

COMPTON UNIFIED SCHOOL DISTRICT

English Learner Services

Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4

Type Task - Key Chart

Listening Task Types		Speaking Task Types	
LSE – Listen to a Short Exchange	K-12	STS - Talk About a Scene	K-12
LCC - Listen to a Classroom Conversation	3-12	SFN - Speech Functions	2-12
LST – Listen to a Story	K-5	SRN - Retell a Narrative	K-5
LPR – Listen to an Oral Presentation	K-12	SSO – Support and Opinion	K-12
		SAP - Summarize an Academic Presentation	K-12
Reading Task Types		Writing Task Types	
RCS – Read and Choose a Sentence	1-12	WDP - Describe a Picture	1-12
RSP - Read a short Informational Passage	1-12	WEX - Write About an Experience	3-12
RLT - Read a Literary Passage	1-12	WAI - Write about Academic Information	3-12
RIF - Read and Informational Passage	1-12	WJO - Justify an Opinion	3-12
RSE - Read a Student Essay	3-12		

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Unit 3 - That's The Spirit

Week 1 - Friendship

Essential Question: How can you make new friends feel welcomed?

Listening -- LST (Listen to a Story)

1. Who did Rick invite to the library?

A the Bookers

B Sarah Lin

C his mom

Teacher Prompt

SAY Now you are going to answer some Listening questions.

SAY While listening to the information, you may take notes. Your notes will not be read or scored.

SAY Each question only has one answer.

SAY Remember, you can take notes while you are listening.

SAY When the information is finished, you will answer some questions.

SAY We will listen and answer questions. Let's get ready.

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2. Why did Rick invite Sarah to the library?

- A** to read books about sailing.
- B** to get a library card.
- C** to meet his special friends.

3. How did Rick's special friends arrive?

- A.** in a tiny toy car
- B.** on a scooter
- C.** by bus

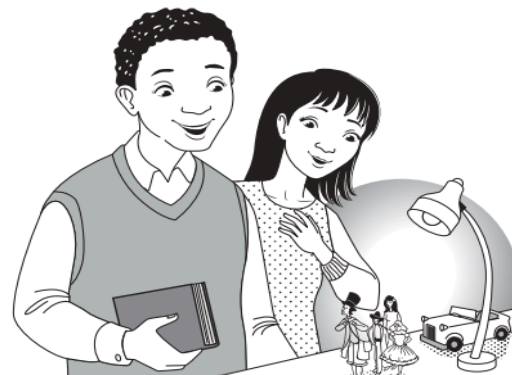
Making New Friends

Fantasy

Rick Dodson invited his new friend, Sarah Lin, to the library. "I want you to meet my special friends. They're helping me arrange a box of books that someone gave to the library," Rick said.

"We like our books to be in logical order," a small voice said. Sarah looked around Rick's office cautiously. But she didn't see anyone. Suddenly, a tiny man jumped on Rick's desk and politely raised his hat to Sarah. His wife and children **arrived** in a tiny toy car.

Rick grinned at Sarah. "These are my friends, the Bookers. They love books and libraries as much as I do," Rick explained.



Wonders Alignment

- Differentiated Texts Pg. 31

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1. Who did Rick invite to the library?

- A** the Bookers
- B** Sarah Lin
- C** his mom

2. Why did Rick invite Sarah to the library?

- A** to read books about sailing
- B** to get a library card
- C** to meet his special friends

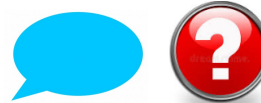
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- A** in a tiny toy car
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Speaking -- STS (Talk About a Scene)

Communicative Context



Teacher Prompt and Question Stems

SAY Look at the picture. I am going to ask you some questions about it.



Wonders Alignment

- Reading Writing Workshop Bk. Pg. 162

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SAY What are the boys doing?

SAY What kind of place is this?
How do you know?

SAY Describe the place where the boys are.

SAY Tell me something else about the picture.

Teacher Prompt and Question Stems

SAY Look at the picture. I am going to ask you some questions about it.



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Wonders Alignment

- *EL Visual Vocabulary Card*

SAY What is the woman in black doing?

SAY What kind of place is this?
How do you know?

SAY Describe the things on the wall.

SAY Tell me something else about the picture.

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Reading -- RCS (Read and Choose a Sentence)



Question Stem

Choose the sentence that matches the picture.

- A** The cat is drinking some milk.
- B** The cat is taking a nap.
- C** The cat is staring at the mouse.

Communicative Context

Students look at a picture and select a corresponding sentence.



Teacher Prompt

SAY Look at the picture.



Wonders Alignment

- *Literature Anthology Pg. 179)*

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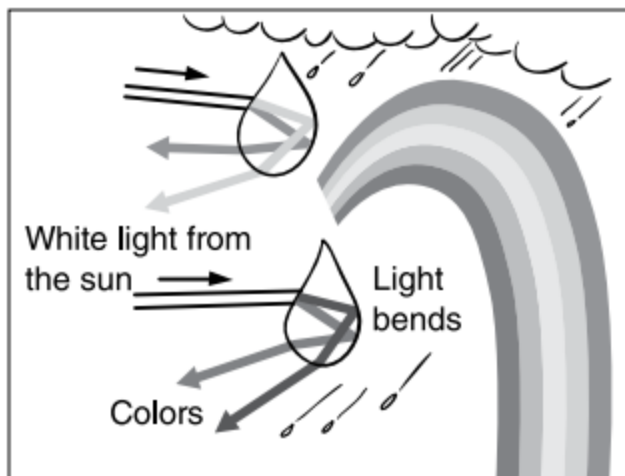


Question Stem

SAY Choose the sentence that matches the picture.

- A** The cat is drinking some milk.
- B** The cat is taking a nap.
- C** The cat is staring at the mouse.

Writing -- WAI (Write about Academic Information)



How Rainbows Work

When light passes into a raindrop, all of the colors in white light separate from one another.

Now it's your turn to add to the description. Write one sentence telling more about How Rainbows Work. Use the details from the diagram to help you.



Writing Paper Needed

Communicative Context

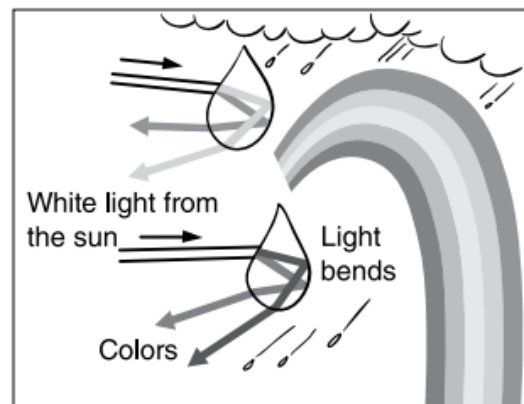
Students write about a graphic pertaining to a group project.



Teacher Prompt

(Students will need lined paper to complete this task)

SAY This Writing task is called **Write About Academic Information**.



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Wonders Alignment

- *Your Turn Practice Book Pg. 186*

SAY You are writing an information with a classmate. Your classmate printed this information about “How Rainbows Work” and started writing about how rainbows work with this sentence:

When light passes into a raindrop, all of the colors in white light separate from one another.



Question Stems

Now it’s your turn to add to the information. Look at the diagram. Write one sentence telling more about how rainbows work. Use the details from the diagram to help you.

2 Now, continue the information about How the Rainbow Works. Write two or more sentences providing details from the diagram to help you.



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Unit 3 - That's the Spirit

Week 2 - Helping the Community

Essential Question: In what ways can you help your community?

Listening -- LPR (Listen to an Oral Presentation)



Question Stems



1. Why do Americans celebrate Earth Day?

- A** to remind ourselves that the Earth is round
- B** to remind ourselves that we need to take care of our planet earth
- C** to remind ourselves we need to be active

Communicative Context

Students listen to an informational text to answer questions.



Teacher Prompt

SAY Now you are going to answer some Listening questions.

SAY While listening to the information, you may take notes. Your notes will not be read or scored.

SAY Each question only has one answer.

SAY Remember, you can take notes while you are listening.

SAY When the information is finished, you will answer some questions.

SAY We will listen and answer questions. Let's get ready.

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2. What are some things that volunteers do on Earth Day?

- A** go shopping
- B** go on vacation
- C** plant trees

3. Who founded the annual Earth Day in 1970?

- A** President Barack Obama
- B** Dr. Seuss
- C** Senator Gaylord Nelson

4. How did the students at Clarendon Elementary School help the earth?

- A** they recycled old, broken, and used crayons
- B** they made dirty parks and beaches clean
- C** they planted a lot of trees

Kids Lead the Way

Who says you need superpowers to save the world? Each year, on April 22, people celebrate Earth Day by taking part in activities in their communities worldwide. United States Senator Gaylord Nelson, of Wisconsin, founded the annual event in 1970. Since then, Americans have celebrated Earth Day yearly to remind ourselves that we need to take care of our planet. Volunteers help plant trees, make dirty parks and beaches clean, save energy, collect recyclables, and more. But you don't have to wait until Earth Day to get active. You don't have to be an adult, either! Every day, kids are finding creative ways to help their communities and the world around them. Even a small idea can have a large impact. What will your big idea be?

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Color Us Green!

The students at Clarendon Elementary School, in Secaucus, New Jersey, saw a future for old, used, and broken crayons. The pupils collected the crayon stubs and sent them to Crazy Crayons. There, the recycling program remoulds the crayons into different shapes and sizes to give them new life. New Jersey students recycled nearly nine tons of crayons in eight years "We're trying to help the Earth because too much is being wasted," said student Amanda Tabasco.

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Wonders Alignment

- Time For Kids - Kids Lead The Way



Question Stems

1. Why do Americans celebrate Earth Day?

- A** to remind ourselves that the Earth is round
- B** to remind ourselves that we need to take care of our planet earth
- C** to remind ourselves we need to be active

2. What are some things that volunteers do on Earth Day?

- A** go shopping
- B** go on vacation
- C** plant trees

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3. Who founded the annual Earth Day in 1970?

- A** President Barack Obama
- B** Dr. Seuss
- C** Senator Gaylord Nelson

4. How did the students at Clarendon Elementary School help the earth?

- A** they recycled old, broken, and used crayons
- B** they made dirty parks and beaches clean
- C** they planted a lot of trees

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Speaking -- SFN (Speech Functions)	
<p>Speech Functions</p> <p>Students listen to the prompt from the teacher. There is no visual or written stimuli for this task type.</p>	<p>Communicative Context</p> <p>Students orally respond to demonstrate the ability to perform specific speech functions.</p> <p>Teacher Prompt and Question Stems (NOTE: “Teacher Prompt” and “Question Stems” are one in the same for the Speaking portion of the ELPAC).</p> <p>SAY Now let’s practice a different kind of question. There are no pictures. I’m going to tell you about some situations that could happen to you. Then, tell me what you would say. Remember to answer questions in English. If you want me to repeat a question, you can ask me to.</p> <p>SAY You want to know if you can recycle the plastic bottle on your teacher’s table. What would you say to your teacher?</p> <p>Function: making a request</p> <p>The student might say, “Please can I recycle the plastic bottle on your table?”</p>

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Reading -- RSP (Read a Short Informational Passage)

Read a Short Informational Passage

Max's Mission

Max Kesselman noticed trash on the side of the road when he was six years old. He wrote a letter to local leaders in Whitemarsh Township, Pennsylvania. His letter suggested a cleanup day on his birthday. The township sponsored the first cleanup on Max's eighth birthday. More than 80 people came out to help and filled trash bags. So, Max made it a birthday tradition. "It's cool to see friends and people I don't know helping me and the Earth," says Max.

Communicative Context

Students read an informational passage and answer questions.

SAY During this part, you may take notes.

Max's Mission

Max Kesselman noticed trash on the side of the road when he was six years old. He wrote a letter to local leaders in Whitemarsh Township, Pennsylvania. His letter suggested a cleanup day on his birthday. The township sponsored the first cleanup on Max's eighth birthday. More than 80 people came out to help and filled trash bags. So, Max made it a birthday tradition. "It's cool to see friends and people I don't know helping me and the Earth," says Max.



Wonders Alignment

- Time For Kids - Kids Lead The Way



Question Stems

1. What is the main topic of the text?

- A** Max's birthday
- B** cleaning up the earth
- C** Max's friends
- D** a fun day at the beach

2. According to the passage, what did Max suggest?

- A** a video game for his birthday
- B** to clean up his school
- C** a cleanup day on his birthday
- D** call local leaders



Teacher Prompt*

SAY Now you are going to answer some Reading questions.



Question Stems

Questions are text-dependent with multiple choice responses.

1. What is the main topic of the text?

- A** Max's birthday
- B** cleaning up the earth
- C** Max's friends
- D** a fun day at the beach

2. According to the passage, what did Max suggest?

- A** a video game for his birthday
- B** to clean up his school
- C** a cleanup day on his birthday
- D** call local leaders

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Writing -- WJO (Justify an Opinion)

Justify an Opinion

Students are provided with the directions and writing prompt.



Writing Paper Needed

Communicative Context

Students write one paragraph about an important issue, usually relevant to a school setting.



Teacher Prompt

(Students will need lined paper to complete this task)

SAY This Writing task is called Justify an Opinion.

SAY You are going to write at least one paragraph in English about an important issue. Think about what you will write before you begin writing. State your opinion clearly and give two or more reasons to support your opinion. Your paragraph should include at least three complete sentences. Check your writing for correct grammar, capital letters, punctuation, and spelling. Please write neatly.

Directions

You are going to write at least one paragraph in English about an important issue.

- **Think about what you will write before you begin writing.**
- **State your opinion clearly and give two or more reasons to support your opinion.**
- **The paragraph should include at least three complete sentences.**
- **Check your writing for correct grammar, capital letters, punctuation, and spelling.**
- **Do not write outside the box. Please write neatly.**

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PROMPT

Your principal wants to start a recycling club at the school to help the earth.

Do you think it is a good idea to start a recycling club? Write at least one paragraph in support of your opinion to give to your principal. Make sure you write at least three sentences and include your opinion and supporting reasons.

[Read student prompt].

Your principal wants to start a recycling club at the school to help the earth.

Do you think it is a good idea to start a recycling club? Write at least one paragraph in support of your opinion to give to your principal. Make sure you write at least three sentences and include your opinion and supporting reasons.

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Unit 3 - That's The Spirit

Week 3 - Liberty and Justice

Essential Question: How can one person make a difference?

Listening -- LSE (Listen to a Short Exchange)

Listen to a Short Exchange



Communicative Context

Students listen to a conversation to answer questions.



Teacher Prompt

SAY Listen to a conversation between two friends Jake and William.



Wonders Alignment

- Reading Writing Workshop Bk. Pg. 162

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SAY Jake says “William, lets climb up the tree and pluck some fruits?”

SAY William says, “Sure, that sounds like fun.”



Question Stems

What do the boys want to do?

A play hide and seek

B climb up a tree

C do their homework

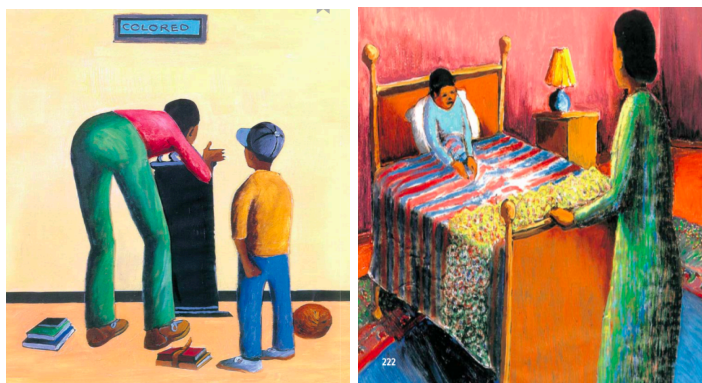
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Speaking -- SRN (Retell a Narrative)

Retell a Narrative



Communicative Context

Students orally retell a narrative that follows a series of pictures.



Teacher Prompt



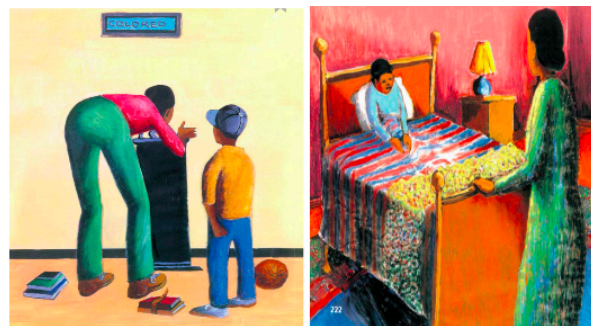
Teacher Prompt and Question Stems (NOTE: "Teacher Prompt" and "Question Stems" are one in the same for the Speaking portion of the ELPAC).

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SAY Look at the pictures.



Wonders Alignment

- Literature Anthology Pg. 216-233

Pause. Point to each of the pictures.

SAY I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.

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Pause. Point to the first picture.

SAY Many years ago black people were not treated as well as white people. They had to drink from separate fountains marked colored.

Point to second picture.

SAY Sometimes a little boy named Westley got angry because blacks were mistreated. His mother encouraged him to keep working hard and not be angry.

Point to the third picture.

SAY One day a group of boys went to store called Levy's. The store refused to serve them and called the police to arrest them.

Point to the fourth picture.

SAY Westley and a group of people organized a pickett line every day in front of Levy's. The white people yelled at them but they returned every day.

SAY Now use all the pictures to tell the story back to me.

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Reading -- RLT (Read a Literary Passage)

Read a Literary Passage

Students are provided with a picture and grade-level appropriate literary passage. A series of comprehension questions follow the passage.

The Bag Parade

Jane was getting the Citizenship Award during her eighth grade graduation. She stood on the stage with the other award winners. She began to remember the actions she took that led to the award.

Four years ago, she and her friends were walking home from school. They saw trash all over the sidewalk. Her friend Alex said, "We need to do something. What if we planned a Garbage Bag Parade?" Jane didn't know what she meant. Alex explained that they could invite neighbors to help clean the street next Saturday. After they filled the bags, they could take them to the dumpsters at the community center. It would be like a parade!

Jane smiled. She listened to the end of the principal's introduction. Then she walked across the stage to accept the award.

Communicative Context

Students read a literary passage.

SAY During this part, you may take notes.



Teacher Prompt*

SAY Now you are going to answer some Reading questions.



Question Stems (description)

Comprehension-based, text dependent questions. These questions require both explicit and inferential understanding of the text. The questions focus on character (feelings, motives, and actions), text structure, author's diction, and other literary elements.

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1. What is the main theme of the story?

- A** trash can be found anywhere
- B** saving the earth is rewarding
- C** neighbors help each other
- D** it is not safe to walk home alone

2. What word best describes how Jane feels at the beginning of the story?

- A** silly
- B** sad
- C** proud
- D** disappointed

3. What can be inferred about Alex's plan for a Garbage Bag Parade?

- A** He did not have a good day at school.
- B** He cares about the earth.
- C** He walks home from school.
- D** He completes his homework everyday.

The Bag Parade

Jane was getting the Citizenship Award during her eighth grade graduation. She stood on the stage with the other award winners. She began to remember the actions she took that led to the award.

Four years ago, she and her friends were walking home from school. They saw trash all over the sidewalk. Her friend Alex said, "We need to do something. What if we planned a Garbage Bag Parade?" Jane didn't know what she meant. Alex explained that they could invite neighbors to help clean the street next Saturday. After they filled the bags, they could take them to the dumpsters at the community center. It would be like a parade!

Jane smiled. She listened to the end of the principal's introduction. Then she walked across the stage to accept the award.



Wonders Alignment

- ELL Reproducibles Pg. 116

1. What is the main theme of the story?

- A** trash can be found anywhere
- B** saving the earth is rewarding
- C** neighbors help each other
- D** it is not safe to walk home alone

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4. Why did Jane and her friends plan a Garbage Bag Parade?

- A** To recycle garbage bags.
- B** To collect garbage bags.
- C** To clean up the trash that was all over the sidewalk.
- D** To see who could collect the most garbage bags.

5. What is a Garbage Day Parade?

- A** A fun day at the park.
- B** A day when neighbors come together, fill up garbage bags with trash and take them to the dumpsters.
- C** A fun day at the neighborhood.
- D** A parade on the fourth of July.

2. What word best describes how Jane feels at the beginning of the story?

- A** silly
- B** sad
- C** proud
- D** disappointed

3. What can be inferred about Alex's plan for a Garbage Bag Parade?

- A** He did not have a good day at school.
- B** He cares about the earth.
- C** He walks home from school.
- D** He completes his homework every day.

4. Why did Jane and her friends plan a Garbage Bag Parade?

- A** To recycle garbage bags.
- B** To collect garbage bags.
- C** To clean up the trash that was all over the sidewalk.
- D** To see who could collect the most garbage bags.

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6. What happened at end of the story?

- A** Jane listened attentively to the principal.
- B** Jane's neighbors were happy .
- C** Jane planned a Garbage parade.
- D** Jane received an award.

5. What is a Garbage Day Parade?

- A** A fun day at the park.
- B** A day when neighbors come together, fill up garbage bags with trash and take them to the dumpsters.
- C** A fun day at the neighborhood.
- D** A parade on the fourth of July.

6. What happened at end of the story?

- A** Jane listened attentively to the principal.
- B** Jane's neighbors were happy .
- C** Jane planned a Garbage parade.
- D** Jane received an award.

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Writing -- WDP (Describe a Picture)

Describe a Picture

Directions

You and your partner need to describe a picture. Your partner started writing a paragraph. The paragraph contains errors. Read your partner's paragraph below then follow the directions.



There are different ways to help the earth. The students is signing up to go green by recycle plastic, cans and paper. Helping the earth is fun. Everyone can do something.



Writing Paper Needed

Communicative Context

Students read a student essay to identify and correct grammatical errors. The student writes his or her response.



Teacher Prompt

(Students will need lined paper to complete this task)

SAY This Writing task is called Describe a Picture.

SAY For this task, you and your partner need to describe a picture. Your partner has started writing a paragraph. The paragraph may contain errors. Read your partner's paragraph and then follow the directions.

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1. Look at this sentence.

Helping the earth is fun.

Rewrite this sentence with more details.

2. Look at this sentence.

The students is signing up to go green by recycle plastic, cans and paper.

This sentence has TWO errors. Rewrite the sentence correctly.



Wonders Alignment

- Visual Vocabulary Card

1. Look at this sentence.

Helping the earth is fun.

Rewrite this sentence with more details.

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3. Look at these two sentences.

Helping the earth is fun. Everyone can do something.

Combine these two sentences into one sentence.

4. Write a new sentence to describe what the students might do next.

2. Look at this sentence.

The students is signing up to go green by recycle plastic, cans and paper. Helping the earth is fun. Everyone can do something.

This sentence has TWO errors. Rewrite the sentence correctly.

3. Look at these two sentences.

Helping the earth is fun. Everyone can do something.

Combine these two sentences into one sentence.

4. Write a new sentence to describe what the students might do next.

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Unit 3 - That's The Spirit

Week 4 - Powerful Words

Essential Question: How can words lead to change?

Week 4

Listening -- LCC (Listen to a classroom Conversation)

Listen to a Classroom Conversation

Students are provided with question stems and answers.



Question Stems

1. What are the two characters talking about?

- A** summer break
- B** taking pictures
- C** school supplies

Communicative Context

Students listen to a classroom conversation to answer questions.



Teacher Prompt

SAY Now you are going to answer some Listening questions.

SAY While listening to the, you may take notes. Your notes will not be read or scored.

SAY Each question only has one answer.

SAY Remember, you can take notes while you are listening.

SAY When the conversation is finished, you will answer some questions.

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2. What did the girl do during summer?

- A** went hiking
- B** went on a medical mission trip to Africa
- C** completed her summer reading logs

3. What do you think they will do next?

- A** go on a field trip
- B** take a look at the pictures
- C** completing a book project

SAY We will listen and answer questions. Let's get ready.

Boy - It feels so good to be back to school after a long summer break. Did you do anything special?

Girl - Yes I did. I went on a medical mission trip to Africa with my family. We provided food, medical and school supplies for people in different communities.

Boy - Wow! That sounds like a lot of fun. I've never travelled out of the country. Did you take pictures?

Girl - Yes, we took a lot of pictures. We visited some of their local schools. The students were so excited to see us. We talked about how our schools were the same and different.

Boy - I can't wait to see the pictures you took.

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Question Stems

1. What are the two characters talking about?

- A** summer break
- B** taking pictures
- C** school supplies

2. What did the girl do during summer?

- A** went hiking
- B** went on a medical mission trip to Africa
- C** completed her summer reading logs

3. What do you think they will do next?

- A** go on a field trip
- B** take a look at the pictures
- C** completing a book project

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Speaking -- SSO (Support an Opinion)

Support an Opinion

Students listen to the prompt from the teacher.



Communicative Context

Students orally provide an opinion with relevant reasons.



Teacher Prompt



SAY I am going to ask you for your opinion.

SAY Your teacher is letting your class decide which music instrument the class should learn to play. There are two options: flute or violin. Which instrument do you want your class to learn?



Wonders Alignment

- EL Visual Vocabulary Card

SAY Explain your choice by giving relevant reasons to support your opinion.

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Reading -- RIF (Read an Informational Passage)

Read an Informational Passage

Cesar Chavez was born on March 31, 1927. His parents were migrant farm workers. To help his family, Cesar left school after the eighth grade. He picked crops on California farms. It was a very hard life.

After serving in the navy, Cesar got married. Then he returned to San Jose, California. In 1952 Cesar worked for a Latino civil rights group. During this time, he learned about nonviolent protests. Later Cesar used this peaceful way to protest injustices.

Cesar wanted to start a union to help farm workers. He started the National Farm Workers Association in 1962. Later, a woman named Dolores Huerta joined the group and helped to turn it into the United Farm Workers of America.

In 1966 Cesar and his supporters marched to

Communicative Context

Students read a literary passage.

SAY During this part, you may take notes.



Teacher Prompt*

SAY Now you are going to answer some Reading questions.



Question Stems

(Comprehension-based, text dependent questions. These questions require both explicit and inferential understanding of the text. The questions focus on the overall main idea, author's purpose, understanding of words in context, and other expository text elements.)

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Sacramento, California. They wanted new state laws. These laws would allow farm workers to form a union. Sometimes the union asked people not to buy farm products. Or, to protest poor working conditions, farm workers refused to work.

Cesar always worked hard for the union. Because of his efforts, farm workers today can afford a better way of life. They earn higher wages. They also enjoy better working conditions and medical care.

More than 50,000 people attended Cesar's funeral in 1993. The next year President Bill Clinton gave him the Presidential Medal of Freedom.

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In 1966 Cesar and his supporters marched to Sacramento, California. They wanted new state laws. These laws would allow farm workers to form a union. Sometimes the union asked people not to buy farm products. Or, to protest poor working conditions, farm workers refused to work.

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Question Stems

1. What is the main idea of the text?

- A** Cesar and Dolores started a farmers association.
- B** Cesar Chavez used a non violent way to help farm workers earn higher wages.
- C** Cesar Chavez was a hard working migrant farmer.

2. What did Cesar start the National Farm Workers Association in 1962?

- A** to help farm workers
- B** he liked working with people
- C** the president told him to

Cesar always worked hard for the union. Because of his efforts, farm workers today can afford a better way of life. They earn higher wages. They also enjoy better working conditions and medical care.

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Wonders Alignment

- Differentiated Text Pg. 37

1. What is the main idea of the text?

- A** Cesar and Dolores started a farmers association.
- B** Cesar Chavez used a non violent way to help farm workers earn higher wages .
- C** Cesar Chavez was a hard working migrant farmer.

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3. Read this sentence from paragraph 2.

Later Cesar used this peaceful way to protest injustices.

What does the word Injustices most likely mean in the sentence

- A** farm
- B** marches
- C** unfair

4. Why does the author mention Dolores Huerta?

- A** Cesar and Dolores started a farmers association.
- B** They were very good friends.
- C** They worked at the same farm.

2. What did Cesar start the National Farm Workers Association in 1962?

- A** to help farm workers
- B** he liked working with people
- C** the president told him to

3. Read this sentence from paragraph 2?

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5. First, read the definitions for the word union.

union n. **1.** the act of uniting two or more things **2.** the state of being united **3.** an organization of workers, a labor union **4.** a group of states or nations united into one political body

Then read this sentence from paragraph

Cesar wanted to start a union to help farm workers.

Which definition best matches the meaning of union as it is used in the sentence?

- A** definition 1
- B** definition 2
- C** definition 3
- D** definition 4

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Writing -- WEX (Write About an Experience)

Write About an Experience

Students are provided with a personal narrative prompt.

Think about a time when you met someone you admire. Who is the person? How did you meet? What do you admire about this person? Describe your experience.



Writing Paper Needed

Communicative Context

Students write a single paragraph about a personal experience based on a prompt.



Teacher Prompt

(Students will need lined paper to complete this task)

SAY This Writing task is called Write About an Experience.

SAY You are going to write a paragraph in English about your personal experience. Your paragraph should include at least three complete sentences and should have a beginning, middle, and an end. You should use descriptions, details, and examples to make your writing interesting. Check your writing for correct grammar, capital letters, punctuation, and spelling.

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Question Stems

Think about a time when you met someone you admire. Who is the person? How did you meet? What do you admire about this person? Describe your experience.

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DESIGNATED ELD/ELPAC SPIRALS REVIEW – GRADE 4

Unit 3 - That's The Spirit

Week 5 - Feeding the World

Essential Question: In what ways can advances in science be helpful or harmful?

Week 5

Listening -- LST (Listen to a Story)

Listen to a Story

Students are provided with question stems and answers.



Question Stems

1. What happens in the story?

- A** The Crane family begin their great adventure.
- B** The Crane family go hiking.
- C** The Crane family go sightseeing.

Communicative Context

Students listen to a narrative text to answer questions.



Teacher Prompt

SAY Now you are going to answer some Listening questions.

SAY While listening to the information, you may take notes. Your notes will not be read or scored.

SAY Each question only has one answer.

SAY Remember, you can take notes while you are listening.

SAY When the information is finished, you will answer some questions.

2. Who did they see walking across the roof of a railcar?

- A** Jim
- B** Jim's father
- C** the brakeman

3. What happens at the end of the story?

- A** the Cranes arrive home
- B** the brakeman fixes the brakes
- C** the Cranes board the train and carefully examine everything in the railcar

SAY We will listen and answer questions. Let's get ready.

A Great Adventure

Historical Fiction

One August morning, the Crane family traveled to the rail station in Worcester, Massachusetts, to begin their great adventure. "Look, someone is walking across the roof of that moving railcar!" Jim exclaimed.

"That's the brakeman," Jim's father explained. "He applies the brakes to stop the train." Then his father continued, "When I was your age, there were no steam-powered railroads. Today, railroads travel on rail tracks that **link** together distant towns. Transportation has really improved!"

The Cranes eagerly boarded the train and carefully examined everything in the railcar.



Wonders Alignment

- Differentiated Texts Pg. 52

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Question Stems

1. What happens in the story?

- A** The Crane family begin their great adventure.
- B** The Crane family go hiking.
- C** The Crane family go sightseeing.

2. Who did they see walking across the roof of a railcar?

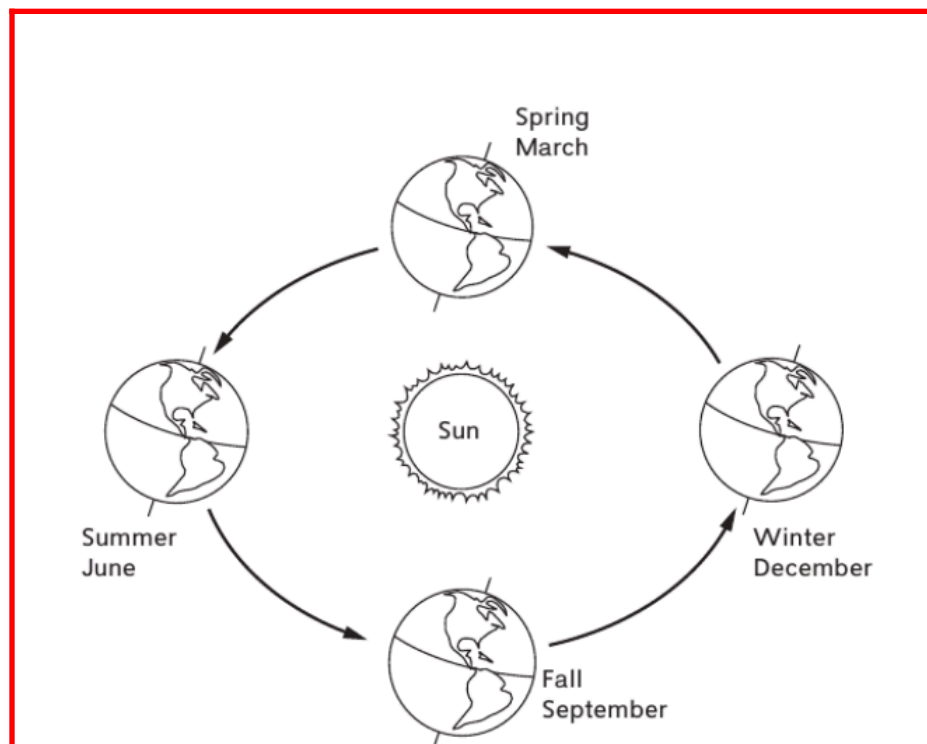
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Speaking -- SAP (Summarize an Academic Presentation)

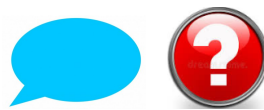
Summarize an Academic Presentation



Astronomers discovered the sun is the closest star to Earth. It is more than four billion years old! Life on Earth is possible because the Sun gives us heat, light,

Communicative Context

Students listen to an academic presentation and provide an oral summary.



SAY You are going to listen to some information about how day and night happens. Listen carefully. You will hear the information only once. As you listen, look at the picture in front of you. You may take notes as you listen.

When the presentation ends you will summarize the information. You will explain how day and night happens, include all the important points in the presentation, and use relevant details and clear language.

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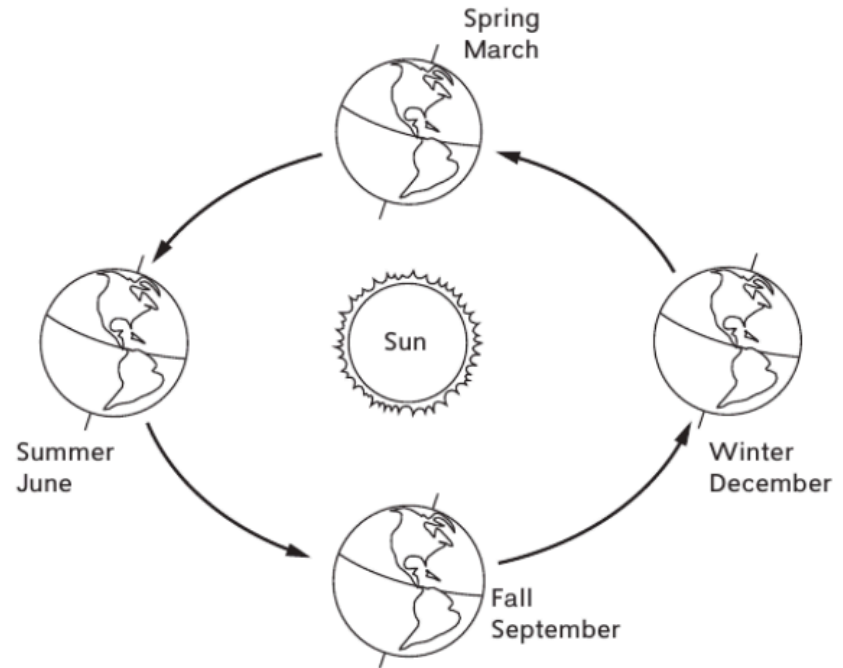
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and energy.

Astronomers also found that Earth rotates, or spins, on an axis. An axis is an invisible line that runs through the center of Earth. Earth's axis is slightly tilted and always points in the same direction.

Earth makes one rotation on its axis in 24 hours, or one day. During that time, a pattern of day and night happens. It's daytime on the side of earth facing the sun, and nighttime on the side facing away.



Astronomers discovered the sun is the closest star to Earth. It is more than four billion years old! Life on Earth is possible because the Sun gives us heat, light, and energy.

Astronomers also found that Earth rotates, or spins, on an axis. An axis is an invisible line that runs through the

COMPTON UNIFIED SCHOOL DISTRICT***English Learner Services*****Designated ELD/ELPAC Spirals Review 2018-19 – Grade 4****Summarize the information you heard. Be sure to**

- **explain how day and night happens**
- **include all the important points in the presentation**
- **use relevant details and clear language**

center of Earth. Earth's axis is slightly tilted and always points in the same direction.

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***Wonders Alignment***

- Differentiated Texts Pg. 55-56

Summarize the information you heard. Be sure to

- **explain how day and night happens**
- **include all the important points in the presentation**
- **use relevant details and clear language**

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Reading -- RSE (Read a Student Essay)

Read a Student Essay

1 For thousands of years, farmers grew better crops by crossbreeding. Nowadays, many people think Genetically Modified (GM) foods will produce even more amazing results.

2 However, GM foods have one big disadvantage, no one knows whether or not they are really safe. For example, they may create pesticide-resistant weeds or cause allergies.

3 Some researchers have thought that any problem with GM foods will be manageable, but more research is needed. Until we know that GM foods are completely safe, I think that eating these foods is too risky.

Communicative Context

Students read and evaluate a student essay.



Teacher Prompt

A student has written an essay. The essay may include errors. Read the essay. Then answer the questions that follow.

SAY During this part, you may take notes.

1 For thousands of years, farmers grew better crops by crossbreeding. Now many people think Genetically Modified (GM) foods will produce even more amazing results.

2 However, GM foods have one big disadvantage, no one knows whether or not they are really safe. For example, they may create pesticide-resistant weeds or cause allergies.



Question Stems (description)

1. What is the main idea of the essay?

- A** Genetically Modified foods may cause allergies.
- B** Genetically Modified foods present advantages and disadvantages.
- C** Farmers grow crops by cross breeding.
- D** Genetically Modified foods produce poor results.

2. Which statement is MOST LIKELY true?

- A.** The student writer is a vegetarian.
- B.** The student writer knows a lot of farmers.
- C.** The student writer is concerned about Genetically Modified foods.
- D.** The student writer is not friendly.

3 Some researchers have thought that any problem with GM foods will be manageable, but more research is needed. Until we know that GM foods are completely safe, I think that eating these foods is too risky.



Wonders Alignment

- Reading Writing Workshop Book pgs. 230-231

SAY Now you are going to answer some Reading questions.



Question Stems (description)

1 . What is the main idea of the essay?

- A.** Genetically Modified foods may cause allergies.
- B.** Genetically Modified foods present advantages and disadvantages.
- C.** Farmers grow crops by cross breeding.
- D.** Genetically Modified produce poor results.

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3. Read this sentence from paragraph 2.

For example, they may creates pesticide-resistant weeds or cause allergies.

Choose the correct option to replace the underlined word

- A.** create
- B.** creating
- C.** created
- D.** to create

4. Which sentence tells about a disadvantage of GM foods?

- A.** Many people think Genetically Modified (GM) foods will produce even more amazing results.
- B.** They may create pesticide-resistant weeds or cause allergies.
- C.** Some researchers have thought that any problem with GM foods will be manageable.
- D.** For thousands of years, farmers grew better crops

2. Which statement is MOST LIKELY true?

- A.** The student writer is a vegetarian.
- B.** The student writer knows a lot of farmers.
- C.** The student writer is concerned about Genetically Modified foods.
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- C.** created
- D.** to create

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by crossbreeding.

5. Read this sentence from paragraph 3.

Some researchers have thought that any problem with GM foods will be manageable.

What is another way of stating this idea?

- A.** Researchers cannot find solutions to problems caused by GM foods.
- B.** Some researchers believe that any problem with GM foods will be successfully handled.
- C.** Researchers have given up on GM foods
- D.** Researchers face challenges always.

4. Which sentence tells about a disadvantage of GM foods?

- A.** Many people think Genetically Modified (GM) foods will produce even more amazing results.
- B.** They may create pesticide-resistant weeds or cause allergies.
- C.** Some researchers have thought that any problem with GM foods will be manageable.
- D.** For thousands of years, farmers grew better crops by crossbreeding.

5. Read this sentence from paragraph 3.

Some researchers have thought that any problem with GM foods will be manageable.

What is another way of stating this idea?

- A.** Researchers cannot find solutions to problems caused by GM foods.
- B.** Some researchers believe that any problem with foods will be successfully handled.

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6. First, read the definitions for the word safe.

safe adj. **1.** secure from liability to harm **2.** careful to avoid danger

n **3.** a steel or iron box **4.** structure for the storage of articles

Then read this sentence from paragraph

Until we know that GM foods are completely safe, I think that eating these foods is too risky.

Which definition best matches the meaning of safe as it is used in the sentence?

- A.** definition 1
- B.** definition 2
- C.** definition 3
- D.** definition 4

C. Researchers have given up on GM foods

D. Researchers face challenges always.

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safe adj. **1.** secure from liability to harm **2.** careful to avoid danger

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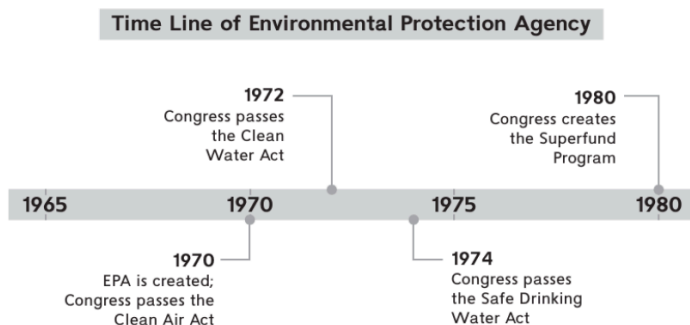
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- A.** definition 1
- B.** definition 2
- C.** definition 3
- D.** D definition 4

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Writing -- WAI (Write About an Academic Information)

Write About Academic Information



For over 40 years, EPA rules have kept the air we breathe cleaner and healthier.

Now it's your turn to add to the description.
Write one sentence telling more about protecting the environment. Use the details from the timeline to help you.



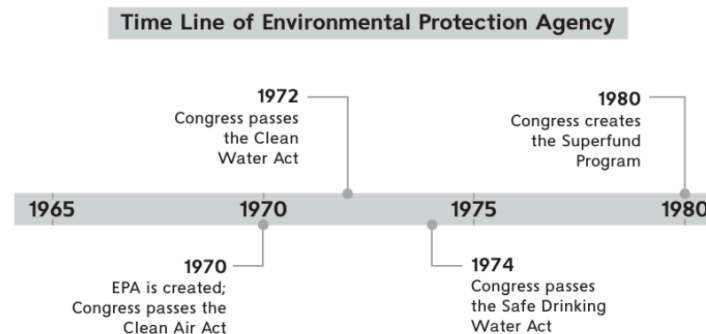
Writing Paper Needed
Communicative Context

Students write about a graphic pertaining to a group project.



Teacher Prompt

(Students will need lined paper to complete this task)



For over 40 years, EPA rules have kept the air we breathe cleaner and healthier.

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Congress created the Environmental Protection Agency in 1970 (EPA) to make our environment cleaner and healthier.

Now, continue the information about EPA. Write two or more sentences providing details from the timeline to help you.



Wonders Alignment

- Differentiated Texts Pg. 46

SAY This Writing task is called **Write About Academic Information**.

SAY You are writing an information with a classmate. Your classmate printed this information about **Protecting the Environment** and started writing about the **Environmental Protection Agency** with this sentence:

Congress created the Environmental Protection Agency in 1970 (EPA) to make our environment cleaner and healthier.



Questions Stems

Now it's your turn to add to the information. Look at the timeline. Write one sentence telling more about EPA. Use the details from the timeline to help you.



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	<p>Now, continue the information about the EPA. Write two or more sentences providing details from the timeline to help you.</p>
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