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

**Weeks 1-2 - Week 1 (TWAG): Unit** **2** **Lesson** **7 – Media *(Coming Distractions)***

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade 4** | WEEK 1 | | |
| **Essential Questions**: **How did you determine fact from the author’s opinion in the text “Coming Attractions”?**  **How did the texts you read, and the movie excerpts you watched, convey messages similarly? How did they convey**  **messages differently?** | | | |
| Standards  List Reading and Writing standards related to the texts, questions/tasks. | [TN Standards Overview - Grade 4](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_4.pdf) [RI.4.1](http://www.corestandards.org/ELA-Literacy/RI/4/1/) [RI.4.10](http://www.corestandards.org/ELA-Literacy/RI/4/#CCSS.ELA-Literacy.RI.4.10) [RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/)  [RI.4.3](http://www.corestandards.org/ELA-Literacy/RI/4/3/) [RI.4.4](http://www.corestandards.org/ELA-Literacy/RI/4/4/)  [RF.4.4a](http://www.corestandards.org/ELA-Literacy/RF/4/4/a/) [RF.4.4b](http://www.corestandards.org/ELA-Literacy/RF/4/4/b/) [L.4.6](http://www.corestandards.org/ELA-Literacy/L/4/6/) [SL.4.1d](http://www.corestandards.org/ELA-Literacy/SL/4/1/d/) [W.4.3c](http://www.corestandards.org/ELA-Literacy/W/4/3/c/) [MPIs](http://www.livebinders.com/play/play?id=1089921) Standards RI/L4.1 and RI/L4.10 of the school year and are a part of each lesson, as are WIDA MPIs | | |
| Anchor Text (**Informational, 980L**)   * Text based comprehension * Text based discussion   (Whole and Small Group) | **Anchor Text**: [Coming Distractions (TE 93)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2017/na/gr4/ete_9780544587526_/volume2/launch.html) **Audio:** [**Coming Distractions**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/online_audio_hub_9780547933351_/audio/student/jy14_na_ese_g4_u2_l07_tr07.mp3)   * Thinking about the texts you read this week, how do television, stage, cinema, and radio performances communicate messages? * Based on the movie excerpts you watched, how might media messages influence character influence character? |  | |
| Building Knowledge   * Visuals * Videos * Songs * Realia * Supplemental Materials   (Whole and Small Group) | **Resources**: An opportunity for children to see that movie messages can communicate elements of fact and fiction, as well as age-old, positive character messages.   * [Language Support Card 7A](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547953168_/volume/launch.html?page=7A) * [Vocabulary Context Cards 61A-70B](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547896533_/launch.html) * [Beauty and the Beast - excerpt](http://viewpure.com/tRlzmyveDHE?start=0&end=0) (1:58)   [Shrek – excerpt](http://viewpure.com/W37DlG1i61s?start=0&end=0) (2:10)   * [Wall - E - excerpt](http://viewpure.com/alIq_wG9FNk?start=0&end=0) (2:20) * [Mulan – excerpt](http://viewpure.com/-pL6w2vierc?start=0&end=0) (13:00) | | |
| Vocabulary  Drawn from the texts | **Tier 2:** advertising, angles, critics, entertaining, focus, generated, jolts, promote, target, thrilling  [Student eBook: Vocab Definitions/Pronunciations Read Aloud Link (p. 172)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys/na/gr4/ese_9780547360249_/launch.html) **Vocabulary**: [Word Study Cards (p.7)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/WordStudy_WordCards_BLM_VocabCards_gr4.pdf) | | |
| Language/ Syntax – Week 1   * Language Objective * Students will produce | Using text evidence, students will write to give their opinion about how live performance drama (skits and plays) and recorded dramas (radio and television) are alike and different  [Vocabulary/word work - Language and Literacy Guide p. 128-129](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html)  **Grammar**: [Quizlet - Greek and Latin Words for Media](https://quizlet.com/31805801/greek-and-latin-word-parts-phon-photo-graph-auto-tele-flash-cards/) [Self-Paced Prefix, Suffix, and Root Word Notebook Setup](http://viewpure.com/QnmBxsm10O4?start=0&end=0) | | |
| Writing   * Response to text * Writing Process * Culminating task   Aligned with week’s topic | **Respond to Text:**   * Listen while reading and deepen knowledge of the movie industry by answering questions related to “[Film Facts](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2017/na/gr4/audio_hub_9780544657632_/audio/write_in_reader/txjy_wir_g4_lesson07.mp3).”   **Culminating Task**: [**Audio-Visual - Drafting Your Writing**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2017/resources/interactive_lessons/gr4/writing_as_a_process_plan_and_draft/index.html)   * Fact and Opinion Analysis. Students re-read “[Coming Attractions](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/online_audio_hub_9780547933351_/audio/student/jy14_na_ese_g4_u2_l07_tr07.mp3)” while listening to audio. | | * Look for text clues for “Film Facts” and complete page 71 [Write-in Reader, p.66-70](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ancillary_9780547896137_/launch.html) * Make a T – Chart and work with a peer to analyze the facts and opinions given by the author. Each student should draft a paragraph; then exchange for peer review. |
| Foundational Skills   * Fluency * Decoding * Word Work | **Decoding:** oo (Long), oo (Short)   * [Animation - Long/oo/ and Short /oo/](http://viewpure.com/hDJQM9XxsCc?start=0&end=0)   **Fluency**: [WordStudy\_WordCards (p. 7)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/WordStudy_WordCards_BLM_SpellingPhonics_gr4.pdf)  **Word Work (Spelling/Phonics)**: [Language and Literacy (p. 68-69)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html) | | |

**Weeks 1-2 - Week 2 (TWAG): Unit** **2** **Lesson** **7 - Media *(Coming Distractions)***

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| **Grade 4** | WEEK 2 |
| **Essential Questions**: **How did you determine fact from the author’s opinion in the text “Coming Attractions”?**  **How did the texts you read, and the movie excerpts you watched, convey messages similarly? How did they convey  messages differently?** | |
| Standards  List Reading and Writing standards related to the texts, questions/tasks. | [TN Standards Overview - Grade 4](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_4.pdf) [RI.4.1](http://www.corestandards.org/ELA-Literacy/RI/4/1/) [RI.4.10](http://www.corestandards.org/ELA-Literacy/RI/4/#CCSS.ELA-Literacy.RI.4.10) [RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/)  [RI.4.3](http://www.corestandards.org/ELA-Literacy/RI/4/3/) [RI.4.4](http://www.corestandards.org/ELA-Literacy/RI/4/4/)  [RF.4.4a](http://www.corestandards.org/ELA-Literacy/RF/4/4/a/) [RF.4.4b](http://www.corestandards.org/ELA-Literacy/RF/4/4/b/) [L.4.6](http://www.corestandards.org/ELA-Literacy/L/4/6/) [SL.4.1d](http://www.corestandards.org/ELA-Literacy/SL/4/1/d/) [W.4.3c](http://www.corestandards.org/ELA-Literacy/W/4/3/c/) [MPIs](http://www.livebinders.com/play/play?id=1089921) Standards RI/L4.1 and RI/L4.10 of the school year and are a part of each lesson, as are WIDA MPIs |
| Anchor Text (**Informational, 980L**)   * Rereading for fluency practice, additional comprehension support or independent reading practice * Writing Support | **Optional Language, Reading Fluency, and Writing Support** [**Question Stems**](http://www.doe.virginia.gov/instruction/english/professional_development/institutes/2015/secondary/edgerton_and_goodwin/text-dependent-question-prompts-pdf.pdf)   * [Invasion from Mars](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/online_audio_hub_9780547933351_/audio/student/jy14_na_ese_g4_u2_l06_tr06.mp3) (Level W) Allow students to listen only and consider life as it was Oct. 30, 1938 when “War of the Worlds,” by H.G. Wells frightened thousands of Americans. Use a T-Chart to compare formal/informal language in the drama. * After students listen to the performance, allow them to think about similarities between Reality T.V. today and 1930’s radio.   **Cross-Curriculum**   * Soc. Studies – for Historical Comparison from: [**The Golden Age of Radio**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/vr/bl/lesson6/index.html)(Level R, 1031 Words, DRA 40)  Students read about the inception of radios, and see antiques. Show “transistor” radios that most have not seen. Discuss the evolution of communication from the radio to video streaming. Students can research history and create a timeline in pairs. |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole/Small Group, and Independent work)  **All students experience all texts and resources regardless of level** | **Optional** 🡪🡪 [Read Aloud - Steven Spielberg: A Filmmaker's Journey - LLG, p.381](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html)   * **Below-Level Reader** [**Now Showing in Your Living Room**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/bl/lesson7/index.html)(Level P, 885 Words, DRA 38) * **Vocabulary Reader** [**Behind the Scenes**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/vr/bl/lesson7/index.html)(Level P, 894 Words, DRA 38) * **ELL Reader** [**Making Movies**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/ell/lesson7/index.html) (Level T, 1297 Words, DRA 44) * **On-Level Reader** [**The Magic of Movies**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/ol/lesson7/index.html) (Level T, 1344 Words, DRA 44) * **Advanced Reader** [**Critics in Hollywood**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/al/lesson7/index.html)(Level V, 1800 Words, DRA 50)   Reading A-Z: [Special Effects](https://www.readinga-z.com/books/leveled-books/book/?id=943) (Level T, 1238 Words, DRA 44) Photos, timelines, and illustrations help student deepen filmmaking knowledge. |
| Vocabulary  Drawn from the texts | **Tier 2**: focus, jolt, promote Students will use accountable talk to discuss different contexts of these three words.  **Vocabulary**: ["Coming Distractions" on Quizlet.com](https://quizlet.com/55187783/knight-road-4th-grade-coming-distractions-syllables-coming-distractions-vocabulary-flash-cards/)  [Vocabulary Four-Square Map](http://www.readingrockets.org/content/pdfs/wordmap.pdf) |
| Language/ Syntax – Week 2   * Language Objective * Students produce what? | **Grammar:** [**Progressive Tense - Video - Mr. Bean Animation**](http://viewpure.com/nTeGorY3rg4?start=0&end=0) (3:44)  a. Students will discuss what they learned in either of the texts, while using the following vocabulary words in the present progressive in a sentence 1) advertising 2) entertaining 3) thrilling. b. Students will change the tense to past tense and write another sentence. |
| Writing   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | **Culminating Task**:  Write and informative paragraph using the text “[Film Facts, p.66](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ancillary_9780547896137_/launch.html).” Cite text evidence and write an informative paragraph that explains why he uses a storyboard, and how he creates one. |
| Foundational Skills   * Fluency * Decoding * Word Work | **Decoding:** oo (Long), oo (Short)  **Fluency**: [WordStudy\_WordCards (p. 7)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/WordStudy_WordCards_BLM_SpellingPhonics_gr4.pdf)  **Word Work (Spelling/Phonics)**: [Language and Literacy (p. 68-69)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html) |

**ESL Supplemental Work Station and Gradual Release Template**

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| --- | --- |
| **STORY INFORMATION: Topic: Entertainment** | |
| **Grade – Genre - Story** | Grade 4 – Informational Text – “**Coming Distractions: Questioning Movies**” (Q2\_Grade 4\_weeks 1-2) |
| **Essential Questions** | Think of movies mentioned in our texts. How did cameras, lights, and music soundtracks help the movies communicate values messages? In what ways do movies and literature (or informational) entertain similarly; differently? |
| **Gradual Release** | See notes – GRR for Fluent Reading – Leveled Texts |
| **Culminating Tasks**  **Resource**   * [Audio - Coming Distractions: Questioning Movies](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/online_audio_hub_9780547933351_/audio/student/jy14_na_ese_g4_u2_l07_tr07.mp3) * [Beauty and the Beast - excerpt](http://viewpure.com/tRlzmyveDHE?start=0&end=0) (1:58) * [Shrek – excerpt](http://viewpure.com/W37DlG1i61s?start=0&end=0)   (2:10)   * [Wall - E - excerpt](http://viewpure.com/alIq_wG9FNk?start=0&end=0)   (2:20)   * [Mulan – excerpt](http://viewpure.com/-pL6w2vierc?start=0&end=0) (13:00) | **1. Shared Writing – Analyze movie messages as form of a communicating character values.**   1. Develop a “Movie Messages” chart on the white board, while students create one in their journals. 2. On the left, write the “Movie Name” and list four movies underneath the heading. Make another column labeled “Movie Messages” and list the messages from those movies.   Movie Name Movie Messages  *Beauty and the Beast Don’t judge a book by its cover Shrek It’s ok to be different*  *Mulan Stand up for yourself and others*  *Wall-e Take care of the planet or lose it*   1. The teacher will do *Beauty and the Beast* and *Shrek* and discuss filmmaking elements that helped convey messages. 2. Students will watch two other movie excerpts (for which books are available), form their opinions about the messages, and then discuss with a peer.   e. The teacher will prompt students to think about the difference in fact and opinion as they analyze the movies and messages, as well as commercials.  *Sentence frame option*: *“I found text evidence that the message about \_\_\_\_\_\_\_\_\_\_\_\_\_\_in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a/an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”*  **2. Prepare the Culminating Task – Answer the Essential Question – Think Beyond the Text**   1. Allow students to look back at their list of movies and what message came from them. 2. Based on what they learned from the various texts read during the two-week period and their “movie messages” chart, and explain how movies can be a form of communication. 3. How do books and movies convey messages similarly? In what way do they convey differently?   **3. Speaking and Writing Assessment** – **Differentiated for WIDA Level**  *Students with scores of 2.6 – 3.6 do “***a”** *only.*  *Students with scores of* 3.7+ *and above students do* **“a”** and “**b**.”  *Finish early? Do* “**c**.”   1. Students will **listen** to the audio of “[***Coming Distractions***](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2017/na/gr4/audio_hub_9780544657632_/audio/student/jy14_na_ese_g4_u2_l07_tr07.mp3),” while reading the text, and **write** two ways in which movies make fiction seem like fact. Students should be able to **share verbally** the two ways with the teacher, as they exit the class, using this speaking frame: *“Two ways in which movies make fiction seem like fact are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”* 2. Students will **re-read** the text of “[***Coming Distractions***](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2017/na/gr4/audio_hub_9780544657632_/audio/student/jy14_na_ese_g4_u2_l07_tr07.mp3),” and write to explain how Steven Spielberg “made the camera the shark,” in the movie Jaws. 3. Create a setting for a movie in which you would like to star, by filling in the following:   Time: (now, in the past, future  Place: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Genre: (action, comedy, romantic, thriller,) |
| **Station Activities**  **Resources**  [RF4.4A Read grade-level text with purpose and understanding.](http://www.corestandards.org/ELA-Literacy/RF/4/4/a/)  [RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when inferring from the text.](http://www.corestandards.org/ELA-Literacy/RI/4/1/)  [RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.](http://www.corestandards.org/ELA-Literacy/RF/4/3/)   * [Animation - Long/oo/ and Short /oo/](http://viewpure.com/hDJQM9XxsCc?start=0&end=0)   [L4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases](http://www.corestandards.org/ELA-Literacy/L/4/6/)  [L.4.1b Form and use the progressive.](http://www.corestandards.org/ELA-Literacy/L/4/1/b/)  *\*ed is not specifically listed with the standards for grade 4, as tense is deepened in L.5.1.d, but is a part of the lesson.* | 1. Comprehension/Building Knowledge  * **Require:** All students to build knowledge of the seafaring culture by reading all leveled texts.   [Critics in Hollywood](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/al/lesson7/index.html) [The Magic of Movies](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/ol/lesson7/index.html)  [Now Showing in Your Living Room](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/bl/lesson7/index.html)  [Behind the Scenes](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/vr/bl/lesson7/index.html)[Making Movies](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/ell/lesson7/index.html)   * **Differentiate:** Students who need reading practice (before paired and independent reading) should listen to [Audio - Coming Distractions: Questioning Movies](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/online_audio_hub_9780547933351_/audio/student/jy14_na_ese_g4_u2_l07_tr07.mp3) * **Differentiate:** Students read about a lonely boy who became a multibillion movie-producer, as they practice the Read Aloud Passage with a partner ["Steven Spielberg - A Filmmaker's Journey," p. 381](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html) * **Text Evidence**: Students learn what movie directors and directors of photography do when filming movies. [Listen-and-Write - Audio Hub - "Film Facts".](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2017/na/gr4/audio_hub_9780544657632_/audio/write_in_reader/txjy_wir_g4_lesson07.mp3) Use with [Write-in Reader, p. 64-71B](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ancillary_9780547896137_/launch.html). Students answer with text evidence.  1. [Phonics/word work-Language & Literacy Guide p. 68-69:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html)  * **Require:** Students prepare [Word Study Cards, p.7](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/WordStudy_WordCards_BLM_SpellingPhonics_gr4.pdf). * **Options** for collaborative spelling word work: Long/oo/ and Short/oo/: **Teacher models sounds “**Long/oo/ and Short/oo/ **and how to sort by sound patterns after viewing video.**   Day 1 – Pairs match short and long digraphs to photos;  play “Guess My Category,” place in sort columns.  Day 2 – Students will sort words by which ones sound like **book, proof, prove, soup,** and **tool.**  Day 3 - Students will sort words by patterns which sound like the following words: **booth, group, prove, put, and wool.**  Students will start by reading each word aloud to a partner before placing in the sort category.  Day 4 - Students will race to sort spelling words with different crayon colors, underlining the words that sound like **brook, bush, proof, brook,** and **prove.**  Students will highlight the different spelling patterns in words with the “long I,” and then with the “short I.”  Day 5-9 - Teacher provides sentence frames and photos for students to learn the meaning of spelling words, and students make foldable.  Day 10 - Student A gives a spelling quiz of “Long /oo/” words in a sentence to Student B. Student B tests Student A on “Short /oo/.”   1. Vocabulary Builders  * **Require**: Students listen to vocabulary pronunciation and definitions with the student book’s [Vocabulary Read Aloud SB, p. 172](https://www-k6.thinkcentral.com/content/hsp/reading/journeys/na/gr4/ese_9780547360249_/launch.html) * **Require**: Students rotate in pairs to repeat words and answer questions/do exercises on the back of [the Journeys Vocabulary Context Cards 61A-70B.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547896533_/launch.html) * **Require**: Teach and practice with tense endings.   Teacher introduces and models word endings (“*—ed”* and  *“—ing”)* from [Vocabulary/word work - Language and Literacy Guide p. 128-129](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html) and students practice  rules for adding endings. Students will change the endings of these target vocabulary words to past tense (*—ed)* and progressive (*—ing)*: **advertise**, **focus**, **promote**, and **target**.   * **Differentiate**: With computer/iPad ["Coming Distractions" on Quizlet.com (free)](https://quizlet.com/55187783/knight-road-4th-grade-coming-distractions-syllables-coming-distractions-vocabulary-flash-cards/) * **Option**: Students complete a [Vocabulary Four-Square Map](http://www.readingrockets.org/content/pdfs/wordmap.pdf) and write a sentence for each vocabulary word. |
| **Assessments** | Formative – Daily, Writing – Weekly, Summative – Week 2  Summative  **Shared Writing – Entertainment**:   1. Ask students to think about the leveled texts (or the read aloud text “Steven Spielberg – A Filmmaker’s Journey”) they have read during the two-week period and review their notes. 2. Students will make a T-Chart. On the right side title the heading “Making Movies;” label the right side “Watching Movies.” Second, students should put the week’s vocabulary words in alphabetical order. Next, students will classify the words, in ABC order, based on the column under which they should be. 3. Using the vocabulary (at least five words), write a paragraph that tells what you learned about movies and movie-making from the text.   **Prepare for Informative Paragraph Writing**:   1. Review an anchor chart that focuses on a creating an informative paragraph and using a variety of words that show sequence of events. 2. Give students a miniature anchor chart for their journal to use during their independent writing. **Probe**: In the [text (p. 64-71B) of "Film Facts"](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ancillary_9780547896137_/launch.html), [(audio version)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2017/na/gr4/audio_hub_9780544657632_/audio/write_in_reader/txjy_wir_g4_lesson07.mp3) director Diego Gamba expressed why he uses a storyboard. Cite text evidence and write an informative paragraph that explains why he uses a storyboard, and how he creates one. |

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| **Notes on Standards** | [RL.4.1](http://www.corestandards.org/ELA-Literacy/RL/4/1/) [RL.4.10](http://www.corestandards.org/ELA-Literacy/RL/4/10/) [RL.4.3](http://www.corestandards.org/ELA-Literacy/RL/4/3/) [RL.4.7](http://www.corestandards.org/ELA-Literacy/RL/4/7/)  [RF.4.3](http://www.corestandards.org/ELA-Literacy/RF/4/3/) [RF.4.4b](http://www.corestandards.org/ELA-Literacy/RF/4/4/b/) [L.4.6](http://www.corestandards.org/ELA-Literacy/L/4/6/) [SL.4.1d](http://www.corestandards.org/ELA-Literacy/SL/4/1/d/) [W.4.3c](http://www.corestandards.org/ELA-Literacy/W/4/3/c/) [MPIs](http://www.livebinders.com/play/play?id=1089921) Standards RI/L4.1 and RI/L4.10 of the school year and are a part of each lesson, as are WIDA MPIs.\* [TN Standards Overview - Grade 4](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_4.pdf) |
| **Other Supporting Scaffolds** | [Academic Language Functions](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  [Depth of Knowledge (DOK) Language Frames](http://svesd.net/files/DOK_Question_Stems.pdf)  [Heinemann Sentence Frames](http://www.heinemann.com/shared/companionResources/E05661/3-10_ScaffoldingToolboxOfSentenceFrames.pdf)  [Links to Leveled WIDA MPI Standards\*](http://www.livebinders.com/play/play?id=1089921) |

**Weeks 3-4 - Week 3 (TWAG): Unit** **2** **Lesson** **8 – Visual Arts (*Me and Uncle Romie)***

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| **Grade 4** | Week 1 | | |
| **Essential Questions**:  **How did Uncle Romie’s paintings portray his beliefs about people?**  **How did James’ thoughts, words, and actions impact your feelings for him?** | | | |
| Standards  List Reading and Writing standards related to the texts, questions/tasks. | [TN Standards Overview - Grade 4](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_4.pdf) [RI.4.1](http://www.corestandards.org/ELA-Literacy/RI/4/1/) [RI.4.10](http://www.corestandards.org/ELA-Literacy/RI/4/) [RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/)  [RI.4.3](http://www.corestandards.org/ELA-Literacy/RI/4/3/) [RI.4.4](http://www.corestandards.org/ELA-Literacy/RI/4/4/)  [RF.4.4a](http://www.corestandards.org/ELA-Literacy/RF/4/4/a/) [RF.4.4b](http://www.corestandards.org/ELA-Literacy/RF/4/4/b/) [L.4.6](http://www.corestandards.org/ELA-Literacy/L/4/6/) [SL.4.1d](http://www.corestandards.org/ELA-Literacy/SL/4/1/d/) [W.4.3c](http://www.corestandards.org/ELA-Literacy/W/4/3/c/) [MPIs](http://www.livebinders.com/play/play?id=1089921) Standards RI/L4.1 and RI/L4.10 of the school year and are a part of each lesson, as are WIDA MPIs | | |
| Anchor Text (**Realistic Fiction, 780L**)   * Text based comprehension * Text based discussion   (Whole and Small Group) | **Anchor Text**: [Me and Uncle Romie (TE 166)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2017/na/gr4/ete_9780544587526_/volume2/launch.html) **Audio:** [**Me and Uncle Romie**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/online_audio_hub_9780547933351_/audio/student/jy14_na_ese_g4_u2_l08_tr08.mp3)   * After reading the anchor text and the Romare Bearden biography, determine how Romare Bearden’s life influenced the author of “Me and Uncle Romie”? * What is the theme of the text and how could it positively influence your life? * Why did James relationship with Uncle Romie eventually improve? |  | |
| Building Knowledge   * Visuals * Videos * Songs * Realia * Supplemental Materials   (Whole and Small Group) | **Resources**:   * [Romare Bearden Biography](http://www.beardenfoundation.org/artlife/biography/biography.shtml) [Smithsonian Institute - Audio Tour of Romare Bearden: A Black Odyssey](http://sites.si.edu/romarebearden/audio/index.html) * [Romare Bearden's Timeline](http://www.beardenfoundation.org/artlife/timeline/timeline_test/cover.htm) * [Video - Romare Bearden](http://viewpure.com/WEVROxjjM54?start=0&end=0) [Smithsonian - Video - Romare Bearden: A Black Odyssey](http://sites.si.edu/romarebearden/video/index.html) * [Language Support Card 8A](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547953168_/volume/launch.html?page=3A) * [Vocabulary Context Cards 71A-80B](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547896533_/launch.html) | | |
| Vocabulary  Drawn from the texts | **Target vocabulary:** concerned, feast, glorious, ruined, smeared, streak, studio, yanked  [Student eBook: Vocab Definitions/Pronunciations Read Aloud Link (p. 196)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys/na/gr4/ese_9780547360249_/launch.html)  **Vocabulary**: [Word Study Cards (p.8)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/WordStudy_WordCards_BLM_VocabCards_gr4.pdf) | | |
| Language/ Syntax – Week 3   * Language Objective * Students will produce | **Language Objective**:  Students will be able to orally describe what people in the paintings of Romare Bearden are doing, using the progressive tense.  **Grammar**: Review verb tenses of past and present progressive before being with future tense. | | |
| Writing   * Response to text * Writing Process * Culminating task   Aligned with week’s topic | **Respond to Texts:**   * Compare Romare Bearden’s Biography to the text.   **Culminating Task**:   * Review James’ and Uncle Romie’s conversation in the studio. | | \*Students will compare and contrast elements of Me and Uncle Romie” to Bearden’s biography using a graphic organizer of choice. \* Explain why and how Uncle Romie’s paintings reflect his beliefs about people. |
| Foundational Skills   * Fluency * Decoding * Word Work | **Decoding**: /ou/ and /o *as “al,” “au” and “aw,”*  [Electric Company - "au" and "aw"](http://viewpure.com/1EytRGKRb3o?start=0&end=0)  [Video: /al/, /au/, and /aw/](http://viewpure.com/DCewkZOO_ew?start=0&end=0)  *(Review exceptions like “couple)*  **Fluency**: [WordStudy\_WordCards (p. 8)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/WordStudy_WordCards_BLM_SpellingPhonics_gr4.pdf)  **Word Work (Spelling/Phonics)**: [Literacy and Language (p. 70-71)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html) | | |

**Weeks 3-4 - Week 4 (TWAG): Unit** **2** **Lesson** **8 – Visual Arts (*Me and Uncle Romie)***

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| **Grade 4** | Week 2 |
| **Essential Questions**: **How did Uncle Romie’s paintings portray his beliefs about people?**  **How did James’ thoughts, words, and actions impact your feelings for him?** | |
| Standards  List Reading and Writing standards related to the texts, questions/tasks. | [TN Standards Overview - Grade 4](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_4.pdf) [RI.4.1](http://www.corestandards.org/ELA-Literacy/RI/4/1/) [RI.4.10](http://www.corestandards.org/ELA-Literacy/RI/4/) [RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/)  [RI.4.3](http://www.corestandards.org/ELA-Literacy/RI/4/3/) [RI.4.4](http://www.corestandards.org/ELA-Literacy/RI/4/4/)  [RF.4.4a](http://www.corestandards.org/ELA-Literacy/RF/4/4/a/) [RF.4.4b](http://www.corestandards.org/ELA-Literacy/RF/4/4/b/) [L.4.6](http://www.corestandards.org/ELA-Literacy/L/4/6/) [SL.4.1d](http://www.corestandards.org/ELA-Literacy/SL/4/1/d/) [W.4.3c](http://www.corestandards.org/ELA-Literacy/W/4/3/c/) [MPIs](http://www.livebinders.com/play/play?id=1089921) Standards RI/L4.1 and RI/L4.10 of the school year and are a part of each lesson, as are WIDA MPIs |
| Anchor Text (**Realistic Fiction, 780L**)   * Rereading for fluency practice, additional comprehension support or independent reading practice * Writing Support | **Optional Language, Reading Fluency, and Writing Support** [**Question Stems**](http://www.doe.virginia.gov/instruction/english/professional_development/institutes/2015/secondary/edgerton_and_goodwin/text-dependent-question-prompts-pdf.pdf)   * [Read Aloud - Jazzy Jasmine - LLG, p.381](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html)   **Cross-Curriculum** – Reading and writing across the curriculum:   * Music – [Reading A-Z - "Jazz Greats”](https://www.readinga-z.com/books/leveled-books/book/?id=722)  (Level V, 1948 Words, DRA 44) After reading the anchor text, students explore the American musical art form of jazz and how it influenced other genres. * Social Studies – Review the timeline and research what else was happening in the U.S. as Romare Bearden focused his work on the genre of jazz. |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole/Small Group, and Independent work)  **All students experience all texts and resources regardless of level** | **Optional** 🡪🡪 Five additional texts extend comprehension with reading and group discussion:   * **Below-Struggling:** [**Recipe for Learning**](http://www-k6.thinkcentral.com/content/hsp/reading/journeys/na/gr4/Online_journeys_leveled_readers_9780547356921_/lr/bl/lesson8/lesson8.pdf)(Level M, 879 Words, DRA 28) * **Vocabulary Reader:** [**Romare Bearden**](http://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/vr/bl/lesson8/lesson8.pdf)(Level R, 1005 Words, DRA 40) * **ELL Reader:** [**A Gift for Grandpa**](http://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/ell/lesson8/lesson8.pdf) (Level S, 1440, DRA 40) * **On-Level Reader:** [**Gramp's Favorite Gift**](http://www-k6.thinkcentral.com/content/hsp/reading/journeys/na/gr4/Online_journeys_leveled_readers_9780547356921_/lr/ol/lesson8/lesson8.pdf) (Level S, 1481 Words, DRA 40) * **Advanced Reader:** [**Stuck at Camp**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/al/lesson8/index.html)(Level S, 2198 Words, DRA 40)   **Students will use accountable talk to discuss**:  a. If you were an artist, how would your experiences from your past influence your art? b. How would Aunt Nanette or Uncle Romie feel if she or he were telling this story? (Choose one and explain). |
| Vocabulary  Drawn from the texts | **Tier 2**: feast, streak – Students will write to explain the use of “feast” and “streak” as both nouns and verbs.  **Vocabulary**: [Word Study Cards (p.8)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/WordStudy_WordCards_BLM_VocabCards_gr4.pdf) |
| Language/ Syntax – Week 4   * Language Objective * Students will produce? | **Language Objective**:  Students will be able to orally explain the theme of “Me and Uncle Romie. “  **Grammar:** Introduce the future tense after reviewing past and progressive in Week 3.[**Video - Future Tense**](http://viewpure.com/c37Q_c_O9Jo?start=0&end=0)(5:21)  Students will write sentences with the vocabulary roots “ruin,” “smear,” and “yank” in the past, progressive, and future tenses. |
| Writing   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | **Culminating Task**:   * Refine draft from Week 3. * Review the biography, timeline, and works of Romare Bearden. Write to explain how you know that Jazz influenced his works? Why do you think that the jazz genre impacted him greatly? |
| Foundational Skills   * Fluency * Decoding * Word Work | **Decoding**: /ou/ and /o *as “al,” “aw,” and “au”*/  **Fluency**: [WordStudy\_WordCards (p. 8)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/WordStudy_WordCards_BLM_SpellingPhonics_gr4.pdf)  **Word Work (Spelling/Phonics)**: [Literacy and Language (p. 70-71)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html) |

**ESL Supplemental Work Station and Gradual Release Template**

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| **STORY INFORMATION: Topic: Visual Arts** | |
| Grade – Genre - Story | Grade 4 – Informational Text – “**Me and Uncle Romie**” (Q2\_Grade 4\_weeks 3-4) |
| **Essential Questions** | How did Uncle Romie’s paintings portray his beliefs about people? How did James’ thoughts, words, and actions impact your feelings for his character? |
| **Gradual Release** | See notes – GRR for Fluent Reading – Leveled Texts |
| **Culminating Tasks**  **Resource**  [Audio - Me and Uncle Romie](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/online_audio_hub_9780547933351_/audio/student/jy14_na_ese_g4_u2_l08_tr08.mp3) | **1. Shared Writing – Understanding Characters – Make Connections with the feelings of James in “Me and Uncle Romie.”**   1. Develop a chart on the white board, while students create one in their interactive journal. 2. On a chart, create four columns with these headings: “Feelings,” “Actions,” “Sayings,” and “Thoughts,” citing text evidence. *(Language speaking or writing option*: *“James felt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, because he felt/said/thought\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”)*   **2. Prepare the Culminating Task – Make connections to artist Romare Bearden.**   1. First, allow students to look back at pictures or descriptions of Uncle Romie’s artwork. 2. Second, students will make a list of the things, places, and types of people about which Uncle Romie wrote. 3. Next, students will look at teacher-provided photos of Romare Bearden’s artwork via the Smithsonian Institute’s links and analyze the two artists work. 4. Ask students to fill-in a comparison and contrast organizer to evaluate the similarities and differences of the artists’ works.   **3. Speaking and Writing Assessment** – **Differentiated for WIDA Level**  *Students with scores of* 3.7+ *and above students do “a,”   “b,” and “c.”*  *Students with scores of 2.6 – 3.6 do “a” & “b,” only. Finish  early? Do “c.”*   1. Students will **reflect** upon their readings and explain what the phrase, “art imitates life means.” 2. Students will **draft** a letter to the [Romare Bearden Foundation](http://www.beardenfoundation.org/index2.shtml) requesting permission to use the image of “The City of Berkeley” mural as a part of an art club fundraiser. 3. Students will **plan** a mural and write about how its key features (who, what, where, etc.) might inspire someone. |
| [RF4.4A Read grade-level text with purpose and understanding.](http://www.corestandards.org/ELA-Literacy/RF/4/4/a/)  [RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.](http://www.corestandards.org/ELA-Literacy/RF/4/3/)  [L4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases](http://www.corestandards.org/ELA-Literacy/L/4/6/) | * Comprehension/Building Knowledge * **Require:** All students to build knowledge of the seafaring culture by reading all leveled texts.   **Below-Struggling:** [**Recipe for Learning**](http://www-k6.thinkcentral.com/content/hsp/reading/journeys/na/gr4/Online_journeys_leveled_readers_9780547356921_/lr/bl/lesson8/lesson8.pdf)(Level M, 879 Words, DRA 28)  **Vocabulary Reader:** [**Romare Bearden**](http://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/vr/bl/lesson8/lesson8.pdf)(Level R, 1005 Words, DRA 40)  **ELL Reader:** [**A Gift for Grandpa**](http://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/ell/lesson8/lesson8.pdf) (Level S, 1440, DRA 40)  **On-Level Reader:** [**Gramp's Favorite Gift**](http://www-k6.thinkcentral.com/content/hsp/reading/journeys/na/gr4/Online_journeys_leveled_readers_9780547356921_/lr/ol/lesson8/lesson8.pdf) (Level S, 1481 Words, DRA 40)  **Advanced Reader:** [**Stuck at Camp**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/al/lesson8/index.html)(Level S, 2198 Words, DRA 40)   * **Extend**: [Reading A-Z - "Jazz Greats”](https://www.readinga-z.com/books/leveled-books/book/?id=722) (Level V, 1948 Words) Use this informational text to discuss the history of the American Art form of Jazz. * **Differentiate:** Support **struggling** students who need extra practice before paired and independent reading with the Audio: [Me and Uncle Romie](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/online_audio_hub_9780547933351_/audio/student/jy14_na_ese_g4_u2_l08_tr08.mp3). * **Differentiate**: Challenge **advanced** students and those who love art, by downloading the [Smithsonian Institute's - Audio Tour of Romare Bearden](http://sites.si.edu/romarebearden/audio/index.html) or view here[: Smithsonian - Video - Romare Bearden: A Black Odyssey](http://sites.si.edu/romarebearden/video/index.html). Although an advanced text, teachers can link Bearden’s “odyssey” to the Greek myth, “[Odysseus and the Cyclops](http://mysite.pratt.edu/~morourke/dda514/stories/OdysseusCyclops.htm).” Use selected excerpts and read the summary of the myth to the students. * **Differentiate:** Students can experience the joy of a young girl getting her first saxophone and read more vocabulary in context by re-reading the read aloud passage, ["Jazzy Jasmine," p. 381](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html). * **Diversify**: Discuss [“Murals,” p.72](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ancillary_9780547896137_/launch.html). Show the murals of [Diego Rivera](http://www.diegorivera.org/diego-rivera-murals.jsp) to expose students to a Latino mural master. Ask students to compare the [mural of the city of Berkeley, CA](https://www.nga.gov/feature/bearden/170-145.htm) by Romare Bearden. * **Writing Option**: Students learn about how murals connect to the community. [Listen-and-Write - Audio Hub - "Summer in the City"](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2017/na/gr4/audio_hub_9780544657632_/audio/write_in_reader/txjy_wir_g4_lesson08.mp8) . Use with [Write-in Reader, p.74-81](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ancillary_9780547896137_/launch.html) * [Phonics/word work - Language and Literacy Guide p. 70-71](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html)  **Require:** Students prepare [Word Study Cards, p.8](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/WordStudy_WordCards_BLM_SpellingPhonics_gr4.pdf).   **Options** for collaborative spelling word work:  **Students will use a word study folder to sort   and /o *as “al,” “au” and  “aw,”*/ou/**   * Day 1 – Pairs match “al,” “au,” “aw,” words to photos;   play “Guess My Category,” place in sort columns.  Day 2 – Students will sort words by the “al,” “au,” “aw,” into three columns, reading each aloud to a partner.  Day 3 - Students color-code the “al,” “au,” “aw,” sounds in text.  Day 4 – Student A gives a spelling quiz of the “au” words in a sentence to Student B. Student B tests Student A of the “aw” sounds.   * Options to target vocabulary suffixes and cognates:   Day 6-8 – Students will choose options from [Vocabulary/word work - Language and Literacy Guide p. 130-131](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html) (suffix *“–ous”) Help Spanish Language students recognize the* ***cognate*** *(“–oso).*  Day 9-10 – Students will complete a [Vocabulary Four-Square Map](http://www.readingrockets.org/content/pdfs/wordmap.pdf) and write a sentence for each word.   * Vocabulary Builders * **Require**: Students rotate answer questions/do exercises on the back of the [Journeys Vocabulary Context Cards 71A-80B](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547896533_/launch.html). * **Differentiate**: Students who need help with vocabulary pronunciation and definitions can review the [Vocabulary Read Aloud SB](http://www-k6.thinkcentral.com/content/hsp/reading/journeys/na/gr4/ese_9780547360249_/launch.html) * **Other Option**: With computer/iPad ["Me and Uncle Romie" on Quizlet.com](https://quizlet.com/92687033/my-librarian-is-a-camel-vocabulary-words-flash-cards/) * [Video: /al/, /au/, and /aw/](http://viewpure.com/DCewkZOO_ew?start=0&end=0) * [Electric Company - "au" and "aw"](http://viewpure.com/1EytRGKRb3o?start=0&end=0) |
| **Assessments**  [W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.](http://www.corestandards.org/ELA-Literacy/W/4/2/d/) | Formative – Daily, Writing – Weekly, Summative – Week 2  Summative  **Shared Writing – Connecting the Arts - Inference**:   1. Ask students to think about the leveled texts (or the read aloud text “Jazzy Jasmine”) they have read during the two-week period and review their notes. 2. Students should pull out three examples of how performance art and visual art both may inspire the artist and the audience.   **Prepare for Paragraph Writing – Citing the Text**:   1. Review an anchor chart that focuses on visualizing and understanding characters. Give students a miniature anchor chart for their journal; 2. Ask students to close their eyes and imagine the first thing they would paint or draw if they had to portray their feelings about people (family, friends, or classmates). 3. Students will refer to their chart, as well as their answers to respond to the following prompt independently: **Based on your readings, how did Uncle Romie’s paintings portray his belief about people? How was Romare Bearden’s work reflective of his life’s experiences from North Carolina to Harlem?** |

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| **Notes on Standards** | [RL.4.1](http://www.corestandards.org/ELA-Literacy/RL/4/1/) [RL.4.10](http://www.corestandards.org/ELA-Literacy/RL/4/10/) [RL.4.3](http://www.corestandards.org/ELA-Literacy/RL/4/3/) [RL.4.7](http://www.corestandards.org/ELA-Literacy/RL/4/7/)  [RF.4.3](http://www.corestandards.org/ELA-Literacy/RF/4/3/) [RF.4.4b](http://www.corestandards.org/ELA-Literacy/RF/4/4/b/) [L.4.6](http://www.corestandards.org/ELA-Literacy/L/4/6/) [W4.2.d](http://www.corestandards.org/ELA-Literacy/W/4/2/d/)  [SL.4.1d](http://www.corestandards.org/ELA-Literacy/SL/4/1/d/) [W.4.3c](http://www.corestandards.org/ELA-Literacy/W/4/3/c/) [MPIs](http://www.livebinders.com/play/play?id=1089921) Standards RI/L4.1 and RI/L4.10 of the school year and are a part of each lesson, as are WIDA MPIs.\* [TN Standards Overview - Grade 4](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_4.pdf) |
| **Other Supporting Scaffolds** | [Academic Language Functions](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  [Depth of Knowledge (DOK) Language Frames](http://svesd.net/files/DOK_Question_Stems.pdf)  [Heinemann Sentence Frames](http://www.heinemann.com/shared/companionResources/E05661/3-10_ScaffoldingToolboxOfSentenceFrames.pdf)  [Links to Leveled WIDA MPI Standards\*](http://www.livebinders.com/play/play?id=1089921) |

**Weeks 5-6 - Week 7 (TWAG): Unit** **2** **Lesson** **10 – Performance Arts *(José, Born to Dance)***

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| **Grade 4** | Week 1 |
| **Essential Questions**: **What artistic similarities existed among the many kinds of artists in *José, Born to Dance*?** | |
| Standards  List Reading and Writing standards related to the texts, questions/tasks. | [TN Standards Overview - Grade 4](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_4.pdf) [RI.4.1](http://www.corestandards.org/ELA-Literacy/RI/4/1/) [RI.4.10](http://www.corestandards.org/ELA-Literacy/RI/4/#CCSS.ELA-Literacy.RI.4.10) [RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/)  [RI.4.3](http://www.corestandards.org/ELA-Literacy/RI/4/3/) [RI.4.4](http://www.corestandards.org/ELA-Literacy/RI/4/4/)  [RF.4.4a](http://www.corestandards.org/ELA-Literacy/RF/4/4/a/) [RF.4.4b](http://www.corestandards.org/ELA-Literacy/RF/4/4/b/) [L.4.6](http://www.corestandards.org/ELA-Literacy/L/4/6/) [SL.4.1d](http://www.corestandards.org/ELA-Literacy/SL/4/1/d/) [W.4.3c](http://www.corestandards.org/ELA-Literacy/W/4/3/c/) [MPIs](http://www.livebinders.com/play/play?id=1089921)  Standards RI/L4.1 and RI/L4.10 of the school year and are a part of each lesson, as are WIDA MPIs. |
| Topic: | The Arts |
| Anchor Text (**Biography, 720L**)   * Text based comprehension * Text based discussion   (Whole and Small Group) | **Anchor Text**: [Jose! Born to Dance (TE 316)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2017/na/gr4/ete_9780544587526_/volume2/launch.html)   * **Audio**: [Jose! Born to Dance](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/online_audio_hub_9780547933351_/audio/student/jy14_na_ese_g4_u2_l10_tr10.mp3) * What does Jose’s guiding statement, “Make me strong so I can give,” tell you about his character? * How did the author feel about José? Cite text that shows the author’s point of view or tone of the biography. * Questions: Target Strategy: Analyze/Evaluate TE 318; Domain- The Arts TE 319; Text questions #9   + A Closer Look TE 324 |
| Building Knowledge   * Visuals * Videos * Songs * Realia * Supplemental Materials   (Whole and Small Group) | **Resources**:   * [Disney - Quick Flamenco Lesson](http://video.disney.com/watch/disneychannel-flamenco-dancing-magic-of-healthy-living-4d9171125041ad57d26cef5b) (1:30) [TATIANA "Alegrias" - Flamenco (diversity in Spain)](http://viewpure.com/KoedXErMI4I?start=0&end=0) * [Video - The Paintings of Jackson Pollock](http://viewpure.com/EncR_T0faKM?start=0&end=0) (excerpt) * [Welding as Art Photo](https://www.etsy.com/market/welded_art) * [Language Support Card 10](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547953168_/volume/launch.html?page=3A) * [Vocabulary Context Cards 91-100](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547896533_/launch.html) * [**Study Zone - Author's Purpose**](http://www.studyzone.org/testprep/ela4/j/authorspurposel.cfm) |
| Vocabulary  Drawn from the texts | **Tier 2:** border, debut, discouraged, hauling, mournful, permission, stubborn, toured, towered, triumph  [Student eBook: Vocab Definitions/Pronunciations Read Aloud Link p.246](http://www-k6.thinkcentral.com/content/hsp/reading/journeys/na/gr4/ese_9780547360249_/launch.html)  **Vocabulary**: [Vocab Study Cards (p.10)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/WordStudy_WordCards_BLM_VocabCards_gr4.pdf) [Quizlet - José Born to Dance](https://quizlet.com/83181743/scs-esl-4th-grade-journeys-lesson-10-jose_born_to_dance_and_the_life_of_jackson_pollock-flash-cards/) |
| Language/ Syntax – Week 5 | **Grammar: Pronouns**  Students will write sentences describing the different kinds of artists in the story.  Ex: Jose was a dancer. **He** worked hard to become a famous dancer.  [Pronouns State Fair Game](http://www.harcourtschool.com/activity/pronoun_fair/index.html) (Harcourt School) |
| Writing   * Response to text * Writing Process * Culminating task   Aligned with week’s topic | **Culminating Task - Respond to Text:**  Choose one of the following based on the proficiency level of students:   1. Using examples from the text, compare the many kinds of artists that Jose encounters in his lifetime. Using your comparisons, explain why Jose chose to be a dancer. 2. Jose says that “he wanted to gift a gift to the world.” Explain why Jose felt dance was his gift, and not another form of art. Use at least three examples from the text to support you answer.   **Resources:**  [**Workbook Practice - Explanatory Writing, L#10, p.32-33**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ancillary_9780547896397_/launch.html)[**Student Models for Writing**](https://k12.thoughtfullearning.com/studentmodels/my-favorite-place-go)  Sentence Starters for explaining, describing, and supporting: <http://moodle.asw.waw.pl/mod/page/view.php?id=135345>  ACE graphic organizer for using evidence to explain: <http://betterlesson.com/community/document/2657521/grade-5-ace-oeq-graphic-organizer-docx> |
| Foundational Skills   * Fluency * Decoding * Word Work | **Decoding:** More Vowel + /r/ Sounds  Students will use several /r/ vocabulary words to write sentences describing how Jose became a dancer.  Ex: After a long day of practice, Jose was **worn** out.  **Fluency**: [WordStudy\_WordCards (p. 10)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/WordStudy_WordCards_BLM_SpellingPhonics_gr4.pdf)  **Word Work (Spelling/Phonics)**: Literacy and Language (p. 74-75) |

**Weeks 5-6 - Week 6 (TWAG): Unit** **2** **Lesson** **10 – Performance Arts *(José Born to Dance)***

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| **Grade 4** | Week 2 |
| **Essential Questions**:  **What artistic similarities existed between the dancers, actors, sculptors, painters, metal craft makers, and singers in the texts?** | |
| Standards  List Reading and Writing standards related to the texts, questions/tasks. | [TN Standards Overview - Grade 4](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_4.pdf) [RI.4.1](http://www.corestandards.org/ELA-Literacy/RI/4/1/) [RI.4.10](http://www.corestandards.org/ELA-Literacy/RI/4/#CCSS.ELA-Literacy.RI.4.10) [RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/)  [RI.4.3](http://www.corestandards.org/ELA-Literacy/RI/4/3/) [RI.4.4](http://www.corestandards.org/ELA-Literacy/RI/4/4/)  [RF.4.4a](http://www.corestandards.org/ELA-Literacy/RF/4/4/a/) [RF.4.4b](http://www.corestandards.org/ELA-Literacy/RF/4/4/b/) [L.4.6](http://www.corestandards.org/ELA-Literacy/L/4/6/) [SL.4.1d](http://www.corestandards.org/ELA-Literacy/SL/4/1/d/) [W.4.3c](http://www.corestandards.org/ELA-Literacy/W/4/3/c/) [MPIs](http://www.livebinders.com/play/play?id=1089921)  Standards RI/L4.1 and RI/L4.10 of the school year and are a part of each lesson, as are WIDA MPIs. |
| Topic | The Arts |
| Anchor Text (**Informational, 980L**)   * Rereading for fluency practice, additional comprehension support or independent reading practice * Writing Support | **Optional Reading Fluency Support**   * Reading A-Z - "[Emma the Artist](http://www.readinga-z.comhttps://www.readinga-z.com/fluency/fluency-practice-passages/)” (Level U) login subscription required). This passage is for practicing fluency intonation.   **Cross-Curriculum** College and Career Ready Link *for self-contained classrooms*   * Science, Real-world – [**Bridging the Gap: Welding--Art and Science (TheMetalStore.wordpress.com, December 24, 2014).**](https://themetalstore.wordpress.com/2014/12/24/bridging-the-gap-between-welding-and-art/) This unit lends itself to a discussion of careers in art, as well as in industry. Based on insight from the Vocabulary Reader, “**Artists in Training**,” (p. 7) as well as the article about welding, teachers can prompt students to think about jobs in both career fields. |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole/Small Group, and Independent work)  **All students experience all texts and resources regardless of level** | Journey’s Resources:   * [Read Aloud - Mexican Dove - LLG, p.382](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html) and the anchor text, *José, Born to Dance* * [**Isadora Duncan**](http://www-k6.thinkcentral.com/content/hsp/reading/journeys/na/gr4/Online_journeys_leveled_readers_9780547356921_/lr/bl/lesson10/lesson10.pdf)(Level O, 915 Words, DRA 38) * [**Artists in Training**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/vr/bl/lesson10/index.html)**\***(Level P, 813 Words, DRA 38) \*Required to answer Week 8’s Culminating Task. * [**The Life of Jackson Pollock**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/ell/lesson10/index.html)(Level S, 1155 Words, DRA 40) * [**Jackson Pollock in Action**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/ol/lesson10/index.html)(Level S, 1263 Words, DRA 40) * [**Luciano Pavarotti**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/al/lesson10/index.html)(Level R, 1866 Words, DRA 40)   Other Resources:  Reading A-Z: [*Art All Around Us*](https://www.readinga-z.com/books/leveled-books/book/?id=260)  Readworks: [*What is an Artist?*](http://www.readworks.org/passages/art-and-artists-what-artist) |
| Vocabulary  Drawn from the texts | **Tier 2 and 3**: score, tenor arias, libretto  **Vocabulary**: [Vocab Study Cards (p.10)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/WordStudy_WordCards_BLM_VocabCards_gr4.pdf) |
| Language/ Syntax – Week 6   * Language Objective * Students will produce? | Students will be able to identify, explain, and use metaphors in their writing. Students will write one sentence about each artist from the lesson’s reading and use a metaphor to discuss their craft.**Grammar:** [**Prep for Activity: Metaphor Hunt**](http://www.studyzone.org/testprep/ela4/o/metaphorsimilel.cfm) |
| Writing   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | **Culminating Task**: Students choose one task and reflect on their notes, the Workbook Practice, and Student Models prior to writing.   * Based on your readings from *José, born to Dance* and *Artists in Training* and evidence from at least one other text, write an essay to explain the similarities that exist between dancers, actors, sculptors, painters, metal craft makers, and singers. * Based on listening to and reading the article: *Bridging the Gap: Welding—Art and Science*, explain a. the author’s purpose and give evidence to prove your claim; b. explain how welding can be both art and science. |
| Foundational Skills   * Fluency * Decoding * Word Work | **Decoding:** More Vowel + /r/ Sounds (“ar,” “er,” “ir,” “or,” and “ur”)  **Fluency**: [WordStudy\_WordCards (p. 10)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/WordStudy_WordCards_BLM_SpellingPhonics_gr4.pdf)  **Word Work (Spelling/Phonics)**: [Language and Literacy Guide - Word Cards p.10](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/WordStudy_WordCards_BLM_SpellingPhonics_gr4.pdf) |

**ESL Supplemental Work Station and Gradual Release Template**

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| **STORY INFORMATION: Topic: The Arts** | |
| Grade – Genre - Biography | [Jose! Born to Dance (TE 316)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2017/na/gr4/ete_9780544587526_/volume2/launch.html)  Audio: [Jose! Born to Dance](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/online_audio_hub_9780547933351_/audio/student/jy14_na_ese_g4_u2_l10_tr10.mp3) |
| Essential Questions | What artistic similarities existed among the many kinds of artists in *José, Born to Dance*? |
| **Gradual Release** | \*See*Gradual Release of Responsibility Example Behaviors document at end* |
| **Culminating Tasks**  **Resource** | **Week 1:**  **Culminating Task - Respond to Text:**  Choose one of the following based on the proficiency level of students:   1. Using examples from the text, compare the many kinds of artists that Jose encounters in his lifetime. Using your comparisons, explain why Jose chose to be a dancer. 2. Jose says that “he wanted to gift a gift to the world.” Explain why Jose felt dance was his gift, and not another form of art. Use at least three examples from the text to support you answer.   **Resources:**  [**Workbook Practice - Explanatory Writing, L#10, p.32-33**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/ancillary_9780547896397_/launch.html)[**Student Models for Writing**](https://k12.thoughtfullearning.com/studentmodels/my-favorite-place-go)  Sentence Starters for explaining, describing, and supporting: <http://moodle.asw.waw.pl/mod/page/view.php?id=135345>  ACE graphic organizer for using evidence to explain: <http://betterlesson.com/community/document/2657521/grade-5-ace-oeq-graphic-organizer-docx>  **Week 2:**  Students choose one task and reflect on their notes, the Workbook Practice, and Student Models prior to writing.   1. Based on your readings from *José, born to Dance* and *Artists in Training* and evidence from at least one other text, write an essay to explain the similarities that exist between dancers, actors, sculptors, painters, metal craft makers, and singers. 2. Based on listening to and reading the article: *Bridging the Gap: Welding—Art and Science*, explain a. the author’s purpose and give evidence to prove your claim; b. explain how welding can be both art and science. |
| **Station Activities**  **Resources**  RF4.4A Read grade-level text with purpose and understanding.  [RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.](http://www.corestandards.org/ELA-Literacy/RF/4/3/)  [L4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).](http://www.corestandards.org/ELA-Literacy/L/4/4/b/)  [L4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases](http://www.corestandards.org/ELA-Literacy/L/4/6/) | 1. Comprehension/Building Knowledge   Require: [Read Aloud - Mexican Dove - LLG, p.382](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html) and the anchor text, *José, Born to Dance*   * [Isadora Duncan](http://www-k6.thinkcentral.com/content/hsp/reading/journeys/na/gr4/Online_journeys_leveled_readers_9780547356921_/lr/bl/lesson10/lesson10.pdf) (Level O, 915 Words, DRA 38) * [Artists in Training](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/vr/bl/lesson10/index.html)\*(Level P, 813 Words, DRA 38) \*Required to answer Week 8’s Culminating Task. * [The Life of Jackson Pollock](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/ell/lesson10/index.html) (Level S, 1155 Words, DRA 40) * [Jackson Pollock in Action](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/ol/lesson10/index.html) (Level S, 1263 Words, DRA 40) * [Luciano Pavarotti](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/al/lesson10/index.html) (Level R, 1866 Words, DRA 40) * Reading A-Z: [*Art All Around Us*](https://www.readinga-z.com/books/leveled-books/book/?id=260) * Readworks: [*What is an Artist?*](http://www.readworks.org/passages/art-and-artists-what-artist) * **Differentiate:** Students who need extra practice before paired and independent reading should listen to Audio: [Jose! Born to Dance](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/online_audio_hub_9780547933351_/audio/student/jy14_na_ese_g4_u2_l10_tr10.mp3) * **Other Option**: [Reader’s Notebook p 110](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/practice_book_se_9780547895680_/launch.html?page=129) : students can imagine that they are watching a performance by Jose Limon and write about what they saw. (connection to grammar and phonics)  1. Phonics/word work -  * **Require:** Students create [Word Study Cards, Lesson 10.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/WordStudy_WordCards_BLM_SpellingPhonics_gr4.pdf)   **Options** for collaborative spelling word work: **Decoding:** More Vowel + /r/ Sounds  Students will use several /r/ vocabulary words to write sentences describing how Jose became a dancer.  Ex: After a long day of practice, Jose was **worn** out.  **Fluency**: [WordStudy\_WordCards (lesson 10)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/WordStudy_WordCards_BLM_SpellingPhonics_gr4.pdf)  [Literacy Center](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/tslr_9780547898933_/volume1/launch.html): Take turns reading/repeating *Jose: Born to Dance* to a partner  **Grammar: Pronouns**  Students will write sentences describing the different kinds of artists in the story.  Ex: Jose was a dancer. **He** worked hard to become a famous dancer.  [Pronouns State Fair Game](http://www.harcourtschool.com/activity/pronoun_fair/index.html) (Harcourt School)  **Metaphors:** Students will be able to identify, explain, and use metaphors in their writing. Students will write one sentence about each artist from the lesson’s reading and use a metaphor to discuss their craft.**Grammar:** [**Prep for Activity: Metaphor Hunt**](http://www.studyzone.org/testprep/ela4/o/metaphorsimilel.cfm)   1. Vocabulary Builders  * **Require**: Students rotate answer questions/do exercises on the back of the [Journeys Vocabulary Context Cards 10a-10b](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547896533_/launch.html). * **Differentiate**: Students who need help with vocabulary pronunciation and definitions can review the [Vocabulary Read Aloud SB](http://www-k6.thinkcentral.com/content/hsp/reading/journeys/na/gr4/ese_9780547360249_/launch.html)   **Write-Around:** border, debut, discouraged, hauling, mournful, permission, stubborn, toured, towered, triumph  Students will work with a group to use the vocabulary to complete a write-around to summarize *Jose, Born to Dance* |

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| **Notes on Standards** | [RL.4.1](http://www.corestandards.org/ELA-Literacy/RL/4/1/) [RL.4.10](http://www.corestandards.org/ELA-Literacy/RL/4/10/) [RL.4.3](http://www.corestandards.org/ELA-Literacy/RL/4/3/) [RL.4.7](http://www.corestandards.org/ELA-Literacy/RL/4/7/)  [RF.4.3](http://www.corestandards.org/ELA-Literacy/RF/4/3/) [RF.4.4b](http://www.corestandards.org/ELA-Literacy/RF/4/4/b/) [L.4.6](http://www.corestandards.org/ELA-Literacy/L/4/6/) [SL.4.1d](http://www.corestandards.org/ELA-Literacy/SL/4/1/d/) [W.4.3c](http://www.corestandards.org/ELA-Literacy/W/4/3/c/) [MPIs](http://www.livebinders.com/play/play?id=1089921) Standards RI/L4.1 and RI/L4.10 of the school year and are a part of each lesson, as are WIDA MPIs.\* [TN Standards Overview - Grade 4](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_4.pdf) |
| **Other Supporting Scaffolds** | [Academic Language Functions](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  [Depth of Knowledge (DOK) Language Frames](http://svesd.net/files/DOK_Question_Stems.pdf)  [Heinemann Sentence Frames](http://www.heinemann.com/shared/companionResources/E05661/3-10_ScaffoldingToolboxOfSentenceFrames.pdf)  [Links to Leveled WIDA MPI Standards\*](http://www.livebinders.com/play/play?id=1089921) |

**Weeks 7-8 - Week 7 (TWAG): Unit** **3** **Lesson** **11**

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| **Grade 4** | Week 1 |
| **Essential Question:** What are hurricanes and how do scientists learn about them? | |
| Topic: | Natural Disasters |
| Standards  List Reading and Writing standards related to the texts, questions/tasks. | [TN Standards Overview - Grade 4](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_4.pdf) Reading: Informational Text  RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.7, RI.4.9, RI.4.10 W.4.2 [MPIs](http://www.livebinders.com/play/play?id=1089921)  Standards RI/L4.1 and RI/L4.10 of the school year and are a part of each lesson, as are WIDA MPIs. |
| Anchor Text ( Informational 930L)   * Text based comprehension * Text based discussion   (Whole and Small Group) | * Anchor Text: “[Hurricanes, Earth’s Mightiest Storms](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr4/ete_9780547894379_/volume3/launch.html)” TE 19 Informational text * Think Through the Text Questions 2, 3, 4, 8, 12, 13 read * Orally respond to second read: T21 and Dig Deeper p. 330 so students will interact with graphic features. |
| Building Knowledge   * Visuals * Videos * Songs * Realia * Supplemental Materials   (Whole and Small Group) | **Resources**:   * [Hurricanes Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547953168_/volume/l)   + Use the resources on the back of the card to build knowledge about hurricanes * Reading A-Z: [*Hurricanes*](https://www.readinga-z.com/books/leveled-books/book/?id=801) *(Lexile 801-860)*   + This is an on-level resource. For lower proficiency students, teachers can focus on the vocabulary and text features. * Readworks: [*A Hurricane is a Big Storm*](http://www.readworks.org/passages/hurricane-big-storm) *(*L350) * YouTube: [*Hurricanes 101*](https://www.youtube.com/watch?v=zP4rgvu4xDE) |
| Vocabulary  Drawn from the texts | rotating, whirling, condense, predict, registered, pressure, atmosphere, drawn, clockwise, vapor, satellites, forecaster |
| Language/ Syntax – Week 7 | Grammar: Frequently confused words  [Reader’s Notebook pp. 139-141](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/practice_book_se_9780547895680_/launch.html?page=141)  Students will work with a partner to complete the worksheets related to the text on frequently confused words.  Students will discuss with a partner their word choices and explain the reason they chose the word.  Phonics: Suffixes -ful, -ment, -less, -ness  [Literacy and Language Guide p. 92 (lesson 19)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/practice_book_se_9780547895680_/launch.html?page=141)  Students will create a four-column chart and use a portion of the text to find words with the correct suffix.  Students will talk with a partner about the meaning of each word within the context of the passage. |
| Writing   * Response to text * Writing Process * Culminating task   Aligned with week’s topic | **Culminating Task - Respond to Text:**  Choose one of the following based on the proficiency level of students:  Performance task:  1a. Write a description of a hurricane and how it forms using at least three vocabulary words. Write a paragraph and draw a diagram to explain your thinking.  1b. Use evidence from the text to describe to describe at least two of the important tools scientists use to predict hurricanes  Reader’s Notebook:   * With guidance, students complete Independent Reading p.133-134.   <http://moodle.asw.waw.pl/mod/page/view.php?id=135345>  ACE graphic organizer for using evidence to explain: <http://betterlesson.com/community/document/2657521/grade-5-ace-oeq-graphic-organizer-docx> |
| Foundational Skills   * Fluency * Decoding * Word Work | Compound words:  [Literacy and Language Guide p. 76 (lesson 11](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html?page=76))  Students will use a portion of the text to hunt for compound words in the text.  Students will write the meaning of the word with a partner based upon the text. |

**Weeks 7-8 - Week 8 (TWAG): Unit** **2** **Lesson** **11**

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| **Grade 4** | Week 2 |
| **Essential Question:** What do natural disasters do to communities? | |
| Topic | Natural Disasters |
| Standards | [TN Standards Overview - Grade 4](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_4.pdf) [RI.4.1](http://www.corestandards.org/ELA-Literacy/RI/4/1/) [RI.4.10](http://www.corestandards.org/ELA-Literacy/RI/4/#CCSS.ELA-Literacy.RI.4.10) [RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/)  [RI.4.3](http://www.corestandards.org/ELA-Literacy/RI/4/3/) [RI.4.4](http://www.corestandards.org/ELA-Literacy/RI/4/4/)  [RF.4.4a](http://www.corestandards.org/ELA-Literacy/RF/4/4/a/) [RF.4.4b](http://www.corestandards.org/ELA-Literacy/RF/4/4/b/) [L.4.6](http://www.corestandards.org/ELA-Literacy/L/4/6/) [SL.4.1d](http://www.corestandards.org/ELA-Literacy/SL/4/1/d/) [W.4.2](http://www.corestandards.org/ELA-Literacy/W/4/3/c/) [MPIs](http://www.livebinders.com/play/play?id=1089921)  Standards RI/L4.1 and RI/L4.10 of the school year and are a part of each lesson, as are WIDA MPIs. |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole/Small Group, and Independent work)  **All students experience all texts and resources regardless of level** | **From the Leveled Readers**   * [Volcanoes](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/bl/lesson11/index.html) * [Tornadoes](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/vr/bl/lesson11/index.html) * [Tsunamis](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/ol/lesson11/index.html) * [Nature Destroys](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/al/lesson11/index.html)   **Other Resources**  Article “[Forecasting for Severe Weather](http://www.readworks.org/passages/forecasting-severe-weather-communities-helps-them-prepare)” (1220 Lexile)  Resources on natural disasters  <http://environment.nationalgeographic.com/environment/natural-disasters/> |
| Vocabulary  Drawn from the texts | Tsunami: tsunami, devastation, disturbance, Richter scale, tectonic plates  Nature Destroys: drought  Volcanoes: crust, mantel, core, slope |
| Language/ Syntax – Week 8 | Grammar: Possessive nouns  [Reader’s Notebook pp 1551-152 (lesson 12)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/practice_book_se_9780547895680_/launch.html?page=151)  (the teacher can model an activity off of the worksheet or use the same activity along with the text from lesson 12.  Syntax: Synonyms  [Literacy Center: Synonym Switch/ Challenge Yourself](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/tslr_9780547897882_/volume2/launch.html?page=22) |
| Writing   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | After reading leveled readers, students will write at least one of the following:  1. Describe a natural disaster and tell how it can harm communities. Use examples from leveled readers and online research to support your description.  2. Write a paragraph about how people can prepare for a natural disaster. Then, describe how people work together to recover from these disasters |
| Foundational Skills   * Fluency * Decoding * Word Work | Base words and endings  -ed and -ing  [Language and Literacy Guide p. 78 (lesson 12)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html?page=78)  Students will create a two-column chart. Students will hunt for words in a portion of the text with the correct suffix.  Students will work with a partner to write sentences about what happened or is happening during a storm. |

**ESL Supplemental Work Station and Gradual Release Template**

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| **STORY INFORMATION: Topic: Natural Disasters** | |
| Grade – Genre - Informational | “[Hurricanes, Earth’s Mightiest Storms](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr4/ete_9780547894379_/volume3/launch.html) |
| Essential Questions | What are hurricanes and how do scientists learn about them? |
| **Gradual Release** | \*See*Gradual Release of Responsibility Example Behaviors document at end* |
| **Culminating Tasks** | **Week 1:**  **Culminating Task - Respond to Text:**  Choose one of the following based on the proficiency level of students:  Performance task:  1a. Write a description of a hurricane and how it forms using at least three vocabulary words. Write a paragraph and draw a diagram to explain your thinking.  1b. Use evidence from the text to describe to describe at least two of the important tools scientists use to predict hurricanes  Reader’s Notebook:   * With guidance, students complete Independent Reading p.133-134.   <http://moodle.asw.waw.pl/mod/page/view.php?id=135345>  ACE graphic organizer for using evidence to explain: <http://betterlesson.com/community/document/2657521/grade-5-ace-oeq-graphic-organizer-docx>    **Week 2:**  After reading leveled readers, students will write at least one of the following:   1. Describe a natural disaster and tell how it can harm communities. Use examples from leveled readers and online research to support your description. 2. Write a paragraph about how people can prepare for a natural disaster. Then, describe how people work together to recover from these disasters |
| **Station Activities**  **Resources**  [RF4.4A Read grade-level text with purpose and understanding.](http://www.corestandards.org/ELA-Literacy/RF/4/4/a/)  [RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.](http://www.corestandards.org/ELA-Literacy/RF/4/3/)  [L4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).](http://www.corestandards.org/ELA-Literacy/L/4/4/b/)  [L4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases](http://www.corestandards.org/ELA-Literacy/L/4/6/) | 1. Comprehension/Building Knowledge   Require **From the Leveled Readers**   * [Volcanoes](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/bl/lesson11/index.html) * [Tornadoes](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/vr/bl/lesson11/index.html) * [Tsunamis](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/ol/lesson11/index.html) * [Nature Destroys](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/strategic_intervention_9780547896199_/lr/al/lesson11/index.html)   **Other Resources**  Article “[Forecasting for Severe Weather](http://www.readworks.org/passages/forecasting-severe-weather-communities-helps-them-prepare)” (1220 Lexile)  Resources on natural disasters  <http://environment.nationalgeographic.com/environment/natural-disasters/>  **Differentiate:** Students who need extra practice before paired and independent reading should listen to [Audio: Hurricanes, the mightiest storms](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/online_audio_hub_9780547933351_/audio/student/jy14_na_ese_g4_u3_l11_tr11.mp3)  **Other Option**[: Reader’s Notebook p 133](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/practice_book_se_9780547895680_/launch.html?page=133)  : have students follow the directions about using captions in the text. This exercise can also be used for the Reading A-Z books.   1. Phonics/word work -   **Require:** Students create [Word Study Cards, Lesson 11.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/WordStudy_WordCards_BLM_SpellingPhonics_gr4.pdf)   * Compound words:   [Literacy and Language Guide p. 76 (lesson 11](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html?page=76))  Students will use a portion of the text to hunt for compound words in the text.  Students will write the meaning of the word with a partner based upon the text.   * Base words and endings   -ed and -ing  [Language and Literacy Guide p. 78 (lesson 12)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895819_/launch.html?page=78)  Students will create a two-column chart. Students will hunt for words in a portion of the text with the correct suffix.  Students will work with a partner to write sentences about what happened or is happening during a storm.  **Fluency**: [WordStudy\_WordCards (lesson 11)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/extra_support_9780547895963_/WordStudy_WordCards_BLM_SpellingPhonics_gr4.pdf)  [Literacy Center](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/tslr_9780547898933_/volume1/launch.html): Take turns reading/repeating *Hurricanes, the Mightiest Storm* to a partner  **Grammar:** Frequently confused words  [Reader’s Notebook pp. 139-141](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/practice_book_se_9780547895680_/launch.html?page=141)  Students will work with a partner to complete the worksheets related to the text on frequently confused words.  Students will discuss with a partner their word choices and explain the reason they chose the word.  **Phonics**: Suffixes -ful, -ment, -less, -ness  [Literacy and Language Guide p. 92 (lesson 19)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/practice_book_se_9780547895680_/launch.html?page=141)  Students will create a four-column chart and use a portion of the text to find words with the correct suffix.  Students will talk with a partner about the meaning of each word within the context of the passage.  **Grammar**: Possessive nouns  [Reader’s Notebook pp 1551-152 (lesson 12)](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/practice_book_se_9780547895680_/launch.html?page=151)  (the teacher can model an activity off of the worksheet or use the same activity along with the text from lesson 12.  **Syntax: Synonyms**  [Literacy Center: Synonym Switch/ Challenge Yourself](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/tslr_9780547897882_/volume2/launch.html?page=22)   1. Vocabulary Builders   **Write-Around:** rotating, whirling, condense, predict, registered, pressure, atmosphere, drawn, clockwise, vapor, satellites, forecaster  Students will work with a group to use the vocabulary to complete a write-around to summarize *Hurricane, the Mightiest Storm*  [Vocabulary in context cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr5/ete_9780547894386_/volume2/launch.html)  **4**) Fluency:  [Audio Reader:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/online_audio_hub_9780547933368_/student.html)  *Hurricane, the Mightiest Storm*  [Literacy Center](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/tslr_9780547898933_/volume1/launch.html): Take turns reading/repeating *Hurricane, the Mightiest Storm* |

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| **Notes on Standards** | [RL.4.1](http://www.corestandards.org/ELA-Literacy/RL/4/1/) [RL.4.10](http://www.corestandards.org/ELA-Literacy/RL/4/10/) [RL.4.3](http://www.corestandards.org/ELA-Literacy/RL/4/3/) [RL.4.7](http://www.corestandards.org/ELA-Literacy/RL/4/7/)  [RF.4.3](http://www.corestandards.org/ELA-Literacy/RF/4/3/) [RF.4.4b](http://www.corestandards.org/ELA-Literacy/RF/4/4/b/) [L.4.6](http://www.corestandards.org/ELA-Literacy/L/4/6/) [SL.4.1d](http://www.corestandards.org/ELA-Literacy/SL/4/1/d/) [W.4.3c](http://www.corestandards.org/ELA-Literacy/W/4/3/c/) [MPIs](http://www.livebinders.com/play/play?id=1089921) Standards RI/L4.1 and RI/L4.10 of the school year and are a part of each lesson, as are WIDA MPIs.\* [TN Standards Overview - Grade 4](https://www.tn.gov/assets/entities/education/attachments/std_eng_gr_4.pdf) |
| **Other Supporting Scaffolds** | [Academic Language Functions](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  [Depth of Knowledge (DOK) Language Frames](http://svesd.net/files/DOK_Question_Stems.pdf)  [Heinemann Sentence Frames](http://www.heinemann.com/shared/companionResources/E05661/3-10_ScaffoldingToolboxOfSentenceFrames.pdf)  [Links to Leveled WIDA MPI Standards\*](http://www.livebinders.com/play/play?id=1089921) |

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

During week 9, writing should remain an area of focus. For grade 4, it is important to note the 3 types of writing students are responsible for as they are listed within [TDOE’s ELA Writing Standards](http://www.tn.gov/assets/entities/education/attachments/std_eng_gr_5.pdf). A review of past writing experiences and assessment of student need should lead teachers to focus on one type of writing to teach further.

**Grade 4 Writing Standards**

Standard Text Types and Purposes

1. Write **opinion pieces** on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

b. Provide reasons that are supported by facts and details.

c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

d. Provide a concluding statement or section related to the opinion presented.

2. Write **informative/explanatory texts** to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

3. Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words and phrases to manage the sequence of events.

d.Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events

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[**Journeys Progress Monitoring Assessments:**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr5/assessment_guide_te_9780547953090_/launch.html) The test should take three to five minutes per lesson set. Prepare a test form for children (pages 1-12) and return to the teacher’s test form from the beginning of the year (pages xi, xii) for each child being tested. Use the teacher’s test form to record the child’s responses and scores *Assess students through lessons 15-16 (pages 13-24).*

*See pages viii-ix for Scoring and Interpretation of assessment results.*

**Purpose:**

•  To check on a child’s growth or problems in learning skills and high- frequency words

•  To target learning gaps by using these test results combined with test results from the core instructional program

**Sections on the Test**

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

**Please note:** Grade 4 students may need to be assessed via the Journey’s[*grades 1*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/assessment_guide_te_9780547953052_/launch.html)*,* [*grade 2*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/assessment_guide_te_9780547953069_/launch.html) *,* [*grade 3*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr3/assessment_guide_te_9780547953076_/launch.html) *, or* [*grade 4*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr4/assessment_guide_te_9780547953090_/launch.html) *Progress Monitoring Assessments (or a combination thereof).* Please review grades 1-4 week 9 Quarter 2 curriculum for specific areas to be assessed.

**Administering the Grade 4 Tests**

To administer the **oral reading** section:

•  Have a clock or watch with a second hand or a stopwatch available to time the student’s reading.

•  Explain that the test has two parts. First, you’ll listen to the student read a passage aloud. Then you’ll ask questions about it. If a student has trouble decoding a word, remind him or her to use the Decoding Strategy.

•  Time the student’s reading for 30 seconds.

•  Record errors by drawing a line through mispronounced or omitted words. Write in words that the student inserts. Mark self-corrections with SC above the word.

•  Mark an X on the last word that the student reads at 30 seconds.

•  Allow the student to finish reading the entire passage.

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

•  At the end of the reading ask the questions provided, and have the student respond orally.

•  Give the student a reasonable time to respond. Use the rubric on the teacher’s test form to evaluate the response. Record a number.

**Additional resources for week 9 assessment:**

**Fluency:** [Reading A-Z fluency passages](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)