

English Language Arts Lesson Exemplars for English Language Learners/Multilingual Language Learners: Sampler 2

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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>¹

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 The three units draw on seminal Native American texts and historical documents to build the following skills aligned with New York State English language arts and social studies standards: writing explanatory paragraphs (Unit 1), reading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.

Launching the Mystery: What’s That Symbol?

Expeditionary Learning Lesson Component	AIR Additional Supports	AIR New Activities
Opening		
Engaging the reader: Mystery activity	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	

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

Expeditionary Learning Teacher and Student Actions

Learning Objectives

The teacher shares the learning targets and talks with students about the importance of learning targets. The teacher explains the meaning of the terms *specific details*, *showing what you know*, *contributing*, and *discussions*. 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.

Video

The teacher introduces the video and distributes the I Notice/I Wonder note-catcher. The teacher models *notice* and *wonder* 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.

AIR Additional Supports

Learning Objectives

Introduce the topic before sharing the learning targets. In addition to nonlinguistic symbols, provide student-friendly definitions for general academic vocabulary words such as *discuss*, *details*, *main ideas*, and so on, model the routines and providing opportunities for guided practice in implementing the routines.

AIR Additional Supports

Video

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.

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]
The Iroquois government was _____. [TR]

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 helped the Iroquois remember _____ 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

Legend leyenda



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.

Glossary Example

Word/ Translation	English Definition	Example From the Text	Picture or Phrase	Cognate?
believe <i>creer</i>	think something is true	He believed he could put a stop to the fighting.	I believe in magic.	no
bitter <i>amargado</i>	full of anger	They were bitter rivals.		
calmly <i>tranquilamente</i>	quiet; peaceful; without excitement	He was found sitting calmly in the forest.		
canoe <i>canoa</i>	a small boat	He crossed Lake Ontario in a canoe.		
constitution <i>constitución</i>	a system of laws and rules	The Great Law of Peace is the oldest constitution in North America.		

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

fighting	message	proof	tree
friends	nations	river	true
impressed	peace	survived	

Guiding Question

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

Text	Glossary
<p>Miracle Maker</p> <p>Dekanawideh <u>believed</u> he could put a stop to the fighting. He crossed Lake Ontario in a <u>canoe</u> made of stone, then <u>set about</u> bringing peace to the <u>warring</u> nations. Early in his <u>journey</u>, Dekanawideh visited the Mohawk peoples. He <u>preached</u> his <u>message</u> of peace to them, but they were very <u>suspicious</u>. To win their <u>trust</u>, 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 <u>crash into</u> the rushing rapids. If Dekanawideh survived, it would be <u>proof</u> that his message was true.</p> <p>When the tree crashed, Dekanawideh <u>vanished</u> into the water. But early the next morning, he was found sitting <u>calmly</u> in the forest, enjoying breakfast by a fire. This so <u>impressed</u> the Mohawk chief that his nation was the first to agree to peace.</p>	<p><i>believe</i>—to think something is true</p> <p><i>canoe</i>—a small boat</p> <p><i>set about</i>—start to do something</p> <p><i>warring</i>—fighting</p> <p><i>journey</i>—a long trip or voyage</p> <p><i>preach</i>—to talk about something important</p> <p><i>message</i>—information sent or told to another person</p> <p><i>suspicious</i>—having doubt about someone or something</p> <p><i>trust</i>—belief in someone</p> <p><i>crash into</i>—hit or fall into something quickly</p> <p><i>proof</i>—something that shows something else is true or real</p> <p><i>vanish</i>—disappear</p> <p><i>calmly</i>—quietly; peacefully; without excitement</p> <p><i>impress</i>—have a strong effect on someone’s feelings</p>

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

legend

centuries

constitution

Canada

true

great

Iroquois

founded

son

man

United States

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.

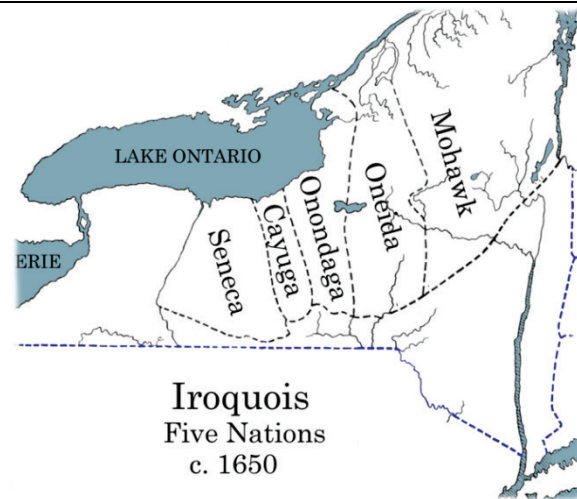
Discuss the guiding question and have students work in pairs to answer it in writing.

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

translated into the home language for ELLs/MLLs at the entering and emerging levels of proficiency to the extent possible.

Guiding Question: What is the relationship, or connection, between the two maps?



New York State, 2013

Word Bank

1650	five	New York	Seneca
2013	Mohawk	Oneida	state
Cayuga	nations	Onondaga	

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,

TR]
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

Canada	fought	rivals	tree
constitution	Iroquois	river	true
enemies	proof	survived	United States

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>

Overview²

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?

Expeditionary Learning Lesson Component	AIR Additional Supports	AIR New Activities
Opening		
Gallery walk	Tailor sentence frames to particular content.	Provide a glossary and enhance background; use peer partners, modeling, and sentence starters.
Work Time		

² There was not RRF feedback on these lessons. These lessons incorporate round 1 NYS educator feedback and feedback from the March Albany meeting.

Inferring from text: tea party protocol	Provide clearly written and easily accessible definitions of <i>quote</i> , provide a quote as a model, and gloss the words in the quote; partner ELLs/MLLs with English-proficient partners who ideally are bilingual.	
Key vocabulary to deepen understanding: Introduction of vocabulary cards	Teach students about word learning strategies and help them apply these strategies; provide glossaries; encourage partner work.	Teach students to use prefixes to understand unknown words, bilingual dictionaries, and glossaries.
Revise inferences: Why are sports important in American culture	Partner students.	
Closing and Assessment		
Debrief and review learning targets	Partner students; provide students with an opportunity to talk about the importance of sports in their home culture.	
Homework		
Homework	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.	

Text

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.

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.

Text	Glossary
Sports in the United States are an important part of the <u>culture</u> . 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 <u>pastime</u> . They help teach values such as fairness, <u>justice</u> , and teamwork. Sports also bring together Americans from different backgrounds, races,	<p><i>culture</i>—a group of people's traditions or way of acting</p> <p><i>pastime</i>—hobby or interest</p> <p><i>justice</i>—fairness</p> <p><i>racial segregation</i>—separation by race</p> <p><i>equally</i>—the same</p>

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>). 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 to prepare 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-ed TRACKED.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]

B. Key Vocabulary to Deepen Understanding: Introduction of Vocabulary Cards

Expeditionary Learning Teacher and Student Actions

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.

AIR Additional Supports

Student-Directed Learning: Word-Learning Strategies

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

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)

Here are the 20 most frequent prefixes in English:³

un = not, against, opposite

re = back, again

in, im, ir, il =not

dis = not, opposite of, reverse, separate, deprive of, away

en, em = put into, make, provide with, surround with

non = not

in, im = into, on, near, towards

over = too much

mis = wrong, bad, badly

sub = under, below, from, secretly, instead of

pre = before

inter = between, among

fore = before

de = from, down, away, to do the opposite, reverse, against

trans = across, beyond, change

super = over, above

semi = half, partial

anti—against, opposite

mid = the middle of

under = not enough

³ From Michael F. Graves, Diane August, & Jeannette Mancilla-Martinez, *Teaching Vocabulary to English Language Learners* (New York City: Teachers College Press, 2013).

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/>)

Little Explorers Picture Dictionary (<http://www.enchantedlearning.com/Dictionary.html>),

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.

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

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.

Support for Finding Independent Reading Materials

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.

<http://lexile.com/findabook>

Website: <http://www.alearningoasis.com/>

Tutorial: <http://www.youtube.com/user/learningoasis>

Public Consulting Group Lessons

Grade 9 Module 1, Unit 1, Lesson 1 St Lucy’s Home for Girls Raised by Wolves

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

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 entirety 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.

St Lucy’s Home for Girls Raised by Wolves

Public Consulting Group Lesson Component	AIR Additional Supports	AIR New Activities
Introduction of Unit and Lesson Agenda		
	Prepare student friendly versions of the standards; briefly explain standards to students and give them opportunities to practice the standards with an easier text	
Introduction to Close Reading		
	Help students understand what the title means by clarifying unfamiliar vocabulary through questions about particular words.	
Initial Read-Aloud		
	Pre-assess comprehension; use guiding and supplementary questions and provide glossaries.	Enhance background knowledge and develop vocabulary
Close Reading of the Text		
	Provide more direct instruction and provide a reading response chart.	Engage students in scaffolded close reading, annotating text for key ideas and details, and

		revisiting the text to meet other standards.
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
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

briefly to students, and students should have opportunities to practice the standards with an easier text.

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?

Word Bank

joy	couth	dresser drawers	kempt
civilized	tore	pawed	lady-like

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.) In

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	Glossary
<p>Background Information Text</p> <p>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, <u>stages</u>: <u>excitement</u>, <u>confusion</u>, <u>adjustment</u>, and mastery, or success at getting used to a new country.</p>	<p><i>stages</i>—steps in a process</p> <p><i>excitement</i>—strong feelings</p> <p><i>confusion</i>—poor understanding</p> <p><i>adjustment</i>—getting used to something</p>

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.

Word/Translation	Rewrite the Word	English Definition	Example From Text	Picture or Phrase	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 *lycanthropoc 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?

Word Bank			
new	lady-like	explore	nuns
environment	joy	kempt	no
displeasure	dresser drawers	interesting	couth
exciting	pawed	civilized	tore
jumped	interesting		
Text		Glossary (Suggestions)	
<p>“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.</p>		<p>epigraph, joy, cautions, couth, kempt, overturn, smash, foreign, remedy, bunks, displeasure</p>	
Supplementary Questions			
<p>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]</p>			
<p>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]</p>			
<p>What word describes the pack’s initial feeling? [ALL] The pack felt full of _____. [EN, EM, TR]</p>			

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.

<hr/> <hr/> <hr/> <hr/> <hr/>
<p>Write questions for the sections of the text you still do not understand.</p> <hr/> <hr/> <hr/> <hr/> <hr/>

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
think

nose

wolves

paw

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]

Introduction

There are specific words and phrases _____] [EX]

There are specific words and phrases in the _____ that connect it to the _____ . [EN, EM, TR]

Evidence

In the epigraph the author _____ . [EX]

In the epigraph, the author uses the following words to describe the first stage: _____ . [EN, EM, TR]

Evidence

In the first paragraph _____ . [EX]

In the first paragraph, the author uses the following words and phrases to show excitement: _____ . [EN, EM, TR]

Conclusion

There is a connection _____ . [EX]

There is a connection between these sets of words because both sets of words show _____ . [EN, EM, TR]

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

Public Consulting Group Lesson Component	AIR Additional Supports	AIR New Activities
Introduction of Lesson Agenda		
	Provide student-friendly objectives.	
Homework Accountability		
	Give students support to help them share out the previous lesson's AIR homework assignment.	

Public Consulting Group Lesson Component	AIR Additional Supports	AIR New Activities
Opening Activity		
	Teach ELLs/MLLs about affixes and roots.	
Masterful Reading and Prologue Handout		
	Conduct scaffolded close reading with guiding and supplementary questions	Enhance background knowledge and develop vocabulary
Text Dependent Questions and Activities		
	Ask craft and structure questions and integration of knowledge and idea questions that are more commensurate with ELLs/MLLs' skills and knowledge in English 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.	Engage students in scaffolded close reading
Quick Write		
	Have the students complete the graphic organizer and questions before the Quick Write.	
Closing		
	Ask the students to review the guiding question responses from the scaffolded guided reading to help them write their summaries.	

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

Standards and Objectives	Glossary
<p>RL.9-10.4: <u>Determine</u> the meanings of words and phrases as they are used in the text, including <u>figurative</u> and <u>connotative</u> meanings; <u>analyze</u> the <u>cumulative impact</u> of <u>specific</u> word choices on meaning and <u>tone</u> (e.g., how the language evokes a sense of time and place; how it sets a <u>formal</u> or <u>informal</u> tone).</p> <p>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.</p> <p>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.</p> <p>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).</p>	<p><i>determine</i>—decide</p> <p><i>figurative</i>—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.</p> <p><i>connotative</i>—the secondary meaning of a word or words in addition to a word’s primary meaning. For example, the primary meaning of the word <i>home</i> is a place to live. A second meaning or connotative meaning of the word <i>home</i> is a place of warmth, comfort, and love.</p> <p><i>analyze</i>—examine and explain</p> <p><i>cumulative</i>—total or complete</p> <p><i>impact</i>—effect or influence</p> <p><i>specific</i>—certain and exact; particular</p> <p><i>tone</i>—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.</p> <p><i>Formal</i> means following certain rules or standards and being official or proper. A text that has a formal tone is a school textbook.</p>

	<i>Informal</i> 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.
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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]

What do you get when you put the prefix and root together? [ALL]
 Putting the prefix and root together, I get _____ . [EN, EM, TR]

What might prologue mean in the example sentence? [ALL]
 In the example sentence the word prologue might mean _____ .
 [EN, EM, TR]

Example sentence: *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.

What does the prefix pro mean? [ALL]
 The prefix pro means _____ . [EN, EM, TR]

What do you get when you put the prefix and root together? [ALL]
 Putting the prefix and root together, I get _____ . [EN, EM, TR]

What might proactive mean in the example sentence? [ALL]
 So in the example sentence the word proactive might mean _____ .
 [EN, EM, TR]

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.

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

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.

Glossary

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)

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	Glossary
<p>A prologue is an <u>introduction</u> to a work of <u>literature</u>, like a poem, a <u>novel</u>, or a play. For example, when the prologue is part of a play, it comes before the first <u>act</u>. The prologue often <u>calls attention to the theme</u> of the play. The passage you are going to read is a prologue.</p>	<p><i>introduction</i>—the beginning of something, such as a book, article, or speech that explains what will follow</p> <p><i>literature</i>—stories, poems, plays, and other written work</p> <p><i>novel</i>—a long piece of writing that tells a story that is not true</p> <p><i>act</i>—a major division, or part, of a play. For example, <i>Romeo and Juliet</i> has five acts.</p> <p><i>calls attention to</i>—causes people to notice or see something</p> <p><i>theme</i>—the main idea or meaning of a work of literature</p>
<p>Supplementary Questions</p> <p>What is a prologue?</p> <p>A prologue is an _____ to a work of literature. [EN, EM]</p> <p>A prologue is an _____. [TR]</p> <p>Where is the prologue located? [ALL]</p> <p>It is located at the _____ of a work of literature. [EN, EM]</p> <p>It is located at the _____. [TR]</p> <p>What does the prologue often do? [ALL]</p> <p>The prologue often calls attention to the _____. [EN, EM]</p> <p>The prologue often _____. [TR]</p>	
Text: Word Meanings Changing Over Time	Glossary
<p>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 <u>connotations</u> and over time people begin to use one meaning or connotation more often, and the other meanings stop being used. For example, in the <i>Romeo and Juliet</i> prologue that you will read the word <i>dignity</i> to describe the position of people in <u>society</u> or their <u>status</u>. 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 <i>dignity</i> 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</p>	<p><i>connotation</i>—a secondary meaning of a word or expression</p> <p><i>society</i>—all members of a community or group</p> <p><i>status</i>—a person’s position in comparison to other people</p>

very good job” would be expressing feelings of self-worth.	
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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.

Glossary of Words and Phrases		
Word/Translation	Meaning in text	Common English definition of today
households <i>hogar; la familia; los parientes</i>	family	a group of people, such as a family, that lives together in one place
alike <i>igual</i>	same	same
dignity <i>dignidad</i>	status; ranking; nobleness (belonging to a group of people with an important position in their society or community like a king)	sense of self-worth or value
fair <i>bello</i>	beautiful; lovely	free from rain, snow, and storms
scene <i>escena</i>	performance (something interesting for a group of people to watch)	the place where an event occurs; a place where something happens
ancient grudge <i>rencor antiguo</i>	a past complaint or disagreement (not agreeing; having different ideas about something)	feelings of anger or unhappiness held from long ago
mutiny <i>motín</i>	fight	rebellion; a war against a leader
civil <i>civil</i>	having to do with the activities of citizens (people who are members of a city or town)	having to do with the activities of citizens (people who are members of a city or town)
unclean <i>sucio</i>	dirty	dirty
from forth the loins <i>para dar a luz a</i>	to be born to; giving birth to	Not used now.
fatal <i>fatal</i>	ill-fated; doomed (not being able to escape something bad happening)	leading to trouble; causing death
foe <i>enemigo</i>	enemy	enemy
star-cross'd <i>desventurado</i>	blocked by the harmful stars that controlled their destiny	destined to have an unhappy end; unlucky

take their life <i>suicidarse</i>	commit suicide (kill themselves)	commit suicide
misadventured <i>desventura</i>	unfortunate (having bad luck; unlucky)	Only used as a noun now: <i>misadventure</i> —an accident or misfortune (back luck)
piteous <i>patético; lastimoso</i>	deserving of pity (sympathy or sadness for another's pain or bad luck); pitiable	deserving of pity (sympathy or sadness for another's pain or bad luck); pitiable
overthrows <i>derrocar</i>	deaths	the act of removing from power (ending someone's time as a leader)
strife <i>conflictos</i>	conflict (disagreement)	conflict (disagreement)
fearful passage <i>el tránsito terrible</i>	a story that causes fear or makes someone afraid	part of a written or musical work that causes fear or makes someone afraid
continuance <i>continuación</i>	carrying on; the act of continuing	carrying on; the act of continuing
rage <i>rabia</i>	anger	anger
naught <i>nada</i>	nothing	nothing
remove <i>quitar</i>	get rid of; stop	to take something off or away
patient <i>paciente</i>	willing to wait calmly or peacefully; not getting angry	willing to wait calmly or peacefully; not getting angry
traffic <i>tráfico</i>	business or movement	movement of people or cars
attend <i>prestar atención a</i>	listen to or pay attention to	listen to or pay attention to
toil <i>trabajo</i>	performance (something interesting for a group of people to watch)	long or difficult work
mend <i>remiendo</i>	make up for (what is missing)	try to fix or make better

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.

Glossary (Sample)

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

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?

AIR Additional Supports

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.

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.

Word Bank

two hours	fight	disagreement	ended
two lovers	actors	stars	two
same	Verona	star-cross'd	fighting
status	new	committed suicide	pay attention
conflict			

Supplementary Questions

How many household were there? (Line 1) [ALL]

There were _____ households. [EN, EM, TR]

How were the households alike? (Line 1) [ALL]

The households had _____ . [EN, EM, TR]

Where does the play take place? (Line 2)

It takes place in _____ . [EN, EM, TR]

What does “an ancient grudge” mean? (Line 3)

It means a past _____ . [EN, EM, TR]

What does “a new mutiny” mean? (Line 3)

It means a new _____ . [EN, EM, TR]

What did the old grudge turn into? (Line 3)

It turned into a _____ fight. [EN, EM]

It turned into a _____ . [TR]

What were the citizens doing to end up with hands stained with blood? (Lines 3–4)

They were _____ with each other. [EN, EM]

They were _____ . [TR]

The two enemies gave birth to babies. Who was born? (Lines 5–6)

_____ were born. [EN, EM, TR]

What do we know about the lovers? (Line 6)

They were _____. This means their destiny was controlled by the _____ . [EN, EM, TR]

What happened to the lovers? (Line 6)

They _____. [EN, EM, TR]

What does strife mean? (Line 8)

It means _____. [EN, EM, TR]

What does it mean that their parent’s strife was buried? (Line 8)

It means that their parent’s conflict _____. [EN, EM, TR]

How long is the play? (Line 12)

It is _____. [EN, EM, TR]

What does “with ears attend” mean? (Line 13)

It means to _____. [EN, EM, TR]

Remember, this is a play. Toil means to work. Who is toiling? (Line 14)

The _____ are toiling. [EN, EM, TR]

Guiding Question Revisited

What are the main events described in the prologue? Write them in your own words. [ALL]

(Line 3) The parents _____ [EN, EM, TR]

(Line 5) The parents _____ [EN, EM, TR]
(Line 6) The children _____ [EN, EM, TR]
(Line 6) The lovers _____ [EN, EM, TR]
(Line 8) The parents _____ [EN, EM, TR]

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.

Lines From Text	Love	Hate	Actors	Key Word
3. From ancient <u>grudge</u> break to new mutiny		x	parents	grudge mutiny
5. From forth the fatal loins of these two foes			parents	foes
6. A pair of star-cross'd lovers take their life			children	lovers
8. Do with their death bury their parents' strife.			children	strife
10. And the continuance of their parents' rage,			parents	rage
11. Which, but their children's end, nought could remove			children	

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

Who felt hate? [ALL]

_____ felt hate for each other. [EN, EM, TR]

What words tell you there was hate? [ALL]

_____ tell me there was hate. [EN, EM, TR]

What is the relationship or the connection between grudge and mutiny? Explain it in your own words. [ALL]

_____ led to fighting. [EN, EM, TR]

Who came forth from the fatal lions of the two foes? [ALL]

_____ came forth the fatal loins. [EN, EM, TR]

Who felt love? [ALL]

_____ felt love for each other. [EN, EM, TR]

What word tells you there is love? [ALL] lovers

_____ is the word that tells me there is love. [EN, EM, TR]

In line 6, what happened to the children? [ALL]

The children take their _____. [EN, EM, TR]

The children _____. [TR]

What is the relationship between love and hate described in lines 6 and 8? [ALL]

The love of the _____ ended their parents' _____. [EN, EM]

The love of the _____. [TR]

What was the only thing that could stop the parent's rage? [ALL]

The only thing that stopped the parents' rage was the children's _____. [EN, TR]

The only thing that stopped the parents' rage was _____.

What words in line 8, 10, and 11 describe hate? [ALL]

The words that describe hate are _____. [EN, EM, TR]

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]

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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