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

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

**How to Use the Literacy Curriculum Maps**

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

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

**(1) Regular practice with complex text and its academic language.**

**(2)** **Reading, writing, and speaking grounded in evidence from text, both literary and informational.**

**(3)** **Building knowledge through content-rich nonfiction.**

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

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

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

**Using the WIDA MPIs**

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

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

|  |
| --- |
| Reading for Information #1Ask and answer questions about key details in a text. |
| Reading |  **Level 1: Entering** | **Level 2: Emerging** | **Level 3: Developing** | **Level 4: Expanding** | **Level 5: Bridging** |
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|  *Identify answers to yes/no or WH- questions about informational text with labeled visual support.*  |

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

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

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

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

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

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

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

* CCR Reading Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
* CCR Reading Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
1. Consult your **Journeys Teachers’ Edition (TE)** and other **cited references** to map out your week(s) of instruction.
2. Plan your weekly and daily objectives, using the **Model Performance Indicators (MPIs)** as a guide. Be sure to plan your own objectives to meet the needs of your students. As a reminder, while lesson and unit objectives should be aligned to grade-level standards, standards and objectives are not synonymous and standards mastery develops over time (not in a single lesson). Consistent with Teach 1-4 of the TEM, teachers/teams are expected to carefully develop literacy learning objectives that carefully consider the text, target (standard, objective), task, and learner (including assessment of/for learning).
3. Study the suggested **culminating activity** at the end of each week, and match them to your objectives. Consider how tasks best target the essential question and content for the week, as well as alignment to standards. **Develop a writing rubric,** which encompasses weekly skills students are required to display within their writing (vocabulary, grammar, syntax, etc.)
4. When planning for the reading of a text, **plan the questions** you will ask each day using these three types of questions: those that derive general understanding, those that address craft and structure, and those that elicit an overall meaning of the text. Be sure that the questions you ask will lead students to better understand the text and lead to success on your selected performance assessments. They should also build toward your essential question. Remember at this grade band, complex texts need to be addressed through a **read aloud or shared reading**, as students have not fully mastered decoding skills well enough to tackle complex text on their own.
5. Examine the other standards and skills you will need to address—writing, language skills, and speaking and listening skills. Review the suggested vocabulary for explicit instruction as listed in the map *in addition* to the words you choose for your ELLs.
6. Consider how you will support building student knowledge through supplemental reading, content, research, and/or writing around the topic for the week. Review how the two weeks work together to build knowledge by previewing suggested (linked) resources.

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

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

**2- Week version: Q2 wks 1-2** Unit: 2 # 6 Using Our Senses

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| **Grade K** |  Week 1 |
| Essential Questions: How do our senses help us learn about the world? |
| StandardsList Reading and Writing standards related to the texts, questions and tasks.  | [RL.K.9, RI.K.9, RF.K.2c, RF.K.3b, W.K.2, SL.K.2-3, L.K.5b](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_k.pdf); [WIDA 1, 2, 4](https://www.wida.us/standards/ELP_StandardLookup.aspx); [Science GLE 0007.Inq.1](https://www.tn.gov/assets/entities/education/attachments/std_sci_gr_k.pdf) ; [MPI Livebinder](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text (Text Type, Lexile)* Text based comprehension
* Text based discussion

(Whole and Small Group) | [*My Five Senses*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/ancillary_9780547979564_/volume6/launch.html) (Informational, AD500L)Comprehension Skills: Compare & Contrast/ Strategy: Monitor and Clarify* Compare and contrast senses- Think aloud: “Hearing and seeing are both senses but hearing helps us know what something sounds like and seeing helps us know what something looks like.”
* Model the Monitor/Clarify Strategy: Think aloud and model through the reading- “When I read something that I don’t understand, I can reread the text, ask questions, and look at the pictures for help.”

“[Think Through The Text](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/grk/ete_9780547894409_/volume2/launch.html?page=T13)” Questions 1-7 (Search for pg. T37) |
| Building Knowledge* Read Aloud
* Leveled readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) | **Resources:*** Leveled Reader: [*Senses*](https://www.readinga-z.com/books/leveled-books/book/?id=54)(Non-Fiction: Descriptive, 210L)
* [Vocabulary Reader](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/strategic_intervention_9780547896229_/epub_lesson_vr.html): [Lesson 6](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/strategic_intervention_9780547896229_/vr/bl/lesson6/index.html)- *Look at Me* (Non-Fiction: Descriptive, -30L)
* [Language Support Card](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/extra_support_9780547953113_/launch.html): [Lesson 6](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/extra_support_9780547953113_/volume/launch.html?page=6A) Use bubble map and sentence frames with subject verb agreement
* [Vocabulary and Concept Poster:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/ancillary_9780547934303_/launch.html) Scroll to Lesson 6- “Let’s Learn” What senses are the people in the picture using?
* [Picture Card Bank:](https://www-k6.thinkcentral.com/content/hsp/reading/excursions/ca/common/picture_card_bank_9780153852954_/pictureCardBank.html) My Body
* [ELL Building Background Video Hub](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/): Our Senses (Search for Senses, Our)
* *The Five Senses* (Non-Fiction, 50L)- Log-in and search [getepic.com](https://www.getepic.com/app/search)
* [Adjective Anchor Chart](http://www.scholastic.com/teachers/article/6-amazing-anchor-charts) (Scroll to 2nd chart) Brainstorm adjectives for the 5 senses: loud, pretty, stinky, etc.

  |
| VocabularyDrawn from the texts | Tier 1: see, eyes, ears, nose, tongue, fingerTier 2: senses, sight, hear, smell, taste, touch, feel [E-Glossary](https://www-k6.thinkcentral.com/content/hsp/reading/medallion/eld/common/glossary/esl/index.html) |
| Foundational Skills* Phonemic Awareness
* Concepts of Print
* Fluency
* Word Work
* Phonics and high frequency words
* Decoding/Encoding
 | Follow the daily **Phonics** and **Fluency** sequence of activities\*Phonemic Awareness: [Blend Onset and Rime](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/grk/ete_9780547894409_/volume2/launch.html?page=E1): Lesson 6 (pg. E4)\*Letters: A \*Practice writing name and letters\*Practice pencil grip\*Fluency: Pause for punctuation\*High Frequency Words: I, like, the and, see |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities: Sensory words and subject-verb agreement**English Language Development:** Have students choral read and do hand motions. Sentence Frames: Have students use vocabulary in complete sentences. **I see\_\_\_\_\_\_\_\_\_. He sees\_\_\_\_\_\_\_\_.****I hear\_\_\_\_\_\_\_. She hears\_\_\_\_\_\_\_.****I taste\_\_\_\_\_\_\_\_. He tastes\_\_\_\_\_\_.****I feel\_\_\_\_\_\_\_\_\_. She feels \_\_\_\_\_\_\_\_.****I smell\_\_\_\_\_\_\_. He smells \_\_\_\_\_\_\_.** |
| Writing* Response to text
* Culminating task

 Aligned with the EQ and topic  | Descriptive sentences: Use the anchor text, [*My Five Senses*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/ancillary_9780547979564_/volume6/launch.html)(Informational, AD500L), and this [Five Senses worksheet](https://www.teacherspayteachers.com/Product/My-Five-Senses-Worksheet-56854) to record what the character from the story sees, hears, tastes, touches, and smells. |

**2- Week version: Q2 wks 1-2** Unit: 2 # 6 Using Our Senses

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| **Grade K** | Week 2 |
| Essential Questions: How do our senses help us learn about the world? |
| StandardsList Reading and Writing standards related to the texts, questions and tasks.  | [RL.K.9, RI.K.9, RF.K.2c, RF.K.3b, W.K.2, SL.K.2-3, L.K.5b](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_k.pdf); [WIDA 1, 2, 4](https://www.wida.us/standards/ELP_StandardLookup.aspx); [Science GLE 0007.Inq.1](https://www.tn.gov/assets/entities/education/attachments/std_sci_gr_k.pdf) ; [MPI Livebinder](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text* Rereading for fluency practice, additional comprehension support or independent reading practice
* Writing Support
 | Students should read a variety of leveled texts on senses. See resources below.  |
| 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** | **Resources:*** Video: [Horton Hears a Who](https://www.youtube.com/watch?v=87TNFs5__X0)
* Do you hear that? Play different [sounds](http://www.freesoundeffects.com) and have the children guess the sound. Make a chart of the animal or object and what it’s sound is.
* Make an anchor chart of what Horton might hear, see, touch, smell or taste while walking through the jungle. Using sensory words have students complete the chart describing the senses that Horton uses.
* Make a class book. A \_\_\_\_\_\_\_\_\_is a \_\_\_\_\_\_\_\_\_\_\_\_\_ no matter how small the sound.
* [ELL Newcomer Audio Hub:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/online_audio_hub_9780547928661_/ell.html) Practice song/language frames for “What Do We Do at School?” What senses do you use when you \_\_\_ at school?
* [Expert Pack: Human Body, Five Senses](http://achievethecore.org/page/2711/expert-pack-human-body-five-senses)
* Poems: [*Here Are My Eyes*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/ancillary_9780547979564_/volume6/launch.html) pg. 34 (Poem, 260L)/ [*Five Wonderful Senses*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/ancillary_9780547979564_/volume6/launch.html) *pg. 38 (Poem, 580L)*
* Readworks.org [Your Five Senses](http://www.readworks.org/passages/your-five-senses) (Non-fiction, 290L)
 |
| VocabularyDrawn from the texts | *Teacher should choose Tier 2 vocabulary related to the supplemental resources.* |
| Foundational Skills* Phonemic Awareness
* Concepts of Print
* Fluency
* Word Work
* Phonics and high frequency words
* Decoding/Encoding
 | Follow the daily **Phonics** and **Fluency** sequence of activities\*Phonemic Awareness: [Blend Onset and Rime](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/grk/ete_9780547894409_/volume2/launch.html?page=E1): Lesson 6 (pg. E6)\*Letters: A \*Practice writing name and letters\*Practice pencil grip\*Fluency: Pause for punctuation\*High Frequency Words: I, like, the and, see |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities: Sensory words and subject-verb agreement**English Language Development:** Write descriptive words on the board: loud, funny, sweet, rough, old, stinky, fresh, etc. Have students identify if the words displayed describe how something taste, smell, looks, feels or sounds. Use TPR to act out using the senses. Write and act out language stems on the board. Examples: I taste sweet candy. I smell stinky shoes. I hear loud music. |
| Writing* Response to text
* Culminating task

Aligned with the EQ and topic  | Descriptive sentences: Using the grammar skills of sensory words, complete [bubble maps](https://www.teacherspayteachers.com/Product/FREE-Five-Senses-Brainstorm-825161) as a class of items that one can see, hear, taste, touch and smell. Write a sentence from your bubble map. ([Common Core Writing Handbook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/ancillary_9780547896427_/launch.html): Descriptive sentences - Lesson 9) Example: I can see a gray elephant. I can hear a loud monkey. I can taste a yummy popsicle. I can touch a smooth stone. I can smell a stinky foot. |

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| **Supplemental Work Station and Gradual Release of Responsibility Weeks 1-2** |
| **STORY INFORMATION: Topic: My Senses** |
| Essential Questions:  | How do our senses help us learn about the world? |
| Gradual Release: | See GRR document at end of curriculum map. |
| Stations' Activities RF.K.2d Beginning, middle, and ending soundsRL.K.9 Compare & contrast characters’ experiencesL.K.5a Vocabulary-classifyW.K.2 Write informational textRF.K.3c Sight Words RI.K.3 Id character, setting, and events in a story. L.K.5b Use adjectivesW.K.5a Sort into categories | **Week 1**1) Word Work: Complete a letter Sort. Ask students to sort pictures or cards of beginning sounds. Use letters m, a, and, s.2) Comprehension/Building Knowledge: Teacher-directed group: Shared-Guided Reading- Model using a [venn diagram](http://www.everythingesl.net/downloads/venn_diagram.pdf) to compare and contrast characters’ experiences with senses from the anchor text, [*My Five Senses*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/ancillary_9780547979564_/volume6/launch.html)(Informational, AD500L), and the leveled reader, [*Senses*](https://www.readinga-z.com/books/leveled-books/book/?id=54)(Non-fiction: Descriptive, 210L). * Students will choose language stems from the Venn diagram.
* Examples: He sees the\_\_\_\_\_. She sees the\_\_\_\_\_\_./ He hears the \_\_\_\_\_. She hears the\_\_\_\_\_.
* Discuss whether they sense the same things or different things.

3) Vocabulary: Have students participate in making a mural of the 5 senses. Have an anchor chart with all five senses and students will draw, write or cut pictures from magazines to go under the heading. 4) Writing: Sort and write adjectives from the [Adjective Anchor Chart](http://www.scholastic.com/teachers/article/6-amazing-anchor-charts) on to the [Five Senses Foldable](https://www.teacherspayteachers.com/Product/Adjective-Foldable-663283).**Week 2**1) Word Work: Rainbow write sight words. (I, the, like, and, see, we) printable [here](http://www.acupcakefortheteacher.com/2012/09/rainbow-roll-n-write-freebie.html).2) Comprehension/Building Background: Have students retell Horton Hears a Who. Make Horton [ears](https://www.earlymoments.com/upload/EarlyMoments/HortonActivities/everyones_an_elephant.pdf). 3) Vocabulary: Use [Vocabulary in Context Card](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/extra_support_9780547953113_/volume/launch.html?page=7A): Lesson 6 “see” and language stem “I see the \_\_\_\_ \_\_\_\_.” to practice high-frequency words orally or written.4) Writing: Practice using a [venn diagram](http://www.everythingesl.net/downloads/venn_diagram.pdf) to compare and contrast things you can see and hear at your favorite place. |
| Other notes  | Recurring standards- These standards are not listed each week, but they should **always** be addressed: [RL.K.1, RL.K.10, RI.K.1, RI.K.10, L.K.6](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_k.pdf). For scaffolding:[Think Alouds](http://www.adlit.org/strategies/22735/), [Total Physical Response (TPR)](http://www.onestopenglish.com/methodology/methodology/teaching-approaches/teaching-approaches-total-physical-response/146503.article), [Activate Prior Knowledge](https://www.cte.cornell.edu/teaching-ideas/assessing-student-learning/what-do-students-already-know.html), [Explicit Vocabulary Instruction](http://blog.tesol.org/teaching-content-area-vocabulary-to-els/), [Sentence Frames](http://www.k5chalkbox.com/how-to-use-sentence-frames.html), [Graphic Organizers](http://www.everythingesl.net/inservices/graphic_organizers.php)  |

**2- Week version: Q2 wks 3-4** Unit: 2 #7 Title: Sounds and Language

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| **Grade K** | Week 3 |
| Essential Questions: How do people and animals communicate?  |
| StandardsList Reading and Writing standards related to the texts, questions and tasks.  | [RF.K.1d, RF.K.2c, RF.K.3c, RL.K.3, RL.K.1, RL.K.7, WK.2, W.K.5a, SL.K.2, SL.K.5, L.K.1a-b, L.K.1f](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_k.pdf); [WIDA 1, 2, 4](file:///C%3A%5CUsers%5CTeacher%5CDownloads%5CWIDA_booklet_2012%20Standards_web%20%281%29.pdf); [Science 0007.3.1, 0007.5.1](https://www.tn.gov/assets/entities/education/attachments/std_sci_gr_k.pdf); [MPI Livebinder](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text (Text Type, Lexile)* Text based comprehension
* Text based discussion

(Whole and Small Group) | **Anchor Text:**  [*Mice Squeak, We Speak*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/ancillary_9780547979564_/volume7/launch.html) (Realistic Fiction, 60L)Cover: Who are some characters in the story?Reread pgs. 11 & 31: What does speak mean? What is another word for speak?Reread pgs. 1-31: Do animals speak? How do animals communicate? What character makes this sound? |
| Building Knowledge* Read Aloud
* Leveled readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) | **Resources:*** Background building video: [Animal Sounds](http://watchknowlearn.org/Video.aspx?VideoID=53339&CategoryID=6300) Ask ELLs to guess sounds then repeat from video
* [Language Support Card 7](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/extra_support_9780547953113_/volume/launch.html?page=7A)
* Leveled Reader: [*Feelings*](https://www.readinga-z.com/books/leveled-books/book/?id=40) (Fiction: Informational, BR-70) Who is the character? How does he/people communicate feelings?
* [Feelings cards](http://displays.tpet.co.uk/?resource=299#/ViewResource/id299)
 |
| VocabularyDrawn from the texts | we, talk, speak, animals (names and sounds)  |
| Foundational Skills* Phonemic Awareness
* Concepts of Print
* Fluency
* Word Work
* Phonics and high frequency words
* Decoding/Encoding
 | Follow the daily **Phonics** and **Fluency** sequence of activities\*Blend and Segment onset and rime\*Letters: T, long and short A \*Practice writing name. \*Practice pencil grip. \*Practice writing letters.\*High Frequency Words: we |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities: Sensory words for animals and people\***English Language Development:** Begin a T-Chart on the board, one side brainstorm words/sounds that people make when you have different feelings (happy, sad, etc.). Have students act out people sounds. To show that animal sounds have meaning also, compare and list sounds for animal emotions/feelings on the other side of the chart. Have students act out animal sounds.  |
| Writing* Response to text
* Culminating task

 Aligned with the EQ and topic  | Independently or in partners, refer to the T chart to draw and label animals or people communicating. Use sentence stems: EXAMPLE “\_\_\_\_\_\_can \_\_\_\_\_\_.” “The lion can roar. I can roar. We can roar.” |

**2- Week version: weeks 3-4** Unit: 2 #7 Title: Sounds and Language

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| **Grade K** | Week 4 |
| Essential Questions: How do people and animals communicate? |
| StandardsList Reading and Writing standards related to the texts, questions and tasks.  | [RF.K.1d, RF.K.2c, RF.K.3c, RL.K.3, RL.K.1, RL.K.7, WK.2, W.K.5a, SL.K.2, SL.K.5, L.K.1a-b, L.K.1f](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_k.pdf); [WIDA 1, 2, 4](file:///C%3A%5CUsers%5CTeacher%5CDownloads%5CWIDA_booklet_2012%20Standards_web%20%281%29.pdf); [Science 0007.3.1, 0007.5.1](https://www.tn.gov/assets/entities/education/attachments/std_sci_gr_k.pdf); [MPI Livebinder](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text* Rereading for fluency practice, additional comprehension support or independent reading practice
* Writing Support
 | Students should read a variety of leveled texts on how people and animals communicate. See resources below.  |
| 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**
 | **Resources:*** Use the sensory/ feeling words to describe the [picture](http://www.kids-pages.com/folders/worksheets/Feelings/page3.htm) by looking at it and listening to the description (can use level appropriate sensory words to fill-in)
* Use [“How Do I Feel Today?” Chart](http://www.freeprintablebehaviorcharts.com/feeling%20chart%20pdf/simple%20feeling%20chart%202.pdf) to graph and compare daily
* Reading A to Z – [*My Little Brother*](https://www.readinga-z.com/books/leveled-books/book/?id=2559) (Fiction, BR-70)
* Cover: Who are some characters in the story? Can babies talk? How do babies communicate?
* Reread pgs. 3,9: How does the sister feel when meeting her brother? How do you know?
* Reread pg. 5: How does her baby brother sound when he cries? Why do you think he is crying?
 |
| VocabularyDrawn from the texts | I, my, brother, feed, help, hold, meet, rock |
| Foundational Skills* Phonemic Awareness
* Concepts of Print
* Fluency
* Word Work
* Phonics and high frequency words

Decoding/Encoding | Follow the daily **Phonics** and **Fluency** sequence of activities\*Blend and Segment onset and rime - [Onset and Rime Word Sliders](http://blog.maketaketeach.com/wp-content/uploads/2013/11/Teaching-Students-to-Blend-Handout.pdf)\*Letters: T, long and short A \*Practice writing name. \*Practice pencil grip. \*Practice writing letters.\*High Frequency Words: we, I, my |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities: Sensory words for animals and people**English Language Development**\* Read [*Visiting the Zoo*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/strategic_intervention_9780547896229_/lr/ell/lesson7/index.html)(Fiction, -170L)and describe how you feel when you see each animal orally or written with sentence frame: “I am \_\_\_\_\_ to see the (animal).” (I am happy to see the monkey.) |
| Writing* Response to text
* Culminating task
* Aligned with the EQ and topic
 | Informative Writing: Cut and paste magazine pictures of people and animals onto writing paper. Ask ELLs to cut out one picture of a person and one picture of an animal with the same/different emotions and compare/contrast with sensory words in sentence frames. Example: The boy is sad. The dog is sad. |

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| **ESL Supplemental Work Station and Gradual Release Template Weeks 3-4** |
| **STORY INFORMATION: Topic: Sounds and Language** |
| Essential Questions:  | How do animals and people communicate? |
| Gradual Release:Routines for whole group instruction | **See GRR chart at end of curriculum document.** |
| Stations' Activities RF.K.3 Phonics and Sight Words RL.K.3 Id character, setting, and events in a story. L.K.5a Vocabulary-classifyW.K.2 Write informational textRF.K.2cOnset and Rime RI.K.3 Id character, setting, and events in a story. L.K.5a Vocabulary-classifyW.K.5a Sort into categories | **Week 1**1) Word Work: [Sight Word Tic-Tac-Toe](http://fungames4learning.blogspot.com.au/2015/09/sight-word-games.html) with a partner (Review troublesome sight words and add new ones). 2) Comprehension/Building Knowledge: Teacher-directed group: Shared-Guided Reading- ELL Reader: [*Animal Sounds*](https://www.readinga-z.com/books/leveled-books/book/?id=785)(Non-Fiction, BR-70)Identify Characters 3) Vocabulary: [Animal Guessing Game](http://www.phonicsplay.co.uk/AnimalBingo.html): Classify by sound.4) Writing: Write a fact from the text with the frame “The animal can \_\_\_\_\_\_\_.” and illustrate. **Week 2**1) Word Work: Practice blending and segmenting onset and rimes from [Onset and Rime Word Sliders](http://blog.maketaketeach.com/wp-content/uploads/2013/11/Teaching-Students-to-Blend-Handout.pdf). Student writes words or uses TPR to blend.2) Comprehension/Building Background: Teacher-led Shared-Guided Reading. [*All Kinds of Faces*](https://www.readinga-z.com/book.php?id=1620) (Non-Fiction, BR-70)3) Vocabulary: Partner-work: Use [vocabulary cards](file:///C%3A%5CUsers%5CTeacher%5CDownloads%5Craz_la26_allkindsfaces_wksh_rc.pdf) “happy” and “sad” on a [T-Chart](http://www.sampletemplates.com/business-templates/t-chart-template.html) and cut/sort picture cards on a T-chart to show how the objects make them feel. What other emotion vocab cards can you use in the chart?4) Writing: Have students choose/write a feeling from the [Feelings cards](http://displays.tpet.co.uk/?resource=299#/ViewResource/id299) on the [worksheet](file:///C%3A%5CUsers%5CTeacher%5CDownloads%5Craz_la26_allkindsfaces_wksh_rc.pdf) then draw a picture of an object that makes them have that feeling. |
| Other notes  | For scaffolding:[Think Alouds](http://www.adlit.org/strategies/22735/), [Total Physical Response (TPR)](http://www.onestopenglish.com/methodology/methodology/teaching-approaches/teaching-approaches-total-physical-response/146503.article), [Activate Prior Knowledge](https://www.cte.cornell.edu/teaching-ideas/assessing-student-learning/what-do-students-already-know.html), [Explicit Vocabulary Instruction](http://blog.tesol.org/teaching-content-area-vocabulary-to-els/), [Sentence Frames](http://www.k5chalkbox.com/how-to-use-sentence-frames.html), [Graphic Organizers](http://www.everythingesl.net/inservices/graphic_organizers.php)  |

**2- Week version: Q2 wks 5-6** Unit: 2 #8 Ways to Move & #9 Machines and Wheels

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| **Grade K** | Week 5 |
| Essential Questions: Why do animals and people move in different ways? Why do people use wheels? |
| StandardsList Reading and Writing standards related to the texts, questions and tasks.  | [L.K.1b, L.K.5, RL.K.3, F.K.1, F.K.2, L.K.5a, L.K.5b, W.K.2](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_k.pdf); [WIDA 1, 2, 4](file:///C%3A%5CUsers%5CTeacher%5CDownloads%5CWIDA_booklet_2012%20Standards_web%20%281%29.pdf); [Science 0007.5.1, 0007.9.1, 0007.11.1](https://www.tn.gov/assets/entities/education/attachments/std_sci_gr_k.pdf); [MPI Livebinder](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text (Text Type, Lexile)* Text based comprehension
* Text based discussion

(Whole and Small Group) | **Anchor Text:** [*Move!*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/ancillary_9780547979564_/volume8/launch.html) (Informational, AD430L)Explain that people, animals, and machines move in many different ways. For example, people can walk, skip, and run, while animals may fly, walk, and run. What are other ways people and animals can move?\*Model visualization think-aloud\*Use T-Chart to first list animals from the story, then brainstorm action verbs and their synonyms on the other side. Ask ELLs to use TPR to act out verbs. |
| Building Knowledge* Read Aloud
* Leveled readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) | **Resources:*** Paired Text/Leveled Reader: [*Going Away*](https://www.readinga-z.com/books/leveled-books/book/?id=61) *(Fiction, BR-70)* How do people move in different ways? How do different vehicles move?
* [Language Support Card 8](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/extra_support_9780547953113_/volume/launch.html?page=8A)
* [Action Verb Anchor Chart Example](http://joyfullearninginkc.blogspot.com/search?updated-max=2012-04-19T16:38:00-04:00&max-results=10#.V4bARZMrK34)
* [Action Verb Song](http://firstgradewow.blogspot.com/2012/10/the-little-old-lady-who-wasnt-afraid-of_30.html) – Scroll to see “Verb Bingo Song”
* [Adjective Anchor Chart](http://www.scholastic.com/teachers/article/6-amazing-anchor-charts)
 |
| VocabularyDrawn from the texts | move, swing, walk, dive, swim, leap, slither, climb, fly, run, dance, float, slide, waddle  |
| Foundational Skills* Phonemic Awareness
* Concepts of Print
* Fluency
* Word Work
* Phonics and high frequency words
* Decoding/Encoding
 | Follow the daily **Phonics** and **Fluency** sequence of activities\*Blend phonemes.\*Letters: c, p\*Practice writing name.\*Practice spaces. \*Practice directionality.\*High Frequency Words: a, to |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities: Adjectives for color and number/action verbs\***English Language Development:** [Magazine Bingo](http://busyteacher.org/17367-practicing-adjectives-10-fun-activities.html) (see Human Adj. Bingo)– Ask students to cut out pictures of people of animals. Glue the pictures on the [Bingo Template](https://bingobaker.com/). Teacher calls out adjectives to describe the pictures for students to cover. You may also modify the game to play with action verbs. |
| Writing* Response to text
* Culminating task

 Aligned with the EQ and topic  | Informative Writing: * Descriptions/Captions - Use the [*Move!*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/ancillary_9780547979564_/volume8/launch.html) T Chart on the board to choose an animal and action verb to write a sentence about, then illustrate.
* Adjectives for color and number - ELLs can use adjectives for color in sentence frames. Example: “The brown snake can slither.”
 |

**2- Week version: Q2 wks 5-6** Unit: 2 #8 Ways to Move & #9 Machines and Wheels

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| **Grade K** | Week 6 |
| Essential Questions: Why do animals and people move in different ways? Why do people use wheels? |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | [L.K.1b, L.K.5, RL.K.3, F.K.1, F.K.2, L.K.5a, L.K.5b, W.K.2](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_k.pdf); [WIDA 1, 2, 4](file:///C%3A%5CUsers%5CTeacher%5CDownloads%5CWIDA_booklet_2012%20Standards_web%20%281%29.pdf); [Science 0007.5.1, 0007.9.1, 0007.11.1](https://www.tn.gov/assets/entities/education/attachments/std_sci_gr_k.pdf); [MPI Livebinder](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text* Rereading for fluency practice, additional comprehension support or independent reading practice
* Writing Support
 | Students should read a variety of leveled texts on how people, animals, and machines move. See resources below.  |
| 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**
 | **Resources:*** Use Reading A-Z Leveled Reader [*Go Animals Go*](https://www.readinga-z.com/books/leveled-books/book/?id=16)(Fiction: Fantasy, BR-70) to [compare and contrast](https://www.teacherspayteachers.com/Product/FREEBIE-Venn-Diagram-wlines-908461) vehicle movement with animal movement.
* Content Reader: Read [*How I* Move](https://www-k6.thinkcentral.com/content/hsp/reading/medallion/eld/common/eservices_docroot/epe/olbs/LC/K/LCK-59935/common/frames/eb-NA.html?&a=t) (Fiction, 320L). What is your favorite way to move? Can you think of other ways you can move?
* Content Reader: Read [*Colors All Around*](https://www.getepic.com)(Fiction, 210L) Sign-in and search for the book on [getepic.com](http://www.getepic.com).and identify adjectives.
* [The Vehicle Song](http://watchknowlearn.org/Video.aspx?VideoID=53591): sing with TPR
 |
| VocabularyDrawn from the texts | *Teacher should choose Tier 2 vocabulary related to the supplemental resources.* |
| Foundational Skills* Phonemic Awareness
* Concepts of Print
* Fluency
* Word Work
* Phonics and high frequency words

Decoding/Encoding | Follow the daily **Phonics** and **Fluency** sequence of activities\*Blend phonemes.\*Letters: c, p\*Practice writing name.\*Practice spaces. \*Practice directionality.\*High Frequency Words: a, to |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities**English Language Development:** * Action verbs- [Sort](https://en.islcollective.com/resources/printables/worksheets_doc_docx/animal_movements/verb-phrase-actions/41269) animals by how they move.
* Adjectives for colors and numbers – Discuss adjectives for each animal with a partner and color the appropriate color.
 |
| Writing* Response to text
* Culminating task
* Aligned with the EQ and topic
 | Informative Writing: * Descriptions: Use [*How I Move*](https://www-k6.thinkcentral.com/content/hsp/reading/medallion/eld/common/eservices_docroot/epe/olbs/LC/K/LCK-59935/common/frames/eb-NA.html?&a=t) (Fiction, 320L) to choose your favorite way to move. Draw and illustrate your picture. Language frame: “I can \_\_\_\_\_.” or “I like to\_\_\_\_\_\_.”
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| **ESL Supplemental Work Station and Gradual Release Template Weeks 5-6** |
| **STORY INFORMATION: Topic:** Ways to Move/Machines and Wheels |
| Essential Questions:  | Why do animals and people move in different ways? Why do people use wheels? |
| Gradual Release:Routines for whole group instruction | See GRR chart at end of curriculum document |
| Stations' Activities RF.K.3 Phonics and Sight Words RI.K.2 Identify main topic/detailsL.K.5 Vocabulary-classifyW.K.2 Write informational textRF.K.3 Phonics and Sight Words RL.K.1 Identify details from the story L.K.5 Vocabulary-classify W.K.2 Write informational text | **Week 1**1) Word Work: [Fishing For Sight Words](http://differentiatedkindergarten.com/colorize-your-classroom-with-editable-sight-word-fishing-fun/) (Editable)2) Comprehension/Building Knowledge: Teacher-directed group: Shared-Guided Reading- ELL Reader: [*Animals Can Move*](https://www.readinga-z.com/books/leveled-books/book/?id=781) (Non-Fiction: Descriptive, BR-70) Teacher models visualizing to find details from the text including verbs and adjectives.3) Vocabulary: Utilize the ELL ReaderWordless Book (Under “Book Resources”): [*Animals Can Move*](https://www.readinga-z.com/books/leveled-books/book/?id=781) (Non-Fiction: Descriptive, BR-70) to compare and contrast animal movement with a partner orally or written.4) Writing: Write [picture descriptions](http://bogglesworldesl.com/picture_descriptions.htm) using action words, synonyms, and/or adjectives in a full sentence. (Click ELL level, then choose a picture from the links on the right side of the page.)**Week 2**1) Word Work: Practice blending phonemes with [Elkonin Boxes](http://bogglesworldesl.com/elkonin_boxes.htm).2) Comprehension/Building Background: Teacher-led Shared-Guided Reading. [*We Play*](https://www.getepic.com/app/) (Non-Fiction, -120L) Sign-in and search for the book.Identify details from the story. Use action words and adjectives.3) Vocabulary: Partner-work: Sort vocabulary words into action [verbs or adjectives](https://www.teacherspayteachers.com/Product/Spider-Poem-Working-with-Verbs-Adjectives-FREEBIE-946360).4) Writing: Draw a picture of a park. Use action words and/or adjectives in a full sentence to describe the park and things you can do. |
| Other notes  | For scaffolding:[Think Alouds](http://www.adlit.org/strategies/22735/), [Total Physical Response (TPR)](http://www.onestopenglish.com/methodology/methodology/teaching-approaches/teaching-approaches-total-physical-response/146503.article), [Activate Prior Knowledge](https://www.cte.cornell.edu/teaching-ideas/assessing-student-learning/what-do-students-already-know.html), [Explicit Vocabulary Instruction](http://blog.tesol.org/teaching-content-area-vocabulary-to-els/), [Sentence Frames](http://www.k5chalkbox.com/how-to-use-sentence-frames.html), [Graphic Organizers](http://www.everythingesl.net/inservices/graphic_organizers.php) |

**2- Week version: Q2 wks 7-8** Unit: 2 #10 Using Shapes

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| **Grade K** | Week 7 |
| Essential Questions: What can we create with shapes? |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | [RL.K.3, RI.K.3, RF.K.2d, RF.K.3c, W.K.2, SL.K.4, L.K.2b](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_k.pdf); [WIDA 1, 2, 3](https://www.wida.us/standards/ELP_StandardLookup.aspx); [Geometry Standard 2](https://www.tn.gov/assets/entities/education/attachments/std_math_gr_k.pdf); [MPI Livebinder](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text (Text Type, Lexile)* Text based comprehension
* Text based discussion

(Whole and Small Group) | **Anchor Text:** [*Mouse Shapes*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/ancillary_9780547979564_/volume10/launch.html)(Fiction, AD370L)Comprehension Skill: Story Structure/ Strategy: Summarize* Model think aloud for summarizing and story elements: author, illustrator, characters, setting, plot
* Explain that when you summarize, you say what happens in the story in order. Summarizing can help you remember the story. What important events have happened so far?
* [Think Through the Text:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/grk/ete_9780547894409_/volume2/launch.html) (pgs. T413-T417) #1-12
 |
| Building Knowledge* Read Aloud
* Leveled readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) | **Resources:*** Vocabulary Reader: [*Our Classroom*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/strategic_intervention_9780547896229_/vr/bl/lesson10/index.html)(Non-Fiction, -180L)
* Leveled Reader: [*Which One Is It?*](https://www.readinga-z.com/book.php?id=2700) (Non-Fiction, 230L)
* [Language Support Card](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/extra_support_9780547953113_/volume/launch.html?page=8A): Lesson 10- Mouse Shapes
* [Plot Anchor Chart](http://sandbergsmartyarties.blogspot.com/2012/10/comma-in-series-nouns-detail-anchor.html)
* [Story Structure Anchor Chart](https://s-media-cache-ak0.pinimg.com/originals/d8/d1/fe/d8d1feaa48eb81ef9dcf9305652fe126.jpg)
* Video: [Shapes! Our World is Full of Them!](http://www.teachertube.com/video/shapes-our-world-is-full-of-them-176780) This video describes shapes then asks for you to identify shapes you see in the real world.
 |
| VocabularyDrawn from the texts | Tier 1: shape, square, triangle, rectangle, circle, diamond, oval, sidesTier 2: lost, different, tricky, pounce, sneaky, clever[E-Glossary](https://www-k6.thinkcentral.com/content/hsp/reading/medallion/eld/common/glossary/esl/index.html) |
| Foundational Skills* Phonemic Awareness
* Concepts of Print
* Fluency
* Word Work
* Phonics and high frequency words
* Decoding/Encoding
 | Follow the daily **Phonics** and **Fluency** sequence of activities\*Blend phonemes\*Letters: m, s, a, t, c, p\*Practice spaces, capitalization, and punctuation\*Fluency: Read with expression\*High Frequency Words: see, we, a, to |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities: Adjectives for size and shape**English Language Development:** * Use [Vocabulary Reader](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/strategic_intervention_9780547896229_/epub_lesson_vr.html), [*Our Classroom*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/strategic_intervention_9780547896229_/vr/bl/lesson10/index.html)(Non-Fiction, -180L), and language stem from the text to talk about adjectives. Example: We see a \_\_\_\_ clock. (small, black, round, circle) We see a \_\_\_\_ table. (big, green, round, circle)
* Identify other nouns and adjectives in the book and around the classroom. Model using the language stem aloud. We see a \_\_\_\_\_ \_\_\_\_\_\_.
 |
| Writing* Response to text
* Culminating task

 Aligned with the EQ and topic  | Informative Writing: * Use the anchor text, [*Mouse Shapes*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/ancillary_9780547979564_/volume10/launch.html)(Fiction, AD370L), to help you think of something you want to build with blocks. Think of adjectives for size and shape. Use sentence frame: “I can make a (adjective) (noun).” Write and illustrate your sentence.
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**2- Week version: Q2 wks 7-8** Unit: 2 #10 Using Shapes

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| **Grade K** | Week 8 |
| Essential Questions: What can we create with shapes?  |
| StandardsList Reading and Writing standards related to the texts, questions and tasks.  | [RL.K.3, RI.K.3, RF.K.2d, RF.K.3c, W.K.2, SL.K.4, L.K.2b](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_k.pdf); [WIDA 1, 2, 3](https://www.wida.us/standards/ELP_StandardLookup.aspx); [Geometry Standard 2](https://www.tn.gov/assets/entities/education/attachments/std_math_gr_k.pdf); [MPI Livebinder](http://www.livebinders.com/play/play?id=1089921) |
| Anchor Text* Rereading for fluency practice, additional comprehension support or independent reading practice
* Writing Support
 | Students should read a variety of leveled texts on shapes. See resources below.  |
| 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**
 | **Resources:*** Leveled Reader: [*City Shapes*](https://www.readinga-z.com/books/leveled-books/book/?id=2525)(Non-Fiction, BR-70)
* [Paired Text](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/grk/ete_9780547894409_/volume2/launch.html): *Signs and Shapes* (Non-Fiction, 290L) pgs. T438-T440
* [Adjective Anchor Chart](http://www.scholastic.com/teachers/article/6-amazing-anchor-charts)
* [Language Support Poster 12: Shapes and Measuring](https://www-k6.thinkcentral.com/content/hsp/reading/medallion/eld/common/activity/trophies/posters/pdf/shapes.pdf)
* [ELL Building Background Video](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/index.html): Search for “Art Projects in the City”. Model describing shapes you see in the videos with adjectives for size and shape.
 |
| VocabularyDrawn from the texts | *Teacher should choose Tier 2 vocabulary related to the supplemental resources.* |
| Foundational Skills* Phonemic Awareness
* Concepts of Print
* Fluency
* Word Work
* Phonics and high frequency words

Decoding/Encoding | Follow the daily **Phonics** and **Fluency** sequence of activities\*Blend phonemes\*Letters: m, s, a, t, c, p\*Practice spaces, capitalization, and punctuation\*Fluency: Read with expression\*High Frequency Words: see, we, a, to |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities: Classify and categorize adjectives **English Language Development:** * Remind children that adjectives can tell about color and number. Read [these sentences](http://englishlinx.com/cgi-bin/pdf_viewer.cgi?script_name=%2Fpdf%2FNumber-Color-Adjectives-1.pdf&x=131&y=24) aloud and ask students to pick out the adjectives and sort on a T-Chart on the board by color and number.
 |
| Writing* Response to text
* Culminating task
* Aligned with the EQ and topic
 | Informative Writing: * Use [Vocabulary Reader](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/strategic_intervention_9780547896229_/epub_lesson_vr.html), [*Our Classroom*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/strategic_intervention_9780547896229_/vr/bl/lesson10/index.html)(Non-Fiction, -180L), and T-Chart on the board to make a list of nouns and adjectives found in the book and around the classroom.
* Use the T-Chart and language stem “We see a \_\_\_\_\_ \_\_\_\_\_\_.” to compose a descriptive sentence then illustrate.
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| **ESL Supplemental Work Station and Gradual Release Template Weeks 7-8** |
| **STORY INFORMATION: Topic:** Using Shapes |
| Essential Questions:  | What can we create with shapes? |
| Gradual Release:Routines for whole group instruction | **See GRR chart at end of curriculum document** |
| Stations' Activities RF.K.2d Segment and blend phonemesRL.K.3 Identify story elements L.K.5 Vocabulary-classifyW.K.2 Write informational textRF.K.3 Phonics and Sight Words RL.K.3 Identify story elements L.K.5 Vocabulary-classify W.K.2 Write informational text | **Week 1**1) Word Work: Practice [blending and segmenting phonemes](http://blog.maketaketeach.com/wp-content/uploads/2012/08/Phoneme-Segmentation-Words.pdf) with by guessing [How Many Sounds](http://blog.maketaketeach.com/8-great-ideas-for-teaching-segmenting-and-blending/) it has.2) Comprehension/Building Knowledge: Using the anchor text, [*Mouse Shapes*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/ancillary_9780547979564_/volume10/launch.html)(Fiction, AD370L), and [Retelling Cards: Unit 2 Lesson 10 - Mouse Shapes](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/extra_support_9780547896632_/launch.html), retell the story and talk about characters, setting and plot.3) Vocabulary: Classify shapes by coloring with this [worksheet](http://www.guruparents.com/support-files/classifying-shapes-2.pdf).4) Writing: Use a [describing wheel](https://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf) to describe a noun from your environment or story of your choice. Use the [Adjective Anchor Chart](http://www.scholastic.com/teachers/article/6-amazing-anchor-charts) for support. Possible language stems: “I like the\_\_\_\_ \_\_\_\_\_.” and “We see a \_\_\_\_\_ \_\_\_\_\_\_.” Use the graphic organizer to compose a descriptive sentence then illustrate.**Week 2**1) Word Work: Practice sight words with [Sight Word Scrambles](http://www.sightwordsgame.com/sight-words/worksheets/dolch-sight-word-worksheets/). 2) Comprehension/Building Background: Teacher-directed group: Shared-Guided Reading- [ELL Leveled Reader](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/strategic_intervention_9780547896229_/epub_lesson_ell.html): [*Making a Tree House*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/strategic_intervention_9780547896229_/lr/ell/lesson10/index.html) (Non-Fiction, -190L) Identify characters, setting, and plot. Summarize the story.3) Vocabulary: Partner-work: Use this [worksheet](http://files.havefunteaching.com/worksheets/science/classification-worksheets/classification-worksheet.pdf) to classify shapes you see in the real world. 4) Writing: [Look and Write](http://www.teach-nology.com/worksheets/early_childhood/pic_sent/) Choose from versions 1-10 and write a descriptive sentence for each picture. Use the [Adjective Anchor Chart](http://www.scholastic.com/teachers/article/6-amazing-anchor-charts) for support. |
| Other notes  | Recurring standards- These standards are not listed each week, but they should **always** be addressed: [RL.K.1, RL.K.10, RI.K.1, RI.K.10, L.K.6](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_k.pdf). For scaffolding:[Think Alouds](http://www.adlit.org/strategies/22735/), [Total Physical Response (TPR)](http://www.onestopenglish.com/methodology/methodology/teaching-approaches/teaching-approaches-total-physical-response/146503.article), [Activate Prior Knowledge](https://www.cte.cornell.edu/teaching-ideas/assessing-student-learning/what-do-students-already-know.html), [Explicit Vocabulary Instruction](http://blog.tesol.org/teaching-content-area-vocabulary-to-els/), [Sentence Frames](http://www.k5chalkbox.com/how-to-use-sentence-frames.html), [Graphic Organizers](http://www.everythingesl.net/inservices/graphic_organizers.php), more [Graphic Organizers](https://www.eduplace.com/graphicorganizer/) |

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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**
 |

**Week 9:**

Week 9 affords the opportunity to assess the skills of letter naming, phonemic awareness, letter-sound relationships, decodable words, high-frequency words, and reading sentences. All of these skills may be assessed via the use of the *Journeys Progress Monitoring Assessment.* Additionally, fluency and comprehension may be monitored 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 K, [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/grk/assessment_guide_te_9780547953045_/launch.html)**:** The test should take three to five minutes per lesson set. Prepare a test form for children (pages 2-9) and a teacher’s test form (page xii) 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 x-xi for Scoring and Interpretation of assessment results.*

**Purpose:**

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

Sections on the Test

* A. Letter Naming: Lessons 1–4 review letter names, both capital and lowercase letters. Tests for Lessons 1–2 and Lessons 3–4 include tests for letter names.
* B. Phonemic Awareness: In the Phonemic Awareness tests, children listen for specific sounds in words. These skills are the foundation for phonics skills and decoding
* C. Letter–Sound Relationships: Letter sounds taught in the two- week period, or previously taught, are tested using the teacher’s script plus a test box showing only letters representing known letter sounds
* D. Decodable Words: This section measures a child’s ability to read decodable words. The words include phonics elements taught in the last two lessons. The child pronounces the words independently
* E. 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
* F. Reading Sentences: This section 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.

**Administering the K Tests**

* Explain briefly that the child has a page and you have a page. You will be making notes so you can help him or her become a better reader.
* Use your page to record the child’s oral response. For most tests, use a check mark (√ ) for a correct response. Write the incorrect response or an X. Write O if the child does not respond.
* Phonemic Awareness: Read the teacher directions on the teacher page. Be sure the child is listening as directions are given. Check goals and enter the number of correct responses.
* Letter Naming: Point to the box with the letters. Point to a capital or lowercase letter and ask the child to name the letter. Continue with the other letters in the box. Check goals and enter the number of correct responses.
* Phonics/Letter–Sounds: Tell the child to look at the letters. Then read the directions provided on the teacher page. Continue with the sounds for the other letters. Check goals and enter the number of correct responses.
* Phonics/Decodable Words: Have the child look at the words. Remind the child that he or she knows the sounds for all the letters in each word. Have the child identify each word by sounding out and blending the word. Enter the number of correct responses.
* High-Frequency Words (Words to Know): Point to the test box and tell the child that he or she has learned the words. Then point to each word and have the child read it. Enter the number of correct responses on the score line.
* Reading Sentences: Tell the child that he or she will read each sentence. Have the child look at the sentence and read the words. Some sentences have a picture for a word. Tell the child to read the name of the picture with the other words in the sentence. The child may take time to sound out a word or words. If the child goes back to correct an error, the response is correct. Check goals and enter the child’s score.
* Be sure to affirm the child’s test participation, commending him or her for listening and for the responses. Compare test scores as the child progresses in the group to evaluate growth over time or problem areas.

**Additional resources for week 9 assessment:**

**Print Awareness:** Reading A-Z *Alphabet Assessment Reproducible 3* [UPPERCASE AND LOWERCASE LETTER NAMING](https://www.readinga-z.com/assessments/alphabet-letter-naming/)

INSTRUCTIONS: Have the student point to each letter and say its name. Circle the ones incorrectly named.

**Phonological Awareness:** Reading A-Z: [Phonological Awareness- Initial, Final, Medial Sounds](https://www.readinga-z.com/assessments/phonological-awareness-assessment/)

DIRECTIONS:

Point to each picture in each set of four boxes one at a time and ask the student to name the picture. After naming the picture, ask him or her to identify the identified sound in the word. Place an X in the small box at the lower right for each error. Practice with the first picture.

**Comprehension:**

[A Day in Kindergarten](http://www.readworks.org/passages/day-kindergarten), Lexile 280

Note to Teacher: Read passage **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 resources for week 9 assessment:**

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

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