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Expeditionary Learning Lessons
Grade 4 Module 1, Unit 1, Lesson 1:
Launching the Mystery: What’s that Symbol?

https://www.engageny.org/resource/grade-4-ela-module-1a

Overview

This eight-week module includes three units focusing on the Native Americans in New York State. The module focuses “on reading and listening to primary and secondary sources to gather specific details and determine central ideas, and to reinforce reading fluency and paragraph writing. Students read literature to develop an understanding of setting, characterization and theme, and informational writing.” The three units draw on seminal Native American texts and historical documents to build the following skills aligned with New York State English language arts and social studies standards: writing explanatory paragraphs (Unit 1), reading informational, narrative, and literary texts and using text to analyze a main character (Unit 2) and connecting knowledge of these texts to independently write a paragraph crafting a “constitution” to benefit their own school community (Unit 3).

This is the first lesson in the 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. The level(s) for which the scaffolds are appropriate are indicated in brackets (e.g., [EN]). Where [ALL] is indicated, it means that the scaffold is intended for all levels of students. Scaffolds are gradually reduced as student become more proficient in English.

The following table displays the Expeditionary Learning lesson components as well as the additional supports and new activities (scaffolds and routines) AIR has provided to support ELLs/MLLs.

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<td>Engaging the reader: Mystery activity</td>
<td>Introduce the topic before sharing the learning targets; provide student-friendly definitions for general academic vocabulary words; model routines and provide opportunities for guided practice in implementing them; pair ELLs/MLLs with more proficient speakers; scaffold videos by pre-teaching words key to understanding the video, provide a guiding question so</td>
<td></td>
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</table>

1 Note that this URL leads to the Unit. A URL for the lesson was not available.
that students know what they are listening for, and scaffolded note pages for students to capture information.

Work Time

Getting started: Reading about the Iroquois

Provide a glossary of high-frequency, challenging words; pre-teach abstract words; provide ELLs/MLLs opportunities to talk about legends from their home cultures.

Administer a pre-assessment; enhance background knowledge.

Closing and Assessment

Debrief

Administer a short post-assessment to gauge how well students have mastered the reading standards associated with this passage.

Homework

Provide teachers and students with resources to match readers to text at independent reading levels; encourage having students read or be read text in their home language.

Text

The (Really) Great Law of Peace

by Cynthia O’Brien

Many centuries ago, a Huron woman dreamed that her son would become a great man. According to legend, her dream came true. The woman’s son, Dekanawideh, founded the Great Law of Peace, the oldest constitution in North America. Over 800 years later, the Iroquois peoples of Canada and the United States still follow its rules!

Nations at War

Dekanawideh grew up on the north side of Lake Ontario. He learned about the Iroquois nations that lived across the lake, including Mohawk, Oneida, Onondaga, Cayuga, and Seneca peoples. These five nations shared many traditions, including their style of home, called a longhouse. But they were bitter rivals, and they fought each other over many issues.

Miracle Maker

Dekanawideh believed he could put a stop to the fighting. He crossed Lake Ontario in a canoe made of stone, then set about bringing peace to the warring nations. Early in his journey, Dekanawideh visited the Mohawk peoples. He preached his message of peace to them, but they were very suspicious. To win their trust, Dekanawideh climbed to the top of a tall tree overlooking the Mohawk River. He told the people to chop down the tree so that it would crash into the rushing rapids. If Dekanawideh survived, it would be proof that his message was true.
When the tree crashed, Dekanawideh vanished into the water. But early the next morning, he was found sitting calmly in the forest, enjoying breakfast by a fire. This so impressed the Mohawk chief that his nation was the first to agree to peace.

1. Opening

A. Engaging the Reader: Mystery Activity

<table>
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<tr>
<th>Expeditionary Learning Teacher and Student Actions</th>
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<tr>
<td><strong>Learning Objectives</strong></td>
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<tr>
<td>The teacher shares the learning targets and talks with students about the importance of learning targets. The teacher explains the meaning of the terms <em>specific details, showing what you know, contributing, and discussions</em>. The teacher tells students that at the end of the lesson, they will share how they did in moving toward the learning target. The teacher may provide nonlinguistic symbols to assist ELLs/MLLs in making connections with vocabulary. The teacher introduces the topic.</td>
</tr>
<tr>
<td><strong>Video</strong></td>
</tr>
<tr>
<td>The teacher introduces the video and distributes the I Notice/I Wonder note-catcher. The teacher models <em>notice</em> and <em>wonder</em> for students. The teacher shows the first half of the video. Students talk with a partner about something they notice and something they wonder about. The teacher cold-calls on a few students to share, charting students’ comments. Students continue to record what they notice and wonder about as they watch the remaining half of the video. Students participate in a think-pair-share. The teacher asks students: “Have you met the learning target, ‘I can record new ideas and wonder about the lives of people long ago?’” Students give a thumbs-up if they feel they have met the target, or a thumbs-down if they do not think they have met the target yet. The teacher cold-calls on students again, charting comments. If the symbol on Tim’s shirt does not come up as a notice or wonder, the teacher brings it up to discuss it.</td>
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<tr>
<td><strong>AIR Additional Supports</strong></td>
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<td><strong>Learning Objectives</strong></td>
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<tr>
<td>Introduce the topic before sharing the learning targets. In addition to nonlinguistic symbols, provide student-friendly definitions for general academic vocabulary words such as <em>discuss, details, main ideas</em>, and so on, model the routines and providing opportunities for guided practice in implementing the routines.</td>
</tr>
<tr>
<td><strong>Video</strong></td>
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<tr>
<td>During partner work and think-pair-share, Pair ELLs/MLLs with more proficient speakers; provide some initial training to assist pairs in working together that is specific to the I Notice/I Wonder note-catcher. Select videos carefully so they are comprehensible to ELLs/MLLs. Ideally, videos would have English or home language captions to aid understanding. Allow ELLs/MLLs to watch the video in their home language, if this is possible, before watching in English. This recommendation is especially for ELLs/MLLs at the entering and emerging levels of proficiency.</td>
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In this video, the narrator is speaking quickly and there is a lot of vocabulary that may be unfamiliar to ELLs/MLLs. Just as teachers scaffold text prior to reading it, they should scaffold videos by pre-teaching words key to understanding the video, providing a guiding question so that students know what they are listening for, and scaffolded note pages for students to capture.

**AIR Instructions for Teachers**

**Video**
Briefly describe the video and pose the guiding question.
Read the glossary words aloud as students follow along.
Have students review the glossary with each other for 15 minutes.
Then, divide the class into teams and ask students to provide either the vocabulary word for the definition or the definition for the vocabulary word.
Have students watch the video twice.
Then, have students work in pairs to answer as many of the supplementary questions as they can.
For homework, have students re-watch the video, checking their answers and completing any unanswered questions.
Review the answers the following day.

**AIR Instructions for Students**

**Video**
Listen as your teacher reads the guiding question and vocabulary words.
Practice the vocabulary words in pairs.
You will then play a game to practice your understanding of these words.
After the game, your teacher will show you a video about the Iroquois.
After you watch the video, answer the supplementary questions using the word bank. Also, answer the guiding question. I
If you do not finish, watch the video again for homework, check your answers, and complete any unanswered questions.

**Guiding Question**
Who are the Iroquois?

**Glossary**

*Home language translation of glossary [EN, EM]*

- **similar**—being almost the same as something else
- **culture**—the language, ideas, and ways of doing things of a group of people
- **historians**—people who study or write about history
- **building**—making something or putting something together
- **longhouse**—a long wooden home shared by many families
- **bark**—the outside cover of a tree
- **get along**—to have an easy relationship with someone without any problems
- **divisions**—disagreement (not agreeing with others)
- **unite**—bring together
| **peace**—no war or fighting |
| **cooperation**—working together |
| **solar eclipse**—when in a certain place the light from the sun is blocked by the position of the moon |
| **alliance**—people or groups agreeing to work together |
| **former**—happening in the past |
| **enemies**—a person who hates or wants to hurt another person |
| **wage war**—fight with another group or country |
| **tribes**—groups of people or families that have the same language and customs |
| **quest**—a search for something |
| **beaver pelts**—the skin of an animal with thick brown fur that cuts down trees and builds dams |
| **democracy**—a government in which the people have power in a direct way or through representatives (people they elect) |
| **independent**—not controlled by another person or government |
| **nation**—a group of people living under their own government, usually a country |
| **equal**—the same for everyone |
| **council**—a group of people chosen to make decisions or give advice |
| **chiefs**—the most powerful or important people in a group; leaders |
| **unanimous**—in complete agreement |
| **clans**—a group of people from the same family |
| **staples**—food that is considered very important and used often |
| **diet**—the usual food and drink of a person or animal |
| **oral**—spoken, rather than written; carried out by speaking |
| **tradition**—the beliefs and ways of doing things that are taught to children by their parents |
| **pass down**—share something from one generation to another; for example, a mother passes down a necklace that was her grandmother’s to her daughter |
| **bead**—a small, round object made of glass, wood, metal, or plastic with a hole in the center so it can be put on a string and made into a necklace |
| **represent**—act as a symbol of something |
| **events**—things that happen |
| **preserve**—keep safe from loss or harm |
| **rift**—break in a relationship |
| **attack**—use great force to hurt or damage something or someone |
| **settlement**—place where a group of people move and start a new a life |
| **launch**—put into motion |
| **defeat**—beat in a fight or battle |
| **military**—having to do with soldiers or armies |
| **reservation**—area of land given to Native Americans by the U.S. government as payment for taking their land |
| **govern**—rule or lead |
| **land**—part of the earth’s surface |
| **right**—something that a person can do naturally or legally; a freedom |
| **representative**—someone who speaks and acts for other people |
Word Bank

cooperation 900 democracy divisions
alliance representatives land peace
events women chiefs independent
beaver reservations historians house
pass down six ideas attack
building French oral bark
families united languages governing
beads events rift spoken
land

Supplementary Questions

What is the Iroquois confederacy? [ALL]
It is a group of American Indian nations with similar and cultures. [EN, EM]
It is a . [TR]

When did the group first come together? [ALL]
Historians believe the group first came together about years ago. [EM]
Historians believe the group first . [TR]

Who gave the Iroquois the name Iroquois? [ALL]
The gave them the name Iroquois. [EN, EM]
 gave them . [TR]

The Iroquois called themselves the Haudensaunee. What does that word mean? [ALL]
The word Haudensaunee means “they are a long ” [EN, EM]
The word Haudensaunee means . [TR]

What is a longhouse? [ALL]
It is a long house made of built for 20 or more. [EN, EM]
It is . [TR]

Did the families always get along? [ALL]
No, there were deep among families. [EN, EM]
No, because . [TR]

How did Dekanawideh and Hiawatha bring the families together? [ALL]
They them with a message of and during a total solar eclipse. [EN, EM]
They brought the families together by . [TR]

The Iroquois had a strong alliance, and they waged war or fought against other tribes. Why did they wage war or fight against other tribes? [ALL]
They wanted and pelts. [EN, EM]
They wanted . [TR]
The Iroquois government was one of the earliest forms of a type of government. What type of government was it? [ALL]

The Iroquois government was a _________________________. Each nation was ________________________ but an equal member of the _____________________. [EN, EM]

Who was responsible for governing the alliance? [ALL]

The Great Council that included fifty sachems, or ________________________, was responsible for ____________________ the alliance. [EN, EM]

______________________________ was responsible for governing the alliance. [TR]

Who chose the sachems? [ALL]

The ____________________ of the clans chose the sachems. [EN, EM]

______________________________ chose the sachems. [TR]

The Iroquois did not have a writing system, so how did they share information? [ALL]

They had a strong ________________ tradition, which means they used the __________________ word to ___________________ their history. [EN, EM]

They shared information by _______________________. [TR]

What memory aid did the Iroquois use? [ALL]

They used special belts called wampum. These belts were made of _______________ and ___________________. [EN, EM]

They used ________________________, which were ______________. [TR]

What happened to the Iroquois Confederacy after the Europeans came to America? [ALL]

A ______________ formed between the nations, and in 1779 the Americans launched an ______________ on the Iroquois. [EN, EM]

After the Europeans came to America, ________________________________. [TR]

What happened after the end of the American Revolutionary war? [ALL]

Three nations moved onto __________________ set aside for them by the Americans, two nations moved to Canada, and one nation moved to Wisconsin. [EN, EM]

After the end of the American Revolutionary war, ________________________________. [TR]

What did the nations lose and what did they keep? [ALL]

Each nation lost most of its ____________________, but they kept their ___________________ to govern independently. [EN, EM]

Each nation lost ____________________, but they kept ____________________. [TR]

What do modern Iroquois tribes still do today? [ALL]

They send ________________________ to the Great Council. [EN, EM]

They send ________________________. [TR]

Guiding Question

Who are the Iroquois? [ALL]

Use the supplementary questions above to complete the following statements. [EN, EM, TR]
1. The Iroquois Confederacy is__________________________________________.
2. The Iroquois lived in______________________________________________.
3. They were governed by____________________________________________.
4. They passed down information by___________________________________.
5. In the 1700s their alliance was divided by___________________________.
6. Today the Iroquois_________________________________________________.

2. Work Time

Getting Started Reading About the Iroquois

Expeditionary Learning Teacher and Student Actions

Introduction
The teacher introduces the article and the fact that students will be doing a close reading. The teacher explains graphic organizers. Students create a graphic organizer from construction paper and write guesses and questions about a symbol they saw in the video. Students think-pair-share their guesses. The teacher shows students the Iroquois flag and explains that the article will explain the symbol.

First Reading
The teacher distributes the first page of the article. The teacher writes the name of the primary character, Dekanawideh, on the board and explains that some words in the article will appear strange because they are not English. The teacher reads the first paragraph aloud and discusses the meaning of the word *constitution*. The teacher reads the rest aloud.

Second Reading
Students read the first page of the article on their own. Students think-pair-share the first page.

Important Vocabulary
Students share words they do not know or think are important. The teacher charts those words. Students think-pair-share the meaning of the phrase “bitter rivals.” The teacher shows students how to use context to understand the phrase. The whole class discusses why the nations were rivals. The teacher asks students to use their background knowledge to define the word *miracle*. Students think-pair-share who the miracle maker is.

Third Reading
Students reread the first page on their own, thinking about the symbol. Students think-pair-share what the symbol is or answers to their earlier questions. Students write details from the article in their graphic organizer and share their ideas with the class.

AIR Additional Supports: Building Vocabulary Knowledge
Providing a glossary of high-frequency, challenging key words for students at all levels of proficiency. The glossary should include ELL-friendly definitions, home language
translations, examples from the text, and the opportunity for students to create new phrases or sentences using the target words. ELLs/MLLs at beginning stages of acquisition can substitute pictures for words or phrases or produce the target phrases in their home language. Students with home languages that share cognates with English also can indicate whether words are cognates with their home language (see example 1). We model with Spanish, but the glossary and vocabulary instruction should be tailored to the predominant language(s) of ELLs/MLLs in the school or district.

Teaching all ELLs/MLLs a few challenging, abstract words (e.g., *constitution*, *legends*, and *traditions*) prior to reading by using visuals and various opportunities for students to interact with word meanings (see example 2). The meaning of *legend* is modeled with a Puerto Rican legend, but teachers should consider customizing vocabulary instruction to the backgrounds of the students they teach by modeling with a legend from a culture represented in their classroom. Note that the language used to teach vocabulary is carefully crafted and glossed to ensure it is comprehensible to ELLs/MLLs with lower levels of proficiency. We provide ELLs/MLLs opportunities to talk about legends from their home cultures.

**AIR Instructions for Teachers: Building Vocabulary Knowledge**
Review student instructions.
Pre-teach vocabulary selected for extended instruction. This vocabulary will be important for 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: Building Vocabulary Knowledge**
Your teacher will pre-teach several key words.
The glossary below will help you during close reading of the text. As you encounter a 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.

**Pre-Teaching Example**

<table>
<thead>
<tr>
<th>Legend</th>
<th>leyenda</th>
</tr>
</thead>
</table>

I know a legend about …
The teacher says
Let’s talk about legend. Legend means a very old story that many people still talk about and believe. It may not be entirely true. The story we are reading about Dekanawideh is a legend.
Legend in Spanish is leyenda.
Look at the picture. This is Guanina, the Puerto Rican Taino princess. She was in love with a Spanish conquistador named Don Cristobal de Sotomayor. This story is a legend. It happened long ago and may not be entirely true.
Partner talk: Tell your partner about a legend you know.

<table>
<thead>
<tr>
<th>Word/Translation</th>
<th>English Definition</th>
<th>Example From the Text</th>
<th>Picture or Phrase</th>
<th>Cognate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>believe</td>
<td>creer</td>
<td>think something is true</td>
<td>He believed he could put a stop to the fighting.</td>
<td>I believe in magic.</td>
</tr>
<tr>
<td>bitter</td>
<td>amargado</td>
<td>full of anger</td>
<td>They were bitter rivals.</td>
<td></td>
</tr>
<tr>
<td>calmly</td>
<td>tranquilamente</td>
<td>quiet; peaceful; without excitement</td>
<td>He was found sitting calmly in the forest.</td>
<td></td>
</tr>
<tr>
<td>canoe</td>
<td>canoa</td>
<td>a small boat</td>
<td>He crossed Lake Ontario in a canoe.</td>
<td></td>
</tr>
<tr>
<td>constitution</td>
<td>constitución</td>
<td>a system of laws and rules</td>
<td>The Great Law of Peace is the oldest constitution in North America.</td>
<td></td>
</tr>
</tbody>
</table>

AIR Additional Supports: Scaffolded Close Reading
ELLs/MLLs require more linguistic support than listening to a teacher read the text aloud, followed by individual reading. Read the text aloud to model fluent reading and then pose guiding and supplementary questions.
Revise the graphic organizers and sentence starters in the original lesson to be tailored to the text and not generic.

AIR Instructions for Teachers: Scaffolded Close Reading
Review student instructions for the first close reading with the class.
Tell students that the guiding question is designed to help them identify the key ideas and details in the text.
Remind students to use their glossary to find the meanings of words they might not know.

AIR Instructions for Students: Scaffolded Close Reading
In this first close reading, you will be answering questions about the key ideas and details in the text. Your teacher will review the guiding question with you. 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 with your teacher and the class. Finally, you will
complete the response to the guiding question. During this reading, you will be using your glossary to help you with word meanings.

**Word Bank**

<table>
<thead>
<tr>
<th>fighting</th>
<th>message</th>
<th>proof</th>
<th>tree</th>
</tr>
</thead>
<tbody>
<tr>
<td>friends</td>
<td>nations</td>
<td>river</td>
<td>true</td>
</tr>
<tr>
<td>impressed</td>
<td>peace</td>
<td>survived</td>
<td></td>
</tr>
</tbody>
</table>

**Guiding Question**

Dekanawideh performed a miracle. What was it and what effect did it have on the Mohawk nation?

**Text**

**Miracle Maker**

Dekanawideh believed he could put a stop to the fighting. He crossed Lake Ontario in a canoe made of stone, then set about bringing peace to the warring nations. Early in his journey, Dekanawideh visited the Mohawk peoples. He preached his message of peace to them, but they were very suspicious. To win their trust, Dekanawideh climbed to the top of a tall tree overlooking the Mohawk River. He told the people to chop down the tree so that it would crash into the rushing rapids. If Dekanawideh survived, it would be proof that his message was true.

When the tree crashed, Dekanawideh vanished into the water. But early the next morning, he was found sitting calmly in the forest, enjoying breakfast by a fire. This so impressed the Mohawk chief that his nation was the first to agree to peace.

**Glossary**

| believe—to think something is true |
| canoe—a small boat |
| set about—start to do something |
| warring—fighting |
| journey—a long trip or voyage |
| preach—to talk about something important |
| message—information sent or told to another person |
| suspicious—having doubt about someone or something |
| trust—belief in someone |
| crash into—hit or fall into something quickly |
| proof—something that shows something else is true or real |
| vanish—disappear |
| calmly—quietly; peacefully; without excitement |
| impress—have a strong effect on someone’s feelings |
Supplementary Questions
We learned earlier that the Iroquois tribes were bitter enemies. What does this part say that lets us know that is true? [ALL]
   It says that he will bring __________ to the __________ nations. That lets us know that they were __________. [EN, EM]
   It says that ______________________________. [TR]

What was Dekanawideh’s message? [ALL]
   Dekanawideh had a message of __________. This means he wanted them to stop __________ and become ____________. [EN, EM]
   Dekanawideh’s message was ______________________________. [TR]

The Mohawk people were suspicious of him. What did he do to gain their trust? [ALL]
   Dekanawideh climbed a __________ that crashed into a ____________. He ______________, which was __________ that his message was ___________. [EN, EM]
   To gain their trust, Dekanawideh ______________________________. [TR]

Response to the Guiding Question
Dekanawideh performed a miracle. What was it and what effect did it have on the Mohawk nation? [ALL]
   Dekanawideh’s miracle was ______________________________. The effect the miracle had on the Mohawk nation was ______________________________. [EM, EN, TR].
Pre-assessing Students (AIR New Activity1 for Getting Started Reading About the Iroquois)

**AIR Additional Supports**
If there is to be a cold read as there is in this lesson, it might be used to pre-assess students’ comprehension of the text.

**AIR Instructions for Teachers**
Instruct students to listen as you read the text and questions. They can then reread the text on their own and answer the questions. Tell students not to worry if they cannot answer the questions. This is to be expected because this is a cold read.

Note: Students who use sentence frames and word banks during instruction should have them available during testing.

**AIR Instructions for Students**
Listen to your teacher read the text and questions. Reread the text on your own. Try your best to answer the questions. Do not worry if you cannot answer all of them. You will be learning more soon!

**Text**
Many centuries ago, a Huron woman dreamed that her son would become a great man. According to legend, her dream came true. The woman’s son, Dekanawideh, founded the Great Law of Peace, the oldest constitution in North America. Over 800 years later, the Iroquois peoples of Canada and the United States still follow its rules!

**Word Bank**

<table>
<thead>
<tr>
<th>legend</th>
<th>centuries</th>
<th>constitution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>true</td>
<td>great</td>
</tr>
<tr>
<td>Iroquois</td>
<td>founded</td>
<td>son</td>
</tr>
<tr>
<td>man</td>
<td>United States</td>
<td></td>
</tr>
</tbody>
</table>
Supplementary Questions
When does this story take place? [ALL]
The story took place many ______________ ___________. [EN, EM]
The story took place _________________________________. [TR]

What did the woman dream? [ALL]
The woman dreamed that her __________ would become a __________ _________.
[EN, EM]
The woman dreamed that _______________________________. [TR]

Did her dream come true? [ALL]
According to __________, her dream came___________. [EN, EM]
According to ______________, her dream ________________________. [TR]

What did her son start or found?
Her son ______________or started the _______________. [EN, EM]
Her son founded the _______________________________. [TR]

What is the Great Law of Peace? [ALL]
The Great Law of Peace is the oldest ______________ or set of rules in North America. [EN, EM]
The Great Law of Peace is ______________________________________________.
[TR]

Who follows the rules of the Great Law of Peace? [ALL]
The ______________ peoples of ______________ and the ________________ still follow its rules. [EN, EM]
________________________ still follow its rules. [TR]

Enhancing Background Knowledge (AIR New Activity 2 for Getting Started Reading About the Iroquois)

AIR Additional Supports
Prior to the close reading, provide ELLs/MLLs with background information to help them make sense of the text. This information should not be a summary of the text nor should it eliminate the need for a close reading of the text. Rather, it should provide cultural, historical, chronological, or spatial context for the text.

AIR Instructions for Teachers
Present the background materials to students.
Pose the guiding question.
Have students work in pairs to answer the supplementary questions.
Review the answers with the students.
Discuss the guiding question and have students work in pairs to answer it in writing.

AIR Instructions for Students
Look at the maps. Then work with a partner to answer the supplementary questions. Use the word bank and sentence frames to complete the sentences. These instructions should be
Guiding Question: What is the relationship, or connection, between the two maps?

Supplementary Questions
Look at the title of the first map. What does it show? [ALL]
The first map shows the __________ Iroquois ______________ in ___________. [EN, EM]
The first map shows ______________________________________________. [TR]

What were the five Iroquois nations in 1650? [ALL]
The five Iroquois nations in 1650 were ________________, ________________, ________________, ________________, and ________________. [EN, EM]
The five Iroquois nations in 1650 were _____________________________________. [TR]

Look at the title of the second map. What does it show? [ALL]
The second map shows ______________ _________ in ______________. [EN, EM]
The second map shows _________________________________________. [TR]

Tell your partner two similarities, or things that are the same, in the two maps. [ALL]
One similarity, or thing that is the same, in the two maps is ________________. [EN, EM]
One similarity in the two maps is _________________. [TR]
Another similarity, or thing that is the same, in the two maps is _________________. [EN, EM]
Another similarity in the two maps is _________________. [TR]

Tell your partner two differences between the two maps. [ALL]
One difference between the two maps is ________________. [EN, EM, ...]
Another difference between the two maps is __________________________. [EN, EM, TR]

Response To The Guiding Question
What is the relationship, or connection, between the two maps? [ALL]
Both maps show _______________________________________________________. [EN, EM, TR]

3. Closing and Assessment

Debrief

Expeditionary Learning Teacher and Student Actions
The teacher asks students whether they have met the learning targets. Students rate their learning on a scale of one to five using the Fist to Five Protocol. The teacher calls on some students to provide evidence for their ratings.

AIR Additional Supports
Administer a short post-assessment to gauge how well students have mastered the reading standards associated with this passage. (See the example.)

AIR Instructions for Teachers
Review students’ instructions with the whole class. After students have completed the posttest, review the responses with them.

AIR Instructions for Students
Refer to the text, as necessary. Answer the questions that follow. Some of the questions are the same as those on the pretest. When you are finished, your teacher will review the answers with you.

Word Bank

<table>
<thead>
<tr>
<th>Canada</th>
<th>fought</th>
<th>rivals</th>
<th>tree</th>
</tr>
</thead>
<tbody>
<tr>
<td>constitution</td>
<td>Iroquois</td>
<td>river</td>
<td>true</td>
</tr>
<tr>
<td>enemies</td>
<td>proof</td>
<td>survived</td>
<td>United States</td>
</tr>
</tbody>
</table>
Supplementary Questions

Dekanawideh founded, or started, the Great Law of Peace. What is the Great Law of Peace? [ALL]
The Great Law of Peace is the oldest __________________ in North America. [EN, EM]
The Great Law of Peace is ______________________________. [TR]

Who follows the rules of the Great Law of Peace? [ALL]
The ______________ peoples of ______________ and the ______________________ still follow its rules. [EN, EM]
____________________________________________ follow its rules [TR]

Were the Iroquois nations friends or enemies? What does it say in the text that lets you know this? [ALL]
The Iroquois nations were ______________. The text says they were ______________, and they ______________ with each other. [EN, EM]
The Iroquois nations were ___________________________________________.
The text says _______________________________________________. [TR]

How did Dekanawideh win the trust of the Mohawk nation? [ALL]
Dekanawideh climbed a ____________ that crashed into a ______________. He ______________, which was ______________ that his message was ______________. [EN, EM]
Dekanawideh won the trust of the Mohawk nation by __________________________. [TR]

4. Homework

Expeditionary Learning Teacher and Student Actions
Students read related texts at home at their independent reading level. Students also may reread complex text or complete a writing assignment.

AIR Additional Supports
Provide teachers and students with resources to match readers to text at proper levels (e.g., the Lexile Framework for Reading, http://www.lexile.com/). Encourage having student read text in their first language if they are literate in that language. [EN and EM]
Grade 5 Module 3A, Unit 1, Lesson 1
The Value of Sports in People’s Lives, Part 1
https://www.engageny.org/resource/grade-5-ela-module-3a-unit-1-lesson-1

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. 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 mid-unit 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 begin to practice citing evidence to support an opinion, specifically: ‘Sports are an important part of American culture.’ Then, they identify supporting evidence for the opinion, organize their ideas, and write an opinion paragraph using the opinion and supporting details they identified.

This is the first 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 (e.g., [EN]). Where [ALL] is indicated, it means that the scaffold is intended for all levels of students. Scaffolds are gradually reduced as student become more proficient in English.

The following table displays the Expeditionary Learning lesson components as well as the additional supports and new activities (scaffolds and routines) AIR has provided to support ELLs/MLLs.

Why Are Sports Important in American Culture?

<table>
<thead>
<tr>
<th>Expeditionary Learning Lesson Component</th>
<th>AIR Additional Supports</th>
<th>AIR New Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gallery walk</td>
<td>Tailor sentence frames to particular content.</td>
<td>Provide a glossary and enhance background; use peer partners, modeling, and sentence starters.</td>
</tr>
<tr>
<td>Work Time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 There was not RRF feedback on these lessons. These lessons incorporate round 1 NYS educator feedback and feedback from the March Albany meeting.
<table>
<thead>
<tr>
<th>Inferring from text: tea party protocol</th>
<th>Provide clearly written and easily accessible definitions of <em>quote</em>, provide a quote as a model, and gloss the words in the quote; partner ELLs/MLLs with English-proficient partners who ideally are bilingual.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key vocabulary to deepen understanding: Introduction of vocabulary cards</td>
<td>Teach students about word learning strategies and help them apply these strategies; provide glossaries; encourage partner work.</td>
</tr>
<tr>
<td>Revise inferences: Why are sports important in American culture</td>
<td>Partner students.</td>
</tr>
<tr>
<td>Closing and Assessment</td>
<td>Partner students; provide students with an opportunity to talk about the importance of sports in their home culture.</td>
</tr>
<tr>
<td>Homework</td>
<td>Give ELLs/MLLs at the entering and emerging levels an opportunity to read in their home language and provide them with some home-language resources; help students determine their English lexile levels and make sure that English texts at this level are available for them to read. Provide audio recordings for these books if possible. Teach students to use on-line dictionaries to find the proper meanings for unknown vocabulary encountered in the texts.</td>
</tr>
</tbody>
</table>

**Tea Party Protocol Cards**  
There is not connected text that accompanies this lesson. Instead students have access to quotes about sports in American culture.

1. **Opening**  
A. **Gallery Walk: Sports in American Culture**

**Expeditionary Learning Teacher and Student Actions**  
*The teacher* introduces the module; asks what *barrier* means; asks students to think-pair-share the meaning of culture; introduces the learning target; asks students to define *observations*; reviews the gallery walk protocol; distributes students’ journals and tells student they will record observations (notices) and questions (wonders) in their journals; gives students time to
move around the room to record observations and questions; and has students share observations and questions about the pictures.

**AIR Additional Supports**
The Meeting Students’ Needs section is too generic to support ELLs/MLLs. It is not the steps of the gallery walk that will confuse ELLs/MLLs but the content they are reading. The sentence frames have to be tailored to particular content. Add two activities to provide support for ELLs/MLLs: (1) glossary and background information and (2) peer partners, modeling, and sentence starters.

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**Glossary and Background Text (AIR New Activity 1 for Gallery Walk)**

**AIR Additional Supports**
Prior to the gallery walk, provide definitions for key words.

**AIR Instructions for Teachers**
- Provide additional support to help ELLs/MLLs understand the meanings of target words: barrier, culture, and observations. *Barrier* and *observations* can be glossed with first-language translations or comprehensible English definitions. The word *culture* can be taught using a brief passage that explains the concept.
- Give students an opportunity to talk about the importance of sports in their home country culture.
- Translate English instructions into the home language for ELLs/MLLs at the entering and emerging lessons to the extent possible.

**AIR Instructions for Students**
The definitions for barrier and observations follow:

*barrier*—something that blocks the way

*observations*—something noticed by watching or listening

Read the following passage about the importance of sports in the United States with a partner and answer the questions associated with it. It will help you understand the meaning of the word *culture*. Words that are underlined are glossed.

<table>
<thead>
<tr>
<th><strong>Text</strong></th>
<th><strong>Glossary</strong></th>
</tr>
</thead>
</table>
| Sports in the United States are an important part of the *culture*. American people enjoy watching and playing sports in their free time. The four most popular sports are baseball, basketball, football, and hockey. Sports are not just important because they are a popular American *pastime*. They help teach values such as fairness, *justice*, and teamwork. Sports also bring together Americans from different backgrounds, races, | *culture*—a group of people’s traditions or way of acting  
*pastime*—hobby or interest  
*justice*—fairness  
*racial segregation*—separation by race  
*equally*—the same |
and countries. During a time of **racial segregation**, sports helped Americans understand that all people should be treated **equally**.

**Supplementary Questions**

Why are sports an important part of American culture? [ALL]

Sports are an important part of American culture because________________________. [EN, EM, TR]

Think about an important sport in your home country or your family’s home country. Is this sport an important part of the culture of your home country? Explain why. [ALL]

People in my home or my family’s home country of _____________ enjoy watching and playing __________________. This sport is an important part of my family’s home culture because____________________. [EN, EM, TR]

**Peer Partners, Modeling, and Sentence Starters (AIR New Activity 2 for Gallery Walk)**

**AIR Additional Supports**

Prior to the gallery walk, pair ELLs/MLLs at the entering and emerging level with English-proficient students (who ideally are proficient in the paired student’s home language) so that they can talk together about the photographs.

Provide models of teacher and student discourse associated with each picture and sentence starters to help ELLs/MLLs with this conversation. Provide classroom instructions in the home language to the extent possible for ELLs/MLLs at the entering and emerging levels.

**Model of teacher talk that defines the words notice and wonder in context:** Look at this picture of the famous American baseball player Babe Ruth (available at following link: [http://www.loc.gov/loc/lcib/0912/detail/americana3.html](http://www.loc.gov/loc/lcib/0912/detail/americana3.html)). Let’s talk about what we see, or notice, about this picture. Then, let’s talk about what we wonder or would like to find out, about this picture. For example, in this picture, I notice that the picture looks very old.

**Model of student talk:** It is black and white; the baseball uniform looks very different from the uniforms today. I also notice that the symbol on the baseball player’s hat (“NY”) is the same symbol for the New York Yankees baseball team today. I wonder why Babe Ruth looks so serious. I also wonder whom he gave this picture to because I notice that he signed it “Yours truly, Babe Ruth.”

**Sentence Starters:** Now it’s your turn to walk around with a partner, choose your own pictures, and talk about what you see or notice and what you would like to know or wonder about them. Use the words “In this picture, I notice…” and “In this picture, I wonder…” to talk about what you see and what you would like to know more about from the picture.

**2. Work Time**

**A. Inferring From Text**

**Expeditionary Learning Teacher and Student Actions**

*The teacher* introduces learning targets; asks students to think-pair-share the meanings of *quotes* and *inference*; refers to Modules 1 and 2 work with quotes and inference if students...
have difficulty recalling the meanings of those words; asks students to define effective listening; tells students that they will use tea party protocol to read quotes from historical figures; reminds students that they have used tea party protocol already in Module 2; distributes tea party protocol cards (two of each card); gives directions for preparing for the tea party; has students read quotes and write inferences from the quotes; gives directions for the tea party; has students walk around the room reading quotes and discussing inferences; has students find a classmate with the same quote and then a classmate with a different quote to compare and contrast their quotes and inferences; and has students turn and talk with a peer to infer the importance of sports in American culture.

**AIR Additional Supports**

Rather than asking pairs to come up with the meanings of the words *quotes* and *inferences*, provide clearly written and easily accessible definitions of *quote*, provide a quote as a model, and gloss the words in the quote.

To scaffold this activity for ELLs/MLLs,
- Define the meaning of the quote and gloss key words and phrases in each quote
- Defining the word inference and provide an example of an inference
- Partner ELLs/MLLs with English-proficient partners who ideally are bilingual. Bilingual partners could translate the quotes to an ELL’s home language, and the discussion could be in the home language, but the results could be reported out in English. Alternatively, the quotes could be translated into a student’s home language.

**AIR Instructions for Teachers: Quotes**

- Define the word quote and provide some information about it: *Quote* means to repeat the exact words used by someone else. You can repeat someone else’s words when you are speaking or writing, but you must make sure to say or write that these words were spoken or written by someone else. In writing, quotes start and end with double lines called quotation marks. We write the author’s name at the end with a little line or dash in front of his or her name. This is to make sure that everyone knows these are someone else’s words and not our own.

- Provide an example of a quote: “Most people are in a factory from nine till five. Their job may be to turn out 263 little circles. At the end of the week, they’re three short, and somebody has a go at them. On Saturday afternoons, they deserve something to go and shout about.”—Rodney Marsh, former professional soccer player

- [scaffolding_instruction_for_ells-resource_guide_for_ela_Part_2-final-edTRACKED.docx](scaffolding_instruction_for_ells-resource_guide_for_ela_Part_2-final-edTRACKED.docx)
  Gloss words and phrases that appear in the quote. Words to be glossed might include *till* (up to); *turn out* (produce, make); *three short* (three less; e.g., 17 is three short of 20); *have a go at* (yell at); *deserve* (have a right to); and *shout about* (feel proud or happy about).

**AIR Instructions for Teachers: Inferences**

Tell students that an inference is a conclusion or opinion about something from known facts or evidence.

Provide sentence frames for ELLs/MLLs with entering, emerging, and transitioning levels of proficiency.

**AIR Instructions for Students: Inferences**

What is the meaning of the word inference?
Re-read the quote and complete the sentences. Use the glossary to help you.

Most people work ____ hours a day. [EN, EM, TR]

They have to turn out or make 263 things Rodney Marsh called _____________. [EN, EM, TR]

At the end of the week, they made ____________ less than they were supposed to make. [EN, EM, TR]

Someone has a go at or ___________ at them. [EN, EM, TR]

Next the author tells us that on Saturday afternoons, they deserve something to go and shout about.

On the weekend, people have a right to or _________ something to go and shout about or be ___________ about. [EN, EM, TR]

In this quote, we make an ___________ that sports are important because they give people something to be _________ about. The author does not tell us this directly. He gives us clues that tell us that is what he means. [EN, EM, TR]

<table>
<thead>
<tr>
<th>B. Key Vocabulary to Deepen Understanding: Introduction of Vocabulary Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expeditionary Learning Teacher and Student Actions</strong></td>
</tr>
<tr>
<td>The teacher places students in pairs; introduces learning target; begins vocabulary strategies anchor chart; asks students to recall vocabulary strategies used in previous modules related to using context clues; has students share strategies they have used; records ideas on anchor chart (keeps posted for reference); tells students the purpose of defining new and key (important) words in text; tells students that in Unit 2, they will record vocabulary words on index cards; distributes index cards and gives directions; has students reread quote, circle unknown or key words, write unknown words on new index cards, and use context clues to infer the meaning of each word; has students turn to a partner to discuss words’ meanings and write definition or picture on a card; and distributes vocabulary folder to store index cards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AIR Additional Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student-Directed Learning: Word-Learning Strategies</strong></td>
</tr>
<tr>
<td>Teaching students about word learning strategies and helping them apply these strategies is incredibly important and should be provided to ELLs/MLLs at all levels of proficiency. Use of affixes may be helpful but only if students know the meaning of the root and understand how roots and affixes can be manipulated to create meaning. Moreover, the same prefix can have multiple meanings, and so care needs to be taken with instruction in this strategy. During the year, teachers might concentrate on the 20 most frequent prefixes. See the new activity 3 for a list of these prefixes. A useful strategy for ELLs/MLLs is using online bilingual dictionaries (if they are literate in their home languages) or English children’s dictionaries. It is important to teach students to try to find the word meaning in the dictionary that matches the word’s use in the passage. Using context clues will help them locate the right dictionary word for the quote. See AIR new activity 4 for examples of good online dictionaries. For ELLs/MLLs whose home language shares cognates with English, using cognate knowledge is very effective for ELLs/MLLs at all levels of proficiency. AIR suggests some strong minilessons on cognate use, having students put stars next to all target...</td>
</tr>
</tbody>
</table>
vocabulary that are cognates, and providing ELLs/MLLs with opportunities to use their first-language cognate knowledge to figure out the meanings of English cognates.

**Teacher-Directed Instruction**
The current activity has students use context to infer word meanings. As previously noted, we suggest having ELLs/MLLs use glossaries created for a lesson or online dictionaries to figure out the meanings of words they do not know. After students look up the word, they can then turn to a partner to discuss word meaning and write definition or picture on card. See new activity 4

**Partner Work**
ELLs/MLLs at the entering and emerging levels of proficiency would ideally be placed with bilingual partners who can support them by using the home language to translate challenging English vocabulary. ELLs/MLLs should be partnered with peers who are stronger in English to the extent possible.

**Prefixes (AIR New Activity 1 for Key Vocabulary)**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>un</strong> = not, against, opposite</td>
<td><strong>pre</strong> = before</td>
</tr>
<tr>
<td><strong>re</strong> = back, again</td>
<td><strong>inter</strong> = between, among</td>
</tr>
<tr>
<td><strong>in, im, ir, il</strong> = not</td>
<td><strong>fore</strong> = before</td>
</tr>
<tr>
<td><strong>dis</strong> = not, opposite of, reverse, separate, deprive of, away</td>
<td><strong>de</strong> = from, down, away, to do the opposite, reverse, against</td>
</tr>
<tr>
<td><strong>en, em</strong> = put into, make, provide with, surround with</td>
<td><strong>trans</strong> = across, beyond, change</td>
</tr>
<tr>
<td><strong>non</strong> = not</td>
<td><strong>super</strong> = over, above</td>
</tr>
<tr>
<td><strong>in, im</strong> = into, on, near, towards</td>
<td><strong>semi</strong> = half, partial</td>
</tr>
<tr>
<td><strong>over</strong> = too much</td>
<td><strong>anti</strong>—against, opposite</td>
</tr>
<tr>
<td><strong>mis</strong> = wrong, bad, badly</td>
<td><strong>mid</strong> = the middle of</td>
</tr>
<tr>
<td><strong>sub</strong> = under, below, from, secretly, instead of</td>
<td><strong>under</strong> = not enough</td>
</tr>
</tbody>
</table>

---

Bilingual Dictionaries (AIR New Activity 2 for Key Vocabulary)

Here are some high-quality online bilingual dictionaries. Bilingual dictionaries should be provided for low-incidence languages also. An example is the Karen dictionary by Drum Publications.

Wordsmyth (http://www.wordsmyth.net/)
Cambridge Learner’s Dictionary (http://dictionary.cambridge.org/dictionary/learner-english/),
Word Reference (http://www.wordreference.com/).

High-quality online English dictionaries are Wordsmyth (http://www.wordsmyth.net/) and Merriam-Webster’s Learner’s Dictionary (http://www.learnersdictionary.com).

Glossaries for Quotes (AIR New Activity 3 for Key Vocabulary)

Here are several quotes from this lesson and glossaries for them.

<table>
<thead>
<tr>
<th>Text</th>
<th>Glossary</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Sport is a preserver of health.” —Hippocrates, ancient Greek doctor and sports fan</td>
<td>sport—an activity in which people compete (try to win) with each other</td>
</tr>
<tr>
<td>“The key is not the will to win—everybody has that. It is the will to prepare to win that is important.” —Bobby Knight, former college basketball coach.</td>
<td>preserver—something that keeps something safe from loss or harm</td>
</tr>
<tr>
<td>“Sports do not build character. They reveal it.” —Heywood Broun, former sportswriter.</td>
<td>health—the condition of one’s body or mind</td>
</tr>
<tr>
<td></td>
<td>key—something that allows or helps someone achieve or do something successfully</td>
</tr>
<tr>
<td></td>
<td>will—the power of the mind to do something</td>
</tr>
<tr>
<td></td>
<td>prepare—make ready</td>
</tr>
<tr>
<td></td>
<td>important—significant; having great consequence</td>
</tr>
<tr>
<td></td>
<td>build—make stronger or larger</td>
</tr>
<tr>
<td></td>
<td>character—ability to know right from wrong</td>
</tr>
<tr>
<td></td>
<td>reveal—show or tell</td>
</tr>
</tbody>
</table>

Expeditionary Learning Teacher and Student Actions

In pairs, teacher has students revise tea party cards to reflect new understanding of vocabulary; asks students to turn and talk about changes and rationale; and has several students share with the class.

AIR Additional Supports

Partner students. ELLs/MLLs who are at the entering and emerging level could rewrite in their home language if literate in their home language, and their bilingual partner could help translate the rewrite into English.
With the additional scaffolding ELLs/MLLs have been provided, they should be able to engage in this task without additional scaffolding

Example: N/A

3. Closing and Assessment

A. Debrief and Review of Learning Targets

**Expeditionary Learning Teacher and Student Actions**

*The teacher* asks students why sports are important in American culture; has students support answer by drawing from gallery walk and tea party activities; has several students share responses with the class; reads each learning target aloud; has students use their thumbs to indicate their level of mastery (up indicates “I got it”; sideways indicates “I got it somewhat”; down indicates “I do not understand it yet”); notes which students need more support with text or vocabulary; and reviews journals as well as tea party and vocabulary cards for student understanding.

**AIR Additional Supports**

- Give all ELLs/MLLs an opportunity to discuss these questions with a partner first before reporting to the group.
- Provide students with an opportunity to talk about the importance of sports in their home culture.

Example: N/A

4. Homework

A. Homework

**Expeditionary Learning Teacher and Student Actions**

The teacher tells the students that they are expected to read at home from a book related to the module from the Recommended Text list and that the book should be at their independent reading level. The teacher informs the students that they may be assigned additional reading or writing tasks.

**AIR Additional Supports**

Give ELLs/MLLs at the entering and emerging levels an opportunity to read in their home language and be provided with some first-language resources. For Spanish speakers, find their lexile reading level for Spanish texts.

Help students determine their lexile level in English and make sure that English texts at this level are available for them to read. Ideally, they would be given an opportunity to choose from a variety of texts at their level to help ensure they are motivated to read. Wide reading of comprehensible text is an excellent method of building both content knowledge and English proficiency. If any of these books have audio recordings, they also could be provided along with the books. Because ELLs/MLLs will still encounter unknown
vocabulary at this level, they should be taught to use on-line dictionaries to find the proper meanings for unknown vocabulary encountered in the texts.

<table>
<thead>
<tr>
<th>Support for Finding Independent Reading Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help students find independent reading materials at the appropriate lexical level. Resources such as lexile.com can be used to quickly assess student level and direct students toward appropriate reading choices.</td>
</tr>
<tr>
<td>Website: <a href="http://lexile.com/findabook">http://lexile.com/findabook</a></td>
</tr>
<tr>
<td>Tutorial: <a href="http://www.youtube.com/user/learningoasis">http://www.youtube.com/user/learningoasis</a></td>
</tr>
</tbody>
</table>
Public Consulting Group Lessons
Overview

The first lesson of Unit 1 introduces students to close reading and learning vocabulary from context. Students are introduced to the purposes of close reading and being learning to read closely as they examine an excerpt from Karen Russell’s short story, “St Lucy’s Home for Girls Raised by Wolves”. Because this is the first lesson of the curriculum students are introduced to Accountable Independent Reading and assigned the homework task of selecting a text. In lessons 2 and 3, students will experience the text in its entirely through a teacher read-aloud.

This is the first 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 student become more proficient in English.

The following table displays the Public Consulting Group lesson components as well as the additional supports and new activities (scaffolds and routines) AIR has provided to support ELLs/MLLs.

<table>
<thead>
<tr>
<th>St Lucy’s Home for Girls Raised by Wolves</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Consulting Group Lesson Component</td>
</tr>
<tr>
<td>Introduction of Unit and Lesson Agenda</td>
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<tr>
<td>Introduction to Close Reading</td>
</tr>
<tr>
<td>Initial Read-Aloud</td>
</tr>
<tr>
<td>Close Reading of the Text</td>
</tr>
</tbody>
</table>
Quick Write

| Provide a graphic organizer and sentence frames for ELLs/MLLs at the entering, emerging, and transitioning levels of proficiency. Give ELLs/MLLs proficient in a language other than English an opportunity to elaborate ideas in their home language and then work with a partner to translate them into English. |

Prepare to Write

| Help ELLs/MLLs locate text at their independent reading level and encourage reading in home languages. |

Closing

| Help ELLs/MLLs locate text at their independent reading level and encourage reading in home languages. |

Text

**St. Lucy’s Home for Girls Raised by Wolves**  
_by Karen Russell_

Stage 1: the initial period is one in which everything is new, exciting, and interesting for your students. It is fun for your students to explore their new environment. From the Jesuit handbook on Lycanthropic culture shock.

At first, our back was all hair and snarl and floor-thumping joy. We forgot the barked cautions of our mothers and fathers, all the promises we’d made to be civilized and lady-like, couth and kempt. We tore through the austere rooms, overturning dresser drawers, pawing through the neat piles of the stage 3 girls’ starched underwear, smashing light bulbs with our bare fists. Things felt less foreign in the dark. The dim bedroom was windowless and odorless. We remedied this by spraying exuberant yellow streams all over the bunks. We jumped from bunk to bunk spraying. We nosed each other midair, our bodies buckling in kinetic laughter. The nuns watched us from the corner of the bedroom, their tiny faces pinched with displeasure.

1. Introduction of Unit and Lesson Agenda

**Public Consulting Group Teacher and Student Actions**

Review the agenda for the lesson; explain to students that they will learn to read closely and use evidence from their reading for discussion and writing; pass out copies of the tool containing the standards; introduce the standards by reading them aloud while students listen; ask students to reread standards on their own and talk with a partner about the standards; and help students define words that might be challenging.

**AIR Additional Supports**

Prepare student objectives for the standards that are displayed next to the standards. Student-friendly language is modeled in the example following. The standards should be explained...
Instructions for Students
In this lesson, you will learn about close reading and learning vocabulary from context. You also will have a chance to practice meeting these standards with an easier 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.
Student Objective RL.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.9-10.4: 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.
Student Objective RL.9-10.4: I will figure out the meanings of words and phrases by using context. Using context means using the words or phrases that come before or after the word you are trying to figure out.

2. Introduction to Close Reading

Public Consulting Group Teacher and Student Actions
Distribute copies of the text; ensure that students note the author, title, and type of text; lead a discussion about close reading.

AIR Additional Supports
Introduce the book, author, and genre and help students understand what the title means by clarifying unfamiliar vocabulary through questions about particular words.

Instructions for Teachers
The title of this piece is “Saint Lucy’s Home for Girls Raised by Wolves.”
The author is Karen Russell. This is a short story, and it is fiction. [Explain fiction, short story.]
What is a home for girls? [Use student responses to guide them to the right definition.]
Look at the title carefully. What does it tell us about the girls? [They were raised by wolves.]
What does the word raised mean?
Think about girls raised by wolves. How do you think they might behave or act? [Accept all reasonable responses.]
Today we will read the first page of this story to find out.

3. Initial Read-Aloud

Public Consulting Group Teacher and Student Actions
Students listen and read along as the first section of the text is read aloud; students share thoughts with a partner; and pairs report to the class what they have understood from the text.

AIR Additional Supports
Assess cold-read comprehension with small chunks of text. Prior to reading, a guiding question should be posed to the students. After the reading, have students answer several questions in writing about the text to assess comprehension. Important words in the questions are defined in context.

**Air Instructions for Teachers**
Give the students a small piece of text to read and ask them questions about it.

**Air Instructions for Students**
Answer the questions below.

**Guiding Question**
The initial, or first, stage of acculturation is new, exciting, and interesting. What details in the text illustrate, or show, this?

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>joy</td>
</tr>
<tr>
<td>couth</td>
</tr>
<tr>
<td>dresser drawers</td>
</tr>
<tr>
<td>kempt</td>
</tr>
<tr>
<td>civilized</td>
</tr>
<tr>
<td>tore</td>
</tr>
<tr>
<td>pawed</td>
</tr>
<tr>
<td>lady-like</td>
</tr>
</tbody>
</table>

**Supplementary Questions** (pre-reading assessment)
What word describes the pack’s initial, or first, feeling? [ALL]
The pack felt full of _______________. [EN, EM, TR]

How did the pack’s parents tell them to behave? [ALL]
They were told to be _______ and _______., ________, and __________. [EN, EM]
They were told to be ___________________________________. [TR]

What two actions showed they were excited? [ALL]
They __________ through the rooms. They overturned _________. They ________ through neat piles of underwear. [EN, EM]
They ___________. They also _______________. [TR]

**Guiding Question**
The initial, or first, stage of acculturation is new, exciting, and interesting. What details in the text illustrate, or show, this? [ALL]

**Enhancing Background Knowledge (AIR New Activity1 for Initial Read Aloud)**

**AIR Additional Supports**
This activity is additional for all ELLs/MLLs to provide them with the background knowledge they need to comprehend the text. It occurs prior to the close reading. It may be historical background knowledge presented through text or multimedia, graphics that help display context related to a reading (e.g., map of the home of Anne Frank; diagram of the Washington Mall), or concept words needed to make sense of the text. What follows is a model of a background lesson for culture shock. In this passage, a brief activity is provided to familiarize students with the phrase “culture shock” by using a brief text in English. Other activities to enhance background knowledge might include providing a translation of the text in students’ home language for ELLs/MLLs (at the entering and emerging levels.)
doing this, teach the meaning of the word *stage* as it is used in this context. Students might also learn about wolves (they live as packs) and the actions they might engage in (e.g., snarl, bark, paw, spray, and nose). Finally, explain the meaning of epigraph and ask about it. In *literature*, an epigraph is a phrase, *quotation*, or *poem* that comes at the beginning of a document or part of a document. Some uses of epigraphs are as introductions or prefaces or as summaries. (In this passage, what text is the epigraph?)

**AIR Instructions for Teachers**
Ask students: What is the passage about? [Anticipated response: The passage is about a home for girls raised by wolves.]
Say to students: In the story, we will be reading about the different stages of culture shock.
Review student instructions.
Present background materials to students.
Have students work in pairs to answer the supplementary questions.
Review answers with students.

**AIR Instructions for Students**
Read the text.
The underlined words are defined for you.
Work with a partner to answer the supplementary questions.
We will discuss your responses as a class when you finish.
[If applicable: Use the word bank and sentence frames to complete the sentences after the text.]

---

**Word Bank**

| confusion | immigrates | excitement | mastery |

**Guiding Question(s)**

*Note: Usually, guiding questions are important, but they are not necessary for this text.*

**Text**

**Background Information Text**
Culture shock is the disorientation or confusion a person may feel when experiencing an unfamiliar way of life. Culture shock can occur, or happen, when a person immigrates, or moves to a new country. Culture shock can consist of four distinct, or different, stages: *excitement*, *confusion*, *adjustment*, and mastery, or success at getting used to a new country.

**Supplementary Questions**

What is culture shock? [ALL]
Culture shock is ______ when experiencing an unfamiliar way of life. [EN, EM]
Culture shock is __________________________. [TR]
When can culture shock occur? [ALL]

Culture shock can occur when a person ________ to a new country. [EN, EM]
Culture shock can occur when ______________________________. [TR]

What is the first stage of culture shock? [ALL]

The first stage of culture shock is ___________. [EN, EM, TR]

What is the last stage of culture shock? [ALL]

The last stage of culture shock is _______________. [EN, EM, TR]

Partner Talk: If you have immigrated to the United States or have parents who immigrated to the United States, discuss what it was like to experience an unfamiliar way of life. Do you think the experiences might be classified as culture shock? If so, at what stages might you classify them? [ALL]

Building Vocabulary (AIR New Activity 2 for Initial Read Aloud)

**AIR Additional Supports**

Students are pre-taught words that are important for understanding the text, frequent across content areas, and abstract. The words that should be pre-taught in this lesson are based on text analysis using the academic word list analyzer: period, environment, and culture. Extended instructional techniques are used to teach these words. Other words are identified for instruction because they are frequent in the text and important for understanding the text but tend to be less abstract. A glossary for these words is provided to students. During a teacher read aloud of the text, target words can be defined using definitions from the glossary. 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). It is helpful if students have versions of the text with glossed words underlined.

**AIR Instructions for Teachers**

Review student instructions.

Pre-teach vocabulary selected for extended instruction. This vocabulary will be important for understanding the text and abstract.

During an oral read-aloud define target words that are challenging.

Familiarize students with their glossary and tell them they will be using it during close reading.

**AIR Instructions for Students**

Your teacher will pre-teach several key words.

Your teacher will define other words as he or she reads the text aloud.

The glossary will help you during your close reading of the text. As you encounter a 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.
4. Close Reading of the Text

**Public Consulting Group Teacher and Student Actions**

Students are instructed to reread the text and epigraph and draw boxes around unfamiliar words; students are asked to find clues to the meanings of the words they have identified; students share words, and classmates provide definitions; students write words on sticky notes or their text; students are asked to define *lycanthropic culture shock* on the basis of the clues in the title and epigraph; students answer scaffolding questions to help them figure out its meaning and share their responses with the class; students are asked to define *initial*; students are asked to work in pairs to answer text-dependent questions; they report their answers; to summarize the close reading, students are asked to report on something that was unclear during the first read but is clearer now.

**AIR Additional Supports**

In working with ELLs/MLLs, more direct instruction and support is provided to enable students to make sense of the text. A reading response chart that lists questions and provides spaces for answers also is provided. During the first close read, students read for key ideas and details. During the second close read, students annotate for key ideas and details. During the third read, students read to meet other standards.

Engaging in Scaffolded Close Reading: (AIR New Activity 1 for Close Reading of Text)

**AIR Additional Supports**

Engage students in a scaffolded close reading.

**Air Instructions for Teachers**

First, pose a guiding question or questions about the text that aligns with reading standards 1–3. Have students work together to answer supplementary questions that will lead them to a fuller comprehension of the text and to the answer to the guiding question(s). Discuss student responses to the supplementary questions, and ask students correct their answers. Prior to answering the guiding question in writing, have the class discuss their answers as a group. After the discussion, have students enter their responses.

**Air Instructions for Students**

In this first close reading, you will be answering questions about the key ideas and details in the text. Your teacher will read the guiding question. Read the guiding question to yourself but don’t try to answer it yet. 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 to the guiding question(s).

**Guiding Question**

Stage 1 is new, interesting, and exciting. What details in the text reveal, or show, this?
“Stage 1: the initial period is one in which everything is new, exciting, and interesting for your students. It is fun for your students to explore their new environment.”—From the Jesuit handbook on lycanthropic culture shock. At first, our back was all hair and snarl and floor-thumping joy. We forgot the barked cautions of our mothers and fathers, all the promises we’d made to be civilized and lady-like, couth and kempt. We tore through the austere rooms, overturning dresser drawers, pawing through the neat piles of the stage 3 girls’ starched underwear, smashing light bulbs with our bare fists. Things felt less foreign in the dark. The dim bedroom was windowless and odorless. We remedied this by spraying exuberant yellow streams all over the bunks. We jumped from bunk to bunk spraying. We nosed each other midair, our bodies buckling in kinetic laughter. The nuns watched us from the corner of the bedroom, their tiny faces pinched with displeasure.

**Supplementary Questions**

1. What words describe the initial, or first, stage of culture shock? [ALL]
   - The words that describe the initial phase of culture shock are ________, _______, and ___________. [EN, EM]
   - The words that describe the initial phase of culture shock are ___________________. [TR]

2. During the initial stage, what is fun for students? [ALL]
   - It is fun for them to _______ their new ___________. [EN, EM]
   - It is fun for them to _______________________. [TR]

3. What word describes the pack’s initial feeling? [ALL]
   - The pack felt full of _______________. [EN, EM, TR]
How did the pack’s parents tell them to behave? [ALL]
They were told to be _______ and ___________, ________, and _____________. [EN, EM]
They were told to _______________________________. [TR]

Name five actions that showed that they behaved differently. [ALL]
They __________ through the rooms. They overturned __________. They ____________
through neat piles of underwear. They ____________ light bulbs. They ____________ from
bunk to bunk. [EN, EM]
The first action was _____________. The second action was _________________. The
third action was _____________. The fourth action was _____________. The fifth action
was _____________. [TR]

Who was watching them? [ALL]
The ___________ were watching them. [EN, EM]
_____________ were watching them. [TR]

What word describes how the people watching them felt? [ALL]
The word is ________________. [EN, EM, TR]

Guiding Question(s)
Stage 1 is new, exciting, and interesting. What details in the text illustrate, or show, this?
___________________________________________________________

Annotating the Text for Key Ideas and Details (AIR New Activity 2 for Close Reading)

AIR Additional Supports
After the scaffolded close reading, students should be asked to read the portion of the text on
their own, locate any other words they would like to understand, and create any additional
questions they might have about the text. Debrief the class and have students help one
another to define words and clarify passages. Support students as necessary.

Air Instructions for Teachers
Review student instructions for annotating text.
After students annotate, have students work together to define unknown words and answer
questions.
Provide definitions for unknown words and answers to questions, as necessary.

Air Instructions for Students
Now reread 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.

After a few minutes, your classmates and teacher will help you define the words you do not
know and answer the questions you have.

Write up to five words or phrases you still do not know.
Revisiting the Text to Meet Other Standards (AIR New Activity 3 for Close Reading)

**AIR Additional Supports**
After students engaged in a scaffolded close reading to understand the main idea and details, the text is revisited to help build their knowledge and skills related to other reading standards as well as to listening, speaking, and language standards.

Revisiting the text to meet other standards can be accomplished in different ways. For example, explain and model a new skill, and have students then practice their new skill by answering questions related to the target text. ELLs/MLLs at the entering, emerging, and transitioning levels of proficiency should use sentence frames and word banks to answer the supplementary questions. ELLs/MLLs at the transitioning level should use sentence starters and word banks to answer the supplementary questions.

**Instructions for Students**
Sometimes you can use context to figure out word meanings. That means you can look at the words and phrases that come before or after the word you do not know to help you figure out the unknown word’s meaning. Look at the sentence: Tom is exhausted every day after work. As soon as he comes home, he takes a nap. What words or phrases might help you understand what the word *exhausted* means? [Anticipated response: As soon as he comes home, he takes a nap.] What do you think it means?

Now you will practice using context to figure out words you might not know. Work with a partner to answer the questions. Your teacher will review the answers with the class.

**Guiding Question**
Use context to figure out what *lycanthropic* means.

**Word Bank**
The girls nose wolves paw
think
**Supplementary Questions**

Who in the text is experiencing culture shock? [ALL] [The girls] _______________ are __________ culture shock. [EN, EM]

The girls are __________________________. [TR]

Are the girls ordinary girls? [ALL] [No]

How do you know? [ALL] [They nose and paw, etc.]

I know because they _______________ and ____________. [EN, EM]

I know because ______________________________. [TR]

What are they? [ALL] [girls who think they are wolves] They are girls who __________________ they are __________. [EN, EM]

They are _______________________. [TR]

So what do you think lycanthropic might mean? [ALL]

I think lycanthropic might mean __________________________. [EN, EM, TR]
### 5. Quick Write: Independent Writing

#### Public Consulting Group Teacher and Student Actions
The teacher introduces the quick write, shares the quick write question, and considers sharing a model response that indicates how to cite evidence from the text; students work together to complete the quick write.

#### AIR Additional Supports
Provide a graphic organizer and sentence frames for ELLs/MLLs at the entering, emerging, and transitioning levels of proficiency. For ELLs/MLLs at the expanding level, there may be sentence starters for each section (introduction, evidence, and conclusion). ELLs/MLLs proficient in a home language other than English and at the entering and emerging levels of proficiency might be given an opportunity to elaborate ideas in their home language and then work with a partner to translate them into English prior to writing.

#### AIR Instructions for Teachers
Review student instructions with the whole class.

#### AIR Instructions for Students
Work independently to write a response to the essay prompt in the space provided. 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 specific phrases and words reveal the connection between the epigraph and first paragraph of the story? [ALL]

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are specific words and phrases ____________________ ] [EX]</td>
</tr>
<tr>
<td>There are specific words and phrases in the _____________ that connect it to the ____________ ____________. [EN, EM, TR]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the epigraph the author ________________________. [EX]</td>
</tr>
<tr>
<td>In the epigraph, the author uses the following words to describe the first stage: ________________________. [EN, EM, TR]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the first paragraph _____________________. [EX]</td>
</tr>
<tr>
<td>In the first paragraph, the author uses the following words and phrases to show excitement: ________________________. [EN, EM, TR]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a connection _____________________. [EX]</td>
</tr>
<tr>
<td>There is a connection between these sets of words because both sets of words show _________________. [EN, EM, TR]</td>
</tr>
</tbody>
</table>
Preparing to Write (AIR new activity for Quick Write)

**AIR Additional Supports**
An opportunity for students to complete a graphic organizer with a partner should be included to help them write independently. To complete the graphic organizer, students will have to find evidence from the text. For students at the entering, emerging, and transitioning levels of proficiency, sentence frames such as those given here might be used. For students at the expanding level of language development, graphic organizers such as double webs or T-charts that target connections between the epigraph and the first paragraph might be used.

**AIR Instructions for Teachers**
Review student instructions with the whole class.

**AIR Instructions for Students**
Work with a partner to fill in the graphic organizer. 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 specific phrases and words reveal the connection between the epigraph and first paragraph of the story?

**Graphic Organizer**

**Reread the epigraph**
1. What words does the author use in the epigraph to describe the initial period? The author uses the words __________, ____________, and _______. [EN, EM, TR]

**Reread the first paragraph**
One phrase that describes the initial period is _______ _______ _______. [EN, EM, TR]

The students do things that indicate excitement. Name some of them.
- They _______ through the rooms. They _______ the dressers. They _______ from bunk to bunk. [EN, EM, TR]

6. **Closing**

**Public Consulting Group Teacher and Student Actions**
The teacher explains to students that homework is part of the daily routine and that students are expected to participate in accountable independent reading. Students are expected to read at their independent reading level and to read things that interest them. Ideas for holding students accountable include reading logs, reading journals, wiki postings, peer-teacher conferencing, and blogging.

**AIR Additional Supports**
Accountable independent reading is incredibly important for all students, including ELLs/MLLs. Guidance should be provided to students to help them locate text at their independent reading level. ELLs/MLLs at the entering and emerging levels who are literate in their home language might be encouraged to read a text in their home language, especially if the selections are themed to those of the mainstream English reading selections.
Grade 9: Module 1, Unit 3, Lesson 1: Wisely and slow; they stumble that run fast

https://www.engageny.org/resource/grade-9-ela-module-1-unit-3-lesson-1

Unit Overview

In this unit, students continue to develop habits and skills related to close reading, annotation, using evidence, building vocabulary, and participating in structured discussion, and they do so with text that is more qualitatively complex than in earlier units. This may be students’ first exposure to Shakespeare and the format of a play, and so instruction includes a focus on Shakespeare’s use of language and on the organization of the play. Students will study the structure of his language and speeches for craft and impact on character development.

Students alternate reading and viewing Shakespeare’s *Romeo and Juliet*, continuing their study of how authors develop complex characters. They follow the development of *Romeo and Juliet* from the time each character is introduced, collecting evidence on how the two characters develop across all five acts of the play as revealed by Shakespeare’s language and their interactions with other characters. Throughout the reading and viewing of the play, students examine Shakespeare’s rich use of figurative language, word play, and powerful cadence.

Although this unit serves as an introduction to Shakespeare, it does not delve into the world and works of Shakespeare. Students study both the written text and Baz Luhrmann’s 1996 film version of the play. Key scenes are read and analyzed closely, according to their pivotal role in the play and their historic and cultural relevance in the wider range of reading. Luhrmann’s film addresses the text between the selected excerpts to allow students to contextualize their close readings. Some parts of the play will be viewed without reading the script, and others will be read closely without viewing.

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 student become 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/MLLs.

### Wisely and Slow: They Stumble that Run Fast

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<tr>
<th>Public Consulting Group Lesson Component</th>
<th>AIR Additional Supports</th>
<th>AIR New Activities</th>
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</thead>
<tbody>
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<td>Introduction of Lesson Agenda</td>
<td>Provide student-friendly objectives.</td>
<td></td>
</tr>
<tr>
<td>Homework Accountability</td>
<td>Give students support to help them share out the previous lesson’s AIR homework assignment.</td>
<td></td>
</tr>
<tr>
<td>Public Consulting Group</td>
<td>AIR Additional Supports</td>
<td>AIR New Activities</td>
</tr>
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</tr>
<tr>
<td>Lesson Component</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opening Activity</td>
<td>Teach ELLs/MLLs about affixes and roots.</td>
<td></td>
</tr>
<tr>
<td>Masterful Reading and Prologue Handout</td>
<td>Conduct scaffolded close reading with guiding and supplementary questions</td>
<td>Enhance background knowledge and develop vocabulary</td>
</tr>
<tr>
<td>Text Dependent Questions and Activities</td>
<td>Ask craft and structure questions and integration of knowledge and idea questions that are more commensurate with ELLs/MLLs’ skills and knowledge in English</td>
<td>Engage students in scaffolded close reading</td>
</tr>
<tr>
<td></td>
<td>Create groups to include various reading levels and abilities and describe the role and duties of each group member; provide students with the questions in writing so they can refer to them later during the summary.</td>
<td></td>
</tr>
<tr>
<td>Quick Write</td>
<td>Have the students complete the graphic organizer and questions before the Quick Write.</td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td>Ask the students to review the guiding question responses from the scaffolded guided reading to help them write their summaries.</td>
<td></td>
</tr>
</tbody>
</table>

### Text

**Prologue from Romeo and Juliet**

Two households, both alike in dignity,
In fair Verona, where we lay our scene,
From ancient grudge break to new mutiny,
Where civil blood makes civil hands unclean.
From forth the fatal loins of these two foes
A pair of star-cross’d lovers take their life;
Whose misadventured piteous overthrows
Do with their death bury their parents’ strife.
The fearful passage of their death-mark’d love,
And the continuance of their parents’ rage,
Which, but their children’s end, nought could remove,
Is now the two hours’ traffic of our stage;
The which if you with patient ears attend,
That here shall miss, our toil shall strive to mend.
1. Introduction of Lesson Agenda

Public Consulting Group Teacher and Student Actions. The stated purpose of the unit is for students to “continue to develop habits and skills related to close reading, annotation, using evidence, building vocabulary, and participating in structured discussion, and they do so with text that is more qualitatively complex than in earlier units.”

AIR Additional Supports
Put the standards into student-friendly objectives to ensure ELLs/MLLs understand the standards.

Instructions for Teachers
Post the standards, post student-friendly versions of the standards, read the standards and objectives aloud, give students the opportunity to work in pairs to discuss what the objectives mean, and have a pair who has figured out the meaning of the standards share with the class.

Instructions for Students
In this lesson, you will learn to explore what words and phrases mean in *Romeo and Juliet* and have more experience with close reading. Read the

<table>
<thead>
<tr>
<th>Standards and Objectives</th>
<th>Glossary</th>
</tr>
</thead>
</table>
| RL.9-10.4: Determine the meanings 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Student Objective RL.9-10.4: I will figure out the meaning of words and phrases by using context. Using context means using the words or phrases that come before or after the word you are trying to figure out. 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. Student Objective RL.9-10.1: I will answer questions about the text by using information that is stated or written in the text (explicit information) and by drawing inferences from the text (coming up with answers that are not stated or written in the text). | determine—decide  
figurative—not the literal or exact meaning of the word or words. For example, “It’s raining cats and dogs” is a figurative expression. It does not mean that cats and dogs are falling from the sky. It means it is raining hard.  
connotative—the secondary meaning of a word or words in addition to a word’s primary meaning. For example, the primary meaning of the word home is a place to live. A second meaning or connotative meaning of the word home is a place of warmth, comfort, and love.  
analyze—examine and explain  
cumulative—total or complete  
impact—effect or influence  
specific—certain and exact; particular  
tone—the attitude or feeling in a piece of writing. For example, the tone may be humorous, serious, formal, or informal. There are many other types of tones a piece of writing might have.  
Formal means following certain rules or standards and being official or proper. A text that has a formal tone is a school textbook. |
Informal means not formal or not following certain rules or standards. A text message is an example of a text that may have an informal tone.

2. Homework Accountability

Public Consulting Group Teacher and Student Actions
The teacher instructs the students to talk in pairs about how they can apply their focus standard to their text. The teacher leads a brief sharing on the previous lesson’s AIR homework assignment. Several students (or student pairs) explain how they applied their focus standard to their text.

AIR Additional Supports
Give students support to help them share out the previous lesson’s AIR homework assignment. Display each of the three possible focus standards and provide sentence frames to support ELLs/MLLs at the entering, emerging, and transitioning levels in discussing how they applied their focus standard to their text. It is a good idea to have students, who did this work well, share with the class as a model for how they applied their focus standards to the text. Use sentence frames to support them. We have modeled sentence frames for the first standard from the previous lesson.

Instructions for Teachers
Display the first 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 with the following sentence frames to support them as they discuss how they applied the first possible focus standard to their AIR text. Students at the Expanding level of proficiency do not require frames.

Instructions for Students
Complete the following sentences.
The title of the text I read was ____________________________. [EN, EM, TR]
One idea from my text that was stated or written (or explicit) in the text was _______________. [EN, EM, TR]
Details in the text about this idea are __________________________. [EN, EM, TR]
One idea from my text that was not stated or written (explicit) in the text was ___________________________. [EN, EM, TR]
Details in the text about this idea are ___________________________. [EN, EM, TR]

3. Opening Activity

Public Consulting Group Teacher and Student Actions
Write the words progress, prototype, proactive, and prologue on the board. Provide the following questions for students. They should record their responses. What do these words have in common? What does this similarity reveal about the meaning of these words? Ask
students for observations about how this understanding can help them to infer the meaning of
prologue.

AIR Additional Supports
Teaching ELLs/MLLs at all proficiency levels about affixes and roots, providing meanings for
the prefix pro and for the roots and asking them to use this information to determine the
meanings of the words in the previous paragraph. Explain to students that when you put a
prefix and a root together, you get a sense of the meaning of the word, but you may not get the
exact meaning of the word. For example, the prefix pro means forward and the root gress
means step or walk. Putting the prefix and root together we get forward walking. The actual
meaning of the word, however, is forward movement toward completing something such as a
project or task.

AIR Instructions for Teachers
• Ask students what each word has in common. (pro)
• Define the prefix and explain that pro is a prefix that means forward.
• Ask students to separate the prefix from the rest of the word.
• Tell students the part of the word that remains is called the root.
• Define roots (the base word that contains the most significant clue to the meaning of the
word) and provide them with the meaning of the roots for the words with pro.
• Tell them that knowing the prefix and the root will help them figure out word meaning.
• Tell them to use their knowledge of the meanings of the prefix and roots to figure out the
meanings for progress, proactive, and prologue (prototype has the prefix proto, which
means first, not before). Provide the following sentence frames for students at the entering,
emerging, and transitioning levels:

Example:
The root gress means step or walk.
The prefix pro means forward.
Example sentence: Are you making progress on your homework assignment?
Putting the prefix and root together I get forward walking. So in the example sentence the
word “progress” might mean moving forward with something or getting something completed.

AIR Instructions for Students
Complete the following sentences.

Example sentence: Before we started reading scene 1 of Romeo and Juliet, we read the
prologue.
The root logue means speak.

What does the prefix pro mean? [ALL].
The prefix pro means ___________. [EN, EM, TR]
<table>
<thead>
<tr>
<th>What do you get when you put the prefix and root together? [ALL]</th>
<th>Putting the prefix and root together, I get ________________. [EN, EM, TR]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What might prologue mean in the example sentence? [ALL]</strong></td>
<td>In the example sentence the word prologue might mean __________________________. [EN, EM, TR]</td>
</tr>
<tr>
<td><strong>Example sentence:</strong> Sometimes schools are proactive in responding to bad weather, and they cancel school before it even starts to snow. The root act means move, go, or do.</td>
<td></td>
</tr>
<tr>
<td><strong>What does the prefix pro mean? [ALL]</strong></td>
<td>The prefix pro means _______________. [EN, EM, TR]</td>
</tr>
<tr>
<td><strong>What do you get when you put the prefix and root together? [ALL]</strong></td>
<td>Putting the prefix and root together, I get ________________. [EN, EM, TR]</td>
</tr>
<tr>
<td><strong>What might proactive mean in the example sentence? [ALL]</strong></td>
<td>So in the example sentence the word proactive might mean __________________________. [EN, EM, TR]</td>
</tr>
</tbody>
</table>

---

### 4. Masterful Reading and Prologue Handout

**Public Consulting Group Teacher and Student Actions**

*The teacher* distributes a copy of the prologue to each student.

*The teacher* tells students that they will listen to a masterful reading of the prologue before they begin reading it on their own. *The teacher* reads or plays an audio version of the prologue in its entirety while students follow along silently.

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**Enhancing Background Knowledge (AIR New Activity 1 for Masterful Reading and Prologue Handout)**

**AIR Additional Supports**

There are four pieces of background information that will help students with the text: (1) the text translated into Spanish for Spanish-speaking ELLs/MLLs at the EN, EM, and TR levels, (2) a historical context including a very brief biography of Shakespeare and an introduction to *Romeo and Juliet*, (3) the concept of a prologue and 4) the concept of language changing over time.

**AIR Instructions for Teachers**

Support ELLs/MLLs by providing them with text in their home language and having them read about Shakespeare, the play *Romeo and Juliet*, the meaning of ‘prologue’, and changes in English and answering questions about these texts.
AIR Instructions for Students: Spanish Translation
Read the text in your home language before reading it in English to help you understand it.

Spanish Translation of the Text
Dos ilustres familias, iguales en nobleza, en la hermosa Verona, lugar de nuestra historia, de rencores antiguos crean nuevas querellas en que la sangre mancha las manos ciudadanas. De los troncos funestos de estos dos enemigos nacieron con mal signo los amantes fatales cuyas desventuras, que dieron con la muerte, ponen fin a la vieja discordia de sus padres. El tránsito terrible de su amor desdichado y la ira enconada de sus progenitores que sólo apagaría la muerte de los hijos, es la escena que ahora se pone ante vosotros. Si quieres escuchar con oído paciente, en menos de dos horas tratará nuestro esfuerzo de suplir lo que en ella puede que no encontrareis.

William Shakespeare, Romeo y Julieta (Santiago, Chile: Editorial Universitaria, 1974.).

AIR Instructions for Students: Background Reading
Read the following texts. The glossary will help you understand the underlined words. Work with a partner to answer the questions.

Text: William Shakespeare and Romeo and Juliet

<table>
<thead>
<tr>
<th>Text: William Shakespeare and Romeo and Juliet</th>
<th>Glossary</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Shakespeare was an English playwright and a poet. He was born in 1564 in and died in 1616. He is often called England’s national poet, and he is one of the most famous playwrights who ever lived. He wrote about 38 plays, including Hamlet, Macbeth, Othello, and Romeo and Juliet. Some of his plays were comedies and others were tragedies. Shakespeare wrote the play Romeo and Juliet early in his career. It is a tragedy about two lovers. It is one of his most frequently performed plays.</td>
<td>playwright—someone who writes plays famous—recognized or well known by people comedy—a play, movie, or television show that is funny tragedy—a serious play or story that usually ends with the death of a main character (a person in a story or play) career—the work a person chooses to do through life lover—one who is in love with another perform—to present something to entertain an audience (the people watching)</td>
</tr>
</tbody>
</table>

Supplementary Questions
What was Shakespeare’s job? [ALL]
He was a ______________________. [EN, EM, TR]

What type of play is Romeo and Juliet? [ALL]
It is a_____________________. [EN, EM, TR]
### Text: Prologue

A prologue is an introduction to a work of literature, like a poem, a novel, or a play. For example, when the prologue is part of a play, it comes before the first act. The prologue often calls attention to the theme of the play. The passage you are going to read is a prologue.

<table>
<thead>
<tr>
<th>Supplementary Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a prologue?</td>
</tr>
<tr>
<td>A prologue is an ______________ to a work of literature. [EN, EM]</td>
</tr>
<tr>
<td>A prologue is an ______________. [TR]</td>
</tr>
<tr>
<td>Where is the prologue located? [ALL]</td>
</tr>
<tr>
<td>It is located at the ______________ of a work of literature. [EN, EM]</td>
</tr>
<tr>
<td>It is located at the ______________. [TR]</td>
</tr>
<tr>
<td>What does the prologue often do? [ALL]</td>
</tr>
<tr>
<td>The prologue often calls attention to the ______________. [EN, EM]</td>
</tr>
<tr>
<td>The prologue often ______________. [TR]</td>
</tr>
</tbody>
</table>

### Glossary

| introduction— the beginning of something, such as a book, article, or speech that explains what will follow |
| literature— stories, poems, plays, and other written work |
| novel— a long piece of writing that tells a story that is not true |
| act— a major division, or part, of a play. For example, Romeo and Juliet has five acts. |
| calls attention to— causes people to notice or see something |
| theme— the main idea or meaning of a work of literature |

### Text: Word Meanings Changing Over Time

The way that some words are used today is very different from how they were used in the past. The reason for this change is that words have many meanings and connotations and over time people begin to use one meaning or connotation more often, and the other meanings stop being used. For example, in the Romeo and Juliet prologue that you will read the word dignity to describe the position of people in society or their status. In Shakespeare’s time, a prince would have high status. A coachman, or the man who managed the horses, would have a much lower status. However, the common definition of dignity today is a feeling of self-worth or value. A student who said “I worked very hard on the quick write and think I did a

<table>
<thead>
<tr>
<th>Glossary</th>
</tr>
</thead>
<tbody>
<tr>
<td>connotation— a secondary meaning of a word or expression</td>
</tr>
<tr>
<td>society— all members of a community or group</td>
</tr>
<tr>
<td>status— a person’s position in comparison to other people</td>
</tr>
</tbody>
</table>
Complete each of the following sentences.

What did dignity mean during Shakespeare’s time? [ALL]
During Shakespeare’s time the meaning of dignity was ___________________________. [EN, EM, TR]

What is the meaning of dignity today? [ALL]
Today the meaning of dignity is ___________________________. [EN, EM, TR]

What happens to word meanings over time? [ALL]
Word meanings ________________ over time. [EN, EM, TR]

Why does this happen to word meanings over time? [ALL]
Word meanings change over time because __________________________________. [EN, EM, TR]

Building Vocabulary (AIR New Activity 2 for Masterful Reading and Prologue Handout)

AIR Additional Supports
Students are provided a glossary that contains the meaning of the key words. If a meaning is archaic or unusual, ELLs/MLLs also are provided with the more common meaning. Students complete a glossary of their own, which will include a translation of the word and a picture or phrase to help them remember the meaning.

AIR Instructions for Teachers
Read the prologue aloud with proper pacing and intonation. As you encounter target vocabulary words or phrases that are difficult use the glossary to define them. For example, after reading the phrase “Two households, both alike in dignity,” the teacher might say “Two households both alike in dignity. Alike means the same. Dignity means belonging to group of people with a high position in society. A person with a high position in society in England during the time of Shakespeare might be a prince or princess. So two households alike in dignity means that two homes where people have the same position in society.” This process will help ELLs/MLLs get used to substituting glossed definitions for challenging words that appear in the text.

Also use ESOL techniques such as gestures and pointing to pictures to clarify word meanings. It is important that students have versions of the text with glossed words underlined.

During partner reading (see Scaffolded Close Reading that follows) for each underlined word in the text, students find the word in their glossary and rewrite it. An example of a student glossary follows the glossary of words and phrases.

Later, for homework, students can complete the glossary—drawing a picture or writing a word or phrase to help them remember the new word. Students who are Spanish speakers or speakers of another language that shares cognates with English indicate whether the word is a cognate.
<table>
<thead>
<tr>
<th>Word/Translation</th>
<th>Meaning in text</th>
<th>Common English definition of today</th>
</tr>
</thead>
<tbody>
<tr>
<td>households</td>
<td>family</td>
<td>a group of people, such as a family, that lives together in one place</td>
</tr>
<tr>
<td>hogar; la familia; los parientes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>alike</td>
<td>same</td>
<td>same</td>
</tr>
<tr>
<td>igual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dignity</td>
<td>status; ranking; nobleness (belonging to a group of people with an important position in their society or community like a king)</td>
<td>sense of self-worth or value</td>
</tr>
<tr>
<td>dignidad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fair</td>
<td>beautiful; lovely</td>
<td>free from rain, snow, and storms</td>
</tr>
<tr>
<td>bello</td>
<td></td>
<td></td>
</tr>
<tr>
<td>scene</td>
<td>performance (something interesting for a group of people to watch)</td>
<td>the place where an event occurs; a place where something happens</td>
</tr>
<tr>
<td>escena</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ancient grudge</td>
<td>a past complaint or disagreement (not agreeing; having different ideas about something)</td>
<td>feelings of anger or unhappiness held from long ago</td>
</tr>
<tr>
<td>rencor antiguo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mutiny</td>
<td>fight</td>
<td>rebellion; a war against a leader</td>
</tr>
<tr>
<td>motín</td>
<td></td>
<td></td>
</tr>
<tr>
<td>civil</td>
<td>having to do with the activities of citizens (people who are members of a city or town)</td>
<td>having to do with the activities of citizens (people who are members of a city or town)</td>
</tr>
<tr>
<td>civil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>unclean</td>
<td>dirty</td>
<td>dirty</td>
</tr>
<tr>
<td>sucio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>from forth the loins</td>
<td>to be born to; giving birth to</td>
<td>Not used now.</td>
</tr>
<tr>
<td>para dar a luz a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fatal</td>
<td>ill-fated; doomed (not being able to escape something bad happening)</td>
<td>leading to trouble; causing death</td>
</tr>
<tr>
<td>fatal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>foe</td>
<td>enemy</td>
<td>enemy</td>
</tr>
<tr>
<td>enemigo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>star-cross’d</td>
<td>blocked by the harmful stars that controlled their destiny</td>
<td>destined to have an unhappy end; unlucky</td>
</tr>
<tr>
<td>desventurado</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Spanish</td>
<td>English</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>take their life</td>
<td>suicidarse</td>
<td>commit suicide (kill themselves)</td>
</tr>
<tr>
<td>misadventured</td>
<td>desventura</td>
<td>unfortunate (having bad luck; unlucky)</td>
</tr>
<tr>
<td>piteous</td>
<td>patético; lastimoso</td>
<td>deserving of pity (sympathy or sadness for another’s pain or bad luck); pitiable</td>
</tr>
<tr>
<td>overthrows</td>
<td>derrocar</td>
<td>deaths</td>
</tr>
<tr>
<td>strife</td>
<td>conflictos</td>
<td>conflict (disagreement)</td>
</tr>
<tr>
<td>fearful passage</td>
<td>el tránsito terrible</td>
<td>a story that causes fear or makes someone afraid</td>
</tr>
<tr>
<td>continuance</td>
<td>continuación</td>
<td>carrying on; the act of continuing</td>
</tr>
<tr>
<td>rage</td>
<td>rabia</td>
<td>anger</td>
</tr>
<tr>
<td>naught</td>
<td>nada</td>
<td>nothing</td>
</tr>
<tr>
<td>remove</td>
<td>quitar</td>
<td>get rid of; stop</td>
</tr>
<tr>
<td>patient</td>
<td>paciente</td>
<td>willing to wait calmly or peacefully; not getting angry</td>
</tr>
<tr>
<td>traffic</td>
<td>tráfico</td>
<td>business or movement</td>
</tr>
<tr>
<td>attend</td>
<td>prestar atención a</td>
<td>listen to or pay attention to</td>
</tr>
<tr>
<td>toil</td>
<td>trabajo</td>
<td>performance (something interesting for a group of people to watch)</td>
</tr>
<tr>
<td>mend</td>
<td>remiendo</td>
<td>make up for (what is missing)</td>
</tr>
</tbody>
</table>

EngageNY ELA Scaffolds for ELLs/MLLs: Sampler 2—53
AIR Instructions for Students
Your teacher will read the passage aloud to you (or have you read it with a partner) and explain 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. If there are two definitions, the first definition is the one used in the text. The other definition is another meaning of the word that is more common. When you come to a glossed word in the text, find it in your glossary, review the definition, and rewrite the word. If your home language shares cognates with English, indicate whether the word is a cognate.

<table>
<thead>
<tr>
<th>Word/Translation</th>
<th>Meaning in Text (meaning of word during Shakespeare’s time)</th>
<th>Common Definition Today</th>
<th>Example From Text</th>
<th>Rewrite the Word</th>
<th>Cognate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>households menaje; familia</td>
<td>family</td>
<td>A group of people, such as a family, that lives together in one place</td>
<td>two households both alike in dignity</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>alike igual</td>
<td>same</td>
<td>same</td>
<td>two households both alike in dignity</td>
<td>no</td>
<td></td>
</tr>
</tbody>
</table>

5. Text-Dependent Questions and Activities

Public Consulting Group Teacher and Student Actions
Have students form small, heterogeneous groups of four for the purpose of discussing the text in more depth and recording insights. During discussions, allow time for each group to share their collaborative work with the class. Instruct groups to read the first four lines aloud, focusing this reading with the following instruction: Find and circle repeating words in lines 1–4. Once students have finished reading, ask them to share the repetitions that they identified.

AIR Additional Supports
- First, have ELLs/MLLs engage in scaffolded close reading for key ideas and details (see AIR new activity that follows) prior to engaging in this activity.
- Create groups to include various reading levels and abilities; have a description available for students to refer to on the role and duties of each group member, for example, what is expected of the facilitator, reader, recorder; and provide the students with the questions in writing.

Public Consulting Teacher and Student Actions
Direct students to the first use of the word civil in the prologue: “where civil blood makes civil hands unclean” (1.Prol.4).
Used as an adjective these days, *civil* is generally defined as “polite.” Replace the first appearance of the word *civil* in line 4 with the word *polite*. How does this substitution change your understanding of the sentence?

*Civil* can also be defined as something that relates to ordinary citizens (e.g., civilians). Replace the first appearance of *civil* with the word *civilian*. How does this substitution change your understanding of this sentence?

Whose hands are being made “unclean”? What words and phrases can you find in lines 1–3 to support your understanding of this second use of *civil* in line 4?

Now consider both uses of the word *civil*. Ask: What are two different ways you can mix and match the definitions in line 4? Paraphrase the meaning of each sentence you generate. Which meaning supports the claim you made in your answer to question 4?

Why do you think Shakespeare uses *civil* in two different ways in the same sentence?

Then lead a brief class discussion of each question.

**AIR Additional Supports**

ELLs/MLLs will be better able to participate in this activity because they have done a first read for key ideas and details. Experts on Shakespeare have defined the phrase with the word *civil* to mean “Where citizens’ hands are stained with the blood of fellow citizens.” Therefore, it is not necessary to emphasize the meaning of *civil* as being polite. It is important, however, to help students understand what is making the citizens’ hands unclean. Have students read aloud these two lines:

- From ancient grudge break to new mutiny,
- Where civil blood makes civil hands unclean.

Ask students to refer to their glossary for the meaning of *unclean*. Say to students “one way hands are unclean is they are covered with soil or dirt.” Ask students to find the meaning of the word *mutiny* in their glossaries. Say to students “If *mutiny* means to fight, and the hands are made unclean or dirty by the fighting, what substance do you think covers the hands?

**Public Consulting Group Teacher and Student Actions**

Direct student groups to reread lines 1–4.

- Two households, both alike in dignity,
- In fair Verona, where we lay our scene,
- From ancient grudge break to new mutiny,
- Where civil blood makes civil hands unclean.

Now that students have a better understanding of the word *civil*, pose the following question: What is at stake in this ancient fight?

**AIR Additional Supports**

Tell ELLs/MLLs to refer to their glossary for the definitions of words and phrases they may not know, such as *ancient grudge*. Scaffold the questions in the anchor lesson by rephrasing them so students have a better idea of what the question calls for: Who is fighting?
What will happen because they are fighting?
Instruct student groups to read lines 5–8. Provide the following question for groups to answer.
Instruct students to take note of their observations in their groups and be prepared to share in a class discussion.

What happens to the lovers?
What adjective in line 5 supports your answer?
Have students read aloud these two lines: From forth the fatal loins of these two foes, A pair of star-cross’d lovers take their life. Ask students to return to supplementary question 10 and explain what happens to the lovers. Ask students to identify which of the words in the first line gives a clue as to what will happen to the lovers.

Public Consulting Group Teacher and Student Actions
Now lead student groups through a dissection of lines 7 and 8:
- Whose misadventured piteous overthrows
- Do with their death bury their parents’ strife.

Look at the word misadventured in line 7. What familiar word can you find in misadventured? What does this word mean? How does the prefix mis- change your definition?

AIR Additional Supports
Explain to students that the prefix mis means wrong or not and the root adventure means an activity that is dangerous or exciting. Remind students that when you put a prefix and a root together you get a sense of the meaning of the word, but you may not get the exact meaning of the word.
Ask students to put the prefix and root together to come up with the meaning of misadventured. Have students look up the word in their glossary and then talk with a partner about how the meaning that they came up with is like the meaning used in the text.

Public Consulting Group Teacher and Student Actions
What familiar word do you hear in piteous? How can this familiar word help you to understand what piteous means in this context?

AIR Additional Supports
For the word piteous have students look at their glossary definition to find a similar word and its meaning.

Public Consulting Group Teacher and Student Actions
What tone or mood does Shakespeare create in this passage through these two words (piteous, misadventured)?

AIR Additional Supports
Refer students to the background activity at the beginning of the lesson. Ask student to name some feelings or attitudes a text might have. From their understanding of the words misadventured and piteous, ask what they think the tone of this piece of writing is.

Public Consulting Group Teacher and Student Actions
What does the death of the “star-cross’d” lovers accomplish?
Ask students to read aloud: Do with their death bury their parents’ strife. Refer students to supplementary question number 12 in the additional activity below to be able to answer the question.

**AIR Additional Supports**

**Public Consulting Group Teacher and Student Actions**

**PCG:** How can you use lines 9–11 to support and strengthen the claim you made about what the death of the star-crossed lovers accomplishes?

- The fearful passage of their death-mark’d love,
- And the continuance of their parents’ rage,
- Which, but their children’s end, nought could remove.

**AIR Additional Supports**

Have the students read the lines aloud. Ask the students to explain the meaning of “continuance of their parent’s rage.” Ask students to explain the meaning of “their children’s end.” Have the students look up *nought* and *remove* in the glossary. Ask students what the children’s end or death removes or gets rid of.

**Public Consulting Group Teacher and Student Actions**

Have students read and annotate lines 12–14 and answer the following questions in groups:

- Who is “our” in line 12? Who is “you” in line 13?
- What does the CHORUS ask you to do in the final three lines?
  - Is now the two hours’ traffic of our stage;
  - The which if you with patient ears attend,
  - That here shall miss, our toil shall strive to mend.

**AIR Additional Supports**

Have students return to supplementary questions 13, 14, and 15. Ask them to identify who is the *you* that is attending and who is the *our* that is toiling. Then have them discuss in pairs the meaning of the final three lines.

**Scaffolded Close Reading (AIR New Activity for Text-Dependent Questions)**

Create guiding questions and supplementary questions for each section of text and ask these questions before ELLs/MLLs engage in the preceding Text-Dependent Questions activity. The lines should be numbered so students can be referred to applicable lines when answering questions. Sentence frames and sentence starters should be provided for entering emerging-level, and transitioning levels of ELLs/MLLs.

**AIR Instructions for Teachers**

Remind students that the guiding question is designed to help answer an important question about 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 words that are underlined.

**AIR Instructions for Students**
In this close reading, you will be answering important questions about the text. Your teacher will review the guiding question with you. 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 with your teacher and the class. Finally, you will complete the response to the guiding question.

**Guiding Question**
What are the main events described in the prologue?

**Prologue**
Two households, both alike in dignity,
In fair Verona, where we lay our scene,
From ancient grudge break to new mutiny,
Where civil blood makes civil hands unclean.
From forth the fatal loins of these two foes
A pair of star-cross’d lovers take their life;
Whose misadventured piteous overthrows
Do with their death bury their parents’ strife.
The fearful passage of their death-mark’d love,
And the continuance of their parents’ rage,
Which, but their children’s end, nought could remove,
Is now the two hours’ traffic of our stage;
The which if you with patient ears attend,
That here shall miss, our toil shall strive to mend.

<table>
<thead>
<tr>
<th>Word Bank</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>two hours</td>
<td>fight</td>
<td>disagreement</td>
<td>ended</td>
</tr>
<tr>
<td>two lovers</td>
<td>actors</td>
<td>stars</td>
<td>two</td>
</tr>
<tr>
<td>same</td>
<td>Verona</td>
<td>star-cross’d</td>
<td>fighting</td>
</tr>
<tr>
<td>status</td>
<td>new</td>
<td>committed suicide</td>
<td>pay attention</td>
</tr>
<tr>
<td>Supplementary Questions</td>
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<tr>
<td>----------------------------------------------------------------------------------------</td>
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<tr>
<td>How many household were there? (Line 1) [ALL]</td>
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<tr>
<td>There were ________________ households. [EN, EM, TR]</td>
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<tr>
<td>How were the households alike? (Line 1) [ALL]</td>
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<tr>
<td>The households had _______________ _______________. [EN, EM, TR]</td>
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<tr>
<td>Where does the play take place? (Line 2)</td>
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<tr>
<td>It takes place in _________________ . [EN, EM, TR]</td>
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<tr>
<td>What does “an ancient grudge” mean? (Line 3)</td>
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<tr>
<td>It means a past _________________ . [EN, EM, TR]</td>
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<tr>
<td>What does “a new mutiny” mean? (Line 3)</td>
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<tr>
<td>It means a new _________________ . [EN, EM, TR]</td>
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<tr>
<td>What did the old grudge turn into? (Line 3)</td>
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<tr>
<td>It turned into a _______________ fight. [EN, EM]</td>
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<tr>
<td>It turned into a _________________ . [TR]</td>
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<tr>
<td>What were the citizens doing to end up with hands stained with blood? (Lines 3–4)</td>
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<tr>
<td>They were _______________ with each other. [EN, EM]</td>
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<tr>
<td>They were _________________ . [TR]</td>
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<tr>
<td>The two enemies gave birth to babies. Who was born? (Lines 5–6)</td>
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<tr>
<td>_______________ ________ were born. [EN, EM, TR]</td>
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<tr>
<td>What do we know about the lovers? (Line 6)</td>
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<tr>
<td>They were _______________ _______________. This means their destiny was controlled by the</td>
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<tr>
<td>________ . [EN, EM, TR]</td>
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<td></td>
</tr>
<tr>
<td>What happened to the lovers? (Line 6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They _______________ ________________ . [EN, EM, TR]</td>
<td></td>
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</tr>
<tr>
<td>What does strife mean? (Line 8)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>It means _______________. [EN, EM, TR]</td>
<td></td>
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</tr>
<tr>
<td>What does it mean that their parent’s strife was buried? (Line 8)</td>
<td></td>
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<tr>
<td>It means that their parent’s conflict _________________ . [EN, EM, TR]</td>
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</tr>
<tr>
<td>How long is the play? (Line 12)</td>
<td></td>
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<tr>
<td>It is _______________ ________________ . [EN, EM, TR]</td>
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<td></td>
</tr>
<tr>
<td>What does “with ears attend” mean? (Line 13)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It means to _________________ . [EN, EM, TR]</td>
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<tr>
<td>Remember, this is a play. Toil means to work. Who is toiling? (Line 14)</td>
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</tr>
<tr>
<td>The _______________ are toiling. [EN, EM, TR]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guiding Question Revisited</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the main events described in the prologue? Write them in your own words. [ALL]</td>
</tr>
<tr>
<td>(Line 3) The parents _________________ . [EN, EM, TR]</td>
</tr>
</tbody>
</table>
6. Quick Write

**Public Consulting Group Teacher and Student Actions**
Transition to an independent writing assignment. Have students respond to the following Quick Write prompt: In the prologue, what relationship does Shakespeare establish between love and hate? How do his specific word choices illustrate this relationship? Use evidence from the text to support your answer.

**AIR Additional Supports: Graphic Organizer and Supplementary Questions**
Have students complete the graphic organizer and supplementary questions in preparation for answering the Quick Write.

**AIR Instructions for Teachers: Graphic Organizer**
Have students work with a partner to complete the graphic organizer. Most of the answers are completed for ELLs/MLLs at the entering and emerging levels. At the transitioning level, remove answers in the Actors column. At the expanding level, remove answers in the Actors and Key Word columns.

**AIR Instructions for Students: Graphic Organizer**
For each line of text, decide whether love or hate is being described. Then describe who is doing the loving or hating. Underline any words that represent love or hate in the text.

<table>
<thead>
<tr>
<th>Lines From Text</th>
<th>Love</th>
<th>Hate</th>
<th>Actors</th>
<th>Key Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. From ancient grudge break to new mutiny</td>
<td>x</td>
<td></td>
<td>parents</td>
<td>grudge mutiny</td>
</tr>
<tr>
<td>5. From forth the fatal loins of these two foes</td>
<td></td>
<td>parents</td>
<td>foes</td>
<td></td>
</tr>
<tr>
<td>6. A pair of star-cross’d lovers take their life</td>
<td></td>
<td>children</td>
<td>lovers</td>
<td></td>
</tr>
<tr>
<td>8. Do with their death bury their parents’ strife.</td>
<td></td>
<td>children</td>
<td>strife</td>
<td></td>
</tr>
<tr>
<td>10. And the continuance of their parents’ rage.</td>
<td></td>
<td>parents</td>
<td>rage</td>
<td></td>
</tr>
<tr>
<td>11. Which, but their children’s end, nought could remove</td>
<td></td>
<td>children</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**AIR Instructions for Teachers: Supplementary Questions**
Partner students, post the guiding question, and have students work with a partner to answer the supplementary questions. Review student’s responses and then have them answer the guiding questions and complete the quick write.

**AIR Instructions for Students: Supplementary Questions**
Work with a partner to answer the guiding and supplementary questions. Your answers in the table above will help you. Then use the answers to the questions that follow to complete the Quick Write.

**Guiding Questions/Quick Write Prompts**
What relationship does Shakespeare establish between love and hate? *Relationship* in this question means how one thing connects to another. For example, how does love connect to hate.

How do his specific word choices illustrate this relationship? Look at the words that you underlined above and, for each question, indicate the words that illustrate this relationship.

**Supplementary Questions**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who felt hate? [ALL]</td>
<td>_______________ felt hate for each other. [EN, EM, TR]</td>
</tr>
<tr>
<td>Who felt love? [ALL]</td>
<td>_______________ felt love for each other. [EN, EM, TR]</td>
</tr>
<tr>
<td>What words tell you there was hate? [ALL]</td>
<td>_______________ tell me there was hate. [EN, EM, TR]</td>
</tr>
<tr>
<td>What words tell you there is love? [ALL] lovers</td>
<td>_______________ is the word that tells me there is love. [EN, EM, TR]</td>
</tr>
<tr>
<td>In line 6, what happened to the children? [ALL]</td>
<td>The children take their _______________. [EN, EM, TR]</td>
</tr>
<tr>
<td>What is the relationship between love and hate described in lines 6 and 8? [ALL]</td>
<td>The love of the _______________ ended their parents’ _______________. [EN, EM]</td>
</tr>
<tr>
<td>What was the only thing that could stop the parent’s rage? [ALL]</td>
<td>The only thing that stopped the parents’ rage was the children’s _______________. [EN, TR]</td>
</tr>
<tr>
<td>What words in line 8, 10, and 11 describe hate? [ALL]</td>
<td>The words that describe hate are _______________. [EN, EM, TR]</td>
</tr>
</tbody>
</table>
### Guiding Questions/Quick Write Prompts Revisited.

In the prologue, what relationship does Shakespeare establish between love and hate? How do his specific word choices illustrate this relationship? Use evidence from the text to support your answer. [ALL]

In the prologue to *Romeo and Juliet*, Shakespeare describes the connection between ____________________ and ____________________. One example of the hate described in the prologue is ____________________ ____________________. The hate led to ____________________. I know this because the text says ____________________ ____________________. One example of the love described in this prologue is ____________________ ____________________. The love led to ____________________. I know this because the text says ____________________ ____________________. Another example of the love described in the prologue is ____________________ ____________________. The love led to ____________________. I know this because the text says ____________________ ____________________. I think the connection between love and hate in this text is ____________________________________________________________________. [EN, EM, TR]

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### 7. Closing

**Public Consulting Group Teacher and Student Actions**

Remind students that for homework they will provide a brief summary of the events of the play that the prologue previews. Their summary will be collected at the start of Lesson 2.

**AIR Additional Supports**

Ask the students to review the guiding question responses from the previous Insert 3. They should use this to write the summary of the events.
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