

Content Team Planning Protocol

4.20a viii. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to use and understand the function of time order transitions words and transitions that include a conclusion in the context of writing.

Essential Standard?

What is it we want our students to learn?

1	Unpack the Standard - tree TEKS	Standard:
1	*identify the verbs (action of instruction)	use, apply, understand
1	*identify the nouns (content being taught)	time order transition words, transitions that indicate a conclusion
1	*interpretation/ representation (how represented and level)	
1	Write the TEK in student friendly language	Students will use and understand time order transition words and transitions words that indicate a conclusion.
2	TEKS Scaffold Document	Scaffold Notes
2	*Is this the first time the concept is being introduced?	no
2	*How does the concept change in content and/or rigor from last year to this year?	same TEK as 3.22viii
2	*Does the concept include any new academic vocabulary?	transition
3	Academic Vocabulary	Academic Vocabulary Notes
3	*Which words are confusing to students in instruction and on tests?	transition, conclusion
3	*Are there terms that relate to another content area/discipline or have multiple meanings?	used in Reading
3	*Which words are difficult for English Language Learners?	transition, conclusion, transition word list
4	IQ Released Tests for 3rd-6th Only	IQ Released Tests Notes
4	*Which different stimuli were used to assess this concept?	
4	*Review items with highly chosen incorrect answers. What error patterns emerged?	
4	*For the items that students missed most, what type of thinking was required?	
5	Instructional Implications	Teacher Field Guides Notes
5	*What was taught previously?	same in 3rd grade
5	*What instructional implications do we need to consider when addressing the teaching/ learning of this concept?	Teach the meaning of transition words in the context of transition categories. (eg for a conclusion, for cause & effect - because). Teach basic sentence syntax, to know where to place transition words.
5	*What might students confuse during the learning of this concept?	When to use transition words, how to use different transition words appropriately, over use of transition words is as bad as not using them at all
6	Suggested Resources	Suggested Resources Notes
6	*What resources are listed in our Scope and Sequence?	None
6	*What resources have other teachers successfully used?	Patterns of Power curriculum
6	*What visuals/ examples might be used in teaching the concept?	Anchor charts listing transition words for various uses, beginning, conclusions, etc. Transition word chart for student personal resources
6	*What information/ examples might be included on an anchor chart?	List of transition words in different categories (beginning, conclusion, compound sentences
	How will we know if our students have learned it?	Common Assessment Notes
	*Current common assessment results	formative assessments during individual conferences
	*Check point/ Summative/ Retest	on demand writing, Benchmarks, STAAR
	Design Effective Instruction	Planning Notes
	*Stewart Instructional Model	
	*Higher Level Questioning	
	*Academic Vocabulary	transition, conclusion, compound sentence,
	*Tiered Assignments	
	*Embed process standards	
	*Learning Target/ ELPS to share with students	

	*Small group lesson	Discuss writing orally using and emphasizing specific transition words. Challenge students by giving a short list of transition words to use in their current writing. Discuss the use of too many transition words.
	*Formative assessment	individual conferencing, can be seen on a regular basis
	How will we respond when some students do not learn it?	**SEE STANG Time protocol
	How will we extend the learning for students who have demonstrated proficiency?	**SEE STANG Time protocol