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Scaffolding Instruction for English Language Learners: A Resource Guide for English Language Arts

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Introduction

Overview

The Common Core State Standards for English Language Arts (Common Core State Standards Initiative, 2010) reflect the knowledge and skills that all students, including English language learners (ELLs), need for success in college and careers. This resource guide is intended to explain and demonstrate how ELLs can be supported in meeting the New York State P–12 Common Core Learning Standards (NYS CCLS), New York State's version of these standards.

Although all students will need support at the word, sentence, and text levels to meet these new, challenging standards, ELLs will benefit from additional support because they are learning language and content in their new language concurrently. All students need support at the word level to deal with words with multiple meanings, unfamiliar vocabulary, and archaic language (see Fisher, Frey, & Lapp, 2012); ELLs benefit from additional support because they will encounter many more general academic and domain-specific words that are unfamiliar, greatly reducing comprehension. At the sentence level, all students need support to master sophisticated figurative language and nonstandard dialects of English (Fisher, Frey, & Lapp, 2012). ELLs will benefit from additional support to help them understand the complex syntax of English characterized by compound and complex sentences. Finally, at the text level, all students need support to comprehend text that distorts the organization of time (e.g., flashbacks or foreshadowing), uses few text features or graphics, has multiple levels of meaning, or addresses topics that require specialized content knowledge (Fisher, Frey, & Lapp, 2012). ELLs will benefit from additional support to understand English text because of its extensive use of reference chains where the same people, things, or events are linked throughout a text using pronouns (e.g., he, they, it) or the same concepts are linked using multiple expressions.

The resource guide begins by describing research-based scaffolds and routines that will assist ELLs in meeting the NYS CCLS and mastering the New York State Common Core English Language Arts curriculum. Scaffolds are defined as temporary instructional supports that help make rigorous grade-level curriculum accessible to all students, including ELLs. The scaffolding techniques and routines for ELLs included here are based on recent research on effective instructional methods for supporting ELLs. The guide then explains how scaffolding has been differentiated to meet the needs of ELLs at different levels of English proficiency. Finally, the guide presents six English languages arts prototypes that demonstrate how the scaffolds have been applied to lessons developed by Core Knowledge, Expeditionary Learning, and Public Consulting Group for New York State. It explains the conventions used to insert scaffolds into the lessons. The following table displays the English language arts prototypes by grade span.

Name of Prototype	Module/Component	Lesson	Grade Span
Skills Strand	NA	NA	P–2
"A Father and His Son in Mesopotamia"	1	1	P–2
Determining the Main Idea and Key Details: "Tackling the Trash"	4	3	3–5
Identifying an Author's Opinions and Evidence: "The Value of Sports in People's Lives"	3A	2	3–5
Analyzing a Model Position Paper: "Facebook: Not for Kids"	4A	1	6–8
"A Work of Art Is Good if It Has Arisen Out of Necessity"	1	1	9–12

General Approach

Use Scaffolding Techniques and Routines Consistent With the Common Core State Standards and Recent Research

AIR has ensured that the scaffolding techniques and routines are consistent with the New York State P–12 CCLS by aligning them with criteria in the Evaluating Quality Instructional Programs (EQuIP) rubric. EQuIP is a rubric that 35 states are using. The rubric provides criteria to determine the quality and alignment of curricular lessons and units to the Common Core State Standards. As is consistent with the criteria set by EQuIP, the prototyped lessons that follow are aligned to the depth of the Common Core, address key shifts in the Common Core, are responsive to ELL learning needs, and regularly assess whether students are developing standards-based skills.

The scaffolding techniques and routines used in these lessons also are consistent with findings from research reported in the recently released Institute of Education Sciences Practice Guide focused on teaching academic content and literacy to English language learners (Baker et al., 2014) and from research related to reading for multiple purposes (August & Shanahan, 2006) and the use of home language instruction for helping ELLs develop literacy and content knowledge in English (e.g., Francis, Lesaux, & August, 2006). The research-based scaffolding techniques include teaching academic vocabulary intensively across several days using a variety of techniques, integrating oral and written English language instruction into content area teaching, providing regular structured opportunities to read for multiple purposes, providing regular opportunities to develop written language skills, and capitalizing on students' home language skills and knowledge.

Teach Academic Vocabulary

In the lessons that follow, vocabulary is selected for instruction because it is important for understanding the text and appears frequently across texts at the target grade level. The scaffolding techniques used to teach academic vocabulary in these lessons are consistent with recent research (Carlo et al., 2004; Lesaux, Kieffer, Faller, & Kelley, 2010; Lesaux, Kieffer, Kelley, & Harris, in press; Silverman & Hines, 2009: Vaughn et al., 2009). The techniques include "using engaging informational texts as a platform for intensive vocabulary instruction; choosing a small set of academic vocabulary words for in-depth instruction; teaching vocabulary in depth using multiple modalities (writing, listening, and speaking); and teaching" students word learning strategies to help them independently figure out the meanings of words (Baker et al., 2014, p. 6). In the lessons, engaging text is used as a platform for intensive vocabulary instruction. Conceptually complex vocabulary is pretaught—before students use visuals and before the teacher provides student-friendly definitions and translations, exposure to target words in varied contexts, and experiences that promote deep processing of word meanings. Vocabulary that is less complex is taught through embedding comprehensible definitions into the text and discourse surrounding the text. The instruction is intensive because, throughout the lessons, students are helped to acquire vocabulary through glossaries and text-dependent questions that focus on the meanings of words and phrases in the text. Multiple modalities are used to teach vocabulary: Teachers use language, gestures, and visuals to clarify words' meanings. Teachers teach students word-learning strategies that use cognate knowledge, context, dictionaries, and morphology to help uncover the meanings of unknown words and phrases.

Integrate Oral and Written Language Instruction Into Content Area Teaching

The scaffolding techniques used to integrate oral and written language into content area instruction in the lessons that follow are consistent with recent research (August, Branum-Martin, Cardenas-Hagan, & Francis, 2009; Brown, Ryoo, & Rodriquez, 2010; Ryoo, 2009; Silverman & Hines, 2009; Vaughn et al., 2009). Techniques include "strategically using instructional tools such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content; explicitly teaching the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction; providing daily opportunities for students to talk about content in pairs and small groups; and providing writing opportunities to extend student learning and understanding of the content material" (Baker et al., 2014, p. 6). For example, the lessons strategically use instructional tools such as short videos, visuals, and graphic organizers to make text and discourse comprehensible. Other scaffolding techniques are the use of supplementary questions that guide students to the answers for more overarching text-dependent questions and glossaries that define words and phrases important for understanding the text. The lessons explicitly teach and provide students with opportunities to use both content-specific and general academic vocabulary before close reading, during close reading, and after close reading. Almost all lesson activities provide opportunities for partner talk. Students have ongoing opportunities to extend learning. They write constructed responses to questions while reading narratives, informational or explanatory texts, and arguments connected to the anchor text.

Provide Regular, Structured Opportunities to Read for Multiple Purposes

The Common Core State Standards call for reading for multiple purposes. The importance of providing ELLs with opportunities to read for multiple purposes is supported by research (August & Shanahan, 2008. First, if the text contains cultural, historical, or thematic information ELLs are unlikely to have acquired, they read short supplementary texts to help them acquire such knowledge. Second, teachers read the anchor text aloud to model fluent reading while students listen and follow along in their texts. The oral reading provides opportunities for teachers to define vocabulary in context. Third, ELLs read to answer questions about key ideas and details. Fourth, students reread the text to identify vocabulary and sections of the text they did not originally understand. Finally, ELLs revisit the text to analyze craft and structure and integrate knowledge and ideas. The scaffolding techniques described in the other section of the approach are used throughout.

Provide Regular, Structured Opportunities to Write

The scaffolding techniques used for writing in the following lessons are consistent with recent research (Kim et al., 2011; Lesaux et al., in press). Techniques include "providing writing assignments that are anchored in content and focused on developing academic language as well as writing skills; providing language-based supports to facilitate student's entry into and continued development of writing; using small groups or pairs to provide opportunities for students to work and talk together on varied aspects of writing; and assessing students' writing periodically to identify instructional needs and provide positive constructive feedback in response" (Baker et al., 2014, p. 6). For example, in the prototyped lessons, all writing is anchored in content that students have read, and focuses on developing academic language through questions that require students to talk in pairs and then write. All writing assignments provide language-based supports such as glossaries, word banks, sentence frames, and starters (as needed) and graphic organizers to facilitate students' entry into and continual development of writing. For both short, constructed-response writing during close reading and more extended writing, students have opportunities to talk with each other. For constructed-response writing, they talk with a partner to answer questions before writing. For longer writing assignments, students work in pairs to generate ideas and organize their thoughts with a graphic organizer before writing. In the lessons, students write responses to pre- and post- assessments to help teachers identify areas of weakness and growth. Teachers edit longer pieces of writing and confer with students to help them improve their writing skills.

Capitalize on Students' Home Language Skills and Knowledge

The scaffolds in the previous sections may be helpful to all students. Scaffolds unique to ELLs are those that capitalize on their home language knowledge and skills to help them acquire the knowledge and skills of a new language. A large body of research indicates that ELLs draw on conceptual knowledge and skills acquired in their home language in learning their new language (Dressler, 2006) and that instructional methods that help ELLs draw on home language knowledge and skills promote literacy development in the new language (August et al., 2009; Carlo et al., 2004; Liang, Peterson, & Graves, 2005; Restrepo et al., 2010). In the prototyped lessons that follow, scaffolds that help students draw on home t language knowledge and skills include glossaries that include home language translations; theme-related reading in students'

home language; bilingual homework activities; and routines that pair ELLs who are at emerging levels of language proficiency with bilingual partners so that discussions can occur in students' home language and in English. In addition, teachers teach students who speak a cognate language to use home-language cognate knowledge to figure out the meanings of unknown words in English.

In the lessons that follow, the scaffolds that capitalize on home language knowledge and skills are modeled in Spanish. These models can be used to develop similar scaffolds for students from other home-language backgrounds. The cognate activities will be helpful, however, only for ELLs whose home language shares cognates with English.

Differentiate Instruction for Students at Diverse Levels of English Proficiency

The New York State New Language Arts Progressions specify four levels of proficiency and literacy for ELLs—entering, emerging, transitioning, expanding—and one level of proficiency for ELLs that have just become proficient in English—commanding. In the prototypes that follow we describe and demonstrate scaffolding for ELLs at the four levels of proficiency. Scaffolds are not included for students at the commanding level because students at that level may not need additional support. ELLs at all levels of proficiency have access to scaffolds that provide multiple means of representation, action and expression, and engagement. ELLs at the entering and emerging levels of proficiency have access to text and instructions in their home language as well as in English. In addition, they have sentence frames to help them respond to text-dependent questions posed throughout the lesson. ELLs at the transitioning levels of proficiency have access to sentence starters. All students at these levels, as well as ELLs at the expanding level of proficiency, have access to word banks to help them engage in partner conversation and answer text-dependent questions. Teachers can differentiate further to meet the needs of students in their classrooms. For example, for students at transitioning and expanding levels of proficiency, teachers might reduce the background knowledge provided, vocabulary taught, and supplementary questions asked and their use of other scaffolds such as graphic organizers that make content presented in a second languages more accessible. For students at the transitioning and expanding levels of proficiency, teachers might provide students with text in their home language prior to reading the text in English even if the goal of instruction is English literacy.

The prototyped lesson activities labeled "[ALL]" indicate methods used for ELLs at all levels of proficiency; those labeled "[EN]" are for students at entering levels of proficiency; those labeled "[EM]" are for students at emerging levels of proficiency; those labeled "[TR]" are for students at transitioning levels of proficiency; and those labeled "[EX]" are for students at expanding levels of proficiency.

Conventions Used to Describe AIR Scaffolding

The original lessons are posted on the Engage^{NY} website, and AIR provides links to these lessons. The conventions that follow describe how the AIR scaffolds have been superimposed on these lessons. An example follows the description of these conventions.

AIR has added additional supports to almost all existing lesson components. These are labeled *AIR additional supports*, and describe the scaffolds added to the component. However, in some instances, as demonstrated in the example below, AIR has added new activities as well. *AIR new activity* refers to an activity not in the original lesson that AIR has inserted into the original lesson. For example, Background Knowledge (AIR New Activity 2 for Work Time) is a new activity AIR has added to the Work Time component of the Expeditionary Learning lesson. Because it is the second AIR new activity associated with Work Time, it is labeled activity 2. If there is only one new activity associated with a component of the original lesson, it is not numbered. *AIR instructions for teachers* are instructions AIR has added that describe how a teacher might implement the activity. *AIR instructions for students* are instructions AIR has added for students. In some instances AIR has added student exercises that accompany the instructions for students. The following example from the Expeditionary Learning curriculum demonstrates *AIR additional supports*, *AIR instructions for teachers, AIR instructions for students*, and exercises for an AIR activity that has been inserted into the original lesson.

Example: Background Knowledge (AIR New Activity 2 for Work Time)

AIR Additional Supports
Students look at a map and picture of the Mississippi and read a brief description of the river; they watch a short video clip about the river; they answer questions about both to develop background knowledge. Providing a glossary offers additional support for all students. Sentence frames support ELLs at entering (EN) and emerging (EM) levels of proficiency. Sentence frames support ELLs at transitioning (TR) levels of proficiency.

AIR Instructions for Teachers
▪ Show students the picture and map of the Mississippi.   ▪ Ask students to read the short text using the glossary as needed. Then students should answer the questions provided.   ▪ To provide additional background information on flooding, show the short clip. Have students read the questions before watching the video. Show the video once or twice. After watching the video have students answer the questions using the glossary as needed.

AIR Instructions for Students
▪ Look at the picture and map of the Mississippi.   ▪ Read the short text and answer the questions. Use the glossary to look up unfamiliar words.   ▪ Watch the short video clip. Before you watch, read the questions about the video. Answer the questions. Use the glossary to look up unfamiliar words that appear in the video.

The Mississippi River

The Mississippi River	Glossary
The Mississippi River is the largest river in the United States. The part of the Mississippi River from its **headwaters** to St. Louis is called the **Upper** Mississippi. East Moline, Chad's hometown, **is located on** the Upper Mississippi. The Mississippi River has experienced a lot of **pollution**, and there is a lot of trash in the river and along the **shoreline**.	*headwaters*—the beginning of a river *upper*—higher in place *is located on*—is next to *pollution*—poisons, waste, or other things that hurt the environment *shoreline*—the place where land and water meet

 Questions

1. What is the longest river in the United States? [ALL]
   The largest river in the United States is _____. [TR]
   The _____ is the longest river in the United States. [EN, EM]

2. The Upper Mississippi runs between which two points? [ALL]
   The Upper Mississippi runs between _____[TR].
   The Upper Mississippi runs between _____ and _____. [EN, EM]

3. Where is Chad's hometown? [ALL]
   Chad's hometown is _____. [TR]
   Chad's hometown is located on the _____ _____. [EN, EM]

4. What is a problem the Mississippi has experienced? [ALL]
   A problem the Mississippi has experienced is _____. [TR]
   The river has experienced _____. [EN, EM]

5. Where is the trash located? [ALL]
   The trash is located _____. [TR]
   The trash is located in the _____ and along the _____. [EN, EM]

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Core Knowledge Lessons

Core Knowledge Skills Routines

Overview

These routines include the most prominent skill routines introduced in kindergarten and first grade, but they also appear in second grade.

In the Core Knowledge Skills routines, the level of scaffolding is the same for ELLs at all four levels of proficiency because English has a deep orthography, making this level of scaffolding important for helping ELLs master code-related skills and thus avoid the necessity of subsequent Tier 2 intervention. However, as noted in the Introduction to this document, teachers should differentiate further to meet the specific needs of students in their classrooms. For example, ELLs with transitioning and expanding levels of proficiency probably do not need to learn the labels for the words they are learning to read or the names of body parts used for teaching orthography (e.g., touching their shoulder for a first sound) because they tend to be high-frequency words in English.

AIR suggests that teachers learn about the sounds in English do not appear in student's home language because students might have trouble pronouncing these English sounds. The Core Knowledge *Introducing the Sound* technique will help students make and practice these sounds.

The scaffolding methods that follow include teachers defining target words in context, teachers modeling routines before students try them, students repeating target words and phrases, teachers providing pictures to accompany the target words, and teachers using gestures and visuals to help reinforce word meanings.

For ELLs, additional practice is very helpful. AIR suggests that all instructed words be put on a ring with pictures representing them so that students can practice reading them to build word-reading automaticity. The pictures help ensure students know the meanings of words they are reading. Teachers might mark in some way words that are *not* decodable.

In the routines that follow, the text in blue boxes is the text that appears in the original lessons. *AIR Additional Supports* describes the supports AIR recommends. The text in green is text that AIR has added to the Core Knowledge routines. *AIR Routines for Teachers* are presented as teacher talk to students. Text in brackets are instructions for teachers. Anticipated student responses are in brackets also but are italicized. For some routines, *AIR Instructions for Students* also are provided.

Routines

> **Core Knowledge Routine: Blending Gestures Using Arm Movements**
> - First appears in Kindergarten Skills Strand, Unit 3
> - Focus lesson: Lesson 1 (p. 12)
> - For background information and description of blending gestures, see K Skills, Unit 3 introduction (p. 5).
>
> Terms: Sound, segment, blend, gesture, shoulder, elbow, wrist, finger, tap, wiggle

Core Knowledge Instructions for Teachers
▪ Today we will practice blending sounds into words.
▪ We will place our hands on our shoulder, elbow, and wrist to segment each sound and then use a swooping motion down our arm to show that we have finished blending the word.

AIR Additional Supports
ELL scaffolds include using pictures to accompany words, defining words in context, checking on student understanding of word meanings through questioning, and demonstrating and modeling followed by group practice.

AIR Routine for Teachers
▪ [Show students a picture of the word *cat*.] This is a cat. In this lesson, we are going to practice blending or putting sounds together to make words. The first word we are going to put together is the word cat.
▪ What does *blend* mean? [*Anticipated response: putting sounds together to make words*]
▪ To help you learn to blend, as I say each sound, I am going to touch a different part of my body.
▪ I am going to touch my shoulder when I say the first sound, /k/. [Demonstrate touching your shoulder and saying /k/.] Everyone, touch your shoulder and say /k/. What body part if this? [*Anticipated response: shoulder*] Let's touch our shoulder again and say /k/.
▪ I am going to touch my elbow when I say /a/ [Demonstrate touching your elbow and saying /a/.] Everyone, touch your elbow and say /a/. What body part is this? [*Anticipated response: elbow*] Let's touch our elbows again and say /a/.
▪ I am going to touch my wrist when I say /t/. [Demonstrate touching your wrist and saying /t/.] What body part is this? [*Anticipated response: wrist*] Everyone, touch your wrist again and say /t/.
– Okay, now we are going to put the sounds together to make a word. Watch me. After I say the sound, touch your body part and repeat the sound. After we say all the sounds, we will swoop or move our hands down our arms to make the word.
– [Practice as a group the first five words. Then let students blend on their own.]

Core Knowledge Routine: Blending and Segmenting Gestures Using Tapping and Wiggling Movements
▪ Sample lesson from First Grade Skills, Unit 1
▪ Teacher Guide link: First Grade Skills, Unit 1
▪ Focus lesson: Lesson 1 (pp. 16–17)
Terms: wiggle, tap, finger, blend

Core Knowledge Instructions for Teachers
▪ We will wiggle or tap each finger to show each sound.
▪ Then, we will blend the sounds by making a fist to show that we have blended the word.

AIR Additional Supports
ELL scaffolds include defining words in context, checking on students' understanding of word meanings through questioning, modeling, and group practice.

AIR Routine for Teachers
Blending
▪ We are going to blend sounds to make words. That means we are going to put sounds together to make words.

- What does *blend* mean? [*Anticipated response: put together*]
- First, watch me blend: /a/ /t/ at
- Now let's blend together /a/ /t/ at. Let's practice blending a few more together.
  a. **/i/ /t/ it**
  b. **/o/ /n/ on**
  c. **/b/ /ee/ be**

Segmenting
- Now, we are going to segment words to make sounds. That means we are going to break apart words to make sounds.
- What does *segment* mean?
- First, watch me segment words: at /a/ /t/
- Now let's segment together: at /a/ /t/
- Let's practice segmenting a few more times together.

Core Knowledge Routine: Mirror, Mirror
- First appears in Kindergarten Skills Strand: Unit 3
- Teacher Guide link: K Skills, Unit 3
- Focus lesson: Lesson 1 (p. 12)
Terms: Position, shape of mouth, lips, teeth, tongue, mouths open/mouths closed, echo

Core Knowledge Instructions for Teachers
Procedure
- I will say a sound.
- Repeat or echo the sound after me.
- Watch your mouth, lips, teeth, tongue in the mirror.
- What position is your (mouth, lips, teeth, tongue in)?
- Is it open or closed?

AIR Additional Supports
ELL scaffolds include gesturing (e.g., "point to your mouth"), demonstrating, and group practice.

AIR Routine for Teachers
- When we make sounds, our mouths [point to mouth], lips [point to lips], teeth [point to teeth], and tongue [point to tongue] are in a certain position or place. Let's all point to our mouth, lips, teeth, and tongue.
- I am going to give you a mirror so you can look at your mouth, lips, teeth, and tongue as you say each sound.
- Let's practice looking at our mouths as we say the sound /m/.
- Let's all say /m/ together
- Is your mouth open [demonstrate opened] or closed [demonstrate closed] when you make the sound /m/?
- Are your lips pressed together [demonstrate pressed together] or open [demonstrate open] when you make the sound /m/? [Consider saying "closed" instead of "pressed together" to keep the language more consistent.]
- I will say another sound. Repeat or echo the sound after me. Now look in the mirror. Say the sound

again. Look at your mouth [point to mouth], lips [point to lips], teeth [point to teeth], and tongue [point to tongue]. Sometimes you cannot see your teeth or your tongue.

AIR Instructions for Students
- Listen to your teacher's directions
- As you make the /m/ sound, look at what your mouth, lips, teeth, and tongue are doing.

Core Knowledge Routine: Introducing the Sound: I'm Thinking of Something
- First appears in Kindergarten Skills Strand: Unit 3
- Teacher Guide link: K Skills, Unit 3
- Focus lesson: Lesson 3 (p. 21)

Terms**:** sound, several, repeat, beginning, middle, end

Core Knowledge Instructions for Teachers
Procedure
- Today's new sound is /--/
- Say the sound several times.
- As I say the words, I want you to repeat the words.
- Raise your hand, or thumbs up if you hear the sound / ?/ sound in the beginning, middle, end.

AIR Additional Supports
Ideally, there would be pictures to accompany each oral production of a word that clearly demonstrate the word's meaning. If students are just learning the sounds for a particular letter, teachers should model and practice with one position at a time, starting with the sounds at the beginning of a word, then the ending, then the middle before mixing up. ELL scaffolds include repetition, using pictures, questioning students about word meanings, group practice, and partner work. Ideally, the riddles would use pictures that ELL students have already seen so that they have visuals to support their answers. Using partner talk in which ELLs are paired with English-proficient students will give students more opportunities to participate.

AIR Routine for Teachers
- Today's new sound is /t/.
- Everyone, say /t/ three times.
  [Note: if you think it is necessary, say "The word *several* means three or more times. When we say a word more than once or twice, we are saying the word several times."]
- I am going to say some words and show you pictures of those words. All the words have /t/ at the beginning. After I say each word, repeat it with me. That means say it again with me. Then put your thumbs up because the word starts with /t/. [As you say the word, hold up the picture and point to the part of the picture that demonstrates the word.]
- What does *repeat* mean? [*Anticipated response: to say something again*]
- Let's practice together: [Hold up the picture of tag. Say "tag." Have students say "tag" and then put their thumbs up. Use this routine with "top," "toe," "tin." You might do this routine several times.]
- Now, I am going to say some words and show you some pictures of words. All the words have /t/ at the end. After I say each word, repeat it with me. Then put your thumbs up because the word ends with /t/. [As you say each word, hold up the picture and point to the part of the pictures that demonstrates the word.]
- [Do the same routine with /t/ in the middle.]
- I am going to say some riddles. Each has an answer beginning with /t/. Work with a partner to

figure out the answer. Then, I will call on a few pairs.

AIR Instructions for Students
- Listen to your teacher's instructions.
- Your teacher will show you some pictures of words beginning with the /t/ sound and say each word.
- Repeat the words after your teacher says them, and hold up your thumb to show that the word starts with the /t/ sound.
- You will also practice words that have the /t/ sound at the end of the word or in the middle of the word.
- Then, listen to the riddles that your teacher shares. Each riddle has an answer that begins with the /t/ sound. Work with a partner to figure out the answer.

Core Knowledge Routine: Introducing the Spelling/Meet the Spelling Worksheet
- First appears in Kindergarten Skills Strand, Unit 3
- Teacher Guide link: K Skills, Unit 3
- Focus lesson: Lesson 3 (pp. 17–18)

Terms**:** circle, line, stroke

Core Knowledge Instructions for Teachers

Introducing the Spelling Procedure
- I am going to show you how to draw a picture of a /_/sound.
- Teacher models how to draw the symbol for the sound and provides handwriting strokes language.
- Teacher counts off strokes, repeats stroke phrases, and repeats sound.

AIR Additional Supports

Using arm gestures to make commands easier for students is referred to as "air writing." ELL scaffolds include teacher-demonstrated actions and student repetition of actions while naming them.

AIR Routine for Teachers
- I am going to show you how to draw a picture of the /a/ sound.
- We are also going to practice saying what we do.
- First, I circle to the left. [Demonstrate "circle to the left" as you say it.]
- Now, let's air-write and say "circle to the left." [Repeat action and words three times with students.]
- Next, I draw a short line down. [Demonstrate "drawing a short line down" and say "draw a short line down."]
- Now, let's air-write and say "draw a short line down." [Repeat action and words three times with students.]
- Now, we will do both strokes at the same time. Air-write and say with me: "Circle to the left. Short line down." [Repeat action and words three times with students.]

AIR Instructions for Students
- Listen to you teacher.
- Repeat what your teacher says and does.

Core Knowledge Routine: Meet the Spelling Worksheet

- First appears in Kindergarten Skills Strand, Unit 3
- Teacher Guide link: K Skills, Unit 3
- Focus lesson: Lesson 3 (pp. 17–18)
- For background information and description of the use of student workbooks, see K Skills, Unit 3 introduction (p. 7).
- Student workbook link: K Skills, Unit 3 student workbook

Terms**:** grip, writing position, gray dotted lines, black dots as starting points, writing stroke language, over, what sound does it start/begin with? on the line, below the picture

Core Knowledge Instructions for Teachers

Procedure

- Find page xx in your workbook.
- Place your name at the top.
- You will use a pencil/crayon.
- Use a tripod grip. (Pinch the bottom of your crayon/pencil with your thumb and pointer finger and let it rest on your middle finger.)
- Sit in your best writing position.
- You will practice drawing pictures of the sound of /---/.
- Watch as I do it first.
- You will trace the gray dotted lines first.
  - Next, use the black dots as starting points to make a…line down, hump, circle, vertical line, diagonal line, etc.
- Say the sound as you finish writing it.
- Turn the page over.
- Place your finger on the first picture.
- What is it a picture of?
- Does it start with the /?/ sound?
- If so, write the /-/ on the line below the picture.

AIR Additional Supports

In this activity, since more elaborated teacher talk is provided, the teacher talk presented here has built from it. The text in black is from the original lesson. The text in green is what has been added. Scaffolds for ELLs include modeling for students what you are telling them to do; at key junctures, asking students what they are doing to reinforce language; additional practice; repetition of key words and phrases; and naming the pictures for students.

AIR Routine for Teachers

- Find page xx in your workbook. [Show students the page to help them find it.]
- Place your name at the top. [Show students the top of the page as you say "place your name at the top."] What are you going to do?
- You will use a pencil/crayon. [Show the pencil or crayon as you name them.]
- Use a tripod grip. (Pinch the bottom of your crayon/pencil with your thumb and pointer finger and let it rest on your middle finger.) Let's practice making a tripod grip. Let's say "tripod grip." [Help students until they are able to make a tripod grip.]
- Sit in your best writing position. [Model this for students.]
- You will practice drawing pictures of the sound of /---/. Let's all say that sound together.
- Watch as I do it first. I trace the dotted line. This is the dotted line. [Point to the dotted line as you

say "dotted line."] What is this? [*Anticipated response: dotted line*]
- You will trace the gray dotted lines first. What are you going to do?
- Next, use the black dots as starting points to make a…line down, hump, circle, vertical line, diagonal line, etc. [Model each for students as you say the words (e.g., "I start with the black dots to make a.…")]
- Now pick up your pencils and use the black dots to make a line down. What are you going to do? [Anticipated response: make a line down, etc.]
- Let's air-write "line down" and say "line down" three times. [This may not be necessary if students already have learned these motions and terms, but reinforcement is not a bad idea.]
- Say the sound as you finish writing it. Now, let's all say the sound together three times. [Give students extra practice.]
- Turn the page over. [Demonstrate turning page over as you say it.] What are you going to do?
- Place your finger on the first picture. [Demonstrate placing your finger on the first picture as you say it.] This is a picture of a…. What is it a picture of?
- Does it start with the /?/ sound?
- If so, write the /-/ on the line below the picture. [Demonstrate "below the line."] Where are you going to write the /-/?

AIR Instructions for Students
- Use a tripod grip and sit in your best writing position.
- Practice drawing the /-/ sound by tracing the dotted lines.
- Say the sound after you finish writing it.
- Look at the pictures. If the picture starts with the /-/ sound, write that on the line below the picture.

Core Knowledge Routine: Using Sound Posters and Sound Cards
- In kindergarten only. In Warm-Up, Part B, of lesson
- First appears in Kindergarten Skills Strand: Unit 3, Lesson 5
- Teacher Guide link: K Skills, Unit 3
- Focus lesson: Lesson 5 (pp. 31–32)
- For background information and description of the use of Sound Posters, see K Skills, Unit 3 introduction (pp. 7–8).

Terms: sound poster, sound card, sound, spelling, speech bubble

Core Knowledge Instructions for Teachers
Procedure
- (Point to girl with speech bubble, ask students) What sound is this?
- (Show accompanying sound card) this is the word and picture of _____.
- It is a sound picture for /__/.
- Say the word, and have children repeat the word.
- (Point to the focus sound) Say the sound, have children repeat the sound.
- Affix sound card to poster.
- Point to any empty boxes on sound card explaining to students they have learned one spelling and will learn _? How many more spellings for that sound?

AIR Additional Supports

In this activity, because more elaborated teacher talk is provided, the teacher talk presented here has built from it. The text in black is the original. The text in green is what has been added. ELL scaffolds include additional repetitions.

AIR Routine for Teachers

- (Point to girl with speech bubble, ask students) The bubble shows the girls saying a sound. [Point to the bubble as you say it.] What sound is this? [Ask students to repeat the sound several times.]
- (Show accompanying sound card.) This is the word and picture of _____.
- It is a sound picture for /__/.
- Say the word, and have children repeat the word. [Ask student to repeat the word several times.]
- (Point to the focus sound.) Say the sound, have children repeat the sound.
- Affix sound card to poster.
- Point to any empty boxes on sound card explaining to students they have learned one spelling and will learn _? How many more spellings for that sound?

AIR Routine for Students

- Repeat the sound your teacher says.
- Repeat the word your teacher says.

Core Knowledge Routine: Pocket Chart Chaining for Reading/Spelling

- First appears in Kindergarten Skills Strand, Unit 3
- Teacher Guide link: K Skills, Unit 3
- Focus lesson: Lesson 3 (p. 23) for reading
- For background information and description of Pocket Chart Chaining for Reading and Spelling, see K Skills, Unit 3 introduction (pp. 7–8) and Appendix (p. 98).

Terms: sounds, arrange, move, remove, add, from left to right, blend sounds together

Core Knowledge Instructions for Teachers

- Say the sounds on the cards.
- I will arrange the sounds to make a word.
- Look at the sounds from left to right.
- Remember what each sound each picture stands for.
- Blend the sounds together to make a word.
- If I remove /__/ and add /__/, what word do we have?

Core Knowledge Focus lesson: Lesson 10 (p. 61) for Spelling

- Now, I will say some words for you to spell.
- Break the word up into sounds.
- Write a spelling for each sound.

AIR Additional Supports

In this activity, because more elaborated teacher talk is provided, the teacher talk presented here has built from it. The text in black is the original. The text in green is what has been added. ELL scaffolds include demonstrating what is being said, defining words in context, asking students to name actions, student repetitions, and additional practice.

AIR Routine for Teachers

Procedure for Reading

- Say the sounds on the cards. First, let's say each sound together. [Point to each sound as it is said.]
- I will arrange the sounds to make a word: Arrange means put the letters in order. [Arrange the

letters.] What did I do? [Anticipated response: Arrange the sounds to make a word.]

- Look at the sounds from left to right to read the word. [Point the sounds as you say "from left to right."] Let's all say "from left to right."
- Remember what each sound stands for. We have to remember each sound. Let's name each sound from left to right. [Name the sounds.]
- Blend the sounds together to make a word. Now, we have to blend the sounds to make a word. *Blend* means put together. Let's blend the sounds to make a word. What word do we have? What did we do?
- If I remove /__/ and add /__/, what word do we have? Now I am going to remove the letter X. *Remove* means take away. What word do we have now? What did I do?

Procedure for Spelling (use the same kind of scaffolding as is demonstrated above)
- Now I will say some words for you to spell. *Spell* means write the letters that go with each sound.
- Break the word up into sounds. First, break up the word into sounds. *Break up* means take apart. Let's practice breaking up the word x into sounds.
- Write a spelling for each sound. I am going to say the first sound. Can you find the sound and put it in the pocket chart? [Continue for all sounds.]
- Now let's read the word.

AIR Instructions for Students
- Say the sounds shown on the cards.
- Blend the sounds together to make a word.
- Practice with each new word.

Core Knowledge Routine: Tricky Words
- First appears in Kindergarten Skills Strand, Unit 8
- Teacher Guide link: K Skills, Unit 8
- Focus lesson: Lesson 1 (p. 10)
- For background information and description of Tricky Words, see K Skills, Unit 8 introduction (p. 3) and the Appendix (pp. 141–144).

Terms: tricky word, pronounce, pronounce through blending, spelling part

Core Knowledge Instructions for Teachers
- Show students tricky word card.
- Ask students how the word would be pronounced through blending.
- This word is pronounced /-/, /-/, /-/.
- Use word in sentence.
- Write tricky word on board.
- Underline the parts that are tricky.
- Underline and point out the spelling part that is pronounced as you would expect it.
- Tell students when reading /-/, /-/, /-/, remember to pronounce it /-/,/-/,/-/.
- When writing, remember to spell the tricky word like this /-/,/-/,/-/.

AIR Additional Supports
In this activity, because more elaborated teacher talk is provided, the teacher talk presented here has built from it. The text in black is the original. The text in green is what has been added. ELL scaffolds

include providing explanations to students and repetitions. The general meaning of the word *tricky* is not explained because it is too complex; rather the meaning is modeled and labeled. The phrase "pronounced as you would expect it" is simplified to "not tricky."

AIR Routine for Teachers

- Show students the tricky word card. [Explain concept to students.] This is a tricky word because you do not make all the sounds in the same way as you usually do.
- Ask students how the word would be pronounced through blending. How would you pronounce or say the word by blending?
- This word is pronounced /-/, /-/, /-/.
- Use word in sentence: This is a tricky word because it is really pronounced or said as.… A sentence with this word is….
- Write the tricky word on the board. Let's read this word together. [Repeat word three times.]
- Underline the parts that are tricky. These are the parts that are tricky. Let's read the parts that are tricky.
- Underline and point out the spelling part that is pronounced as you would expect it. These are the parts that are not tricky. Let's read the parts that are not tricky.
- Tell students when reading /-/, /-/, /-/, remember to pronounce it /-/,/-/,/-/. When you are reading /-/, /-/, /-/ pronounce or say /-/,/-/,/-/. Let's practice reading this word three times.
- When writing, remember to spell the tricky word like this /-/,/-/,/-/.

AIR Instructions for Students

- Look at the tricky word card.
- Practice saying the word by blending.
- Read the part of the word that is tricky.
- Read the part of the word that is not tricky.

Core Knowledge Routine: Large Card Chaining

- First appears in Kindergarten Skills Strand, Unit 4
- Teacher Guide link: K Skills, Unit 4
- Focus lesson: Lesson 10 (p. 69)

Terms: picture of a sound, correct order, looks right, correctly

Core Knowledge Instructions for Teachers

- Pass out large cards.
- Review each card's sound.
- Teacher says a word..
- If you are holding a card with the picture of a sound, in the word _____ go to the front of the room.
- Stand with your letter card in the correct order that spells the word.
- Ask seated students if the word looks right.
- Who can help to spell it correctly?
- If that word is —, then show me —.

Also Note: First Grade adds the step of segmenting and blending word before using large cards to chain.

AIR Additional Supports

In this activity, because more elaborated teacher talk is provided, the teacher talk presented here has built from it. The text in black is the original. The text in green is what has been added. ELL scaffolds include teachers tell students what they are doing as they do it, student repetition, and defining meaning in context.

For first grade: Demonstrate first, middle, last by pointing to letters that have those positions and have students practice saying first, middle, or last. Explain that *rearrange* means put the letters in a different order. Demonstrate *rearrange* in this context and give students an opportunity to rearrange the letters and say they are rearranging the letters.

AIR Routine for Teachers
- Pass out large cards. These are pictures of sounds.
- Review each card's sound as you pass it out. Let's all say the sounds on each card together three times.
- Teacher says a word. Let's all say this word three times.
- If you are holding a card with the picture of a sound in this word go to the front of the room.
- Stand with your letter cards in the correct order that spells the word. You have to arrange yourselves in the correct order. That means you have to put yourselves in the right order to spell the word.
- Ask seated students if the word looks right. Does the word look right?
- Who can help to spell it correctly? [Note: If the word is not spelled correctly, have a student correct the spelling.] Who can spell the word correctly?
If that word is —, then show me —.

AIR Instructions for Students
- Say the sounds on each sound card.
- Listen to the sound that your teacher says. If she or he says the sound on your card, go to the front of the room.
- Stand with your letter card in the correct order that spells a word.
- If you are sitting down, look to see if the sound cards are in the correct order.

Core Knowledge Routine: Dictation with Words
- First appears in Kindergarten Skills, Unit 8
- Teacher Guide link: K Skills, Unit 8
- Focus lesson: Lesson 6 (p. 43)
Terms: sound, line

Core Knowledge Instructions for Teachers
- Students use pencil and paper.
- Teacher tells students that she or he will say a number of words for them to write.
- Say the word.
- Segment the word by using finger gestures.
- Teacher asks students how many sounds there are.
- Teacher models drawing the number of lines on the board as there are sounds in word.
- Students do same on their own paper.
- Teacher models reading the word letter by letter.
- Students repeat process for each word heard.

AIR Additional Supports

In this activity, because more elaborated teacher talk is provided, the teacher talk presented here has built from it. The text in black is the original. The text in green is what has been added. ELL scaffolds include teacher explanations as actions are being demonstrated, more elaborated explanations, and additional repetitions. Ideally, there would be picture cards for each of the words.

AIR Routine for Teachers

- Students use pencil and paper. Take out paper and pencils.
- Teacher tells students that she will say a number of words for them to write.
- Say the word. [Ideally, the teacher would show a picture of the word.] Can you repeat the word with me?
- Segment the word by using finger gestures. I am breaking up the word into sounds. I will show you one finger for each sound.
- Ask students how many sounds there are. How many sounds are there in the word ___?
- Teacher models drawing the number of lines on the board as there are sounds in word; Now, I am going to draw a line on the board for each sound. How many lines did I draw?
- Students do same on their own paper: Now it is your turn. Draw one line for each sound. How many lines are there?
- Teacher models reading the word letter by letter: What is the first sound in the word ___? Watch me as I fill in this sound. Now, you fill in the sound. What sound is it?
- [Teacher repeats the process for each letter.]
- [Once the word is written, the teacher models reading the word letter by letter. Have students repeat each letter after it is read.]
- Students repeat process for each word heard. Practice as a group until you feel students can spell independently.

AIR Instructions for Students

- Repeat the word your teacher says.
- Think about how many sounds are in each word.
- Draw one line for each sound.
- Fill in the correct letter for each sound.

Transition Supplemental Guide, Grade 1, Module 1, Unit 1, Lesson 1: "A Father and His Son in Mesopotamia"

https://www.engageny.org/resource/grade-1-listening-learning-domain-4-anthology-early-world-civilizations

Overview

This is the first of 16 lessons in Early World Civilizations: Transition Supplemental Guide to the *Tell It Again! Read-Aloud Anthology.*

These stories are read aloud to students. Therefore, we provide sentence starters for students at the entering, emerging, and transitioning levels of proficiency because sentence frames are not a technique that can be used when text is presented orally.

The following table displays the Core Knowledge lesson components as well as the additional supports and new activities AIR has provided to scaffold instruction for ELLs.

A Father and His Son in Mesopotamia

Core Knowledge Lesson Component	AIR Additional Supports	AIR New Activities
Introducing the Read Aloud		
Domain introduction	Provide visuals for the word *ancient*.	Review objectives.
Where are we?	Partner ELLs with more proficient English speakers; elaborate on students' responses; explain the meanings of additional words such as *soil* and *nutrient;* use a thumbs-up/ thumbs-down routine to check for understanding; use the picture to introduce the characters and title to introduce students to the text; and review information with ELLs through discussion.	
Vocabulary preview	Use visuals, synonyms, and examples to clarify word meanings and ask ELLs to explain concepts in their own words to check understanding.	Build vocabulary: pre-teach the meanings of other key words, including the words *reservoir, bank,* and *trade.*
Purpose of listening	Clarify word meanings.	
Presenting the Read Aloud		
	Use guiding and supplementary questions about pictures and text, sentence starters, and glossaries.	
Discussing the Read-Aloud		

Comprehension questions	Ask questions closer to the section of text that includes the relevant information and use sentence starters.	
Word work	Pre-teach key vocabulary and use role playing to reinforce word meanings.	
Extensions		
Multiple meaning word activity	Pre-teach the concept of multiple meanings, model with text and use supplementary questions.	
Syntactic awareness activity	Provide concrete examples and group practice.	
Vocabulary instructional activity	Provide additional practice.	Teach a minilesson on cognates.

Text

> **A Father and His Son in Mesopotamia**
>
> Almost four thousand years ago, a father and a son were walking together on the banks of a great river, close to what was then possibly the biggest city in the world: Babylon. The father, whose name was Warad (WAH-red), said to his son Iddin (ID-din), "See, my son, the great Euphrates (you-FRAY-teez) River. If this river did not flow, there would be no wonderful city of Babylon, no palaces, no gardens, not even any houses."
>
> Iddin said, "But I don't understand, Father. Did all these things appear out of the water?"
>
> "No," his father laughed. "No one just floated the palaces down here or pulled them from the water. Let me explain, Iddin." They sat down on a bench overlooking the wide river, which rolled before them, reflecting the palaces and religious temples that rose high on both banks of the river.
>
> "The first people who lived along this river realized that the land surrounding the river had rich soil for planting crops, like wheat and barley for bread. These people settled along the river because the land farther away from the river was desert, and the desert is not a very good place to grow crops. These people built their homes along the river so that they could grow crops to feed themselves and their families.
>
> "Now, let me ask you a question, Iddin. Why do you think people built our city right here?"
>
> "Because of the water?"
>
> "Yes, the river water kept alive the plants that were grown for food. Now look around."
>
> And Warad waved his hand in a circle. "Now we have our great and beautiful Babylon. Of course, the people that settled in Babylon weren't the only ones who had the good idea to settle along the river. Other people came and settled up and down the river, forming other towns and cities.
>
> "Soon, people realized they could use the Euphrates for more than just growing food. What else do you think they discovered they could use the river for?" Warad asked his son.
>
> Iddin thought for a moment, then asked, "To carry things from one city to another like we do today?"
>
> "Correct!" his father bellowed. "They traveled in boats up and down the river to trade with people from other cities. The cities soon traded crops, material to make clothing, and other items that they needed. The Euphrates River is not the only river that is used in this way. People also use the Tigris River

(*TY*-gris) to grow crops and to trade with other cities."

"It is hard to think of a time when people did not use the river for growing crops and for traveling as we do today!" Iddin said.

Warad replied, "That it is. I have more to explain to you. You see, after a while, many people had made their homes along the Euphrates, and some had land farther back from the river. Soon, it was difficult for everyone to reach the water easily. People started wondering if there was a way to get the water from the river to other parts of the city. Soon, they discovered that there was a way!"

Iddin thought for a minute, then exclaimed, "The canals!"

"Yes!" his father continued. "They dug ditches cut into the earth, which we call canals. The water flowed out of the river and through the canals to the areas of the city farther from the river. Then farmers could grow crops even where the rivers didn't flow."

"Our great king, Hammurabi (hah-moo-*RAH*-bee), did the same thing. He had canals dug to move water all over our country from the two great rivers, the Tigris and the Euphrates. And King Hammurabi and his helpers used an ancient way to collect rainwater. When the winter rains come, the water doesn't just wash away downstream. They made the waters run into a reservoir so that after the rains stopped, there would be water for drinking or for watering crops. Once this was done, people could stay in one place near the river and make that place better and better until finally we had...."

"Babylon!" exclaimed Iddin. "Our king, Hammurabi, must be the best king of all, Father."

Warad agreed. "He is, indeed, a great king. And now I think it is time for us to head home, my son."

1. Introducing the Read-Aloud

Domain Introduction

Core Knowledge Teacher and Student Actions
The teacher introduces the text and explains the meanings of the word *ancient.* The teacher briefly explains the similarities and differences between people today and people in ancient Mesopotamia. Core Knowledge (CK) suggests a T-chart be used to compare and contrast life during ancient time and today and images and clips of Mesopotamia be used to familiarize children with this civilization.
AIR Additional Supports
Provide a visual representation of the two meanings of *ancient* during the introduction of the text .
AIR Instructions for Teachers
▪ Show students the first picture.   ▪ Tell students that the word *ancient* can be used to describe the time period in which the people in Mesopotamia lived. The picture shows a village, or town in Mesopotamia, from a long time ago. This meaning of *ancient* is very long ago.   ▪ Partner Talk: How can you tell this village is from a very long time ago?   ▪ Show students the second picture.   ▪ Tell students that the word *ancient* can also mean very, very old. This picture shows a very old tree.   ▪ Partner Talk: How can you tell this tree is very old?

Reviewing Objectives (AIR New Activity for Domain Introduction)

AIR Additional Supports

Prior to the Domain Introduction, post and review content and language objectives so that students are made aware of the knowledge and skills they are expected to master during the le. In the instructions for students, the objectives have been put into student-friendly language. However, ensure that students understand the task demands associated with words such as *find, explain, describe,* and *organize* and the meanings of words and phrases associated with the standards such as *objectives, details, main ideas, facts, information,* and *"what" questions*.

AIR Instructions for Teachers

- Review the objectives with students.

AIR Instructions for Students

- Listen as the teacher reviews the lesson objectives.

Core Content Objectives

I will be able to

- Find Mesopotamia on a world map.
- Explain the importance of rivers and canals for growing food.
- Describe the city of Babylon.

Language Arts Objectives

I will be able to

- Describe the connection between the location of Mesopotamia near two rivers and ability to farm.
- Describe a picture of a desert.
- Use pictures and details from the story to describe main ideas.
- With help, organize facts and information from the story to answer questions.
- Ask and answer *what* questions.
- Learn new meanings for the word *banks*.

Where Are We?

Core Knowledge Teacher and Student Actions: Image 1A-A The desert

The teacher shows students a world map or globe and asks them to locate Asia. The teacher locates the Middle East. The teacher explains that the Middle East used to be called Mesopotamia. The teacher shows students a picture of the desert and explains Mesopotamia was mostly desert.

AIR Additional Supports

- Partner ELLs at the entering and emerging levels with more proficient English speakers and having them work together to describe the desert.
- Elaborate on student's responses.
- Explain the meanings of words such as *soil* and *nutrients* that were used to describe the desert.

▪ Use a thumbs-up/thumbs-down routine to do a quick review.

AIR Instruction for Teachers

▪ Show students a picture of the desert.

▪ Explain to students that this is a picture of the desert and that before there was irrigation, some of the land in Mesopotamia was desert.

▪ Have students work in partners to describe the picture. Say: You are going to describe the desert. Look at the picture. Talk about what you see. Talk about what you do not see. Talk about what you think the weather is like.

▪ Elaborate on students' responses, ensuring they understand the attributes of a desert.
  – Explain to students that it does not rain very much in the desert. It is so dry that it is hard for many plants and animals to live there.
  – Tell students that it is easier for plants and animals to live in areas with *fertile land*.

▪ Explain that *fertile* means that the soil, or dirt, in these areas is rich in nutrients. Nutrients are things that plants need to grow. So *fertile* means the soil has things in it that plants need to grow. Plants also need water. It does not rain very much in deserts, so plants that need a lot of water do not grow there.

▪ Do a thumbs-up/thumbs-down routine with students to check their comprehension:
  – Some of Mesopotamia is not in the desert.
  – It rains a lot in deserts.
  – Soil is dirt.
  – Fertile soil has lots of things in it to help plants grow.

AIR Instruction for Students

▪ This is a picture of the desert. Look at the picture.

▪ Partner Talk: What do you see? What don't you see? Talk about what you think the weather is like and why you think that.

Core Knowledge Teacher and Student Actions: Image 1A-2

Teacher introduces children to the story, showing them Image 1A-2.

AIR Additional Supports

Use the picture to introduce the characters and repeat character's names; use the title to introduce students to the text and then review the information with ELLs through discussion.

AIR Instructions for Teachers

Ask students the following questions:

▪ The title of the story is "A Father and His Son in Mesopotamia." What do you think the story is about?

▪ The part of Mesopotamia we will read about is not desert. It is fertile. What does *fertile* mean?

▪ Who are the main characters?

▪ Remember fictional means not real. Are Warad and Iddin fictional?

▪ Is Mesopotamia fictional?

AIR Instructions for Students

Answer the questions that your teacher asks you about the story that you will read.

Vocabulary Preview

Core Knowledge Teacher and Student Actions

The teacher previews the words *Mesopotamia* and *canals*. During the preview, the teacher introduces the words. The students repeat the words. The teacher explains the words using visuals. The students engage in partner talk about the word.

AIR Additional Supports

The CK routine is a good routine for extended vocabulary instruction. Add visuals and synonyms or examples in context to clarify word meanings; ask ELLs to explain concepts in their own words to check understanding; and have students color in the area of Mesopotamia to better understand it is situated between two rivers. In the example that follows, the CK text is in black and AIR additions are in green as a way to indicate the language that has been added.

AIR Instructions for Teachers

- Pre-teach selected vocabulary.
- Show the pictures to children as you talk about them.

Today, you will meet a father and son who lived four thousand years ago in an ancient civilization called Mesopotamia. An ancient civilization is a group of people who lived a long time ago.

- Say *Mesopotamia* with me three times.
- Mesopotamia is the name of a region, or area, in Asia between the Tigris and Euphrates Rivers. [Point out the Mesopotamian region on a world map. Have students locate the Tigris and Euphrates Rivers on their map. Tell them that Mesopotamia was located between these two rivers.]
- [Have students color in the area between the two rivers.] Ask, "What area have you colored in? What rivers is it between?"
- The word *Mesopotamia* means "land between two rivers." Ask, "What does it mean to be a "land between two rivers"?
- Look again at the image depicting, or showing, everyday life in Mesopotamia. Tell your partner three things you see. Then, tell your partner one thing you hope to learn about Mesopotamia.
- Today, you will learn that canals were important to people living in Mesopotamia.
- Say the word *canals* with me three times.
- Canals are long paths people dig into the land and fill with water. What are canals filled with? Canals are used for many things. Canals are used to water crops or plants. Canals are also used by boats for travel and shipping. People travel on boats in the canals. People also use canals to ship things or move things from one place to another. Can you name some things canals are used for?
- The Mesopotamians built canals so that boats could move goods and supplies to different parts of the land. Goods are the things people want to have, such as toys. Supplies are things they need to live, such as food. Name some things that could be shipped on canals.
- Can you find the canals in these pictures?

AIR Instructions for Students

Look at the pictures and answer the questions your teacher asks you.

Building Vocabulary (AIR New Activity for Vocabulary Preview)

AIR Additional Supports
Also pre-teach the meanings of other key words selected by CK, including the words *reservoir, banks,* and *trade*. Examples of the information that might be used to teach the words *banks* and *trade* are provided below. Students are provided with ELL-friendly definitions, examples from the text, and opportunities to answer questions that use the target word. If students have been taught about cognates, the teacher can indicate whether words are cognates with the students' home language.

AIR Instructions for Teachers
Use the information below to help students learn more about important words in the text.

AIR Instruction for Students
Listen as your teacher explains some new vocabulary words that you will hear in today's story.

Vocabulary Instruction					
Word *Translation*	**English Definition**	**Example**	**Pair Share**	**Picture or Phrase**	**Cognate?**
banks *orilla*	One definition of *bank* is the land on the side of a river. Who can think of another meaning for the word *bank*? In English, many words have more than one meaning.	The children sat on the banks of the river to eat their lunch, and then they went fishing.	If you went on a picnic on a river bank, what other things could you do? [fish, swim, boat] Use the word *bank* in your sentence.		no
trade *cambiar*	to exchange goods	Aalif's father went to the city to trade his grain for some cloth.	If you wanted your friend's toy ____, what do you have that you could trade for it? Use *trade* in your sentence.		no

Purpose for Listening

Core Knowledge Teacher and Student Actions
The teacher explains that there were rivers in Mesopotamia that made the land fertile so that plants and animals could grow. The teacher asks students to listen for the names of the rivers and why there were important.

AIR Additional Supports
▪ Ask students the meaning of *fertile soil:* Who remembers what *fertile soil* is? [Anticipated response: Fertile means that the soil, or dirt, in these areas is rich in nutrients. Nutrients are things that plants need to grow.] ▪ Ask students what it means for "rivers to make the land around them fertile so that plants and animals can grow" and elaborate on student's answers as necessary.

2. Presenting the Read-Aloud

A Father and His Son in Mesopotamia

Core Knowledge Teacher and Student Actions
The teacher reads the text aloud to students, shows them images that relate to the text, and asks questions about the text.

AIR Additional Supports
AIR recommends that teachers: ▪ Prior to the oral reading, ask students to describe what they see in the picture and pose several questions about the picture to introduce students to the text that follows, pointing to the relevant parts of the picture as they are described. ▪ During the oral reading, define challenging words as they come to them (a glossary is provided for this purpose); ask guiding questions and supplementary questions that systematically guide students to the answer(s) to the guiding question(s); and use sentence starters for ELLs with entering, emerging, and transitioning levels of English proficiency to aid them in answering the questions.

AIR Instructions for Teachers
Review student instructions for the first close reading with the class. Tell students that the guiding questions are designed to help them identify important information in the text. Note that the phrases in brackets in the examples that follow are responses to the questions and are intended for the teachers, not the students.

AIR Instructions for Students
In this reading, you will be answering questions about the text. Your teacher will ask you to think about a guiding question before you listen to each part of the story. Then, your teacher will ask you supplementary questions during the reading. You will answer these supplementary questions. Sometimes you will work with a partner to answer these questions. After you listen to each section of text, the class will talk about, or discuss, the answer to the guiding question. While your teacher reads, he or she will define some of the challenging words for you.

Part 1

"A Father and His Son in Mesopotamia"
[Show Image 1A–3: Warad and Iddin walking on banks of Euphrates.]   ▪ Describe the picture to students: In this picture you see Warad and Iddin walking (point to them) on the banks, or sides (elaborate on banks), of the river (point to banks). ▪ Partner Talk: What do you see in this picture? ▪ Debrief several pairs. ▪ Elaborate on student's responses as necessary.

Guiding Question

▪ What would happen if the Euphrates did not flow? What would happen if there was no Euphrates river?

Text	Glossary
Almost four thousand years ago, a father and a son were walking together on the <u>banks</u> of a great river, close to what was then possibly the biggest city in the world: Babylon. The father, whose name was Warad (WAH-red), said to his son Iddin (ID-din), "See, my son, the <u>great</u> Euphrates (you-FRAY-teez) River. If this river did not <u>flow</u> there would be no <u>wonderful</u> city of Babylon, no <u>palaces</u>, no gardens, not even any houses." Iddin said, "But I don't understand, Father. Did all these things <u>appear out of</u> the water?"	*bank*—ground on the sides of the river. [Point to the bank in the image.] The word *banks* also can refer to places where people keep money. *great*—very important. The word *great* can also mean very large in size. *flow*—move all the time *wonderful*—excellent or amazing *palaces*—large, fancy homes. People like kings and queens live in palaces. *appear out of*—come out of

Supplementary Questions

6. Where were Warad and Iddin walking? [ALL]
   Warad and Iddin were walking _____.
   [on the banks of the Euphrates River] [EN,EM,TR]

7. How long ago were they walking there? Is this a long time ago or a short time ago? [ALL]
   They were walking there _____. [EN,EM,TR]
   [almost four thousand years ago]

8. The river was close to the biggest city in the world at that time. What is the name of the city? [ALL]
   The city was called _____. [EN,EM,TR]
   [Babylon]

9. What was the river doing? [ALL]
   The river was _____. [EN,EM,TR]
   [flowing]

10. What does it mean for a river to flow? [ALL]
    When a river flows, it _____. [EN,EM,TR]
    [moves all the time]

11. Where did Iddin think the palace, gardens, and houses appeared or came from? [ALL]
    Iddin thought the palace, gardens, and houses came from the _____. [EN,EM,TR]
    [water]

12. Was he right? _____ [ALL]
    [no]

Response to Guiding Question

Partner Talk: What would happen if the Euphrates did not flow? What would happen if there was no Euphrates river? [ALL]

If the Euphrates did not flow, _____ [EN,EM,TR]

[there would be no city of Babylon, no palaces, no gardens, no houses]

Part 2

"A Father and His Son in Mesopotamia"

[Show image 1A-4: Warad and Iddin sitting on a bench.]

- Describe the picture to students.
- Partner Talk: What do you see in this picture?
- Debrief several pairs.
- Elaborate on student's responses as necessary.

Guiding Question

- What did Warad and Iddin see in front of them?

Text	Glossary
"No," his father laughed. "No one just <u>floated</u> the palaces down here or pulled them from the water. Let me <u>explain</u>, Iddin." They sat down on a bench overlooking the <u>wide</u> river, which rolled before them, <u>reflecting</u> the palaces and <u>religious temples</u> that rose high on both banks of the river.	*float*—move on top of the water *explain*—give information so another person can understand something *wide*—reaching across a large space from side to side [Teacher note: please demonstrate this word.] *reflect*—throw back the same image. A mirror reflects your face. *religious temple*—a building where people worship or pray to a god or gods

Supplementary Questions

13. Who laughed? [ALL]
    The person who laughed was _____. [EN,EM,TR]
    [Warad]

14. Did the palaces float down or move down on top of the river? [ALL]
    The palaces _____. [EN,EM,TR]
    [did not float down or move down on top of the river]

15. Were the palaces pulled from or taken out of the water? **[ALL]**
    The palaces were _____. [EN,EM,TR]
    [not taken out of the water]

16. What does *wide* mean? [ALL]
    Wide means _____. [EN,EM,TR]
    [reaching across a large space]

17. What could Warad and Iddin see from their bench? [ALL]
    They could see the _____. [EN,EM,TR]
    [wide river]

18. The wide river rolled before them. [ALL]

When a river rolls, it means it _____. **[EN,EM,TR]**
[keeps moving]

19. What was the wide river doing? [ALL]

    It was _____. **[EN,EM,TR]**
    [flowing]

20. What does *reflect* mean? [ALL]
    Reflect means _____. **[EN,EM,TR]**
    [throw back the same image]

21. What was reflected in the river? [ALL]
    _____ were reflected in the river. **[EN,EM,TR]**
    [palaces and temples]

Response to Guiding Question

Partner Talk: What did Warad and Iddin see from their bench?

They saw _____. **[EN,EM,TR]**
[palaces and religious temples]

Part 3

"A Father and His Son in Mesopotamia"

[Show image 1A-5: First people farming]

- Describe the picture to students.
- Partner Talk: What do you see in this picture*?*
- Debrief several pairs.
- Elaborate on student's responses as necessary.

Guiding Question

- Why did people live along the river?

Text	Glossary
"The first people who lived <u>along</u> this river <u>realized</u> that the land <u>surrounding</u> the river had <u>rich</u> <u>soil</u> for planting <u>crops</u>, like wheat and barley for bread. These people <u>settled</u> along the river because the land <u>farther away</u> from the river was <u>desert</u> and the desert is not a very good place to grow crops. So, these people built their homes along the river so that they could grow crops to feed themselves and their families. "Now, let me ask you a question, Iddin. Why do you think people built our city right here?" "Because of the water?"	*along*—next to *realize*—understand *surrounding*—around *rich*—having many nutrients. Another meaning for *rich* is to have a lot of money. *soil*—the top layer of the earth's surface; dirt *crops*—plants grown on a farm *settle*—move to a new place and live there *farther away*—not as close *desert*—a very dry region with few plants

"Yes, the river water kept <u>alive</u> the plants that were grown for food. Now look around."	growing in it *alive*—having life; not dead

Supplementary Questions

22. What did the people who lived along the river realize or know? [ALL]
    They realized that the land _____. [EN,EM,TR]
    [had rich soil for planting crops]

23. What kind of soil is good for crops? [ALL]
    The kind of soil good for crops is _____. [EN,EM,TR]
    [rich]

24. What kinds of crops did they plant? [ALL]
    They planted _____. [EN,EM,TR]
    [wheat and barley]

25. What do you use wheat and barley for? [ALL]
    You use wheat and barley to make _____. [EN,EM,R]
    [bread]

26. What kind of land was there away from the river? [ALL**]**
    The land away from the river was _____. [EN,EM,TR]
    [desert]

27. What did they do with the crops? [ALL]
    They used the crops to _____. [EN, EM,TR]
    [feed themselves and their families]

28. Why did people build the city next to the river? [ALL]
    They build the city next to the river so they could _____. [EN,EM,TR]
    [water the plants]

Response to Guiding Question

Partner Talk: Why did people live along the river? [ALL]

People lived along the river because of the _____. **[EN, EM,TR]**

[rich soil]

Part 4

"A Father and His Son in Mesopotamia"

[Show Image 1A–6: Warad and Iddin sitting on a bench.]

- Describe the picture to students: In this picture you see Warad and Iddin sitting on a bench.
- Partner Talk: What do you see in this picture?
- Debrief several pairs.
- Elaborate on student's responses as necessary.

Guiding Question

▪ When people formed towns and cities up and down the river, what did they discover they could use the river for?

Text	Glossary
And Warad <u>waved</u> his hand in a circle. "Now we have our great and beautiful Babylon. Of course, the people that settled in Babylon weren't the only ones who had the good idea to settle along the river. Other people came and settled up and down the river, <u>forming</u> other towns and cities. "Soon, people <u>realized</u> they could use the Euphrates for more than just growing food. What else do you think they <u>discovered</u> they could use the river for?" Warad asked his son. Iddin thought for a moment, then asked, "To <u>carry</u> things from one city to another like we do today?"	*wave*—make a signal by moving a hand or arm *form*—make or build *realize*—understand in a clear way *discover*—learn or find out about something *carry*—hold and take from one place to another

Supplementary Questions

29. The people in Babylon weren't the only people to settle on the river. Where did the other people settle? [ALL]
People settled _____. [EN,EM,TR]
[up and down the river].

30. What did these people do? [ALL]
They formed _____. [EN,EM,TR]
[towns and cities]

31. What did people realize? [ALL]
They realized they could _____. [EN,EM,TR]
[use the river for more than growing food]

Response to Guiding Question

Partner Talk: When people formed towns and cities up and down the river, what did they discover they could use the river for?

They discovered they could use the river to _____. [EN,EM,TR]

[carry things from one city to another]

Part 5

"A Father and His Son in Mesopotamia"
[Show Image 1A–7: The river.]

▪ Describe the picture to students: In this picture you see the Euphrates River.
▪ Partner Talk: What do you see in this picture?
▪ Debrief several pairs.

- Elaborate on student's responses as necessary.

Guiding Questions
- In addition to growing crops, how did people use the river?
- Some people had to build their homes farther away from the river. What did those people want to do?

Text	Glossary
"Correct!" his father bellowed. "They traveled in boats up and down the river to trade with people from other cities. The cities soon traded crops, material to make clothing, and other items that they needed. The Euphrates River is not the only river that is used in this way. People also use the Tigris River (TY-gris) to grow crops and to trade with other cities."	*correct*—right; not a mistake *bellow*—say loudly *travel*—go from one place to another *trade*—give one thing for another not using money *material*—in this story, it means cloth *explain*—give information so another person can understand something *farther back*—more distance away *wonder*—want to know
"It is hard to think of a time when people did not use the river for growing crops and for traveling as we do today!" Iddin said.	
Warad replied, "That it is. I have more to explain to you. You see, after a while, many people had made their homes along the Euphrates, and some had land farther back from the river. Soon, it was difficult for everyone to reach the water easily. People started wondering if there was a way to get the water from the river to other parts of the city. Soon, they discovered that there was a way!"	

Supplementary Questions

32. How did people travel up and down the river? [ALL]
    They traveled in _____. [EN,EM,TR]
    [boats]

33. Why did they travel up and down the river? [ALL]
    They traveled to _____. [EN,EM,TR]
    [trade with people with other cities]

34. What did they trade with other people? [ALL]
    They traded _____. [EN,EM,TR]
    [crops, material to make clothes, other items they needed]

35. What other river did people use to grow crops and trade with other cities? [ALL]
    They used the _____. [EN,EM,TR]
    [Tigris River]

36. Many people built their homes along the Euphrates. Where did other people have land? [ALL]
    Some people had land _____. [EN,EM,TR]
    [farther back from the river]

37. What was difficult for the people who had land farther back from the river? [ALL]
    It was difficult for them to _____. [EN,EM,TR]
    [reach the river easily]

38. What did people start to wonder? [ALL]
    They wondered if _____. [EN,EM,TR]

[there was a way to get water from the river to other parts of the city]

Response to Guiding Question Partner Talk: In addition to growing crops, how did people use the river? [ALL] People used the river to _____. [EN,EM,TR] [travel to other cities to trade] Some people had to build their homes farther away from the river. What did those people want to do? [ALL] They wanted to _____. [EN,EM,TR] [get water from the river to other parts of the city]

Part 6

"A Father and His Son in Mesopotamia" [Show Image 1A–8: Close-up of canals.]   ▪ Describe the picture to students: *In this picture you see canals. Canals take water from the river to other places around the city.* ▪ Partner Talk: What do you see in this picture? ▪ Debrief several pairs. ▪ Elaborate on student's responses as necessary.
Guiding Question ▪ What did King Hammurabi and his helpers build that helped people stay in one place?

Text	Glossary
Iddin thought for a minute, then <u>exclaimed</u>, "The canals!" "Yes!" his father continued. "They <u>dug</u> <u>ditches</u> cut into the earth, which we call canals. The water <u>flowed</u> out of the river and through the canals to the areas of the city farther from the river. Then farmers could grow crops even where the rivers didn't flow." "Our great king, Hammurabi (hah-moo-RAH-bee), did the same thing. He had canals dug to move water all over our country from the two great rivers, the Tigris and the Euphrates. And King Hammurabi and his helpers used an <u>ancient</u> way to collect rainwater. When the winter rains come, the water doesn't just wash away downstream. They	*exclaim*—say in a loud voice with strong feeling *dig*—make a hole by taking away dirt or sand *ditch*—a long narrow opening in the ground to take away water *flow—move without stopping* *ancient*—very old *reservoir*—a place where water is collected and kept

made the waters run into a <u>reservoir</u> so that after the rains stopped, there would be water for drinking or for watering crops. Once this was done, people could stay in one place near the river and make that place better and better until finally we had….”

“Babylon!” exclaimed Iddin. “Our king, Hammurabi, must be the best king of all, Father.”

Warad agreed. “He is, indeed, a great king. And now I think it is time for us to head home, my son.”

Supplementary Questions

39. What did they dig? [ALL]
    They dug _____ . [EN,EM,TR]
    [ditches]

40. Where did the water flow? [ALL]
    It flowed to _____ . [EN,EM,TR]
    [areas of the city farther from the river]

41. How did the canals help the farmers? [ALL]
    They could _____ . [EN,EM,TR]
    [grow crops even where the river didn’t flow]

42. What was King Hammurabi’s and his helpers’ ancient way to collect rain water? [ALL]
    They made the rain water _____ . [EN,EM,TR]
    [run into a reservoir]

43. When the rains stopped, what was the reservoir water used for?[ALL]
    It was used for _____ .[EN,EM,TR]
    [drinking or watering crops]

44. What happened when people could stay in one place? [ALL]
    The city of _____ developed. [EN,EM,TR]
    [Babylon]

3. Discussing the Read-Aloud

Comprehension Questions

Core Knowledge Teacher and Student Actions

Teachers ask additional comprehension questions. If students have difficulty answering comprehension questions, teachers reread pertinent passages of the text and refer to specific images. Students answer the comprehension questions in complete sentences by restating the questions in their responses. The teacher expands on students’ responses using richer language. Students engage in a pair share in which partners ask each other questions. The teacher asks the class if they have any remaining questions about the text.

AIR Additional Supports

ELLs should have an easier time managing these questions because of the supplementary questions that were used in the initial reading of the text. However, asking questions closer to the portions of text where the answers can be found and using sentence starters for ELLs with lower levels of English proficiency will make it easier for ELLs to answer these questions. (See the earlier example in

Word Work: Trade

Core Knowledge Teacher and Student Actions

The teacher discusses the word *trade.* The teacher reminds students of the word from the text. The students repeat the word. The teacher explains the word. The students engage in partner talk about *trade,* then complete a Drawing and Sharing activity.

AIR Additional Supports

Provide this instruction prior to the story so that students learn the meaning of the word *trade* prior to reading the text, and use role playing instead of drawing and sharing because it takes less time and provides more opportunities for discussion.

4. Extensions

Core Knowledge Teacher and Student Actions: Overview

If there is available time, the teacher provides instruction in extension activities about multiple-meaning words, syntax, vocabulary, and early world civilizations.

AIR Additional Supports

Provide additional practice to help students master word meanings and grammar.

Multiple-Meaning Word Activity

AIR Additional Supports

- Teach students about multiple meanings at the beginning of the lesson and then provide definitions for multiple meaning words during the close reading. AIR suggests teaching students only word meanings that are lexiled within the stretch lexile bands of a student's grade.

- Use the following routine to reinforce multiple meanings after the passage has been read.

  The word *bank* has two meanings. Who remembers one meaning? Who remembers another meaning? Another word that has two meanings is the word *rich*. What is one meaning of the word *rich*? What is another meaning of the word *rich*?

Syntactic Awareness Activity

AIR Additional Supports

Supplement the CK activities that teach singular personal pronouns with an activity that includes concrete objects. An example follows:

- Ask three students to come to the front of the class. Make sure there is a mix of boys and girls. Give each student an object. Have each student enact the following routine: I am _____. I have a _____. I have it. He is _____ [Robert]. He has a _____. He has it. She is _____ [Maria]. She has a _____. She has it. Let them switch objects and the next child talks through the routine.

Vocabulary Instructional Activity

AIR Additional Supports

Supplement the CK activity that teaches the meaning of the word *exclaim* with the following routine:

  In the read-aloud you heard "Iddin thought for a minute, then exclaimed, "The canals!" Say the word *exclaimed* with me three times.

> *Exclaimed* means say something in a loud voice with strong feeling.
>
> Let's all exclaim "The canals!" Now let's just say "the canals."
>
> Let's all exclaim "Our king must be the best king of all!" Now let's just say "Our king must be the best king of all."
>
> What is the difference between exclaiming and just saying these phrases?

Capitalizing on Home Language Cognate Knowledge
(AIR New Activity for Vocabulary Instructional Activity)

AIR Additional Supports

If teachers think young ELLs are able to learn about cognates, teach them about cognates if their home language shares cognate status with English. The activity is modeled for Spanish speakers but similar routines can be developed for other home languages that share cognate status with English.

AIR Instructions for Teachers

Canals	*canales*	Desert	*desierto*	Pie	*pie*

- Show cognate word pairs on a SmartBoard or screen and include images.
- Say words in each pair (as you point to each word). Have students repeat the words with you.
- Explain that these words are cognates. They are in two different languages, but they look alike, sound alike, and mean about the same thing.
- Explain to students that when they encounter a word they do not know but that has lots of the same letters, sounds the same, and has about the same meaning, it is probably a cognate. If they know a language that shares cognates with English, they can use this knowledge to try to figure out the meanings of English words.
- Ask students what *desert* means in English. Then ask them what it means in Spanish. Ask if it is a cognate.
- Explain that students need to watch out for false cognates ("false friends"), which are words that sound the same but have different meanings.
- Show students the false cognate example: pie (a food) versus *pie* (foot).
- Show other word pairs on a SmartBoard or screen. Tell students the words in each pair have the same meanings. Ask students to listen for how alike the words sound and how alike they look and give a thumbs up if they are cognates and a thumbs down if they are not cognates.

English	Spanish	Cognate?
Banks	*orillas*	no
Discover	*descubrir*	yes
Exclaim	*exclamar*	yes
Fertile	*fértil*	yes
Palaces	*palacios*	yes
Trade	*comercio*	no

AIR Instructions for Students

- Cognates are words in two different languages that look the same, sound the same, and have the same meaning.
- False cognates or false friends are words that sound the same but have different meanings.
- Your teacher will tell you and show you pairs of words that have the same meaning. Listen to the words and look at how they are spelled. Remember, if they are spelled alike and look alike and have the same meaning, they are cognates. If the words are cognates, show your teacher a thumbs up. If they are not cognates, show your teacher a thumbs down.

Expeditionary Learning Lessons

Grade 3, Module 4, Unit 3, Lesson 3: "Tackling the Trash"

https://www.engageny.org/resource/grade-3-ela-module-4-unit-3-lesson-3

Overview

In the final unit for this module, students bring their knowledge of the challenges of water to a focus on the solutions. Students develop an opinion about the "one thing" that should be done to ensure that everyone has access to clean water. In the first half of the unit, students read informational texts that focus on what people are doing to solve these water challenges. They also receive a Performance Task Invitation and listen to a model VoiceThread recording. Students engage in a discussion group to begin formulating their opinion about the one thing that should be done to ensure that everyone has clean water. Students use the information they have gathered from texts to develop their opinion. In the midunit assessment, students write an on-demand opinion paragraph about the one thing that should be done. Students then listen to a model VoiceThread multiple times to engage with, and fully understand, the final Performance Assessment Rubric. Students use the writing they did in Units 1 and 2 to develop the script for their VoiceThread recording of a public service announcement. For the end of unit assessment, students present their VoiceThread script to their peers. Through a process of critique, students give and receive peer feedback in order to make improvements to their final performance task PSA.

In lesson one, of this unit students did a close read of the text "One Well: The Story of Water on Earth" and began discussing what can be done to help people become "well aware." In lesson two, students found the main idea for "Dry Days in Australia." For homework, they were asked to read "Water Conservation for Kids," decide one way they will help conserve water, and make a commitment card about that decision.

This is the third lesson in Unit 3. As noted in the introduction, AIR provides scaffolding differentiated for ELL students at the entering (EN), emerging (EM), transitioning (TR), and expanding (EX) levels of English language proficiency in this prototype. We indicate the level(s) for which the scaffolds are appropriate in brackets following the scaffold recommendations (e.g., "[EN]"). Where "[ALL]" is indicated, it means that the scaffold is intended for all levels of students. Scaffolds are gradually reduced as the student becomes more proficient in English.

The following table displays the Expeditionary Learning lesson components as well as the additional supports and new activities AIR has provided to scaffold instruction for ELLs.

Tackling the Trash

Expeditionary Learning Lesson Component	AIR Additional Supports	AIR New Activities
Opening		
Engaging the reader	Have a few student pairs model Back-to-Back, Face-to-Face; carry out the activity in front of the class one pair at a time and have a bilingual student translate the English for Spanish speakers and Spanish for English speakers.	Bilingual homework

Unpacking learning targets	Define the terms *main ideas* and *details* and have students work with a partner to practice finding the main idea and details from text that they read in a previous lesson.	
Work Time		
Determining the main idea		Preview the text (AIR new activity 1 for Determining the Main Idea); enhance background knowledge (AIR new activity 2 for Determining the Main Idea); develop vocabulary (AIR new activity 3 for Determining the Main Idea); teach a minilesson on context clues (AIR new activity 4 for Determining the Main Idea); and engage in scaffolded close reading (AIR new activity 5 for Determining the Main Idea).
Answering questions about "Tackling the Trash"	Supply student charts and glossary.	
Finding key details and revising the main idea statement	Provide ELLs with a graphic organizer and direct them back to the student charts associated with new activity 5 for Determining the Main Idea to pull information into this graphic organizer.	
Closing and Assessment		
Sharing Ways to Be Well Aware	Model or have a student model an example for each category in the Being Well Aware anchor chart.	
Homework		
	Encourage home language use, support selecting books at independent reading levels, and preview independent reading form.	

Text

Tackling the Trash

Because of the length, the text students are reading is integrated throughout this lesson rather than

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1. Opening

A. Engaging the Reader: Sharing Conservation Commitments

Expeditionary Learning Teacher and Student Actions

The teacher asks students to refer to the commitment cards they made for homework and think about how they can act out their commitment cards for each other. The teacher reviews the Back-to-Back, Face-to-Face protocol and asks students to stand back-to-back with a partner. When the teacher says "front-to-front," students turn around and act out their commitment. Students call out their guesses for their partner's action. When the teacher says "back-to-back" again, students find a new partner and repeat the activity. The teacher invites students to share some of the ways to save water that were not on the Being Well Aware anchor chart and adds these to the chart.

AIR Additional Supports
- Have a few student pairs model Back-to-Back, Face-to-Face.
- Another option is to carry out the activity in front of the class one pair at a time and have a bilingual student translate the English for Spanish speakers and Spanish for English speakers.

Bilingual Home Work (AIR New Activity for Engaging the Reader)

AIR Additional Supports

For homework in the prior lesson, students were expected to read "Water Conservation Tips" and prepare one commitment card that names the commitment and explains why it was chosen. "Water Conservation Tips" is very challenging text. Because the activity was done for homework, one way to scaffold the text is to prepare versions in student's home language. Students who are not literate in their home language could have their parents read the text aloud to them in their home language if the parents are literate in their home language. Students could choose one commitment and prepare an explanation (in their home language or English) for why they chose the commitment. Another suggestion is to provide ELLs at the entering or emerging levels of proficiency with the opportunity to work with a bilingual partner who could help translate the English to student's home language and discuss the text in student's home language. ELLs at the transitioning or expanding level of proficiency might work with an English-proficient partner who could help explain the text in English, choose one commitment, and prepare the commitment card. We have modeled with Spanish, but this activity could be translated into other home languages represented in the schooling context.

AIR Instructions for Teachers
- Give the translated handout to students and have them read the translated text. [EN, EM]
- If students are not literate in Spanish, have them work with a partner who is literate in Spanish or ask them to review the handout with their parents.
- Explain to students that they will have to act out the conservation tip that they choose. Model this for students.

AIR Instructions for Students (English)
- Read these tips or work with a partner literate in Spanish to read them.
- Discuss them with a family member and decide which one you will do and why.
- Be prepared to act out or perform the conservation tip that you choose in class.

AIR Instructions for Students (Spanish)
- Lea estos consejos o trabaje con un compañero quien lee español para leerlos.

- Discútalos con un miembro de la familia y decidir cuál va a escoger y por qué.
- Esté preparado para actuar o realizar en clase la punta de conservación que usted eligió.

Consejos para la conservación del agua en el interior

General

- Nunca vierta el agua por el desagüe cuando puede haber otro uso para ella. Usted puede usar este agua para regar las plantas de su jardín o las que tiene en el interior.
- Repare los grifos que gotean reemplazando las arandelas. Una gota por segundo desperdicia 2,700 galones de agua por año.

Cuarto de baño

- Considere comprar un inodoro de "bajo volumen." Estos utilizan menos de la mitad del agua de los modelos antiguos. Nota: En muchas áreas, los inodoros de bajo volumen son requeridos por la ley.
- Reemplace su ducha con una versión que gaste menor cantidad de agua.

Cocina

- Opere los lavaplatos automáticos sólo cuando estos estén completamente llenos. Utilice la función de "lavado ligero," si la tiene, con el fin de usar menos agua.
- Al lavar los platos a mano, llene dos recipientes—uno con agua con jabón y el otro con agua de enjuague que contenga una pequeña cantidad de blanqueador de cloro.

Consejos para la conservación de agua al aire libre

General

- Revise periódicamente el contador de agua. Si la bomba automática se enciende y se apaga mientras no se está utilizando el agua, probablemente puede tener una fuga.
- Una vez establecidas, las plantas nativas y/o pastos resistentes a la sequía, las cubiertas de tierra, arbustos y árboles. No necesitan agua con tanta frecuencia y por lo general van a sobrevivir un período seco sin regar. Las plantas pequeñas requieren menor cantidad de agua para establecerse. Agrupe las plantas basadas en las necesidades de agua similares.

Lavado de coches

- Use una boquilla de cierre que se puede ajustar a un rocío fino de su manguera.
- Use un lavado de autos comercial que recicle agua. Si usted lava su coche, aparque su coche en la hierba para que la riegue al mismo tiempo.

Cuidado del césped

- Evite el exceso de riego de su césped. Una fuerte lluvia elimina la necesidad de riego por un máximo de dos semanas. La mayor parte del año, los jardines sólo necesitan una pulgada de agua por semana.
- Rocíe su césped en varias sesiones cortas en lugar de un solo y largo riego, de esta manera su césped absorberá mejor el agua.

B. Unpacking Learning Targets

Expeditionary Learning Teacher and Student Actions

The teacher directs students' attention to the posted learning targets and asks students to read them silently. The teacher asks students to discuss with a partner why they have spent so much time on main ideas and key details. The teacher calls on students to share their ideas.

AIR Additional Supports

- Define the terms *main ideas* and *details*.
- Have students work with a partner to practice finding the main idea and details from text that they read in a previous lesson.

AIR Instructions for Teachers

Define main ideas and details. Using the excerpt below as a reminder, ask students to work with a partner to find the main idea of the second paragraph of the Australia text and a supporting detail for the main idea.

AIR Instructions for Students

- The main idea is the most important idea of a paragraph or text. It is what the author wants you to know. Supporting details help explain or prove the main idea.
- Read the text below and fill in the blanks to provide the main idea for the second paragraph of the text.

Text	Glossary
In Australia, most people live within a 30-minute drive of the ocean. For many of them, going to the beach is a part of everyday life. So are <u>severe drought,</u> and laws that <u>dictate</u> how and when water can be used.	*severe drought—*a long time with little or no rain *dictate—*tell *restrictions—*limits *freshwater—*water that is not salty *routine—*things you do all the time
Lachlan McDonald, 14, and his 16-year-old brother, Mitchell, live with their parents and younger sister in Beaumaris (boh-MAR-iss). Their hometown is an attractive suburb of Melbourne, with spacious ranch houses on tree-lined streets. The brothers love to surf. But <u>restrictions </u>on <u>freshwater</u> have <u>changed their routine</u>—including the long hot showers they used to take afterward. "When you go surfing and it's freezing and you want to have a hot shower, you can't," Lachlan tells JS. "When you can, it's too short to really warm up."	

45. What is the main idea in the second paragraph of "Dry Days in Australia"? [ALL]
   The main idea in the second paragraph of "Dry Days in Australia" is _____ [TR].
   One detail that helps me know this is _____[(TR]

   The main idea in the second paragraph of "Dry Days in Australia" is that restrictions on _____have changed their _____. [EN, EM]
   One detail that helps me know this is that Lachlan cannot take _____ _____ showers. [EN, EM]

2. Work Time

A. Determining the Main Idea of "Tackling the Trash"

Expeditionary Learning Teacher and Student Actions

The teacher distributes "Tackling the Trash" and the Determining the Main Idea and Key Details task card. The teacher explains that the text tells the story of Chad Pregracke. Students are encouraged to think how they might include ideas for this text in their VoiceThread. Students read and teacher circulates, giving support when needed. As students begin working on their main idea statements, the

teacher asks questions to individuals, small groups, and the class about what is helping them determine the main idea and what the text is about. Students share their main idea statements with a partner. Selected students share main idea with whole class.

AIR Additional Supports

This text will be too challenging for most ELLs to read cold and figure out main ideas and details. Besides the text complexity, it is not that obvious what the main ideas are because the text is more of a narrative about activities related to cleaning the river from trash.

- Use the new activities that follow to help all ELLs read and understand the text:
  – Previewing the Text (AIR new activity 1 for Determining the Main Idea)
  – Enhancing Background Knowledge (AIR new activity 2 for Determining the Main Idea)
  – Acquiring and Using Vocabulary (AIR new activity 3 for Determining the Main Idea)
  – Minilesson on Context Clues (AIR new activity 4 for Determining the Main Idea)
  – Reading for Main Ideas and Details (AIR new activity 5 for Determining the Main Idea)
- Use student charts that accompany these activities to provide students with opportunities to see the questions and record responses. Examples are provided below.
- After students comprehend the text, have them share their ideas with a partner. ELLs who are in entering and emerging stages of proficiency would ideally be partnered with a bilingual classmate.

Previewing the Text (AIR New Activity 1 for Determining the Main Idea)

AIR Additional Supports

Help students determine what the text is about by asking students about the title.

AIR Instructions for Teachers

- Use the title of the text to help students understand what the text is about. Develop questions about the title that will help students connect the title with the text.
- Explain that underlined words in the text are defined to the right.

AIR Instructions for Students

- Use the title of the text to figure out what the text is about. The glossary will help you.

Title	Glossary
The title is ***Tackling Trash***. Look at the definitions for <u>tackle</u> and <u>trash</u>. What do you think this article is about? [ALL] I think this article is about _____. [EN, EM, TR]	*tackle*—try to solve something difficult *trash*—anything that is thrown away because it is not wanted

Enhancing Background Knowledge (AIR New Activity 2 for Determining the Main Idea)

AIR Additional Supports

Have students look at a map and picture of the Mississippi and read a brief description of the river to build background knowledge. Show a short video clip about the river. Have students answer questions about the reading selection and video. Provide a glossary to offer additional support.

AIR Instructions for Teachers

- Show students the picture and map of the Mississippi.
- Ask students to read the short text using the glossary as needed. Then students should answer the questions provided.

- To provide additional background information on flooding, show the short clip. Have students read the questions before watching the video. Show the video once or twice. Have students answer the questions using the glossary as needed.

AIR Instructions for Students

- Look at the picture and map of the Mississippi.
- Read the short text and answer the questions. The meanings of underlined words are in the glossary.
- Watch the short video clip. Before you watch, read the questions about the video. Use the glossary to look up unfamiliar words. Answer the questions.

The Mississippi River

The Mississippi River	Glossary
The Mississippi River is the largest river in the United States. The part of the Mississippi River from its <u>headwaters</u> to St. Louis is called the <u>Upper</u> Mississippi. East Moline, Chad's hometown, <u>is located on</u> the Upper Mississippi. The Mississippi River has experienced a lot of <u>pollution</u>, and there is a lot of trash in the river and along the <u>shoreline</u>.	*headwaters*—the beginning of a river *upper*—higher in place *is located on*—is next to *pollution*—poisons, waste, or other things that hurt the environment *shoreline*—the place where land and water meet

Supplementary Questions

46. What is the longest river in the United States? [ALL]
    The longest river in the United States is _____. [TR]
    The _____ is the longest river in the United States. [EN, EM]

47. The Upper Mississippi runs between which two points? [ALL]
    The Upper Mississippi runs between _____[TR].
    The Upper Mississippi runs between _____ and _____. [EN, EM]

48. Where is Chad's hometown? [ALL]
    Chad's hometown is _____. [TR]
    Chad's hometown is located on the _____ _____. [EN, EM]

49. What is a problem the Mississippi has experienced? [ALL]
    A problem the Mississippi has experienced is _____. [TR]
    The river has experienced _____. [EN, EM]

50. Where is the trash located? [ALL]
    The trash is located _____. [TR]
    The trash is located in the _____ and along the _____. [EN, EM]

Video Clip	Glossary
http://www.discovery.com/tv-shows/other-shows/videos/raging-planet-mississippi-flood.htm 51. When does the water in the Mississippi River rise? [ALL] The water rises _____. [TR] The water rises every _____. [EN, EM] 52. What happens when it floods? [ALL] When it floods, _____. [TR] When it floods, the riverbanks cannot contain the _____. [EN, EM]	*rise*—move up *flood*—a strong movement of water onto land that should not be under water *develop*—grow or cause to grow *predictable*—known ahead of time that something will happen *flash flood*—a quick and strong flood after a lot of rain *riverbank*—the ground next to the river *contain*—have or hold inside *tributary*—a river that goes into a larger river *flood plain*—a wide, flat area of land near a river that floods regularly

Building Vocabulary (AIR New Activity 3 for Determining the Main Idea)

AIR Additional Supports
Provide students with a glossary to support their comprehension of the text. Throughout the lesson, provide explanations of additional vocabulary that may need more elaboration than is provided in the glossary, and use English as a second language techniques to make word meanings clear.
AIR Instructions for Teachers
▪ Students have access to a glossary that includes word keys to understanding the text as well as words that appear frequently in the text. Note that in actual lessons all these words would be glossed but in the example below only some of these words are glossed to model comprehensible definitions. The words in this text that are high-frequency general academic words are *community, resources, area, finally, grant, found, volunteers, goal, final, job, fund, project, involved, individuals, participate, devoting.* ▪ During close reading, for each underlined word in the text, students find the word in their glossary and rewrite it. An example of one entry for a student glossary follows the word list. For homework, students can complete the glossary—drawing a picture or writing a word or phrase to help them remember the new word. If the student speaks a language that shares cognates with English, he or she indicates if the word is a cognate.
AIR Instructions for Students
▪ Use the target word list below to help you as you read the text. ▪ As you read the text, look for boldfaced words. Write each boldfaced word in your glossary. ▪ For homework, complete the glossary.

Target Word List	
Word	**Definition**
Tackle	try to solve or fix a problem
Shoreline	the place where land and water meet
Flood	a strong movement of water onto land that should not be under water
Load	something that is carried

Hooked	be very interested in something, or enjoy doing something a lot
Community	an area where a group of people live
Resource	a source of help or support; a source of wealth
Support	help a cause, a person, or a group
Agency	a company or group that works to help other companies or people
Donate	give money or needed objects to people or an organization
Determined/determination	work on something even when it is difficult
Area	a place or region
Company	a business
Finally	after everything else; at the end
Grant	a gift of money to be used for a certain project
Found	past tense of *find* (to discover)
Impressed	have a strong influence on the mind or feelings of someone
Enthusiasm	a strong happy interest in something
Volunteer	a person who offers to work or help without pay
Goal	a result or end that a person wants and works for
Final	happening at or being at the end of something; last
Job	work
Fund	give money for
Project	an activity that takes great effort or planning
Involved	be part of; to be concerned with
Individual	a single human being, person
Participate	take part; to become involved
Devote	be dedicated or committed to something or someone

Glossary					
Word *Translation*	**Rewrite the Word**	**English Definition**	**Example From Text**	**Picture or Phrase**	**Is It a Cognate?**
Shoreline *la orilla*	Shoreline	A place where land and water meet	That's when he first noticed the junk dotting its shoreline.		No

Mini-lesson on Context Clues (AIR New Activity 4 for Determining the Main Idea)

AIR Additional Supports

It is important to teach ELLs word-learning strategies. One example of a word-learning strategy is identifying the meaning of words from context.

AIR Instructions for Teachers
- Tell students that if they come across a word they don't know, they can use clues in the surrounding text to figure out what it means. These are called context clues.
- Tell students to first identify the word they don't know. Then look at the surrounding words for clues. For example, for the word *litter* (first example), the text says "picking up other people's litter." So it probably has to do with something that other people have thrown away. What other

words in the text have to do with throwing away something? [*junk, trash*] We can guess that litter are objects that are thrown away as waste.

- Review the student instructions.
- Have students work in pairs to complete the chart.
- Review students' answers as a whole class.

AIR Instructions for Students

Follow along as your teacher explains what context clues are. Then use the context clues to determine the meanings of the mystery words in the chart. First, <u>underline</u> the mystery word in the sentence where it appears. Next, find the clues in the text and circle them. Line numbers are provided to help you find the clues. Then write the clues in the space provided (some are already filled in). Finally, use the clues to write in the definition for each mystery word. The first one is done for you.

Mystery Words		
Mystery Word	*Location*	*Clues*
1. litter	Line 1	Lines 1, 6, 7, 8
<u>clues</u>: *picking up, junk, throw trash* <u>definition</u>: *pieces of waste paper and other objects scattered around a place*		
2. junk	Line 6	Lines 1, 6, 7, 8
<u>clues</u>: picking up litter, throw trash <u>definition</u>:		
3. shoreline	Line 6	Lines 5-7
<u>clues</u>: alongside, Mississippi, river <u>definition</u>:		
4. clutter	Line 9	Lines 8-10
<u>clues</u>: trash, added to, tin cans, tires, TV sets <u>definition</u>:		
5. landfill	Line 18	Lines 17-19
<u>clues</u>: <u>definition</u>:		
6. donate	Line 27	Lines 23, 27-28
<u>clues</u>: <u>definition</u>:		
7. determination	Line 30	Lines 20-23, 30 (*How did Chad feel about his work?*)
<u>clues</u>: <u>definition</u>:		
8. grant	Line 31	Line 23-25, 30-31
<u>clues</u>: <u>definition</u>:		

Text

1 2 3	Not many people would spend their free time picking up other people's litter. But Chad Pregracke has spent most of the past five years doing just that along the Mississippi, Ohio, and Illinois Rivers.
4	Why?
5 6 7 8	Chad grew up in a house alongside the Mississippi. He loved to fish and camp on the river's wooded islands. That's when he first noticed the junk dotting its shoreline. Many other boaters and campers used the river, too. Unfortunately, some of them didn't care where they threw their trash.
9 10	Spring floods added to the clutter. When flood waters went down, they left behind everything from tin cans to 55-gallon steel drums, from tires to TV sets.
11	"It was getting worse every year," Chad says. "And nobody was cleaning it up."
12 13 14	In May of 1997, Chad came home from college for summer vacation. As usual, he was disgusted by the junk that littered the riverbanks near his hometown of East Moline, Illinois. But this time, instead of wondering why someone else didn't clean it up, he decided to tackle a few miles of shoreline himself.
15 16 17 18	With only a flat-bottom boat, a wheelbarrow, and a sturdy pair of gloves, he motored up and down the river. Whenever he spotted trash, he pulled to shore and picked it up. When his boat was full, he took the load to a landfill. Chad even took pictures of the junk he hauled away. "I thought it might be fun to see how much trash I could pick up," he says.
19 20 21	Soon the riverbanks near his hometown were litter-free. And Chad was hooked. "I really enjoyed it," he says. "I could see the results day after day. It made me feel good to help my community." So he kept going, sleeping under a tarp each night.
22 23	But Chad's money was disappearing fast. Food, gasoline for his boat, landfill charges, and film costs were gobbling up his resources. He wondered if others would help support his cleanup.
24 25 26	First Chad talked to government agencies like the National Fish and Wildlife Service and the U.S. Army Corps of Engineers. While happy about his work, they didn't have much money to donate.
27 28 29 30	So Chad called area businesses. He explained about growing up beside the river, the mess it had become, and his determination to clean it up. Most companies wouldn't help either. But finally one company decided to lend a hand. Chad got his first small grant and the encouragement he needed to find others to help as well.

Scaffolded Close Reading (AIR New Activity 5 for Determining the Main Idea)

AIR Additional Supports
▪ Create guiding questions and supplementary questions for each section of text. The main ideas for ELLs to get out of this reading are: U.S. rivers have a lot of trash; Chad did many things to make a difference; Chad had to overcome many obstacles to accomplish his goals.
▪ Use sentence frames and word banks for entering and emerging level ELLs. Use sentence starters for transitioning ELLs.

AIR Instructions for Teachers

- Review student instructions for first close reading with the class.
- Remind students that the guiding questions are designed to help them identify the key ideas and details in the text and the supplementary questions are designed to help them answer the guiding questions.
- Tell students to use their glossary to find the meanings of words that are underlined in the text. These are words that are important for understanding the text and/or high-frequency words in English.
- Read each section of the text aloud using proper pacing and intonation. During this reading, the teacher uses the glossed definitions or gestures to explain the meanings of challenging words. For example, "Spring floods added to the clutter." Floods are strong flows of water.

AIR Instructions for Students

Listen and follow along as your teacher reads the text. In this close reading, you will be answering questions about the text below. Your teacher will review the guiding question(s) with you. Work with a partner to answer the supplementary questions. *If needed*, use the word bank and sentence frames to complete your answers to the questions. Your teacher will review the answers with the class. Then, you will discuss the guiding question(s) with your teacher and the class. Finally, you will complete the response(s) to the guiding question(s). Remember to use your glossary to find the meanings of words that are underlined.

Part 1 (P1–P4)

Guiding Questions

- What do we know about the condition of the Mississippi, Ohio, and Illinois Rivers?
- Why are our rivers like this?
- What had Chad done for most of the past five years?

Tackling the Trash

Not many people would spend their free time picking up other people's underline. But Chad Pregracke has spent most of the past five years doing just that along the Mississippi, Ohio, and Illinois Rivers.

Why?

Chad grew up in a house alongside the Mississippi. He loved to fish and camp on the river's wooded islands. That's when he first noticed the junk dotting its shoreline. Many other boaters and campers used the river, too. Unfortunately, some of them didn't care where they threw their trash.

Spring floods added to the clutter. When flood waters went down, they left behind everything from tin cans to 55-gallon steel drums, from tires to TV sets.

"It was getting worse every year," Chad says. "And nobody was cleaning it up."

Word Bank				
trash	boaters	shoreline	island	junk
spread	flood	Trash	campers	house
fish	camp	Junk	Mississippi	

Supplementary Questions

53. What does the word *litter* mean? [ALL]
    Litter is _____. [TR]

Litter is _____ _____ around a place. [EN, EM]

54. Where did Chad grow up? [ALL]
    Chad grew up _____. [TR]
    Chad grew up in a _____ alongside the _____. [EN, EM]

55. What did he like to do? [ALL]
    He liked to _____. [TR]
    He liked to _____ and _____ on the _____. [EN, EM]

56. What did he notice? [ALL]
    He noticed the _____. [TR]
    He noticed the _____ dotting the _____. [EN, EM]

57. Why was there junk dotting the shoreline? [ALL]
    There was junk dotting the shoreline because _____. [TR]
    There was junk dotting the shoreline because other _____ and _____ didn't
    care where they threw their _____. [EN, EM]

58. How did the spring flood waters add to the clutter? [ALL]
    The spring flood waters added to the clutter because _____. [TR]
    The spring flood waters added to the clutter because when the _____ waters went down,
    they left behind different kinds of _____. [EN, EM]

Response to Guiding Questions

59. What do we know about the condition of the Mississippi, Ohio, and Illinois Rivers? [ALL]
    We know that _____. [EN, EM, TR]
    Why are our rivers like this? [ALL]
    The rivers are like this because _____. [EN, EM, TR]

60. What had Chad done for most of the past five years? [ALL]
    Chad had _____. [EN, EM, TR]

Part 2 (P5–P7)

Guiding Question
▪ What were Chad's activities in the summer of 1997?
▪ How did he make a difference?

Tackling the Trash

In May of 1997, Chad came home from college for summer vacation. As usual, he was <u>disgusted</u> by the junk that littered the <u>riverbanks</u> near his hometown of East Moline, Illinois. But this time, <u>instead of wondering</u> why someone else didn't clean it up, he <u>decided to tackle</u> a few miles of <u>shoreline</u> himself.

With only a flat-bottom boat, a <u>wheelbarrow</u>, and a sturdy pair of gloves, he motored up and down the river. Whenever he <u>spotted</u> trash, he pulled to shore and picked it up. When his boat was full, he took the <u>load</u> to a <u>landfill.</u> Chad even took pictures of the junk he <u>hauled away</u>. "I thought it might be fun to see how much trash I could pick up," he says.

Soon the riverbanks near his hometown were litter-free. And Chad was <u>hooked</u>. "I really <u>enjoyed</u> it," he says. "I could see the <u>results</u> day after day. It made me feel good to help my <u>community</u>." So he kept going, sleeping under a <u>tarp</u> each night.

Word Bank		
waste	shore	wheelbarrow
pictures	gloves	enjoyed
tackle	landfill	picked up

Supplementary Questions

61. What did Chad decide to do in the summer of 1997? [ALL]
    Chad decided to _____. [TR]
    Chad decided to _____ a few miles of shoreline himself. [EN, EM]

62. What did he use to do it? [ALL]
    He used _____. [TR]
    He used a flat-bottom boat, a _____, and a pair of _____. [EN, EM]

63. Chad did four things when he was cleaning up the trash. What were they? [ALL]
    The four things were _____. [TR]
    When he saw trash, he pulled to _____. He _____ the trash.
    When he had a full load, he took the trash to a _____. He took
    _____ of the trash. [EN, EM]

64. What do you think the word *landfill* means in the phrase "when his boat was full he took the load
    to a landfill"? Check your answer in a reference book. [ALL]
    The word *landfill* means _____. [TR]
    A landfill is a place for _____ from cities and towns. [EN, EM]

65. Why was Chad hooked? [ALL]
    He was hooked because _____. [TR]
    He was hooked because he really _____ the work. [EN, EM]

Response to Guiding Questions

66. What were Chad's activities in the summer of 1997? [ALL]
    He _____. [EN, EM, TR]

67. How did he make a difference? [ALL]
    He made a difference by _____. [EN, EM, TR]

Part 3 (P8–P11)

Guiding Question
- What obstacles or challenges did Chad face?
- What did he do to get support?

Tackling the Trash

But Chad's money was disappearing fast. Food, gasoline for his boat, landfill charges, and film costs
were gobbling up his resources. He wondered if others would help support his cleanup.

First Chad talked to government agencies like the National Fish and Wildlife Service and the U.S.
Army Corps of Engineers. While happy about his work, they didn't have much money to donate.

So Chad called area businesses. He explained about growing up beside the river, the mess it had
become, and his determination to clean it up. Most companies wouldn't help either. But finally one
company decided to lend a hand. Chad got his first small grant and the encouragement he needed to
find others to help as well.

Chad began visiting other companies in person and found that his careful record keeping paid off.

People couldn't help being <u>impressed</u> by his <u>enthusiasm</u>, or by the pictures of the junk he'd already hauled away. The next year, Chad <u>received</u> enough money to *finish* his summer's work with several <u>volunteers</u> to help him. In two years he <u>raised</u> enough money to buy two more boats and hire five helpers for the next summer.

Word Bank		
agencies	area	money
businesses	carry	place
government	grant	disappearing

Supplementary Questions

68. Why did Chad need support? [ALL]
Chad needed support because _____. [TR]
His _____ was _____ fast. [EN, EM]

69. Who did he talk to first? [ALL]
He talked to _____. [TR]
He talked to _____ _____ like the National Fish and Wildlife Services and the U.S. Army Corps of Engineers. [EN, EM]

70. Who did he talk with next? [ALL]
Next he talked to _____ _____. [EN, EM, TR]

71. What donation did he get from one company? [ALL]
The donation he got was _____. [TR]
He received a small _____. [EN, EM]

72. What do you think the phrase "hauled away" means in the phrase "junk he hauled away"? [ALL]
"Hauled away" means _____. [TR]
It means _____ from one _____ to another. [EN, EM]

Response to Guiding Questions

73. What obstacles, or challenges, did Chad face? [ALL]
The obstacles Chad faced were _____. [EN,EM,TR]
What did he do to get support? [ALL]
To get support, he _____. [EN,EM,TR]

Part 4 (P12–P13)

Guiding Questions
- What did Chad do in the summer of 1998?
- How did he make a difference?
- What obstacles did he face?

Tackling the Trash

In 1998, Chad's <u>goal</u> was to clean 1,000 miles of <u>shoreline</u>. Beginning in northern Iowa, he and his <u>crew</u> slowly worked their way south. Their <u>final</u> destination was St. Louis, Missouri. Along the way, Chad had to <u>receive permission</u> from each town to pile his junk in a parking lot or field. When he finished each <u>area</u>, he trucked the trash to the nearest landfill.

As the hot summer *wore on,* the work became more <u>difficult.</u> The <u>farther</u> south they traveled, the more trash littered the shore. One mile of shoreline was so full of old tires, it took more than a month to clean—one small boatload at a time. *Sheltered* only by tents and tarps, Chad and his crew *battled*

mosquitoes and summer <u>storms</u>. By summer's end, only Chad and one helper *remained* on the <u>job</u>. When cold weather <u>forced</u> them to stop, they were just fifty miles from St. Louis.

Word Bank			
field	1,000 miles	storms	trucked
mosquitoes	trash	parking lot	shoreline
junk	landfill		

Response to Supplementary Questions

74. What was his goal? [ALL]
    His goal was _____. [TR]
    His goal was to clean _____ of _____. [EN, EM]

75. What did he need permission for? [ALL]
    He needed permission to _____. [TR]
    He needed permission to pile his _____ in a _____ or _____.
    [EN, EM]

76. What did he do after he finished each area? [ALL]
    After he finished each area, he _____. [TR]
    He _____ the trash to the nearest _____. [EN, EM]

77. Why did the work become more difficult? [ALL]
    The work became more difficult because _____. [TR]
    The work became more difficult because Chad and his volunteers had to face more
    _____, _____, and summer _____. [EN, EM]

Response to Guiding Questions

78. What did Chad do in the summer of 1998? [ALL]
    In the summer of 1998, he _____. [EN,EM,TR]

79. How did he make a difference? [ALL]
    He made a difference by _____. [EN, EM, TR]

80. What obstacles did he face? [ALL]
    His obstacles were _____. [EN, EM, TR]

Part 5 (P14–P17)

Guiding Questions
- What was Chad's goal during the winter of 1998?
- How did he accomplish it?
- How did Chad make a difference?

Tackling the Trash

Chad didn't spend the winter months catching up on sleep. He needed to raise more than $100,000. Part of the money would go toward finishing his work near St. Louis. The rest would <u>fund</u> his next <u>project,</u> cleaning the 270-mile shoreline of the Illinois River.

Chad also traveled from town to town. He spoke at schools, churches, and town halls. He shared his story with <u>community</u> groups, <u>conservation</u> clubs, and scout troops. He asked them to help keep the river clean.

People were <u>eager</u> to help. Someone even <u>offered</u> him a used houseboat for free. There was only one <u>catch</u>**:** it was resting on the muddy <u>bottom</u> of the Illinois River. "It was a real mess," Chad remembers.

"The most totally trashed thing you've seen in your life."

After a lot of <u>repair</u> work and elbow grease, *The Miracle* became the crew's <u>floating</u> home and <u>headquarters</u>—a big step up from tents and tarps.

Word Bank			
houseboat	community	clubs	help
repair	clean	river	

Supplementary Questions

81. What did Chad do in the towns he visited? [ALL]
In the towns he visited, he _____. [TR]
Chad spoke to many groups including _____ groups, conservations _____, and scout troops.
He asked them to _____ keep the _____ clean. [EN, EM]

82. Chad got a new home. What was it and what did he have to do to make it livable? [ALL]
His new home was a _____. To make it livable, he _____. [TR]
His new home was _____. He had to _____ it before it was livable. [EN, EM]

Response to Guiding Questions

83. What was Chad's goal during the winter of 1998? [ALL]
His goal was _____. [EN, EM, TR]

84. How did he accomplish it? [ALL]
He _____. [EN, EM, TR]

85. How did Chad make a difference? [ALL]
He asked people to _____. [EN, EM, TR]

Part 6 (P18–P21)

Guiding Questions
▪ What did Chad do in 2000?
▪ How did Chad make a difference?

Tackling the Trash

In 2000, Chad began hosting community-wide cleanup days in cities along the Mississippi. "I want to get as many people <u>involved</u> as possible," he says.

Toward that <u>goal</u>, Chad <u>encourages</u> <u>individuals</u> and <u>community</u> groups to <u>participate</u> in his <u>Adopt</u>-a-Mississippi-Mile program, <u>pledging</u> to keep a mile of shoreline litter-free.

Chad did return to college in 2001 and <u>received</u> his associate's degree. But for now, Chad is <u>devoting</u> himself to the river, and cleaning it up has taken over his life.

But he doesn't mind one bit. "I work with good people who have become my best friends," he says. "I love it."

Word Bank		
friends	community	litter-free
pledge	people	Individuals

Supplementary Questions

86. What is the Adopt-a-Mississippi-Mile program? [ALL]

The Adopt-a-Mississippi-Mile program is _____. [TR]

With this program, _____ and _____ groups _____ to keep a mile of the shoreline _____. [EN, EM]

87. What is one reason Chad likes what he does? [ALL]

One reason is _____. [TR]

Chad likes what he does because he works with good _____ who have become his _____. [EN, EM]

Response to Guiding Questions

88. What did Chad do in 2000? [ALL]

He began _____. [EN, EM, TR]

89. How did Chad make a difference? [ALL]

He _____. [EN, EM, TR]

B. Answering Questions About "Tackling the Trash"

Expeditionary Learning Teacher and Student Actions

Teacher displays a copy of "Tackling the Trash" on a document camera. Teacher asks students to look at the first three paragraphs and find synonyms for *garbage*. Teacher asks why the author uses different words for *garbage*. Teacher asks for a synonym for *landfill*. Teacher reads paragraphs 3 and 4. Teacher refers students to the word *donate* and explains the meaning of *donate* and *donation*. Teacher asks students to give a synonym for a donation of money from the fourth paragraph.

AIR Additional Supports

ELLs will be better prepared to complete this activity because of new activities 1 through 5 for Determining the Main Idea. However, create a student chart because this will allow ELLs to read as well as hear the instructions. It also provides a running record for the lesson that enables them to review what they have learned. A glossary of the target words should be part of the student chart. An example for the word *garbage* is provided below.

AIR Instructions for Teachers

▪ Give students a student chart for this activity.
▪ Review student instructions.

AIR Instructions for Students

▪ Find four words from the text related to *garbage* that have similar meanings.
▪ Look each up in the glossary to check that that they are correct.
▪ Complete the chart below.

*Synonyms—*words that have the same or similar meaning

Word	Definition

Why do you think the author uses these different words to describe garbage? [ALL]

The author uses these different words to describe garbage because

_____. [EN, EM, TR]

C. Finding Key Details and Revising the Main Idea

Expeditionary Learning Teacher and Student Actions

Teacher redirects students' attention to the posted learning targets and asks a volunteer to read the second learning target aloud. Teacher tells students they are now going to complete Part 2 of the task card with their partners. Teacher suggests to students that they figure out the main idea one paragraph at a time. Each student receives a highlighter or colored pencil. Students complete Part 2. Teacher circulates, asking students why they selected certain passages as a key detail. Teacher asks students to discuss in pairs if they would change their main idea statement because of the key details they found. Students share.

AIR Additional Supports

- ELLs will be better prepared to complete this activity because of new activities 1 through 5 for Determining the Main Idea.
- ELLs might be given a graphic organizer and directed back to the student charts associated with new activity 5 for Determining the Main Idea to pull information into this graphic organizer.

AIR Instructions for Teachers

- Give students the graphic organizer for this activity.
- Review student instructions.

AIR Instructions for Students

- Answer each question, to help you determine the details for these main ideas from the text.
- Write three main ideas in the chart.
- Provide the details from the text to explain how you know.

90. The rivers in the United States have many problems. What are some problems with these rivers? Review your answers to questions 4, 5, and 6. [ALL]
Main Idea: U.S. rivers are _____. [EN, EM, TR]

91. Chad did many things to make a difference. What did Chad do? Review your answers to questions 10, 16, 29, 31, 35, and 39. [ALL]
Main Idea: Chad did many things to _____. [EN, EM, TR]

92. Chad overcame many obstacles so that he could make a difference. What were the obstacles he overcame? Review your answers to questions 17, 22, 27, and 30. [ALL]
Main Idea: Chad had _____. [EN, EM, TR]

	Main Idea	Supporting Details From Text (How do you know?)	
	U.S. rivers are filled with trash.	junk dotting shoreline, campers and boaters throwing their trash, clutter left after spring floods	

3. Closing and Assessments

A. Sharing Ways to Be Well Aware

Expeditionary Learning Teacher and Student Actions

Teacher asks students to find a new partner and share what they learned from Chad Pregracke's story about the importance of tackling trash. Students are encouraged to use examples from the text. At least three students share their ideas, and these ideas are added to the Being Well Aware anchor chart. Teacher distributes Independent Reading recording form.

AIR Additional Supports

AIR suggests that teachers begin by modeling or having a student model an example for each category in the Being Well Aware anchor chart. Categories include Learn More and Educate Others; Join Others; Conserve Water; Protect Water, and Improve Access. ELLs with entering and emerging levels of proficiency should be given sentence starters and word and phrase banks. An example of a sentence starter for Conserve Water is presented below.

AIR Instructions for Teachers

- Have students return to their Being Well Aware Anchor Chart.
- Model or have students model an example for each category of Being Well Aware.
- After each model, have ELLs work with an English-proficient partner to provide additional examples.
- ELLs with lower levels of proficiency should be given sentences starters and word and phrase banks.

AIR Instructions for Students

Take out your Being Well Aware Chart.

What is an example of conserving water? [ALL]

One way to conserve water is to _____. [EN, EM, TR]

4. Homework

Expeditionary Learning Teacher and Student Actions

Teacher asks students to share with someone at home three things Chad did to make a difference and think about which of these ideas they might want to share in their VoiceThread. Teacher asks students to continue reading their independent reading book and complete their Independent Reading recording form.

AIR Additional Supports

- Encourage ELLs to share with someone at home in their home language or in English and decide which activities they want to share in their VoiceThread. The previous inserts and activities will support ELLs.
- Students are supposed to be continuing to read their independent reading books and complete their Independent Reading recording form. Help ELLs select books at their independent reading levels. The resources that follow might be used to help ELLs find the appropriate independent reading materials.
- In addition, it is important to ensure that ELLs understand the task demands of the Independent Reading form. The students will have completed the form previously. Ensure ELLs understand the meanings of the words or phrases *struck you, precise*, and *unsure* and that they see an example.

AIR Instructions for Teachers

Support for Finding Independent Reading Materials

Help students find independent reading materials at the appropriate lexical level. Resources such as those listed below provide information to help find reading materials at student's lexile levels.

http://www.lexile.com/fab

http://www.lexile.com/about-lexile/how-to-get-lexile-measures/text-measure/

http://about.edsphere.com/

AIR Instructions for Students

Support for Completing the Independent Reading Form

- Review the meanings of *where, who,* and *what*. Then talk about precise language. Before students work on their own, ask them to give examples from the *Tacking the Trash* reading of words that are precise and explain why.
- Have several students indicate a word whose meaning they were unsure about.
- Use the following questions to guide the discussion:

93. Who remembers what it means if a word is precise? [ALL]
    If a word is precise, it means _____. [EN, EM, TR]

94. Who can give an example of a word from "Tackling the Trash" that you feel is precise? [ALL]
    An example of a word from "Tackling the Trash" that I feel is precise is _____. [EN, EM]
    An example is _____. [TR]

95. Who can give another example? [ALL]
    An example of a word from "Tackling the Trash" that I feel is precise is _____. [EN, EM]
    An example is _____. [TR]

96. What is a word from "Tackling the Trash" that you were unsure of when you were reading? [ALL]
    A word I was unsure of is _____. [EN, EM, TR]

97. What is another example? [ALL]
    Another example is _____. [EN, EM, TR]

Grade 5, Module 3A, Unit 1, Lesson 2: The Value of Sports in People's Lives, Part 1

https://www.engageny.org/resource/grade-5-ela-module-3a-unit-1-lesson-2

Overview

In this brief unit, students build their background knowledge about the importance of sports within the American culture over time. They read two informational articles, "It's Not Just a Game!" and "The Literature of Baseball: The Quintessential American Game." Students also are reintroduced to reading and writing arguments (RI.5.8 and W.5.1). They begin to explore how to read opinion pieces. They are introduced to the term *opinion* and asked to identify and explain how authors use evidence to support their opinions. For the midunit assessment, students read and answer text-dependent questions about a new informational article, "Roots of American Sports," which will further build students' knowledge about the importance of sports in American society. For the end-of-unit, on-demand assessment, students will begin to practice citing evidence to support an opinion, specifically "Sports are an important part of American culture." Then, they will identify supporting evidence for the opinion, organize their ideas, and write an opinion paragraph using the opinion and supporting details they identified. In the first lesson in this unit, students do a gallery walk to view images and read informational text to learn how athletes broke barriers, use quotes to make inferences about why sports are important in American culture, infer the meanings of new words in the quotes, revise their inferences, and debrief and review learning targets.

This is the second lesson in Unit 1. As noted in the introduction, AIR provides scaffolding differentiated for ELL students at the entering (EN), emerging (EM), transitioning (TR), and expanding (EX) levels of English language proficiency in this prototype. We indicate the level(s) for which the scaffolds are appropriate in brackets following the scaffold recommendations (e.g., "[EN]"). Where "[ALL]" is indicated, it means that the scaffold is intended for all levels of students. Scaffolds are gradually reduced as the student becomes more proficient in English.

The following table displays the Expeditionary Learning lesson components as well as the additional supports and new activities AIR has provided to scaffold instruction for ELLs.

Value of Sports in People's Lives

Expeditionary Learning Lesson Component	AIR Additional Supports	AIR New Activities
Opening		
Engaging the reader	Define the words *determine* and *gist* and give students an opportunity to determine the gist of a short section of text so they are prepared for determining gist of a longer passage.	
Work Time		
A. First read		Provide the article in an ELL's home; place ELLs with bilingual peers who are English-proficient; preview the text; enhance background knowledge; develop ELLs' vocabulary; and engage in close reading.
B. Guided practice	Provide ELLs with definitions of the words *opinion* and *evidence* as well as words that signify kinds of evidence such as *details, facts, proof, data,* and *information* and model with the text at hand examples of an opinion and evidence.	
C. Small-group practice	No additional support is necessary if ELLs have completed the new activities associated with the First Read and have learned about opinions and evidence.	
Closing and Assessment		
Debrief and review of learning targets	Give ELLs with bilingual partners the opportunity to answer first in their home language and then in English, model at least one English response for the students, and ask students to talk about how sports are valuable in their home cultures.	
Homework		
	Supply ELLs definitions and ask them to complete sentences that provide context for the definitions; have students review their responses to new activity 4 for the First Read to help them answer the guiding question; and define difficult words needed to answer the question and provide sentence frames, starters, and word banks for ELLs at entering	.

Expeditionary Learning Lesson Component	AIR Additional Supports	AIR New Activities
	and emerging levels of proficiency.	

Text

> ### The Value of Sports in People's Lives
>
> Whether you run a race, bounce a basketball, or hurl a baseball home, you do it because it's fun. Some scientists claim play is a natural instinct—just like sleep. That might explain why sports are likely to be as old as humanity.
>
> Some claim sports began as a form of survival. Prehistoric man ran, jumped, and climbed for his life. Hunters separated themselves by skill, and competition flourished. Wall paintings dating from 1850 BC that depict wrestling, dancing, and acrobatics were discovered in an Egyptian tomb at Bani Hasan. The ancient Greeks revolutionized sports by holding the world's first Olympic games at Olympia in 776 BC. But it wasn't until the early nineteenth century that sports as we know them came into play. (Pardon the pun!) Modern sports such as cricket, golf, and horse racing began in England and spread to the United States, Western Europe, and the rest of the world. These sports were the models for the games we play today, including baseball and football.
>
> All organized sports, from swimming to ice hockey, are considered serious play. There are rules to obey, skills and positions to learn, and strategies to carry out. But Peter Smith, a psychology professor at Goldsmiths, University of London, and author of *Understanding Children's Worlds: Children and Play* (Wiley, 2009), says, "Sport-like play is usually enjoyable, and done for its own sake."

1. Opening

Engaging the Reader and Reviewing Learning Targets

> **Expeditionary Learning Teacher and Student Actions**
> Teachers tell students they will be reading to find out more about the role of sports in people's lives; review the learning target which is to determine the gist; and ask students what they remember about the meanings of the word *determine* and *gist.*

AIR Additional Supports
- Define the words *determine* and *gist.*
- Give students an opportunity to determine the gist of a short section of text so they are prepared for determining gist of a longer passage.

AIR Instructions for Teachers
- This activity will give ELLs practice determining the meaning of unknown words and figuring out the gist of a passage.
- Read the instructions to the students.
- Have students read the text, discuss with a partner, and complete the questions.

AIR Instructions for Students
- Read the text below to determine the gist. What do the words *determine* and *gist* mean?
- There are three important words: *tackling, heading,* and *full body checking*. To determine or find out what they mean, use the glossary.
- Discuss the text with a partner and then determine (or find out) the gist (or main idea).

"Should Kids Under 14 Play Contact Sports?" Adapted from text by Elizabeth Winchester (http://www.timeforkids.com/news/debate/59101)	**Glossary**
What is football without <u>tackling</u>, soccer without <u>heading</u> the ball, and lacrosse and hockey without <u>full body checking</u>? Doctors say that sports would be much safer for kids without these moves. Dr. Cantu is a brain <u>expert</u> at Emerson Hospital in Massachusetts. He says that tackling, heading, and checking can cause <u>concussions</u> and other <u>injuries</u>. Every year, 3.8 million people get concussions from sports. Hits to the brain can be more <u>serious</u> for kids because their brains are not yet as <u>solid</u> as adult brains. Cantu said that sports for children <u>younger</u> than 14 years old should not use <u>full contact</u>.	*tackling*—the act of grabbing and throwing a person down when playing football *heading*—when a soccer player hits the ball with the head when it is in the air *full body checking*—hitting another player with a shoulder, arm, or hip to keep the other player from getting the puck when playing hockey. A puck in hockey is like a ball in soccer. *expert*—someone who knows a lot about something *concussion*—a hit to the brain *injury*—damage to the body *serious*—dangerous *younger*—not as old as *full contact*—touching, hitting, or grabbing other players when playing a sport

Word Bank		
gist	tackling	heading
checking	concussions	injures
younger	full	contact

What is the main idea of this passage? [ALL]

The main idea or _____ of this passage is sports that use _____, _____,

and _____can cause _____ and other

_____. Therefore, sports for children _____than 14 should not use

_____ _____. [EN, EM]

The main idea of this passage is _____. [TR]

2. Work Time

A. First Read "It's Not Just a Game!"

Expeditionary Learning Teacher and Student Actions
Teacher distributes journals and places students in groups of four; has students discuss what they have learned about close reading routines in Modules 1 and 2; distributes article "It's Not Just a Game!"; and reads the first three sections of the text aloud. Students reread the first three sections of the text in their groups, circle unknown vocabulary, try to determine the meanings of unknown words, and identify the gist of the text. Students discuss gist; students write a gist statement; teacher cold-calls several students to share gist statements.
AIR Additional Supports
ELLs need more support than is provided in this lesson to come to an understanding of the meaning of passages that may be several grade levels or more above their independent reading levels. This passage is lexiled at the sixth- to eighth-grade reading level.

- Providing the article in an ELL's first language for them to read first will help them understand the meaning of passages in English [EN, EM]. ELLs at the entering and emerging levels could be placed with bilingual peers who are English-proficient.
- Because it may be difficult to provide home language translations or partner students with bilingual peers, it important to support an ELL's English development. The scaffolds AIR recommends are
  - Previewing the text through the title to give students an idea about the material they will be reading (new activity 1)
  - Developing background knowledge (new activity 2)
  - Supporting ELLs' vocabulary acquisition (new activity 3)
  - Engaging ELLs in a first close reading focused on key ideas and details in which ELLs have access to an English glossary and opportunities to answer supplementary questions that will help them better comprehend the text (new activity 4)
- After these preparations, students are ready to participate in the first part of the mainstream lesson that consists of talking about the gist in a small group.

See the additional activities that follow

Previewing the Text (AIR New Activity 1 for First Read)

AIR Additional Supports
Ask students to name games specific to their cultures or home countries. This is an opportunity to engage ELLs by encouraging them to use the sports vocabulary acquired so far to describe their sports to the teacher and other students who do not share the same cultural background.
AIR Instructions for Students
The title of this passage is "It's Not Just a Game!" Can you name some sports games? What do you think the title might mean?

Enhancing Background Knowledge (AIR New Activity 2 for First Read)

AIR Additional Supports
▪ Develop student's background knowledge about sports.

AIR Instructions for Teachers
▪ In order to develop background knowledge, have students choose two sports from among sports listed. The sports should be ones they are less likely to know about.
▪ Read student directions to the students.
▪ Instruct students to find pictures and definitions of the sport.
▪ Have students share with the group.

AIR Instructions for Students
▪ This article we will read mentions many sports. Some sports may be unfamiliar to you.
▪ Pick one sport from those listed.
▪ Find an image that clearly shows what the sport is and write a brief description of the sport.
▪ Be prepared to present out to the group. There is a model below for what to do.
Sports: wrestling, acrobatics, cricket, golf, horse racing, ice hockey

Golf

In the picture, you can see a man on a golf course. He has just hit a golf ball with his club.

Golf is a game played outside on a golf course. Golfers hit a small, hard ball with a golf club and try to get the ball into holes in the ground. Usually a golf course has either 9 or 18 holes. The objective or goal of golf is to hit the ball the fewest times to get the ball into the holes. Golfers use many different types of clubs to do this.

Building Vocabulary (AIR New Activity 3 for First Read)

AIR Additional Supports
▪ Provide students with a glossary that includes words key to understanding the text, as well as words that appear frequently in the text. During close reading, for each underlined word in the text, students find the word in their glossary and rewrite it. Later, they can complete the glossary— drawing a picture or writing a word or phrase to help them remember the new word. If they are Spanish speakers, they indicate whether the word is a cognate. Examples of two glossary entries are provided below.
– Glossed words for the passage on p. 11 of the text might include the following words that are important for answering text-dependent questions: *instinct, humanity, survival, skill, competition, flourished, rules, obey, strategies, enjoyable, accomplishments, responsibility, performance, challenging, value, exercise* (verb), *process, stimulate, imagination, curiosity, creativity, development, solve, recognize, antidepressants, chemicals,* and *cognitive.*
– Words that might be selected because of frequency in content area texts (they appear in the Coxhead Academic Word List) include *revolutionized, psychology, author, team, individual, ultimate, academy, physical, monitor, attitude, process, creativity, research, odds, chemical, seek, process, context, mutual, network, cooperation, gender, ethnicity, isolated, positive,*

professional, found, utilization, integration, commission, automatically, designed, and *created.*

- – Phrases for the passage might include the following: *negotiate plans, settle disagreements, monitor attitude, applied to, hands-on, science of play, research claims, averages and odds, energy level,* and *boost mood.*

AIR Instructions for Teachers
- ▪ Review student instructions.
- ▪ Pre-teach vocabulary. Choose words to pre-teach that will be key to understanding the text and abstract.
- ▪ Familiarize students with their glossary and tell them they will be using it during close reading.
- ▪ Briefly review glossed words that might be challenging.

AIR Instructions for Students
- ▪ Your teacher will pre-teach several key words.
- ▪ The glossary will help you during close reading of the text. As you encounter an underlined word in the text, rewrite it in the space provided.
- ▪ If your home language shares cognates with English, note whether the word is a cognate.

Vocabulary Chart					
Word *Translation*	**Rewrite the Word**	**English Definition**	**Example From Text**	**Picture or Phrase**	**Is It a Cognate?**
instinct *instinto*		natural behavior or way of acting that is not learned	Some scientists claim play is a natural instinct—just like sleep.		
humanity *humanidad*		human beings; people	That might explain why sports are likely to be as old as humanity.		

Engaging in Scaffolded Close Reading (AIR New Activity 4 for First Read)

AIR Additional Supports
- ▪ Ask a guiding question for each paragraph and make sure that students understand the task demands of each question. Students do not answer the guiding question yet.
- ▪ Read aloud the text as students follow along. During this reading, use the glossed definitions or gestures to explain the meanings of challenging words. For example, "Whether you bounce a basketball, or hurl a baseball home, you do it because it is fun." If you bounce a basketball, you hit it against the ground like this [Demonstrate the action]. If you hurl a baseball, you throw it.
- ▪ Ask students to work with a partner to answer the supplementary questions.
- ▪ Review the answers to the supplementary questions and ask students to correct their answers.
- ▪ Discuss the guiding question(s) with the class, and ask students to respond to the guiding question(s) orally. After discussion, ask them to put their answers in writing.
- ▪ Give students with entering and emerging levels of proficiency sentence frames and word banks.

AIR Instructions for Teachers

- Review student instructions for first close reading with the class.
- Remind students that the guiding question(s) is (are) designed to help them identify the key ideas and details in the text and the supplementary questions are designed to help them answer the guiding question.
- Tell students to use their glossary to find the meanings of underlined words they might not know.
- Read the text aloud to students, modeling proper pace and intonation.
- Using the glossary, define challenging vocabulary during the reading but take care not to paraphrase the text.
- Have students complete the supplementary questions and, as a class, answer the guiding questions.

AIR Instructions for Students

- Your teacher will ask you a guiding question that you will think about as your teacher reads the text aloud to you. You don't answer this question yet.
- As your teacher reads the text aloud, listen and follow along in your text.
- After the text has been read aloud, you will be answering supplementary questions about the text. Work with a partner to answer the supplementary questions. If needed, use the word bank and sentence frames to complete your answers to the questions.
- Your teacher will review the answers with the class.
- Then, discuss the guiding question(s) with your teacher and the class.
- Complete a written response to the guiding question(s).

Guiding Question for First Three Paragraphs

- Name three interesting ideas you learned about sports. Choose one idea from each paragraph. Tell your partner these ideas and explain why you found them interesting. [ALL]

Lesson Text Excerpt

Whether you run a race, bounce a basketball, or hurl a baseball home, you do it because it's fun. Some scientists claim play is a natural instinct—just like sleep. That might explain why sports are likely to be as old as humanity.

Some claim sports began as a form of survival. Prehistoric man ran, jumped, and climbed for his life. Hunters separated themselves by skill, and competition flourished. Wall paintings dating from 1850 BC that depict wrestling, dancing, and acrobatics were discovered in an Egyptian tomb at Bani Hasan. The ancient Greeks revolutionized sports by holding the world's first Olympic games at Olympia in 776 BC. But it wasn't until the early nineteenth century that sports as we know them came into play. (Pardon the pun!) Modern sports such as cricket, golf, and horse racing began in England and spread to the United States, Western Europe, and the rest of the world. These sports were the models for the games we play today, including baseball and football.

All organized sports, from swimming to ice hockey, are considered serious play. There are rules to obey, skills and positions to learn, and strategies to carry out. But Peter Smith, a psychology professor at Goldsmiths, University of London, and author of *Understanding Children's Worlds: Children and Play* (Wiley, 2009), says, "Sport-like play is usually enjoyable, and done for its own sake."

Word Bank			
natural instinct	strategies	skills	England
fun	wrestled	positions	Olympic games
ran	acrobatics	cricket	nineteenth century
golf	rules	jump	danced
climbed			

Supplementary Questions

Paragraph 1.

98. Why do we play sports? [ALL]
     We play sports because they are _____. [EN, EM]
     We play sports because _____. [TR]

99. Why may sports be as "old as humanity"? [ALL]
     Sports may be "as old as humanity" because play may be a _____ _____. [EN, EM]
     Sports may be "as old as humanity" because _____. [TR]

Paragraph 2.

100.   Sports began as a form of survival. What evidence is there that sports began as a form of survival? [ALL]
        Prehistoric man _____, _____, and _____ for his life. [EN, EM]
        The evidence is _____. [TR]

101.   What kinds of sports did the Egyptians play? [ALL]
        Egyptians _____, _____, and did _____. [EN, EM]
        Egyptians _____. [TR]

102.   How did the Greeks "revolutionize" sports? [ALL]
        Greeks held the world's first _____ _____. [EN, EM]
        Greeks held _____. [TR]

103.   When did modern sports "come into play"? [ALL]
        In the _____ _____, modern sports "came into play" [EN, EM]
        Modern sports "came into play" _____. [TR]

104.   What are some modern sports? [ALL]
        Some modern sports are _____, _____ and horse racing. [EN, EM]
        Some modern sports are _____. [TR]

105.   Where did modern sports come into play? [ALL]
        Modern sports came into play in _____. [EN, EM, TR]

Paragraph 3.

106.   Organized sports are considered serious play. Why? [ALL]
        Organized sports are considered "serious" play because there are _____ to obey, _____ and _____ to learn, and _____ to carry out. [EN, EM]
        Organized sports are considered "serious" play because _____. [TR]

Response to Guiding Question(S)

1. The first interesting idea is _____. The second interesting idea is _____. The third interesting idea is _____. [EN, EM, TR]

B. Guided Practice: Introduce Opinion and Evidence Graphic Organizer

Expeditionary Learning Teacher and Student Actions
Teacher introduces learning targets; tells students that the author shares opinions about sports and their roles in people's lives; has students define *opinion*; gives an example of an opinion from Module 1; has students discuss how we know whether a statement is an opinion or not; reviews meaning of *evidence*; has students provide evidence from the Module 1 novel to support the opinion that the main character changed from the beginning to the end of the novel; has students share responses; displays Opinion and Evidence graphic organizer on document camera; has students copy organizer into journals; has students share what they do during second read of text; in groups, has students reread the third paragraph, determine the author's opinion, and record in the graphic organizer in the journal; has students reread paragraph to identify two pieces of evidence used to support the opinion (text code *E* for evidence); circulates to support students; asks students what it means *to paraphrase*; and has students record paraphrased examples in the graphic organizer.
AIR Additional Supports
Provide ELLs at all levels of proficiency with definitions of the words *opinion* and *evidence* as well as words that signify kinds of evidence such as *details, facts, proof, data,* and *information.* They also would benefit from modeling with the text at hand examples of an opinion and evidence. Now that ELLs have had an opportunity to grasp the meaning of the passage, they need considerably less scaffolding for this activity.
Example of modeling: An opinion is someone's idea about someone or something. Some people have the opinion that sports began as a form of survival. Evidence means something that gives proof of something or a reason to believe something. The evidence they provide is that many of the sports played today require the participants to jump, run, or climb. For prehistoric people, these were things they had to do to survive; they were not sports.

C. Small-Group Practice: Identify an Author's Claim and Evidence

Expeditionary Learning Teacher and Student Actions
Teacher tells students that they will work on the same learning targets from previous section (Work Time, Part B); has students create a new Opinion and Evidence graphic organizer in their journals; tells students to reread a section of "The Ultimate Value of Sports" and discuss what the author's opinion is in groups; has students reread the same article section independently to identify and code with *E* any evidence the author uses to support her opinion; has students record evidence in a graphic organizer; circulates to support students; asks students to share group responses for author's opinion and evidence; and collects journals.
AIR Additional Supports
ELLs should be prepared to do this if they have completed the new activities associated with the First Read and have learned about opinions and evidence.

3. Closing and Assessment

A. Debrief and Review of Learning Targets

Expeditionary Learning Teacher and Student Actions
The teacher talks about the role of sports in Americans' lives and opportunities for sports figures to affect social change; has students turn and talk to discuss how sports are valuable in our lives; reviews second learning and third learning targets ("identify author's opinion in informational article" and "identify evidence author uses to support opinion," respectively); has student use "Thumb-O-Meter"

(thumb up, sideways, or down) to indicate level of mastery; notes students who need more support; and distributes index cards for homework.

AIR Additional Supports

- Give ELLs with bilingual partners the opportunity to answer first in their home language and then in English. [EN, EM]
- Always model at least one English response for the students.
- Ask students to talk about how sports are valuable in their home cultures. This will help ELLs connect their background knowledge to the text at hand.

4. Homework

Expeditionary Learning Teacher and Student Actions

Students reread three sections of the article "It's Not Just a Game!" to complete these two tasks: (1) Use two pieces of evidence from the text to answer the question "In what ways are sports valuable to people?" [Write the answer on an index card.] (2) Write definitions and draw pictures to represent word meaning on index cards for two words from the following list: *cognitive, monitor, applied, stimulate, development,* and *recognize.*

AIR Additional Supports

- Drawing pictures of these words will be difficult because they are abstract. Instead, supply ELLs definitions and ask them to complete sentences that provide context for the definitions. An example for the word *monitor* is provided:
- Have students review their responses to new activity 4 for the First Read to help them answer the question "In what ways are sports valuable to people?" In addition, define difficult words they may need to answer the question and provide sentence frames and word banks for entering and emerging ELLs to help them answer the question.

Guiding Question: In what ways are sports valuable to people? [ALL]

Monitor means check something. To monitor my temperature I use a _____. [EN, EM]

Attitude means a way of thinking or feeling about someone or something. My attitude toward vacation

is _____. [EN, EM]

Sports helps us _____ our _____because if we are angry at another player we have to

_____. [EN, EM]

Word bank: *thermometer, happy or excited, monitor, attitude, remain quiet*

Grade 7, Module 4A, Unit 3, Lesson 1: "Facebook: Not for Kids"

https://www.engageny.org/resource/grade-7-ela-module-4a-unit-3-lesson-1

Overview

Building on the research and decision making that students did in Unit 2, Unit 3 is an extended writing process during which students draft, revise, edit, and publish a research-based position paper. In the first half of the unit, students analyze a model position paper and plan their own. Students have several opportunities to talk through their ideas and get feedback to improve their plans. The midunit assessment is the best first draft of the position paper (RI.7.1, W.7.1a, b, e, and W.7.4). In the second half of the unit, students revise their position papers on the basis of teacher feedback. The end-of-unit assessment is a student reflection on the process of writing the position paper, using evidence from the students' own work (RI.7.1, W.7.1c, d, W.7.4, W.7.5, and L.7.6). Finally, students engage in the performance task, where they will create a visual representation of their position paper to share with their classmates.

This is the first lesson in Unit 3. As noted in the introduction, AIR provides scaffolding differentiated for ELL students at the entering (EN), emerging (EM), transitioning (TR), and expanding (EX) levels of English language proficiency in this prototype. We indicate the level(s) for which the scaffolds are appropriate in brackets following the scaffold recommendations (e.g., "[EN]"). Where "[ALL]" is indicated, it means that the scaffold is intended for all levels of students. Scaffolds are gradually reduced as the student becomes more proficient in English.

The following table displays the Expeditionary Learning lesson components as well as the additional supports and new activities AIR has provided to scaffold instruction for ELLs.

Facebook: Not for Kids

Expeditionary Learning Lesson Component	AIR Additional Supports	AIR New Activities
Opening		
Entry task: writing improvement tracker, Module 4A Reflections	Provide a glossary for key terms.	
Reviewing learning targets	None is necessary.	
Work Time		
Examining a model position paper: First read and partner discussion		Preview the text; enhance background knowledge (expert advisory committees); enhance background knowledge (claims, reasons, evidence, and analysis of evidence); develop vocabulary; engage in close reading; scaffold the Model Position Paper Planner

Analyze the model paper using the argument rubric	Provide rubric for students with student-friendly language; provide home language version of the rubric.	
Closing and Assessment		
Exit ticket	Provide sentence frames for ELLs at entering and emerging levels of proficiency.	
Review homework	Familiarize ELLs with graphic organizers and vocabulary associated with the activity.	

Text

Face Book: Not for Kids

In many ways Allison is a normal teenager, except for one. She's an exceptional texter. In fact, she quite routinely sends over 900 texts a day. Even though Allison's texting habit may be extreme, her impulse to connect to her peers is not. Teenagers are social. Whether it is due to the evolutionary imperative to find a mate or because they are naturally starting to separate from their parents, teenagers seek out other teens. With the advent of Facebook, this social impulse can be followed any time of the day. However, because an adolescent brain has a developing prefrontal cortex, a highly sensitive risk and reward center, and is entering a period of dynamic growth, Facebook can be a particularly toxic when paired with the developing teen brain. For these reasons, the American Academy of Pediatrics should recommend that Facebook raise its minimum age to 18 so teens are on steadier neurological footing before they begin to navigate the social world of Facebook.

Facebook is not a Web site for someone with limited access to his or her prefrontal cortex. The prefrontal cortex develops throughout adolescence and is the part of the brain that helps someone control impulses and make sound judgments (Bernstein). Because a teenager's prefrontal cortex is less developed, he or she is more likely to be impulsive ("Teens and Decision Making"). If teenagers are spending a lot of time on Facebook, then they are more likely to make an impulsive or foolish decision online. This is a problem. In real life the consequences for an impulsive, foolish decision may evaporate quickly, but if a person impulsively does something foolish online then that decision can quickly become permanent. It is very easy to make unwise decisions on Facebook. Things like bullying someone, sharing private information, or posting inappropriate pictures can be done, almost without thinking, especially if one's prefrontal cortex is still developing. Raising the age threshold on Facebook will limit the time teenagers spend on Facebook and will lower their risk of making a foolish decision online.

Perhaps due to the fact that the prefrontal cortex isn't fully available, teenagers rely more on their limbic system, which is more developed, to make decisions ("Teens and Decision Making"). The limbic system is the emotional center of the brain and is also called the "risk and reward" system (Bernstein). This means that it is the part of the brain that is activated when one does something risky or pleasurable. When a part of the brain, like the limbic system, is "activated," it is awash with neurotransmitters, like dopamine. Dopamine is the main neurotransmitter of the reward system and all addictive substances and addictive behavior increase dopamine in the brain (Giedd). This is important because, compared to adults, teens are highly sensitive to dopamine in their limbic system (Galván). This extra sensitivity and excitability makes them more prone to addiction (Knox). Therefore it seems logical that they may be more prone to becoming addicted to substances or activities that stimulate dopamine. Logging on to Facebook increases the dopamine levels in a person's brain (Ritvo). If teenagers are more prone to addiction and more sensitive to the dopamine released by logging into Facebook, then they may be more vulnerable to becoming "addicted" to Facebook. While this may seem like a harmless pastime, for a teenager, it can be very distracting and debilitating. If the age limit

is raised, then teens are less likely to fall prey to this addiction.

The third reason that the AAP should recommend that Facebook raise its minimum age has to do with synaptic pruning. The adolescent brain is in a dynamic stage of development. It is pruning unnecessary synapses and cementing other neurological pathways ("Teens and Decision Making"). A large part of our brain is dedicated to reading social cues because this skill is very important to leading a successful life (Giedd). However, this skill is not automatic. A teenage brain needs time and practice to build these pathways. There are many social skills that cannot be learned online because they are very subtle and require physical proximity (Giedd). These are such things as reading body language, facial expressions, or tone of voice. If someone is spending many hours a day interacting with others on Facebook, then he or she is missing out on an opportunity to build in-person skills. As Facebook becomes more and more popular, teens may use it as a substitute for in-person socializing and spend less time together. If they do that, then they will be pruning very important synapses that are necessary for human interacting. If the age limit for Facebook is raised, then teenagers will be more likely to find a social outlet that nourishes that part of the brain.

Facebook is an extremely popular Web site. Nearly one in eight people on the planet have a Facebook account (Giedd). It is lively and evolving part of modern society. However, there are many potential pitfalls on Facebook to the developing teen brain, including addiction, impulsive decision-making, and the missed opportunity to build strong social skills. By recommending that teenagers wait until they are 18 to have an account, the AAP will mitigate these hazards by giving the adolescent brain time to develop further. The prosocial benefits of Facebook will be there when the teen can more wisely and effectively access them.

1. Opening

A. Entry Task: Writing Improvement Tracker, Module 4A Reflections

Expeditionary Learning Teacher and Student Actions
Students reflect on and record their strengths and challenges from the Module 3 essay in their Writing Improvement Tracker. Students then share their strengths and challenges with a partner and discuss how knowing their strengths and challenges will help them with the next essay in this module.

AIR Additional Supports
Clarify the language in the Writing Improvement Tracker for ELLs by providing a glossary of key terms. See the following examples of glossed words:

AIR Instructions for Teachers
▪ Ask students to brainstorm about their strengths and challenges by reviewing the Module 3 essay. ▪ Pair up students and have them share their strengths and challenges.

AIR Instructions for Students
▪ Brainstorm about the strengths and challenges you had while working on the Module 3 essay. ▪ Pair up and discuss these strengths and challenges with your partner. This will help you with your next essay. Example: *revise*—change something to make it better *model*—a good example *reread*—read something again *make sense*—be clear or understandable *gist*—the important parts

improve—make something better

B. Reviewing Learning Targets

Expeditionary Learning Teacher and Student Actions
Students read and discuss the learning targets with each other, including areas where they anticipate having difficulty. Students discuss their answers with the whole class.
AIR Additional Supports
This exercise is fine as is for ELLs.
Example: N/A

2. Work Time

A. Examining a Model Position Paper: First Read and Partner Discussion

Expeditionary Learning Teacher and Student Actions
The teacher reads the model position paper while students read along. The teacher reads the model position paper aloud a second time while students fill out the *Getting the Gist* handout with main ideas and circle words they do not know. Students share what they wrote. The teacher checks understanding for these words and other words from the Domain-Specific Vocabulary anchor chart. The teacher reads the model position paper introduction again, and students fill out the Position Paper Planner. The teacher cold-calls four students to share what they wrote. The teacher walks students through the first paragraph and has students work in pairs to find reasons the author uses to support her claim. Students share what they wrote. Students work in pairs to fill out the rest of the Position Paper Planner and then share their answers with another pair. A representative from each group reports any disagreements. Additional suggestions for meeting students' needs include distributing a writer's glossary and selecting students ahead of time who need additional help so that they can prepare.
AIR Additional Supports
ELLs will need a lot of support before they can complete the note catcher and model position paper planner. The suggestions that follow are AIR new activities to support ELLs in completing these Expeditionary Learning activities.

- Before the first reading of the passage, preview the text, provide background knowledge, and pre-teach several abstract words.
- Read the text aloud and support ELLs' vocabulary acquisition through defining words during this reading. Words should be selected on the basis of frequency (as they appear in the Academic Word List) and importance in the text.
- After the first reading, engage ELLs in a much more scaffolded second reading in which ELLs have access to an English glossary and opportunities to answer supplementary questions that will help them unpack the meaning of the text.
- After the second reading have students complete the note catcher and model position paper planner.

Previewing Text (AIR New Activity 1 for Examining a Model Position Paper)

AIR Additional Supports
Use the title to introduce the text.
AIR Instructions for Teachers
Ask the students to think about the meaning of the title "Facebook: Not for Kids." Discuss their thought as a class.
AIR Instructions for Students
The title of this passage is "Facebook: Not for Kids." What do you think the title might mean? Why do you think Facebook should not be for kids?

Enhancing Background Knowledge (AIR New Activity 2 for Examining a Model Position Paper)

AIR Additional Supports
Provide background information related to the role of an expert advisory committee.
AIR Instructions for Teachers
Ask students the guiding question and have them think about it as the read the text and answer supplementary questions. Tell students to use the glossary as needed. Discuss student's responses to the supplementary questions and the ask the guiding question again and discuss student's responses.
AIR Instructions for Students
Read the short text and work with a partner to answer the questions. Use the glossary to look up unfamiliar words. The glossed words are underlined in the text.
"Expert Advisory Committee"
Guiding Question
Why can an expert advisory committee help with a difficult decision?

Text	Glossary
What should you do if you have a complicated, or difficult, problem to solve? You might want to bring together an expert advisory committee. An expert advisory committee is a group of people who know a lot about a subject. They will carefully examine the problem. They will think about the risks and benefits. And then they will decide what decision they want to endorse, or support.	*expert*—someone who knows a lot about something *advisory*—giving advice or information to help you decide something *committee*—a group of people who make a decision *examine*—think about something carefully
For example, what if you want to decide if your school should sell candy in the school store? Some people think that it is a good idea, but other people worry that it will make students unhealthy. An advisory committee of experts on students and health can make a recommendation about what policy the school should adopt, or use.	*risk*—something dangerous *benefit*—something good *endorse*— accept *recommendation*—suggestion *policy*—a guide for how people should act

Word Bank				
benefits	group	people	problem	risks
examines	know	policy	recommendation	solve

Supplementary Questions

107. For what reason would you use an expert advisory committee? [ALL]

You might use an expert advisory committee to help _____ a difficult _____. [EN, EM]

You might use an expert advisory committee to _____. [TR]

108. What is an expert advisory committee? [ALL]

An expert advisory committee is a _____ of _____ who _____ a lot about a subject. [EN, EM]

An expert advisory committee is _____. [TR]

109. How does an expert advisory committee make a decision? [ALL]

An expert advisory committee _____, or thinks about, a problem. They think about the _____ and the _____. [EN, EM]

An expert advisory committee _____. [TR]

110. What does an expert advisory committee do? [ALL]

An expert advisory committee makes a _____, or a suggestion about the _____ you should adopt. [EN, EM]

An expert advisory committee _____. [TR]

Guiding Question Revisited

111. Why can an expert advisory committee help with a difficult decision? [ALL]

An expert advisory committee can help with a difficult decision because _____. [EN, EM, TR]

5. Enhancing Background Knowledge Continued (AIR New Activity 3 for Examining a Position Paper)

AIR Additional Supports

Provide background information about claims, reasons, and evidence.

AIR Instructions for Teachers

- Ask students to read the short text using the glossary as needed.
- Then, ask students to work with a partner to answer the questions provided.

AIR Instructions for Students

Read the short text and answer the questions. Use the glossary to look up unfamiliar words.

Reasons, Evidence, and Analysis of Evidence

Guiding Question

- What are claims, reasons that support a claim, and evidence for reasons?

Text	Glossary
Some schools do not allow students to use cell phones on school property. What if a student wanted to <u>convince</u> the principal to let students use cell phones in certain situations? The best way to <u>persuade</u> the principal is to use reasons and evidence to support your <u>claim</u>. The claim is that students should be allowed to use cell phones at school in certain situations.	*convince*—get someone to do or think something persuade—get someone to change their mind about something *claim*—something you believe to be true

Reasons are the <u>cause</u> or <u>explanation</u> for an action, <u>opinion,</u> or <u>event</u>. Reasons support a claim. Evidence (also called reasoning) is the proof or facts that <u>support</u> a reason. Here is a graphic example of a claim, reasons that support the claim, and evidence/reasoning for the reason.	*cause*—something that makes something else happen *explanation*—words that make something clear or easy to understand *opinion*—what you think about something *event*—something important that happens *support*—help prove

Claim: Students should be able to use cell phones sometimes.

⬆

Evidence/Reasoning:

⬆

Evidence/Reasoning:

⬆

Evidence/Reasoning:

Reason:

Word Bank

cause	explanation	claim
cell phones	situations	proof
facts	support	

Supplementary Questions

What is the claim in the text above? [ALL]

The claim is that students should be allowed to use _____ at school in certain _____. [EN, EM]

The claim is _____. [TR]

What are reasons? [ALL]

Reasons are _____ or the _____for an action, opinion or event. [EN,EM]

Reasons are_____. [TR]

What do reasons support? [ALL]
Reasons support a _____. [EN,EM, TR]
What is evidence? [ALL]
Evidence is the _____ or _____ that _____ a reason. [EN, EM]
Evidence is _____. [TR]
Guiding Question
What are claims, reasons that support a claim, and evidence for reasons?
Claims are _____. [ALL]
Reasons are _____. [ALL]
Evidence is _____. [ALL]

Building Vocabulary (AIR New Activity 4 for Examining a Position Paper)

AIR Additional Supports
- Pre-teach abstract words and give students access to a glossary for all words that are important for understanding the text or frequent in English.
- During a first reading, read the text aloud to students as they follow along to demonstrate proper pacing and intonation.
- During the reading, use the glossary to define the underlined words that might be challenging for ELLs.

AIR Instructions for Teachers
- Pre-teach the abstract word *interact*.
- Give students access to a glossary that includes words key to understanding the text as well as words that appear frequently in the text.
- During a first close reading, define underlined words that are challenging.
- During a second close reading, for each underlined word in the text, have students find the word in their glossary and rewrite it. Later, have them complete a glossary—drawing a picture or writing a word or phrase to help them remember the new word. If they have a first language background that shares cognates with English, have them indicate whether the word is a cognate.
- Provide a glossary for the following words (Academic Word List words are in bold) and other words and phrases that are critical for understanding the text and answering questions (see the sample glossary that follows).

Paragraph 1	**media**, American **Academy** of Pediatrics, current, account, **potential**, development, adolescent, raise, **minimum**, as it stands
Paragraph 2	**normal**, **evolutionary**, exceptional, impulse, social, **seek**, impulse, adolescent, developing, center, **period**, **dynamic**, steady footing, navigate
Paragraph 3	**site**, **access**, sound, decision, **consequences**, evaporate, permanent, bullying, private, **inappropriate**
Paragraph 4	**available**, **rely**, emotional, activate, pleasurable, awash with, addictive substance, **adult**, sensitive, **logical**, **release**, vulnerable, fall prey
Paragraph 5	prune, unnecessary, synapse, cementing, pathway, social cues, **automatic**, **require**, **physical** proximity, **interacting**, missing out, opportunity, **substitute**

Paragraph 6	**evolving**, modern society, pitfall, mitigate

AIR Instructions for Students

- Your teacher will pre-teach one vocabulary word for you.
- Listen as your teacher reads the text aloud.
- When you come to an underlined word in the text, look up its meaning in the glossary. When you have time, draw a picture [EN] or write a phrase [EM, TR, EX] to remember the new word.

Word Card 2

interact   *relacionarse*

People can _____ in person or over a phone or computer.

Context: If someone is spending many hours a day interacting with others on Facebook, then he or she is missing out on an opportunity to build in-person skills.

Sentence frame: My favorite way to interact with friends is _____.

Teacher says: Let's talk about the word *interact*. Interact means respond to someone, as when you talk with someone. But you also can interact with someone with body language, or by phone or computer.

Interact in Spanish is *relacionarse*.

In the position paper, the author says that when teenagers interact over Facebook instead of in person, they miss out on building in-person interacting skills. In order for people to get good at interacting in person, they have to practice.

Look at the picture. A group of teenagers are interacting in person. They are talking and laughing with each other. Look at the other picture. Is the young man interacting with someone? Explain how you know.

Partner talk: What is your favorite way to interact with your friends?

Student Glossary					
Word *Translation*	**Rewrite the Word**	**English Definition**	**Example From Text**	**Picture or Phrase**	**Is It a Cognate?**
access *acceso*		the ability or power to use something	Facebook is not a Web site for someone with limited access to his or her prefrontal cortex.	The older students have access to the computers at school.	yes
adolescent *adolescente*		teenager	an adolescent brain has a developing prefrontal cortex		

Engaging in Scaffolded Close Reading (AIR New Activity 5 for Examining a Model Position Paper)

AIR Additional Supports

- Create guiding questions and supplementary questions for each section of text.

▪ Use sentence frames and word banks for entering and emerging level ELLs. Use sentence starters for transitioning ELLs. ▪ Follow the routine below to help ELLs comprehend the passage.

AIR Instructions for Teachers
▪ In this first close reading, students answer questions about the key ideas and details in the text. During this reading, students use their glossary to help with word meanings. ▪ For each section, the teacher introduces the guiding question(s). Students then work with a partner to answer the supplementary questions. ▪ After answering each question, students should put the answer into their own words. The teacher reviews the answers with the class. The teacher discusses the guiding question(s) with the class, and the students respond to the guiding question(s) in writing. Students with lower levels of English proficiency can be given sentence frames with more or less framing. Below is an example of a highly scaffolded answer frame for the guiding question. ▪ After students answer the guiding question(s), they should work with a partner to put the answer into their own words. Additional close reading examples for each paragraph are provided in Appendix B.

AIR Instructions for Students
Listen to your teacher read the guiding question and think about it as you answer the supplementary questions with a partner. Your teacher will review the supplementary questions with the class and then ask you to answer the guiding question. Look up underlined words in your glossary.

Part 1

Guiding Question
▪ Facebook currently has a policy that children under 13 should not have a Facebook account. What does the committee have to decide?

Text	**Glossary**
You are part of the Children and Media Expert Advisory Committee. Your job is to help the American Academy of Pediatrics decide whether or not to make an official endorsement of Facebook's current policy that children must be 13 in order to get a Facebook account. After examining both the potential benefits and risks of a Facebook account, particularly to the development of the adolescent brain, make a recommendation. Should the American Academy of Pediatrics officially recommend that Facebook raise its minimum age to 18 or endorse the policy as it stands at the age of 13?	*media*—sources of information, like television or newspapers *American Academy of Pediatrics*—an organization, or group, that cares for the health of children and teenagers *whether*—if *official endorsement*—formal or public support for something *current*—happening right now *account*—a relationship with a company *potential*—possible *development*—growth *adolescent*—teenager *raise*—move something higher *minimum*—the smallest amount *as it stands*—as something is now

Word Bank			
13	brain	media	raise
18	children	minimum	risks

| account | current | now | television |
| benefits | Internet | potential | whether or not |

Supplementary Questions

112. What kinds of experts are on the committee? [ALL]
   The people on the committee are experts on _____ and _____. [EN, EM]
   The people on the committee are _____. [TR]

113. What is Facebook's current policy? [ALL]
   Facebook's current policy, or the policy it has _____, is that children must be _____ to have a
   Facebook _____. [EN, EM]
   Facebook's current policy is _____. [TR]

114. What does the committee have to do to make a recommendation? [ALL]
   To make a recommendation, the committee has to examine the possible _____ and
   _____ of Facebook to the development of the adolescent _____. [EN, EM]
   To make a recommendation, the committee has to _____. [TR]

Guiding Question

115. Facebook currently has a policy that children under 13 should not have a Facebook account.
   What does the committee have to decide? [ALL]
   The committee has to decide _____. [EN, EM, TR]

Part 2

AIR Instructions for Teachers
- Present the guiding question to the students for discussion.
- Tell students to read the excerpt while using the glossary for definitions of any difficult words.
- Tell the students to complete the questions below after reading the excerpt.

AIR Instructions for Students
- Read the excerpt.
- Use the glossary to find the definitions of any difficult words.
- Answer the questions about the text.

Guiding Question
- Does the author think Facebook is good or bad for teenagers?

Text	Glossary
In many ways Allison is a <u>normal</u> teenager, except for one. She's an <u>exceptional</u> texter. In fact, she quite routinely sends over 900 texts a day. Even though Allison's texting habit may be extreme, her <u>impulse</u> to connect to her peers is not. Teenagers are <u>social</u>. Whether it is due to the <u>evolutionary</u> imperative to find a mate or because they are naturally starting to separate from their parents, teenagers <u>seek</u> out other teens. With the advent of Facebook, this social impulse can be followed any time of the day. However, because an <u>adolescent</u> brain has a <u>developing</u> prefrontal cortex, a highly sensitive risk and reward <u>center</u>, and is entering a	*normal*—usual *exceptional*—different or unusual *impulse*—a sudden wish that makes someone want to do something *social*—friendly; likely to enjoy other people's company *evolutionary*—changing over many years to be better suited to its environment, or surroundings *seek*—look for *adolescent*—teenager *developing*—growing or changing

period of <u>dynamic</u> growth, Facebook can be a particularly toxic when paired with the developing teen brain. For these reasons, the American Academy of Pediatrics should recommend that Facebook raise its minimum age to 18 so teens are on <u>steadier</u> neurological <u>footing</u> before they begin to <u>navigate</u> the social world of Facebook.	*center*—a place with a lot of activity *period*—a time *dynamic*—full of energy *steady footing*— safe base upon which to stand, build, or grow *navigate*—find your way through

Word Bank			
18	minimum	prefrontal cortex	risk
day	parents	reward	separate
impulse	peers	recommend	time

Supplementary Questions

116.   How is Allison like other teenagers? [ALL]
       Allison has an _____ to connect with her _____. [EN, EM]
       Allison is like other teenagers because _____. [TR]

117.   Teenagers are social. What is one reason for this? [ALL]
       Teenagers are starting to _____ from their _____.
       One reason is _____. [TR]

118.   What did the advent, or start, of Facebook make possible? [ALL]
       With the advent of Facebook, the social _____ can be followed any _____ of the _____. [EN, EM]
       With the advent of Facebook, _____. [TR]

119.   What part of the brain is still developing in teenagers? [ALL]
       The _____ is still developing in teenagers. [EN, EM, TR]

120.   What is the role or job of the two small regions of the prefrontal cortex? [ALL]
       The prefrontal cortex is the brain's _____ and _____ center. [EN, EM]
       The prefrontal cortex is _____. [TR]

121.   What does the author say the American Academy of Pediatrics should recommend? [ALL]
       The author says that they should _____ that Facebook raise its _____ age to ___. [EN, EM]
       The author says _____. [TR]

Guiding Question

122.   Does the author think Facebook is good or bad for teenagers? [ALL]
       The author thinks _____. [EN, EM,TR]

Part 3

Guiding Question	
▪ Why does the author want to limit the time teenagers spend on Facebook?	

Text	**Glossary**
Facebook is not a Web <u>site</u> for someone with limited <u>access</u> to his or her prefrontal cortex. The prefrontal cortex develops throughout adolescence and is the part of the brain that helps someone control impulses and make <u>sound</u> judgments (Bernstein). Because a teenager's prefrontal cortex is less developed, he or she is more likely to be impulsive ("Teens and	*site*—a place on the Internet *access*—the ability to use something *sound*—good or rational *decision*—something you decide or choose

Decision Making"). If teenagers are spending a lot of time on Facebook, then they are more likely to make an impulsive or foolish <u>decision</u> online. This is a problem. In real life the <u>consequences</u> for an impulsive, foolish decision may <u>evaporate</u> quickly, but if a person impulsively does something foolish online then that decision can quickly become <u>permanent</u>. It is very easy to make unwise decisions on Facebook. Things like <u>bullying</u> someone, sharing <u>private</u> information, or posting <u>inappropriate</u> pictures can be done, almost without thinking, especially if one's prefrontal cortex is still developing. Raising the age threshold on Facebook will limit the time teenagers spend on Facebook and will lower their risk of making a foolish decision online.

*consequences—*result

*evaporate—*disappear or go away

*permanent—*something that lasts forever

*bully—*frighten or hurt someone

*private—*something that is personal or that should not be shared

*inappropriate—*not right or proper

Word Bank			
bullying	foolish	lower	risk
decisions	impulses	period	teenager
developing	impulsive	prefrontal cortex	think
evaporate	inappropriate	private	unwise

Supplementary Questions

123.   What does *adolescence* mean? [ALL]
Adolescence is the _____, or time, when you are a _____. [EN, EM]
Adolescence is _____. [TR]

124.   Is the prefrontal cortex fully developed in adolescents? [ALL]
The prefrontal cortex _____ (is/is not) fully developed in adolescents. [EN, EM]
The prefrontal cortex _____. [TR]

125.   What is the role of the prefrontal cortex? In other words, what does it do? [ALL]
The prefrontal cortex helps your control _____ and make sound, or good _____. [EN, EM]
The prefrontal cortex _____. [TR]

126.   In some cases, what does *impulsive* mean? [ALL]
In some cases, *impulsive* means likely to do_____ things without taking time to _____. [EN, EM]
In some cases, *impulsive* means _____. [TR]

127.   Why are adolescent brains more impulsive? [ALL]
Adolescent brains are more impulsive because their _____ is still _____, or growing. [EN, EM]
Adolescent brains _____. [TR]

128.   The author gives two reasons why impulsive behavior on Facebook may be worse for teens than impulsive behavior in real life. What is the first reason? [ALL]
In real life, _____ decisions _____, or disappear more quickly. [EN, EM]
The first reason is _____. [TR]
What is the second reason? [ALL]
It is easier to make _____ decisions online. [EN, EM]
The second reason is _____. [TR]

129.   What kinds of things can people do online impulsively, or without thinking? [ALL]
    People can do things impulsively online like _____ someone, sharing _____ information,
    or posting _____ pictures. [EN, EM]
    People can do things impulsively online like _____. [TR]	

Guiding Question 130. Why does the author want to limit the time teenagers spend on Facebook? [ALL] The author thinks _____. [EN, EM, TR]	

Part 4

Guiding Question

- In this paragraph, why does the author argue that the Facebook age limit should be raised?

Text	Glossary
Perhaps due to the fact that the prefrontal cortex isn't fully <u>available</u>, teenagers <u>rely</u> more on their limbic system, which is more developed, to make decisions ("Teens and Decision Making"). The limbic system is the <u>emotional</u> center of the brain and is also called the "risk and reward" system (Bernstein). This means that it is the part of the brain that is <u>activated</u> when one does something risky or <u>pleasurable</u>. When a part of the brain, like the limbic system, is "activated," it is <u>awash with</u> neurotransmitters, like dopamine. Dopamine is the main neurotransmitter of the reward system and all <u>addictive substances</u> and addictive behavior increase dopamine in the brain (Giedd). This is important because, compared to <u>adults,</u> teens are highly <u>sensitive</u> to dopamine in their limbic system (Galván). This extra sensitivity and excitability makes them more <u>prone to</u> addiction (Knox). Therefore it seems <u>logical</u> that they may be more prone to becoming addicted to substances or activities that stimulate dopamine. Logging on to Facebook increases the dopamine levels in a person's brain (Ritvo). If teenagers are more prone to addiction and more sensitive to the dopamine <u>released</u> by logging into Facebook, then they may be more <u>vulnerable</u> to becoming "addicted" to Facebook. While this may seem like a harmless pastime, for a teenager, it can be very distracting and debilitating. If the age limit is raised, then teens are less likely to <u>fall prey</u> to this addiction.	*available*—something that can be used *rely*—depend on something *emotional*—something that has to do with feelings or emotions *activate*—make something start working *pleasurable*—something that is fun or makes you feel good *awash with*—completely covered with something *addictive substance*—something that makes someone addicted, or dependent *adult*—a grown-up, person who is done growing *sensitive*—something that has a strong reaction to chemicals *prone to*—*likely to* *logical*—something that makes sense; reasonable *release*—let something out *vulnerable*—someone who can be hurt *debilitating-weakening* *fall prey*—be harmed by someone or something

Word Bank			
addiction	available	emotional	release
addictive	awash with	pleasurable	reward
adolescent	dopamine	prefrontal cortex	risky

Supplementary Questions

131.   What is the limbic system? [ALL]
    The limbic system is the _____ center of the brain. [EN, EM]
    The limbic system is _____. [TR]

132.   Why do teenagers rely on their limbic system? [ALL]
    They rely on their limbic system because the _____ isn't fully _____. [EN, EM]
    They rely on their limbic system because _____. [TR]

133.   When is the limbic system activated? [ALL]
    The limbic system is activated when you do something _____ or _____. [EN, EM]
    The limbic system is activated when _____. [TR]

134.   What happens when the limbic system is activated? [ALL]
    When it is activated, it is _____ neurotransmitters, like dopamine. [EN, EM]
    When it is activated, it _____. [TR]

135.   What is dopamine? [ALL]
    Dopamine is the main neurotransmitter of the _____ system. Anything that is _____ increases dopamine in the brain. [EN, EM]
    Dopamine is _____. [TR]

136.   Are teenagers more or less sensitive to dopamine than adults? [ALL]
    Teenagers are _____(more/less) sensitive to dopamine than adults. [EN, EM]
    Teenagers are _____. [TR]

137.   What are teenagers more prone to? In other words, what is more likely to happen to them? [ALL]
    Teenagers are more prone to _____. [EN, EM, TR]

138.   According to the author, what does logging into Facebook do? What might this lead to? [ALL]
    Logging into Facebook leads to the _____ of _____. This might lead to _____. [EN, EM]
    Logging into Facebook leads to _____. [TR]

Guiding Question

139.   In this paragraph, why does the author argue that the Facebook age limit should be raised? [ALL]
    In this paragraph, the author argues that the age limit should be raised because _____. [EN, EM, TR]

Part 5

Guiding Question

▪   What is the third claim that the author makes? What evidence, or reasons, does the author give to support this claim?

Text	Glossary
The third reason that the AAP should recommend that Facebook raise its minimum age has to do with synaptic pruning. The adolescent brain is in a dynamic stage of development. It is <u>pruning</u> <u>unnecessary</u> <u>synapses</u> and <u>cementing</u> other neurological <u>pathways</u> ("Teens and Decision Making"). A large part of our brain is dedicated to reading <u>social cues</u> because this skill is very important to leading a successful life (Giedd). However, this skill is not <u>automatic</u>. A teenage brain needs time and practice to	*prune*—cut something away that you don't need *unnecessary*—something that is not needed *synapse*—point where messages are sent between brain cells *cement*—make something permanent, or last forever

build these pathways. There are many social skills that cannot be learned online because they are very subtle and <u>require physical proximity</u> (Giedd). These are such things as reading body language, facial expressions, or tone of voice. If someone is spending many hours a day <u>interacting</u> with others on Facebook, then he or she is <u>missing out</u> on an <u>opportunity</u> to build in-person skills. As Facebook becomes more and more popular, teens may use it as a <u>substitute</u> for in-person socializing and spend less time together. If they do that, then they will be pruning very important synapses that are necessary for human interacting. If the age limit for Facebook is raised, then teenagers will be more likely to find a social outlet that nourishes that part of the brain.

pathway—a route

social cue—a signal to be friendly with other people

automatic—something that works by itself

require—need

physical proximity—close to something else

interact—respond to someone

miss out—not take part in something

opportunity—a chance

substitute—something that takes the place of something else

Word Bank			
adolescents	dynamic	opportunity	synapses
body	expressions	pathways	social cues
cementing	interacting	physical proximity	unnecessary
developing	interactions	prune	voice
development	miss out	social	

Supplementary Questions

140.   What words does the author use to describe the adolescent brain? [ALL]
    The author says that the adolescent brain is in a _____ stage of _____. [EN, EM]
    The author says that _____. [TR]

141.   What is happening to the adolescent brain? [ALL]
    The adolescent brain is pruning _____ synapses and _____ other neurological _____. [EN, EM]
    The adolescent brain is _____. [TR]
    What is a large part of the adolescent brain dedicated to? [ALL]
    A large part of the adolescent brain is dedicated to reading _____. [EN, EM]

142.   Is reading social cues an automatic skill? [ALL]
    Reading social cues _____ (is/is not) an automatic skill. [EN, EM]
    Reading social cues _____. [TR]

143.   Why can't many social skills be learned online? [ALL]
    Many social skills can't be learned online because they require, or need, _____. [EN, EM]
    Many social skills can't be learned online because _____. [TR]

144.   What are some of these social skills? [ALL]
    Some of these social skills are reading _____ language, facial _____, or tone of _____. [EN, EM]
    Some of these social skills are _____. [TR]

145.   What happens when someone spends many hours a day interacting with others on Facebook? [ALL]
    When you spend many hours interacting with people on Facebook, you _____ on an _____ to build _____ skills. [EN, EM]

When you spend many hours interacting with people on Facebook, you _____. [TR]	

146. If an adolescent spends many hours a day on Facebook, which synapses get pruned? [ALL]
The synapses that are necessary for _____ get pruned. [EN, EM]
The synapses that _____. [TR]

Guiding Questions

1. What is the third claim that the author makes? What evidence, or reasons, does the author give to support this claim? [ALL]
The author's third claim is that _____. [EN, EM, TR]
The reasons the author gives are _____. [EN, EM, TR]

Part 6

Guiding Question

▪ Does the author think that there is anything good about Facebook? How do you know?

Text	Glossary
Facebook is an extremely popular Web site. Nearly one in eight people on the planet have a Facebook account (Giedd). It is lively and evolving part of modern society. However, there are many potential pitfalls on Facebook to the developing teen brain, including addiction, impulsive decision-making, and the missed opportunity to build strong social skills. By recommending that teenagers wait until they are 18 to have an account, the AAP will mitigate these hazards by giving the adolescent brain time to develop further. The prosocial benefits of Facebook will be there when the teen can more wisely and effectively access them.	*lively*—exciting *evolving*—changing *modern society*—our current culture *pitfall*—a hidden danger *mitigate*—make something less bad

Word Bank			
1	adolescent	like	planet
8	develop	lively	popular
account	evolving	modern society	pro
addiction	impulsive	opportunity	social

Supplementary Questions

147. What does *popular* mean? How do you know? [ALL]
Popular means that many people _____ something. I know this because the author says that _____ in _____ people on the _____ have a Facebook _____. [EN, EM]
Popular means that _____. [TR]

148. What positive words does the author use to describe Facebook? [ALL]
She says Facebook is a _____ and _____ part of _____. [EN, EM]
She says Facebook is _____. [TR]

149. According to the author, what are the main pitfalls of Facebook for teenagers? [ALL]
The pitfalls, or dangers, of Facebook are _____, _____ decision-making, and the missed _____ to build strong _____ skills. [EN, EM]
The pitfalls, or dangers, of Facebook are _____. [TR]

150. Why will waiting until teenagers are 18 to use Facebook mitigate, or lessen, its dangers? [ALL]
This will give the _____ brain more time to _____. [EN, EM]

This will give _____. [TR]

Guiding Questions

151. Does the author think that there is anything good about Facebook? How do you know? [ALL]
The author thinks that _____. I know this because she says
_____. [EN, EM, TR]

Scaffolding the Model Position Paper Planner (AIR New Activity 6 for Examining a Model Position Paper

AIR Scaffolds

Students will be better prepared to use the note catcher because of the new activities 1 through 5.

Use sentence frames and sentence starters to help students complete the note catcher. Appendix A includes a completed Model Position Paper Planner for teacher's reference.

Instructions for Teachers

Use the graphic organizer and sentence frames, starters and word bank to help students complete the Model Position Paper Planner.

Instructions for Students

Use this Main Idea/Claim note catcher to get the gist when you reread the model position paper. First, fill in the author's *claim*. Then, identify each reason for the claim. Then fill in the evidence the author provides to *support* the claim. Finally, analyze whether the *supports* and *evidence* are adequate. [ALL]

Claim

_____ can be toxic to a developing teen _____, so _____ should raise its _____ age to __.
[EN, EM]
Facebook can be toxic _____, so Facebook should _____. [TR]
Expanding students would write the claim without any support.

Evidence /Reasoning

Teenagers are more _____
and might make _____
decisions online. [EN, EM]

Teenagers are more _____
and might _____. [TR]

Hint: paragraph 2

Reason
The prefrontal cortex is important for controlling _____. A teenager's prefrontal cortex is less _____. [EN, EM]

The pre-frontal correct is important for _____.
A teenager's pre-frontal cortex is _____. [TR]

Evidence /Reasoning

Teenagers are more _____
to becoming _____ to
Facebook. [EN, EM]

Teenagers are more _____.
[TR]

Hint: paragraph 3

Reason
The limbic system contributes to _____. It is more ____ in teenagers. Facebook _____ the limbic system. {EN, EM}

Evidence /Reasoning

Facebook decreases teenagers _____ skills, because they don't _____ face-to-face.
[EN, EM]

Facebook decreases _____
because they _____. [TR]

Hint: paragraph 4

Reason
_____ brains cement neurological _____.
Teenagers need to practice face-to-face _____ to cement their _____ skills. [EN, EM]
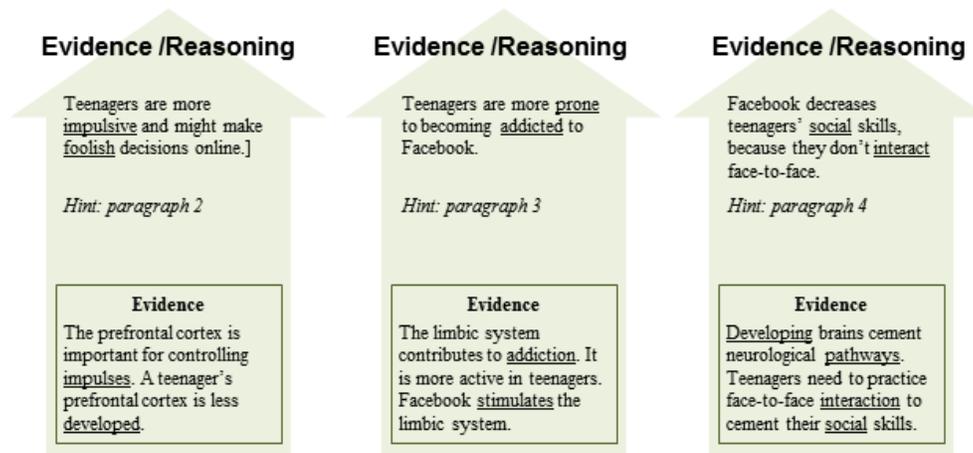
Developing brains _____.
Teenagers need to _____.
[TR]

Word Bank					
18	addiction	developing	impulses	interaction	prone
active	brain	Facebook	impulsive	minimum	social
addicted	developed	foolish	interact	pathways	stimulates

[For Teacher Reference]

Instructions: Use this Main Idea/Claim note catcher to get the gist when you read the model position paper. First, fill in the author's *claim*. Then, identify the ways in which the author *supports* their claim. Finally, fill in the *evidence* the author provides for the supports. Finally, analyze whether the *supports* and *evidence* are adequate.

> **Claim**: <u>Facebook</u> can be toxic to a developing teen <u>brain</u>, so <u>Facebook</u> should raise its <u>minimum</u> age to <u>18</u>.
>
> *hint: paragraph 1*

Evidence /Reasoning

Teenagers are more <u>impulsive</u> and might make <u>foolish</u> decisions online.]

Hint: paragraph 2

Evidence
The prefrontal cortex is important for controlling <u>impulses</u>. A teenager's prefrontal cortex is less <u>developed</u>.

Evidence /Reasoning

Teenagers are more <u>prone</u> to becoming <u>addicted</u> to Facebook.

Hint: paragraph 3

Evidence
The limbic system contributes to <u>addiction</u>. It is more <u>active</u> in teenagers. Facebook <u>stimulates</u> the limbic system.

Evidence /Reasoning

Facebook decreases teenagers' <u>social</u> skills, because they don't <u>interact</u> face-to-face.

Hint: paragraph 4

Evidence
<u>Developing</u> brains cement neurological <u>pathways</u>. Teenagers need to practice face-to-face <u>interaction</u> to cement their <u>social</u> skills.

B. Analyze the Model Paper Using the Argument Rubric

> **Expeditionary Learning Teacher and Student Actions**
> Teacher displays the first two rows of the *Expository Writing Evaluation Rubric* and reads the bullet in the first row out loud as students read along silently. Teacher explains that the position paper they read exemplifies the first row with a clear position statement. Teacher explains what "follows logically" means. Teacher reads the bullet in the second row out loud as students read along silently. Students turn and talk about the term "insightful analysis," and teacher cold-calls some students to share. Students discuss whether the claims and reasons they chose on their planner are evidence of insightful analysis. Teacher reads the bullet in the third row out loud as students read along silently. Students read through the model to find a counterclaim acknowledged, discuss with a partner, and share. Students work with a

partner to find examples of the bullets in the second row, then share with the whole class.

AIR Additional Supports
- The rubric appears to have been developed primarily for teachers. Provide students with a version that has student-friendly language.
- The rubric also could be translated into students' home language. [EN, EM]

Example: The following is an example of student-friendly language for the first row of the *Expository Writing Evaluation Rubric*, "Claims and Reasons: the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author's argument."

	4	**3**	**2**	**1**	**0**
Original version	clearly introduces the topic and the claim in a manner that is compelling and follows logically from the task and purpose	clearly introduces the topic and the claim in a manner that follows from the task and purpose	introduces the topic and the claim in a manner that follows generally from the task and purpose	introduces the topic and the claim in a manner that does not logically follow from the task and purpose	claim and reasons demonstrate a lack of comprehension of the topic or task
Student version	My topic (main subject or point) is compelling (interesting), and it makes sense for the task (work) and purpose (goal). I introduce (begin or start) my claim (thing that I am saying is true) clearly (in a way easy to understand) and in a way that is interesting to the reader. My topic and my claim are logical (make sense).	My topic makes sense (is clear) for the task and purpose. I introduce my claim clearly.	My topic, or main subject, is reasonable (makes sense) for the task and purpose. My claim also is reasonable for the task and purpose.	My topic is not reasonable for the task and purpose. My claim is not reasonable for the task and purpose.	My claim shows that I do not understand (comprehend) the task. My claim and my reasons show that I do not understand the topic, or subject.

3. Closing and Assessment

A. Exit Ticket: What Will Be the Most Difficult Aspect of Writing This Paper?

Expeditionary Learning Teacher and Student Actions
Students complete exit ticket about the most difficult aspect of writing the paper [ALL]. Teacher collects student written responses.

AIR Additional Supports
Provide sentence frames for ELLs at the entering and emerging level. Provide sentence starters or sentence frames will less scaffolding for ELLs at the transitioning level.

Example:

The most difficult aspect, or part of writing this paper was will be

_____. [EN, EM]

The most difficult aspect of writing this paper will be _____.

AIR Instructions for Teachers
- Instruct students to complete the sentence frame.
- Collect their responses.

AIR Instructions for Students

Think about what will be the most difficult part of writing this paper. Complete the sentence.

B. Review Homework

Expeditionary Learning Teacher and Student Actions

Teacher distributes the Researcher's Notebook and tells students that their homework is to identify three reasons they will use in their position paper. They have a number of graphic organizers to choose from to help them.

AIR Additional Supports

Make sure that ELLs are familiar with the graphic organizers and with the vocabulary therein. The previous activities will help support ELLs, because they clarify the content of the lesson.

Example: N/A

AIR Instructions for Teachers
- Distribute the Researcher's Notebook.
- Ask students to use the graphic organizers to identify the three reasons they will use in their paper.

AIR Instructions for Students

Complete the graphic organizer to write the three reasons you will use in your paper.

4. Homework

A. Homework

Expeditionary Learning Teacher and Student Actions

Students look through their research and identify reasons they will address in their position paper. Students reread the model position paper and underline information about the brain.

AIR Additional Supports

Make sure ELLs had sufficient scaffolding during Unit 1 to have a good understanding of adolescent brain development. In Unit 1, students read various texts that built their background knowledge about adolescent brain development.

Example: N/A

AIR Instructions for Teachers
- Ask students to read through their research and identify the stance they will take in their position paper.
- Have the students reread the model position paper and underline the information about the brain.

Public Consulting Group Lesson

Grade 9, Module 1, Unit 2: Lesson 1
A Work of Art Is Good if It Has Arisen Out of Necessity

Overview

In this unit, students continue to practice and refine routines such as close reading, annotation, identification of evidence, and participation in collaborative discussions. Students study the authors' use of language to create meaning and build characters. They also build vocabulary, write routinely, and, at the end of the unit, develop an essay that synthesizes ideas in the two texts.

Students read excerpts from two texts (nonfiction and fiction), Rilke's *Letters to a Young Poet* and Mitchell's *Black Swan Green*. These two texts are juxtaposed, allowing for a study of key ideas and characters across texts. In the Rilke letters, students consider, through nonfiction, how the narrator introduces and develops the central tenets of his advice to the young poet. In *Black Swan Green,* students return to some of the broad ideas they investigated in Unit 1 because Jason, the young narrator, is trying to fit in but is dealing with very different challenges. As students read and talk about these texts, they dive deeply into a study of academic language and examine how both authors use this language to develop or describe their characters and their dilemmas.

This is the first lesson in Unit 2. As noted in the introduction, AIR provides scaffolding differentiated for ELL students at the entering (EN), emerging (EM), transitioning (TR), and expanding (EX) levels of English language proficiency in this prototype. We indicate the level(s) for which the scaffolds are appropriate in brackets following the scaffold recommendations (e.g., "[EN]"). Where "[ALL]" is indicated, it means that the scaffold is intended for all levels of students. Scaffolds are gradually reduced as the student becomes more proficient in English.

The following table displays the Public Consulting Group lesson components as well as the additional supports and new activities AIR has provided to scaffold instruction for ELLs.

A Work of Art Is Good if It Has Arisen Out of Necessity

Public Consulting Group Lesson Component	AIR Additional Supports	AIR New Activities
Introduction of Unit and Lesson Agenda		
	Familiarize ELLs with meaning of *genre* and features of fiction and nonfiction and letters.	
	Convert standards into student-friendly language; provide the RI standard to students to make comparisons between RL and RI standards more apparent.	
Homework Accountability		
	Provide guidance to ELLs to help them locate and select text at their independent reading levels in English or in their home language.	
	Provide sentence frames to help ELLs engage in	

Public Consulting Group Lesson Component	AIR Additional Supports	AIR New Activities
	discussion.	
Read Aloud of Rilke's Letter One		
	Divide the text into smaller sections and ask students to answer questions to gauge their level of comprehension.	Enhance background knowledge; develop vocabulary.
Close Reading and Evidence-Based Discussion		
	▪ Divide text into smaller sections and ask supplementary questions to develop ELLs' understanding of key words and phrases. ▪ Provide text in German to build English-proficient student's awareness of difficulty of reading in a second language.	Engage students in scaffolded close readings.
Text-Dependent Questions and Activities		
	Students have been prepared through scaffolding in the previous activity. Provide glossed vocabulary and supplementary questions.	
Quick Write		
	▪ Rewrite the prompt to make it more comprehensible and provide students with a graphic organizer to support them in introducing the text and citing evidence from it. ▪ Provide sentence starters or frames for ELLs who require additional support. ▪ Give students the opportunity to complete this activity in their home language first. ▪ Provide students with an easier text selection and model responses for a writing prompt that requires an introduction and evidence.	Provide a graphic organizer to help ELLs pull together the information they need to write.

Text

> **From Rainer Maria Rilke's Letters to a Young Poet:**
>
> Paris
> February 17, 1903
>
> Dear Sir,
>
> Your letter arrived just a few days ago. I want to thank you for the great confidence you have placed in me. That is all I can do. I cannot discuss your verses; for any attempt at criticism would be foreign to me. Nothing touches a work of art so little as words of criticism: they always result in more or less fortunate misunderstandings. Things aren't all so tangible and sayable as people would usually have us

believe; most experiences are unsayable, they happen in a space that no word has ever entered, and more unsayable than all other things are works of art, those mysterious existences, whose life endures beside our own small, transitory life.

1. Introduction of Unit and Lesson Agenda

Public Consulting Group Teacher and Student Actions

Teachers briefly introduce the unit and the texts: Letter One from Rainer Maria Rilke's *Letters to a Young Poet,* and "Hangman" and "Solarium," two chapters from *Black Swan Green* by David Mitchell, and share the purpose of this unit: The stated purpose of the unit is "to continue building upon reading standards RI.9-10.1, RI.9-10.3, and RI.9-10.4 and to consider how these standards operate in the context of informational texts."

AIR Additional Supports

In Unit 1, the students focused on fiction. Now they are reading for information using a nonfiction text (Rilke) as well as fiction (Mitchell). Point out the differences between the genres and draw the distinction between the features of poetry, letters (Rilke), and fiction (Mitchell).

In addition, include an essential question to help students focus on the central point of the passage. A suggested essential question follows.

AIR Instructions for Teachers

- The introduction might be something like: In this lesson, you will continue close reading, annotating, and learning vocabulary from context. The genre (the form of writing) in this lesson is a nonfiction letter. "Genre" means a category of literature or some other form of art or entertainment. Some examples of different genres in literature are poems, letters, short stories, and dramas. Some examples of genres in music are hip hop and pop music. There are also different genres of video games, such as action and simulation. The genre of nonfiction letters is different from the genre of writing in Unit 1, which was a genre of fiction (not true or real writing) called a short story. In Unit 1, we will read texts that are nonfiction (true or real events) as well as nonfiction. Think about this question during these three lessons: "In Rilke's view, what does it mean to be an artist (poet)?"

AIR Instructions for Students

During the next three lessons, think about this question: In Rilke's view, what does it mean to be an artist (poet)?

Public Consulting Group Teacher and Student Actions

Teacher displays the Reading Informational Text (RI) standards and reads them aloud as students follow along; teacher asks students to work with partners to compare the RI standards to the Reading Literature (RL) standards from the previous unit.

AIR Additional Supports

We recommend that the teacher do the following:

- First review the RL standards with students.
- Convert the RI standards into student-friendly language as was done with the RL standards in the previous unit.
- Where RI and RL standards differ, list each RI standard next to its corresponding RL standard for easy comparison.
- Explain the new RI standards to the students.

- Model how to apply each new RI standard to a different level of text.
- Give students the opportunity to work in pairs to compare and contrast the RL and RI standards that differ.
- Debrief students.

The comparison for ELLs can be scaffolded but may take a lot of time, and so another option is to just present the informational text standards with student-friendly objectives and review them with students. Include the RL standard and objective for 9-10.3 and ask students to figure out what is different.

In the section that follows, we have prototyped student-accessible objectives.

AIR Instructions for Teachers
- Review and explain the RL standards with students.
- Model how to apply each new RI standard to a different level of text.
- Pair the students up to compare and contrast the RL and RI standards that differ.
- Discuss with the class.

AIR Instructions for Students
- In this lesson, you will practice close reading and learning vocabulary from context. You will have a chance to practice meeting these standards with an easier piece of text.
- RL. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- *Student Objective RI. 9-10.1*: I will answer questions about the text by using information that is stated in the text (explicit information) and by drawing inferences from the text (coming up with answers that are not stated in the text).
- RL. 9-10. 3: Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.
- RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- *Student Objective RI.9-10.3*: I will analyze or examine how the author writes about a series of ideas or events. When I analyze how the author writes about a series of ideas or events, I will examine these ideas and events carefully. I will describe the order of main ideas or events and how they author introduces and develops them. I also will analyze connections between the ideas or events in the texts.
- RL. 9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- RI. 9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- *Student Objective RL 9-10.4*: I will determine or figure out the meanings of words and phrases in the text. I will analyze or study carefully how words in the text affect meaning and tone or style.

2. Homework Accountability

Public Consulting Group Teacher and Student Actions

Students to talk with a partner about how they can apply their focus standard to their text. The teacher leads a brief (3- to 5-minute) sharing on the previous lesson's Accountable Independent Reading homework assignment. The teacher selects several students (or student pairs) to explain how they applied their focus standard to their Accountable Independent Reading text.

AIR Additional Supports

So that students can do their homework, provide guidance to all ELLs to help them locate text at their independent reading level. Encourage ELLs literate in their home language to read text in their home language, especially if the selections deal with the themes of the mainstream English reading selections [EN, EM]. Provide ELLs with support so that they can take part in the discussions of their homework. ELLs in the early and intermediate levels of language development also could be provided the sentence frames that follow to support them as they complete their homework. [EN, EM, TR]

AIR Instructions for Teachers

- Support ELLs to locate text in their home language or in English that can be read independently.

- Display the focus standard: *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

- Provide students the following sentence frames to support them as they discuss how they applied their focus standard to their Accountable Independent Reading text. [EN, EM, TR]

AIR Instructions for Students

Use the following sentence frames to discuss how you used your focus standard in analyzing the text. [EN, EM, TR]

152.   The title of the text I read was _____.

153.   My text's main idea is _____.

154.   Explicit evidence from the text means evidence from the text that is stated clearly. Explicit evidence that supports the main idea of the text is
_____.

155.   In addition to the text's main idea, the text may have a different meaning that is not as obvious. I infer (think or conclude) that the text I read for homework also may mean
_____.

156.   Evidence from the text that supports my inference (or what I infer) is
_____.

3. Read-Aloud of Rilke's Letter One

Public Consulting Group Teacher and Student Actions

Teacher distributes copies of Letter One from Rilke's *Letters to a Young Poet* and the page that documents the title and publication date and asks volunteers to answer the following question: *What can the title reveal about the form of this text?*

AIR Additional Supports

Rephrase the question to make its intent clearer:

What does the title reveal (tell us) about the form (kind) of text?

Public Consulting Group Teacher and Student Actions
Teacher reads Letter One aloud, has students follow along with their own texts. Because the letter is relatively short and the language (not the ideas) is less complex than St. Lucy's, an uninterrupted Read-Aloud is recommended. Teacher allows students to pause and reflect if necessary.

AIR Additional Supports
▪ For ELLs, divide the text in small sections because it is conceptually complex. ▪ Ask students to answer several questions about the text to see how much they understood without support.

AIR Instructions for Teachers (Pre-assessment)
Ask students to answer the following questions. [ALL] 157.   Who is writing this letter? 158.   Who is the letter being sent to? 159.   What does the author of the letter (Rilke) think about criticizing works of art? 160.   What does Rilke mean by "most experiences are unsayable"?

Enhancing Background Knowledge (AIR New 1 Activity for Read-Aloud)

AIR Additional Supports
Provide letter in student's home language. The model is for Spanish speakers but to the extent practicable should be supplied in all the home languages of students in the classroom.

AIR Instructions for Teachers
Prior to engaging with the text, give all ELLs an opportunity to read the text in their home language. Ideally there also would be an audio version of this text.

AIR Instructions for Students
Read the text in your home language.

Spanish Translation of the Text
París, a 17 de febrero de 1903 Muy distinguido señor: Hace sólo pocos días que me alcanzó su carta, por cuya grande y afectuosa confianza quiero darle las gracias. Sabré apenas hacer algo más. No puedo entrar en minuciosas consideraciones sobre la índole de sus versos, porque me es del todo ajena cualquier intención de crítica. Y es que, para tomar contacto con una obra de arte, nada, en efecto, resulta menos acertado que el lenguaje crítico, en el cual todo se reduce siempre a unos equívocos más o menos felices.

Enhancing Background Knowledge (AIR New Activity 2 for Read Aloud)

AIR Additional Supports
Develop student's background knowledge through shared interactive reading of text.

AIR Instructions for Teachers
There are two pieces of background information. The first provides historical context—a brief biography of Rilke and information about the letters. It will help ELLs understand the context in which the letters are being written and make it easier for them to follow this very subtle text. The second piece of background information introduces students to the concept of art criticism and the idea that criticism

is not necessarily finding fault with something, but rather evaluating it. It is important for students to understand this so they can complete the quick write at the end of this lesson. Use sentence frames for ELLs at lower levels of English proficiency. [EN, EM, TR]

AIR Instructions for Students
- Read the two texts below. The underlined words are defined in the glossary.
- Answer the questions that follow.

Historical Context	Glossary
Rainer Maria Rilke was a writer who lived from 1875 until 1926. His writings include one novel, several <u>collections</u> of poetry, and several volumes (books) of correspondence (letters). This letter is one of the letters he wrote to <u>Franz Xaver Kappus</u> when Kappus was a 19-year-old officer in the military. Kappus was not sure if he should become a military <u>officer</u> or become a <u>poet</u>. He asked for Rilke's <u>advice</u> about the quality of his (Kappus's) poetry and in this letter Rilke is responding to (answering) Kappus.	*collection*—a group of similar things *officer*—a person with a high position in the military (captain, general, etc.) *poet*—a person who writes verse or poems *advice*—recommendation, opinion
Literary Criticism	**Glossary**
The purpose of criticizing or <u>critiquing</u> a poem is usually to help the writer improve the poem. The person critiquing the poem, or the reviewer, does not have to like the poem. Liking a poem is personal. The reviewer of the poem needs to point out the parts of the <u>poem</u> that are good and those that are not. The writer may or may not take the suggestions. Other types of art (e.g., painting and music) also can be critiqued.	*critique*—review and give feedback about something *poem*—a text written in verses

QUESTIONS
161.   What is the purpose of critiquing a poem? [ALL]
   The purpose of critiquing a poem is _____. [EN, EM, TR].
162.   What does the person critiquing the poem do? [ALL]
   The person critiquing the poem _____. [EN, EM, TR].
163.   What does the author do with the suggestions? [ALL]
   The author _____ the suggestions. [EN, EM, TR].

Building Vocabulary (AIR New Activity 3 for Read Aloud)

AIR Additional Supports
Develop student's background knowledge through shared interactive reading of text.

AIR Instructions for Teachers
- **Focus on Words:** Students are pretaught words that are important for understanding the text, frequent across content areas, and abstract. Words that are essential for understanding paragraph 1 are *criticism, misunderstanding, tangible,* and *sayable* (as well as *unsayable*). In this passage, the word *tangible* is the only word on the Academic Word List. Use extended instructional techniques to pre-teach these words. Other words are identified for instruction because they are frequent in the text and critical to understanding main ideas, although they tend to be less abstract. Provide students with a glossary for these words (see the example that follows). As students encounter the words during close reading, they rewrite them in their journal. For homework, they are asked to find examples from the text, draw pictures or provide brief definitions, and indicate whether the words are cognates (for students whose home language shares cognates with English). During this

component and prior to the close read, read the text aloud (or have students read the text with a partner); briefly elaborate on glossed definitions for words that might need more explication, and use second-language teaching techniques (gestures, pointing to pictures, translation) to clarify word meanings. Also give students opportunities to apply word-learning strategies they have acquired to figure out word meanings they do not know. Last, it is important that students have versions of the text with glossed words underlined.

- **Words for pre-teaching with more elaborated techniques**: *criticism, misunderstanding, tangible,* and *sayable* (as well as *unsayable*)
- **Words for defining in context or in glossaries:** *space, confidence, discuss, foreign, fortunate, mysterious, existences, endure, transitory*

AIR Instructions for Students

Vocabulary Development: Your teacher will pre-teach several key words and read the passage aloud to you (or have you read it with a partner) and explain several other words that might be confusing. As you read closely in the next section, you will notice that there are some words that are underlined. These words appear in your glossaries. They have definitions alongside the text. When you come to a glossed word in the text, find it in your glossary, review the definition, and rewrite the word. When you have time after this lesson, complete your glossary. Enter the phrase in the text that includes the target word. Write a word or phrase to help you remember the new word. If you are a Spanish speaker or a speaker of a language that shares cognates with English, indicate whether the word is a cognate.

Word	Rewrite the Word	English Definition	Example From Text	Phrase	Translation	Cognate?

4. Close Reading and Evidence-Based Discussion

Public Consulting Group Teacher and Student Actions

Teacher asks students to do the following:

- Conduct an independent close reading of the first paragraph of the letter and annotate unfamiliar vocabulary (put a box around unfamiliar words and phrases).

- Pay close attention to words that look familiar but may have different meanings than the meanings you know because many words in English have multiple meanings.

- Go over annotations with a partner and note words they can figure out from context.

- Share with the class words they have figured out from context and words they are still confused about.

AIR Additional Supports

- ELLs need more direct instruction because most of the vocabulary will be unfamiliar, and for this activity prepare them with some direct instruction of select vocabulary and a glossary (see new activity 3).

- Divide text into phrases or clauses, according to the way they are structured. In the selection, compound sentences are broken down into two or more sentences and phrases. For example, the sentence "Things aren't all so tangible and <u>sayable</u> as people would usually have us believe; most experiences are unsayable, they happen in a space that no word has ever entered, and more unsayable than all other things are works of art, those mysterious existences, whose life endures beside our own small, transitory life" can be broken down or chunked into six pieces. Examples of

- how to divide the text follow.
- Ask students to work together to supply the meaning of each section of text. Examples of question for students follow. Students can then be prompted to paraphrase each chunk with a partner. They then pull all their chunks together and provide the meaning of the sentence.

- We have included the original German text here as an attempt to equalize status in the classroom and make English-proficient peers aware of the challenge that ELLs face in reading text cold in another language. We suggest that English-only speakers do a cold read of the German text and then work together to answer the English questions related to vocabulary. ELLs read the text in English.

AIR Instructions for Teachers
- Have English speakers read the text in German and then work with a partner to answer questions.
- Have ELLs read the text in English as they have already read the text in their home language and then work with a partner to answer questions**.**

AIR Instructions for English-Speaking Students
- Read the text in German and work with a partner to answer the questions.

Working With German Text

Paris am 17. February 1903

Sehr geehrter Herr,

Ihr Brief hat mich erst vor einigen Tagen erreicht. Ich will Ihnen danken für sein großes und liebes Vertrauen. Ich kann kaum mehr. Ich kann nicht auf die Art Ihrer Verse eingehen; denn mir liegt jede kritische Absicht zu fern. Mit nichts kann man ein Kunst-Werk so wenig berühren als mit kritischen Worten: es kommt dabei immer auf mehr oder minder glückliche Mißverständnisse heraus. Die Dinge sind alle nicht so faßbar und sagbar, als man uns meistens glauben machen möchte; die meisten Ereignisse sind unsagbar, vollziehen sich in einem Raume, den nie ein Wort betreten hat, und unsagbarer als alle sind die Kunst-Werke, geheimnisvolle Existenzen, deren Leben neben dem unseren, das vergeht, dauert.

AIR Instructions for ELLs

- Read the text in English and work with a partner to answer the questions.

Paris February 17, 1903

Dear Sir,

Your letter arrived just a few days ago. I want to thank you for the great confidence you have placed in me. That is all I can do. I cannot discuss your verses; for any attempt at criticism would be foreign to me. Nothing touches a work of art so little as words of criticism: they always result in more or less fortunate misunderstandings. Things aren't all so tangible and sayable as people would usually have us believe; most experiences are unsayable, they happen in a space that no word has ever entered, and more unsayable than all other things are works of art, those mysterious existences, whose life endures beside our own small, transitory life.

Mastering Meaning of Phrases	**Glossary**
▪ *Things aren't all so <u>tangible</u> and <u>sayable</u> as people would usually have us believe* I think this means _____. ▪ *most <u>experiences</u> are unsayable*	*tangible*—able to be sensed by touch *sayable*—something you can say *experiences*—something a person has

I think this means _____.
 ▪ *they happen in a space that no word has ever entered*
     I think this means _____.
 ▪ *more unsayable than all other things are works of art*
     I think this means _____.
 ▪ *those* <u>*mysterious existences*</u>
     I think this means _____.
 ▪ *whose life* <u>*endures*</u> *beside our own small,* <u>*transitory*</u> *life*
     I think this means _____.
 ▪ *Things aren't all so tangible and sayable as people would usually have us believe; most experiences are unsayable, they happen in a space that no word has ever entered, and more unsayable than all other things are works of art, those* <u>*mysterious*</u> *existences, whose life endures beside our own small, transitory life"*
     I think this sentence means _____
     _____.
	done or lived through
	
	 mysterious—not known and not able to be explained or made clear
	
	 existences—the state of being alive or real
	
	 endures—continues through time
	
	 transitory—lasting for only a short time; brief

Engaging in Scaffolded Close Reading (AIR New Activity 1 for Close Reading and Evidence-Based Discussion)

AIR Additional Supports for Scaffolded Close Readings
- Partner students and ask a guiding question(s) and supplementary questions that guide students to the answer for the guiding question(s). Ask students to use their glossaries to find the meanings of unknown words and phrases.
- For ELLs at the entering and emerging levels, provide sentence frames. For ELLs at the transitioning level, provide sentence starters.
- After this close reading, ask students to read the portion of the text again on their own and locate any other words they would like to understand and any additional questions they might have about the text.
- Debrief with the class and have students help each other to define words and clarify passages. The teacher supports students as necessary.

AIR Instructions for Teachers for First Scaffolded Close Reading
- In working with ELLs, provide more direct instruction and support to enable students to make sense of text.
- Pair ELLs with more proficient partners. For ELLs at the entering and emerging levels of proficiency, it helps to pair them with a bilingual partner who is English-proficient.
- First, pose a guiding question(s) about the text that aligns with reading standards.
- Students work together to answer supplementary questions that will lead them to a fuller comprehension of the text and to the answer(s) to the guiding question(s). In partner work, students each read the question to themselves and then work together to answer the question.
- Discuss student responses to the supplementary questions and have students correct their answers.
- Before answering the guiding question in writing, students discuss their answers as a group. After the discussion, students enter their responses.

AIR Instructions for Students for First Scaffolded Close Reading
In this close reading, you will be answering questions about the text. Your teacher will read the guiding

question. Read the guiding question to yourself and then work with a partner to answer the supplementary questions. Your teacher will review the answers with the class. Then, you will discuss the guiding question(s) with your teacher and the class. Finally, you will complete the response(s) to the guiding question(s).

Word Bank		
discuss	word	confidence
misunderstandings	young	life
poet	verses	sayable

Guiding Question

- Why can't Rilke discuss the verses that the younger poet has sent him?

Text	Glossed Vocabulary (suggestions)
Your letter arrived just a few days ago. I want to thank you for the great confidence you have placed in me. That is all I can do. I cannot discuss your verses; for any attempt at criticism would be foreign to me. Nothing touches a work of art so little as words of criticism: they always result in more or less fortunate misunderstandings. Things aren't all so tangible and sayable as people would usually have us believe; most experiences are unsayable, they happen in a space that no word has ever entered, and more unsayable than all other things are works of art, those mysterious existences, whose life endures beside our own small, transitory life.	confidence, discuss, foreign, fortunate, mysterious, existence, endure, transitory

Supplementary Questions

164. What letter did Rilke receive a few days ago? [ALL]
    He received a letter from a _____. [EN, EM]
    He received _____. [TR]

165. What does he thank the young poet for? [ALL]
    He thanks the young poet for having _____ in him. [EN, EM]
    He thanks the young poet for _____. [TR]

166. What can't Rilke do? [ALL]
    Rilke cannot _____ the _____. [EN, EM]
    Rilke cannot _____. [TR]

167. What are words of criticism? [ALL]
    Words of criticism are _____. [EN, EM, TR]

168. What do "words of criticism" result in? [ALL]
    They result in more or less fortunate _____. [EN, EM]
    They result in _____. [TR]

169. They result in misunderstandings for two reasons. What is the first reason? [ALL]
    The first reason is that experiences are not tangible and _____. [EN, EM]
    The first reason is _____. [TR]

170. What does it mean for an experience to be unsayable? [ALL]
    It means that they have happened in a space where no has entered. [EN, EM]
    It means that _____. [TR]
    Work with a partner to put this into your own words. [ALL]

| 171. | Works of art are (mysterious) and they endure beside our own _____. Works of art are _____. [TR] |

Guiding Question

- Why can't Rilke discuss the verses that the younger poet has sent him?

  _____

- Rilke can't discuss the verses because _____. [EN, EM, TR]

AIR Instructions for Teachers for Second Scaffolded Close Reading

After this close reading, we ask students to read the portion of the text on their own and locate any other words they would like to understand and any additional questions they might have about the text. We debrief with the class and have students help each other to define words and clarify passages. The teacher supports students as necessary.

AIR Instructions for Students for Second Scaffolded Close Reading

- Now read the passage once more. Star up to five words you still do not understand and write them in the spaces below.
- Underline sections of the text that still confuse you and prepare questions about these sections. [ELLs at the entering and emerging levels of English proficiency can prepare these questions in their home language.]

172. Write up to five words or phrases you still do not know.

  – _____
  – _____
  – _____
  – _____
  – _____

173. Write questions for the sections of the text you still do not understand.

  – _____
  – _____
  – _____
  – _____
  – _____

5. Text-Dependent Questions (TDQs) and Activities

Public Consulting Group Teacher and Student Actions

Teacher displays chunks of text with associated TDQs for students to discuss in pairs; students record responses in preparation for sharing; teacher leads a brief discussion of students' responses, reminding students to use evidence from the text for their answers.

AIR Additional Supports

- ELLs are prepared to do this through all the preceding activities.
- Provide glossed vocabulary to help ELLs understand the questions. The words that might be glossed are listed next to the supplementary questions.

AIR Instructions for Teachers

- Display the sections of text for students to discuss in pairs.
- Instruct the students to record their responses to later share with the class.

AIR Instructions for Students

- Your teacher will show you small sections of the text and ask questions about the text.
- Discuss these sections of the text in pairs and answer the questions.
- Use the glossary to help you with unfamiliar vocabulary.

	Glossed Vocabulary (suggestions)

Supplementary Questions
 	
"Your letter arrived just a few days ago. I want to thank you for the great confidence you have placed in me."
 	
TDQ 1: What might Rilke's use of the word *confidence* reveal about the contents of the young poet's initial letter?
 	
To supplement the first TDQ, we suggest providing ELLs some initial supplementary questions before they work with TDQ 1.
 	
174.   What is the young poet asking Rilke to do? [ALL]
    The young poet is asking Rilke to _____. [EN, EM, TR]
 	
175.   Why might this action require confidence? [ALL]
    This action might require confidence because [the letter is personal] _____. [EN, EM, TR]
	arrive, confidence, place in, reveal, contents

Supplementary Questions "I cannot discuss your verses; for any attempt at criticism would be foreign to me." TDQ 2: What might Rilke's use of the word *foreign* reveal about the relationship he perceives between art and criticism? TDQ 3: What can you infer about the purpose of the young poet's letter from Rilke's refusal? To supplement the second and third TDQs, we suggest providing ELLs the following supplementary questions: 176. *Foreign* means "strange or unfamiliar." 177. By using the word *foreign*, Rilke thinks art and criticism are _____. [ALL] 178. *Infer* means conclude, deduce, or figure out. *Refusal* means decision not to do something. What can you infer about the purpose of the young poet's letter from Rilke's refusal to provide criticism? [ALL] I can infer the purpose of the young poet's letter is _____. [EN, EM, TR]	art, criticism, infer, foreign, verses, perceive, refusal
Supplementary Questions "Nothing touches a work of art so little as words of criticism: they always result in more or less fortunate misunderstandings." TDQ 4: According to Rilke, what results from criticism? TDQ 5: What is Rilke saying about the power of criticism to influence art? Use evidence from the text to support your response. To supplement the fourth and fifth TDQs, we suggest providing ELLs the following supplementary question: 179. Why would Rilke refer to misunderstandings as "fortunate"? [ALL] He would refer to misunderstandings as fortunate because _____. [EN, EM, TR]	fortunate, influence, response

Supplementary Questions	Glossed Vocabulary (suggestions)
"Things aren't all so tangible and sayable as people would usually have us believe; most experiences are unsayable, they happen in a space that no word has ever entered, and more unsayable than all other things are works of art, those mysterious existences, whose life endures beside our own small, transitory life."	tangible, mysterious, existence, endure, transitory, challenge
TDQ 6: What words repeat in this passage? What belief does Rilke challenge through these repetitions?	
TDQ 7: What "life" does Rilke attribute to works of art? How does the life of art compare to human life? It may be necessary to offer students a definition of the word *transitory* as meaning "something that doesn't last very long."	
To supplement the sixth and seventh TDQs, we suggest providing ELLs the following supplementary questions:	
180. What does *say* mean? [ALL] *Say* means _____. [EN, EM, TR]	
181. The suffix *-able* means "capable of." What does *sayable* mean? (note that *sayable* is not a real word but that Rilke created it) [ALL] *Sayable* means _____. [EN, EM, TR]	
182. What does *unsayable* mean? [ALL] *Unsayable* means _____. [EN, EM, TR]	

6. Quick Write

Public Consulting Group Teacher and Student Actions

Teacher introduces the Quick Write, shares the quick write question, and considers sharing a model response that indicates how to cite evidence from text. Students work together to complete the Quick Write.

AIR Additional Supports

- In preparing ELLs to complete the Quick Write, rewrite the prompt to make it more comprehensible and provide students with a graphic organizer to support them in introducing the text and citing evidence from it.
- Provide sentence starters or frames for ELLs who require additional support [EN, EM, TR].
- For students who are literate in their home language and are at the entering and emerging level of English proficiency, give them the opportunity to complete this activity in their home language first. Then have them translate it to English with the help of the teacher or a bilingual partner who shares their home language and is more proficient in English.
- Finally, another support would be to provide students with an easier text selection and model responses for a writing prompt that requires an introduction and evidence.

AIR Instructions for Teachers

- Introduce Quick Write.
- Share the Quick Write question with the students.
- Optional: Share a model response.

AIR Instructions for Students

Work independently to write a response to the essay prompt in the space below. Be sure to use evidence from the text to support your thoughts. Use your graphic organizer to help you fill in the spaces**.**

Writing Prompt

What relationship is Rilke establishing between language and art? How does this support his assertions about the usefulness of criticism? What evidence supports your thinking?

Text

Your letter arrived just a few days ago. I want to thank you for the great confidence you have placed in me. That is all I can do. I cannot discuss your verses; for any attempt at criticism would be foreign to me. Nothing touches a work of art so little as words of criticism: they always result in more or less fortunate misunderstandings. Things aren't all so tangible and sayable as people would usually have us believe; most experiences are unsayable, they happen in a space that no word has ever entered, and more unsayable than all other things are works of art, those mysterious existences, whose life endures beside our own small, transitory life.

183.   Rilke establishes a relationship or connection between words of criticism (language) and verses or poetry (art).

[Introduction—Create sentence frames and starters for the introductory sentences. [EN, EM, TR]

Rilke establishes a _____ or connection between _____ and verses or _____ (art). [EN, EM]

Rilke establishes a _____. [TR]

184.   Rilke believes language should not be used to criticize art.

[Evidence—Provide sentences frames and starters that enable students to cite evidence from the text to support their thoughts. [EN, EM, TR]

Rilke believes that _____should not be used to ____ _____. [EN, EM]

Rilke believes _____. [TR]

185.   Language should not be used to criticize art because most experiences and art are not so tangible and sayable as people think.

[Evidence—Provide sentence frames that enable students to cite evidence from the text to support their thoughts. [EN, EM, TR]

_____ should not be used to _____ art because most _____and _____are not so _____ and _____as people think. [EN, EM]

Language should not _____. [TR]

186.   Therefore, Rilke believes language should not be used to criticize art because it leads to misunderstandings or incorrect understandings.

[Evidence—*Provide sentence frames that enable students to cite evidence from the text to support their thoughts.* EN, EM, TR]

Therefore, _____ believes _____ should not be used to _____ _____ because it leads to misunderstandings or _____understandings. [EN, EM]

Therefore _____. [TR]

Preparing for the Quick Write (AIR New Activity for the Quick Write)

AIR Additional Supports Give students an opportunity work with a partner to fill in a graphic organizer that will help them collect their ideas for the Quick Write.
AIR Instructions for Teachers Include an opportunity for students to complete a graphic organizer with a partner to help them collect the ideas they need to write independently. Through use of this suggested graphic organizer, support students in finding evidence from the text. This graphic organizer can be translated into students' home language and ELLs can complete it first in their home language. [EN, EM]
AIR Instructions for Students ▪ Work with a partner to fill in the graphic organizer that follows. It will help you prepare for the quick write. ▪ Refer to the text you have read to find the answers. ▪ Then review your organizer with your teacher.
Writing Prompt: What relationship is Rilke establishing between language and art? How does this support his assertions about the usefulness of criticism? What evidence supports your thinking? [ALL]

	Question or Consideration	My Response	
	What sentence does the author use to make the connection between language (criticism) and art (poetry)? [ALL]	Sentence from text [ALL]:	
		This sentence means [ALL]	
	Rilke says there are two reasons that there is not a good connection between language (criticism) and art (poetry). The first reason has to do with experiences. The second reason has to do with art.	What is Rilke saying about experiences? [ALL]	
		What is Rilke saying about art? [ALL]	

7. Closing (Homework)

Public Consulting Group Teacher and Student Actions Students independently reread the second paragraph and focus their annotation of the text with the following question: *How does Rilke's approach in the second paragraph compare to his "preface"?* They should be prepared to discuss their annotations in the next lesson.
AIR Additional Supports As was the case for the first paragraph, ELLs will have difficulty making sense of this without additional support. To support ELLs, we provide a graphic organizer that includes sentence starters, frames and a glossary. We also recommend giving ELLs at all levels of English proficiency access to home language versions of this passage.
AIR Instructions for Teachers ▪ Instruct students to reread the second paragraph. ▪ Give students the graphic organizer to help them annotate the text. ▪ As they annotate the text, ask them to think about this question: *How does Rilke's approach in the second paragraph compare to his first paragraph or "preface"?*

AIR Instructions for Students

- Reread the second paragraph.
- Look at the chart below. What does Paragraph 2 say about each of these lines from paragraph 1? [ALL]
- As you complete this chart, think about this question: *How does Rilke's approach in the second paragraph compare to his "preface"?* [ALL]

Look at the chart below.

Rilke's Ideas From Paragraph 1	Rilke's Ideas From Paragraph 2 [ALL]	Difference Between Ideas From Paragraphs 1 and 2 [ALL]
I cannot discuss your verses. Any attempt at criticism would be foreign to me. Nothing touches a work of art so little as words of criticism	Your verses have _____. They do have silent and hidden _____. The poems are not yet _____.	These two ideas are different because the first idea means _____. The second idea means _____. These two ideas are different because the first idea means _____. The second idea means _____. These two ideas are different because the first idea means _____. The second idea means _____.

Paragraph 2 Glossary

Word	Definition
preface	introduction
verses	lines in a poem
style	way of doing something
silent	quiet
hidden	not able to be seen
soul	spiritual part of a person, the part of a person that is separate from the body
melody	main part of a piece of music or song
Leopardi	a man's name
kinship	relationship
solitary	existing alone
figure	a well-known person
appear	become noticeable
nevertheless	however, but
independent	able to exist by itself
accompanied	was with, went with
managed	succeeded, was successful
various	several
faults	problems
name	give a name to, specify

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