**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.

**2- Week version:** Unit \_2 #7 \_\_\_\_\_\_Q2 Lesson \_1-2 \_\_\_\_\_\_Animals Communicate\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Grade 1** | Week 1 |
| Essential Question: How do animals communicate? |
|  | 1 | 2 | 3 | 4 | 5 |
| Read Aloud* Text based comprehension
* Text based discussion
 | [*Prairie Dogs:*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/ese_9780547894485_/vol2/launch.html)(informational) 1. What enemies would prairie dogs need to warn about? 2. Tell ways the text said prairie dogs send messages. |
| Main Selection (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | [*How Animals Communicate*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/ese_9780547894485_/vol2/launch.html)- (informational) D 290 1. Why do animals send messages? 2. p 52-53 Why do birds and wolves say, Here I am? 3. In the text, how do some animals show they like each other? 4. How are animal messages like people messages? |
| Building Knowledge* Read Aloud
* Leveled readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) | Background building video: [Animals Bring Comfort](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/lesson1.html) | Language Support Card 7 | ELL Reader: [*Busy Animals at Night*-](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/strategic_intervention_9780547896168_/lr/ell/lesson7/index.html) D 270 [See Lesson Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/planning_guide_9780547896236_/lr/ell/lesson7/lesson7.pdf)1. How do different animals move? |  |  |
| VocabularyDrawn from the texts | Tier 1: mouth, paw, touch, smell, bearTier 2: buzz, grab, tug, senses, enemies, warn, creek, crowd, running, jumping, flying, sliding, hoppingTier 3: vowel, informational text, predict, infer, describe, adjective, poetry |
| 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 activitiesshort i, Blends with rPhonogram -ipHigh Frequency Words: animal, of, how, some, make, why |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities: Commas in a series**English Langugage Development:** Students will work with a group, and independently, to list verbs and adjectives telling how animals communicate. |
| Writing* Response to text
* Culminating task

 Aligned with the EQ and topic  | Poetry to describe & inform: 1. Write one fact from the text. Illustrate. 2. Complete this frame & illustrate: The animal is\_\_\_\_\_\_\_. 3. Do a Shared Writing Line Poem- After making a word bank of "animal describing words" (looks, smell, feels, tastes, sounds) choose a pet and 7 describing words. List those sensory words and write the animal name last. Display the shape poem/line poem on a cut-out shape of the animal. 4. Make your own line poem with 7 describing words, the name of the animal, and write it on a cut-out shape of the animal.  |
| StandardsList Reading and Writing standards related to the texts, questions &tasks. | [RI 1.1, 1.2, 1.3, 1.7, 1.9; RF 1.2, 1.4; W 1.2; SL 1.1, 1.2, 1.3, 1.4, 1.6; L 1.1, 1.2](http://tn.gov/assets/entities/education/attachments/std_eng_gr_1.pdf) ; WIDA 1, 2, 4; Science 0107.1.3, 0107.2.1[MPI Livebinder](http://www.livebinders.com/play/play?id=1089921) |

**2- Week version:** Unit \_\_2#7 Q2 Lesson \_\_1-2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Animals Communicate\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Grade 1** | Week 2 |
| Essential Question: How do insects communicate? |
|  | 1 | 2 | 3 | 4 | 5 |
| Read Aloud* Text based comprehension
* Text based discussion
 | [*Insect Messages*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/ese_9780547894485_/vol2/launch.html)*-* H 570[Video of Exemplar Text: What do you do with a nose like this? By](http://www.watchknowlearn.org/Video.aspx?VideoID=34368&CategoryID=9482) Jenkins and Page  |
| Main Selection* Text based comprehension
* Text based discussion
 |  |
| 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** | Video clips, i.e. [Icky, Icky Insect Song ; Insects-watchknowlearn.org;](http://www.watchknowlearn.org/SearchResults.aspx?SearchText=insects+communicate) discoveryeducation videos of insect communication[Reading A-Z: *Night Animals*](https://www.readinga-z.com/book.php?id=1620) Level F See [Lesson Resources Guided Reading](https://www.readinga-z.com/book.php?id=1620&f=site_and_dist/lesson_plans/f/raz_lf38_nightanimals_lp.pdf) |
| VocabularyDrawn from the texts | Tier 2: insect, wings, message, crickets, honeybees, ants, mosquitos, active, catch, hunt, nectar, special |
| 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 activitiesPhonics- short o, Blends with lPhonogram -ockHigh Frequency words: at, is, this |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities: Statements**English Language Development:** Students will use verbs and adjectives to describe animal communication in oral and written statements. (i.e., bees buzz, smelly skunk,) |
| Writing* Response to text
* Culminating task

Aligned with the EQ and topic  | 1. Choose an insect to draw and label. 2. Make a T-Chart about insects from both texts. (How Animals Comm. & Insect Messages) You can tell about the texts' illustrations, organization, etc. 3. Write Clues for Guess Who?- Choose an animal from the texts. Write 3 clues: I use \_\_\_\_\_\_\_\_\_\_to send messages. I use \_\_\_\_\_\_\_\_\_ to move. I am \_\_\_\_\_\_\_\_. Use construction paper scraps/shapes to make your animal/insect. Play Guess Who? with your clues and animal. |
| StandardsList Reading and Writing standards related to the texts, questions &tasks.  | [RI 1.1, 1.2, 1.3, 1.7, 1.9; RF 1.2, 1.4; W 1.2; SL 1.1, 1.2, 1.3, 1.4, 1.6; L 1.1, 1.2](http://tn.gov/assets/entities/education/attachments/std_eng_gr_1.pdf) ; WIDA 1, 2, 4; Science 0107.1.3, 0107.2.1[MPI Livebinder](http://www.livebinders.com/play/play?id=1089921) |

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

|  |
| --- |
| **STORY INFORMATION: Topic: Animals Communicate** |
| ***How Animals Communicate*** |  |
| Essential Questions:  | How do animals communicate? How do insects communicate? |
| Gradual Release:Routines for whole group instruction | See GRR chart at end of curriculum document. |
| Stations' Activities RF1.3 Phonics and Sight  WordsRI1.1 Ask & answer questionsRI1.2 Identify main topic/detailsL.1.5 Vocabulary-classifyL.1.6 Acquire new wordsW.1.2 Write informational  textRF1.3 Phonics and Sight  WordsRI1.1 Ask & answer questionsRI1.2 Identify main topic/detailsL.1.5 Vocabulary-classifyW.1.3 Write informational text. | Week 11) Word Work: Sight Word Twister (Review troublesome sight words and add new ones). 2) Comprehension/Building Knowledge: Teacher-directed group: Shared-Guided Reading- ELL Reader: [*Busy Animals at Night*-](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/strategic_intervention_9780547896168_/lr/ell/lesson7/index.html) D 270 [See Lesson Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/planning_guide_9780547896236_/lr/ell/lesson7/lesson7.pdf)3) Vocabulary: Play "Old Snake (Old Maid)" card game. Make pairs of vocabulary cards and one Old Snake card. (Picture support may be needed for some words.) 4) Writing:(2 times) 1. Write one fact from the text. Illustrate. 2. Complete this frame & illustrate: The animal is\_\_\_\_\_\_\_. Week 21) Word Work: Sight Word Twister. (Review troublesome sight words and add new ones.) or [Starfall.com Learn to Read Row 1.](http://www.starfall.com/n/level-a/learn-to-read/load.htm)2) Comprehension/Building Background: Teacher-led Shared-Guided Reading. [Reading A-Z: *Night Animals*](https://www.readinga-z.com/book.php?id=1620) Level F See [Lesson Resources Guided Reading](https://www.readinga-z.com/book.php?id=1620&f=site_and_dist/lesson_plans/f/raz_lf38_nightanimals_lp.pdf) 3) Vocabulary: Partner-work: Sort vocabulary words from last week & this week - Living Things, Non-Living Things. Can you see another way to sort the words?4) Writing: 2 times 1. Choose an insect to draw and label. 2. Make a T-Chart about insects from both texts. (How Animals Comm. & Insect Messages) You can tell about the texts' illustrations, organization, etc.  |
| 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.  |

**2- Week version:** Unit \_2 #9\_ Q2 Lesson \_3-4 \_\_\_\_\_\_Writing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Grade 1** | Week 3 |
| Essential Question: What makes a story or poem funny? |
|  | 1 | 2 | 3 | 4 | 5 |
| Read Aloud* Text based comprehension
* Text based discussion
 | Read Aloud: [*Little Red Hen* TE p308-9.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr1/ete_9780547894348_/volume2/launch.html)1. Where does the story take place? 2. Describe the little red hen. 3. What words do the other animals say over and over? 4. What lesson did the animals learn?  |
| Main Selection (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | [*Dr. Seuss*](file:///C%3A%5CUsers%5Cfrantzdl%5CDownloads%5Cwww-k6.thinkcentral.com%5Ccontent%5Chsp%5Creading%5Cjourneys2014%5Cna%5Cgr1%5Cese_9780547894485_%5Cvol2%5Claunch.html) *(*biography) 270L E 1. What do the details on the pages tell about Ted? 2. What does the photo on p. 112 tell you about The Cat in the Hat? 3. Besides drawing, what does Ted like to do? 4. Do you see any special text features on p. 119? 5. What pictures and words are funny? |
| Building Knowledge* Read Aloud
* Leveled readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) | Background building video[: The Cat in the Hat](http://www.watchknowlearn.org/Video.aspx?VideoID=29375)Examples of Dr Suess books | Exemplar text read aloud: [Green Eggs and Ham](http://www.watchknowlearn.org/Video.aspx?VideoID=49105&CategoryID=9401) or video of [Green Eggs & Ham](http://www.watchknowlearn.org/Video.aspx?VideoID=33461&CategoryID=9401) |  |  | [ELL Reader: The Man Who Made Puppets](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/strategic_intervention_9780547896168_/epub_lesson_ell.html) 350L E [ELL BLM Resources](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/planning_guide_9780547896236_/lesson_ell.html) |
| VocabularyDrawn from the texts | Tier 1: trip, twice, try, awake, funny, books, wrote, Tier 2: Dr. , hit, rhymesTier 3: biography, text and graphic features, caption, sculpture, describe, poem |
| 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 activitiesshort e, Blends with sHigh Frequency Words: would, today, she, our, now, after, read, draw, was, pictures, write |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities: Singular and plural nouns**English Language Development:** Students will tell matching singular and plural nouns with verbs, using sentence stems. (hat, hats, book, books, story, stories, word, words, man, men, child, children) |
| Writing* Response to text
* Culminating task

 Aligned with the EQ and topic  | 1. Choose a Dr. Suess character to draw and label. 2. Thing 1 and Thing 2 were in a red box. Draw a red box and something funny that is in it. Write a sentence about it. 3. Draw and write a funny rhyming word for these phrases: a cat and a \_\_\_\_\_\_, a fox and a \_\_\_\_\_, eggs and \_\_\_\_\_\_\_. 4. Fill in a graphic organizer (bubble map) describing Dr Suess with facts from the text.  |
| StandardsList Reading and Writing standards related to the texts, questions &tasks. | [RI 1.1, RI 1.10; RI 1.5; SL1.1, SL1.4; SL1.6; W1.2,W 1.5; L 1.1, L 1.6;](http://tn.gov/assets/entities/education/attachments/std_eng_gr_1.pdf) WIDA 1, 2,  [MPI Livebinder](http://www.livebinders.com/play/play?id=1089921) |

**2- Week version:** Unit \_\_2#9 Q2 Lesson \_\_3-4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Writing\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Grade 1** | Week 4 |
| Essential Question: What makes a story or poem funny? |
|  | 1 | 2 | 3 | 4 | 5 |
| Read Aloud* Text based comprehension
* Text based discussion
 | [Let's Laugh, book p 131-133](file:///C%3A%5CUsers%5Cfrantzdl%5CDownloads%5Cwww-k6.thinkcentral.com%5Ccontent%5Chsp%5Creading%5Cjourneys2014%5Cna%5Cgr1%5Cese_9780547894485_%5Cvol2%5Claunch.html) Compare two texts. What words are funny in both texts? What words rhyme? |
| Main Selection* Text based comprehension
* Text based discussion
 | [*Dr. Seuss*](file:///C%3A%5CUsers%5Cfrantzdl%5CDownloads%5Cwww-k6.thinkcentral.com%5Ccontent%5Chsp%5Creading%5Cjourneys2014%5Cna%5Cgr1%5Cese_9780547894485_%5Cvol2%5Claunch.html) *(*biography)  |
| 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** | Examples of Dr Suess books[Video of muppets. (Jim Hensen)](http://video.disney.com/watch/disneyjunior-muppets-audition-for-disney-junior-51135b3ec09d230304adb19e)ReadingA-Z.com [“I'd Like to Be...(E,H,K)” Guided Reading Plan & Discussion Cards](https://www.readinga-z.com/book.php?id=1231) |
| VocabularyDrawn from the texts | Tier 1: silly, show it, picked,Tier 2: clown, athlete, dancer, mermaid, pirate, zookeeper, musician, artist, cowboy, astronaut |
| Foundational Skills* Phonemic Awareness
* Concepts of Print
* Fluency
* Word Work
* Phonics and high frequency words
* Decoding/Encoding
 | Follow the daily **Phonics** and **Fluency** Phonics- short u, Final blendsHigh Frequency words: ask, give, one, put, take, bake, glad, miss, small |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities: articles *a, an* and *the***English Language Development:** Students will read or say the articles a, an or the before nouns on a picture card, such as the bear, an apple, a cake.  |
| Writing* Response to text
* Culminating task

Aligned with the EQ and topic  | 1. Fill in a graphic organizer (bubble map) for Jim Hensen with details from the ELL Reader text.2. Draw and label a producer and product from "I'd like to be..". Write or tell a sentence about why you would like to be it. 3. Choose Dr Suess or Jim Hensen as the focus of an informational paragraph. Use your graphic organizer to form a topic sentence, 3 detail sentences, and a closing sentence about the funny writer or puppet maker.  |
| StandardsList Reading and Writing standards related to the texts, questions &tasks.  | [RI 1.1, 1.2, 1.3, 1.7, 1.9; RF 1.2, 1.4; W 1.2; SL 1.1, 1.2, 1.3, 1.4, 1.6; L 1.1, 1.2](http://tn.gov/assets/entities/education/attachments/std_eng_gr_1.pdf) ; WIDA 1, 2, 5; Social Studies 2.1[MPI Livebinder](http://www.livebinders.com/play/play?id=1089921) |

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

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| --- |
| **STORY INFORMATION: Topic: Writing** |
| ***Dr Suess*** |  |
| Essential Questions:  | What makes a story or poem funny? |
| Gradual Release:Routines for whole group instruction | See GRR chart at end of curriculum document. |
| Stations' Activities RF1.3 Phonics and Sight  WordsRI1.1 Ask & answer questionsRI1.2 Identify main topic/detailsL.1.6 Acquire new wordsW1.1 Write narrative text. RF1.3 Phonics and Sight  WordsRI1.1 Ask & answer questionsRI1.2 Identify main topic/detailsL.1.5 Vocabulary-classifyW.1.3 Write informational text. | Week 11) Word Work: Fly Swatter Sight Words. Leader reads the words on the chart; player swats word quickly and repeats it. 2) Comprehension/Building Knowledge: Teacher-directed group: Shared-Guided Reading- [ELL Reader: The Man Who Made Puppets](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/strategic_intervention_9780547896168_/epub_lesson_ell.html). [ELL BLM Resources](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/planning_guide_9780547896236_/lesson_ell.html).3) Vocabulary: Play Vocabulary Bingo. (Make Bingo Game of lesson vocabulary. Picture support may be needed for some words.) 4) Writing:(2 times) 1. Choose a Dr. Suess character to draw and label. 2. Thing 1 and Thing 2 were in a red box. Draw a red box and something funny that is in it. Write a sentence about it. 3. Draw and write a funny rhyming word for these phrases: a cat and a \_\_\_\_\_\_, a fox and a \_\_\_\_\_, eggs and \_\_\_\_\_\_\_. 4. Handwriting practice: On dry erase "tablet-lined" boards or tablet paper, copy the sight words exactly like the model display. Week 21) Word Work: Fly Swatter Sight Words. or [Starfall.com Learn to Read Row 2.](http://www.starfall.com/n/level-a/learn-to-read/load.htm)2) Comprehension/Building Background: Teacher-led Shared-Guided Reading. ReadingA-Z.com [“I'd Like to Be...(E,H,K)” Guided Reading Plan & Discussion Cards](https://www.readinga-z.com/book.php?id=1231) 3) Vocabulary: Partner-work: Sort vocabulary words from last week & this week - People, Actions, Others. Can you see another way to sort the words?4) Writing: 2 times 1. Fill in a graphic organizer (bubble map) for Jim Hensen with details from the ELL Reader text.2. Draw and label a producer and product from "I'd like to be..". Write or tell a sentence about why you would like to be it. 3. Handwriting practice: On dry erase "tablet-lined" boards or tablet paper, copy the sight words exactly like the model display. |
| 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.  |

**2- Week version:** Unit 3#13\_ Q2 Lesson 5-6 Seasons\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Grade 1** | Week 5 |
| Essential Question: What changes occur during different seasons? |
| StandardsList Reading and Writing standards related to the texts, questions &tasks. | [RI 1.1, RI 1.10; RI 1.5; RL1.1-3; RF1.2, SL1.1, SL1.4; SL1.6; W1.2,W 1.5; L 1.1, L 1.6;](http://tn.gov/assets/entities/education/attachments/std_eng_gr_1.pdf) WIDA 1, 2, 4 [MPI Livebinder](http://www.livebinders.com/play/play?id=1089921) |  |
|  | 1 | 2 | 3 | 4 | 5 |
| Read Aloud* Text based comprehension
* Text based discussion
 | Video of Exemplar text-[A Tree is a Plant.](http://www.watchknowlearn.org/Video.aspx?VideoID=34452&CategoryID=9451) How did the tree change in the four seasons? |
| Main Selection (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | [Seasons](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/ese_9780547894485_/vol3/launch.html) (Informational) 370L G p. 80 1. What is the order of the seasons? 2. What season is after fall? 3. How are the seasons different? (for plants, animals, weather in the text) |
| Building Knowledge* Read Aloud
* Leveled readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) | Background building video clip- [The Four Seasons](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/lesson7.html) | [Language Support Card](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547953120_/launch.html) 13 | Exemplar Poetry- [It Fell in the City](https://www.highlightskids.com/poetry-player-poems/it-fell-city). |  | ELL Reader: [In the Fall](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/strategic_intervention_9780547896168_/lr/ell/lesson13/index.html)  300L H [See BLM Lesson Plan](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/planning_guide_9780547896236_/lr/ell/lesson13/lesson13.pdf) |
| VocabularyDrawn from the texts | Tier 1: day, tall, leaves, seeds, snow, snowmanTier 2: blow, wind, spring, summer, winter, hatch, fresh, gust, nutsTier 3: cause, effect, sound words, hibernate |
| 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 activitiesDigraphs *sh, wh, ph*Contractions with *'s, n't*High Frequency Words: goes, new, down, green, yellow, open, fall, grow,  |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities: Verb agreement for singular/plural**English Language Development:** Students will say verbs in agreement with singular or plural subjects, with sentence stems and a root word, such as, Snow falls in the winter. A leaf changes color in the fall. Plants grow in the spring. Children play out in the summer. |
| Writing* Response to text
* Culminating task

 Aligned with the EQ and topic  | 1. Take a nature walk and collect natural things signifying fall is here. Make a display and have students write labels. (red leaf, yellow leaf, brown leaf, acorns, twig) 2. On colored paper folded into 4 squares, draw the same bare tree with branches in each square. Color or paint the changes for each season. Label each season. 3. Complete the sentences: In the fall \_\_\_\_\_\_\_\_. In winter, it \_\_\_\_\_\_\_\_\_\_\_\_. When spring comes we have\_\_\_\_\_\_\_. Summer is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I like \_\_\_\_\_\_. |
|  |  |

**2- Week version:** Unit 3#13 Q2 Lesson 5-6 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Seasons\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Grade 1** | Week 6 |
| Essential Question: What different clothes do people wear each season? |
|  | 1 | 2 | 3 | 4 | 5 |
| Read Aloud* Text based comprehension
* Text based discussion
 | Paired text: [Four Seasons for Animals](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/ese_9780547894485_/vol3/launch.html) (Informational) 350L G p. 104 |
| Main Selection* Text based comprehension
* Text based discussion
 | [Seasons](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/ese_9780547894485_/vol3/launch.html) p. 80 |
| 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** | Background Building video clips- [Snowy Winter Weather](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/lesson7.html); [Spring is Starting](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/lesson7.html)Reading A-Z-[Why do Leaves Change Color? (G,J,M). Do the science experiments in Lesson Plan Resources](https://www.readinga-z.com/books/leveled-books/book/?id=2108). Discuss.ReadingA-Z [Spring is Here . See Lesson Plan Resources](https://www.readinga-z.com/books/leveled-books/book/?id=787)Realia- clothes for the weather.  |
| VocabularyDrawn from the texts | Tier 1: sweater, boots, raincoat, umbrella, cap, mittens, gloves, sweatshirt, hoodie, jacketTier 2: weather, turn, melt, sunlight |
| Foundational Skills* Phonemic Awareness
* Concepts of Print
* Fluency
* Word Work
* Phonics and high frequency words
* Decoding/Encoding
 | Follow the daily **Phonics** and **Fluency** Phonics- soft c, g, dgeHigh Frequency words: two, three, four, five, over, into, watch, starts |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities: Verbs and time (past tense)**English Language Development:** Students will say past tense verbs in agreement with words of time, using a sentence stem and base word. (Last winter it (snow). Before school it (rain). Yesterday it (is/was) hot.) |
| Writing* Response to text
* Culminating task

Aligned with the EQ and topic  | **1. Class Collage of Clothes for Four Seasons-** Divide a large, circle-shaped paper or poster into 4 quarters, labeled with seasons. Students look in catalogs/magazines for examples of clothing for the season. Cut, glue and label each piece of clothing.Write the names of a seasons' months around the edge of the circle, i.e. Summer (June, July, August)**2.Opinion Writing-**What is your favorite season? Write to tell why it is your favorite. Give details about what you like. Illustrate. |
| StandardsList Reading and Writing standards related to the texts, questions &tasks.  | [RI 1.1-3, 1.7, 1.9;RL1.1-3; RF 1.2, RF 1.4; W.1.1, W 1.2; SL 1.1, 1.2, 1.3, 1.4, 1.6; L 1.1, 1.2](http://tn.gov/assets/entities/education/attachments/std_eng_gr_1.pdf) ; WIDA 1, 2, 4[MPI Livebinder](http://www.livebinders.com/play/play?id=1089921) |

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

|  |
| --- |
| **STORY INFORMATION: Topic: Seasons**  |
| Essential Questions:  | What changes occur in different seasons? (plants, animals, weather) What clothes do people wear each season? |
| Gradual Release:Routines for whole group instruction | See GRR chart at end of curriculum document. |
| Stations' Activities RF1.3 Phonics and Sight  WordsRL1.1 Ask & answer questionsRL1.3 Identify events, charactersL.1.6 Acquire new wordsW1.3 Write informational text. RF1.3 Phonics and Sight  WordsRI1.1 Ask & answer questionsRI1.2 Identify main topic/detailsL.1.6 Vocabulary-Acquire new wordsW.1.3 Write an opinion text. | Week 11) Word Work: Play Sight Word Twister. 2) Comprehension/Building Knowledge: Teacher-directed group: Shared-Guided Reading- [Bear's Long, Brown Tail](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/strategic_intervention_9780547896168_/lr/ell/lesson12/index.html) 250L H See [BLM ELL Lesson Plan](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/planning_guide_9780547896236_/lr/ell/lesson12/lesson12.pdf)3) Vocabulary: Play Concentration with duplicate pairs of vocabulary word cards. Choose 10-12 words, add picture support.4) Writing:(2 times) 2. On colored paper folded into 4 squares, draw the same bare tree with branches in each square. Color or paint the changes for each season. Label each season. 3. Complete the sentences: In the fall \_\_\_\_\_\_\_\_. In winter, it \_\_\_\_\_\_\_\_\_\_\_\_. When spring comes we have\_\_\_\_\_\_\_. Summer is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I like \_\_\_\_\_\_.Week 21) Word Work: : Sight Word Twister or [Starfall.com Learn to Read Row 4,5.](http://www.starfall.com/n/level-a/learn-to-read/load.htm)2) 2 times: Teacher-directed, Guided Reading: Reading A-Z-[Why do Leaves Change Color? (G,J,M). Do the science experiments in Lesson Plan Resources](https://www.readinga-z.com/books/leveled-books/book/?id=2108). Discuss. ReadingA-Z [Spring is Here . See Lesson Plan Resources](https://www.readinga-z.com/books/leveled-books/book/?id=787)3) Vocabulary: Play Password with selected words from this & last week. All words with picture support should be posted. 4) Writing: **1. Class Collage of Clothes for Four Seasons-** Divide a large paper or poster into 4 quarters, labeled with seasons. Students look in catalogs/magazines for examples of clothing for the season. Cut, glue and label each piece of clothing.**2.Opinion Writing-**What is your favorite season? Write to tell why it is your favorite. Give details about what you like. Illustrate. |
| 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.  |

**2- Week version:** Unit 3#15\_ Q2 Lesson 7-8 Animals\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Grade 1** | Week 7 |
| Essential Question: What makes birds different from animals? |
| StandardsList Reading and Writing standards related to the texts, questions &tasks. | [RI 1.1, RI 1.10; RI 1.5; RL1.1-3; RF1.2, SL1.1, SL1.4; SL1.6; W1.2,W 1.5; L 1.1, L 1.6;](http://tn.gov/assets/entities/education/attachments/std_eng_gr_1.pdf) WIDA 1, 2, 4 [MPI Livebinder](http://www.livebinders.com/play/play?id=1089921) |
|  | 1 | 2 | 3 | 4 | 5 |
| Read Aloud* Text based comprehension
* Text based discussion
 | Video of exemplar text: [Are You My Mother?](http://www.watchknowlearn.org/Video.aspx?VideoID=34952&CategoryID=9399) (fiction) Was it sad or funny when little bird was lost? What did he do? Why were little bird's questions funny? At the end, what did mother bird say to little bird? |
| Main Selection (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | [Animals Groups.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/ese_9780547894485_/vol3/launch.html) Informational Text. 360L H p. 164 How are birds and mammals alike? How are they different? What are the five animal groups?  |
| Building Knowledge* Read Aloud
* Leveled readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) | Background building video clip- [Colorful Birds](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/lesson2.html)Nat. Geo Kids Video- [Hanging Out with Bats](http://video.nationalgeographic.com/video/wd-ep9-bats) | [Language Support Card](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/extra_support_9780547953120_/launch.html) 15 |  |  | ELL Reader. [Many Kinds of Bats.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/strategic_intervention_9780547896168_/lr/ell/lesson15/index.html) Informational Text. 530L [J See Lesson Plan.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/planning_guide_9780547896236_/lr/ell/lesson15/lesson15.pdf) |
| VocabularyDrawn from the texts | Tier 1: body, breathe, hair, wings, tails, groupTier 2: mammals, amphibians, reptiles, tadpolesTier 3: long vowel, final e, compare, contrast, Venn diagram, text and graphic features |
| 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 activitiesCVCe words (long a)Digraphs *kn, gr, wr, mb*High Frequency Words: bird, fly, both, or, those, long, walk, eyes |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities: The verb, To Be**English Language Development:** Students will say "is/are" in sentence stems with pictures that show singular or plural subjects. (The bat \_\_\_ cool. The frogs \_\_\_ awesome. \_\_\_\_ the bats in this cave? \_\_\_ a bird in this nest?) |
| Writing* Response to text
* Culminating task

 Aligned with the EQ and topic  | 1. Fill in a class T-chart from the text, labeled Birds, Bats. Discuss any details that are for both.2. Fill in a class Venn Diagram, Birds, Bats, Both. Make your own Venn diagram like the class model.3. Make 3 popsicle stick puppets with construction paper (a cow, fox, bird) for play, Animal Picnic. |

**2- Week version:** Unit 3#15 Q2 Lesson 7-8 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Animals\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Grade 1** | Week 8 |
| Essential Question: How are birds and animals alike? |
| StandardsList Reading and Writing standards related to the texts, questions &tasks.  | [RI 1.1-3, 1.7, 1.9;RL1.1-3; RF 1.2, RF 1.4; W.1.1, W 1.2; SL 1.1, 1.2, 1.3, 1.4, 1.6; L 1.1, 1.2](http://tn.gov/assets/entities/education/attachments/std_eng_gr_1.pdf) ; WIDA 1, 2, 4[MPI Livebinder](http://www.livebinders.com/play/play?id=1089921) |
|  | 1 | 2 | 3 | 4 | 5 |
| Read Aloud* Text based comprehension
* Text based discussion
 | Paired Text: [Animal Picnic.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/ese_9780547894485_/vol3/launch.html) (Play) NP F p. 188 Practice readings with puppets. Video text read aloud: [Stellaluna.](http://www.storylineonline.net/stellaluna/) (fiction) What 3 things does mother bird NOT let Stellaluna do? Why? What can the baby birds do well? What can Stellaluna do well? Can they be different and still be friends? |
| Main Selection* Text based comprehension
* Text based discussion
 |  [Animals Groups.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/ese_9780547894485_/vol3/launch.html) |
| 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** | ReadingA-Z [Birds. (Informational) G. See Lesson Plan resources.](https://www.readinga-z.com/book.php?id=119)Reading A-Z [This is a Bird.(Informational) G See Lesson Plan resources.](https://www.readinga-z.com/books/leveled-books/book/?id=1395)[PBSKids Online game: Classifying animals.](https://www.pbslearningmedia.org/asset/lsps07_int_animalclass/)[Free online game: Brain PopJr- Classifying animals.](https://jr.brainpop.com/science/animals/classifyinganimals/search/) |
| VocabularyDrawn from the texts | Tier 1: Tier 2: flat, curved, sharp, beak, TIer 3: compare, contrast, Venn diagram, long vowel, final e |
| Foundational Skills* Phonemic Awareness
* Concepts of Print
* Fluency
* Word Work
* Phonics and high frequency words
* Decoding/Encoding
 | Follow the daily **Phonics** and **Fluency** Short i CVCe wordsHigh Frequency words: around, because, before, bring, carry, show, think, light |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities: Questions**English Language Development:** Students will ask questions with question stems, Do you have\_\_\_\_?, Can I \_\_\_\_\_? |
| Writing* Response to text
* Culminating task

Aligned with the EQ and topic  | 1. Make a Venn Diagram for Birds & Reptiles. 2. Make a Venn Diagram for Reptiles and Amphibians.3. Complete the sentence and illustrate with examples: My favorite animal class is \_\_\_\_\_\_ because I like \_\_\_\_\_\_\_\_\_\_\_. |

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

|  |
| --- |
| **STORY INFORMATION: Topic: Animals** |
| Essential Questions:  | What makes birds different from animals? How are they alike? |
| Gradual Release:Routines for whole group instruction | See GRR chart at end of curriculum document. |
| Stations' Activities RF1.3 Phonics and Sight  WordsRI1.1 Ask & answer questionsRI1.2 Identify main topic, detailsL.1.6 Acquire new wordsW1.3 Write informational text. RF1.3 Phonics and Sight  WordsRI1.1 Ask & answer questionsRI1.2 Identify main topic/detailsL.1.6 Vocabulary-Acquire new wordsW.1.3 Write an opinion text. | Week 11) Word Work: Play Sight Word "Go Fish". Use pairs of earlier sight word cards. Ask, "Do you have \_\_\_\_\_?" to make matches. 2) Comprehension/Building Knowledge: Teacher-directed group: Guided Reading: ELL Reader. [Many Kinds of Bats.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/strategic_intervention_9780547896168_/lr/ell/lesson15/index.html) Informational Text. 530L [J See Lesson Plan.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/planning_guide_9780547896236_/lr/ell/lesson15/lesson15.pdf)3) Vocabulary: online classifying games: [PBSKids Online game: Classifying animals.](https://www.pbslearningmedia.org/asset/lsps07_int_animalclass/)[Free online game: Brain PopJr- Classifying animals.](https://jr.brainpop.com/science/animals/classifyinganimals/search/)4) Writing:(2 times) 2. Fill in a your own Venn Diagram, (Birds, Bats, Both) like the class' model. 3. Make 3 popsicle stick puppets with construction paper (a cow, fox, bird) for play, Animal Picnic.Week 21) Word Work: : Sight Word "Go Fish" or [Starfall.com Learn to Read Row 6.](http://www.starfall.com/n/level-a/learn-to-read/load.htm)2) 2 times: Teacher-directed, Guided Reading: ReadingA-Z [Birds G. See Lesson Plan resources.](https://www.readinga-z.com/book.php?id=119)Reading A-Z [This is a Bird. See Lesson Plan resources.](https://www.readinga-z.com/books/leveled-books/book/?id=1395)3) Vocabulary: Play Hedbanz with animal cards. Player asks questions to find information about secret animal and then guess which one.4) Writing: 2 times: 1. Make a Venn Diagram for Birds & Reptiles. 2. Make a Venn Diagram for Reptiles and Amphibians.3. Complete the sentence and illustrate: My favorite animal classification is \_\_\_\_\_\_ because I like \_\_\_\_\_\_\_\_\_\_\_. |
| 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.  |

**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 grades K-2, [Reading A-Z provides writing center activities, which can reinforce](https://www.readinga-z.com/learning-centers/writing-centers/): sentence building, story writing, letter formation, and story creation/ retelling.

[**Journeys Progress Monitoring Assessments:**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/assessment_guide_te_9780547953052_/launch.html) 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: High-Frequency Words Items in this section evaluate a child’s ability to recognize high-frequency words (Words to Know) taught in a two-week period. Each row assesses knowledge of words taught in a single week’s lesson.
* C. Lessons 1–20, 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 1 students may need to be assessed via the [Journey’s Kindergarten Progress Monitoring Assessment](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/assessment_guide_te_9780547953045_/launch.html), or a *combination of grades 1 & 2.* Please review grade K week 9 Quarter 1 curriculum for specific areas to be assessed.

**Administering the Grade 1 Tests**

To administer Decodable Words, High-Frequency Words (Sections A and B), and Reading Sentences (Section C, Lessons 1–20):

•  Ask the child to read each word or sentence aloud.

 •  Treat each word as a separate item.

•  If a word is misread, write what the child said above the word.

•  Draw a line through any words that are skipped, and insert words that the child adds. Mark self-corrections with an SC above the word.

**Additional resources for week 9 assessment:**

**Fluency:** [Reading A-Z fluency passages](https://www.readinga-z.com/fluency/fluency-practice-passages/) (level F Lexile 8-450, G Lexile 80-450, H 80-450)

**Comprehension:** ReadWorks [A Cold Place to Live](http://www.readworks.org/passages/cold-place-live)Lexile 350:

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

Additional reading passages may be found: [ReadWorks Reading Passages](http://www.readworks.org/books/passages)

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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**
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