 4. Options for collaborative spelling word work – Short O and Long O: Students will use a word study folder to sort "Long O's" by pictures, vowels sounds and by spelling patterns <p>Day 1 – Students pairs match short and long O words to photos, after watching the "O" vowels video. Day 2 – Students will sort words by the long and short O into five columns, reading each aloud to a partner. Day 3 - Students will color-code the long/short O in a passage. Day 4 - Students will highlight the different spelling patterns in each set of homophones. Day 5 – Student A gives a spelling quiz of long O words in a sentence to Student B. Student B tests Student A on short O. Options for target vocabulary word work, suffixes and prefixes: Day 6-8 – Students will choose options from Vocabulary/word work - Language and Literacy Guide p. 122-123 (suffix “-mis” and prefix “spec—”) Day 9-10 – Students will write sentence using a target vocabulary word and suffix or prefix pair of “-mis” or “spec-” <p>6) <u>Vocabulary Builders</u></p> <ul style="list-style-type: none"> Require: Students rotate answer questions/do exercises on the back of the Journeys Vocabulary Context Cards 31A-40B. Differentiate: Students who need help with vocabulary pronunciation and definitions can review the Vocabulary Read Aloud SB p. 90 Other Option: "The Power of Wow" Vocabulary on Quizlet.com (free) </p>
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<p>Assessments</p> <p>Resources</p> <ul style="list-style-type: none"> • What Needs a Comma? • Run-On Sentences Background, 	<p>Formative – Daily. Writing – Weekly. Summative – Bi-weekly</p> <p><u>Summative</u></p> <p>Shared Writing – Cause and Effect:</p> <ol style="list-style-type: none"> a. Create a cause and effect diagram on the whiteboard; allow students to choose their favorite cause and effect organizer. b. List one cause and effect of a fundraiser from the various texts read during the two-week period. c. Ask students to review their notes from the various texts and note the different reasons communities raised funds. <p>Prepare for Paragraph Writing:</p> <ol style="list-style-type: none"> a. Review a “cause and effect” exemplar or anchor chart, and demonstrate the key elements of a cause and effect paragraph. Include a topic sentence and supporting details, as well as conjunctions and cause and effect clue words. b. List the following clue words (along with others) on the board: <i>for this reason, so, first, initially, then, next, therefore, as a result, secondly, at first,</i> c. Students should reference your work as they use details from one or more texts (as well as vocabulary words, transition words and conjunctions) to write a paragraph that answers the text dependent questions below. d. Students should review their paragraphs for run-on sentences. <p>Why did communities in the texts (or in a specific text) begin community fundraisers? How did the community fundraisers impact the people raising money, as well as the recipients of the funds?</p>
<p>Notes on Standards</p>	<p>RL.4.1 RL.4.10 RL.4.3 RL.4.7 RF.4.4b L.4.6 SL.4.1d W.4.3c MPIs Standards RI/L4.1 and RI/L4.10 of the school year and are a part of each lesson, as are WIDA MPIs.* TN Standards Overview - Grade 4</p>
<p>Other Supporting Scaffolds</p>	<p>Academic Language Functions Depth of Knowledge (DOK) Language Frames Heinemann Sentence Frames Links to Leveled WIDA MPI Standards*</p>

Grade 4 Weeks 7-8

Week 1

<p>Essential Questions: How is Stormy’s main problem reflected as he travels to different seaports? In what ways does Stormalong reflect the history and culture of 19th century sailing and why is the legend passed along?</p>	
Standards	<p>TN Standards Overview - Grade 4 RL.4.1 RL.4.10 RL.4.3 RL.4.7 RF.4.4b L.4.6 SL.4.1d W.4.3c MPiS Standards RI/L4.1 and RI/L4.10 of the school year and are a part of each lesson, as are WIDA MPiS.</p>
<p>Anchor Text (Tall Tale, 870L)</p> <ul style="list-style-type: none"> Text based comprehension Text based discussion (Whole and Small Group) 	<p>Anchor Text: Stormalong Audio - Stormalong</p> <ul style="list-style-type: none"> What is the main problem that Stormy faces? What character traits make Stormy seem real? Why does Stormy feel betrayed and alone? How is Stormy like the sailors? How is Stormy unlike the sailors?
<p>Building Knowledge</p> <ul style="list-style-type: none"> Visuals Videos Songs Realia Supplemental Materials <p>(Whole and Small Group)</p>	<p>Resources:</p> <ul style="list-style-type: none"> 19th Century Whaling Ship Sails Language Support Card 5 Stormalong Reading Stormalong Video Retelling Using Illustration Clues Vocabulary Context Cards 41A-50B
<p>Vocabulary Drawn from the texts</p>	<p>Tier 2 Vocabulary: betrayed, condition, foaming, horrified, memorable, outcast, seafaring, shortage, tidal, yearning Vocabulary Read Aloud SB p. 114</p>
<p>Language/ Syntax – Week 7</p> <ul style="list-style-type: none"> Language Objective Students will produce 	<p>Students will write and cite text evidence to explain the ways in which Stormy is like the sailors and how he differs from them. Students will demonstrate correct usage of vocabulary, as well as common nouns and proper nouns, as well as abstract nouns. Grammar: Animation - Proper Nouns, Common Concrete and Abstract Examples, Proper Noun Examples</p>
<p>Writing</p> <ul style="list-style-type: none"> Response to text Writing Process Culminating task <p>Aligned with week’s topic</p>	<p>Respond to Text:</p> <ul style="list-style-type: none"> Infer from explicit text context clues and text features Chart Stormy’s feelings, actions, statements, and thoughts <p>Culminating Task:</p> <ul style="list-style-type: none"> How is Stormy’s main problem reflected as he travels to different seaports? <ol style="list-style-type: none"> What is the main problem that Stormy faces? What character traits make Stormy seem real?

<p>Foundational Skills</p> <ul style="list-style-type: none"> • Fluency • Decoding • Word Work 	<p>Decode homophones: cent, days, daze, feat, feet, heal, heard, heel, herd, peak, peek, miner, minor, scent, vane, vain an</p> <p>Other Common Homophones, Advanced Homophone Definitions</p>
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Grade 4 Weeks 7-8	Week 2
<p>Essential Questions: How is Stormy’s main problem reflected as he travels to different seaports? In what ways does Stormalong reflect the history and culture of 19th century sailing and why is the legend passed along?</p>	
<p>Standards</p>	<p>TN Standards Overview - Grade 4 RL.4.1 RL.4.10 RL.4.3 RL.4.7 RF.4.4b L.4.6 SL.4.1d W.4.3c MPIs Standards RI/L4.1 and RI/L4.10 of the school year and are a part of each lesson, as are WIDA MPIs.</p>
<p>Anchor Text (Tall Tale, 870L)</p> <ul style="list-style-type: none"> • Rereading for fluency practice, additional comprehension support or independent reading practice • Writing Support 	<p>Optional Language, Reading Fluency, and Writing Support Question Stems</p> <ul style="list-style-type: none"> • Reading A-Z - Close Reading Pack “Stormalong” • American Folklore <p>Cross-Curriculum</p> <ul style="list-style-type: none"> • Math – Measurements may vary internationally, but conversions involve common math operations. Write the steps you would take to convert “three fathoms” to our measurement system in “feet.” • Soc. Studies – Waterways (oceans, seas, rivers) often have specific language. How do the settings (geography and time) through which Stormy travels impact his development? How do they impact the characters’ language?
<p>Building Knowledge</p> <ul style="list-style-type: none"> • Leveled readers • Paired Text • Supplemental Materials <p>(Whole/Small Group, and Independent work) All students experience all texts and resources regardless of level</p>	<p>Optional → → Leveled Reader Small Group Rotation repeats vocab in five additional texts. Listed in order of lowest word count/difficulty (levels N-S, and word count 870-1866). All texts connected to waterways.</p> <p>Below-Struggling: Mississippi Marvis Barnes (Level P, Lexile 360L, DRA 38) ELL: The Amazing Balina (Level P, Lexile 660L, DRA 38) Vocabulary: The Golden Age of Sail (Level P, Lexile 720L, DRA 38) On-Level: Balina (Level Q, Lexile 600L, DRA 40) Advanced: Whisper (Level R, Lexile 620L, DRA 40)</p> <p>Speaking task: After interacting with texts, students will collaborate with a peer to retell the plot and the theme of their favorite text.</p>
<p>Vocabulary Drawn from the texts</p>	<p>Tier 2: memorable, tidal, yearning Tier 3: fathom</p>

<p>Language/ Syntax – Week 8</p> <ul style="list-style-type: none"> • Language Objective • Students will produce what? 	<p>Students will write to create a tall-tale</p> <p>Grammar activities for “Proper Nouns” practice: Review Common Nouns, Proper Nouns Background, Common Concrete and Abstract Examples, Proper Noun Examples,</p>
<p>Writing</p> <ul style="list-style-type: none"> • Response to text • Writing Process • Culminating task <p>Aligned with topic for the week</p>	<p>Refine Response to Text:</p> <ul style="list-style-type: none"> • Refine responses related to essential questions that were begun in Week 7. <p>Creative Option: Students will write to create a tall tale narrative.</p> <ul style="list-style-type: none"> • Students will draw a Super-Hero and create a tall tale.
<p>Foundational Skills</p> <ul style="list-style-type: none"> • Fluency • Decoding • Word Work 	<p>Homophones:</p> <p>Homophones Game-Which One?</p> <p>Pick Homophone Pairs</p>

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ESL Supplemental Work Station and Gradual Release Template Q1 Grade 4 Weeks 7-8

STORY INFORMATION:		Topic: Traditional Tales
Grade – Genre - Story	Grade 4 – Historical Tall Tale – “ Stormalong ”	
Essential Questions	What is the main problem that Stormy faces? How do Stormy’s travel stops to different seaports reflect his main problem?	
Gradual Release	See <i>Gradual Release of Responsibility Example Behaviors</i> at end of document	
Culminating Tasks	1. Shared Writing – Analyze the Story – Characters and Problems <ol style="list-style-type: none"> Develop a T-chart on the white board, while students create one in their interactive journal. At the top of the left side, write “Stormy’s Stops.” Write one stop that Stormy made during his travels, and ask students to list at three more places he stopped, citing text evidence. (<i>Sentence speaking option: “According to the text on page#, line/paragraph# Stormy stopped in _____.”</i>) Label the left, “Stormy’s Situations.” Write what he encountered at his first stop, on the right side—next to his first stop. Ask the students to find text evidence supporting three more problems he encountered during his other stops. <i>(Sentence frame option: “I found text evidence on page #, line/paragraph # that Stormy _____ but,” “had difficulty with,” “had problems with,” “felt bad because _____,” or “needed_____.”</i>) 	
Resources	<ul style="list-style-type: none"> Stormalong Video Retelling Language Support Card 5A 	
	2. Prepare the Culminating Task – Answer the Essential Question <ol style="list-style-type: none"> Review an anchor chart in the “Somebody-Wanted-But-So” format that focuses on summary paragraph writing and retells the main problem of a text or character. Give students a "Somebody-Wanted-But-So" graphic organizer for their journal; they will complete the graphic organizer based on the text and their T-chart. 	
	3. Writing Assessment – Differentiated for WIDA Level <i>Students with scores of 3.7+ and above students do “a,” “b,” and “c.”</i> <i>Students with scores of 2.6 – 3.6 do “a” & “b,” only. Finish early? Do “c.”</i> <ol style="list-style-type: none"> Explain how the story uses Stormy’s travel stops to show how Stormy feels and problems he may have. Using the summarizing organizer “Somebody-Wanted,” draft a paragraph that explains Stormy’s main problem. Draw a superhero and create your own Tall-Tale narrative. 	
Station Activities	7) <u>Comprehension/Building Knowledge</u> (see “They/You Do” Options for GRR)	
Resources	<ul style="list-style-type: none"> Require: All students to build knowledge of the seafaring culture by reading all leveled texts. Mississippi Marvis Barnes The Amazing Balina The Golden Age of Sail Balina Whisper 	
	RF4.4A Read grade-level text with purpose and understanding.	

[RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.](#)

- [Advanced Homophone Definitions](#)
- [Other Common Homophones](#)

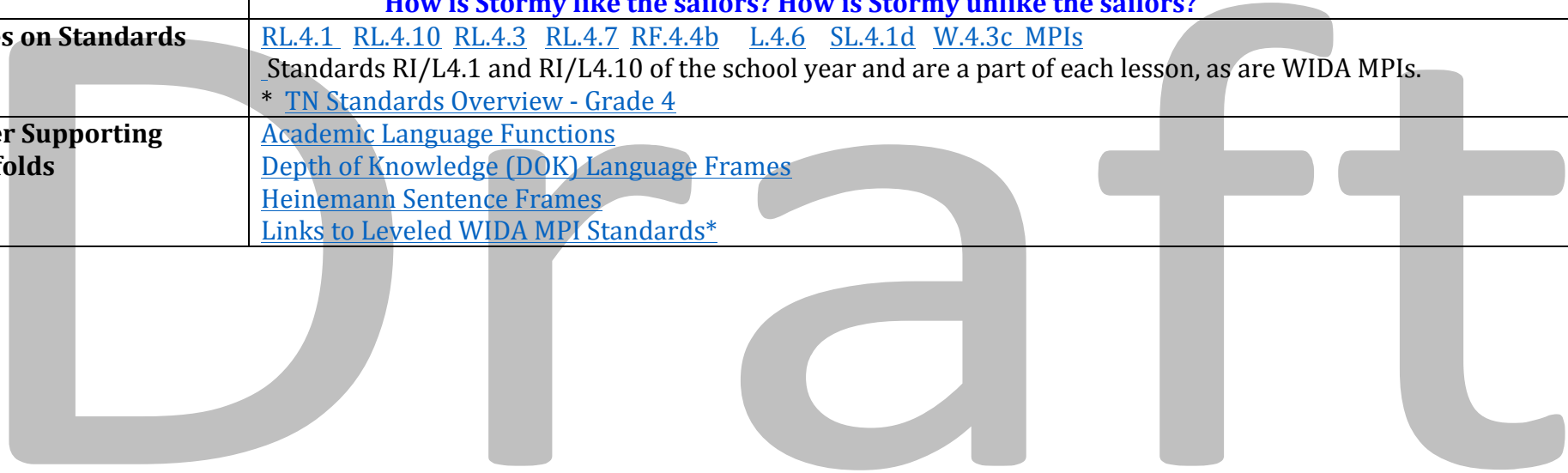
[L.4.4.a Use context \(e.g., definitions, examples, or restatements in text\) as a clue to the meaning of a word or phrase.](#)

[L4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word \(e.g., telegraph, photograph, autograph\).](#)

[L4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases](#)

- **Differentiate:** Students who need extra practice before paired and independent reading should listen to [Audio - Stormalong](#)
 - **Differentiate:** Students seeking to deepen knowledge of Tall Tales can read the read aloud with a partner "[Mighty Joe Magarac](#)," p.380
 - **Other Option:** Students listen to the Paul Bunyan historical tall tale explaining why there are five Great Lakes with [Listen-and-Write - Audio Hub - Babe's Vacation](#). Use with [Write-in Reader, p.44](#).
- 8) [Phonics/word work - Language and Literacy Guide p. 64-65:](#)
- **Require:** Students create [Word Study Cards, Lesson 5](#)
 - **Options for collaborative spelling word work - Homophones: Students will use a word study folder to sort homophones by pictures, vowels /a/, /e/, /i/, /o/, /u/, and by spelling patterns**
 Day 1 – Students pair match homophones to pictures.
 Day 2 – Students will sort homophones by vowel sounds.
 Day 3 - Students will sort homophones with a buddy by vowel sounds and by homophone sets.
 Day 4 - Students will highlight the different spelling patterns in each set of homophones.
 Day 5 – Student A gives a practice quiz by using the word in a sentence, while Student B spells the correct word.
 - **Options for collaborative target vocabulary word work, suffixes and prefixes:**
 Day 6-8 – Students will choose options from [Vocabulary/word work - Language and Literacy Guide p. 124-125](#) (suffix “-able” and prefix “out—”)
 Day 9-10 – Students will complete a column chart with multiple- meaning words and write to explain the difference to each other.
- 9) [Vocabulary Builders](#)
- **Require:** Students rotate answer questions/do exercises on the back of the [Journeys Vocabulary Context Cards 41A-50B](#).
 - **Differentiate:** Students who need help with vocabulary pronunciation and definitions can review the [Vocabulary Read Aloud SB p. 114](#)
 - **Other Option:** With computer/iPad [Stormalong on Quizlet.com \(free\)](#)

<p>Assessments</p>	<p>Formative – Daily, Writing – Weekly, Summative – Week 2</p> <p><u>Summative</u></p> <p>Shared Writing – Comparison and Contrast:</p> <ul style="list-style-type: none"> c. Develop a T-chart on the white board, while students create one in their interactive journal. d. On the left side, write “Stormy differs (from the sailors);” on the right side, write “Stormy is similar (to the sailors”). e. Ask the students to find (independently), text evidence of three more differences and similarities. <p>Prepare for Paragraph Writing:</p> <ul style="list-style-type: none"> c. Review an anchor chart which focuses on a comparison and contrast paragraph. d. Give students a miniature anchor chart for their journal; they will refer to their chart during independent writing to answer the text dependent question: <p>How is Stormy like the sailors? How is Stormy unlike the sailors?</p>
<p>Notes on Standards</p>	<p>RL.4.1 RL.4.10 RL.4.3 RL.4.7 RF.4.4b L.4.6 SL.4.1d W.4.3c MPIs</p> <p>Standards RI/L4.1 and RI/L4.10 of the school year and are a part of each lesson, as are WIDA MPIs.</p> <p>* TN Standards Overview - Grade 4</p>
<p>Other Supporting Scaffolds</p>	<p>Academic Language Functions</p> <p>Depth of Knowledge (DOK) Language Frames</p> <p>Heinemann Sentence Frames</p> <p>Links to Leveled WIDA MPI Standards*</p>



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

Week 9:

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

During week 9, writing should remain an area of focus. For grade 4, it is important to note the 3 types of writing students are responsible for as they are listed within [TDOE's ELA Writing Standards](#). A review of past writing experiences and assessment of student need should lead teachers to focus on one type of writing to teach further.

Grade 4 Writing Standards

Standard Text Types and Purposes

1. Write **opinion pieces** on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - d. Provide a concluding statement or section related to the opinion presented.
2. Write **informative/explanatory texts** to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
3. Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words and phrases to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events

Journeys Progress Monitoring Assessments: The test should take three to five minutes per lesson set. Prepare a test form for children (pages 1-8) and a teacher's test form (page xiv) for each child being tested. Use the teacher's test form to record the child's responses and scores *Assess students through lessons 7-8. See pages xi-xii for Scoring and Interpretation of assessment results.*

Purpose:

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

Sections on the Test

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

Please note: Grade 4 students may need to be assessed via the Journey's [grades 1 & grade 2](#) and [grade 3](#) Progress Monitoring Assessments. Please review grades 1-3 week 9 Quarter 1 curriculum for specific areas to be assessed.

Administering the Grade 4 Tests

To administer the **oral reading** section:

- Have a clock or watch with a second hand or a stopwatch available to time the student's reading.
- Explain that the test has two parts. First, you'll listen to the student read a passage aloud. Then you'll ask questions about it. If a student has trouble decoding a word, remind him or her to use the Decoding Strategy.
- Time the student's reading for 30 seconds.

- Record errors by drawing a line through mispronounced or omitted words. Write in words that the student inserts. Mark self-corrections with SC above the word.
- Mark an X on the last word that the student reads at 30 seconds.
- Allow the student to finish reading the entire passage.

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

- At the end of the reading ask the questions provided, and have the student respond orally.
- Give the student a reasonable time to respond. Use the rubric on the teacher's test form to evaluate the response. Record a number.

Additional resources for week 9 assessment:

Fluency: [Reading A-Z fluency passages](#) ([Reading A-Z Grade level correlation chart](#))

See: [A Project for Kevin](#)

Comprehension: ReadWorks: [A Sheep Named Dolly](#) Lexile 900L

Additional reading passages may be found: [ReadWorks Reading Passages](#)

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