



GRADE 4 LITERACY: JOHN MUIR
SUPPORTS FOR ENGLISH
LANGUAGE LEARNERS

Grade 4 LITERACY: JOHN MUIR

The following scaffolds can be used to provide access and engage ELLs as they prepare for the final performance task.

Pre-Reading Activities

- Making Connections

Teachers will need to help ELLs make connections to the story *John Muir: The Conservationist on the Quarter*. One way to do this is by creating a personal connection to the subject with a Think-Write-Share. Teachers can provide students with the prompt below giving them enough time to think and write a quick response. Then, students work in pairs to share their ideas. The teacher can ask for a group share. Teachers should allow students to complete this task in their native languages, if necessary.

Prompt: Think of a time when you had to save or protect something that you loved or needed. What was it? What did you do? How did you feel?

- Pre-teaching Vocabulary

Teachers should reference the *ELL Considerations for Common Core-Aligned Tasks in English Language Arts* to build essential vocabulary that ELLs need in order to comprehend the reading and respond to the performance task. Below is a list of suggested words and idiomatic expressions

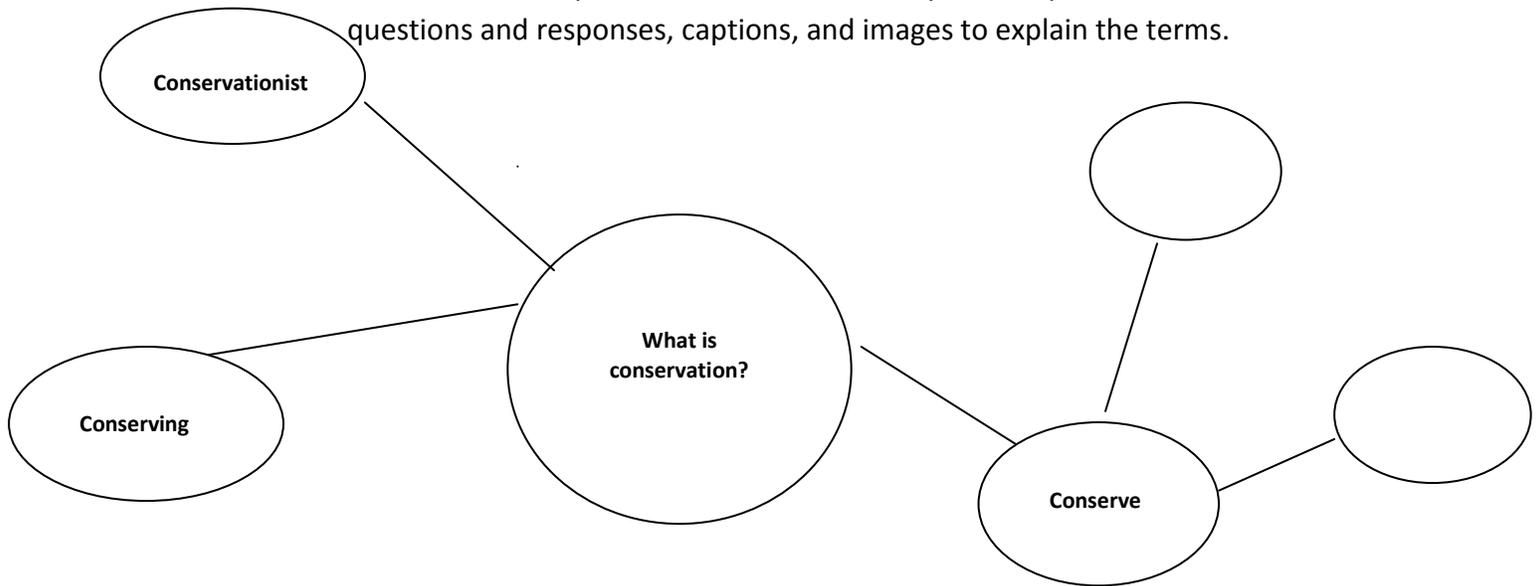
1. Conserve–Conserved–Conserving–Conservation–Conservationist
2. Feature
3. Establish
4. Wilderness
5. Development
6. Protected–Protecting
7. Camping
8. Spread the word

- Building Background Knowledge

Teachers will need to build students' conceptual understanding of key ideas with which they may be unfamiliar but are necessary to fully understand the text. For example, teachers can show students where California is located on a map. They can show the students images of a wilderness and national parks, specifically Yosemite National Park. Students will need to have a deep understanding of the concept of conservation.

Teachers can support students' understanding through a brainstorming activity using a semantic map.

- Brainstorming activity on conservation: create a semantic map to include the various forms of the word conserve that will help organize students' ideas around the concept of conservation. This may include phrases, sentences, questions and responses, captions, and images to explain the terms.



Students can discuss these concepts in their native languages.

During Reading Activities

- Quote Interpretation

ELLs will need support to understand the quotation in the text. Teachers will want to create an activity that supports ELLs to interpret the figurative language that is being conveyed. For example, students can jigsaw the five phrases, creating accompanying visuals by drawing or using computer graphics to illustrate their understanding of each phrase in the quote. Teachers should place students into groups of 5 so that each child is responsible for creating a visual for one phrase of the quote. After students create their visuals, they should practice reading the quote in sequence as it appears in the passage. Finally, the teacher should ask several students to summarize their understanding of the quote.

- Note-Taking

Teachers should provide prompts and graphic organizers to support students as they read the text and prepare for the writing task. Teachers should explain that the prompts and not-takers are to support students' comprehension of the passage and prepare them to perform the task.

Note-Taking Matrix

Prompt: John Muir dedicated his life to nature. Read the passage and copy words and phrases that provide evidence of this dedication at the different stages of his life.

John Muir	Evidence
Young Boy	
Young Man	
Adult	

Double Entry Journal

Re-read the passage and take notes on the actions that John Muir took to preserve nature and the impact of these actions. Write down as many examples as you need.

John Muir's Action (Words and phrases from text)	Impact of His Action

After students complete matrices individually, they share in groups of four as the teacher walks around to monitor the task.

Pre-Writing Activities

Final Performance Task

Depending on ELLs’ previous exposure to essay writing, teachers might need to provide them with direct instruction on the format and structure of an essay as well as models of strong topic sentences, introduction and conclusion paragraphs, and transitional words that writers use to present their ideas. Students can reference the previous two graphic organizers to guide them as they prepare to do the performance task.

Students can create outlines for their essays using a four-square graphic organizer for a four-paragraph essay:

<p>Introduction:</p> <ul style="list-style-type: none"> ▪ Main Idea 1 ▪ Main Idea 2 	<p>Main Idea 1:</p> <ul style="list-style-type: none"> ▪ Supporting Detail 1 ▪ Supporting Detail 2 ▪ Supporting Detail 3
<p>Main Idea 2:</p> <ul style="list-style-type: none"> ▪ Supporting Detail 1 ▪ Supporting Detail 2 	<p>Conclusion:</p> <ul style="list-style-type: none"> ▪ Main Idea 1 ▪ Main Idea 2

<ul style="list-style-type: none">▪ Supporting Detail 3	
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Students should be given the option to respond in their native languages and use their native languages to discuss their writing.

It is important to note that some ELLs might not be able to express all of their ideas in an essay. They may write just one paragraph. They may need a teacher or a more proficient student to take their ideas from the graphic organizer and incorporate them into an essay. The following scaffolds can be used to provide access and engage ELLs when reading “Rainforests at Risk” by Vickie An (available in English and Spanish) and to prepare students for the formative assessment.

Pre-Reading

- Pre-teaching Vocabulary

Teachers should reference the *ELL Considerations for Common Core-Aligned Tasks in English Language Arts* to build essential vocabulary that ELLs need in order to comprehend the reading and respond to the performance task. Below is a list of suggested words and idiomatic expressions:

1. Endangered
2. Forest canopy
3. Species
4. Culprits
5. Clearing
6. Logging
7. Deforestation
8. At risk

- Building Background Knowledge

Teachers will need to build students’ conceptual understanding of key ideas with which they may be unfamiliar and which are necessary to fully understand the text. For example, teachers can show students where Southeast Asia is located on a map, including the countries mentioned in the article: Borneo, Indonesia, and Malaysia. Teachers can show them images of rain forests, jungles, and orangutans. Also, students will need to understand the impact of deforestation. For example, before and after

pictures that demonstrate what happens when a habitat is destroyed should be presented.

During Reading

To support students' understanding of the impact on the rain forest, a graphic organizer that reinforces cause-and-effect relationships should be provided to students while they read. Students might need to read this selection several times, including partner reading so that they can develop their thoughts and ideas and record them in the organizer.

Pre-Writing

Formative Assessment

Students will need to understand that the word "footprints" has both a literal and a figurative meaning. In order to prepare students for the formative assessment, it is essential that they understand both meanings of this word. This can be accomplished by using a series of sentences that model the use of the word to convey meaning, for example,

- My wet feet left footprints in the sand.
- Her footprints disappeared in the hot sun.
- My grandmother left her footprints on my family, forever reminding us of the love she had for all of us.
- Who I am today is a result of the footprints from my culture.

Students can work in pairs to write sentences using the word with its figurative meaning. Students should share their sentences with the whole group after the teacher has checked to ensure that they have used the word correctly.

Extension Assessment

In order to facilitate ELLs' participation in the extension assessment, the following should be addressed:

- Student groupings: Place ELLs with more proficient peers, and when possible, with students who speak the same native language.
- Topics: Although students will be working in their groups, make sure that ELLs have the academic vocabulary specific to the topics so they can work independently with their peers. Also, encourage students to choose topics to which they have a personal connection and/or prior exposure.

- Note-takers: Provide note-takers that support students to have discussions on the topic. Also, note-takers should be used so students can organize their thinking throughout the task to summarize and synthesize ideas from their research.
- Resources: Encourage students to use a variety of resources. If necessary, provide students with these resources if they are not able to locate them on their own.