

Lesson Guidance 15	
Grade	4
Unit	3
Selected Text(s)	Clean Getaway Chapter 16
Duration	Approximately 2 to 3 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Students will compare and contrast segregation during the Civil Rights Era and the present day era in the book. Students should cite textual evidence to support their ideas.

CCSS Alignment

[CCSS.ELA-LITERACY.RL.4.1](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RL.4.3](#)

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

[CCSS.ELA-LITERACY.RL.4.9](#)

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

[CCSS.ELA-LITERACY.RI.4.1](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.



[CCSS.ELA-LITERACY.RI.4.3](#)

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

[CCSS.ELA-LITERACY.SL.4.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.



 WIDA Alignment	ELD-LA.4-5.Inform.Expressive Construct informational texts in language arts that introduce and define the topic and/or entity for the audience through opening statements to identify the type of information (describing, comparing/contrasting, classifying, defining)
End of lesson task <i>Formative assessment</i>	Students will compare and contrast segregation during the Civil Rights Era and the present day era in the book. Students should cite textual evidence to support their ideas.
Knowledge Check <i>What do students need to know in order to access the text?</i>	Background knowledge <ul style="list-style-type: none">• Map of Louisiana• Ruby Bridges• Brown vs Board of Education Key concepts <i>(domain specific terms to analyze the text)</i> <ul style="list-style-type: none">• Inferencing• Point of View• Figurative Language• Compare/Contrast Vocabulary Words <i>(words found in the text)</i> <ul style="list-style-type: none">• Colliding (p157)- hit with force when moving• Wrangle (p157)- round up, herd or take charge of• Resolutely (p158)- in a determined or unwavering manner• Astonished (p158)- greatly surprised or impressed, amazed• Amateur (p159)- a person who is inexperienced in an activity• Conviction (p166)- a fixed or firm belief  ELD Instructional Practices for Vocabulary: Use the Frayer Model strategy (Frayer Model with google draw) “Vocabulary instruction is throughout the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include illustrations/gifs/photos . Utilizing hand signals when targeted vocabulary is heard, cements learning, <ul style="list-style-type: none">• “Vocabulary instruction is throughout the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include illustrations/gifs/photos. Utilizing hand signals when targeted vocabulary is heard, cements learning,• Effective vocabulary instruction for ELs includes:<ul style="list-style-type: none">○ (1) “multiple exposures to target words over several days and across reading, writing, and speaking opportunities” with a variety of instructional activities,○ (2) “student-friendly” definitions○ (3) ensuring students can use the terms for “communication and future learning.” (Baker, Lesaux, et al)○ (4) teaching affixes/words that can be altered by adding prefixes and or suffixes,○ (5) pointing out cross-language similarities (e.g., cognates),○ (6) noting multiple meanings across domains (e.g., the

definition of “volume” in math and science vs. ELA).

- Students can complete a [notebook configuration](#), [vocabulary log](#), [Frayer Model](#), or [Vocabulary In Context](#) (see [example](#)) activity to increase understanding.

Core Instruction

Text-centered questions and ways students will engage with the text

Essential Questions: Identify if segregation would affect your current friendships. If so, how?

Opening Activity:

Teach about segregation by reading every 2nd student’s name from the class roster and explaining that they will get extra recess. Have a class discussion on the pros and cons of that particular method of delegating who gets extra recess. The teacher will explain to the students that it was an experiment to help explain segregation.

Content Knowledge:

- **Point of View:** refers to who is telling or narrating a story. A story can be told from the first person, second person, or third person point of view (POV). Writers use POV to express the personal emotions of either themselves or their characters.
- [Brown vs Board of Education](#)
- **Segregation:** the separation or isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area

ELD

ELD Scaffolds

When reading a text and/or applying what has been learned, students benefit from being able to listen to their classmates’ thoughts/reasoning via a structured, collaborative discussion about the text, concept or ideas.

- [Vocabulary Review Jigsaw](#) is an activity to collaboratively review key terms/concepts. ([Template](#) and [ELA Example](#)) Modeling with one student group first (perhaps via the “[fishbowl](#)” strategy) or the teacher doing a think-aloud that reviews the vocabulary jigsaw process
- Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts

Shared Reading: Chapter 16

Read either text out loud to or with students, pausing to track understanding of the following questions:

1. Make an inference for G’Ma’s motivation for getting rid of the phone.
2. Compare and contrast G’Ma and dad’s definition of the word “responsible” when referring to Scoob?
3. Explain Scoob’s frustration with his G’Ma’s behavior as it progresses throughout the trip. Use details from the text to support your answer.
4. Identify a crucial event in Civil Rights History that occurred in Louisiana? Explain.
5. Make an inference about the emotions that Scoob felt in the convenience store.
6. Identify the details that G’Ma unveils about G’pop’s conviction.
7. Explain why traveling to Mexico was so important to G’Ma and G’Pop on their original journey.

Teach the definition of the remaining vocabulary words as they appear in the text, ensuring students understand how the author’s use of the words helps support the overall purpose of the chapter. Review figurative language in the chapter utilizing the following sentences:

1. “Too many responses-some true, some not- are colliding in his head and breaking up into floating letters he can’t seem to wrangle back into words that make sense.” (p 157)
2. “As soon as the door is shut, the rabid funk of cigarette smoke assaults Scoob’s nose. That smacks him out of it.” (p157)
3. “Lordy, you sound just like your stink-in-the-mud father!” (p160)

Small Group Reading Instruction:

Ask students to return to Chapter 16 and complete the [Summary Graphic Organizer](#), demonstrating an understanding of the key events of the scene. Use formative classroom data to strategically support students and groups with this skill.

Formative Assessment:

Students will write a paragraph that compares and contrasts segregation during the Civil Rights Era and the present day era in the book. Students should cite textual evidence to support their ideas.

[Venn Diagram](#)

Informational Writing:

In preparation for the performance task, the teacher may need to do daily modeling and independent writing practice with students to teach the components of informational writing that students will be expected to demonstrate on their Unit Performance Task.

The teacher could use a mentor text to model examples of how authors use domain-specific and precise vocabulary to inform about the topic. By doing this, the author demonstrates understanding and knowledge about the topic he or she is writing about. This writing may take approximately 3 days.

- Throughout the 3 lessons, the teacher should scaffold learning and release students. By the end of the 5 days approximately needed for this skill, students should be able to appropriately connect the facts and examples for the given topics from previous lessons, using linking words and phrases.

Task: Using the topic and information from previous lessons, students will add 3-5 precise/domain-specific vocabulary into their writing. (Lessons 10-13)

Independent Writing/Student Practice:

Students should be provided time to practice the daily skill. The teacher could pull a small writing group and/or navigate the classroom and provide one-on-one support to students.

For the skill - Possible activities for students to complete:

1. Practice using a dictionary to look up words and their meaning
2. Practice using a thesaurus to look up synonyms
3. Practice writing sentences using precise and domain-specific vocabulary words from the text or mentor text
4. Identify examples of the use of precise and domain-specific vocabulary in the text or mentor text

Optional Extension Activity:


Read [Ruby Bridges and the Desegregation of American Schools](#). Compare and contrast the different perspectives throughout the text.


Fluency, Comprehension and Writing Supports

Fluency

[Fluency Protocols](#)



Sentence Comprehension	Juicy Sentence “Too many responses-some true, some not- are colliding in his head and breaking up into floating letters he can’t seem to wrangle back into words that make sense.” (pg
Writing	Pattan Writing Scope and Sequence  Argumentative Student Language Support Sheet(ELD)

Additional Supports	
 ELD Practices	<ul style="list-style-type: none">• English Language Development Instructional Guide• Strategies for English Learners• Argumentative Student Language Support Sheet(ELD)• Narrative Student Language Support Sheet(ELD)• Informational Student Language Support Sheet(ELD)• Sample Linguistic Frames
SpEd Practice	<ul style="list-style-type: none">• Before the lesson, provide support to students currently experiencing decoding difficulties based on the student's level of need. Student's needs may include: support with phonemic awareness, alphabetic principle, vowels(short/long); vowel teams; open vowels; r-controlled vowels, syllabication or multisyllabic words, etc)• At the beginning of the lesson, establish an explicit Vocabulary Instructional Routine to pre-teach Tier 2 vocabulary in order to help students gain a deep knowledge of the academic vocabulary used in the text. Vocabulary outline template. Click here. The student will use the completed template as an ongoing vocabulary log for reference• Before reading, set the purpose and review comparing and contrasting, inference and point of view• While reading, model pointing out finding out details to support comparisons and contrasts as well as inference and point of view utilizing thinking out loud strategies• During reading, pause and ask standards based questions to check for student understanding:<ul style="list-style-type: none">○ What are the major events that happen in the story?○ What happens in the poem?○ What is the author trying to convey?○ What details help you understand what is happening to the characters?○ What specific details from the text support your ideas?○ What inferences can you make and what details from the text support your inferences?○ What does the text say? What do you think about that? Why is that important?○ How does _____ (character name) act at the beginning of the story? Why?○ What details in the text about the character's thoughts, words, or actions help you describe that character?



	<ul style="list-style-type: none">○ How does the setting contribute to the story or a character's actions?○ How does the character's behavior change from the beginning of the story to the end? What details help you know this?○ What are the most important events in the story? How do they lead to a resolution?○ Is this text a story or a myth? What culture is represented?○ What is the theme of each text? How are they similar and different?○ How do the events in each story unfold?○ How is this version of the story different from the version from _____ (a second culture)? How is it similar?○ What is this text about? Topic/subject?○ What was the author's purpose for writing this text?○ What happens in this text?○ What specific details and examples in the text can you point out to support your understanding of what the text clearly states?○ What conclusions/inferences can you draw from the text? What specific details and examples from the text support your conclusions/inferences?○ What is the organization of this text?○ What is happening in this text?○ What specific information from the text helped you explain an event that happened and why it happened?○ What is the first, second, and third step in this procedure?● After the reading, provide the text digitally for those students with IEPs that are not reading on grade level.● During the discourse, provide students with sentence frames/starters to guide the academic conversation and focus on content-related material● For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content.● Also consider a partially pre-filled graphic organizer depending upon the need
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access