A Guide to Supporting English Language Learners in Expeditionary Learning’s Grades 3–8 ELA Curriculum

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I. INTRODUCTION

The Purpose of This Guide

The growth of the population of English Language Learners (ELLs) in the United States over the last decade is unmatched in our history. More than one half of states have experienced a growth rate of over 100 percent in their ELL numbers (National Clearinghouse of English Language Acquisition, 2011). It is highly likely, then, that even in schools where ELL instruction has been minimal or unnecessary, teachers will now find ELLs in their classes. In turn, this means that ELLs will be exposed to, and expected to succeed in, Common Core–aligned curriculum and instruction.

Expeditionary Learning supports full access to standards-aligned curriculum for ELLs. When this curriculum is delivered with scaffolds that are standards-based, research-aligned, culturally and academically respectful, grounded in the strengths and needs of the individual student, and surrounded by supportive school culture, we believe we have laid the groundwork for ELL academic success.

The purpose of this document is to provide guidance for you—teachers and administrators—to plan scaffolds for your ELLs. As our base, we use Expeditionary Learning’s Grades 3–8 ELA Curriculum, commissioned by New York State in 2012 and fully Common Core–aligned. This curriculum is divided into sets of interrelated units called “modules”: we’ll use the term “module” frequently in this document to refer to our curriculum.

We will discuss the following:

- Our beliefs about quality ELL instruction
- Implications for ELLs in the Common Core
- The supports for ELLs already built into the modules
- The definition of an ELL scaffold
- A process for developing ELL-appropriate scaffolds
- Suggestions for recommended, research-based ELL scaffolds
- Several detailed examples of the scaffolding process

What This Guide Will and Will Not Provide

The range of questions and considerations related to ELL instruction is extensive, complex, and always evolving. As a result, it is important to be clear from the outset about what guidance this document contains. Questions we do not address are not unimportant; however, they are beyond the scope of this guide. We strongly suggest that you consult Appendix 1 for further reading regarding the multifaceted subject of ELL instruction.
<table>
<thead>
<tr>
<th>What this guide will provide</th>
<th>What this guide will not provide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggestions for how both general education teachers and ELL specialists can scaffold the content of the modules for use with ELLs, with fidelity to the Common Core</td>
<td>Review of or commentary on school-level ELL instruction delivery protocols (push in, pull out, etc.), ELL instructor staffing, or budget concerns</td>
</tr>
<tr>
<td>Suggestions for addressing key areas of ELL instruction using the modules: complex text, pacing, and vocabulary instruction</td>
<td>A comprehensive set of scaffolds for a specific level of ELL acquisition</td>
</tr>
<tr>
<td>A model for designing scaffolds for any curriculum on the lesson and unit level for ELLs</td>
<td>In-depth information or instruction on ELLs or second language acquisition*</td>
</tr>
<tr>
<td>A “database” of general scaffolding supports</td>
<td>Redesigned/replaced module tasks or texts</td>
</tr>
<tr>
<td>Samples of scaffolded module lessons and units</td>
<td>Specialized scaffolds and supports for every module lesson and unit</td>
</tr>
</tbody>
</table>

* In this document, we use the term “second language acquisition” because it is well known. English actually may be the third, fourth, or dominant language for many of our ELLs. Many ELL resources refer to English as the “target language” and the first language as the “home language.”

**A Guide for All Teachers of ELLs**

We hope the guidance provided here may be used fruitfully with other curricula as well. Consider how this work might also be useful for ELL or ELA colleagues who are not using the modules. Strong ELL instruction is the concern of every teacher and cannot be limited to only the ELL teacher’s concern or expertise (Bunch, Kibler, & Pimentel, 2012).

**English Language Learners and ELL Instruction: Our Beliefs**

Expeditionary Learning believes that all students deserve an education that leads them to do things they never thought possible. We seek to create an environment where ELLs have the courage, skills, and support to meet the same academic goals as all other students. When given sincere respect, personally meaningful instruction, and engagement in a diverse community of learning, ELLs thrive and become leaders of their own learning.

We believe that students learn best when engaged in authentic, meaningful, and developmentally appropriate tasks that generate an immediate urgency to learning language (Krashen, 1983; Willis & Willis, 2007). For example, ELLs may develop their writing by reading, and then writing, letters to the editor of the local newspaper; refine their oral communication by listening to quality speeches and then rehearsing a presentation for their school’s Parent Teacher Association; or demonstrate their content knowledge by researching, writing, and illustrating an e-book on sea creatures for their peers.

We recommend balancing this approach with explicit instruction in the foundational forms of English (syntax, spelling, punctuation, sociolinguistic features, etc.) that relate to the tasks at hand. We believe this balance builds competence and confidence in the production of new language; both approaches have demonstrated effectiveness in different ways for instructing ELLs (Ellis 2012; Shintani, Li, & Ellis, 2013).

In addition to meaningful English instruction, we also strongly support instruction that honors students’ home languages and cultures. Not only has this been proven to develop students’ underlying academic
proficiency, but it also reinforces our strong belief that mastery of multiple languages is a tremendous asset in a person’s life (Cummins, 2000; Ernst-Slavit & Mulhern, 2003; Thomas & Collier, 1998).

Creating a strong school culture is equally as important as the academic strategies teachers employ (Igoa, 1995; Rodriguez, 2008). To help students develop the courage necessary to learn a new language, we recommend the intentional development of a safe, respectful, and diverse school culture. Students’ home languages and cultures should be honored through the school’s environment, communications, and organizational structures (Espinoza-Herold, 2003). Moreover, we recommend building learning communities where students of all linguistic and cultural backgrounds appreciate the diversity surrounding them and actively contribute to one another’s learning.

How ELLs and the Common Core Intersect

Expeditionary Learning President and CEO, Scott Hartl, writes the following (2014):

“We believe that we as a nation can take advantage of [the Common Core opportunity] only if those standards are joined with creative, effective instruction that engages and inspires all students, and challenges them with worthy texts and problems.…”

“With our curriculum, we believe the Common Core provides an opportunity to create learning experiences where teachers and students can do more than they think is possible.”

For that reason, we believe ELLs who participate in well-implemented Expeditionary Learning curricula are well prepared to meet the Common Core standards.

According to Achieve the Core (2012), Common Core ELA standards represent three instructional shifts that are a fundamental change in the current paradigm of English language instruction. They also provide a useful lens for creating effective scaffolding of Common Core–aligned curricula for ELLs. The shifts, and examples of these scaffolds, are on page 8. (Please also refer to the entirety of TESOL International Association’s helpful March 2013 policy brief from which this chart is taken. A link is provided in Appendix 1.)

In addition, states now are taking steps to link the Common Core standards to standards specifically regarding English language proficiency development (ELPD). One such initiative is the World Class Instructional Design and Assessment Consortium (WIDA), which we reference in Appendix 1. Explore your home state’s ELPD standards, and consider carefully how they may be best aligned with Expeditionary Learning instruction, along with the content standards of the Common Core.
The Design of the Expeditionary Learning Grades 3-8 Curriculum Modules: Inherently and Intentionally Supportive of ELLs

The basic design of the modules already incorporates many literacy practices that meet the needs of ELLs, even without additional scaffolding. These practices serve as the foundation for assisting ELLs in successfully moving through the modules. We detail some of these practices in the chart below.

<table>
<thead>
<tr>
<th>Instructional Practice Embedded in the Modules</th>
<th>Example from the Modules</th>
<th>How This Practice Aligns with Best Practice for/Needs of ELL Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit Mapping of Skills and Content</td>
<td>Each module contains a module overview and three unit overviews, all of which map content onto skills and content-driven standards. Each lesson is also grounded in long-term learning targets based on the Common Core.</td>
<td>All students, including ELLs, are required to participate in standards-driven education and meet locally determined standards of education as per the No Child Left Behind Act of 2001.</td>
</tr>
<tr>
<td>Compelling, Relevant Topics</td>
<td>Seventh-grade module “Identity and Transformation: Then and Now” explores what makes up our sense of identity through relevant and culturally diverse readings, a reading of the play Pygmalion, and a project that asks students to analyze modern advertising for its messages of identity.</td>
<td>Compelling and relevant topics increase learner engagement: engagement and connection to the literacy has been identified as key in developing new language literacy (Meltzer &amp; Hamann, 2004).</td>
</tr>
<tr>
<td>Thematic curriculum</td>
<td>Fifth-grade module “Stories of Human Rights” asks students to read and analyze the universal declaration of human rights, and then apply that work to a reading of the novel Esperanza Rising.</td>
<td>Thematically integrated curriculum promotes the academic success of ELLs (Howard, E.R. et al., 2007; Freeman &amp; Freeman, 1998).</td>
</tr>
<tr>
<td>Strong content literacy</td>
<td>Third-grade module “Adaptations and the Wide World of Frogs” creates “freaky frog trading cards” after two units of deep reading and research on frogs.</td>
<td>ELLs require instruction specifically in content literacy (Shanahan &amp; Shanahan, as cited in Freeman &amp; Freeman, 2011); ELLs learn language as they learn content (Bunch, Kibler, &amp; Pimentel, 2012).</td>
</tr>
<tr>
<td>Formative, Summative, and Task-Based Assessments</td>
<td>Each module contains two formal mid-unit and end-of-unit summative assessments, a summative performance task, and multiple protocols to promote academic discourse in each lesson specifically constructed for formative assessment.</td>
<td>Multiple methods of demonstrating knowledge are essential as ELLs develop both their content knowledge and their linguistic knowledge, since accurate assessment of ELL academic performance is a consistent challenge.</td>
</tr>
<tr>
<td>Collaborative Learning</td>
<td>Eighth-grade module “Taking a Stand” examines the novel To Kill A Mockingbird, and then has students</td>
<td>ELLs learn their new language effectively by widening the sphere of discourse via group work. This allows for self-selected topics and can result in greater quality and quantity of</td>
</tr>
<tr>
<td>Topic</td>
<td>Description</td>
<td>Reference</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Producing High-Quality Student Work</td>
<td>Fourth-grade module “Susan B. Anthony, the Suffrage Movement, and the Importance of Voting” requires students to create, through multiple drafts, an authentic public service announcement about the importance of voting.</td>
<td>Full proficiency in academic new language may take many years (Cummins, 2008); teaching ELLs the skills of perseverance and self-assessment may assist them in this process.</td>
</tr>
<tr>
<td>Global Skills and Knowledge</td>
<td>Sixth-grade module “The Land of the Golden Mountain” challenges students to read the novel <em>Dragonwings</em> by Laurence Yep, and discuss how his cultural heritage and perspective influence the novel.</td>
<td>Culturally relevant texts with features that support readers assist ELLs (Freeman, Freeman, &amp; Freeman, as cited in Freeman &amp; Freeman, 2011).</td>
</tr>
<tr>
<td>College and Career Readiness</td>
<td>All modules are tightly aligned to the Common Core, which was constructed explicitly for the goal of college and career readiness.</td>
<td>ELLs have a better chance of high-level achievement when academic barriers to college preparation and accelerated coursework are removed (Koelsch, 2006).</td>
</tr>
</tbody>
</table>
### English Language Arts/Literacy CCSS Shifts and English Language Teacher Expertise

<table>
<thead>
<tr>
<th>Shift</th>
<th>Building knowledge through content-rich nonfiction</th>
<th>Reading, writing, and speaking grounded in evidence from both literary and informational text</th>
<th>Regular practice with complex texts and its academic language</th>
</tr>
</thead>
</table>
| To address this shift, teachers of ELLs must be able to: | • Assess and build ELLs’ background knowledge about the content and structure of nonfiction texts’  
• Integrate ELLs’ background knowledge and culture into instruction  
• Teach ELLs differences between structures of informational text and literary text  
• Know and use ELLs’ first-language reading literacy skills as a support as appropriate  
• Adapt/supplement grade-level complex texts for ELLs at lower levels of English language proficiency  
• Collaborate to share effective strategies for teaching ELLs using nonfiction  
• Scaffold and support instruction using nonfiction for ELLs  
• Design appropriate classroom assessments so that ELLs can demonstrate what they know and can do  
• Use English language proficiency standards to support instruction | • Build on students’ backgrounds and cultures; build background where necessary, on using evidence from different types of text  
• Create appropriate text-dependent questions for students at different levels of English language proficiency  
• Teach ELLs the academic language necessary so that they can use evidence from literary and informational text in reading, speaking, listening, and writing  
• Provide ELLs with linguistic structures so that they can use evidence, cite sources, avoid plagiarism, synthesize information from grade-level complex texts, and create argumentative/persuasive speeches and writing  
• Create and use scaffolding and supports so that ELLs at different levels of English language proficiency can take part in meaningful conversations and writing using complex text  
• Design appropriate classroom assessments for ELLs at different levels of English language proficiency  
• Collaborate to share effective strategies for teaching ELLs to cite evidence when writing and speaking  
• Use English language proficiency standards to support instruction | • Analyze complex texts and make ELLs aware of academic language found in complex texts  
• Choose and adapt supplementary texts in English and/or ELLs’ first language based on ELLs’ reading level, English language proficiency level, background, and culture  
• Teach ELLs strategies to guess at unknown words (e.g., cognates, prefixes, roots, suffixes)  
• Teach the meanings of words with multiple definitions, idiomatic expressions, and technical terms  
• Explicitly teach the academic language necessary to comprehend complex texts so that ELLs can draw upon these texts to speak and write across content areas  
• Collaborate to share effective strategies for teaching ELLs the academic language they need to access complex texts  
• Use English language proficiency standards to support instruction  

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ELL Scaffolds: Sensitive, Standards-Based, and Scholarly

The combination of respectful learning standards and an excellent base curriculum is a powerful place to begin the exciting work of helping ELLs become fully literate in two or more languages. However, the need for ELLs to acquire English while simultaneously absorbing new content and cultural knowledge also requires a third pedagogical move: thoughtful scaffolding.

A scaffold is simply a way to support students with specific learning needs through differentiation of instruction. Scaffolds are distinct from accommodations or modifications.

An accommodation is similar in concept to a scaffold, but is usually a legally mandated instructional requirement. An accommodation is sometimes, but not always, applicable to ELLs. For example, many states give the accommodation of “extra time” for ELL students on summative tests.

A modification goes deeper than a scaffold, and changes the actual content and/or learning standards for students. This, too, may be legally mandated, but it is not always applicable or appropriate for ELLs. For example, an ELL student may, or may not, require an IEP for other learning needs, which would result in modifications.

ELLs do receive accommodations in some instances, and some ELLs have needs that require modifications. However, in general, the most accurate term for instructional support that helps ELLs is scaffolds. We chose this language to emphasize these distinctions in this document.

Scaffolds should be sensitive to the ELL’s strengths and challenges at her particular stage of English acquisition—whether she is a newcomer having only lived in the United States for a few weeks, or an advanced learner who has been a resident for several years. They should standards-based, both in terms of content and in terms of English language acquisition. Lastly, they should be scholarly: rooted firmly in the linguistic, cultural, and content tasks of the curriculum.

Scaffolds also can occur outside of the modules. While the modules may represent the core of the grade-level literacy curriculum, carefully consider examples of what also may be required in terms of supplemental instruction for ELLs: small group guided literacy instruction, explicit sociocultural support, and/or instruction to address other needs of ELLs.

We regard scaffolding of the modules as a matter of the intersection of the module tasks, the grade-level Common Core standards, and the needs of individual children. The modules do not, and cannot, stand alone.
II. MODULE SCAFFOLDING FOR ELL SUPPORT: OVERARCHING DESIGN

Three Considerations for Designing Expeditionary Learning 3–8 ELA Curriculum Scaffolds for ELLs

We’ve identified three considerations, described in detail below, that educators should keep in mind to create effective module scaffolds for ELLs. In and of themselves, they are not magical or new; you’ll recognize them as steps any teacher takes to ensure curriculum is properly anchored and instruction is differentiated. On the next several pages, you’ll also find Expeditionary Learning’s document “Preparing to Teach a Module,” which describes a general planning approach using these three considerations.

In this section, we include specific questions and considerations to take into account when thinking about your ELLs. We also include a case study of scaffolding based on a real ELL student. The case study is the basis for the unit annotation you’ll find in Part VII, from our seventh-grade module “Identity and Transformation: Then and Now.”

We assume that when scaffolds are being developed, educators are also consulting relevant research and resources on ELLs and second language acquisition. A list of suggestions for this work is available in Appendix 1.

Consideration #1: Know Your Students

In the case of ELLs, it is essential to have a full picture of the students’ academic, cultural, and linguistic histories. Due to the huge variation in the population of ELLs—from U.S.-born children of first-generation
immigrants to refugee students who have never set foot inside a school—nothing can be assumed about an ELL child. We strongly encourage deep collaboration with ELL families, cultural interpreters, language translators, former teachers, your ELL specialist, and/or your school social worker or counselor to accurately assess the strengths and needs of your ELLs. The four main areas of “knowing” your ELL can be organized as follows: background information, literacy skills, second language acquisition level, and standardized test results.

First, it is vital to gather as much background information as possible on your ELL. A brief example of questions that may be asked in an interview with an ELL family is included below. For more resources, see Appendix 1. This information should be shared collaboratively with your ELL decision-making team and used to help enrich and interpret quantitative data on your ELLs.

<table>
<thead>
<tr>
<th>Educational History Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the student go to preschool or Head Start? Where?</td>
</tr>
<tr>
<td>When did he/she first learn the English alphabet?</td>
</tr>
<tr>
<td>Did she/he enjoy being read to?</td>
</tr>
<tr>
<td>When did he/she first learn to read?</td>
</tr>
<tr>
<td>What schools has he/she attended?</td>
</tr>
<tr>
<td>Has his/her attendance been regular or irregular?</td>
</tr>
<tr>
<td>In what countries has he/she attended school?</td>
</tr>
<tr>
<td>In what languages has he/she been instructed?</td>
</tr>
<tr>
<td>What is the most frustrating thing about school for her/him?</td>
</tr>
</tbody>
</table>

(From Assessing Culturally and Linguistically Diverse Students: A Practical Guide, Rhodes, Ochoa, & Ortiz, 2005.)

Second, before constructing scaffolds for ELLs, a pre-assessment in literacy skills is recommended (Baker et al., 2007; Baker et al, 2014). This will help target specific ELL language needs and can be conducted by any qualified school personnel. Bear in mind, however, the need for the cautious use of standardized instruments (see below).

Third, even with the widespread adoption of the Common Core, each state will have its own method of determining a second language acquisition level for ELLs. The important question to consider, no matter what the method entails, is this:

“What specific, accurate information does this assessment give me about my ELLs?”

We strongly encourage you to collaborate with your ELL specialists and other school personnel in using and interpreting state placement results for ELLs.

And finally, there are both advantages and disadvantages to using standardized test results for ELLs. A significant amount of standardized exams, whether content-based or psychological, have not been normed for ELLs. Consequently, their results may give a baseline measurement against native-speaking standards, but they must be used prudently and in conjunction with several other types of assessments.
A concluding note of caution: While it is crucial to have complete background knowledge on ELLs, it is equally crucial to not develop preconceived notions about their abilities to learn English based on this information. The classroom is a dynamic, complex, and powerful place. With careful instruction and planning, it is possible for even the most challenged of ELL learners to have their aptitude, engagement, and motivation changed for the better.

**Consideration #2: Know Your Standards: Content and English Language Acquisition**

Each Expeditionary Learning module and unit contains an “Overview” section that details the Common Core ELA grade-level standards being taught and assessed. As with any planning instruction done with the modules, we advise that you read and study these standards with the utmost care.

The key question for ELLs regarding each standard addressed in a module is:

“**Given what I know about my ELL’s language acquisition level, what would ELL-scaffolded mastery of this standard look and sound like?”**

We show examples of scaffolded mastery of standards, taken from New York State’s New Language Arts Progressions, in the “New Language Arts Progressions Sample” on the following pages. These progressions represent New York State’s mapping of English language proficiency standards onto the Common Core and suggestions for resulting scaffolding.

We use these progressions because they are particularly well developed and clear; as noted earlier, states are just beginning to write English language proficiency standards that are Common Core–aligned. We encourage you to educate yourself on the steps your home state has taken.

If your state does not yet have Common Core–aligned English language proficiency standards, the question of how to interpret Common Core standards through the lens of second language acquisition becomes trickier. We strongly suggest that you work in deep collaboration with your school and district to consider this question and its implications for your instruction, and also to determine what initiatives might already be underway.

In the meantime, see Appendix 1 for a list of resources that will guide you towards use ELL-supportive language standards.

**Consideration #3: Know Your Curriculum and Prepare to Teach It**

On the following pages, we provide guidelines for preparing to teach a module and planning scaffolds for ELLs. ELL-specific questions to consider include a star (★) and are in bold type.

We have also provided a sample ELL-scaffolded lesson (Part VI) and a sample ELL-scaffolded unit (Part VII) to show the end product of what this process might look like.

We have chosen both a lesson and a unit that are engaging and accessible to ELLs. However, bear in mind that modules must be considered in their entirety when planning for ELL scaffolds. For example, Unit 2 of “Identity and Transformation: Then and Now” is considerably more difficult than Unit 1.
As you read through the questions and think about the questions asked, keep in mind the knowledge you’ve gathered about your ELLs and the module standards in Considerations #1 and #2.

Remember: These are suggestions, not mandates, for preparing to teach the modules. Use your professional judgment and collaborative partnerships to determine the best planning approach for you and your ELLs.
Preparing to Teach a Module
With Recommendations Specific to ELLs

This document gives school-based coaches and teacher leaders a process to use when preparing to teach the NYS Grades 3–8 ELA curriculum modules. In order to effectively teach or adapt the modules, teachers or school-based teams need to have detailed conversations well before teaching a module. Such structured analysis and conversation will help teachers understand the learning progression of each module, the content knowledge that students build, and key components of the scaffolding toward standards.

Because the modules were designed based on the “backward design” curriculum approach, it is crucial to understand the big picture before digging into the lesson-level details. Therefore, this document follows a “zoom-like” structure: It begins with suggestions for how to analyze the yearlong overview documents, then zooms in to the module, unit, and lesson levels.

ELL-specific recommendations to consider include a star (★) and are in bold type.

**Orienting to the Year: Curriculum Maps and Overview Documents**

| Recommendation | Before analyzing specific modules at any grade level, it’s important to orient to the yearlong curriculum and how all of the modules at a given grade level connect. Dig into the grade-level Curriculum Maps. This helps teams understand not only how each module builds on the preceding module, but also when and how often each standard is assessed. It also helps teams notice strong content connections.

It is also important to consider school-wide systems and structures (for independent reading and additional literacy instruction) that need to be in place for the modules to be implemented most effectively. And understanding the “focus” of each module (such as “close reading” or “research”) will help teachers make decisions about where to... |
## Timeframe and Suggested Structure

This work should be completed at a Curriculum Council, or other instructional decision making convening, before adopting the modules as your primary instructional resource.

Classroom teachers should analyze Curriculum Maps and Overview documents at least two months before beginning to teach the modules. This work is best accomplished in a professional development session at least two hours in duration.

## Description

Curriculum Maps include the following information:
- Module focus (e.g., “close reading” or “research”): this focus is consistent across grades 3–5 and 6–8
- Module title: this explains the content that students learn about as they build their literacy skills
- Module description: a three- or four-sentence blurb to convey the “arc” or learning progression of the module
- Performance task: a culminating writing project, including the standards addressed
- Assessments: the title of the assessment, the assessment format, and standards assessed
- Standards assessed: any standard with a check is formally assessed (other standards may be taught and reinforced)
- The central text(s) that schools or districts order, and other texts included in the module lessons

## Preparation

As you analyze the Curriculum Maps, consider how the modules connect to building and/or district priorities. (For example, if your district or school has curriculum maps in place for coverage of science and social studies content, how can modules and standards covered in each module fit into that agreed-upon scope and sequence?)

Locate and discuss stand-alone documents that give the “big picture.”
- Prefatory Material
- Appendix: Resources and Protocols (general instructional routines used across all modules)

Supporting Reading beyond the Modules, Grades 3–5:
- Foundational Reading and Language Standards Resources Package for Grades 3–5 (includes Overview, Word Study Recommendations, Additional Work with Complex Texts, Fluency Resource, Show the Rule™ Overview, Independent Reading)

Supporting Reading beyond the Modules, Grades 6–8:
- Independent Reading for Grades 6–8
- Volume of Reading
- Common Core–Aligned Interventions for Adolescent Readers

Guidance Documents:
• The Grades 3–8 ELA Curriculum Modules: A Look at Assessment Design
• Writing in the Modules
• Overview of Research in the NYS Grades 3–8 ELA Modules
• Helping Students Read Closely
• Scaffolding Student Needs
• A Guide to Supporting English Language Learners

If your school or district is using only select modules, be clear about which ones and why. (For example, if your students are already strong close readers, you might use only select units from Module 1. Or, because opinion writing features prominently on state assessments, you might prioritize Module 3 [grades 3–5] or Module 2 [grades 6–8] before those tests occur.)

Orienting to a Module

| Recommendation | Read the module-level documents carefully to understand the “arc” or “story” of students’ learning: the design and flow of the content and assessments and how all of students’ work builds toward the performance task. When analyzing the module documents, take notes using a framework that EL calls the “4 T’s,” which provides a high-level sense of what a module is about: What is the **topic** of this module? What is the **text**? What are the learning **targets** (the standards, in student-friendly language) that students will be working to master? And what is the **task** (the performance task, and/or other writing tasks)? |
| Timeframe and Suggested Structure | At least one month before teaching the module, at a planning meeting that involves all collaborators on a given classroom’s instruction (general education teachers, special education co-teachers, reading specialists, teachers of ELLs, etc.). |
| Description | Three module-level documents describe the vision of the module, or the “big picture” of what students will learn during the eight weeks of instruction:
  • Module Overview |

1 Forthcoming
Preparation

We suggest you analyze the module-level documents in this order:

1. On the Module Overview, read the summary paragraph closely. It describes students’ learning across the three units of the module. What is this module mostly about?

2. On the Module Overview, read the short paragraph that describes the performance task. How will students be asked to synthesize and show their learning at the end of the module?

3. On the Performance Task document, read about the criteria for this task. What format is used? What standards addressed? What supports given? What are options to modify or extend the learning or put your own stamp on it as a teacher?

4. On the Module Overview, locate the chart with the English Language Arts outcomes, which lists the standards addressed. Study the actual language of the standards. What does the Common Core expect the students to know and be able to do during this module? What might that look like or sound like in action? (Be sure to consider available language progressions for English Language Learners.)

5. On the Module Overview, read the list of texts. What is/are the central text(s)? What else do students read?

6. On the Module Overview, skim the Week-at-a-Glance chart, which gives a sense of what students will do and learn each week.
   - Notice the length of each unit. Where will the students spend the majority of their time?
   - When and how often are each of the standards taught and assessed?
   - What will the students be asked to know and do in each assessment?
   - How would you explain how the three units connect (in terms of both knowledge and skills)?

7. On the Assessment Overview, read the description and standards for each mid- and end of unit assessment. What
 literacy skills are students focused on?

**NOTE:** We urge teachers to know the central text thoroughly before teaching it. As adults, read the central text(s) yourself; if possible, discuss with colleagues.

- What is this text about? What did you learn about this topic/issue/content?
- What is intriguing, surprising, puzzling about the information in this text?
- What is hard or confusing about the information in this text?
- As an adult reader, what did you notice and/or appreciate about this author’s craft?
- What do you think will engage students about this text? Where might they struggle?

Consider any specific scaffolds that need to be planned at the module level. (See *Scaffolding Student Needs* and *A Guide to Supporting English Language Learners.*) (For example, how might you use the Recommended Texts lists to build students’ background knowledge? What additional supports might specific students need to succeed with the performance task?)

### Orienting to a Unit

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Read each <strong>Unit Overview</strong> document closely to see the “big picture” of the unit. As you read, keep in mind how each units fits into the larger three-unit structure of the module. How do units build on one another? Focus on the Unit-at-a-Glance chart.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeframe and Suggested Structure</strong></td>
<td>This work should happen at least two weeks before teaching a unit, at a planning meeting that involves all collaborators on a given classroom’s instruction (general education teachers, special education co-teachers, reading specialists, teachers of ELLs, etc.). Conversation should focus on how supporting structures such as Resource Room and Intervention classes can prepare students for classroom instruction.</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>The Unit Overviews (three per module) give a deeper and more focused look into what the students will be learning</td>
</tr>
</tbody>
</table>

2 The suggestions in the Meeting Students’ Needs columns often are lesson-specific. They are based on the more general recommendations found in two separate guidance documents: *Scaffolding Students’ Needs* and *A Guide to Supporting English Language Learners.*
and doing throughout the module. Unit Overviews follow the same format as the Module Overview: summary, guiding questions, assessment descriptions, standards, central texts, and Unit-at-a-Glance chart.

The Unit-at-a-Glance chart is an especially important component of the Unit Overview. Teachers have found themselves repeatedly referencing this chart to understand the arc of the unit, how lessons build toward assessments, scaffolding (including key anchor charts), protocols used across the unit, as well as when each shorter text is introduced and how much time is recommended to spend on each.

At the end of each Unit Overview, there is an important section on preparation and materials, as well as optional extensions to go deeper with the content of the module through various creating and engaging activities.

**Preparation**

Anyone teaching a module needs to analyze all three units. If you use a “Jigsaw” structure with colleagues, to divide and conquer analyzing the three units, be sure to revisit each unit thoroughly on your own before teaching. If you time is limited, prioritize analyzing how the units work together to create the arc of the entire module. Then chunk the unit into two halves and focus on how the lessons in each half scaffold toward the assessments: What is expected of students and how do the lessons get them there?

Read all three Unit Overviews, considering the arc of the module:
- What are the skills (standards) that students are learning?
- What are the outcomes (products and understandings)?
- In addition to the central text(s), what do students read?

How do all these—the literacy, the content, and the texts—connect to one another?

We suggest this process for rereading each Unit Overview:
- Read the summary paragraph to understand the “story” of the unit.
- ★ Consider generally where ELLs might require background knowledge and vocabulary development to understand this story.
- Analyze the Unit-at-a-Glance chart. Note lesson titles and targets. What specific thinking will students need to do? How do lessons scaffold to the mid-unit and end of unit assessments?
- ★ What specific reading, writing, listening and speaking will ELLs need to do? Consider coding these four activities for yourself through text symbols or different colored highlighters.
- Use the Unit-at-a-Glance chart to locate which lessons hold the mid-unit and end of unit assessments.
- Go to the actual lessons where the assessments occur. In that lesson, scroll down to the supporting materials to find the assessment itself. Take the assessment yourself, as a learner, to identify what the students are going to
Preparing to Teach a Module - June 2014

Preparing to Teach a Lesson

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Familiarize yourself with the lesson format and the purpose of each box on the lesson template. Analyze and prepare lessons in half-unit chunks (leading up to each assessment), so you can still see the forest for the trees. For each lesson, determine what supporting target is the “heart” of the lesson. What seems most important to emphasize or foreground in instruction, given the assessment that students are building toward?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeframe and Suggested Structure</td>
<td>At least a week before teaching a lesson, convene a planning meeting that involves all collaborators on a given classroom’s instruction—general education teachers, special education co-teachers, reading specialists, teachers of ELLs, etc. In the conversation, emphasize ways to match module lessons to learners’ needs while maintaining each lesson’s rigor and alignment to the Common Core and the Shifts.</td>
</tr>
<tr>
<td>Description</td>
<td>There are 34–40 lessons per module. Lessons provide detailed descriptions of what to teach and suggestions on how to teach it in engaging, rigorous ways. The lessons are not scripts, but offer specific suggestions for learning activities, protocols, questions to ask, and student responses to listen for. All lessons include supporting materials, which are key to the learning and scaffolding toward assessments. Teachers should expect to flex lessons in order to meet students’ needs, but make sure to maintain focus on the learning targets that a given lesson addresses. Lessons spiral over time, so there is no need to linger on a given lesson until all students achieve “mastery.” Students practice similar skills often across a unit.</td>
</tr>
</tbody>
</table>
All lessons follow a similar format: Opening, Work Time, Closing.
Each lesson includes the following:
- ★ “Meeting Students’ Needs” column: suggestions for differentiation and additional scaffolding (for students who are struggling, ELLs, and students needing challenge extensions).
- “Ongoing assessment”: one or more tasks that give teachers formative assessment data regarding students’ mastery of the key learning.
- Lesson Vocabulary: words explicitly addressed. Note the division signaled by the semicolon. Words before the semicolon are academic vocabulary taught during the course of instruction (explicit instruction, unpacking targets, etc.); words after the semicolon are any vocabulary (academic and domain specific) from the text itself.
- Supporting Materials: the texts, graphic organizers, handouts, close reading guides, examples for teacher reference, etc.

Many lessons refer to protocols or Checking for Understanding techniques that can be found in the Appendix.

**Preparation**

When analyzing the lessons, keep in mind the needs of your students; some lessons may need adaptation. But be sure any adjustments you make align to the lessons’ learning targets, and that students are the ones doing most of the reading, writing, thinking, and talking.

When analyzing any lesson, have the text from that lesson in your hand: most activities link back to the text.

Analyze and process the lesson enough to make it your own. Many teachers find it helpful to create shortened cheat sheet agenda, annotate, PowerPoint, or SMART Board files. Breathe life into the lesson with your spirit, voice, expertise, and adjustments; do not read the lesson verbatim with students.

As noted in the “Orienting to a Unit” section above, read and analyze the **assessments** first:
- What is assessed?
- How is it assessed?
- What do the students need to know and be able to do?
- What text(s) will the students read? How will they be expected to navigate the text?
- What graphic organizers or note-catchers are used? Look for these in the lessons leading up to the assessment.
- What is the format or design of the assessment?
  - What types of questions are included?
  - What type(s) of writing is required?
Analyzing Lessons in Advance: We suggest two options for how to analyze module lessons:

A. ORDER OF PRIORITY:
(Skim lesson, then chunk and reread closely based on what will help you best understand the “logic”)
1. Always start by thinking about your students. What do they know? What do they need?

2. Do a “first read” of the lesson all the way through to get the gist of what is being taught and how.

★ Is there enough modeling to support your ELLs?

What are the outcomes (products and understandings)?

★ How would they look and sound, given the second language acquisition level of your ELLs?

3. Analyze the lesson title, long-term targets, and supporting targets: What is the purpose of this lesson?

★ How will these targets look and sound, viewed through the lens of your ELLs’ second language acquisition level? Consider any state English language proficiency standards to which you may have access.

★ Prioritize the targets, bearing in mind that scaffolding for ELLs slows down pacing. What is the “heart” of the lesson?

★ Are the targets comprehensible to ELLs, or do they need to be simplified or scaffolded?

4. Reread the Teaching Notes, which invite teachers to listen in on the thinking of the curriculum designers. Notes signal how this lesson links to the lessons before and after it, illuminate the intent of the lesson (e.g., what standard is the thrust of the lesson or if a new standard is being introduced), give tips about important things to keep in mind (e.g., “Don’t give this away to students” or “Don’t worry if students are confused here; they return to this again), and guide teachers on what to prepare in advance.

5. Skip to the end of the lesson and examine the supporting materials.

★ What is the level of complexity of the reading in these materials for your ELLs? (Consider the three factors...
of Text Complexity.)

★What background knowledge is assumed by the text?

★What Western/North American/United States cultural knowledge is assumed by the text?

6. Focus on the Ongoing Assessment box. How will the students show their mastery of the targets?

★Will these formative assessments need to be scaffolded for your ELLs?

★Do the formative assessments assess the prioritized learning targets for your ELLs?

★How will you assess any new or additional material you teach ELLs in this lesson?

7. Skim the Lesson Vocabulary and Materials list. These will be revisited as the body of the lesson is analyzed.

8. Reread the lesson:

- Continually circle back to the Vocabulary and Materials list to see where it all fits
  - Where does vocabulary work happen in the lesson?
  - What words may be most challenging for students?
  - ★What words should be prioritized for ELLs and why?
  - ★In order to help ELLs understand key concepts, what scaffolds might be needed (e.g. visuals, glossaries, etc.)?
  - Are there words in the text that were not identified in the lesson vocabulary that need to be added, since students might find those words to be barriers to deep comprehension of the text
  - Where and how is each material introduced/used? (Note that the first use is signaled with bold.)
  - What preparation must be done to have all materials ready?
  - Can you substitute materials and still hold the lesson’s integrity (e.g., sticky notes vs. highlighters)?
  - ★Will there be any aspect of using these materials that will be unfamiliar or confusing to your ELLs?

- Complete the tasks that the students are asked to do, as a way to understand the thinking required of students. Use the graphic organizers and/or note-catchers from the lesson to go through the lesson as if you were a student,
keeping in mind the metacognition of the lesson.

- Read each section of the lesson to see how it builds to the intended outcome; adjust with purpose in mind. This is where teachers can make the lesson your own (e.g., change the protocol).
  - Does the flow of the lesson make sense to you? Focus on the thinking and learning, not just the “doing” of the graphic organizers, handouts, etc.
  - Ask yourself, “Are we spending the bulk of the learning time on the key student thinking that drives toward the most important learning target(s)?”
  - What adaptations might you need to better meet the needs of your specific students?
  - Focus on the “setting up” for the task, which will ensure that most students can do the task itself without you having to reteach or intervene.

- Prioritize the supporting learning targets. What is the “heart” of the lesson? Where is this lesson driving?
- Consider the lesson structure: Do students “grapple” first, or does the teacher model? Why?
- What protocols or anchor charts are used? These often link to other lessons, so beware of adapting too much.
- ★Is there anything about the protocols that your ELLs might find confusing? (For example, are your ELLs familiar with how to work in groups? Do they need to know certain social English structures or social conventions in order to share information during the protocol? Do they need to have the directions pre-taught, scaffolded, or modeled? Etc.)
- ★Are the anchor charts visually or graphically scaffolded enough for your ELL’s comprehension?
- What types of writing are expected?
- ★What writing scaffolds are already in place (graphic organizers, sentence starters, etc?) Are these scaffolds sufficient for your ELLs, or do they need more support?
- ★Is the writing in this lesson directly linked to the priority standards, or is it something that can be de-emphasized for ELLs without sacrificing the standard?
- ★What social English and/or Western/North American/United States cultural knowledge is assumed by the listening and speaking in this lesson? (Ex: raising hands to answer a question)
- ★Is there enough listening and speaking scaffolding in place (note-catchers, multiple read alouds, sentence starters, etc) for your ELLs, or do they need more support?
- ★Is the homework in this lesson directly linked to the priority standards, or is it something that can be de-emphasized or simplified for ELLs without sacrificing the standard?
- ★Is the homework sufficiently scaffolded for your ELLs to complete independently in their personal living situations, or do your ELLs need more support?
| 9. Step back and think again about your students. What do they know? What do they need? |

**B. CHRONOLOGICAL:**
(Skim, then chunk and reread from start to finish. Use the guiding questions for ELLs above.)

1. Always start by thinking about your students. What do they know? What do they need?

2. Do a “first read” of the lesson all the way through to get the gist of what is being taught and how.

3. Analyze the lesson title, long-term targets, and supporting targets: What is the purpose of this lesson?

4. Reread the lesson, stopping after each agenda step or “chunk” (including the “Meeting Students’ Needs” column). Keep in mind:
   - Does the flow of the lesson make sense to you?
   - What adaptations might you need to better meet the needs of your specific students?

5. Reread the Teaching Notes.

6. Reread the long-term and supporting learning targets, and notice how they align with the ongoing assessment or the mid-/end of unit assessment that this lesson builds toward.

7. Focus on lesson vocabulary and vocabulary instruction. See Option A above for questions to think about.

8. Review the materials. See Option A above for questions to think about.

9. Reread the lesson itself. Read the Opening, Work Time, and Closing to see how each step in the agenda builds to the intended outcome.
   - How does the lesson flow?
   - Does it make sense to you?
   - Does it connect to the learning targets?
   - How does this lesson tie to upcoming assessments? (Stay grounded in where the students are going.)
   - What types of things are the students asked to do in order to show their learning?
   - As a learner yourself, complete any tasks that the students are asked to do to.
- Note that at strategic points in the module, exemplars are provided for teacher reference.
- Doing the tasks yourself will clarify the process that the students will need to go through—the thinking of a reader (metacognition). Keep in mind, “What am I doing as I read?” so that this can be part of any discussions and/or the debrief.

10. Examine the supporting materials (listed in the Materials box and provided at the end of each lesson).
   - What supporting materials are provided?
   - Understand how graphic organizers and note-catchers serve as scaffolding toward assessments. If you need to differentiate, be sure any new graphic organizer stays true to the targets and provides only the support that students truly need.

11. Step back and think again about your students. What do they know? What do they need?
   - Consider and plan additional scaffolding.
   - What schema do they already have on the skill being assessed?
   - What do they not know? (For example, older students may already know that time and place described the “setting.” There is no need to spend a lot of time on that even if it’s written in the lesson. Instead, spend time teaching that “culture” also describes the setting.)
   - What are the suggested grouping structures, and how will those serve your students?

If, after teaching a lesson, you determine that your students need more practice or reinforcement before an assessment, discuss additional scaffolds might you need to put in place to meet students’ needs (remember, though, that students circle back to standards across a series of lessons).

<table>
<thead>
<tr>
<th>The Bare Essentials</th>
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</thead>
<tbody>
<tr>
<td>Preparing to Teach a Lesson, at least one or two days before teaching</td>
</tr>
<tr>
<td>At the bare minimum, do the following in preparation for daily instruction:</td>
</tr>
<tr>
<td>- Skim the lesson title, long-term targets, supporting targets, and agenda: What is the purpose of this lesson, and how do students achieve this purpose?</td>
</tr>
<tr>
<td>- Locate the supporting materials, understand how they are used, and prepare materials as needed.</td>
</tr>
<tr>
<td>- Reread the teaching notes: What do you need to be particularly mindful of in this lesson?</td>
</tr>
<tr>
<td>- Skim the lesson, focusing on the asterisk (*) that indicates strategic questions for teachers to ask.</td>
</tr>
<tr>
<td>- Consider your students. What do they know? What do they need?</td>
</tr>
</tbody>
</table>
Understand the Backward Design; Bring the Module to Life

This document was designed to empower teaching teams to understand the “deep logic” of the modules so that you can make each module come alive for students. Careful analysis and preparation is the key to success. Particularly for teachers who are familiar with designing their own curriculum, it takes thought and study to “step into the brains” of the curriculum designers who crafted the modules. And for teachers who may not ever have designed a curriculum using the backward planning model (i.e., planning with the end in mind, and then thinking through the scaffolding required to get students to that end goal), analyzing the module resources by “zooming in”—from the yearlong view, to the module level, to the unit level, and finally to the lesson level—is invaluable. Understanding the backward design logic will make it easier to feel the “story” of what students are learning and the structure of how the module scaffolds students toward mastery of the standards. Then, you can step into the design and make it your own.
Case Study: Rosa

What follows is a case study based on a real ELL student, and how her teacher moves through the three considerations to create appropriate module scaffolding for her for the first unit of a seventh grade module.

Rosa is a 12-year-old seventh-grader from the Dominican Republic. She entered her school district at age nine in third grade after immigrating with her single mother.

According to Rosa’s cumulative file and input from her teachers, she has well-established social communication skills; she can listen and speak in English in school and in the wider community. When she reads aloud, she substitutes words she knows for words she does not recognize without being aware that the meaning of the passage changes when she employs this strategy. She is a semi-fluent “decoder,” but her comprehension lags behind her pronunciation skills. According to a widely used standardized reading assessment, her independent reading level is within the fourth-grade Lexile band (as modified by the Common Core in 2012).

Additionally, according to information received through intake interviews that are updated yearly and conducted in Spanish, Rosa now lives with her mother and two younger siblings, one of whom was born in the United States. Her mother speaks and reads nothing but Spanish, and Rosa often serves as her translator on the phone, during errands, or in government offices. With her siblings, she speaks a rich inter-language (a mix of two or more languages, in this case Spanish and English), which occurs often as Rosa is expected to take care of them both when her mother leaves home to work cleaning office buildings at night.

There are very few print publications in the home, mostly consisting of materials sent home from school and a handful of pre-primer books in Spanish. Rosa does not have a computer, a cell phone, or Internet access. The family does own a television and a phone landline. Rosa often watches English-language TV with her siblings at night when homework and chores are completed.

Since there is a sizable population of Spanish-speaking families in the district, Spanish language resources are widely available. Rosa has participated proudly in Spanish cultural activities in school; she feels comfortable as a Dominican in her learning community.

This information has several implications for the module scaffolds. For example:

- Rosa likely will need significant scaffolding of the homework so she can complete it at home without the English language supports that may be available to native speaking families. Providing access to a good dictionary or a glossary, written for Rosa’s acquisition level, will be important.
- Rosa is comfortable sharing and discussing her language and culture in school. This is an asset to build upon as the module progresses.
- Rosa’s strong oral fluency in English and Spanish will be an asset as she works to comprehend complex text in the module. Thoughtful, limited use of Spanish in the classroom—in homogeneous pairs or groups of Spanish-speaking students, or with a Spanish-speaking adult—can assist her in “getting the gist” of challenging text or understanding key vocabulary in an efficient manner.
Rosa will begin the seventh-grade module, “Identity and Transformation: Then and Now,” shortly. Rosa’s ELL and ELA teachers meet to plan collaboratively; both express concern that scaffolding the unit for Rosa will necessarily make the instruction deeper and longer.

The Unit 1 Overview states that standards RI.7.1, 7.2, 7.3, and 7.5 are assessed in the unit:

<table>
<thead>
<tr>
<th>RI.7.1</th>
<th>Cite several pieces of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.7.2</td>
<td>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</td>
</tr>
<tr>
<td>RI.7.3</td>
<td>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</td>
</tr>
<tr>
<td>RI.7.5</td>
<td>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</td>
</tr>
</tbody>
</table>

In order to keep pacing reasonable, Rosa’s teachers determine that RI.7.1, 7.2, and 7.3 are the most important standards for Rosa to master.

Using state English language acquisition standards available to them, Rosa’s teachers interpret those three standards through her acquisition level. They then determine what a scaffolded mastery of the standard would look and sound like for Rosa. For example, they will allow Rosa to answer questions with a word bank and a partially completed graphic organizer where appropriate.

Rosa’s teachers then use the ELL guiding questions in “Preparing to Teach a Module” to plan lesson-level scaffolds for Rosa. They focus in particular on giving Rosa assistance in her native language; modifying the ongoing Reader’s Notes to include more scaffolding such as sentence stems and word banks; and determining which texts can be deemphasized in light of the longer, deeper “dive” Rosa will need for comprehending the texts. Rosa will also need heavy scaffolding to complete the homework independently. Rosa’s linguistic strength is her oral communication and comfort with speaking aloud in class; her teachers plan to build upon this strength during listening and speaking activities, which they code in the curriculum.

An important pedagogical move for Rosa is to use the independent reading component to help build background knowledge for the unit. Rosa can self-select books on her reading level, but her teachers will search for novels that are engaging and involve strong themes of identity.

III. MODULE SCAFFOLDING FOR ELLS: OPTIONS FOR ELL DIFFERENTIATION

Below, we discuss ELL-specific options and considerations for module scaffolds. We divide these scaffolds into eight sections:

- Overarching Scaffolds
- Scaffolding Complex Text
- Scaffolding Vocabulary
- Scaffolding Listening and Speaking
• Scaffolding Writing
• Scaffolding Grammar
• Scaffolding Assessment
• Scaffolding Pacing

You can find additional support and suggestions in the Meeting Student Needs column in every module lesson.

Overarching Scaffolds

Clear Expectations (Targets), Both Content-Based and Language-Based: No matter what aspect of language you are working on with your ELLs, being clear about your academic goals is key. ELL-friendly targets not only allow ELLs to understand the purpose of the classroom work, but to see what language objectives they must master to access the content (Himmel, 2012). Consider how you might communicate or scaffold targets in a way your ELLs can comprehend.

Small Group Work: This is recommended in both ELL-based Educator’s Practice Guides from the U.S. Department Education’s Institute of Education Sciences, or IES. In particular, direct and explicit small group instructional intervention in all aspects of reading is recommended for ELLs who struggle with reading in the elementary grades. Small group work, in peer groups or with a teacher, is also recommended for ELL secondary students who struggle with literacy and English language development (Baker et al., 2007; Baker et al., 2014). The IES also recommends pair and group work for integrating oral language development for all ELL students across content-area teaching in the secondary grades. Overall, small group work for all ELL students increases the opportunity for meaningful oral language interaction on multiple levels, and decreases learner anxiety (Gibbons, 2002).

Opportunities for Student-Driven Listening and Speaking: As mentioned above, research confirms that classroom listening and speaking is often teacher-dominated. Teacher-dominated discourse, if conducted thoughtfully, does not necessarily impede second language learning. However, across all instruction, providing opportunities for ELLs to authentically communicate in their second language has obvious implications for increasing their listening and speaking abilities. Gibbons (2007) lists the following qualities of what she calls “progressive discourse” for ELLs:

• A need for ideas not just to be shared, but questioned
• A classroom ethos that encourages students to share their own ideas
• Control of the discourse does not rest entirely with the teacher
• Learner control of the interpersonal language needed to participate in classroom talk

Pay close attention to the implications of “teacher talk time” and “student talk time,” deciding what would be most appropriate to the learning at hand. Overall, it is essential to recognize the importance of oral language development for ELLs: ELLs with oral proficiency in English possess more language learning strategies, and are better at engaging in academic uses of language (Genesee et al, 2005).

Honoring the Home Culture and Language: As we mentioned in the Introduction, there is strong evidence both that encouraging literacy in the first language facilitates literacy in the second language, and that ELLs thrive in schools and classrooms that have an “intercultural orientation” (Freeman & Freeman, 2011). Practically, studies show that teachers also use the first language to help them connect personally with
students, acquire vocabulary of all kinds, and help students meta-think about their language instruction (for example, using the first language to work through the proper position of a verb in a sentence) (Ellis, 2012).

There are obvious dangers in overreliance upon the first language in ELL instruction (for example, in small group work with ELL peers), and it is important overall to expose ELLs to their new language as much as possible in the classroom setting. Bearing this in mind, however, we strongly support thoughtful and targeted use of the first language in all ELL scaffolding.

**Decreasing Anxiety:** ELL research is clear that student anxiety about producing correct second language can have a profound negative affect on second language acquisition. This may be especially true in the secondary grades, where students naturally enter a period of identity formation and questioning that is potentially difficult to navigate (Leki, Cumming, & Silva, 2008). ELLs can also come from personal situations of high stress, such as the recent high influx of unaccompanied immigrant children across the Mexican border (Maxwell, 2014). Whatever scaffolds you choose, give strong consideration to the levels of comfort or anxiety they can induce in your ELLs.

**Scaffolding Complex Text**

We recommend first looking closely at each piece of module text through the lens of the three factors of text complexity: qualitative factors, quantitative factors, and reader-based factors. Having a strong sense of how the ELL reader interacts with quantitative and qualitative complexity can help determine how the text should be best scaffolded. For example, even a very simple, low-level text can be difficult for ELL students to understand without text structures that assist in comprehension, or if ELL students are lacking sufficient background knowledge.

In general, we recommend a tripartite foundation for scaffolding module text with ELLs:

- Strategically chosen complex text scaffolded through a gradual release model: teacher read-aloud, guided read-aloud, guided reading small group work, independent reading (Freeman & Freeman, 2011)
- Targeted vocabulary instruction related to the text
- Heavy pre-reading in related independent-level text

The module lesson’s typical format for close reading—reading for gist, teacher read-aloud, independent or partner reading, annotating the text, and revisiting the text for craft and structure—supports the gradual release model. Scaffolds, such as multiple read-alouds or several rounds of teacher modeling, are easily folded into the module’s close reading structure.

In this document we separate vocabulary scaffolds from reading scaffolds simply as a means of organization. In reality, these two areas of instruction are inextricably linked.

<table>
<thead>
<tr>
<th>When scaffolding text …</th>
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<tbody>
<tr>
<td>Provide additional quality read-alouds, including via technology.</td>
</tr>
<tr>
<td>Number the sentences in the text.</td>
</tr>
<tr>
<td>Provide repeated oral readings and choral readings for exposure to and practice with fluency.</td>
</tr>
</tbody>
</table>
Use accessible portions of the text to provide explicit instruction and practice with fluency.

Support understanding of topics and themes with visuals and realia.

Guide reading of additional text on the same topic within the student’s acquisition level to enhance background knowledge.

Work on the module’s literacy strategies with independent-level text.

Use ELL-friendly glossaries during close reads (see “Vocabulary” below for more detail).

Frame reading the text with a preview and review—this can be conducted in the student’s first language.

Point out text features.

Build background knowledge in the student’s first language.

---

**When planning independent reading …**

Chunk text into sections that hang together conceptually.

Read with a buddy (a strong first language reader, a peer who shares the first language, and/or a peer with similar reading abilities).

Provide structured overviews for sections of text in simplified English or first language.

Reformat texts to include embedded definitions or picture cues of ELL vocabulary words (see “Vocabulary”).

Have a fluent adult read aloud to a small group before independent reading.

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**When answering text-dependent questions …**

Tackle small sections of complex text at a time, especially excerpts that are on the same Lexile or acquisition level as your ELLs.

Provide additional modeling for those who need it once students have tried the task.

Provide sentence stems or frames.

Provide a glossary and use frequently (see “Vocabulary” section below).

Pre-highlight key ideas/details in the text.
Have heterogeneous ELL pairs practice and extend previously taught material.

When planning reading homework …

Use any of the scaffolds above, bearing in mind that the ELL must complete the homework independently. More scaffolding than usual may be required.

Consider how technology, such as audio versions of the text or video of instruction, may assist the ELL.

A note on free voluntary reading: According to research, ELLs who engaged in free voluntary reading experienced less writer’s block and stronger writing performance (Leki, Cumming, & Silva, 2008). Consider this when implementing the independent reading program built into the modules.

Scaffolding Vocabulary

It is not possible to teach every word an ELL needs to know. As a result, we recommend three categories of words to consider teaching:

- Words (academic and domain-specific) required for answering the module’s text-dependent questions (e.g., “water,” “connect,” “independence”)
- Words (academic and domain-specific) required to meet the module’s learning targets (e.g., “analyze,” “write,” “understand”)
- Any words that appear in high frequency across module texts (e.g., “of course,” “said,” “stated”)

Consider using technology and/or existing high-frequency word lists to assist in analyzing texts for words that fall into these categories. In Appendix 1, we recommend resources for this.

Devoted time to teaching these words using tailored glossaries is recommended. The IES recommends doing so intensively across several days, using a variety of instructional activities (Baker et al, 2014). Use the words as frequently as possible in your authentic classroom communication, and encourage your students to do the same.

Different types of instruction are suited to different types of words. Words that are abstract or have multiple layers of meaning should be pre-taught using visuals or other non-linguistic scaffolds. Less abstract words can be taught “in the moment” during a close read. Lastly, word-learning strategies can be explicitly taught to help ELLs discover the meanings of words independently.

In general, go “deep” instead of “wide.” Choose a handful of words to teach per every several days and emphasize them versus extensive lists of vocabulary.
When pre-teaching vocabulary …

Underline words in the text that are key to understanding it so students don’t look up every word in complex passages.

Pre-teach vocabulary using a glossary, interactive Word Wall, phone or computer apps, or other techniques for more abstract words or words with confusing multiple meanings.

Teach students word-learning strategies in explicit mini lessons using cognates, context clues, morphology, and reference guides.

When teaching words while you read …

Highlight less abstract, more concrete vocabulary during read-alouds and discussions and define them in context.

Allow students to use their glossaries during close reading.

When using a glossary …

Provide a glossary that has ELL-friendly definitions, examples from the text, visual supports, and the opportunity to create new phrases or sentences using the target words.

Use smart phones or other technology to allow students to look up words they don’t know and create their own glossaries.

Remember that word translation and/or definitions in the first language can be helpful in a glossary, but only if students have sufficient literacy in their first language.

Scaffolding Listening and Speaking

Do not be misled by an ELL’s seeming fluency in oral English. Cummins (2008) distinguishes between BICS (Basic Interpersonal Communicative Skills), or conversational fluency, and CALP (Cognitive Academic Language Proficiency), or academic language. ELLs typically take one to three years to gain proficiency in BICS. In stark contrast, depending on the level of first language literacy, an ELL can take multiple years to become proficient in CALP (Thomas & Collier, 2002). As a result, you may hear your ELL students chatting fluently in English with their friends in the lunchroom, but also observe them struggle with listening and speaking about academic text in the classroom.

Therefore, for ELLs to be successful in the academic discussions and collaboration required by the Common Core, they need explicit instruction in oral and aural academic language. They may also need
guidance in social language and cultural norms of communication (Fisher & Frey, 2013; Zwiers & Crawford, 2009). An example of this kind of guidance is below.

### Sentence Starters for Counter Claims

| I disagree with ____________________ because __________________. |
| The reason I believe _______________ is ________________. |
| The facts that support my idea are ________________. |
| In my opinion, _________________. |
| One difference between my idea and yours is _________________. |

(From Karen Jessop in “Collaborative Conversations” by Douglas Fisher and Nancy Frey, *Principal Leadership* April 2013).

Consider teaching nonverbal academic hand signals to increase opportunities for ELLs to listen and actively contribute. Develop simple signs for statements such as “I agree,” “I disagree,” or “I have a question.” This allows for more transparency in determining what students are thinking, and gives ELL students more “think time.” More resources for facilitating academic conversations can be found in Appendix 1.

Bear in mind the cultural implications of helping students speak a new language. It is tempting to position oral academic English as “correct,” and dialect, slang, social English, inter-language, or even the first language as undesirable or “incorrect.” However, we feel this is not a helpful distinction; it runs the risk of increasing ELL anxiety about producing their new language, or feeling that their cultural heritage is “second best.” Consider, then, explicitly teaching that the oral language ELLs learn in the classroom through their academic instruction is a means of gaining what Pierre Bourdieu called “cultural capital” (1986): a powerful tool for success in school and in the wider community.

### When scaffolding speaking/listening in general …

Dedicate time during a close text read to prepare and present oral answers.

Use language to talk about language (“metalanguage”). Metalanguage can help students reflect upon their language learning and how their new language is used, draw attention to important features of language, and help students make connections between knowledge of their first and second languages (Hu, 2010).

### When scaffolding speaking/listening in small groups …

With care, select heterogeneous pairs or groups who speak the first language.

Provide and explicitly teach social AND academic sentence starters and frames for conversation, accompanied by visual support.
Scaffolding Writing

Below, we summarize many of the ELL writing recommendations from Silva (1993); Leki, Cumming, & Silva (2008); and IES (Baker et al., 2014).

Our modules provide regular, structured opportunities to develop written language skills, one of the recommendations in the recent ELL-based Educator’s Practice Guide by IES. Consider adding to this practice for ELLs through dialogue journals, daily free writing, or other means (Peregoy & Boyle, 2012).

Organizing, planning, and goal-setting for ELL writers is key to their success, as often ELLs pay the most attention to simply generating content. Our systematic writing approach—preplanning, talking through ideas, graphic organizers, and conferencing—gives this support to ELLs. Additional scaffolding can easily be folded into the general writing approach in the modules such as more detailed graphic organizers or multiple rounds of conferencing.

The writing process in a new language can be more laborious for ELLs than for native speakers, with stilted or uneven results. As a result, support for fluency (such as word banks, practice with transition words, or work in sentence combining) are important.

Since ELLs often struggle with reading text, textual references can be minimal their writing. Text evidence is critical to meeting Common Core standards, so explicit instruction and scaffolding on how to effectively cite text is essential.

Writing for a specific audience also requires support, since ELLs may not possess the cultural or background knowledge necessary to “step into the shoes” of the audience for a writing piece.

Older students with first language literacy may organize their writing within discourse patterns, or patterns of thought, that differ from ones typically taught in Western/North American/U.S. schools. For example, students from another culture may have been taught to write deductively (from evidence to conclusion) instead of inductively (from conclusion to evidence). They also may have been taught different patterns of narrative, such as beginning in the middle of a story’s chronological progression. Such culturally influenced approaches to writing are not “incorrect.” As a result, the expectations of Common Core writing should be explicitly taught as an effective and culture-specific means of approaching written communication.

Lastly, oral interaction between students and teachers helps students negotiate writing in English by scaffolding text construction, modeling texts, and making clear the learning targets for writing tasks (Leki, Cumming, & Silva, 2008).

<table>
<thead>
<tr>
<th>In the pre-planning stage ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modify graphic organizers to include picture cues, partially filled-in items, or additional step-by-step directions.</td>
</tr>
<tr>
<td>Provide explicit descriptions of audience, and help students deduce how their writing should address audience in specific ways.</td>
</tr>
</tbody>
</table>
Consider allowing or encouraging drawing as a pre-writing strategy for younger ELLs.

**When drafting/revising …**

Provide sentence starters and sentence frames for specific language functions.

Provide word banks, glossaries, and models of targeted vocabulary use.

Focus on increasing fluency, generating ideas, and clarifying content before grammatical structures.

Support oral rehearsal of writing: Give more “talk time” with peers for this purpose.

Bear in mind that older ELLs generally produce more writing than younger ELLs, similar to native writers.

**While editing …**

Provide practice in sentence combining for fluency.

Provide full model sentences from module texts for students to imitate and analyze.

Teach “editing” as a discrete process, using dedicated cycles of rereading student writing for a specific editing purpose.

**When giving feedback …**

Offer frequent conferencing, both with you and peers; expand and repeat cycles of process-oriented writing.

Correct writing in targeted ways over multiple drafts to avoid overwhelming the student.

**Scaffolding Grammar**

In this section we use the word “grammar” to mean all structural rules that govern English. This includes mechanics/conventions, syntax, the proper use of parts of speech, spelling, and so on.

The Common Core language standards, covering all aspects of grammar, are addressed in the modules but not heavily emphasized. However, explicit instruction on these forms of English is essential: grammatical errors are the most common and the most difficult to navigate for ELLs in their writing (Leki, Cumming, & Silva, 2008).
Effective grammar instruction for ELLs is the source of continued debate, and there are several approaches supported by research. Use your collaborative partnerships to determine a grammar approach that is Common Core–aligned as well as supportive of your school’s or district’s local curricular decisions on grammar. We include some potential resources in Appendix 1.

When considering grammar instruction for ELLs …

Consider that there is evidence for the effectiveness of both comprehension-based instruction (centered on exposure to a grammatical form) and production-based instruction (centered on producing the grammatical form) (Shintani, Li, & Ellis, 2013).

Have students discover grammatical rules through inductive reasoning (finding patterns in a group of examples).

Fold dedicated grammar instruction into close reading instruction for ELLs, using model sentences from the text and deconstructing them with students.

Scaffolding Assessment

Each module contains a mid-unit and end-of-unit assessment, a performance task, and multiple forms of ongoing formative assessment.

For any assessment task, pinpoint the target standard(s) of the assessment and interpret its mastery through the second language acquisition level of your students. The New York State Language Progressions for standards RI.7.1 and 7.2 that we have included give you some examples of how to do this. Once this interpretation is complete, any assessment for ELLs should be aligned accordingly. Our case study on Rosa also exemplifies this alignment.

On any assessment task, you must give any state-approved accommodations to ELLs, such as extra time.

We also recommend using any additional appropriate scaffolding you have determined for your ELL on the performance task and formative assessments.

Treat the mid-unit and end-of-unit assessments differently from the performance task and formative assessments. While it is important to give ELLs state-approved accommodations on their mid-unit and end-of-unit assessments, give these on-demand, summative assessments “straight up,” with no further scaffolding. This allows you to have a baseline measurement of your ELL’s performance against a grade-level standard.

If you wish to see how your ELL will perform on the mid-unit and end-of-unit assessments with scaffolding and accommodations, give the assessments a second time.

However, use your professional judgment. If giving a summative assessment twice creates an undue burden on your ELL students, it will not yield useful results. The key question to ask when assessing ELLs is:
“In what way can I give this assessment so it yields reliable information on whether my ELL is meeting the learning standard at hand?”

Scaffolding Pacing

ELLs are participating in several layers’ worth of learning that native speakers do not necessarily require. Simultaneously with content, ELLs are learning receptive and productive new language, cultural norms and social mores, and background knowledge to which they may never have had access before. As a result, a typical learning target may take much longer to address thoroughly for an ELL. Below are some strategies.

When looking at the big picture of the unit/module …

Analyze the whole unit—targets, assessments, agendas. Then cut judiciously.

Examine the instructional arc of the next few lessons to see how you might scaffold them within the time you have.

Choose quality over quantity; eliminate peripheral complex text tasks and/or learning targets and focus on the central texts and targets of the module.

Spend time explicitly teaching management routines that cut down on “downtime.”

When looking at a lesson …

Consider where supplemental education can reduce the number of academic demands in a particular period or lesson.

Add marginal notes in handouts to remind students of procedures and processes.

Break tasks down into smaller, focused chunks, and time them visibly.

Provide formative feedback to push students onward: “You’re producing so much writing! Keep up the good work. You have three minutes left.”

Allow some students to complete the same task on a smaller scale (e.g., three out of the five questions).

Analyze specific tasks that take too long. Then make adjustments to address the same standards in a more efficient fashion.
IV. A FINAL WORD: THE SHARED RESPONSIBILITY FOR ELL INSTRUCTION

While the intended audience for this document is English Language Arts and ELL teachers of ELLs, we must reiterate the critical understanding that ELL instruction is everyone’s concern: across the school, across disciplines, and across teachers.

In the past, ELLs have often been considered to be just the ELL teacher’s responsibility. Such an attitude is unsustainable, given the sharply rising numbers of ELLs in this country and the dramatic shift in academic expectations embedded in the Common Core.

To that end, we list recommendations for content-area teacher instruction in the IES ELL-based Educator’s Guide for 2014 (Baker et al., 2014):

- Video clips
- Graphic organizers
- Explicit teaching of content-specific academic vocabulary and general academic vocabulary
- Daily opportunities to talk about content in pairs and groups

All of these recommendations are incorporated into the existing modules. These techniques also can be exported, simply and powerfully, into other subjects and classrooms.

ELLs are capable of the same achievement as their native-speaking peers, given adequate cross-curricular support. ELLs need and deserve access to all aspects of the American educational experience, from the curriculum to the physical mainstream classroom. All teachers are teachers of ELLs.
V. REFERENCES


We also gratefully acknowledge The Expeditionary Learning ELL Working Group, Diane August, Diane Staehr-Fenner, the New York State Department of Education, and the teachers of New York State for their feedback, assistance, and generosity in developing this resource.
VI. SAMPLE: ELL-SCAFFOLDED LESSON
Overview of adaptations I am thinking about:

- My fifth grade class is extremely diverse. I have current ELLs, including newcomers; former ELLs; and students with IEPs. Scaffolding the work is an essential part of my teaching.
- Students were instructed to write down any questions or wonderings they had during their reading of Chapter 2 for homework last night.
- I am thinking it would be beneficial for my ELLs to hear the chapter read aloud.
- I am going to stop a few times throughout the chapter to allow students to ask any clarifying questions they have; I am going to let them lead the discussion.
- Students need to “see” and “hear” what good conversation is, so I am going to include a Fishbowl protocol in this lesson.
- I am going to pick stronger students to model the first time around.
- I think I should write the sentence starters I hear these students using on an anchor chart that can be displayed for student reference.

Grade 5: Module 1: Unit 2: Lesson 2
Getting to Know Esperanza: (Chapter 2: “Las Uvas/Grapes”)
Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can effectively engage in a discussion with my peers. (SL.5.1)
I can explain what a text says using quotes from the text. (RL.5.1)
I can make inferences using quotes from the text. (RL.5.1)
I can compare and contrast literary elements using details from the text (two or more characters’ points of view, settings, events). (RL.5.3)
I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4)

Supporting Learning Targets

- I can discuss answers to questions with my triad and provide evidence to explain my ideas.
- I can answer questions about the setting of the novel Esperanza Rising based on evidence from the text.
- I can answer questions about the main character, Esperanza, based on evidence from the text.

Ongoing Assessment

- Observe where students place their evidence flags
- Triad discussions
GRADE 5: MODULE 1: UNIT 2: LESSON 2
Getting to Know Esperanza:
(Chapter 2: “Las Uvas/Grapes”)

Agenda

1. Opening
   A. Introduction of Triad Structure (5 minutes)
2. Work Time
   A. Triad Discussion: Setting and Character in Chapter 1 (10 minutes)
   B. Read-aloud, Independent Reading, and Text-Dependent Questions: Pages 4–8 (20 minutes)
   C. Guided Practice: Triad Work (10 minutes)
   D. Answering Questions in Triads (10 minutes)
3. Closing and Assessment
   A. Debrief: Reading Esperanza Rising Anchor Chart (5 minutes)
4. Homework

Teaching Notes

• In advance: Create anchor chart: Norms for Triad Talk (see supporting materials).

• Make sure charts are clearly visible and at eye level for students so they can be easily referenced during group work.

• Esperanza Rising is a long novel. In Unit 2, students typically read a chapter each day for homework and discuss key passages in class. Students may need additional time during other parts of the day to keep up with the reading. Note, however, that in Unit 3 (Readers Theater), students revisit, analyze, and discuss many key passages from Esperanza Rising. Thus, students’ understanding of the text will grow across the six weeks of Units 2 and 3 combined.

• Reading each chapter aloud to the class will take extra time but it will allow for a much deeper understanding. The novel is a Level V (End of 5th grade reading level) and some students are only reading on a 2nd/3rd grade level. During our class read aloud, having students write questions and wonderings on post-its will allow them to clarify their thinking, so they can access the text at a much deeper level while working with their triads.

• The lessons in this unit follow a predictable pattern. Help students start noticing this pattern. They will do a “first draft” read of a new chapter for homework each night. They are not expected to fully understand everything at that point. In class, they will analyze key aspects of the chapter they read for homework (often by answering a series of text-dependent questions). They do this work with teacher support, either whole group, in triads, or on their own. Often, they will revisit key passages from a given chapter in future lessons as well.

• Beginning in Lesson 3, each lesson opens with a brief quiz that holds them more individually accountable for their homework reading. In this lesson, students simply revisit their homework reading with their triads.

• Use this quiz data to drive my small group reading instruction later in the day in their additional literacy block. I can group students with little understanding together and work with me later in the day: I will chunk the text so we can work on
comprehension and vocabulary at the students’ pace.

- Throughout their study of the novel, students regularly answer text-dependent questions. In advance: Read Chapter 2: “Las Uvas/Grapes” and review the text-dependent questions (see supporting materials). Students will work with a similar document in many lessons. Two copies of the questions are provided—a blank to distribute to students and display on a document camera, and one with answers for teacher reference. In this lesson, since it is the first time students will be working with this Text-Dependent Questions handout, you first just display the first question (as guided practice during work time C). Then you distribute the questions to students during Work Time D.

- When working on writing skills later with my ELLs, I may use these questions. The students will be familiar with the questions and the text so I can focus my instruction more on locating evidence and developing well-supported answers.

- This lesson introduces a new small group structure: Triad Talk. These reading and discussion groups will be used throughout the study of Esperanza Rising.

- Remind students of all the great collaboration and discussion they did in Unit 1. Remind students that this is a difficult book and it’s OK not to always understand everything. That’s why we are working together in groups, so we can help each other grow as readers.

- Be strategic in your grouping. If you have a few struggling readers in your class, put them in a group together so that you can more directly support them while allowing other students to be more independent. If you have many struggling readers, place them in groups with stronger readers but carefully monitor that they are reading and contributing. Your ELLs may benefit from being in a group with others who speak their native language.

- I will group most ELL students with one student who speaks their native language and another student with strong collaboration skills. There is one newcomer who speaks Arabic and I don’t have any other Arabic students. I will place him in a triad with a former ELL who can help our newcomer with the frustration and nerves he may feel. The other group member will be a strong student with good conversation and leadership skills.
Getting to Know Esperanza:
(Chapter 2: “Las Uvas/Grapes”)

**Agenda**

**Teaching Notes**

- Note that for this lesson, students are told the page number where answers to the text-dependent questions can be found. This information is provided as a scaffold and a model, so students learn to reference page numbers when citing evidence.

- Students may not have time to answer all 5 text-dependent questions; Question 5 is revisited in Lesson 3.

- *I see the note here to watch pacing—that will definitely impact my ELLs.*

- Throughout the novel, the author uses Spanish words to convey important aspects of Esperanza’s experience. If you have Spanish speakers in your class, tap their expertise. But emphasize to all students that they should be able to infer all the Spanish words from context. This is a useful opportunity to continue to practice and reinforce this important reading strategy.

- *There are a few parts of the text where Spanish is written. For each chapter I will choose a student who speaks Spanish to read these words aloud to us. We will work together to use text clues to figure out the meaning of those words. Our Spanish students who read the words will tell us if we are right.*

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**Lesson Vocabulary**

<table>
<thead>
<tr>
<th>Materials</th>
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</thead>
</table>

- *Esperanza Rising* (book; one per student)
- Document projector or interactive white board
- Colored markers (approx. 9) so every team of three has a unique color
- Evidence flags (sticky notes: the smallest size available or larger sizes cut into strips). Give each student two baggies of evidence flags: one for home and one for school.
- Norms for Triad Talk anchor chart (sample, for Teacher Reference; create one like this for your class)
- Text Dependent Questions for Chapter 2: Las Uvas/Grapes (one per student; one to display)
<table>
<thead>
<tr>
<th>Continue using the vocabulary routine I’ve developed. For homework each week I choose 15 words from the lessons we will work on. Each member of the triad is responsible for 5 of the words. Throughout the week they are expected to create vocabulary cards with their own definition and a picture on the back. During the week, we add our words/pictures to the word wall, use a protocol to practice (Ex: Give One Get One or Quiz Quiz Trade), and write sentences using each word correctly. On Friday students take a vocabulary quiz created by the teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>While receiving ESL services everyday students keep a personal dictionary of new words they learned. Students write their own definitions and draw a picture to</td>
</tr>
</tbody>
</table>

- Text Dependent Questions for Chapter 2: Las Uvas/Grapes (Answers for Teacher Reference)
- Homework: Purpose for Reading, Chapter 3: “Las Papayas/Papayas” (one per student)
- Anchor chart: Close Readers Do These Things (from Unit 1)
- Reading Esperanza Rising anchor chart (from Lesson 1)
help explain the word's meaning. The words we learn in each unit will be added to the students' dictionary.
### Opening

<table>
<thead>
<tr>
<th>A. <strong>Introduction of Triad Structure (5 minutes)</strong></th>
<th><strong>Meeting Students’ Needs</strong></th>
</tr>
</thead>
</table>
| • Review the learning target: “I can discuss answers to questions with my triad and provide evidence to explain my ideas,” and let students know they will be working on this novel in triads, or groups of three. Place students in their triads and review with them the anchor chart for Norms for Triad Talk. If there’s time, model some of the expected behaviors with a student helper.  
• I will remind students that all good readers think and question as they read. Ask students to turn and talk with their triad about one question they wrote down during their reading last night.  
• Read the chapter aloud while students follow along. Stop a few times during the breaks in text and allow students to ask and answer clarifying questions. Allow them to lead the discussion and praise students for using accountable talk and text evidence.  
• Some students may be unfamiliar with academic vocabulary words (e.g., discuss, provide, explain, ideas, evidence). Clarify vocabulary with students as needed.  
• Have students work with Triad to review homework vocabulary cards to help clarify meaning. If a vocabulary card was not created by the group they can work together to create one now. | |

### Work Time

<table>
<thead>
<tr>
<th>A. <strong>Triad Discussion: Setting and Character in Chapter 1 (10 minutes)</strong></th>
<th><strong>Meeting Students’ Needs</strong></th>
</tr>
</thead>
</table>
| • Choose two students to read the learning targets aloud:  
  – “I can answer questions about the setting of the novel *Esperanza Rising* based on evidence from the text.”  
  – “I can answer questions about the main character, Esperanza, based on evidence from the text.”  
• What do they notice? Briefly review the terms *setting* (from Lesson 1) and *character* to support students in understanding the targets. Remind the class that *Esperanza Rising* is historical fiction: The author draws upon real events, real settings, and some real people, but also made up many events and characters.  
• Remind the students of what they learned about yesterday (Mexico, the Mexican Revolution, social unrest), and ask them to turn and tell a neighbor where *Esperanza Rising* takes place (the setting: Aguascalientes, Mexico) and what characters have been introduced so far (Esperanza and her papa).  
• Review Fishbowl protocol.  
• Select three strong students who have demonstrated mastery of previous | |
learning targets and who have solid conversational skills to discuss last night’s focus questions in the middle of the fishbowl. Tell students on the outside of the circle to focus on the language the students are using because you are going to ask them to share out.

• Ask students, in their triads, to discuss the two questions they were given to focus on for their homework rereading of Chapter 1: “Aguascalientes, Mexico, 1924.”
  * “Describe the geographical setting of Esperanza Rising. What is it like where Esperanza lives? Use details from the text to support your answer.”
  * “What is Esperanza’s relationship with her papa like? How do you know?”
  * To build on students’ strengths, I will record any effective sentence starters I hear the students using in their discussion (Ex: I know because on page _____ it said… or I agree because the author wrote…)
  * Allow time to share out what words the students used to make their discussion successful. I will add that language to the anchor chart.

• Use this opportunity to circulate and listen in to gauge who did the homework reading, how well students understand the reading, and how students are beginning to collaborate in their triads.
### Work Time

**B. Read-aloud, Independent Reading, and Text-Dependent Questions: Pages 4–8 (20 minutes)**

- Check to see that everyone in the class has their text: Esperanza Rising. Make sure each student has his/her baggie of evidence flags. Remind everybody that they will be using these sticky notes throughout the novel to help them keep track of important passages.

- Tell students that they did a “first draft” read of Chapter 2: “Las Uvas/Grapes” for their homework. Point out that this novel is challenging, and that they will often need to read sections multiple times in order to understand the ideas in the text. Explain to students that the most important thing to do while reading is to think! Say: “As we read this book, we are going to be thinking a lot about the characters—what they are like, the challenges they face (including human rights), and how they change over time.”

- Read aloud page 4 through the top of page 6 (“Harvest!”), as students follow along.

- **Can skip the read aloud of pages 4-6 since we read it together already.**

- Invite students to think, then talk briefly with their triad, about what these first few pages of Chapter 2 are mostly about. Listen for students to notice the chapter title “Las Uvas/Grapes.” If necessary, point out how chapter titles in a novel provide a signal to a reader about the main ideas or events in a given chapter.

- Using your document camera or placing the questions on the board, display just Question 1 from the Text-Dependent Questions for Chapter 2: “Las Uvas/Grapes” (see supporting materials).

- Give students five minutes on their own to reread through the break on page 8. (Note that this is the third time they have read pages 4-6). Remind them that rereading is an important strategy to help them make sense of difficult text. Ask them to keep Question 1 in mind as they read.

- Ask students to use the Triad Talk anchor chart to remind themselves about how to talk to each other while developing the answer to the question in their triad. Each person should mark the evidence in the book that supports the group’s answer by placing an evidence flag on the specific information.

- **Also use the anchor chart just created from our fishbowl activity. Give ELLs specific positive feedback when they use the charts to make their discussion stronger.**

- Ask a few groups to report out their answer and their evidence. If necessary, model by adding additional evidence to clarify and further support what students are saying.

- Praise groups using Triad Talk well. Tell students that they will be working in these groups each day, and remind them

### Meeting Students’ Needs

- To assist with comprehension, provide ELLs with bilingual word-for-word translation dictionaries or online translation sources such as Google Translate or Bing Translate.

- **Give students access to their Google Chrome book, as usual, which they know can be used at any time to help assist with comprehension.**
how discussing their thinking with others can help them understand hard text.
Work Time

C. Guided Practice: Triad Work (10 minutes)

• Distribute the Text-Dependent Questions for Chapter 2: Las Uvas/"Grapes" to students. Focus them on the second question. Tell them to listen for and mark evidence that answers the question as you read aloud. Continue to read aloud from the middle of page 8, with students following along. Stop at the break in the middle of page 12, and ask students to discuss their answers to Question 2 with their triad, rereading the pages if necessary. Again, follow the process of having some triads report out their answers to the class, augmenting the students’ responses with evidence from the text if necessary.

D. Answering Questions in Triads (10 minutes)

• Note: Students may not have time to answer all three of the remaining text-dependent questions; Question 5 (about Papa’s death) is revisited in Lesson 3.

• I will make sure my ELLs know to focus on the first two questions for now; they’re “right there” questions and don’t involve the metaphorical command of language that 4 and 5 require. #5 comes up in a future lesson, so I will have another opportunity to dig into it.

• In triads, students should read aloud one text-dependent question at a time, and clarify any terms. They should then think on their own, then talk together to answer the question, marking their answers with evidence flags. They do not need to write answers to the questions at this point.

• As students work in groups I will circulate around the room, paying special attention to those groups that might struggle getting started because of language. I may have to directly ask my newcomer for ideas and evidence—for example, “Where is Abuelita speaking on this page? What does she tell Esperanza to do?” I will remind any groups with reluctant participants of the importance of all group members sharing thoughts and ideas. Remind students to use anchor charts if they get stuck.

• Students should then repeat this cycle for the next question.

• As students work, monitor this discussion, making sure all students are participating. Reinforce students who are following the Triad Talk norms well.
• Ask students to give specific positive feedback about their group work today, such as “everyone contributed an idea or asked a question,” or “we found lots of text evidence.” Purposely call on a group member of the ELL students so they can notice specifics and feel proud and confident about the work they did today.
Closing and Assessment

A. Debrief: Reading Esperanza Rising Anchor Chart (5 minutes)

- Ask a student to reread out loud the learning targets (either in their triads or chorally). Remind the class members that this is what they worked on today.

- Tell students that in order to really understand what the author is writing about, we must read the text carefully, such as when reading informational text closely. Remind the class about reading the UDHR closely, pointing out the list on the anchor chart from Unit 1, Close Readers Do These Things.

- Begin a new anchor chart, Reading Esperanza Rising. Write underneath that heading: “Making inferences about Esperanza’s character,” which is what they did today. Tell them they will continue to add to this chart as they read this novel.

- Remind students of the homework routine. They are expected to do a “first draft” read of a new chapter, using the Purpose for Reading question to focus their attention. They should use their evidence flags to mark passages that relate to the question. They are not expected to fully understand the chapter but should give it their best shot.

Meeting Students’ Needs

- Debriefing about what they have learned will help students monitor their own reading comprehension and choose strategies that will help them succeed.

- Ask students to give me feedback about how their group did today. “What is one thing your group did really well?” What is one thing you are going to work on next time to help make your group more successful?” Remind students that when giving feedback it should always be kind, specific, and helpful.

Homework

- Read Chapter 3: “Las Papayas/Papayas” (pages 23–28). Use the question from the Homework: Purpose for Reading, Chapter 3: “Las Papayas/Papayas” to focus your reading. Use evidence flags to mark the specific areas in the book that support your answer.

- Distribute post-its and remind students that they should record any wonderings or questions they have during tonight’s reading.

Note: If concerned about students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the “slushy time” during the day—right before or after lunch, during downtime between other tasks, as they enter the classroom in the morning or just before dismissal, as time for reading the novel or independent reading. In addition, students likely to

Meeting Students’ Needs

- Audio recordings of text can aid some students in comprehension. Students can pause and replay confusing portions while they follow along with the text.
| need additional support should preread this novel with support during intervention or other support periods. Prereading with support will then allow students to spend class periods rereading and focusing on evidence. |
**Teacher Instructions:** Write the following instructions on a chart paper so all students can see it for the remainder of the unit.

Norms for Triad Talk:

- Each person must contribute to the discussion, but take turns talking. Ask each other: “Would you like to add to my idea?” or “Can you tell us what you’re thinking?”

- Each person should show the others specific details from the text by pointing to specific page numbers, paragraphs, and lines. Say: “My evidence is here on page ___ in the ___ paragraph” and read the evidence aloud.

- Ask questions so that you understand each other’s ideas. Say: “Can you tell me more about that?” or “Can you say that another way?”
1. The first paragraph on page 8 says that Esperanza would like to live at El Rancho de las Rosas with her Mama and Papa forever. Why does she feel this way? Find details from the text to explain your answer.

2. On pages 8–12, Esperanza and Mama seem to be worried about Papa. What specific words or phrases in this section of the novel help you know that they are worried? Why are they worried? Use evidence from the text in your answer.

3. On pages 14 and 15, what two pieces of advice does Abuelita give Esperanza? How does Esperanza respond to the advice? Use evidence from the text in your answer.

4. On page 18, Esperanza says that a “deep river” runs between her and Miguel. What does she mean? How does Miguel respond when she tells him this? Use details from the text in your answer.

5. At the end of the chapter, why does Esperanza feel her heart drop and that she has sunk into a “dark hole of despair and disbelief”? Use details from the text in your answer.
1. The first paragraph on page 8 says that Esperanza would like to live at El Rancho de las Rosas with her Mama and Papa forever. Why does she feel this way? Find details from the text to explain your answer.

Esperanza is the only child of a wealthy rancher, and her father’s “pride and glory” (p. 4). Her family employs many servants and farmworkers. She is very happy to live with her parents, and is mostly thinking about her upcoming birthday party and eventual quinceanera. She can’t imagine living “with any fewer servants. Or without being surrounded by the people who adored her” (p. 8).

2. On pages 8–12, Esperanza and Mama seem to be worried about Papa. What specific words or phrases in this section of the novel help you know that they are worried? Why are they worried? Use evidence from the text in your answer.

How do you know: Esperanza shows she is worried when she says that Papa had promised to meet her and never disappointed her, but he isn’t there (p.8). Then she worries that pricking her finger is bad luck and asks, “where was Papa?” (p. 9). On page 10, she “strained her eyes” looking for him. Mama bites the corner of her lip in worry (p. 11). Why they are worried: On page 11, it says they have been warned about bandits. And even though the revolution has been over for 10 years, “there is still resentment against large landowners” (p. 12).


1. “There is no rose without thorns”– Esperanza seems to understand and accept this advice, because she smiles and says that “Abuelita wasn’t talking about flowers at all but that there was no life without difficulties” (p.14).

2. “Do not be afraid to start over.”– Esperanza accepts this advice, because she does start her stitches over again, but she sighs, which implies she is impatient with it. (p. 15). She also complains on page 13 that she doesn’t like to always crochet to take her mind off worry.
4. On page 18, Esperanza says that a “deep river” runs between her and Miguel. What does she mean? How does Miguel respond when she tells him this? Use details from the text in your answer.

She is talking about the class issues that divide them, because she is a ranch owner’s daughter and he is a housekeeper’s son. Also, they are Indians and she is of Spanish descent. Miguel seems to be angry or hurt, since he doesn’t speak to her anymore (p. 18).

5. At the end of the chapter, why does Esperanza feel her heart drop and that she has sunk into a “dark hole of despair and disbelief”? Use details from the text in your answer.

She has just learned that her Papa is dead. This isn’t said, but she sees his body in the back of the wagon covered with a blanket, and Alfonso is crying, which “confirms the worst” (p. 22).
What challenges do the main characters in this chapter face?

As you read, think about this question. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.
VII. SAMPLE: ELL-SCAFFOLDED UNIT
Grade 7: Module 2B: Unit 1:
Overview
Unit 1: Building Background Knowledge: What is Identity and how is it Formed?

In this unit, students explore the concept of personal identity as a backdrop for reading the play *Pygmalion* in Unit 2. Unit 1 begins with a mystery text about an individual’s struggle with her own identity and introduces students to key concepts in identity formation. Students consider the question, “In what ways can individuals define themselves?” as they distinguish between internal and external identifiers. Students read informational texts such as first-person narratives and conduct close reading using text-dependent questions and Reader’s Notes to support the development of their skills such as citing evidence from text, making inferences, summarizing central ideas, and analyzing interactions within a text. This prepares them for both the mid-unit assessment and end of unit assessment. Both assessments require students to read a previously unseen informational text and then make inferences and claims based on the evidence provided in the text.

This unit introduces the concept of identity formation, which is potentially a ripe topic for my ELL students, for whom identity formation is an ever-present and relevant topic. The personal nature of this topic is a great way to “hook” Rosa, who is a transitioning ELL student, and is comfortable sharing personal stories and her perspective growing up in a Spanish-speaking household. I will make a point to explain how language is a key external identifier and engage students in a conversation around this.

Since Rosa is transitioning, I will need to scaffold a bit differently and less than I will for my entering or emerging students, so she has increasing independence as she develops these skills. This means giving her supports such as partially-filled out graphic organizers, word banks, and sentence stems that so she can focus on identifying the central ideas in the texts. This is consistent with New York State English Language Progressions, Transitioning (3) Level. (These are different than in other states where I’ve taught, but I get the basic idea.)

Guiding Questions And Big Ideas

- Individuals define themselves in myriad of ways, including both internal and external characteristics.
- Identity can develop and change over time.
- How do individuals define themselves?
- How can struggling with your identity help you to strengthen your sense of self?
- How can reading different texts about the same topic build our understanding of a complex idea?
Evidence, Ideas, and Interactions: “Why Couldn’t Snow White Be Chinese?”

This assessment centers on NYSP12 ELA CCLS RI.7.1, RI.7.2, and RI.7.3. For this assessment, students will cite several pieces of evidence in Grace Lin’s essay “Why Couldn’t Snow White Be Chinese?” and use it to identify central ideas and to analyze the text. This assessment also features an opportunity for students to practice paraphrasing information in a short-response, using a structured format they practice throughout the unit.

This assessment has strong emphasis on RI.7.1, citing evidence from text and making inferences, RI.7.2, determining central ideas and RI.7.3, analyzing the interactions between individuals, events, and ideas in a text. Looking at the progressions for these standards, I’ll need to support Rosa as a transitioning ELL mostly by offering partially-filled in graphic organizers for reading tasks and providing sentence stems for writing. I’m not overly concerned about pre-teaching vocabulary, since I know the vocab often comes up again and again in these units. Instead, I will allow students like Rosa to use strategies to determine unfamiliar word meanings (context clues, bilingual dictionaries, etc.).

I think I’ll give this assessment to Rosa twice. The first time, I will give the assessment without any scaffolds to see how she does. I need to be sure she knows that this is purely diagnostic and the grade will not count (unless she does so well that I find she doesn’t need further scaffolding. But since she is at a Transitioning progression, my guess is she will). Depending on her assessed strengths and needs, I’ll then give her a scaffolded version of this mid unit assessment that I will then score and enter into my gradebook. I’ll probably do the same thing for the end of unit assessment, depending on what I learn about what she needs.

Possibilities for the scaffolded version of this assessment would include explanations of additional key words beyond the word list given to all students (I will probably need to explain some presumed background knowledge, like who the characters Snow White and Dorothy are, what the Wizard of Oz and Cinderella are) translated into Spanish for Rosa, so that the cultural significance of these characters/movies is clearly explained. With just a quick web search, I found Spanish versions of these stories (found Cinderella at
**End of Unit 1 Assessment**

**Claims, Interactions and Text Structure: “Is Money Affecting Your Social Status?”**
This assessment focuses on NYSP12 ELA CCLS RI.7.1, 7.2, RI.7.3, and RI.7.5. For this assessment, students will read and analyze the article “Is Money Affecting Your Social Status?” and identify the central ideas, claims, and structure of the text. This assessment asks students to summarize information they’ve read in a short paragraph, select the best piece of evidence to support a claim, and analyze the relationship between different paragraphs. This assessment tests all the informational text reading standards that are covered in the unit, serving as a culminating assessment.

Again, I think I’ll give this assignment without scaffolds to assess Rosa’s progress, and then also offer a scaffolded version to grade. Here, for additional scaffolding, I will make sure Rosa has a partially filled in graphic organizer and sentence stems to organizer her writing for the short response. I need to dig into the lesson that has this actual assessment in it in order to think more about what kind of stems might work best.

**Content Connections**

This module is designed to address English Language Arts standards as students read literature and informational text about identity formation and transformation. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework: http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf
Unifying Themes (pages 6–7)

- **Theme 1: Individual Development and Cultural Identity**: The role of social, political, and cultural interactions supports the development of identity; personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences.

- **Cool! Great to see all this focus on identity. I know it's something all my students, but particularly my ELLs, are thinking about as 7th graders. Need to be sure to draw on Rosa's expertise...**

- **Theme 5: Development and Transformation of Social Structures**: Role of social class, systems of stratification, social groups, and institutions; role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture; social and political inequalities.

- **We're going to want to be sensitive and respectful when working with these topics in class. I can rely on Rosa's demonstrated comfort level with her ethnicity, but don't want to assume too much. If there's anything I think might be a stumbling stone for Rosa (or any other kids), I'll bring them in ahead of time to empower them by getting their advice as 'content consultants' (and name them as such!) I'll tell them adults do this sort of collaboration all the time.**
Ah, the texts list. So important, but always a bit daunting to think about for my ELLs. For each of the listed texts listed below, I will provide a glossary, dictionary, and partially filled in graphic organizer for Rosa to organize central claims and supporting evidence. Since I see many texts listed, I am guessing most of them are shorter articles. I may focus on some “power texts” that help Rosa address RI.7.1, citing evidence from text and making inferences, RI.7.2, determining central ideas and RI.7.3, analyzing the interactions between individuals, events, and ideas in a text. By focusing on some texts and potentially skipping others, I can address issues of pacing while still giving Rosa an opportunity to strengthen her skills in comprehending complex text and in her fluency and pronunciation. She is a semi-fluent decoder who might be able to decode all of these texts, but I want to focus her efforts on improving comprehension, citing evidence, and determining central ideas and interactions within the text. Less is probably more.

To help Rosa I’ll also try to incorporate some use of Spanish in the classroom by occasionally grouping her in homogenous pairs or groups of Spanish-speaking students. (Note to other teachers using this curriculum: if there are no other Spanish-speaking students, then try recruiting a Spanish-speaking adult — either a teacher or aide in the building or a volunteer.) Letting her do some of her early oral work in Spanish will help her think through the “gist” of some of these challenging texts or understanding key vocabulary in an efficient manner, before she tackles the text in English. I will try to do this early L1 groundwork for the texts that are the most complex and that offer the most opportunities for her to connect to the content, like “The Border” and “My Own True Name.” Depending on how Rosa does on the diagnostic mid and end unit assessments, I may allow her to discuss the texts used on those in Spanish as well.

Central Texts


   
   *I will consider skipping “Team Players” for Rosa, since she will have opportunities to address the standards RI.7.1, RI.7.2 and RI.7.3 though the Reader’s Notes for Not Much, Just Chillin and “The Border”.*


6. Diane Gonzales Bertrand, “My Own True Name,” Chocolate for a Teen’s Spirit: Inspiring Stories For Young Women About Hope, Strength, and Wisdom, Simon & Schuster, 2002. See note for #4! So glad to see such strong connections to the immigrant experience.


   *I may have Rosa skip this text as well, since she will be focusing less on standard RI.7.5, analyzing text structure, “Since I can see in the unit-at-a-glance chart that when students read this text, they are focused on RI.7.5. Instead, I will continue having her determine central ideas, cite evidence, and make inferences from the previous readings. I might use this lesson as an opportunity for Rosa to work with another Spanish-speaking student or adult to discuss the texts she’s read so far and her corresponding Reader’s Notes to address any gaps in comprehension.*


This unit is approximately 2 weeks or 10 sessions of instruction.

As above: looking at the standards, I see that this unit has strong emphasis on RI.7.1, RI.7.2, and RI.7.3. I will be sure to follow the New York State English Language Progressions, Transitioning (3) Level for these standards for Rosa. (Check for appropriate English language proficiency development standards in your state). Pare back on 7.5. to make the pacing more realistic and manageable for Rosa.

For each lesson, I did a quick scan and coded the instances where the class is focusing on Reading (R), Writing (W), Speaking (S), or Listening (L). That's going to help me remember to attend to the different supports Rosa might need for that given lesson. Whenever there is Speaking or Listening, I need to make sure I give Rose sentence starters and enough time for multiple re-readings. Will probably need to pull in her ELL teacher and work together on either giving her time in her extra literacy class for these pre-reads or re-reads, or having the ELL teacher take Rosa in a small group or individually during some other work time in a preceding class.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Title</th>
<th>Long-Term Targets</th>
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<th>Ongoing Assessment</th>
<th>Anchor Charts &amp; Protocols</th>
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</table>
| Lesson 1 | Launching the Module: Identity and Transformation: Then and Now | - I can determine the central idea of a text. (RI.7.2) | - I can make inferences about the central idea of Nadia’s Hands.  
- I can build a working definition of identity. | - Identity journals  
- External Identity mind map  
- Internal Identity mind map  
- Reader’s Notes | - Identity anchor chart |

*Ex: I need to pre-read each Reader’s Notes handout, and provide partially-filled in answers, sentence stems, and word banks for the different sections. Probably need to do this for the whole unit before we dig in, so every homework assignment will be scaffolded. This will help meet the progression level of Transitioning within the standards of RI.7.2. (Other teachers using this curriculum: Check for appropriate English language proficiency development standards in your state).
For all readings, I will reformat text with larger font and spacing, room for definitions and images of key words. That’s easy using the Word documents from commoncoresuccess.elschools.org. I will also use wordsift.com to scan for the most commonly-used word in each text, giving Rosa definitions to the most common, complex, or abstract words that are essential for her comprehension of the text as a whole. Examples: “internal/external,” “identity, “culture.”

For more challenging Reader’s Notes questions, I will need to provide “hint cards” that help students like Rosa find the places in the text with the answers. For Rosa, I might occasionally offer hints and key terminology in her native language when the concepts are increasingly abstract or complex, but need to check myself here so I don’t coddle her too much. I also will indicate where in the text to find answers to more difficult text-dependent questions (for example, I will pre-highlight the text that contains the answer or I will direct Rosa to the appropriate paragraph).

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<th>Lesson 3</th>
<th>Analyzing the Central Ideas, Part 1: “The Border”</th>
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<tr>
<td>RW S L</td>
<td>I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</td>
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<td>I can determine the central ideas in informational text. (RI.7.2)</td>
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<td></td>
<td>I can analyze the interaction between individuals, events, and ideas in a text. (RI.7.3)</td>
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<td></td>
<td>I can use quotations from “The Border” to support an analysis of the text.</td>
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<td>I can trace the development of the central idea of “The Border.”</td>
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<td></td>
<td>I can analyze the interaction between individuals, events, and ideas in “The Border.”</td>
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<td>Reader’s Notes: “Team Players” (from homework)</td>
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<td>Identity anchor chart</td>
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<td>Student identity mind maps</td>
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<td>Identity anchor chart</td>
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<td></td>
<td>Back-to-Back and Face-to-Face protocol</td>
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Texts such as “The Border” and “My Own True Name” will likely resonate with Rosa more since they describe the immigrant experience. I will be sure to engage Rosa in conversations around these texts and encourage her to share any personal connections she can make without putting her on the spot. Rosa is comfortable talking about her experiences as a Dominican immigrant to America, and she likes the change to educate her classmates. I will use this as a way of helping her connect to the themes and central ideas within this text.

Rosa likely will need significant scaffolding of the homework so she can complete it at home without the English language supports that may be available to native speaking families. Providing access to a good dictionary or a glossary, written for Rosa’s acquisition level, will be important.

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<th>Lesson 4</th>
<th>Analyzing the Central Ideas, Part 2: “The Border”</th>
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<tbody>
<tr>
<td>RW S L</td>
<td>I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</td>
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<td></td>
<td>I can express ideas with precision. (W.7.4)</td>
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<td>I can effectively engage in discussions with diverse partners about seventh-</td>
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<td>I can use quotes successfully to support an analysis of the central ideas of “The Border.”</td>
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<td>I can write with precision about “The Border” using the “quote sandwich”.</td>
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<td>By engaging in a discussion with my partner, I can analyze “The Border” to deepen my understanding of its central idea.</td>
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<td></td>
<td>Reader’s Notes: “The Border” (from homework)</td>
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<td>Short Response Graphic Organizer: “The Border”</td>
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<td>Identity anchor chart</td>
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<td>Discussion Appointment protocol</td>
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<td>Identity anchor chart</td>
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<p>| I see that students work with this text across two lessons. That will serve Rosa. I need to offer a partially-filled out GO and also provide a sample student paragraph as a model for her short-response. |
| Just as with reading and writing-centered activities, I will give Rosa a partially-filled in graphic organizer for listening activities so she can fill it in while the text is read aloud to her. “I need to dig into the lessons to actually find the graphic organizers. But I’m guessing I might include the definition of “self-worth” and give a text-based example of that in Lesson 6, for example, to launch her into the listening/speaking questions. |
| I will also provide a word bank for speaking activities when she is engaged in discussion with a partner. I will consider pairing her with another student who speaks Spanish occasionally so that she can have more in-depth conversations about the abstract ideas within the text. |</p>
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<th>Lesson</th>
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| Lesson 5 | Mid-Unit 1 Assessment: Evidence, Ideas, and Interactions in “Why Couldn’t Snow White Be Chinese?” | • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)  
• I can objectively summarize a piece of text. (RI.7.2)  
• I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3) | • I can objectively summarize “Why Couldn’t Snow White Be Chinese?”  
• I can identify the supporting evidence for an analysis of “Why Couldn’t Snow White Be Chinese?”  
• I can analyze the interaction between an individual and events and ideas in “Why Couldn’t Snow White Be Chinese?” | • Mid-Unit 1 Assessment  
• Remember, give this twice (when?...I’ll need to coordinate with the ELL teacher on that. Maybe scaffold half and do another half “cold” to save time, making sure I’m hitting all the standards both ways. | · Mid-Unit 1 Assessment  
· Reader’s Notes  
· Text-dependent questions |
| Lesson 6 | Drawing Inferences: “My Own True Name”             | • I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)  
• I can determine the central ideas in informational text. (RI.7.2)  
• I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)  
• I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) | • I can make and share accurate inferences about “My Own True Name” in discussion with my peers.  
• I can determine the central idea of “My Own True Name.” | • Reader’s Notes  
• Identity anchor chart |
<p>| Lesson 7 | Analyzing Text Structure: “Teen Slang: What’s, Like,” | • I can determine the central ideas of an | • I can analyze the organization of “Teen Slang: What’s, Like, So Wrong with” | • “Teen Slang: What’s, Like, So Wrong with Like?” | · Reader’s Notes: “My Own True Name” (from |</p>
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| **So Wrong with Like?** | **Informational text. (RI.7.2)**  
- I can analyze the development of a central idea throughout the text. (RI.7.2)  
- I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas. (RI.7.3)** | **Like?" to determine the author’s claims and evidence.**  
- I can analyze how the claims and evidence of “Teen Slang: What’s, Like, So Wrong with Like?” relate to one another. | **Text-Dependent Questions: “Teen Slang: What’s, Like, So Wrong with Like?”**  
- “Teen Slang: What’s, Like, So Wrong with Like?” Structure anchor chart | **Structure anchor chart** |
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<td>Lesson 8</td>
<td>Analyzing Text Structure:</td>
<td>• I can determine the central ideas of an informational text. (RI.7.2)</td>
<td>• I can analyze the organization of “Generation Z Stereotyped …” to determine its central ideas and evidence.</td>
<td>• Forming Evidence-Based Claims Graphic Organizer: “Teen Slang: What’s, Like, So Wrong with Like?” (from homework)</td>
<td>• “Generation Z Stereotyped…” anchor chart • Identity anchor chart</td>
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<td></td>
<td>“Generation Z Stereotyped…”</td>
<td>• I can analyze the development of a central idea throughout the text. (RI.7.2)</td>
<td>• I can analyze the central ideas and evidence of “Generation Z Stereotyped …” and how they relate to one another.</td>
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<tr>
<td>Lesson 9</td>
<td>End of Unit Assessment:</td>
<td>• I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</td>
<td>• I can cite evidence to support analysis of “Is Money Affecting Your Social Status?”</td>
<td>• End of Unit 1 Assessment</td>
<td></td>
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<tr>
<td></td>
<td>Claims, Interactions, and Structure in “Is Money Affecting Your Social Status?”</td>
<td>• I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)</td>
<td>• I can analyze interactions between individuals, events, and ideas in “Is Money Affecting Your Social Status?”</td>
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<td>• I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)</td>
<td>• I can analyze how paragraphs of “Is Money Affecting Your Social Status?” contribute to the development of the ideas in the text.</td>
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<tr>
<td>Lesson 10</td>
<td>Independent Reading</td>
<td>• I can self-select text based on personal preferences. (RL.7.11a)</td>
<td>• I can celebrate my accomplishments in independent reading for this unit.</td>
<td>• Independent Reading sharing</td>
<td>• Identity anchor chart</td>
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<td></td>
<td>Celebration and Read-aloud of the Myth of Pygmalion</td>
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</tbody>
</table>
Optional: Experts, Fieldwork, And Service

Experts:
- Invite a guest speaker from an organization that works with class or social justice issues.
- Invite a guest speaker with a psychology background to speak about identity formation and transformation.
- Invite an author of a memoir or personal narrative about identity to come and speak to the class or be interviewed by the class.

Optional: Extensions

- Watch the musical *My Fair Lady* and compare the filmed version to the play, particularly paying attention to the different endings.
- Conduct a more in-depth study of class in England and in America. Use the PBS documentary *People Like Us* to support your study.
This unit includes several routines: Independent Reading and Reader’s Notes.

1. Independent Reading

This unit assumes that you have launched an independent reading program with your students. Homework in this module often includes independent reading, and the Unit 1 and Unit 3 plans include time in class to check in on independent reading. Consider scheduling a week between the previous module and this one to launch independent reading. Alternatively, you could lengthen the time for Unit 1 and intersperse the independent reading lessons into the first part of the unit. See two separate stand-alone documents on EngageNY.org: The Importance of Increasing the Volume of Reading and Launching Independent Reading in Grades 6-8: Sample Plan, which together provide the rationale and practical guidance for a robust independent reading program. Once students have all learned how to select books and complete the reading log, it takes less class time. After the launch period, the independent reading routine takes about \( \frac{1}{2} \) class period per week, with an additional day near the end of a unit or module for students to review and share their books. Various options are outlined in the Launching Independent Reading in Grades 6-8: Sample Plan; consider what will best meet the needs of your students and establish that routine in this unit.

As I did in Module 1, I will give Rosa two types of independent reading. She will read books at her independent Lexile level in English and in her native language where possible. But she must also select independent reading books in English that she can read without support (beyond occasional dictionary use). I will encourage Rosa to select books about identity so that she can continue to build her background knowledge on the subject at hand. I love this list of potential titles: http://store.pactadopt.org/Books-for-3rd-to-5th-Grade.html. I probably should dig back into the Recommended Texts list for this unit, too, and thinking about turning Rosa on to one of the books in the lower Lexile bands.

2. Reader’s Notes

Students will read a variety of informational texts in this Unit and record their thinking daily in Reader’s Notes. Reader’s Notes are organized by lesson and correspond to the reading selection each day. The include sections for practicing the following key skills: identifying word meanings from the reading, reading for gist, making inferences, and pulling evidence from the text to support analysis.

- Consider copying and stapling the Reader’s Notes for the entire unit into one bundle which you distribute to your students. This will require less time spent on passing out papers and will require more responsibility from students to store their packets safely. You will be prompted in specific lessons to check and collect the Reader’s Notes so you can ensure all your students are filling them out correctly. The teacher’s edition of the Reader’s Notes includes definitions for all vocabulary words in the

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Preparation and Materials

This unit includes several routines: Independent Reading and Reader’s Notes.
Reader's Dictionary as well as sample responses to the questions.

For Rosa, I will try to include as many partially filled-in graphic organizers with sentence stems into this packet as possible ahead of time. My ELL teacher can probably help me pull this together. But I’m also going to have to stay flexible so I can responding to Rosa’s needs as the unit progresses. Since last module, I found that I was be creating supporting documents as she needs them, I think I’ll give Rosa a folder to put all of her Reader’s Notes inside, so she can unstaple them and add supporting documents as needed.
APPENDIX 1: FURTHER READING

Note: The inclusion of a resource in this list is for information only, and does not necessarily represent an endorsement on the part of Expeditionary Learning.

Standards for ELLs:

Overview of State Standards Initiatives for ELLs:

World-Class Instructional Design and Assessment:
http://www.wida.us/

TESOL International Association:

The New York State Bilingual Common Core Initiative:
https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative

California English Language Development Standards:
http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf

Assessment of ELLs:

Classroom Assessment of English Language Learners:
http://www.colorincolorado.org/webcasts/assessment

Multiple Means of Assessment for English Language Learners:

Performance Assessment for English Language Learners:

Grammar/Writing:

Specific ELL Issues with Grammar:

Speaking/Listening:

Academic Conversations:
**Word Study:**

Coxhead Academic Word List:
http://www.nottingham.ac.uk/alzsh3/acvocab/

Fry Sight Word List:
http://www.k12reader.com/subject/sight-words/fry-words/

Dolch Sight Word List:
http://www.k12reader.com/dolch-word-list/

Text Analysis:
http://wordsift.com/

**Reading/Text Complexity:**

Beginner’s Guide to Text Complexity and Text Complexity Rubrics:
http://schools.nyc.gov/Academics/CommonCoreLibrary/CommonCoreClassroom/Literacy/default.htm

**General Resources:**

National Clearinghouse for English Language Acquisition:
http://www.ncela.us/

TESOL International Association:
http://www.tesol.org

Larry Ferlazzo’s ELL Web site:
http://larryferlazzo.edublogs.org/larry-ferlazzos-english-website/

Colorín Colorado:

**Books:**


APPENDIX 2: NEW YORK STATE NEW LANGUAGE ARTS PROGRESSIONS SAMPLE
**NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)**

**Grade 7: Reading for Information 1**

<table>
<thead>
<tr>
<th>Common Core Anchor Standard (RI.1): Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</th>
<th><strong>Main Academic Demand</strong>&lt;br&gt;Draw Inferences Using Evidence From Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core Grade 7 Standard (RI.7.1): Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td><strong>Grade Level Academic Demand</strong>&lt;br&gt;Cite Several Pieces of Textual Evidence to Support Inferences</td>
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</table>

<table>
<thead>
<tr>
<th>5 Levels of Language Development</th>
<th>Entering (Beginner)</th>
<th>Emerging (Low Intermediate)</th>
<th>Transitioning (High Intermediate)</th>
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</table>

When acquiring a new language, using grade level texts and appropriate supports, students are able to:

<table>
<thead>
<tr>
<th>RECEPTIVE&lt;br&gt;Oracy and Literacy Links</th>
<th>Listening-Centered Activity: Organize pretaught words and phrases on a double column chart to identify what the text says explicitly and draw inferences from the text, as the text is read aloud in partnership and/or teacher led small groups</th>
<th>Listening-Centered Activity: Organize preidentified words and phrases on a double column chart to identify what the text says explicitly and draw inferences from the text, as the text is read aloud in partnership and/or small groups</th>
<th>Listening-Centered Activity: Organize phrases and sentences on a partially completed double column chart to identify what the text says explicitly and draw inferences from the text, as the text is read aloud in partnership, small group and/or whole class settings</th>
<th>Listening-Centered Activity: Organize information on a double column chart to identify what the text says explicitly and draw inferences from the text, as the text is read aloud in partnership, small group and/or whole class settings</th>
<th>Listening-Centered Activity: Organize information when taking notes independently to identify what the text says explicitly and draw inferences from the text, partnership, small group and/or whole class settings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening-Centered Activity:</strong> Organize pretaught words and phrases on an evidence-based graphic organizer to cite textual evidence that supports analysis of a text</td>
<td><strong>Listening-Centered Activity:</strong> Organize preidentified words and phrases on an evidence-based graphic organizer to cite textual evidence that supports analysis of a text</td>
<td><strong>Listening-Centered Activity:</strong> Organize phrases and sentences on a partially completed evidence-based graphic organizer to identify what the text says explicitly and draw inferences from the text, as the text is read aloud in partnership, small group and/or whole class settings</td>
<td><strong>Listening-Centered Activity:</strong> Organize information on an evidence-based graphic organizer, after teacher modeling, to cite textual evidence that supports analysis of a text</td>
<td><strong>Listening-Centered Activity:</strong> Organize information in a note taking guide independently to cite textual evidence that supports analysis of a text</td>
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*in the new and/or the home language.* *in the new and/or the home language.* *in the new and, occasionally, in the home language.* *in the new language.* *in the new language.*
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</tr>
</thead>
<tbody>
<tr>
<td>Oracy and Literacy Links</td>
<td>Speaking-Centered Activity: Use pretaught words and phrases and the previously completed graphic organizers to complete sentence starters that cite textual evidence to explain inferences and analysis of the text, when speaking about text in partnership and/or teacher lead small groups.</td>
<td>Speaking-Centered Activity: Use preidentified words and phrases and the previously completed graphic organizers to complete sentence starters that cite textual evidence to explain inferences and analysis of the text, when speaking about text in partnership, small group and/or whole class settings.</td>
<td>Speaking-Centered Activity: Use a word bank to cite textual evidence to explain inferences and analysis of the text, when speaking about text in partnership, small group, and/or whole class settings.</td>
<td>Speaking-Centered Activity: Use the previously completed graphic organizers to cite textual evidence to explain inferences and analysis of the text, when speaking about text in partnership, small group and/or whole class settings.</td>
<td>Speaking-Centered Activity: Use knowledge of the text to cite textual evidence to explain inferences and analysis of the text, when speaking about text in partnership, small group, and/or whole class settings.</td>
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<td></td>
<td>Writing-Centered Activity: Use pretaught words and phrases to complete cloze paragraphs that cite textual evidence to support the analysis of a text and inferences drawn.</td>
<td>Writing-Centered Activity: Use preidentified words and phrases to write two or more paragraphs that cite textual evidence to support the analysis of a text and inferences drawn.</td>
<td>Writing-Centered Activity: Use a word bank and the previously completed graphic organizers to develop a short essay that cites textual evidence to support the analysis of a text and inferences drawn.</td>
<td>Writing-Centered Activity: Use the previously completed graphic organizers and teacher provided models to develop an essay that cites textual evidence to support the analysis of a text and inferences drawn.</td>
<td>Writing-Centered Activity: Use knowledge of the text to develop a multiple paragraph essay that cites textual evidence to support the analysis of a text and inferences drawn.</td>
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<td></td>
<td>in the new and/or the home language.</td>
<td>in the new and/or the home language.</td>
<td>in the new and, occasionally, in the home language.</td>
<td>in the new language.</td>
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</table>
**Common Core Grade 7 Standard (RI.7.1):** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Grade Level Academic Demand**
Cite Several Pieces of Textual Evidence to Support Inferences

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases to cite (e.g., according to the author, the author says, here it states).
- Use words and phrases to explain inferences drawn from the text (e.g., this means that... the author thinks that... this makes me reach the conclusion that...).

<table>
<thead>
<tr>
<th>Text Excerpt</th>
<th>Teacher Directions</th>
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<tbody>
<tr>
<td><strong>Example to Address the Linguistic Demands</strong></td>
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</tr>
<tr>
<td>By the time Harriet Ross was six years old, she had unconsciously absorbed many kinds of knowledge, almost with the air she breathed. She could not, for example, have said how or at what moment she knew that she was a slave. She knew that her brothers and sisters, her father and mother, and all the other people who lived in the quarter, men, women and children were slaves. She had been taught to say, “Yes, Missus,” “No, Missus,” to white women, “Yes, Mas’r,” “No, Mas’r” to white men. Or, “Yes, sah,” “No, sah.” At the same time someone had taught her where to look for the North Star, the star that stayed constant, not rising in the east and setting in the west as the other stars appeared to do; and told her that anyone walking toward the North could use that star as a guide. She knew about fear, too. Sometimes at night, or during the day, she heard the furious galloping of horses, not just one horse, several horses, thud of the hoofbeats along the road, jingle of harness. She saw the grown folks freeze into stillness, not moving, scarcely breathing, while they listened. She could not remember who first told her that those furious hoofbeats meant that patrollers were going in pursuit of a runaway. Only the slaves said patterollers, whispering the word.</td>
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<tr>
<td><strong>In small group/whole class discussion, ask students to use introductory words and phrases to cite from the text.</strong></td>
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<tr>
<td>◦ Use words and phrases to cite (e.g., according to the author, the author says, here it states).</td>
<td></td>
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<tr>
<td>◦ Use words and phrases to explain inferences drawn from the text (e.g., this means that... the author thinks that... this makes me reach the conclusion that...).</td>
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<tr>
<td>(e.g., The author states that Harriet knew about fear from her observations of the adults at night. This means that she understood from a young age the danger for runaway slaves if they are caught.)</td>
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<tr>
<td>5 Levels of Language Development</td>
<td>Entering (Beginner)</td>
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<tr>
<td><strong>Listening-Centered Activity</strong></td>
<td>Organize pretaught words and phrases on a double web graphic organizer to identify two or more central ideas, as text is read in partnership and/or teacher-led, small groups</td>
</tr>
<tr>
<td><strong>Reading-Centered Activity</strong></td>
<td>Organize pretaught words and phrases on a double plot line diagram to analyze the development of two or more central ideas over the course of a text</td>
</tr>
</tbody>
</table>

When acquiring a new language, using grade level texts and appropriate supports, students are able to:

- **In the new and/or the home language.**
- **In the new and/or the home language.**
- **In the new and, occasionally, in the home language.**
- **In the new language.**
- **In the new language.**
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</thead>
<tbody>
<tr>
<td><strong>Oracy and Literacy Links</strong></td>
<td>Speaking-Centered Activity: Use pretaught words and phrases and the previously completed graphic organizers to complete sentence starters that provide an objective summary of the text, when speaking in partnership and/or teacher-led small groups.</td>
<td>Speaking-Centered Activity: Use preidentified words and phrases and the previously completed graphic organizers to complete sentence starters that provide an objective summary of the text, when speaking in partnership and/or small groups.</td>
<td>Speaking-Centered Activity: Use a word bank to provide an objective summary of the text, when speaking in partnership, small groups and/or a whole class settings.</td>
<td>Speaking-Centered Activity: Use the previously completed graphic organizers to provide an objective summary of the text, when speaking in partnership, small groups and/or a whole class settings.</td>
<td>Speaking-Centered Activity: Use information to provide an objective summary of the text, when speaking in partnership, small groups and/or a whole class settings.</td>
</tr>
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<td></td>
<td>Writing-Centered Activity: Use pretaught words and phrases to complete cloze paragraphs that provide an objective summary and analyze the development of two or more central ideas.</td>
<td>Writing-Centered Activity: Use preidentified words and phrases to write two or more paragraphs that provide an objective summary and analyze the development of two or more central ideas.</td>
<td>Writing-Centered Activity: Use a word bank and the previously completed graphic organizers to develop a short essay that provides an objective summary and analyzes the development of two or more central ideas.</td>
<td>Writing-Centered Activity: Use the previously completed graphic organizers and teacher provided models to develop an essay that provides an objective summary and analyzes the development of two or more central ideas.</td>
<td>Writing-Centered Activity: Use information, independently, to develop a multiple paragraph essay that provides an objective summary and analyzes the development of two or more central ideas.</td>
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<td>in the new and, occasionally, in the home language.</td>
<td>in the new language.</td>
<td>in the new language.</td>
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</table>
**Common Core Grade 7 Standard (RI.7.2):** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**Grade Level Academic Demand**
Summarize Text and Analyze Development of Two or More Central Ideas

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that have the same meaning and are repeated throughout the text to determine two or more central ideas (e.g., two central ideas can be exemplified by related words, e.g., wood/wooden and flammable/fast burning/fire hazards).
- Analyze transitional words and phrases that signal the development of ideas (e.g., but, because, despite, actually).
- Use words that support summarization (e.g., This text is mostly about; The main argument is; The main points are; The key points the author makes are).

**Examples to Address the Linguistic Demands**

<table>
<thead>
<tr>
<th>Text Excerpt</th>
<th>Teacher Directions</th>
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<tbody>
<tr>
<td>Chicago in 1871 was a city ready to burn. The city boasted having 59,500 buildings, many of them—such as the Courthouse and the Tribune Building—large and ornately decorated. <em>The trouble</em> was that about two-thirds of all these structures were made entirely of wood. Many of the remaining buildings (even the ones proclaimed to be “fireproof”) looked solid, but were actually jerrybuilt affairs; the stone or brick exteriors hid wooden frames and floors, all topped with highly flammable tar or shingle roofs. It was also a common practice to disguise wood as another kind of building material. The fancy exterior decorations on just about every building were carved from wood, then painted to look like stone or marble. Most churches had steeples that appeared to be solid from the street, but a closer inspection would reveal a wooden framework covered with cleverly painted copper or tin. The situation was worst in the middle-class and poorer districts. Lot sizes were small, and owners usually filled them up with cottages, barns, sheds, and outhouses—all made of fast-burning wood, naturally. Because both Patrick and Catherine O’Leary worked, they were able to put a large addition on their cottage despite a lot size of just 25 by 100 feet. Interspersed in these residential areas were a variety of businesses—paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal distributors. Wealthier districts were by no means free of fire hazards. Stately stone and brick homes had wood interiors, and stood side by side with smaller wood-frame houses. Wooden stables and other storage buildings were common, and trees lined the streets and filled the yards. Murphy, J. (1995). The great fire. In <em>A city ready to burn</em> (Chapter 1). New York: Scholastic. (From Appendix B, CCSS, p. 94.)</td>
<td>• In small group/whole class discussion, analyze how to determine the main ideas of a text and their development as well as their supporting details by focusing on:  ◦ Identify words or phrases that have the same meaning and that appear throughout the text or paragraph. In this example, there are two central ideas (<em>bold</em>). The first one is exemplified by the words: <em>wood, wooden</em> and the second one by the words: <em>flammable, fast burning, fire hazards</em>  ◦ Identify transitional words that signal the development of ideas (<em>italics</em>) (e.g., <em>actually, but, because, despite</em>)  ◦ Use words that support summarization (e.g., <em>This text is mostly about; The main argument is; The main points are; The key points the author makes are</em>)</td>
</tr>
</tbody>
</table>