

ELA Sample Lesson Using NWEA MAP Data: 4th Grade

Selected the standard based on based on learning continuums. Selected a strand that all students had in their RIT band, but small group instruction can also be focused on strands that are specific to that group of students.

- ◆ Materials: Reading journal or booklet (created in centers last week), sticky notes, scissors, pencils

Word Study:

- Introduce Vocabulary:
 - ◆ Materials: Text: Far From Shore
- TLW identify context-specific words and phrases in informational texts.
- Post words in google classroom: Read and repeat words.
- Form Small groups, use class dojo to create the groups. Find vocab words as a race. Mark pages with sticky notes. First group to find them all wins.
- *Vocabulary Words*:
 - Naturalist
 - procedure
 - purse seine
 - recount
 - thermocline
 - scientific
 - transect
 - topic
- Make cuttable in journal and define words based on context as a class: project on overhead

Spelling:

- Introduce Spelling words
- Copy list in journal before moving to centers; get a neighbor to sign off on the correct spelling of the list
- 3rd Spelling Center: Identify and sort beginning and ending consent digraphs (DLG p.9)
- 4th Spelling Center: Identify and sort consonant sounds or digraphs (DLG p. 10): Sort: Hard c/ soft c/ hard g/ soft g/ digraphs

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Reading Workshop:

- **Standard: ELA.** (CCSS.ELA-LITERACY.RI.4.2) Determine the main idea of a text and explain how it is supported by key details
- **Objective:** Recount an experience with key details to support main ideas.
- **Read Aloud:**
 - I retell an experience.
 - I ask them to identify what I did right.
 - **Discussion:** Did I come up with this as I was talking, or did I write it and practice? Why?
 - Discuss my main idea and my key details: model a graphic organizer
 - **Present Rubric:** *Present an Experience*
- **Writing Center:**
 - **Title Experience:** Practice to hit all the points on the rubric.
- **In Writing Journal:**
 - Use a graphic organizer for pre-writing
 - Write draft.
- Present on Friday

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Reading:

- Introduce Text: Far From Shore
 - ◆ [Reading Journal/booklet](#)
- Preview text: Page 1: Prediction
- Write Big Question/Objective: How do living things reflect the character of our Creator?
- Remind students of the meaning of comprehension:
- Silently Read p. 5-23, classroom discussion led by students, prompting questions (DLG p. 14) posted on google classroom
- Discussion Question after reading: Students respond in reading booklet/journal
- What is the purpose of this text? (RI.2.6)
- Literature Center: Give Tic-Tac-Toe of questions to complete with small group (using questions from DLG p. 14)

Small Group Instruction: Objective: RI. 4.7 Interpret information presented visually, orally or quantitatively and explain how the information contributes to an understanding of the text in which it appears

★ **Group 1:**

- *Learning Continuum Objective by RIT:* Locates information in charts or graphs, analyzes information in Venn Diagrams or other graphic organizers, locates information in diagrams or illustrations, interprets information in charts or graphs, determines specific purpose of a graph
 - ◆ Materials: Text on iPad: Killer Whale: Water Bullet: Lexile 590, Blue Whale Population, reading journal
- Activity:
 - I read p. 1-2 of Killer Whale.
 - Review Main Idea.
 - Demonstrate Main Idea Graphic Organizer.
- During Reading:
 - Ask them to create a main idea graphic organizer and plug in facts they find about Killer Whales
 - Independently read: Epic App: Killer Whale: Water Bullet: Lexile 590, pause to discuss/check for comprehension every few pages
- After Reading:
 - Create graphic organizer using oceans where killer whales live: Cause and effect, Main Idea Web (food sources)

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- ★ **Group 2:**
- *Learning Continuum Objective by RIT:* Interprets information in charts or graphs, determines specific purpose of a graphic
 - ◆ Materials: Epic App: Whale: Water Bullet: Lexile 640, reading journal
- **Activity:**
 - I read p. 1-2 of Whales!
 - Review Main Idea.
 - Demonstrate Main Idea graphic Organizer.
- **During Reading:**
 - Ask them to create a main idea graphic organizer and plug in facts they find about Killer Whales
 - Independently read: Epic App: Whales! Lexile 640, pause to discuss/check for comprehension every few pages
- **After Reading:**
 - Create graphic organizer using oceans where Whales live: Cause and effect, Chart of different types of whales with facts for each. Discuss which facts they should use (ie. Size, interesting fact, where they live, etc). Answer question from graphs, discuss purpose of graphs that were created during reading and resources used.

- ★ **Group 3:**
- *Learning Continuum Objective by RIT:* Interprets information in charts or graphs
 - Epic App: Read Whales By Sophie Lockwood Lexile: 950
- I read p. 1-2 of Whales
- Review Main Idea.
- Demonstrate Main Idea graphic Organizer.
- **During Reading:**
 - Ask them to create a main idea graphic organizer and plug in facts they find about Killer Whales
 - Independently read: Epic App: Killer Whale: Water Bullet: Lexile 590, pause to discuss/check for comprehension every few pages
- **After Reading:**
 - Create graphic organizer using oceans where killer whales live: Cause and effect, graph of sizes/weight of types of whales. Use graphic organizer about whales to answer questions.

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Centers:

- 3rd Spelling Center: Identify and sort beginning and ending consent digraphs (DLG p.9)
- 4th Spelling Center: Identify and sort consonant sounds or digraphs (DLG p. 10): Sort: Hard c/ soft c/ hard g/ soft g/ digraphs
- Writing: Write Experience, practice to hit all the points on the rubric: Be prepared to present on Friday
- Literature Reading: Give Tic-Tac-Toe of questions to complete with small group (using questions from DLG p. 14)
- Informational Reading: TPT Timeline History of the Modern Olympics RI. 4.7 Interpret information presented visually, oral or quantitatively.

FINISHED CENTERS

- Missing Work
- Personal Projects Folder
- IXL
- Reading