# Advancing the Academic Listening and Writing Abilities of High School Transitioning and Expanding ELLs (Grades 9-12)

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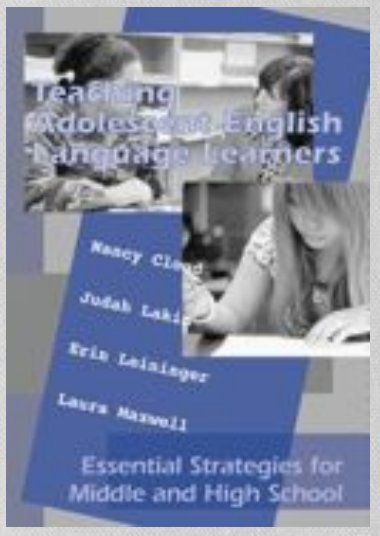
## Agenda

- Define the language characteristics of Transitioning and Expanding ELLs and identify the target skills needed to reach the next stage of proficiency in listening, speaking, reading and writing
- Explore a model unit on the Dust Bowl in which students build academic listening and writing skills around Social Studies informational texts and Dust Bowl literature
- Explore strategies for assisting soon-to-exit ELLs with close reading of novels, biographies, speeches, informational and photo documentary texts; texts which become mentor texts for advancing students' academic vocabularies and writing skills across the genre

# Teacher Resource Book for this PD



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**Teaching Adolescent English Language Learners**
Essential Strategies for Middle and High School

**What's In our Book?**

Nancy Cloud
Judah Lakin
Erin Leininger
Laura Maxwell

With a Foreword by
Deborah Short

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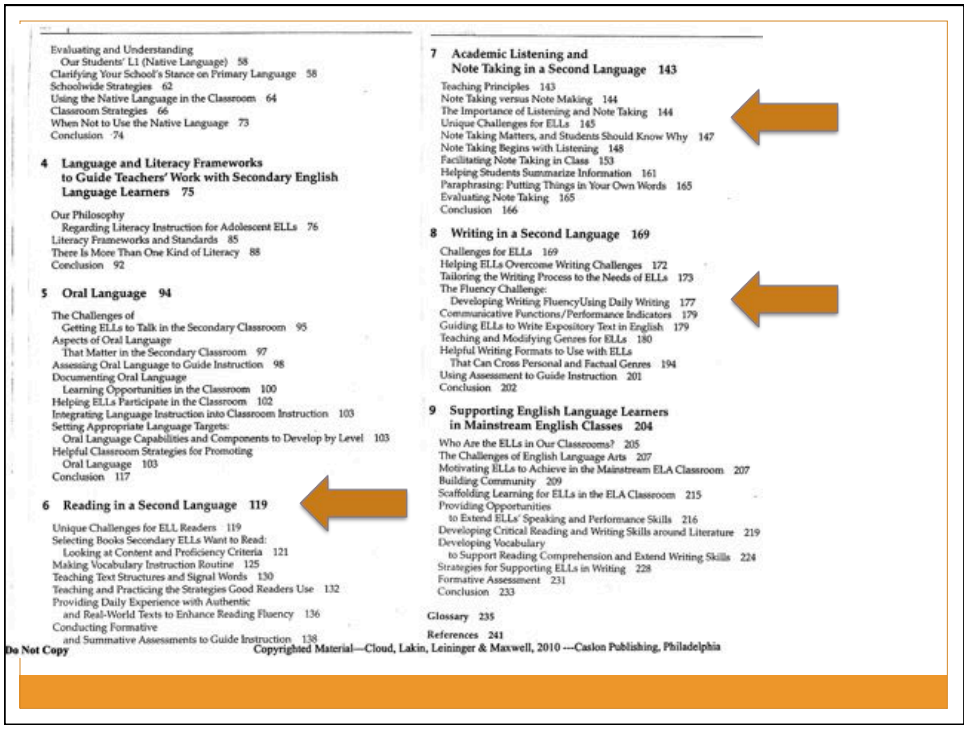

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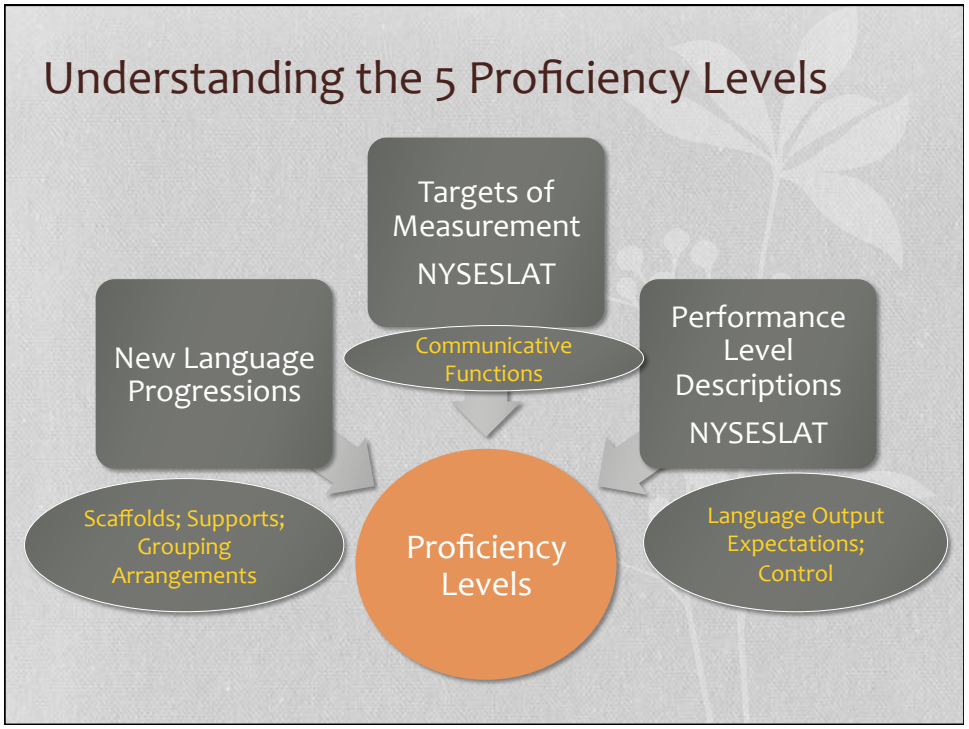
Defining the Language Characteristics of Transitioning and Expanding ELLs

Identifying the **Target Skills Needed to Reach the Next Stage of Proficiency** in Listening, Speaking, Reading and Writing

# NYS PROFICIENCY LEVEL DESCRIPTIONS

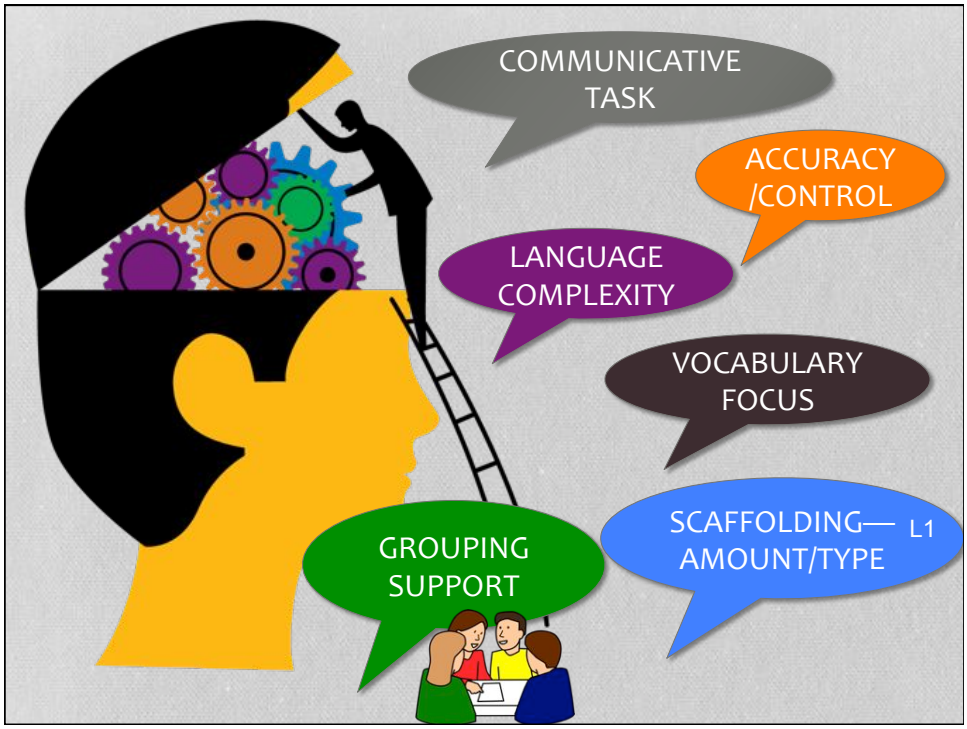
Let's Unpack the **Performance Level Descriptions** for Listening, Speaking, Reading and Writing, the **ToMs** and The **New Language Progression** Documents

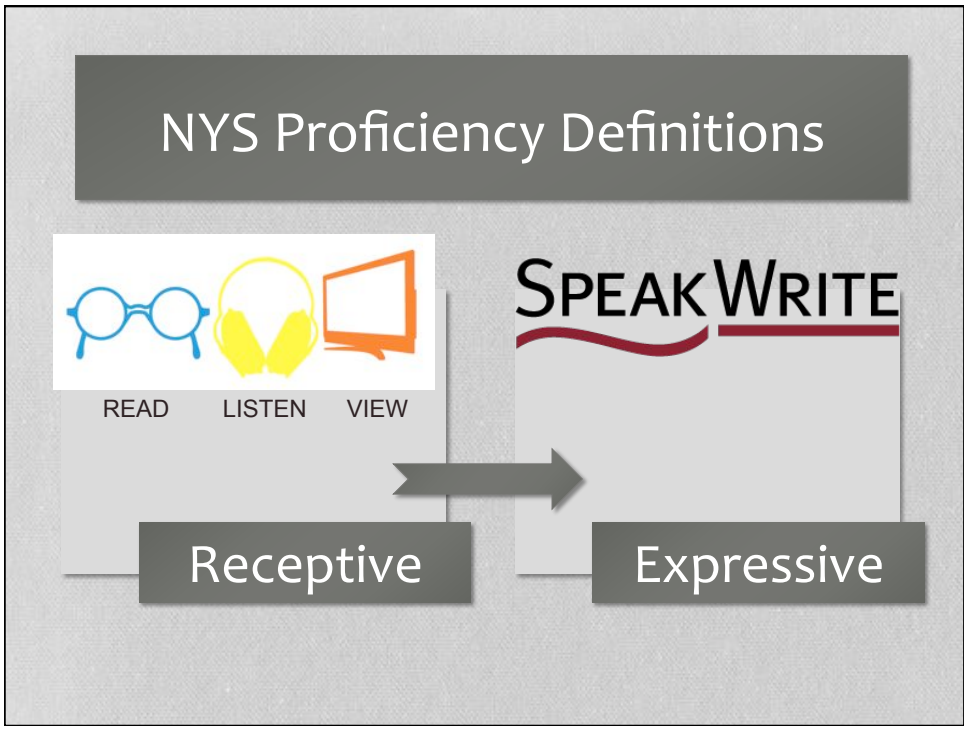
What Do They Tell Us About What Students at Each Proficiency Level Can/Should Be Asked to Do ?




## Dimensions of Performance:

- **Communicative task—**What the student is asked to do/performance task (identify, determine, organize, evaluate, integrate *information/ideas*)
- **Linguistic Complexity/Language Expectation**- the amount and nature of spoken or written output expected; coherence/cohesion of ideas, sentence types (few words, short phrases, predictable sentences, simple sentences, expanded, complex or variety of sentence types)
- **Level of Accuracy/Language Control** *(expressive)***:** numerous-to frequent,-to occasional-to infrequent errors; errors totally-mostly-partially-minimally obscure meaning
- **Level of Support:** Substantial, moderate, limited, high level of independence, no support
- **Type of Support/Scaffolds:** use of instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from language (e.g. graphic organizers, pre-taught, pre-identified words and phrases), L1/L2
- **Teaching Arrangements:** read alouds, partnerships, teacher-led, small groups, whole class, independent learning arrangements
- **Vocabulary** – the amount of and precision of words or phrases expected; Focus onTier 1, 2 (3) words (few, some, many)


COMMUNICATIVE TASK
ACCURACY /CONTROL
LANGUAGE COMPLEXITY
VOCABULARY FOCUS
SCAFFOLDING— AMOUNT/TYPE
L1
GROUPING SUPPORT


NYS Proficiency Definitions
READ
LISTEN
VIEW
SPEAK WRITE
Receptive
Expressive

# Listening

| 2016 LISTENING Performance Level Descriptions – Grades 9–12 | | | | | |
|---|---|---|---|---|---|
| **GENERAL CLAIM 1**<br>**Students can determine information in grade-level spoken discourse.** | Entering | Emerging | Transitioning | Expanding | Commanding |
| Anchor 1<br>Students can identify key narrative elements and central ideas in grade-level spoken discourse.<br>Target of Measurement 1<br>Students can identify words, phrases, or sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse. | Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse. | Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse. | Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse. | Student can identify most simple or some expanded or complex sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse. | Student can identify a variety of simple, expanded, or complex sentences that **signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme** in grade-level spoken discourse. |
| Anchor 2<br>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in grade-level spoken discourse.<br>Target of Measurement 2<br>Students can identify words, phrases, or sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse. | Student may, with substantial support, identify a few words, short phrases, or predictable sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse. | Student can, with moderate support, identify some words, phrases, or a few simple sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse. | Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse. | Student can identify most simple or some expanded or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse. | Student can identify a variety of simple, expanded, or complex sentences that **signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions** that develop or refine grade-level spoken discourse. |
| Anchor 3<br>Students can determine the meaning of vocabulary in grade-level spoken discourse.<br>Target of Measurement 3<br>Students can determine **the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary, including the cumulative meaning of words and phrases, and their impact** in grade-level spoken discourse. | Student may determine **the literal meaning of some Tier 1 words and their impact** in grade-level spoken discourse. | Student can determine **the literal meaning of some Tier 1 and a few Tier 2 words and their impact** in grade-level spoken discourse. | Student can determine **most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact** in grade-level spoken discourse. | Student can determine **most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact** in grade-level spoken discourse. | Student can determine **most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact** in grade-level spoken discourse. |

02/09/2015; rev. 09/30/15

# New Language Progressions-Listening

**NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)** **Grades 9–10: Speaking and Listening 3**

| | |
|---|---|
| **Common Core Anchor Standard (SL.3):** Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric. | MAIN ACADEMIC DEMAND<br>*Evaluate a Speaker's Point of View* |
| **Common Core Grade 9–10 Standard (SL.9–10.3):** Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | GRADE LEVEL ACADEMIC DEMAND<br>*Evaluate a Speaker's Point of View, Evidence and Rhetoric*<br>*Identify Distorted Evidence* |

| 5 Levels of Language Development | | Entering (Beginner) | Emerging (Low Intermediate) | Transitioning (High Intermediate) | Expanding (Advanced) | Commanding (Proficient) |
|---|---|---|---|---|---|---|
| When acquiring a new language, using **grade level** texts and appropriate supports, students are able to: | | | | | | |
| RECEPTIVE | Oracy and Literacy Links | **Listening-Centered Activity:** Organize *pretaught words and phrases on a T-chart* that compares and contrasts sound reasoning and evidence with fallacious reasoning and distorted evidence, to evaluate a speaker's point of view, as an audio recording is played in *partnership and/ or teacher-led small groups* | **Listening-Centered Activity:** Organize *preidentified words and phrases on a T-chart* that compares and contrasts sound reasoning and evidence with fallacious reasoning and distorted evidence, to evaluate a speaker's point of view, as an audio recording is played in *partnership and/ or small groups* | **Listening-Centered Activity:** Organize *phrases and sentences on a partially completed T-chart* that compares and contrasts sound reasoning and evidence with fallacious reasoning and distorted evidence, to evaluate a speaker's point of view, as an audio recording is played in *partnership, small group and/or whole class settings* | **Listening-Centered Activity:** Organize *information on a T-chart* that compares and contrasts sound reasoning and evidence with fallacious reasoning and distorted evidence, to evaluate a speaker's point of view, as an audio recording is played in *partnership, small group and/or whole class settings* | **Listening-Centered Activity:** Organize *information* when taking notes independently, to compare and contrast sound reasoning and evidence with fallacious reasoning and distorted evidence, to evaluate a speaker's point of view, as an audio recording is played in *partnership, small group and/or whole class settings* |
| | | **Reading-Centered Activity:** Organize *pretaught words and phrases on a T-chart* that identifies the speaker's main idea(s), sound reasoning and evidence, to identify and evaluate evidence used by the speaker, when reading a speech or position paper | **Reading-Centered Activity:** Organize *preidentified words and phrases on a T-chart* that identifies the speaker's main idea(s), sound reasoning and evidence, to identify and evaluate evidence used by the speaker, when reading a speech or position paper | **Reading-Centered Activity:** Organize *phrases and sentences on a partially completed T-chart* that identifies the speaker's main idea(s), sound reasoning and evidence, to identify and evaluate evidence used by the speaker, when reading a speech or position paper | **Reading-Centered Activity:** Organize *information on a T-chart* that identifies the speaker's main idea(s), sound reasoning and evidence, to identify and evaluate evidence used by the speaker, when reading a speech or position paper | **Reading-Centered Activity:** Organize *information in a note-taking guide, independently,* to identify and evaluate the speaker's main idea(s), sound reasoning and evidence used, when reading a speech or position paper |
| | | in the *new and/or the home language.* | in the *new and/or the home language.* | in the *new and, occasionally, in the home language.* | in the *new language.* | in the *new language.* |

Draft NLAP Speaking and Listening (SL)

## Support Examples

WIDA CONSORTIUM

| Sensory Supports | Graphic Supports | Interactive Supports |
|---|---|---|
| • Real-life objects (realia)<br>• Manipulatives<br>• Pictures & photographs<br>• Illustrations, diagrams & drawings<br>• Magazines & newspapers<br>• Physical activities<br>• Videos & Films<br>• Broadcasts<br>• Models & figures | • Charts<br>• Graphic organizers<br>• Tables<br>• Graphs<br>• Timelines<br>• Number lines | • In pairs or partners<br>• In triads or small groups<br>• In a whole group<br>• Using cooperative group structures<br>• With the Internet (Web sites) or software programs<br>• In the native language (L1)<br>• With mentors |



## Targets of Measurement: Writing

| Claim | Anchor | Target of Measurement | Language Purpose/Function/Characteristics |
|---|---|---|---|
| **GENERAL CLAIM 1**<br>Students can structure thoughts and ideas in writing. | **ANCHOR 1**<br>Students can create and structure a written text. | **TOM.W.9–12.1**<br>Students can **use grade-appropriate language to orient the reader, logically organize and connect ideas, and provide closure** in a written text. | **produce:**<br>a clear introduction or orientation<br>ideas presented and connected in an organized manner<br>concluding words or phrases |
| **GENERAL CLAIM 2**<br>Students can write about literary and informational texts and topics. | **ANCHOR 2**<br>Students can adapt vocabulary appropriately when writing. | **TOM.W.9–12.2**<br>Students can **use grade-appropriate words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts** in a written text. | **provide or describe:**<br>an individual, an event, a place, or an idea precisely<br>precise, relevant details<br>precise, relevant facts, claims, or evidence<br>grade-level Tier 2 and Tier 3 words to explain ideas, claims, or evidence |
| | **ANCHOR 3**<br>Students can create a narrative written text. | **TOM.W.9–12.3**<br>Students can **use grade-appropriate language to provide or refer to multiple characters, well-chosen details, sequenced events, and closure** to develop a narrative text. | **establish or develop:**<br>narrative elements (a narrator, characters, setting, events, situation)<br>well-chosen descriptive details to create precise images<br>a well-sequenced, cohesive narrative<br>closure to a narrative |
| | **ANCHOR 4**<br>Students can create an informational written text. | **TOM.W.9–12.4**<br>Students can **use grade-appropriate language to provide precise, well-chosen, cohesive claims and evidence; a variety of support; and closure** to develop an informational text. | **produce or develop:**<br>a topic with claims and evidence<br>well-chosen evidence (facts and details) to support a claim or an opinion<br>logical transitions and connections between ideas to create cohesion<br>closure to a topic |

# Writing

| 2016 WRITING Performance Level Descriptions – Grades 9–12 | | | | | |
|---|---|---|---|---|---|
| **GENERAL CLAIM 2** Students can write about literary and informational texts and topics. | Entering | Emerging | Transitioning | Expanding | Commanding |
| Anchor 3<br>Students can develop a narrative written text. | Student may use words or short phrases to **provide a character, a detail, an event, or closure** to develop a narrative text. | Student can use words, phrases, and simple sentences to **provide or refer to characters, details, events, or closure** develop a narrative text. | Student can use phrases, simple sentences, and occasionally expanded and/or complex sentences to **provide or refer to multiple characters, details, sequenced events, and/or closure** to develop a narrative text. | Student can use simple, expanded, and/or complex sentences to **provide or refer to multiple characters, well-chosen details, sequenced events, and closure** to develop a narrative text. | Student can use a variety of simple, expanded, and complex sentences to sufficiently **provide or refer to multiple characters, well-chosen details, sequenced events, and closure** to develop a narrative text. |
| Target of Measurement 3<br>Students can **use grade-appropriate language to provide or refer to multiple characters, well-chosen details, sequenced events, and closure** to write a narrative. | Writing lacks development of characters, details, events, or closure.<br>Writing includes numerous errors; errors may totally obscure meaning. | Writing includes basic development of characters, details, events, or closure.<br>Writing includes frequent errors; errors may obscure meaning. | Writing includes limited development of multiple characters, details, sequenced, events, and/or closure.<br>Writing includes frequent errors; errors may obscure meaning. | Writing includes partial development of multiple characters, well-chosen details, sequenced events, and closure.<br>Writing includes occasional errors; errors do not obscure meaning. | Writing includes sufficient development of multiple characters, well-chosen details, sequenced events, and closure.<br>Writing includes infrequent errors; errors do not obscure meaning. |
| Anchor 4<br>Students can develop an informational written text. | Student may use words or short phrases to **provide a claim or closure** to develop an informational text. | Student can use words, phrases, and simple sentences to **provide a claim, some support, or closure** to develop an informational text. | Student can use phrases, simple sentences, and occasionally expanded and/or complex sentences to **provide cohesive claims and evidence, a variety of support, and/or closure** to develop an informational text. | Student can use simple, expanded, and/or complex sentences to **provide well-chosen, cohesive claims and evidence; a variety of support; and closure** to develop an informational text. | Student can use a variety of simple, expanded, and complex sentences to sufficiently **provide precise, well-chosen, cohesive claims and evidence; a variety of support; and closure** to develop an informational text. |
| Target of Measurement 4<br>Students can **use grade-appropriate language to provide precise, well-chosen, cohesive claims and evidence, a variety of support, and closure** to write about a topic. | Writing lacks development of claims and evidence, support, or closure.<br>Writing includes numerous errors; errors may totally obscure meaning. | Writing includes basic development of claims and evidence, support, or closure.<br>Writing includes frequent errors; errors may obscure meaning. | Writing includes limited development of cohesive claims and evidence, a variety of support, and/or closure.<br>Writing includes frequent errors; errors may obscure meaning. | Writing includes partial development of well-chosen, cohesive claims and evidence; a variety of support; and closure.<br>Writing includes occasional errors; errors do not obscure meaning. | Writing includes sufficient development of precise, well-chosen, cohesive claims and evidence; a variety of support; and closure.<br>Writing includes infrequent errors; errors do not obscure meaning. |

02/09/15; rev. 9/30/2015

# New Language Progressions-Writing

| 5 Levels of Language Development | | Entering (Beginner) | Emerging (Low Intermediate) | Transitioning (High Intermediate) | Expanding (Advanced) | Commanding (Proficient) |
|---|---|---|---|---|---|---|
| PRODUCTIVE | Oracy and Literacy Links | **Speaking-Centered Activity:** Use *pretaught words and phrases* and the *previously completed graphic organizers to complete sentence starters* that describe the experiences, events and/or characters of a real or imagined experience, when speaking in *partnership and/or teacher-led small groups* | **Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that describe the experiences, events and/or characters of a real or imagined experience, when speaking in *partnership and/or small groups* | **Speaking-Centered Activity:** Use a *word bank* to describe the experiences, events and/or characters of a real or imagined experience, when speaking in *partnership, small group and/or whole class settings* | **Speaking-Centered Activity:** Use a *glossary* to describe the experiences, events and/or characters of a real or imagined experience, when speaking in *partnership, small group and/or whole class settings* | **Speaking-Centered Activity:** Use *information, independently,* to describe the experiences, events and/or characters of a real or imagined experience, when speaking in *partnership, small group and/or whole class settings* |
| | | **Writing-Centered Activity:** Use *pretaught words and phrases to complete well-structured cloze narrative paragraphs* that use formal narrative techniques and precise, sensory language to describe real or imagined events supported by relevant, specific and compelling details | **Writing-Centered Activity:** Use *preidentified words and phrases to write two or more well-structured narrative paragraphs* that use formal narrative techniques and precise, sensory language to describe real or imagined events supported by relevant, specific and compelling details | **Writing-Centered Activity:** Use a *word bank* and *previously completed graphic organizers to develop a well-structured short narrative essay* that uses formal narrative techniques and precise, sensory language to describe real or imagined events supported by relevant, specific and compelling details | **Writing-Centered Activity:** Use a *glossary* and *teacher-provided models to develop a well-structured narrative essay* that uses formal narrative techniques and precise, sensory language to describe real or imagined events supported by relevant, specific and compelling details | **Writing-Centered Activity:** Use *information, independently, to develop a well-structured multiple paragraph narrative essay* that uses formal narrative techniques and precise, sensory language to describe real or imagined events supported by relevant, specific and compelling details |
| | | in the *new and/or the home language.* | in the *new and/or the home language.* | in the *new and, occasionally, in the home language.* | in the *new language.* | in the *new language.* |

**Listening (9-12)**

**Communicative Function:** identify, determine, evaluate, integrate…narrative elements, key details, characteristics, facts, descriptors, claims, evidence, examples, opinions, reasons, sequence of events, problem/solution; cause/effect, argument and support, theme or message; provide information; determine development of ideas (not Entering)

| Proficiency Levels | Language Expectations | Vocabulary Targets | Type of Support Scaffolds | Teaching Arrangements | Level of Support |
|---|---|---|---|---|---|
| **Entering**<br><br>*Some ToMs don't apply* | *Identify a few words Short phrases Predictable sentences (that…* signal/refer to/convey information, a claim, evidence, a message, theme, key detail, sequence, connections, relationships, opinion* | *Determine the literal meaning of some Tier 1 words and their impact* | *Organize pre-taught words in a main idea web In new or home language* | *Read aloud Partnerships Teacher-led groups* | *Substantial support* |
| | | | *…fied …web …language* | *Read Aloud Partnerships Teacher-led groups* | *Moderate Support* |
| **Transitioning** | *Identify most phrases, simple sentences and a few expanded or complex sentences (that…)* | *Determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and phrases and their impact* | *Organize phrases and sentences on partially completed main idea web In new or home language* | *Read Aloud Partnerships Teacher-led groups Whole class* | *Limited Support* |
| **Expanding** | *Identify most simple or some expanded or complex sentences (that…)* | *Determine most of the literal and some of the figurative or connote-tive meanings of Tier 1 and 2 words and phrases an their impact* | *Complete a main idea web In new language* | *Small group Whole class After teacher modeling* | *Largely Independent* |
| **Commanding** | *Identify a variety of simple, expanded and complex sentences (that…)* | *Determine most of the literal, figurative or connotative meanings of Tier 1 and 2 words and phrases and their impact* | *Create or complete a main idea web In new language* | *Small group Whole class Individually* | *No Support Needed* |

How do language expectations change for Listening?

*Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement

**Reading (9-12)**

**Communicative Function:** identify, determine, indicate, signal, and refer to information, key details, point of view, a claim, evidence, a message, theme, sequence, connections, relationships among ideas, conclusions, cause-effect, problem-solution, opinion-reasons; development of ideas (not Entering)

| Proficiency Levels | Language Expectations | Vocabulary Targets | Type of Support Scaffolds | Teaching Arrangements | Level of Support |
|---|---|---|---|---|---|
| **Entering** | *A few words Short phrases Predictable …tences that …licate, signal, …er to information, …laim, evide…* | *Determine the literal meaning of some Tier 1 words and their impact in text* | *Organize pre-taught words in a main idea web; graphic organizer In new or home language* | *Read aloud Partnerships Teacher-led groups* | *Substantial support* |
| | | | *…d …ganizer …new or home lang.* | *Read Aloud Partnerships Small groups* | *Moderate Support* |
| **Transitioning** | *Most phrases, simple sentences and a few expanded or complex sentences that…* | *Determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and phrases and their impact in text; use context clues & textual information to determine meaning* | *Organize phrases and sentences on partially completed main idea web; graphic organizer In new or home language* | *Read Aloud Partnerships Small groups Whole class* | *Limited Support* |
| **Expanding** | *Most simple or some expanded or complex sentences that…* | *Determine most of the literal and some of the figurative or connota-tive meanings of Tier 1 & 2 words and phrases and their impact in text; use imagery to find meaning* | *Organize main idea and supportive details after teacher modeling; with a glossary In new language* | *Partnership Small group Whole Class* | *Largely Independent* |
| **Commanding** | *A variety of simple, expanded and complex sentences that…* | *Determine most of the literal, figurative or connotative meanings of Tier 1 & 2 words and phrases and their impact in text* | *Organize information on a note taking guide In new language* | *Partnership Small Group Whole Class Individually* | *No Support Needed* |

How do vocabulary targets change for Reading?

*Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement

**Speaking (9-12)**

**Communicative Function:** contributes to a conversation, conveys relevant details, asks questions, clarifies information, provides details, facts, describes phenomena, contributes to a conversation/discussion, paraphrases information, retells or narrates a story or a process in sequence, presents main points in a coherent manner, expresses an opinion or claim supported by reasons, conveys reliability of information or evidence presented, justifies response, analyzes a topic or evaluates evidence

| Proficiency Levels | Language Expectations | Errors | Vocabulary Targets | Type of Support Scaffolds | | of Support |
|---|---|---|---|---|---|---|
| **Entering** *Some ToMs not applicable* | *Uses a few words Short phrases Predictable sentences* | *Response may contain errors that totally obscure meaning* | *Use common Tier 1 and grade level Tier 2 words and short phrases* | *Use sentence starters with or without graphics; New and home language* | | *antial support* |
| **Emerging** | *Uses phrases and simple sentences* | *Response may contain errors in words and structure that mostly obscure* | *Use words and short phrases including common grade le Tier 2 words; Describe ideas and* | *Use* | | *port* |
| **Transitioning** | *Uses simple sentences and expanded sentences* | *Response may contain errors in words and structure that partially obscure meaning* | *Use words and phrases including a few grade level Tier 2 & 3 words; Describe detailed ideas and facts* | *Use word bank; graphics New and home language* | *Partnerships Small groups Whole class* | *Limited Support* |
| **Expanding** | *Uses simple, expanded or complex sentences* | *Response may contain some errors in words and structure that minimally obscure meaning* | *Use words and phrases including some grade level Tier 2 & 3 words; Describe detailed ideas and facts* | *Use previously completed graphic organizer, T chart New language* | *Partnerships Small Groups Whole Class* | *Largely Independent* |
| **Commanding** | *Uses a variety of simple, expanded and complex sentences and fluid language* | *Response contains few or no errors in word choice and structure that obscure meaning* | *Use words and phrases including grade level Tier 2 and 3 words; Offer precisely detailed descriptions* | *Use knowledge of the topic or text independently; New language* | *Small groups Whole class* | *No Support Needed* |

* Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement

How do the scaffolds and supports change for Speaking?

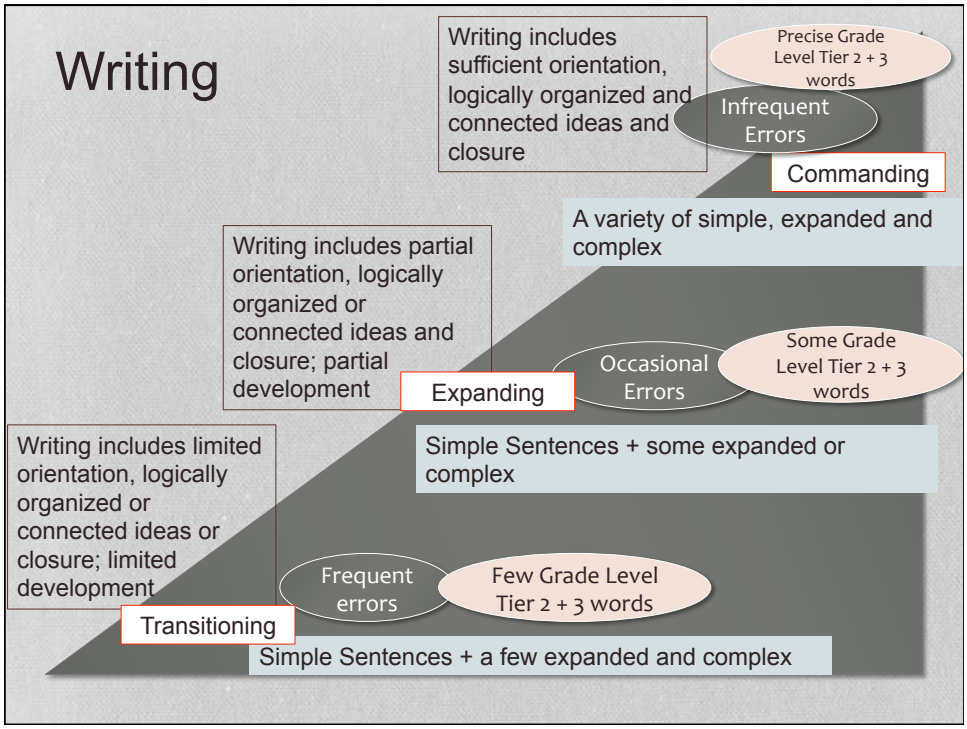
**Writing (9-12)**

**Communicative Function:** create and structure a written text; provide an orientation or an idea; express opinions, sequence, describe, detail ideas, orient, organize, connect ideas, provide claims and evidence, facts, provide closure, explain, develop a narrative; development of claims and evidence; characters, details, events, closure

| Proficiency Levels | Language Expectations | Errors | Organization | Vocabulary Targets | Type of Support Scaffolds | Teaching Arrangements | Level of Support |
|---|---|---|---|---|---|---|---|
| **Entering** *Some ToMs not applicable* | *A few words Short phrases Predictable sentences* | *Wi nu er mo ob* | *lacks ion, ed or ed ideas or lacks* | *Use common Tier 1 and grade level Tier 2 words and short phrases; Give ideas and facts* | *Structure thoughts and ideas; Cloze paragraph New or home language* | *Partnerships Teacher-led groups* | *Substantial support* |
| **Em** | | | | | *Write one to two paragraphs; ew or home language* | *Partnerships Small groups* | *Moderate Support* |
| **Transitioning** | *Most phrases, simple sentences and a few expanded or complex sentences* | *Writing includes frequent errors; errors may obscure meaning* | *Writing includes limited orientation, logically organized or connected ideas, and/or closure; limited development* | *Use words and phrases including a few grade level Tier 2 & 3 words; Describe detailed ideas and facts* | *Use a word bank or graphic organizer to write a short essay; New or home language* | *Partnerships Small groups Whole class* | *Limited Support* |
| **Expanding** | *Most simple or some expanded or complex sentences* | *Writing includes occasional errors; errors do not obscure meaning* | *Writing includes partial orientation, logically organized and connected ideas and closure, partial development* | *Include some grade level Tier 2 & 3 words; Describe detailed ideas and facts* | *Use a teacher-provided model and graphic organizers to write an essay; New language* | *Partnerships Small groups* | *Largely Independent* |
| **Commanding** | *A variety of simple, expanded and complex sentences* | *Writing includes infrequent errors; errors do not obscure meaning* | *Writing includes sufficient orientation, logically organized and connected ideas and closure* | *Use words and phrases including grade level Tier 2 & 3 words; Give precisely detailed descriptions* | *Use knowledge of the topic independently to write a multiple-page essay; New language* | *Partnerships Small groups Independently* | *No Support Needed* |

How do language expectations, errors, organization, vocabulary change for Writing?

Nancy Cloud, Ed.D., 2016; Nancycloud2@gmail.com




## Things I Can Use to Move Kids Forward:

**RECEPTIVE:**

- In-classroom supports to help them capture information through listening and reading
- Time to process information; chances to work with peers and the teacher to be sure they receive the information
- Teach strategies for capturing information through listening and reading (focused listening, code the text)
- Provide plentiful practice opportunities

**EXPRESSIVE**

- Offer tools to support them in expressing themselves well (graphic organizers, notes, templates)
- Offer editing checklists; writers tools (**thesaurus**), guides
- Provide models, demonstrations, coaching
- Use close reading to **expand, refine language**; dig into language

# Building Academic Listening and Writing Skills around Social Studies Informational Texts and Dust Bowl Literature: A Model Unit

## What Background Information do ELLs Need to Understand to Understand the Dust Bowl?

## Frontloading the Unit: Building Needed Background Knowledge About the Dust Bowl States, US History and Geography; Topography

- Location of the Midwest (map skills); States Affected
- Westward Movement, Migration (tie to their own)
- The Great Depression and Recovery Efforts (hardships and resiliency)
- Franklin D. Roosevelt (US Presidents)
- Dust Bowl Photographers/Documentary Efforts (women in history; role of film/photographs)
- Conservation Efforts (ties to science of soil conservation)
- Crops Grown in the Midwest (importance of the wheat crop)

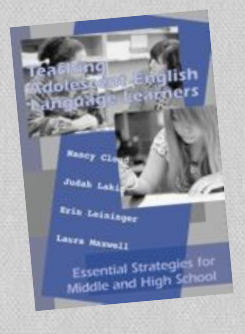
## Use Dust Bowl Literature, Informational Texts, and Multimedia to work on Academic Listening and Writing Skills

- Ability to capture detail in English when listening to read alouds or to multimedia presentations (different regional speakers of English, speeches from the 1930's, recorded texts)
- Ability to jot down notes when listening
- Ability to capture/interpret new words from context; use listening activities to cue vocabulary to work on

- Ability to write across the genre
- Expanding sentence types, text organizational skills
- Expanding academic vocabulary (Tier 2, 3)
- Decreasing errors (editing strategies)

And Note Taking

## Supporting **Academic Listening** for ELLs




Chapter 7

## Note Taking: Evidence of Listening Comprehension

| Note Making | Note Taking |
| --- | --- |
| • Students record notes from printed materials<br>○ During reading | • Students record notes from information presented orally<br>○ During teachers' lectures<br>○ From multimedia viewed<br>○ During class discussion |

Reviewing Students' Notes Can Show Us What They are Capturing

**Which one do you think we work on more?**

## Factors that Affect Listening for L2 Learners

- Teacher/Student rate of speech
- Teacher/Student volume of speech
- Anxiety/Nervousness
- Background noise
- Distractions from classmates
- Other environmental and acoustical factors

**How Can You Help?**

## Processing Words and Phrases

A World of problems

Pages 145-146

- ELLs may capture the words but not necessarily know how to write them down
- ELLs may not recognize the words being used and therefore have no ability to capture them or write them down
- ELLs may tune out from time to time or be so busy writing one thought that they lose the others

**How Can You Help?**

## Facilitating Note Taking In Class: Nine Steps for Helping Students Take Better Notes

***Before a Note-Taking Exercise***

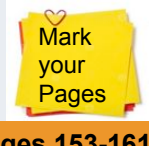
1. Provide students with a standard system of heading their notes.
2. Provide instruction on shorthand and abbreviation techniques.
3. Instruct students on how to recognize a teacher's signal words.

***During a Note-Taking Exercise***

4. Alter your speech, delivery, and vocabulary.
5. Use visuals.
6. Provide already or partially completed notes.
7. Monitor student progress.

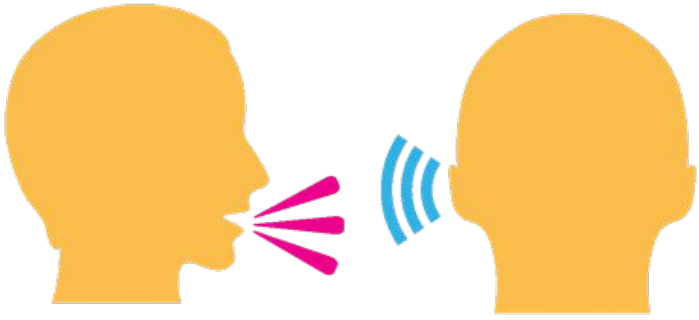
***After a Note-Taking Exercise***

8. Model how to talk to your notes.
9. Allow students to revise and edit notes.




**Pages 153-161**

# Teach Important *Listening* Signal Words to Kids



| Signal Word Categories | Signal Words | Interpret This As… |
|---|---|---|
| Emphasis | **mostly, main, important, especially, most importantly, specifically** | **This is *very* important. Write this down!** |
| Compare/Contrast | **but, although, on the other hand, conversely, though, on the contrary** | **A contrasting point to note. Write this down!** |
| Cause/Effect | **because, as a result, the reason for, due to, led to, created, brought about, hence, consequently, therefore, as a result of this** | **A detailed explanation that is making connections. Write this down! Make sure you know how it connects to information already provided** |
| Ordinal/sequential, numbers/list | **first, second, third, last, finally, ultimately, next** | **Providing a sequence or timeline. Write each point down! If you miss a point, ask your teacher to repeat that point.** |

Page 155

Mark your Pages

| Signal Word Categories | Signal Words | Interpret This As… |
|---|---|---|
| Specifics/elaboration | **For example, such as, the following, that is to say, furthermore** | **Only write this down if you need examples or something to clarify the point** |
| Summary | **Basically, in short, in brief, in conclusion** | **Pay attention because this is the big idea (gist), write this down only if you do not have this in your notes already** |
| Repetition | **In other words, in addition, let me put that another way** | **Reinforces a point made, so pay attention. You do not need to write this down.** |
| Hints to write information down<br><br>Page 155 | **Here is something you should know, I wouldn't forget this point if I were you, remember this, this is particularly important, there are five things you have to know** | **This is very important. Write this down! Ask the teacher to repeat if you do not catch everything! Make sure you have this recorded correctly!** |

## Teach Kids How to Use Their Notes When they Study

**"Talking to Your Notes" page 158**

- Ask and Answer Questions
- Make Comments; Elaborate on your Notes
- Make Connections
- Circling unknown words
- Underlining/Asterisk
- Exclamation points for important information

## Checklist for Summaries

p. 164

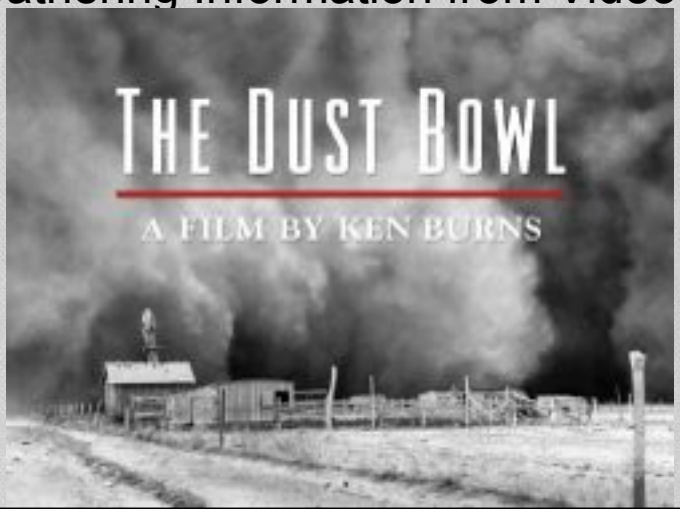
- ❑ I used both my revised notes and the teacher's notes to make this summary.
- ❑ I have information in my summary that answers *Who? What? Where? Why?* And *When?*
- ❑ I do not have any information that is not needed.
- ❑ I attempted to order the information in a way that makes sense and puts connected ideas together
- ❑ I read other students' summaries and used their work to make mine better.

## Engaging in Focused Viewing

### PRACTICING ACTIVE LISTENING

Support Academic Listening Comprehension

# Gathering Information from Videos



**Word Box**
Dust storm; dust
Huddle in shacks
Cloths; gum tape
Survivors
Drought, heat
End of the world
Black blizzard
Blot out the sun
Sand blow, grains of sand, hurt/pain
Static charge, electricity
Plagues

## Focused Viewing

| What it looked like | What it felt like to be in | How people coped |
|---|---|---|
| | | |

# Practicing Active Listening with Dictoglos

- Select a short passage/video clip to read aloud or view.
- Teacher reads/plays the selection while students just listen.
- Teacher repeats the selection multiple times for independent note-taking
- Students collaborate to refine notes
- Passage is read/viewed to check for accuracy

https://www.youtube.com/watch?v=n-rBhbkvtm0

The Dust Bowl was a severe period of drought and dust storms throughout the 1930's. Why did the dust bowl happen? How severe was the damage? The earliest explorers to the Great Plains region of North America determined that the area was unsuitable for agriculture. The territory even became known as the Great American Desert, because the lack of trees and water made the region relatively unattractive for settlement. However, in the decades following the Civil War, farmers began to settle the region and cultivate the fields under the long held, but mistaken belief, that rain will follow the plow. In the first three decades of the 1900's, there were significant and continuous advances in farming technology, including better tractors, mechanized plowing, combines and more.

From 1900 to 1920, the amount of farmland in the plains region doubled, and from 1925 to 1930, the amount of cultivated land tripled. However, farmers of the era used practices, which deprived the soil of its nutrients and increased the possibility of erosion. The heavy plowing had eliminated the natural grasses of the prairie that held the soil in place and maintained moisture. Then in 1930 a severe drought struck the Great Plains region, which lasted nearly the entire decade. The regions affected most by this drought were the panhandles of Texas and Oklahoma, western Kansas and a large portion of Colorado and New Mexico. The more than 1 million acres that was affected became collectively known as the Dust Bowl. As the drought grew worse, the topsoil turned to dust and blew away. The blowing dust generated enormous dust storms that reached as far east as Washington DC. The dust storms became known as black blizzards.

https://www.youtube.com/watch?v=n-rBhbkvtmo

# Using Video with ELLs/Emergent Bilinguals

1. **Sound off / vision on (silent viewing)**

This technique can be used to imitate the language activity about happening on the screen or to concentrate on language production through guessing or prediction tasks.

2. **Sound on / vision off**

The students can guess the characters, setting, conditions etc.

3. **Pause / freeze – frame control**

With sound on, the teacher can pause the starting point of every exchange and ask the students to predict words or utterances.
With sound on, the teacher can pause important moments in the plot and ask the students questions about the situation. They can comment on previous actions and predict following ones, too.
The teacher can pause shots of characters' faces and the students can comment on their facial expressions, their feelings, thoughts etc.

# Using Video with ELLs

4. **Sound and vision on (listening and viewing comprehension)**

The students get worksheets beforehand and have to fill it in during viewing
The students get worksheet after the viewing and have to fill in the correct answers or answer questions etc.
The stdents are looking for specific information
The students are said what are they going to watch and are asked to guess what will they see / hear. After viewing, they can compare their guesses.
The students are given the script and are asked to mark the direct speech

5. **Jumbling sequences**

The students watch pieces of a sequence in jumbled order and should decide what is the correct order.

6. **Split viewing**

One half of the students see the sequence without sound, the other half can only hear the sound without pictures. Various activities can follow.

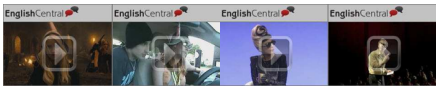
## Resource for You: Using Video in the Classroom

THE CHANGING FACE OF LITERACY

EnglishCentral Schools & Teachers

### Using Video In The Classroom

An Activity Guide



**Why Video?**

Video is a powerful tool in today's classroom. It provides strong context through which to teach English. Meaning comes alive and it brings the outside world into the classroom and gives your teaching "reality". Video also provides all the paralinguistic features of language that audio only can't.

Nowadays, students are very much visual learners. Further, with the quick spread of broadband internet access, is making the use of video in the classroom much more reliable. Video is a medium which is replacing print – Chris Anderson of TED goes as far as suggesting it is a "revolution" transcending that of the Gutenberg revolution. It is changing both the way we learn and the way we interact with each other.

Without a doubt, video is the future for all of us involved in education. Gone are the days where it took a high degree of technical know how and hours of set up to bring video into the classroom. Now the classroom is wired and connected. It's an exciting time to be both a teacher and a student. The world is our classroom.

## PREPARATION: FRONTLOADING LANGUAGE: ALWAYS IMPORTANT FOR ELLS

### Word Catcher

## DUST STORM VIDEOS TO DEVELOP DESCRIPTIVE VOCABULARY/PHRASES with "PICTURES IN YOUR HEAD"

**History Channel.com**

http://www.history.com/topics/dust-bowl/videos#black-blizzard

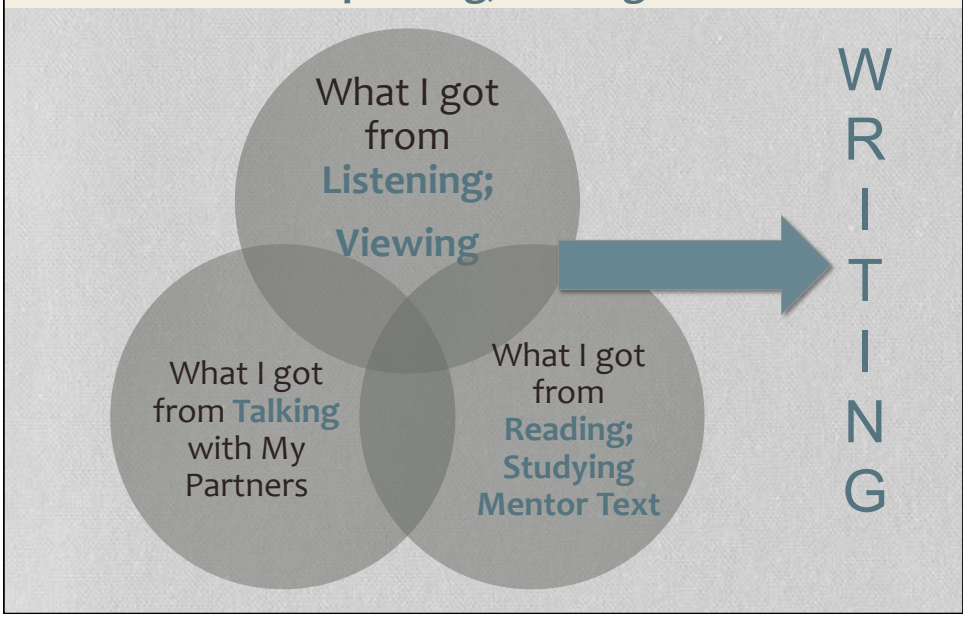
(dust storm; blizzard, storm, black, clou, static electricity, dust, blot out the sun, tower ng clouds, dirt on the move; dates 1931-1934; disap e grasses; exposure, soil erosion, atmosphere; env er; geography)

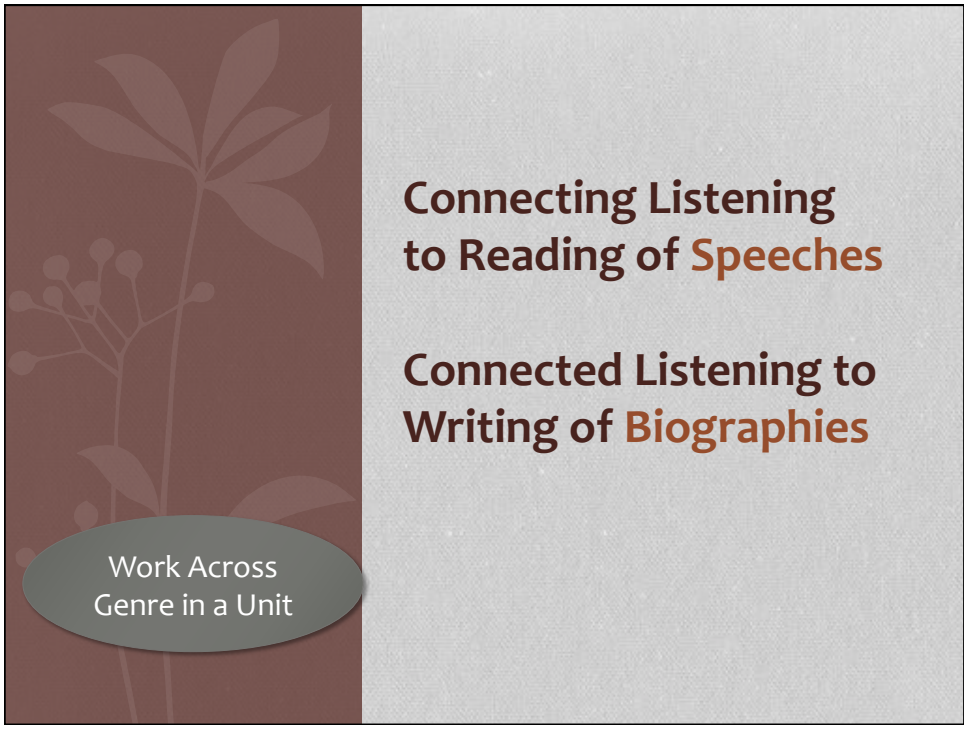
https://www.youtube.com/watch?v=x2CiDaUYr90&app=desktop

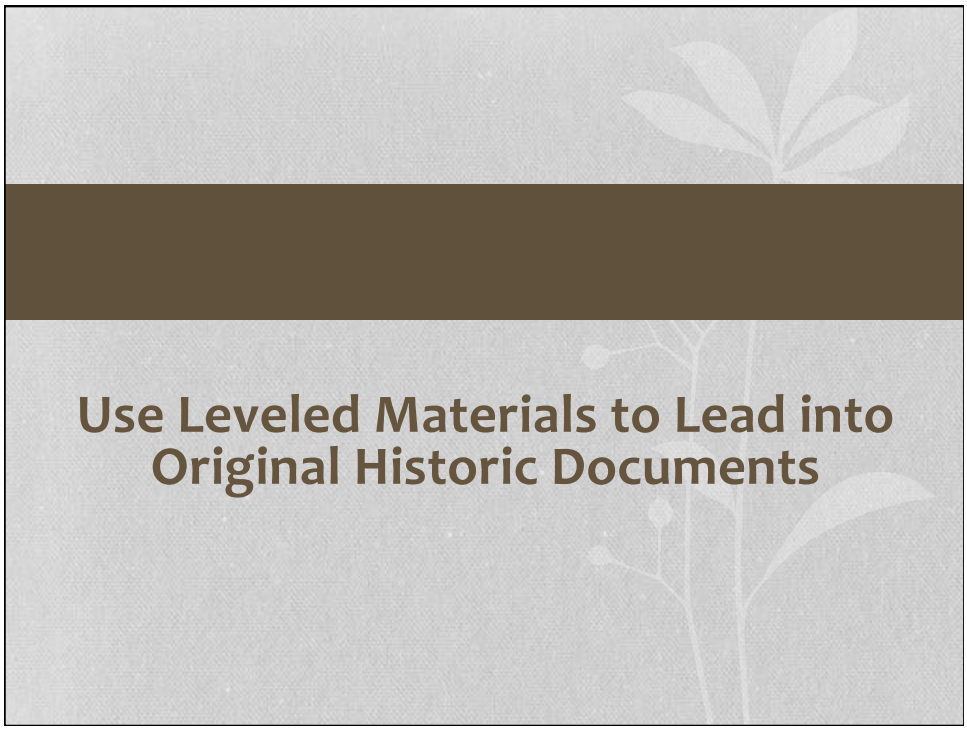
(plow, prairie grass, wheat, farming, topsoil, erosion, drought, wind, failed crops, black blizzard, legends, livestock, exodus, destruction, conserve moisture)

***Both videos: dates, measurements (tons, miles)***

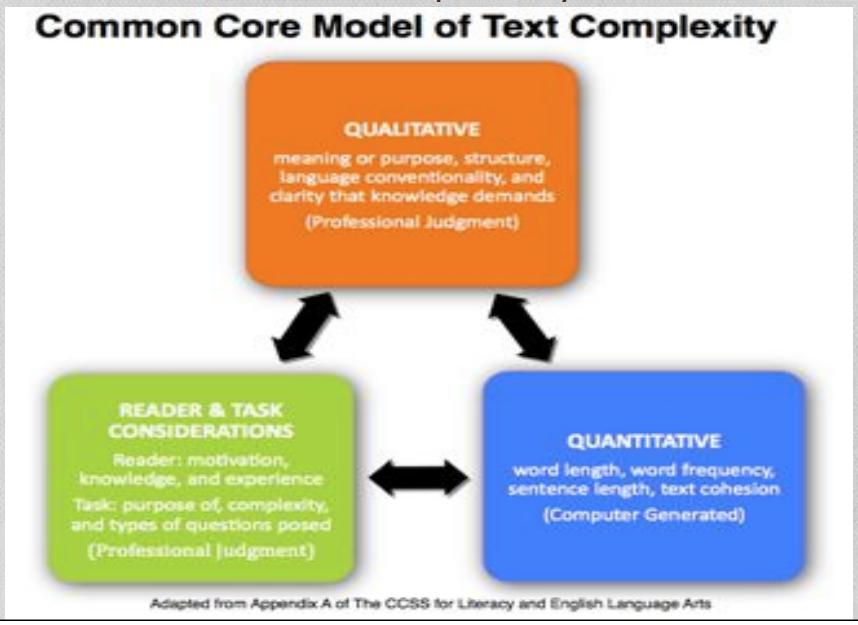
## Create Units with Connected Listening, Reading, Speaking, Writing




Work Across Genre in a Unit
Connecting Listening to Reading of Speeches
Connected Listening to Writing of Biographies


Use Leveled Materials to Lead into Original Historic Documents

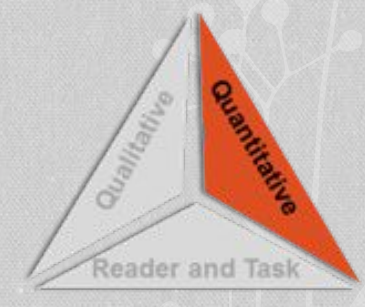
# What is text complexity?




# Quantitative Measures of Text Complexity

These metrics give **different weights** to the following proxies for **semantic and syntactic complexity**:

- Word Length
- Word Frequency
- Word Difficulty
- Sentence Length
- Text Length
- Text Cohesion




Research shows that **no metric is better than the others** at either predicting text difficulty or student performance on tests

ESL Website http://esl.ncwiseowl.org/

# Quantitative Measures and the CCSS

The CCSS include a staircase of increasing text complexity from elementary through high school keyed against recalibrated Lexile scores

| Grade Band | Old Lexile Ranges | CCR Lexile Ranges |
|---|---|---|
| 2-3 | 450-725 | 420-820 |
| 4-5 | 645-845 | 740-1010 |
| 6-8 | 860-1010 | 925-1185 |
| 9-10 | 960-1115 | 1050-1335 |
| 11-CCR | 1070-1220 | 1185-1385 |

ESL Website http://esl.ncwiseowl.org/

## Speeches: FDR First Inaugural Address

### Lexile 530 (Gr. 2/3)

**Famous Speeches: Franklin D. Roosevelt's First Inaugural Address**

By Adapted by Newsela staff on 04.15.16
Word Count **1,109**

Franklin D. Roosevelt (right) is escorted by President Herbert Hoover in an automobile from the White House to the Capitol in Washington, D.C., to take the oath of office as the new president, March 4, 1933. Photo: Library of Congress

*Editor's Note: Franklin D. Roosevelt became president on March 4, 1933. At that time, the country had many troubles. Thousands of banks had failed and many Americans had lost their savings. Millions were out of work. The U.S. dollar was worth less and less. Roosevelt's first speech as president pointed out these problems. More importantly, it outlined a plan to solve them.*

Americans know I will speak to them with truth and firmness. The tough times our country is facing requires it. This is right the time to speak the truth. I must speak the
We must deal with what is going on in our country today. This great Nation wi
will get better and thrive. The only thing we have to fear is fear itself. This terr
us move forward. In every dark hour, leaders have found understanding and
the people. Without this support we cannot win. I know you will again support
important time.

Our country has many problems. Values are bad. Taxes have risen. People ca
them. Government does not have enough money. Factories are empty. Farme
their crops. The life savings of thousands of families are gone.

### Lexile 780 (Gr. 4/5)

**Famous Speeches: Franklin D. Roosevelt's First Inaugural Address**

By Adapted by Newsela staff on 04.15.16
Word Count **1,358**

Franklin D. Roosevelt (right) is escorted by President Herbert Hoover in an automobile from the White House to the Capitol in Washington, D.C., to take the oath of office as the new president, March 4, 1933. Photo: Library of Congress

*Editor's Note: Franklin D. Roosevelt became president on March 4, 1933. At that time, the country was in distress. Thousands of banks had failed and many Americans had lost their savings. Millions were jobless. The value of the U.S. dollar was dropping. Roosevelt's first speech as president pointed out these problems and outlined a plan to overcome them all.*

Americans want me to speak to them with truth and firmness. The
on is in requires this truth and firmness. This is the time to speak the truth,
rankly and boldly. We must honestly face the problems in our country
Nation will endure as it has endured in the past. It will get better and
all, let me share my firm belief that the only thing we have to fear is fear
ess, unreasonable, unjustified terror stops our efforts to advance. In every
national life, leaders have found understanding and support from the
this support, we will not win. I am convinced that you will again give that
very important days.

NEWSELA
Read closely. Think critically. Be worldly.

## Speeches: FDR First Inaugural Address

### Lexile 1130 (Gr. 9/10)

**Famous Speeches: Franklin D. Roosevelt's First Inaugural Address**

By Adapted by Newsela staff on 04.15.16
Word Count **1,809**

osevelt (right) is escorted by President Herbert Hoover in an automobile from the White House to the
shington, D.C., to take the oath of office as the new president, March 4, 1933. Photo: Library of Congress

: By the time President Franklin D. Roosevelt was giving his inaugural address
1933, the nation had already been in an economic depression for three years.
000 of the nation's 24,000 banks had failed and Americans who kept their
e banks lost their savings. Millions lost their jobs and the value of the U.S.
lining swiftly. Roosevelt acknowledged that the nation was in a time of crisis
t his plans to pull the country out of the Great Depression.

I am certain that my fellow Americans expect that on my inauguration as President I will
em with truth and a decisiveness given the situation our Nation finds itself. Now
ever we must speak the truth, the whole truth, frankly and boldly. Nor need we
honestly facing conditions in our country today. This great Nation will endure as
ured, will revive and will prosper. So, first of all, let me assert my firm belief that
ing we have to fear is fear itself — nameless, unreasoning, unjustified terror
alyzes needed efforts to change retreat into advance. In every dark hour of our
e, a leadership of frankness and vigor has met with that understanding and
the people that is essential to victory. I am convinced that you will again give
ort to leadership in these critical days.

NEWSELA
Read closely. Think critically. Be worldly.

# How do the two texts differ?

- Vocabulary demands—more common everyday vocabulary vs. more technical and less common vocabulary
- Length and complexity of sentences
- Number of clauses
- Verb tenses (simple past tense vs. past progressive, past perfect)
- Directness of sentences vs. indirectness
- Use of academic phrasing common in history texts
- Overall word count
- Familiarity with the formulaic phrasing used in formal political speeches

## Perfil presidencial: Franklin D. Roosevelt

By White House Historical Association, adaptado por la redacción de Newsela on 07.04.13
Word Count **789**

Franklin Delano Roosevelt asumió la presidencia de Estados Unidos cuando la Gran Depresión se encontraba en su peor momento. Durante ese tiempo, había mucha gente desempleada, la población no tenía dinero y estaba desanimada. Roosevelt ayudó a los estadounidenses a recuperar la fe en sí mismos y trajo consigo esperanza, prometiendo acción rápida y vigorosa. En su discurso inaugural afirmó que "a lo único que debemos temer es al miedo".

Nacido en 1882 en Hyde Park, Nueva York, Roosevelt fue el único hijo de un matrimonio adinerado y tuvo una vida llena de privilegios. Estudió en Harvard University y en la Facultad de Derecho de Columbia University. El día de San Patricio, en 1905, se casó con su prima lejana, Eleanor Roosevelt.

**Roosevelt se recupera de polio y se hace gobernador**

Siguiendo el ejemplo de su primo, el Presidente Theodore Roosevelt, por quien sentía gran admiración, Franklin Roosevelt entró al servicio público por medio de la política, pero como demócrata, mientras que Theodore era republicano. Ganó la elección al Senado de Nueva York en 1910. El Presidente Woodrow Wilson lo nombró subsecretario de la marina de guerra y fue el candidato demócrata para vicepresidente en 1920.

**Spanish Version**

## Franklin D. Roosevelt's First Inaugural Address: Listening while Reading (Doubling the Input)

## Listening to Speeches

https://www.youtube.com/watch?v=7nSgMWW-808 (18 mins)

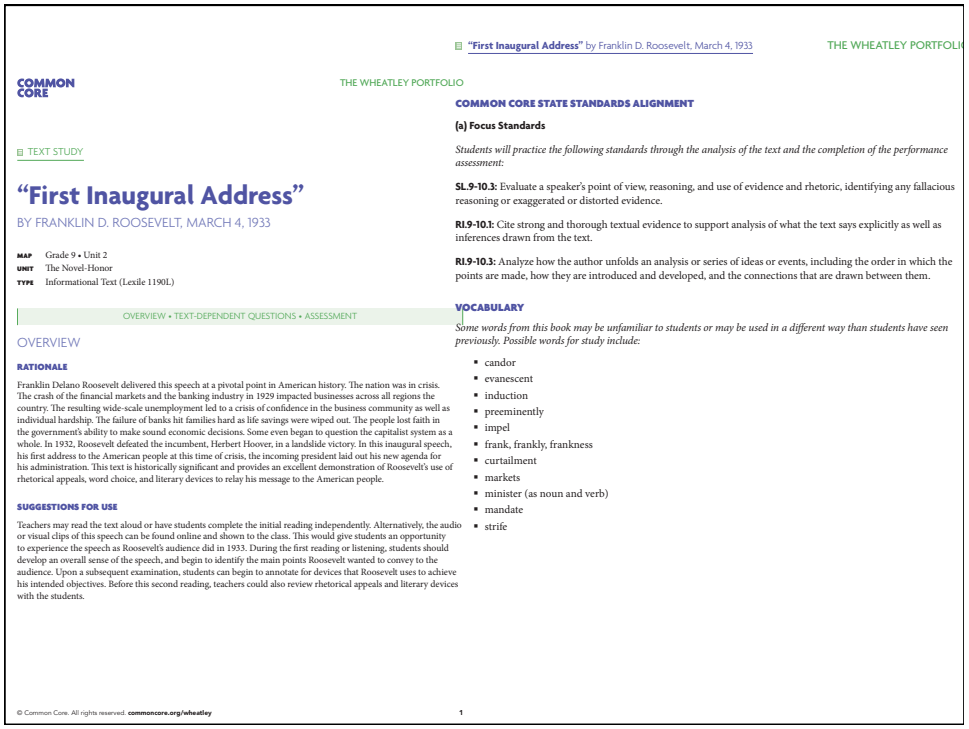
- http://www.history.com/speeches/franklin-d-roosevelts-first-inaugural-address

Full address:
http://www.presidency.ucsb.edu/ws/?pid=14473
http://teachingamericanhistory.org/library/document/first-inaugural-address-36/

List Tier 2 Words You Hear While Listening

**On March 3, 1933, the newly elected president of the United States, Franklin D. Roosevelt, promises a country battered by the Great Depression a renewed prosperity, setting forth plans to put the government to work.**

4 minutes **Franklin D. Roosevelt's First Inaugural Address**



COMMON CORE

THE WHEATLEY PORTFOLIO

TEXT STUDY

# "First Inaugural Address"

BY FRANKLIN D. ROOSEVELT, MARCH 4, 1933

**MAP** Grade 9 • Unit 2
**UNIT** The Novel-Honor
**TYPE** Informational Text (Lexile 1190L)

OVERVIEW • TEXT-DEPENDENT QUESTIONS • ASSESSMENT

## OVERVIEW

### RATIONALE

Franklin Delano Roosevelt delivered this speech at a pivotal point in American history. The nation was in crisis. The crash of the financial markets and the banking industry in 1929 impacted businesses across all regions the country. The resulting wide-scale unemployment led to a crisis of confidence in the business community as well as individual hardship. The failure of banks hit families hard as life savings were wiped out. The people lost faith in the government's ability to make sound economic decisions. Some even began to question the capitalist system as a whole. In 1932, Roosevelt defeated the incumbent, Herbert Hoover, in a landslide victory. In this inaugural speech, his first address to the American people at this time of crisis, the incoming president laid out his new agenda for his administration. This text is historically significant and provides an excellent demonstration of Roosevelt's use of rhetorical appeals, word choice, and literary devices to relay his message to the American people.

### SUGGESTIONS FOR USE

Teachers may read the text aloud or have students complete the initial reading independently. Alternatively, the audio or visual clips of this speech can be found online and shown to the class. This would give students an opportunity to experience the speech as Roosevelt's audience did in 1933. During the first reading or listening, students should develop an overall sense of the speech, and begin to identify the main points Roosevelt wanted to convey to the audience. Upon a subsequent examination, students can begin to annotate for devices that Roosevelt uses to achieve his intended objectives. Before this second reading, teachers could also review rhetorical appeals and literary devices with the students.

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### COMMON CORE STATE STANDARDS ALIGNMENT

**(a) Focus Standards**

*Students will practice the following standards through the analysis of the text and the completion of the performance assessment:*

**SL.9-10.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

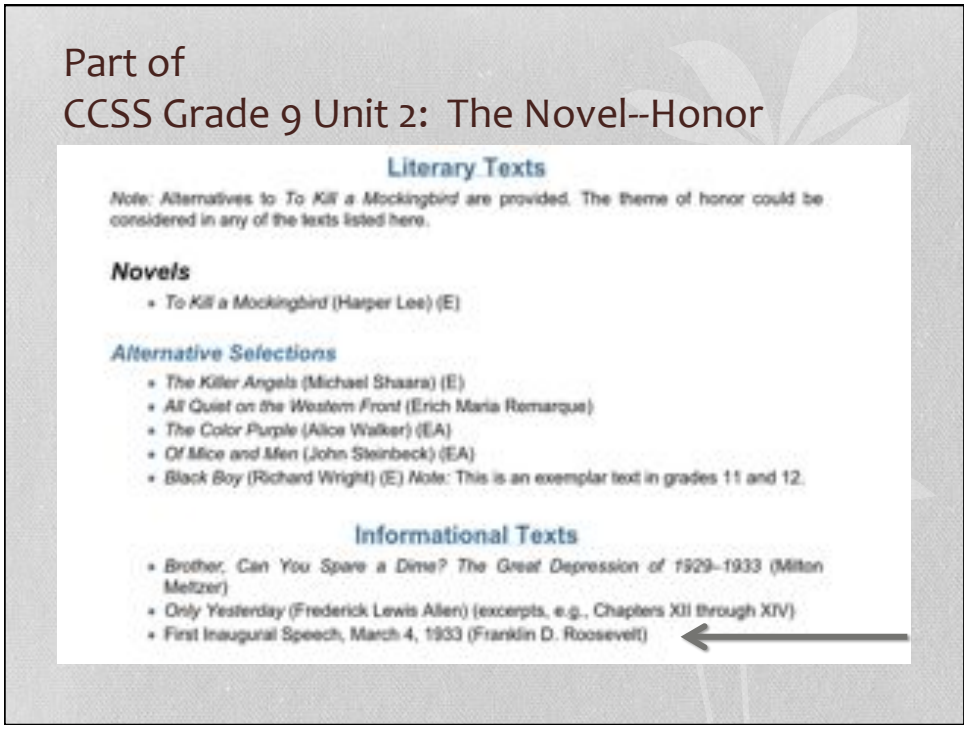
**RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### VOCABULARY

*Some words from this book may be unfamiliar to students or may be used in a different way than students have seen previously. Possible words for study include:*

- candor
- evanescent
- induction
- preeminently
- impel
- frank, frankly, frankness
- curtailment
- markets
- minister (as noun and verb)
- mandate
- strife



Part of
CCSS Grade 9 Unit 2: The Novel--Honor

## Literary Texts

*Note:* Alternatives to *To Kill a Mockingbird* are provided. The theme of honor could be considered in any of the texts listed here.

### *Novels*

- *To Kill a Mockingbird* (Harper Lee) (E)

### *Alternative Selections*

- *The Killer Angels* (Michael Shaara) (E)
- *All Quiet on the Western Front* (Erich Maria Remarque)
- *The Color Purple* (Alice Walker) (EA)
- *Of Mice and Men* (John Steinbeck) (EA)
- *Black Boy* (Richard Wright) (E) *Note:* This is an exemplar text in grades 11 and 12.

## Informational Texts

- *Brother, Can You Spare a Dime? The Great Depression of 1929–1933* (Milton Meltzer)
- *Only Yesterday* (Frederick Lewis Allen) (excerpts, e.g., Chapters XII through XIV)
- First Inaugural Speech, March 4, 1933 (Franklin D. Roosevelt)

## TEXT-DEPENDENT QUESTIONS

*Teachers may consider reviewing key content, rhetoric, and analysis terms prior to reading, such as: inaugural address, the Great Depression, nationalism, patriotism, Executive power, ethos, logos, pathos, figurative language, metaphor, repetition, connotation, denotation, allusion, and tone.*

**1** Reread the first two sentences of Roosevelt's speech. What does Roosevelt say the present situation requires him to do when speaking to the American people?

- **Roosevelt believes that the American people expect him to speak honestly about the current situation of the nation.**
- **This is supported by use of the word candor, which means honesty and sincerity.**

**2** Roosevelt says this inaugural address is "preeminently the time" to speak the truth to the American people. Why would this instance be different than any other time?

- **Preeminently means first or foremost.**
- **The inaugural address is the first time that Roosevelt addressed the American people as their president and this speech sets the tone for his presidency.**
- **He is saying to the people that given the crisis situation, it is time that the leaders are honest with the citizens of the country.**

**3** In his first paragraph, Roosevelt uses both the pronouns "them" and "we" in reference to his audience. When does he use these pronouns and what is the desired effect of using different pronouns at different places in the paragraph?

- **Roosevelt uses "them" in the first sentence in reference to his audience of the American people. The use of this word separates Roosevelt from his audience and demonstrates that he knows his audience has expectations of him as their leader.**
- **Roosevelt uses "we" and "our" through the rest of the first paragraph. His use of these pronouns suggests that he is a part of the American people and demonstrates his belief that the nation's citizens should face the challenges ahead of them together.**

**4** What does Roosevelt state that Americans should fear? Why would he choose to begin his speech by addressing the citizens' fears?

- **Roosevelt says that, "…the only thing we [Americans] have to fear is fear itself…"**
- **He is acting like a parent, attempting to calm the fears of the public about the state of the country, as a parent would calm the fears of a child.**
- **By using "we" he avoids a patronizing tone that might be inferred otherwise.**
- **This statement means that the American people should only be afraid of allowing their fear to impede their efforts to fix the economic problems facing the country.**
- **They must overcome this psychological roadblock before they can begin to take physical action.**
- **Members of the audience should feel reassured when the president says that the challenges ahead are not so difficult that they will not be able to overcome them. In addition, they may feel that they have to overcome their fear of what will happen next and focus on supporting others and the country's leadership.**

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"First Inaugural Address" by Franklin D. Roosevelt, March 4, 1933 THE WHEATLEY PORTFOLIO

**5** In his opening paragraph, Roosevelt says the American people need "to convert retreat to an advance." What is the denotation and connotation of the word "retreat" in this sentence? A denotation is a word's literal or defined meaning. A connotation is an understood meaning for the word that is different from its definition. What does Roosevelt mean by this statement?

» *Note to teachers: This question provides an opportunity to demonstrate how the same word can have different meanings (denotation vs. connotation), or part of speech (used as a verb versus a noun or adjective), depending on the context.*

- **The definition of the word "retreat" is to move away or move backward, while to "advance" is to go forward. (denotation)**
- **In the military sense, to retreat means to back away or move away from an enemy or conflict. To advance is to move forward, acquire territory, or engage the enemy.**
- **The connotation of "retreat" is defeat; the connotation of "advance" is victory or success.**
- **Roosevelt suggests that the American people need to change their belief from a sense of defeat or failure into a movement in a more positive direction.**
- **Roosevelt plans to "wage a war" on the economic crisis impacting the United States.**
- **This use of a military phrase at the beginning of the speech is introduces Roosevelt's use of the war metaphor throughout the rest of the speech.**

**6** In the second paragraph, Roosevelt identifies some of the nation's "common difficulties." He states that "They concern, thank God, only material things." What does he mean by this statement?

- **He is reassuring the people that the problems the country is facing, though serious, are within their power to fix. The American people have the ability to get the country moving again.**
- **Roosevelt's use of "common" suggests that he and many others are facing the concerns of rising taxes, declining wages, and national output of industrial and agricultural goods. He is using the rhetorical appeal of ethos because he lists events that many, if not all, Americans have dealt with before his election.**
- **Through this list, he demonstrates that he knows specific issues that Americans are facing and he understands their concerns. This persuades the American people to trust him as his knowledge of their problems adds to his credibility as a leader.**

**7** When Roosevelt states, "We are stricken by no plague of locusts," what message is he trying to instill in the minds of his audience?

» *Note to teachers: A possible extension of this question could include reviewing biblical allusions in historical documents, such as the Declaration of Independence and the Constitution, as well as in the remainder of Roosevelt's speech.*

- **This statement is an allusion to biblical stories in which devastating plagues were unleashed on specific groups of people or countries who displeased God. In the story, swarms of locusts eat everything in sight, leaving the impacted country destroyed and without resources.**
- **Roosevelt is assuring citizens they are not experiencing God's wrath and are not destined for collective punishment. Although the country's resources have been mismanaged and times are difficult, America still has a multitude of resources and gifts. Their ability to recover does not depend on an act of God but on their own determination and resourcefulness.**

Questions Continue
18 in Total

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"First Inaugural Address" by Franklin D. Roosevelt, March 4, 1933 THE WHEATLEY PORTFOLIO

## PERFORMANCE ASSESSMENTS

*Give students the following writing task:*

In this speech, President Roosevelt utilizes a number of different rhetorical appeals and strategies to engage his audience and build support for his plans for the country. Which appeal or strategy does he use the most effectively? Your evidence should include identification of Roosevelt's use of specific rhetorical appeals, analysis of word choice, tone, and other literary devices.

Your response should:

- Have a clear claim that provides an analysis, not a summary, of the speech.
- Use specific examples of the techniques used in the speech to support your claim.
- Use words, phrases, or clauses to link the major sections of your text.
- Avoid colloquial or casual language to create a formal tone.
- Provide a concluding statement that supports the arguments presented.
- Be proofread to ensure correct grammar, punctuation, and spelling.

http://greatminds.net/maps/documents/09.02.RI.1933_Inaugural_0802.pdf

# Flocabulary

Flocabulary

https://www.flocabulary.com/unit/the-great-depression/video/
(FDR Speech snippet)

https://www.flocabulary.com/topics/geography/
Resources for Social Studies/ History Teachers

**Intensifying the Message with Rap/Chants**

## WRITING BIOGRAPHIES:

READING TO WRITE

LISTENING TO WRITE

President Franklin Delano Roosevelt greets drought-stricken farmers in North Dakota, 1936.

# Biography

## Lexile 600 (Gr. 3)

### Presidential Profile: Franklin D. Roosevelt

By White House Historical Association, adapted by Newsela staff on 07.04.13
Word Count **531**

Official Presidential portrait of Franklin Delano Roosevelt Photo: Frank O. Salisbury/White House

Franklin Delano Roosevelt was born in 1882 in New York. His family was rich. He attended Harvard University and Columbia Law School. In 1905, he married his distant cousin, Eleanor Roosevelt.

Franklin Roosevelt wanted to be like one of his other cousins, President Theodore Roosevelt. Franklin won his first election in 1910 and became a senator in New York. In 1920, Roosevelt wanted to be vice president. He did not win that election.

**Roosevelt Works Through Tough Times**

When Franklin Roosevelt was 39 years old, he became very sick. He illness that can leave people unable to walk or move. Roosevelt He swam a lot. The workouts helped him get his legs moving. Convention, he surprised everyone. He walked in using crutches. became governor of New York.

## Lexile 870 (Gr. 4-5)

### Presidential Profile: Franklin D. Roosevelt

By White House Historical Association, adapted by Newsela staff on 07.04.13
Word Count **651**

Official Presidential portrait of Franklin Delano Roosevelt Photo: Frank O. Salisbury/White House

In the middle of the Great Depression, when millions of Americans were out of work and the United States was badly struggling, Franklin Delano Roosevelt was elected president. Roosevelt helped the American people with his many ideas. He brought hope and promised immediate action.

When he became president, Roosevelt said in a famous speech that "the only thing we have to fear is fear itself."

**Polio Did Not Hold Him Back**

Born in 1882 in New York, Roosevelt was an only child. His parents were very rich and he He attended Harvard University and Columbia Law School. On St. ed his distant cousin Eleanor Roosevelt.

e of his other cousins, President Theodore Roosevelt, and steps. Franklin was elected to the New York Senate in 1910 and istant secretary of the Navy. In 1920, he was the Democratic candidate for vice president.

**Warm Up: Preparation for the Audio Input**

# Biography

## Lexil

Presi
Roose

By White Hou
Word Count 7

Work with a Partner
Compare the Headings on Page 9-10 to pages 11-12

Compare the Number of Words

Compare the two Lead Paragraphs

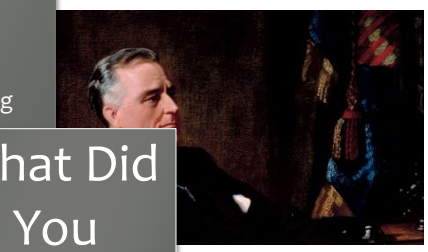
Compare the Vocabulary and Phrasing

What Did You Notice?

## Lexile 1100 (Gr. 10-11)

dential Profile: Franklin D. evelt

ouse Historical Association, adapted by Newsela staff on 07.04.13
838



sevelt Photo: Frank O. Salisbury/White House

Official Presidential portrait of Franklin Delano Roosevelt Photo: Frank O. Salisbury/White House

Franklin Delano Roosevelt became president during the worst of the Great Depression. It was a time when many people were out of work and the United States was in a financial slump. Franklin D. Roosevelt helped the American people restore their faith in themselves. He brought hope and promised immediate, strong action.

At the beginning of his presidency, he said that "the only thing we have to fear is fear itself."

**Privileged Early Years**

Born in 1882 in Hyde Park, New York, Roosevelt was an only child of wealthy parents. He lived a privileged life and attended Harvard University and Columbia Law Schoo Patrick's Day, 1905, he married his distant cousin Eleanor Roosevelt.

Franklin Roosevelt greatly admired one of his other cousins, Presi so Franklin ran for office, too. He was elected to the New York Sena Woodrow Wilson appointed him assistant secretary of the Navy. In 1920, Democratic candidate for vice president.

he presidency when the Great Depression was at its were out of work and the United States was in a deep economic slump. Franklin D. Roosevelt helped the American people restore their faith in themselves and brought hope as he promised prompt, strong action. In his inaugural address at the beginning of his presidency, he said that "the only thing we have to fear is fear itself."

Born in 1882 in Hyde Park, New York, Franklin was an only child of extremely wealthy parents and lived a privileged life. He attended Harvard University and Columbia Law School. On St. Patrick's Day, 1905, he married his 5th cousin Eleanor Roosevelt.

**hats Polio, Becomes Governor**

ired his cousin, President Theodore Roosevelt, who had politics, running as a Republican. Franklin followed his rat. He won election to the New York Senate in 1910. President appointed him assistant secretary of the Navy, and in 1920, he was the Democratic nominee for vice president.

**Warm Up: Preparation for the Audio Input**

## Listen to Video Bio After Reading

https://www.youtube.com/watch?v=qK42SUseTwM

5 minute bio

## Possible Listening Activities to Do After Listening to the Multimedia Bio:

- Circle words or phrases that were used in the biography
- Listen for the main life events (jot them down as you hear them)
- Order life events as a post-listening activity
- Relay the facts you captured to a partner; partner add details
- Circle facts/details you heard in the audio from a list created by the teacher
- Three truths and a lie: Identify the lie/truths

# Use a Historical Figure's Biography as a Model for Writing a Biography of Another Notable Person

Layer the Input: Listen then Read then Write
The Value of Repeated Practice for ELLs

video

https://www.c-span.org/video/?402657-1/dorothea-lange-photography-social-commentary

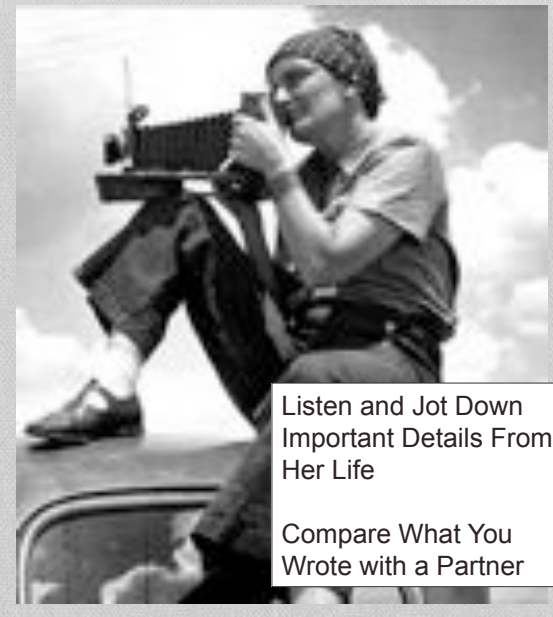
14:42 But only play first part through her work in the Dust Bowl (to 5:57)

PHOTOJOURNALIST

Dorothea Lange's work-American Masters PBS

https://m.youtube.com/watch?v=Fj-hCwQgJ4g

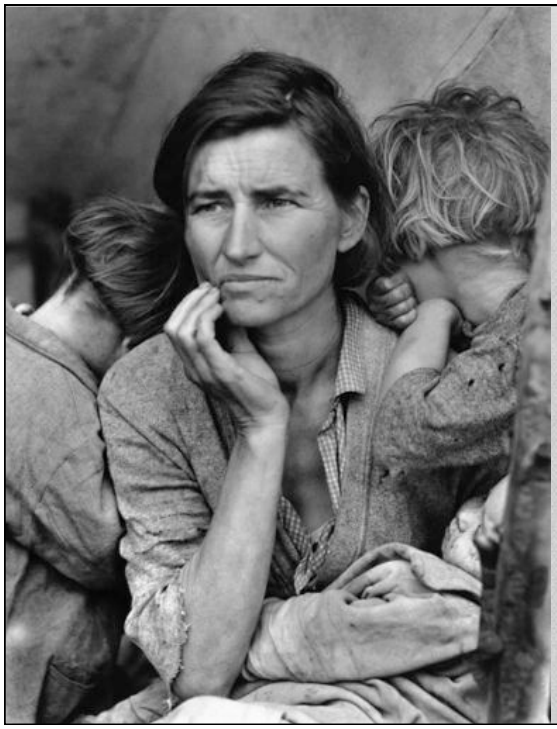
Photographer Dorothea Lange and her husband were among the first to witness and to understand the causes of the huge migration to California in the 1930s: families were escaping the Dust Bowl. In this film excerpt, Lange talks about the first car she photographed before the country realized what was happening. American Masters' Dorothea Lange (PBS)



Listen and Jot Down Important Details From Her Life

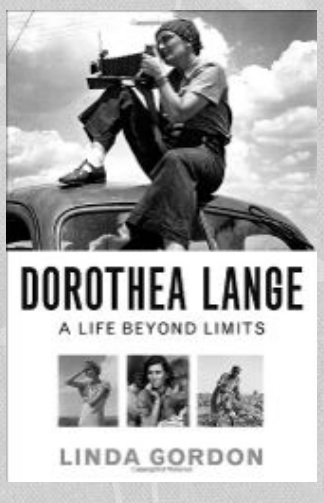
Compare What You Wrote with a Partner

Dorothea Lange: Social Documentary Photographer



http://www.npr.org/templates/story/story.php?storyId=126289455 audio

## Listening to Write




## More Resources: *Team Read & Write*
## *Oral Presentations in Class to Practice Speaking*

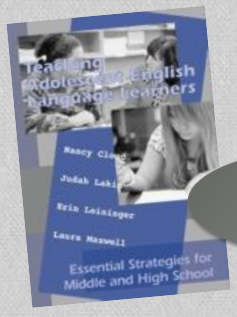
- http://www.theartstory.org/artist-lange-dorothea.htm
- http://www.pbs.org/wnet/americanmasters/dorothea-lange-biography-with-photo-gallery/3097/

**PBS Learning Media:**

- http://ri.pbslearningmedia.org/resource/lang14.soc.ushist.dustbowl/documenting-the-dust-bowl/
- http://ri.pbslearningmedia.org/resource/lang14.soc.ushist.migmoth/dorothea-lange-migrant-mother/
- http://ri.pbslearningmedia.org/resource/pa11.vhssocst.us.prog.lange/picturing-america-dorothea-lange/
- https://www.britannica.com/biography/Dorothea-Lange
- http://famous-photographers.com/dorothea-lange/
- http://myhero.com/hero.asp?hero=d_lange

Using **Fiction** and **Informational Texts** as Mentor Texts for Advancing Student's Academic Vocabularies and Writing Skills Across the Genres

## Developing Writing Skills: Models, Mentor Texts and Multimedia Sources




Chapter 8

# Types of Writing to Work On (CCSS)

**EXPLANATORY/IFORMATIONAL**

- **Explanatory articles about given subjects/topics**
- Telling/retelling
- How to articles
- Recipes
- News stories

Purpose: Explain

**DESCRIPTIVE**

- **Descriptive passages—describe places, people, events, situations or locations in a highly detailed manner**
- Poetry
- Journal or diary writing
- Nature writing

Purpose: Describe in Detail

# Types of Writing to Work On (CCSS)

**ARGUMENT/PERSUASION**

- **Taking a stand and providing reasons, arguments** and justifications for that stand
- Opinion and editorial newspaper pieces
- Advertisements
- Reviews (books, movies, etc.)
- Letter of recommendation
- Letter of complaint

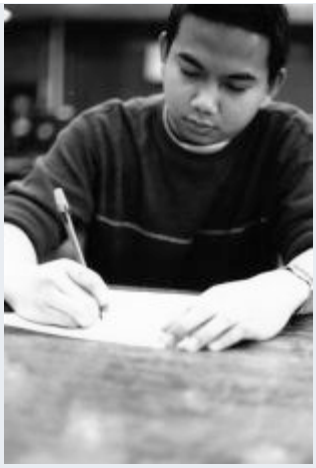
Purpose: Persuade, Argue

**NARRATIVE**

- **Tell a story or event;** has characters and dialogue; events
- Novels
- Short stories
- Poetry
- Autobiographies, **biographies**
- Anecdotes
- Oral Histories

Purpose: Narrate a story/event

## Challenges and Solutions to ELL Writing Success



- Understanding and meeting high expectations (state writing standards)
- Expressing themselves authentically in a new language
- Acquiring basic writing fluency and ease
- Learning English sound-spelling correspondence (with automaticity)

**Page 169-172**

## Other Challenges for ELLs

- Lack of Background Knowledge
- Conventions of English
- Direct Writing Style Used in English (Discourse Patterns)

## **Solutions:** Modifying the Writing Process for ELLs: The Five Mores

## Modifying the Writing Process for ELLs Pages 174-177

- More time
  - More time to work on and conference about assignments
  - More time to revise and edit with support
- More Models
- More Focused Editing
- More Welcoming, Flexible Publication
  - Sharing a "golden line"
  - A favorite passage or paragraph
  - The entire piece

*Tools For Our Writing Teacher Toolbox to Use with ELLs*

## Solutions:
## *Models, Demonstrations*

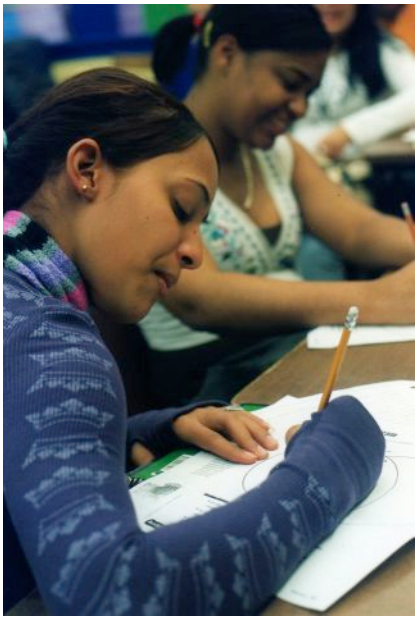
**Word Boxes; Vocabulary Notebooks**

**Graphic Organizers**

**Sentence Frames; Sentence Starters**

**Paragraph/Essay Frames**

**Guides and Checklists**



## Solutions: Using Graphic Organizers to Deconstruct Text and Later to Guide Writing

# MATCH THE TEXT STRUCTURE

Chronological (Time Sequence)

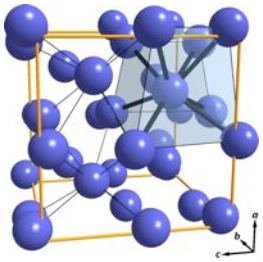
Cause/Effect

Problem/Solution

Description

Enumeration

Comparison/Contrast



**Sequence Chain**

Title: _____
Author: _____
Illustrator: _____

| CHARACTERS | SETTING<br>Place:<br><br>Time: |
|---|---|

| | | |
|---|---|---|
| 1. | 2. | 3. |
| 4. | 5. | 6. |

NAME: _____

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Pearson Achievement Solutions

Other Visuals to Provide An Understanding of the Writing Task

Narrative/ Short Story

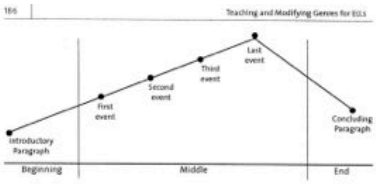


FIGURE 8.3 Plot line graphic

Remind students that they must first learn the conventions of the genre and then engage in repeated practice of its basic structure in order to improve their writing and work toward mastery. (See Figure 8.4 for instruction and assessment ideas.)

***Narrative/Short Story Checklist***

1. Plot
   - You introduce the character(s) and a problem situation or conflict.
   - There are a series of events (two or more) related to the problem or conflict.
   - The events lead toward suspense and anticipation for the reader.
   - There is a climax or turning point for the main character.
   - There is a conclusion of events.
2. Setting
   - There is a place, location where the events happen.
   - There is time (may be general or specific) when the events happen.
3. Characters
   - There is one or more main characters—living things.
   - Characters think, act, and talk to move the story.
   - There is a consistent point of view.
4. Theme
   - There is a point or meaning to the story.

Narrative/ Short Story Checklist p. 186

***Poetry/Imitation Writing***

A relatively easy way to get students writing, and introduce them to poetry at the same time, is through imitation writing. In imitation writing, students use an author's piece and particular style as a model to create their own individual pieces of prose or poetry. Imitation writing can be used with any genre, though it usually works better with creative genres. Choose pieces with a lot of sensory imagery and literary devices or pieces with a strong pattern that students can pick up on, adapt, and

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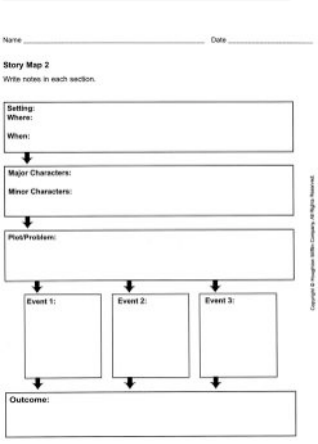
## Graphic Organizer

For Drafting



Name _____ Date _____

Story Map 2

Write notes in each section.

Setting:
Where:
When:

Major Characters:
Minor Characters:

Plot/Problem:

Event 1:
Event 2:
Event 3:

Outcome:

## Rubric

For Editing

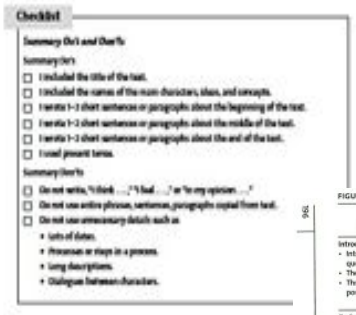
FIGURE 8.4 Narrative/short story rubric

| Criteria (Standards) | 4 Exceeds Proficiency | 3 Meets Proficiency | 2 Approaching Proficiency | 1 Substantially Below Proficient | Comments |
|---|---|---|---|---|---|
| Plot<br>Includes the following:<br>• Character(s) and a problem situation or conflict<br>• A series of events related to the problem or conflict and leading toward suspense and anticipation<br>• A climax or turning point for the main character<br>• A conclusion of events | Story follows an original, believable, clear, and easy-to-understand plot line that includes well-developed characters, a series of events, suspenseful climax, and credible conclusion. | Story follows a believable, clear, and easy-to-understand plot line that includes developed characters, a series of events, a climax, and a conclusion. | Story includes most of the plot points—one or more plot points (characters, events, climax, conclusion) are confusing or missing. | Story includes only a couple of the plot points—two or more plot points (characters, events, climax, conclusion) are confusing or missing. | |
| Setting<br>Includes the following:<br>• A place, location where the events happen<br>• A time (may be general or specific) when the events happen | Time and place are clear, original, well described, and appropriate to the plot; includes some descriptive, sensory imagery. | Time and place are clear and fit the plot, and are described in the story; attempts at descriptive, sensory imagery. | Either time or place is confusing or hard to understand or lacking enough detail to be known. | Time and place are confusing or hard to understand or lacking enough detail to be known. | |

| Criteria (Standards) | 4 Exceeds Proficiency | 3 Meets Proficiency | 2 Approaching Proficiency | 1 Substantially Below Proficient | Comments |
|---|---|---|---|---|---|
| Character<br>Includes the following:<br>• There is one or more main characters—living things<br>• Characters think, act, and talk to move the story<br>• There is a consistent point of view | Characters are original and believable, are well developed through thoughts, actions, and dialogue, and clearly move the story; point of view is fitting and consistent. | Characters are believable, developed through thoughts, actions, and dialogue, and move the story; point of view is clear and consistent. | Characters are developed with two of the three characteristics (thoughts, actions, speech) and move the story; POV is inconsistent. | Characters are developed with one of the three characteristics (thoughts, actions, speech); purpose of characters and/or POV is confusing or unclear. | |
| Theme<br>• Includes a point, meaning, or purpose | The point or meaning of the story is original and very clear (though not necessarily explicitly explained). | The point or meaning of the story is clear (though not necessarily explicitly explained). | There is a vague point or meaning of the story. | The point or meaning of the story is confusing or incomplete. | |

**On Pages 187-188 in Book**

# Use Checklists and Rubrics



Chapter 8: Filled With Teacher Tools

Page 196

Page 195

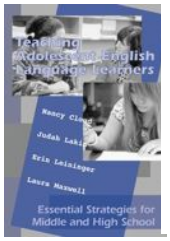



FIGURE 8.6 Five-paragraph essay rubric

| Criteria (Standards) | 4 Exceeds Proficiency | 3 Meets Proficiency | 2 Approaching Proficiency | 1 Substantially Below Proficient | Comments |
|---|---|---|---|---|---|
| Introduction<br>• Introduce the topic, question, or issue<br>• Thesis statement<br>• Three or more supporting reasons | The topic, question, issue is clearly introduced and leads to the thesis statement with three clear supporting reasons. | The topic, question, issue is introduced; there is a thesis statement with three clear supporting reasons. | The topic, question, issue is introduced; thesis is incomplete or confusing. | The topic, question, issue is unclear; thesis is incomplete, confusing, or irrelevant. | |
| Body/Argument<br>• Topic sentence<br>• Specific evidence:<br>  • Examples<br>  • Facts<br>  • Quotations<br>  • Statistics<br>• Transitions between reasons and evidence | Three or more supporting reasons are very strong; reasons are clearly introduced in a topic sentence and well supported with specific evidence, examples, facts; transitions skillfully used between evidence and reasons. | Three supporting reasons are clearly introduced in a topic sentence and well supported with specific evidence, examples, facts; transitions used between evidence and reasons. | Fewer than three supporting reasons; one or more reasons and/or supporting evidence are unclear or missing; few transitions. | Supporting reasons and evidence are unclear, confusing, or missing; no transitions. | |
| Conclusion<br>• Restate thesis<br>• Closing, universal statement | Thesis is skillfully restated; a clear, universal statement concludes the essay. | Thesis is clearly restated; a universal statement concludes the essay. | Thesis restatement and concluding sentence is weak or unclear. | Thesis and conclusion are missing or irrelevant. | |
| Organization<br>• Follows the five-paragraph model (intro paragraph, three body paragraphs, conclusion paragraph)<br>• Transitions between supporting evidence and paragraphs | Perfectly follows the five-paragraph essay model, and effectively uses a variety of transitions throughout essay. | Follows the five-paragraph essay model and uses transitions when necessary. | Some errors in the five-paragraph essay model; some missing or incorrectly used transitions. | No organizational structure; no use of transitions. | |

# 5 Paragraph Essay Rubric

FIGURE 8.6 Five-paragraph essay rubric

| Criteria (Standards) | 4 Exceeds Proficiency | 3 Meets Proficiency | 2 Approaching Proficiency | 1 Substantially Below Proficient | Comments |
|---|---|---|---|---|---|
| Introduction<br>• Introduce the topic, question, or issue<br>• Thesis statement<br>• Three or more supporting reasons | The topic, question, issue is clearly introduced and leads to the thesis statement with three clear supporting reasons. | The topic, question, issue is introduced; there is a thesis statement with three clear supporting reasons. | The topic, question, issue is introduced; thesis is incomplete or confusing. | The topic, question, issue is unclear; thesis is incomplete, confusing, or irrelevant. | |
| Body/Argument<br>• Topic sentence<br>• Specific evidence:<br>  • Examples<br>  • Facts<br>  • Quotations<br>  • Statistics<br>• Transitions between reasons and evidence | Three or more supporting reasons are very strong; reasons are clearly introduced in a topic sentence and well supported with specific evidence, examples, facts; transitions skillfully used between evidence and reasons. | Three supporting reasons are clearly introduced in a topic sentence and well supported with specific evidence, examples, facts; transitions used between evidence and reasons. | Fewer than three supporting reasons; one or more reasons and/or supporting evidence are unclear or missing; few transitions. | Supporting reasons and evidence are unclear, confusing, or missing; no transitions. | |
| Conclusion<br>• Restate thesis<br>• Closing, universal statement | Thesis is skillfully restated; a clear, universal statement concludes the essay. | Thesis is clearly restated; a universal statement concludes the essay. | Thesis restatement and concluding sentence is weak or unclear. | Thesis and conclusion are missing or irrelevant. | |
| Organization<br>• Follows the five-paragraph model (intro paragraph, three body paragraphs, conclusion paragraph)<br>• Transitions between supporting evidence and paragraphs | Perfectly follows the five-paragraph essay model, and effectively uses a variety of transitions throughout essay. | Follows the five-paragraph essay model and uses transitions when necessary. | Some errors in the five-paragraph essay model; some missing or incorrectly used transitions. | No organizational structure; no use of transitions. | |

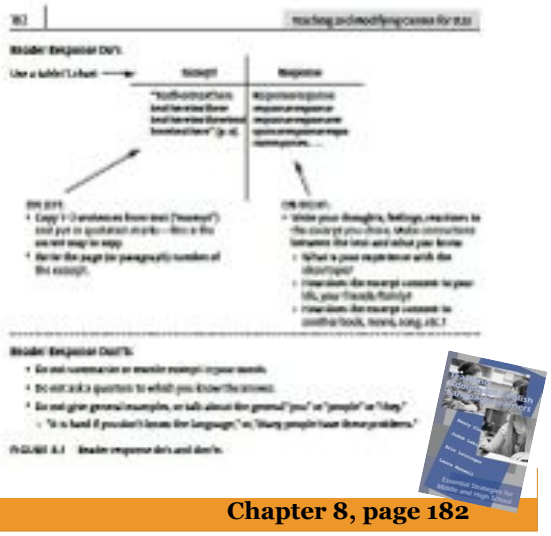
**In Book On Page 196**

# Reader Response for ELLs

ELLs Need Explicit Instruction and Models

Guided Practice

Feedback



**Chapter 8, page 182**

**TABLE 8.3** Retelling Guides by Content Area

| English | History | Science | Math |
|---|---|---|---|
| Tell the setting of the novel (time period and location). | Choose a historical event. | Retell the story of a scientific discovery. | Retell the sequence in a mathematical procedure. |
| Name the main characters and their relationships to one another. | Describe the events that led up to this moment in history. | What scientists were involved? Give details about all the scientists who contributed to the discovery. | Define the problem and the variables involved. |
| Summarize the events that take place in each chapter. | Name the countries/regions of the world involved. | Describe the problems that led to the discovery. | Tell the steps involved in solving the problem. If it applies, give alternate ways of solving the problem. |
| Describe how the novel ends. | Give details about the actual event—where it took place, how long it lasted, etc. Give all key details. | Narrate the sequence of events that took place, eventually leading to the discovery. | Confirm the outcome or outcomes of applying the procedure. |
| | How did the historical event end (whether a conflict, civilization, exploration, etc.)? | How did their findings impact future scientific discoveries? | |

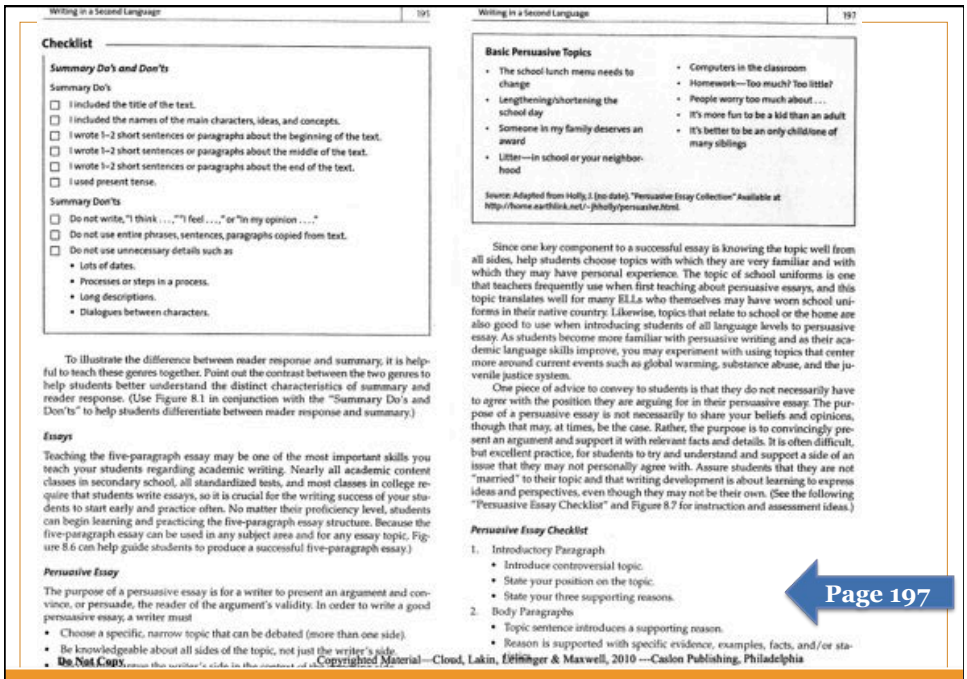
*Source:* Adapted from Tennessee State Education, "Reading in the Conte… of Education Content Area Reading Course 3081 Syllabus at http://www.te… 2 pdf for an example of how to incorporate retelling in content area instruct…

Content Area Retelling Guides, p. 193

# Help ELLs Understand the Difference Between Paraphrasing vs. Summarizing

| Paraphrasing | Summarizing |
|---|---|
| • Someone else's idea in your own language<br>• Completely changing the original text<br>• Using new words and sentence structure<br>• Providing a reference | • Only the most important points<br>• Communicating the main idea<br>• Condensing a larger amount of information into a smaller amount<br>• Using one's own words<br>• Providing a reference |

http://educatoral.com/paraphrase-vs-summarize.html



Writing in a Second Language 195

**Checklist**

***Summary Do's and Don'ts***

Summary Do's

- ☐ I included the title of the text.
- ☐ I included the names of the main characters, ideas, and concepts.
- ☐ I wrote 1–2 short sentences or paragraphs about the beginning of the text.
- ☐ I wrote 1–2 short sentences or paragraphs about the middle of the text.
- ☐ I wrote 1–2 short sentences or paragraphs about the end of the text.
- ☐ I used present tense.

Summary Don'ts

- ☐ Do not write, "I think . . . ," "I feel . . . ," or "In my opinion . . . ."
- ☐ Do not use entire phrases, sentences, paragraphs copied from text.
- ☐ Do not use unnecessary details such as
  - Lots of dates.
  - Processes or steps in a process.
  - Long descriptions.
  - Dialogues between characters.

To illustrate the difference between reader response and summary, it is helpful to teach these genres together. Point out the contrast between the two genres to help students better understand the distinct characteristics of summary and reader response. (Use Figure 8.1 in conjunction with the "Summary Do's and Don'ts" to help students differentiate between reader response and summary.)

***Essays***

Teaching the five-paragraph essay may be one of the most important skills you teach your students regarding academic writing. Nearly all academic content classes in secondary school, all standardized tests, and most classes in college require that students write essays, so it is crucial for the writing success of your students to start early and practice often. No matter their proficiency level, students can begin learning and practicing the five-paragraph essay structure. Because the five-paragraph essay can be used in any subject area and for any essay topic, Figure 8.6 can help guide students to produce a successful five-paragraph essay.)

***Persuasive Essay***

The purpose of a persuasive essay is for a writer to present an argument and convince, or persuade, the reader of the argument's validity. In order to write a good persuasive essay, a writer must

- Choose a specific, narrow topic that can be debated (more than one side).
- Be knowledgeable about all sides of the topic, not just the writer's side.
- Do Not Copy, [illegible]

Writing in a Second Language 197

**Basic Persuasive Topics**

- The school lunch menu needs to change
- Lengthening/shortening the school day
- Someone in my family deserves an award
- Litter—in school or your neighborhood
- Computers in the classroom
- Homework—Too much? Too little?
- People worry too much about . . .
- It's more fun to be a kid than an adult
- It's better to be an only child/one of many siblings

Source: Adapted from Holly, J. (no date). "Persuasive Essay Collection." Available at http://home.earthlink.net/~jhholly/persuasive.html.

Since one key component to a successful essay is knowing the topic well from all sides, help students choose topics with which they are very familiar and with which they may have personal experience. The topic of school uniforms is one that teachers frequently use when first teaching about persuasive essays, and this topic translates well for many ELLs who themselves may have worn school uniforms in their native country. Likewise, topics that relate to school or the home are also good to use when introducing students of all language levels to persuasive essay. As students become more familiar with persuasive writing and as their academic language skills improve, you may experiment with using topics that center more around current events such as global warming, substance abuse, and the juvenile justice system.

One piece of advice to convey to students is that they do not necessarily have to agree with the position they are arguing for in their persuasive essay. The purpose of a persuasive essay is not necessarily to share your beliefs and opinions, though that may, at times, be the case. Rather, the purpose is to convincingly present an argument and support it with relevant facts and details. It is often difficult, but excellent practice, for students to try and understand and support a side of an issue that they may not personally agree with. Assure students that they are not "married" to their topic and that writing development is about learning to express ideas and perspectives, even though they may not be their own. (See the following "Persuasive Essay Checklist" and Figure 8.7 for instruction and assessment ideas.)

***Persuasive Essay Checklist***

1. Introductory Paragraph
   - Introduce controversial topic.
   - State your position on the topic.
   - State your three supporting reasons.
2. Body Paragraphs
   - Topic sentence introduces a supporting reason.
   - Reason is supported with specific evidence, examples, facts, and/or sta-

Page 197

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Persuasive Essay

# Rubric: Persuasive Essays

FIGURE 8.7 Persuasive essay rubric

| Criteria (Standards) | 4 Exceeds Proficiency | 3 Meets Proficiency | 2 Approaching Proficiency | 1 Substantially Below Proficient | Comments |
|---|---|---|---|---|---|
| Topic is<br>• Clear<br>• Controversial<br>• A statement of position<br>• Stated in introductory paragraph and restated in concluding paragraph | The topic and position are clearly introduced and explained in the introductory paragraph. | The topic and position are clearly introduced and somewhat explained in the introductory paragraph. | The topic or its controversy is unclear or not in the introductory paragraph. | Topic is never stated. | |
| Supporting Reasons<br>• Intro paragraph: three clear reasons<br>• Body paragraphs: Each reason is supported by specific evidence, examples, facts, statistics | Three supporting reasons are very strong and clear, and well supported with specific evidence, examples, facts, and/or statistics. | Three supporting reasons are clear and supported with specific evidence, examples, facts, and/or statistics. | Fewer than three supporting reasons; one or more reasons and/or supporting evidence are unclear or missing. | Supporting reasons and evidence are unclear, confusing, or missing. | |
| Opposing Argument<br>• Opposing position is considered, presented, and refuted | All possible opposing positions are carefully considered, clearly presented, and skillfully refuted. | Many possible opposing positions are considered, presented, and refuted. | Some possible opposing positions are presented and argued against. | Opposing positions are not considered or presented. | |
| Language<br>• Strong, persuasive voice<br>• Natural language<br>• Clear, varied words | Language used is strong, clear, and persuasive; natural for the writer; varied words | Language is clear and persuasive; some variety of words is used. | Language is dull, weak, repetitive, and/or unnatural for the writer. | Language is unconvincing or confusing; essay is incomprehensible. | |
| Organization<br>• Follows the five-paragraph model (intro paragraph, three body paragraphs, conclusion paragraph)<br>• Transitions between supporting evidence and paragraphs | Perfectly follows the five-paragraph essay model, and effectively uses a variety of transitions throughout essay. | Follows the five-paragraph essay model and uses transitions when necessary. | Some errors in the five-paragraph essay model; some missing or incorrectly used transitions. | No organizational structure; no use of transitions. | |

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# Supports for Opinion Pieces

## Opinion-Proof Framework Sheet

| Opinion Statement | Evidence to Prove My Opinion |
|---|---|
| | |

**Framed Paragraph:**

OPINION STATEMENT

One reason I feel this way is because

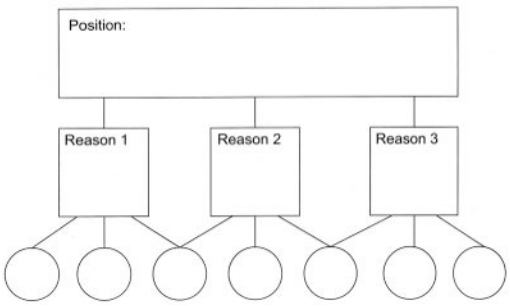
In addition,

Also,

Finally,

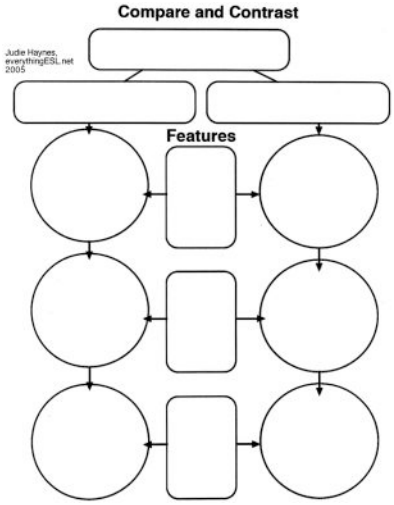
Cognitive Strategies 59

## Evidence Chart



# Compare and Contrast Essays

**Page 200**






- Transition to the next paragraph.
- Opposing position is considered, presented, and refuted.

3. Concluding Paragraph
   - Restate the topic, your position, and supporting reasons.
   - Closing statement.

***Comparison/Contrast Essay***

The intention of a comparison/contrast essay is to analyze and then highlight the similarities and differences between two subjects. Comparison/contrast essays can be written using two different, easy-to-follow formats: divided or alternating (see "Compare/Contrast Essay Checklist" for details). Beginner-level topics may include seasons, cars, schools, rooms in a house, and foods. Intermediate-level topics may include musical groups, countries, restaurants, short texts, a movie based on a text, or different lifestyles. Advanced topics may include very specific topics related to historical events or persons; scientific processes, discoveries, or persons; and mathematics equations, theories, or persons.

***Compare/Contrast Essay Checklist***

1. Introduction
   - There is a lead into the topics.
   - There is a thesis about the topics.
2. Body Paragraphs—Divided or Alternating

   *Divided*
   - Topic 1 is fully described and analyzed in one to three paragraphs.
   - Topic 2 is fully described and analyzed in one to three paragraphs.
   - Topics 1 and 2 are *compared* and *contrasted* in one to three paragraphs.

   *Alternating*
   - Topics 1 and 2 are fully described, analyzed, and *compared* in one to three paragraphs.
   - Topics 1 and 2 are fully described, analyzed, and *contrasted* in one to three paragraphs
3. Concluding Paragraph
   - Restate the topics and your thesis.
   - Closing statement proving your thesis.

***Historical Essay***

What makes a historical essay distinct is that it includes an analytic response to a historically based question. Inherent in a historical essay is the use of past tense, which is not a defining characteristic of all essays. Indeed most essays—literary analysis, the presentation of scientific information—are written in present tense. But historical essays have characteristics in common with other essays: presenting a thesis and supporting it with evidence and fact.

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# Which Tools Are You Using?

- Word boxes, word capturing tools (e.g. Vocabulary notebook, word maps)
- Graphic organizers; other types of visual tools (plot lines, etc.)
- Sentence frames, starters
- Essay/Paragraph frames
- Checklists
- Guides (Do's and don'ts reminders)
- Step-by-step guides/supports

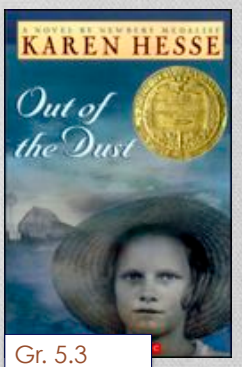
## THE GOAL

Get Students to Use These Tools on Their Own

- Give Strategies
- Tactics
- Make Active
- Give Confidence

**Using Dust Bowl Literature to Advance Language:**
***Close Reading* for Language Structures and Language Variety to Push Students' Language Forward**

## Dust Bowl Literature in Our Unit

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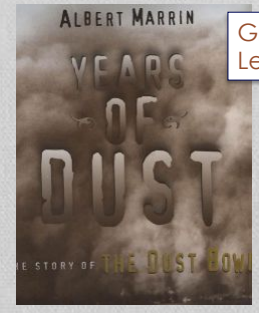


Gr. 9.3
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Gr. 6.8
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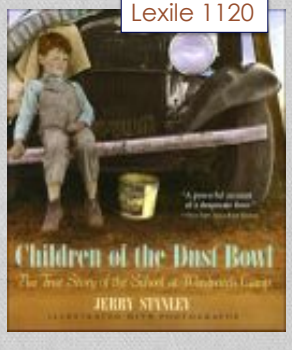
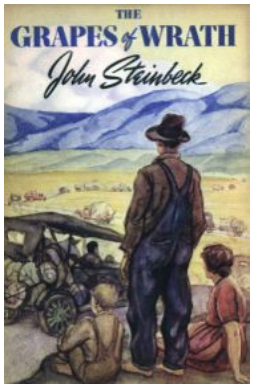



Gr. 9.0

## More Dust Bowl Literature to Consider

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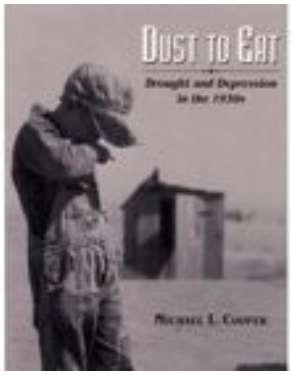
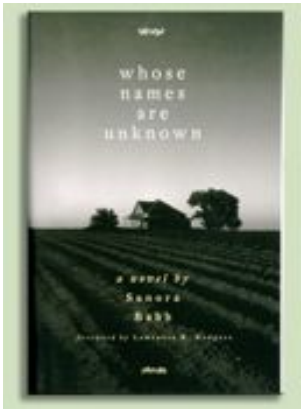
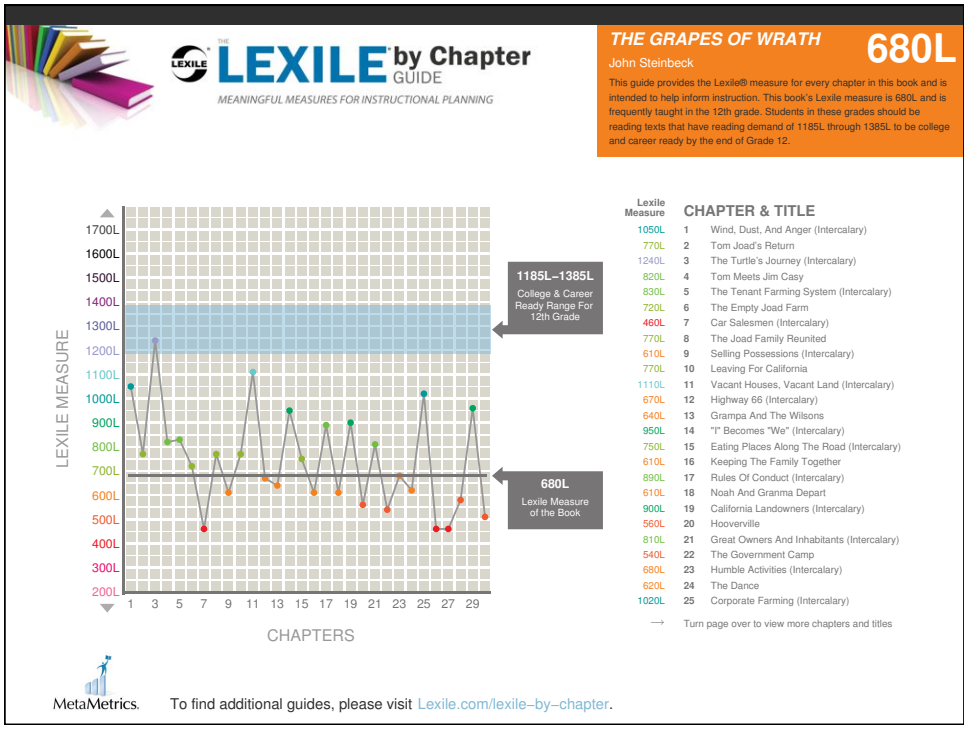
across the chapters;
Average 680

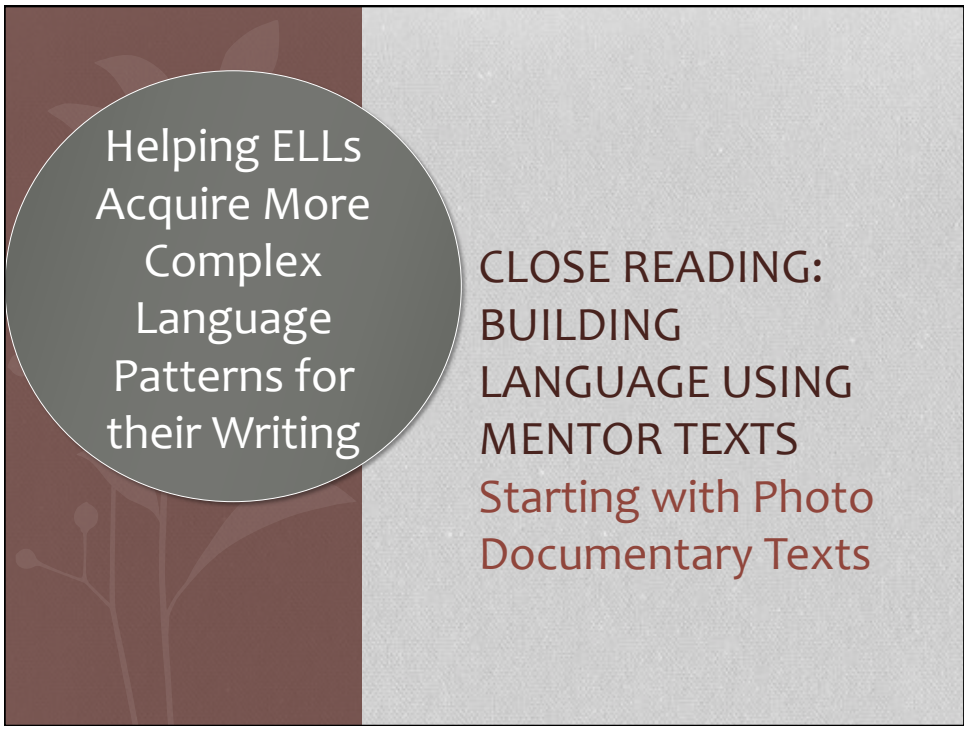


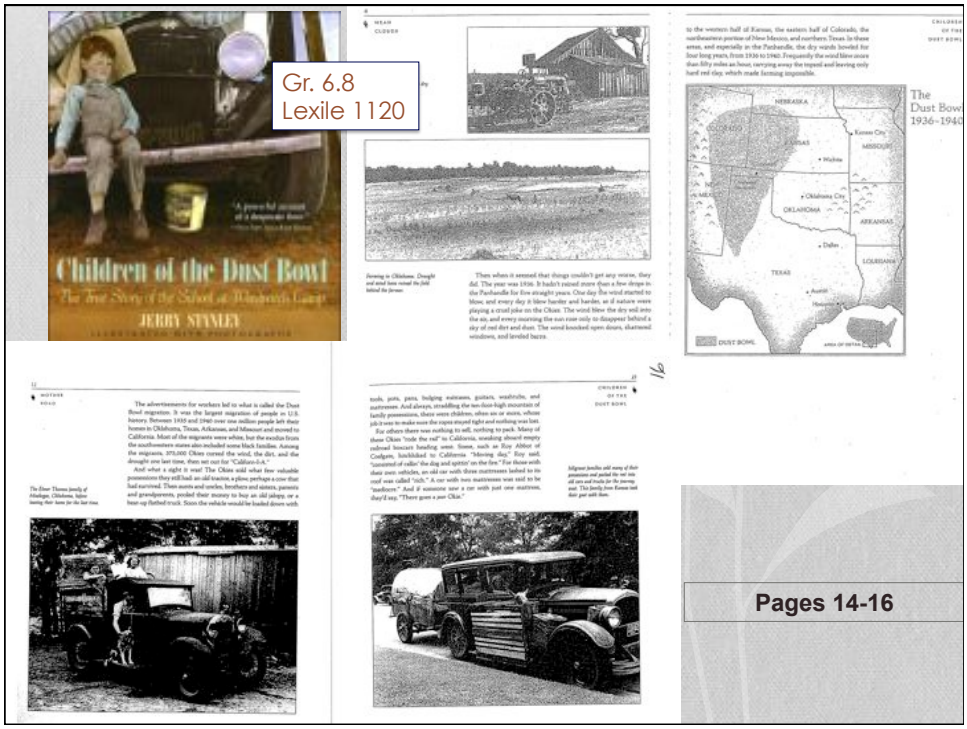

Lexile 1120
GR 7.4
Guided Rdg W
DRA 60




Gr 8; Lexile 1160


LEXILE by Chapter GUIDE
MEANINGFUL MEASURES FOR INSTRUCTIONAL PLANNING
THE GRAPES OF WRATH
John Steinbeck
680L
This guide provides the Lexile® measure for every chapter in this book and is intended to help inform instruction. This book's Lexile measure is 680L and is frequently taught in the 12th grade. Students in these grades should be reading texts that have reading demand of 1185L through 1385L to be college and career ready by the end of Grade 12.
LEXILE MEASURE
1700L
1600L
1500L
1400L
1300L
1200L
1100L
1000L
900L
800L
700L
600L
500L
400L
300L
200L
1 3 5 7 9 11 13 15 17 19 21 23 25 27 29
CHAPTERS
1185L–1385L
College & Career Ready Range For 12th Grade
680L
Lexile Measure of the Book
Lexile Measure
CHAPTER & TITLE
1050L 1 Wind, Dust, And Anger (Intercalary)
770L 2 Tom Joad's Return
1240L 3 The Turtle's Journey (Intercalary)
820L 4 Tom Meets Jim Casy
830L 5 The Tenant Farming System (Intercalary)
720L 6 The Empty Joad Farm
460L 7 Car Salesmen (Intercalary)
770L 8 The Joad Family Reunited
610L 9 Selling Possessions (Intercalary)
770L 10 Leaving For California
1110L 11 Vacant Houses, Vacant Land (Intercalary)
670L 12 Highway 66 (Intercalary)
640L 13 Grampa And The Wilsons
950L 14 "I" Becomes "We" (Intercalary)
750L 15 Eating Places Along The Road (Intercalary)
610L 16 Keeping The Family Together
890L 17 Rules Of Conduct (Intercalary)
610L 18 Noah And Granma Depart
900L 19 California Landowners (Intercalary)
560L 20 Hooverville
810L 21 Great Owners And Inhabitants (Intercalary)
540L 22 The Government Camp
680L 23 Humble Activities (Intercalary)
620L 24 The Dance
1020L 25 Corporate Farming (Intercalary)
→ Turn page over to view more chapters and titles
MetaMetrics
To find additional guides, please visit Lexile.com/lexile–by–chapter.


Helping ELLs Acquire More Complex Language Patterns for their Writing
CLOSE READING: BUILDING LANGUAGE USING MENTOR TEXTS
Starting with Photo Documentary Texts




**Then when it seemed that things couldn't get any worse, they did.** The year was 1936. It hadn't rained more than a few drops in the Panhandle for five straight years. **One day the wind started to blow, and every day it blew harder and harder, as if nature were playing a cruel joke on the Okies. The wind blew the dry soil into the air, and every morning the sun rose only to disappear behind a sky of red dirt and dust. The wind knocked open doors, shattered windows and leveled barns.**

Models of Longer, More Complex Sentences

It became known as the great Dust bowl, and it was centered in the Panhandle near Goodwell, Oklahoma. From there it stretched to the western half of Kansas, the eastern half of Colorado, the northeastern portion of New Mexico and northern Texas. In these areas, and especially in the Panhandle, the dry winds howled for four long years, from 1936 to 1940. Frequently the wind blew more than fifty miles and hour, carrying away the topsoil and leaving only hard red clay, which made farming impossible.

Different Ways to Begin Sentences

# Digesting and Interpreting CAPTIONS And Visuals

What ideas/ concepts are the photographs designed to capture?

## Let's practice

**Page 15 Heading:** ***Mean Clouds***

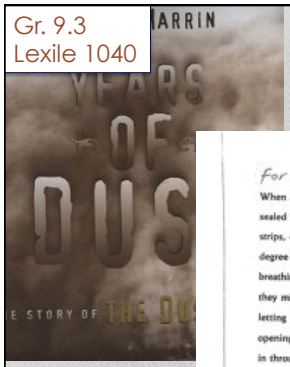
***Captions:***

***The tractor and house of a dry farmer in Oklahoma.***

***Farming in Oklahoma. Drought and wind have ruined the field behind the farmer.***

Now look at page 16 and discuss the captions and the visuals

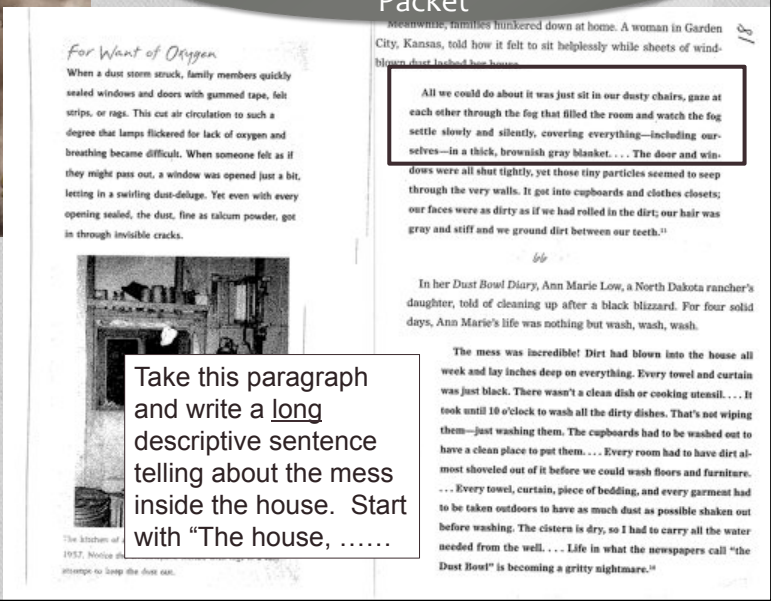
Gr. 9.3
Lexile 1040




**Techniques:**

- Adjectives
- Serial Adjectives
- Vivid verbs
- Precise nouns
- Adverbs
- Prepositional phrases

Descriptive Language Study- pg. 18 in your Text Excerpt Packet



*For Want of Oxygen*

When a dust storm struck, family members quickly sealed windows and doors with gummed tape, felt strips, or rags. This cut air circulation to such a degree that lamps flickered for lack of oxygen and breathing became difficult. When someone felt as if they might pass out, a window was opened just a bit, letting in a swirling dust-deluge. Yet even with every opening sealed, the dust, fine as talcum powder, got in through invisible cracks.

Meanwhile, families hunkered down at home. A woman in Garden City, Kansas, told how it felt to sit helplessly while sheets of wind-blown dust lashed her house.

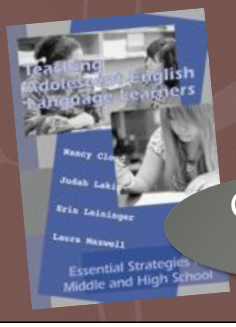
All we could do about it was just sit in our dusty chairs, gaze at each other through the fog that filled the room and watch the fog settle slowly and silently, covering everything—including ourselves—in a thick, brownish gray blanket. . . . The door and windows were all shut tightly, yet those tiny particles seemed to seep through the very walls. It got into cupboards and clothes closets; our faces were as dirty as if we had rolled in the dirt; our hair was gray and stiff and we ground dirt between our teeth.[21]

In her *Dust Bowl Diary*, Ann Marie Low, a North Dakota rancher's daughter, told of cleaning up after a black blizzard. For four solid days, Ann Marie's life was nothing but wash, wash, wash.

The mess was incredible! Dirt had blown into the house all week and lay inches deep on everything. Every towel and curtain was just black. There wasn't a clean dish or cooking utensil. . . . It took until 10 o'clock to wash all the dirty dishes. That's not wiping them—just washing them. The cupboards had to be washed out to have a clean place to put them. . . . Every room had to have dirt almost shoveled out of it before we could wash floors and furniture. . . . Every towel, curtain, piece of bedding, and every garment had to be taken outdoors to have as much dust as possible shaken out before washing. The cistern is dry, so I had to carry all the water needed from the well. . . . Life in what the newspapers call "the Dust Bowl" is becoming a gritty nightmare.[24]

Take this paragraph and write a long descriptive sentence telling about the mess inside the house. Start with "The house, ……

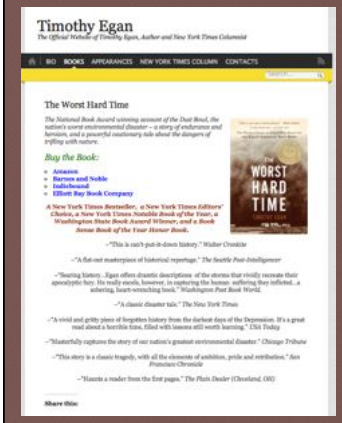
Listening to Augment Reading

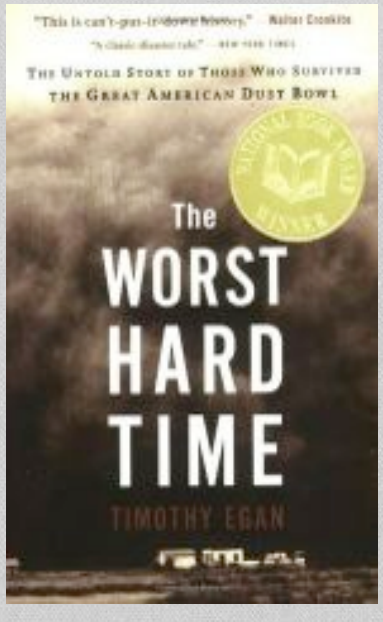



Chapter 6

**Using Dust Bowl Literature to Advance Writing:**
Close Reading (with Audio Support) to Advance Vocabulary Knowledge and Skills

https://timothyeganbooks.com/books-2/the-worst-hard-time/



https://www.youtube.com/watch?v=UuNLGv-IrAM (1 min.)

https://www.youtube.com/watch?v=UvMI97wHXN4
(all three)
Advanced Placement United States History (APUSH)

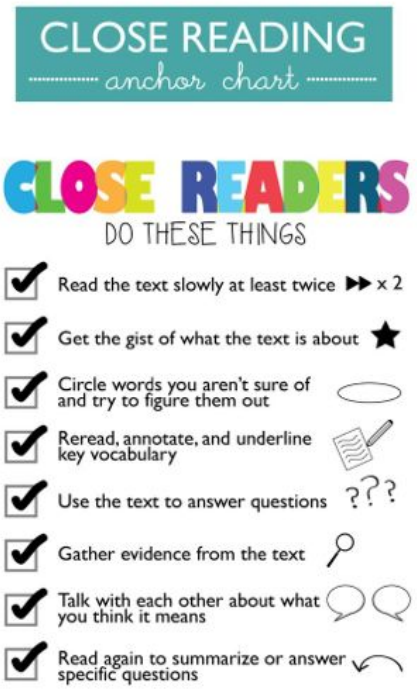
Setting the Tone For Reading

# Movie Trailer

# Close Reading Strategies

1. Observe facts and details about the text.
2. Read with a pencil in hand, and annotate the text. Underline or highlight key words and phrases.
3. Look for patterns in the text—details that convince us of our location or the feelings of characters
4. Why were these words or phrases selected? Notice figurative language. What did the writer want to convey?
5. Ask questions; interpret meanings
6. Look at style, tone, structures, but most of all themes.

## Use Small Segments: Do a Close Reading




## The Worst Hard Time, Historical Nonfiction 9th grade reading level

Pages 2-3

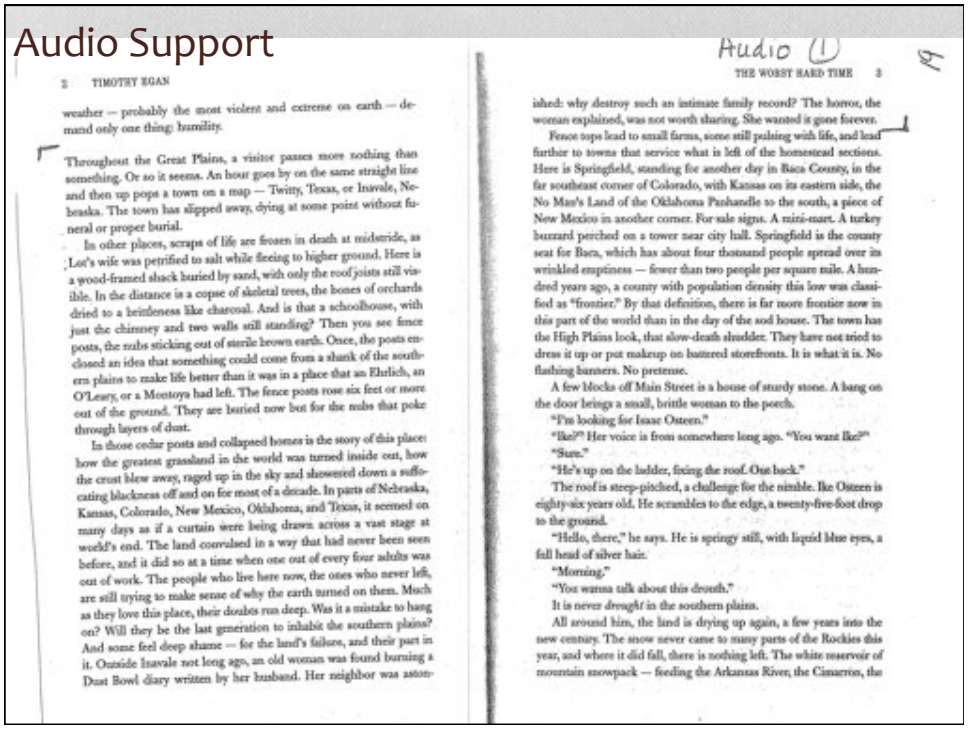
Audio Excerpts: Audio 1 (copy/paste)
https://tantor.com/the-worst-hard-time-timothy-egan.html

https://www.curriculet.com/c/142568-the-worst-hard-time
Common Core Standards Tied to the Book

**2006 National Book Award for Nonfiction**

Copse=thicket

## Audio Support



2 TIMOTHY EGAN

weather — probably the most violent and extreme on earth — demand only one thing: humility.

Throughout the Great Plains, a visitor passes more nothing than something. Or so it seems. An hour goes by on the same straight line and then up pops a town on a map — Twitty, Texas, or Inavale, Nebraska. The town has slipped away, dying at some point without funeral or proper burial.

In other places, scraps of life are frozen in death at midstride, as Lot's wife was petrified to salt while fleeing to higher ground. Here is a wood-framed shack buried by sand, with only the roof joists still visible. In the distance is a copse of skeletal trees, the bones of orchards dried to a brittleness like charcoal. And is that a schoolhouse, with just the chimney and two walls still standing? Then you see fence posts, the nubs sticking out of sterile brown earth. Once, the posts enclosed an idea that something could come from a shank of the southern plains to make life better than it was in a place that an Ehrlich, an O'Leary, or a Montoya had left. The fence posts rose six feet or more out of the ground. They are buried now but for the nubs that poke through layers of dust.

In those cedar posts and collapsed homes is the story of this place: how the greatest grassland in the world was turned inside out, how the crust blew away, raged up in the sky and showered down a suffocating blackness off and on for most of a decade. In parts of Nebraska, Kansas, Colorado, New Mexico, Oklahoma, and Texas, it seemed on many days as if a curtain were being drawn across a vast stage at world's end. The land convulsed in a way that had never been seen before, and it did so at a time when one out of every four adults was out of work. The people who live here now, the ones who never left, are still trying to make sense of why the earth turned on them. Much as they love this place, their doubts run deep. Was it a mistake to hang on? Will they be the last generation to inhabit the southern plains? And some feel deep shame — for the land's failure, and their part in it. Outside Inavale not long ago, an old woman was found burning a Dust Bowl diary written by her husband. Her neighbor was astonished: why destroy such an intimate family record? The horror, the woman explained, was not worth sharing. She wanted it gone forever.

Audio (1)

THE WORST HARD TIME 3

Fence tops lead to small farms, some still pulsing with life, and lead further to towns that service what is left of the homestead sections. Here is Springfield, standing for another day in Baca County, in the far southeast corner of Colorado, with Kansas on its eastern side, the No Man's Land of the Oklahoma Panhandle to the south, a piece of New Mexico in another corner. For sale signs. A mini-mart. A turkey buzzard perched on a tower near city hall. Springfield is the county seat for Baca, which has about four thousand people spread over its wrinkled emptiness — fewer than two people per square mile. A hundred years ago, a county with population density this low was classified as "frontier." By that definition, there is far more frontier now in this part of the world than in the day of the sod house. The town has the High Plains look, that slow-death shudder. They have not tried to dress it up or put makeup on battered storefronts. It is what it is. No flashing banners. No pretense.

A few blocks off Main Street is a house of sturdy stone. A bang on the door brings a small, brittle woman to the porch.

"I'm looking for Isaac Osteen."

"Ike?" Her voice is from somewhere long ago. "You want Ike?"

"Sure."

"He's up on the ladder, fixing the roof. Out back."

The roof is steep-pitched, a challenge for the nimble. Ike Osteen is eighty-six years old. He scrambles to the edge, a twenty-five-foot drop to the ground.

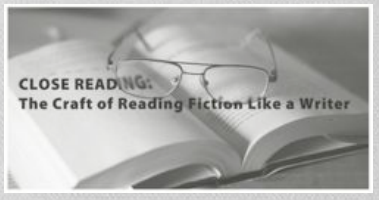
"Hello, there," he says. He is springy still, with liquid blue eyes, a full head of silver hair.

"Morning."

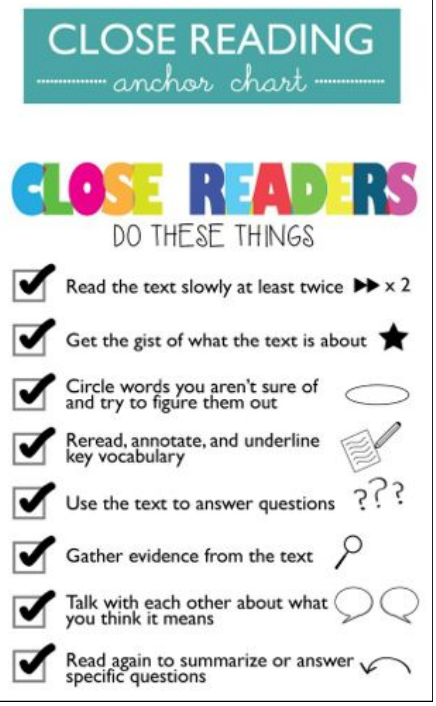
"You wanna talk about this drouth."

It is never *drought* in the southern plains.

All around him, the land is drying up again, a few years into the new century. The snow never came to many parts of the Rockies this year, and where it did fall, there is nothing left. The white reservoir of mountain snowpack — feeding the Arkansas River, the Cimarron, the




## Use Small Segments: Do a Close Reading



- Circle powerful words or phrases
- Underline words or phrases you do not understand
- ? Raises a question — Write question in margin
- ! Something that surprises you — Note what caught your attention
- ➡ Draw an arrow when you make a connection to text, ideas, or experiences — Note connection
- EX When author provides example
- 1, 2, 3,… Numerate arguments, important ideas, or key details — Write words or phrases that restates them
- Write important thoughts in the margin

Read With A Pen Attribution Some rights reserved by Tracy Watanabe  Photo Attribution Some rights reserved by mrsdkrebs

## Annotating the Text

**TEXT ANNOTATION**

A STEP BY STEP GUIDE TO INCREASE READING COMPREHENSION

| | |
|---|---|
| Step One: Number | Number each paragraph. |
| Step Two: Chunk | Divide the text into chunks.<br>- Draw a line between paragraphs that are similar, to divide the page into smaller section. |
| Step Three: Key Words | Circle key words.<br>- Key terms are words like repeated words, figurative language, powerful verbs, descriptive words |
| Step Four: Left Margin | For each chunk of text, do the following in the left margin:<br>- Summarize in your own words (10-15 words or less)<br>- Draw a key next to any key ideas. Explain why you think it is important. |

## The Worst Hard Time, 9th grade reading level

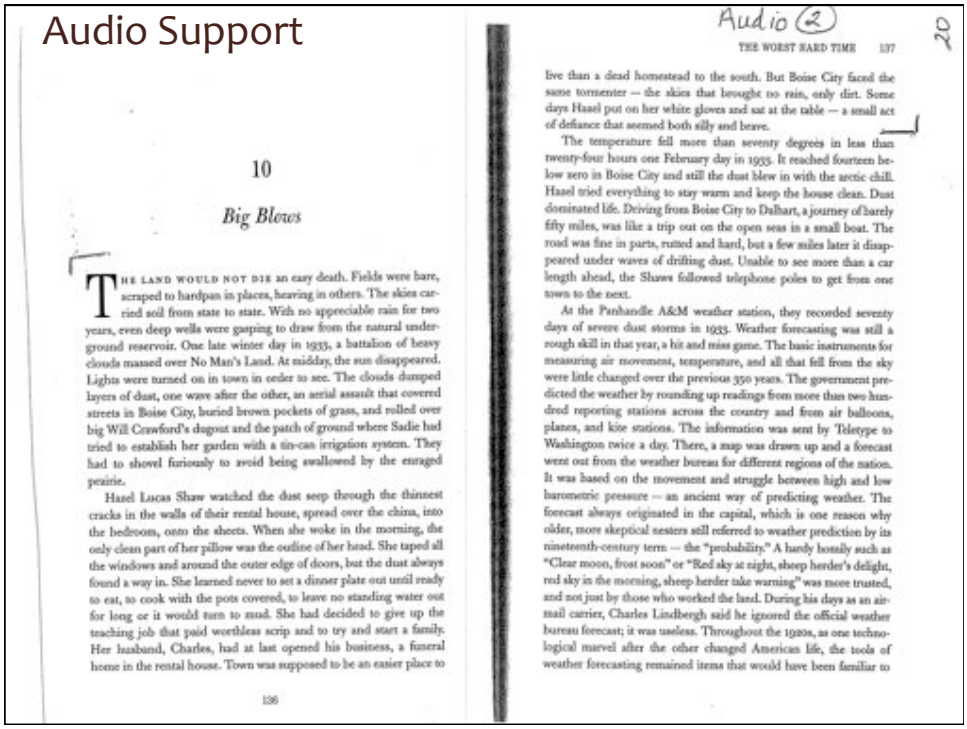
2006 National Book Award for Nonfiction

Pages 136-137

Audio 2:

https://www.youtube.com/watch?v=3szOGQdKQNk

## Audio Support



10

*Big Blows*

THE LAND WOULD NOT DIE an easy death. Fields were bare, scraped to hardpan in places, heaving in others. The skies carried soil from state to state. With no appreciable rain for two years, even deep wells were gasping to draw from the natural underground reservoir. One late winter day in 1933, a battalion of heavy clouds massed over No Man's Land. At midday, the sun disappeared. Lights were turned on in town in order to see. The clouds dumped layers of dust, one wave after the other, an aerial assault that covered streets in Boise City, buried brown pockets of grass, and rolled over big Will Crawford's dugout and the patch of ground where Sadie had tried to establish her garden with a tin-can irrigation system. They had to shovel furiously to avoid being swallowed by the enraged prairie.

Hazel Lucas Shaw watched the dust seep through the thinnest cracks in the walls of their rental house, spread over the china, into the bedroom, onto the sheets. When she woke in the morning, the only clean part of her pillow was the outline of her head. She taped all the windows and around the outer edge of doors, but the dust always found a way in. She learned never to set a dinner plate out until ready to eat, to cook with the pots covered, to leave no standing water out for long or it would turn to mud. She had decided to give up the teaching job that paid worthless scrip and to try and start a family. Her husband, Charles, had at last opened his business, a funeral home in the rental house. Town was supposed to be an easier place to

136

Audio (2)

20

THE WORST HARD TIME 137

live than a dead homestead to the south. But Boise City faced the same tormenter — the skies that brought no rain, only dirt. Some days Hazel put on her white gloves and sat at the table — a small act of defiance that seemed both silly and brave.

The temperature fell more than seventy degrees in less than twenty-four hours one February day in 1933. It reached fourteen below zero in Boise City and still the dust blew in with the arctic chill. Hazel tried everything to stay warm and keep the house clean. Dust dominated life. Driving from Boise City to Dalhart, a journey of barely fifty miles, was like a trip out on the open seas in a small boat. The road was fine in parts, rutted and hard, but a few miles later it disappeared under waves of drifting dust. Unable to see more than a car length ahead, the Shaws followed telephone poles to get from one town to the next.

At the Panhandle A&M weather station, they recorded seventy days of severe dust storms in 1933. Weather forecasting was still a rough skill in that year, a hit and miss game. The basic instruments for measuring air movement, temperature, and all that fell from the sky were little changed over the previous 350 years. The government predicted the weather by rounding up readings from more than two hundred reporting stations across the country and from air balloons, planes, and kite stations. The information was sent by Teletype to Washington twice a day. There, a map was drawn up and a forecast went out from the weather bureau for different regions of the nation. It was based on the movement and struggle between high and low barometric pressure — an ancient way of predicting weather. The forecast always originated in the capital, which is one reason why older, more skeptical nesters still referred to weather prediction by its nineteenth-century term — the "probability." A hardy homily such as "Clear moon, frost soon" or "Red sky at night, sheep herder's delight, red sky in the morning, sheep herder take warning" was more trusted, and not just by those who worked the land. During his days as an airmail carrier, Charles Lindbergh said he ignored the official weather bureau forecast; it was useless. Throughout the 1920s, as one technological marvel after the other changed American life, the tools of weather forecasting remained items that would have been familiar to

## Identify Tier 1 and Tier 2 Words

| Tier 1 | Tier 2 |
| --- | --- |
| | |

# Flocabulary

- **Context Clues**

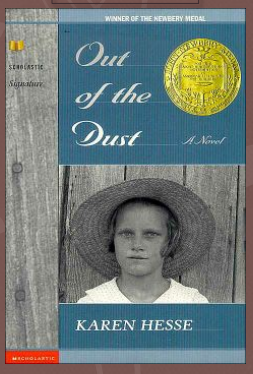
**https://www.flocabulary.com/unit/context-clues/video/**

- Descriptive Language

https://www.flocabulary.com/unit/using-descriptive-language/video/

- Take Notes:
  https://www.flocabulary.com/unit/note-taking-methods/video/

Gr 5.3
GRL X



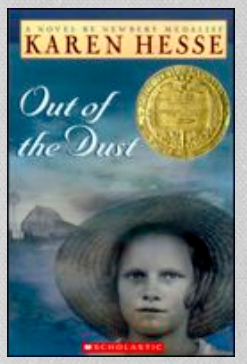

Close Reading with Historical Fiction (Poetry, Rhyme)

## OUT OF THE DUST

## Out of The Dust: Using **Book Trailers**
(with Embedded Documentary Photography)

**Trailers to be Read/Viewed**

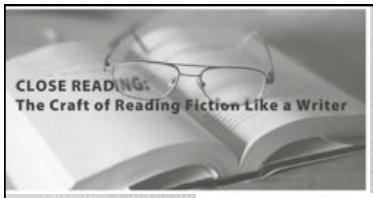
https://www.youtube.com/watch?v=QCyUxjsobHo



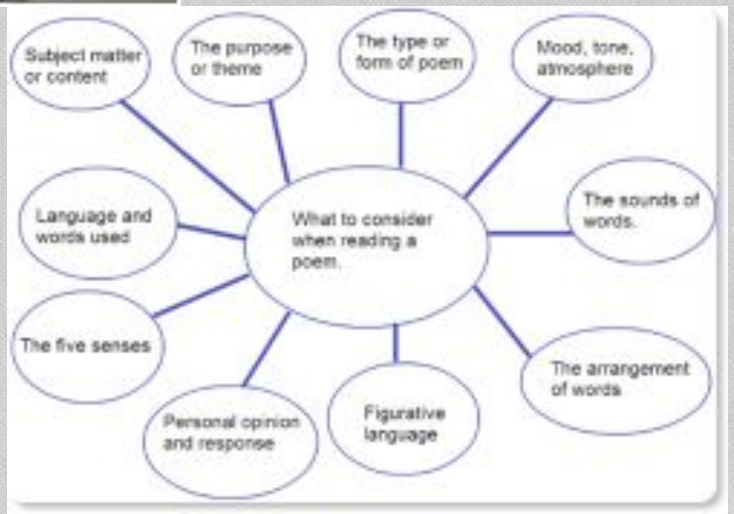

**Trailers that Involve Listening**

https://www.youtube.com/watch?v=T2rtj2lGdRg

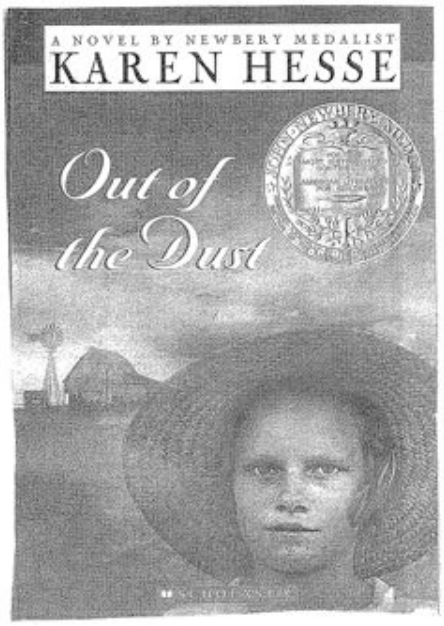
Gr. 5.3
GRL X




## Use Small Segments: Do a Close Reading



## Close Reading: Interpreting the Pronouns




Page 24 Excerpt Packet

**Roots**

President Roosevelt tells us to
plant trees. Trees will
break the wind. He says,
trees
will end the drought,
the animals can take shelter there,
children can take shelter.
Trees have roots, he says.
They hold on to the land.

"he tells us"
"he says"

"they (roots) hold onto the land"

That's good advice, but
I'm not sure he understands the problem.

Trees have never been at home here.
They're just not meant to be here.
Maybe none of us are meant to be here,
only the prairie grass
and the hawks.

"what's at home here"?

"what's meant to be here"?

My father will stay, no matter what,
he's stubborn as sod.
He and the land have a hold on each other.
But what about me?

August 1934

"he and the land have a hold on each other"

But what about me?

## Using Dust Bowl Literature to Teach Students How to Gather, Interpret and Use Evidence to Support their Position

## Social Studies Practices

1. Gathering, Using, and Interpreting Evidence
2. Chronological Reasoning and Causation
3. Comparison and Contextualization
4. Geographic Reasoning
5. Economics and Economics Systems
6. Civic Participation

**ELL Needs** Identified in Regents Results

**Social Studies Practices**

1. **Gathering, Using, and Interpreting Evidence**
2. **Chronological Reasoning and Causation**
3. **Comparison and Contextualization**
4. Geographic Reasoning
5. Economics and Economics Systems
6. Civic Participation

# CORE Area Instructional Practices

| ELA Practices (Proficiencies), from CCSS: | Social Studies Practices, from NYSED SS Framework: |
|---|---|
| Demonstrate independence<br>Build strong content knowledge<br>Respond to the varying demands of audience, task, purpose, and discipline<br>Comprehend as well as critique<br>Value evidence<br>Use technology and digital media strategically and capably<br>Come to understand other perspectives and cultures | Gather, interpret and use evidence<br>Apply chronological reasoning and consider causation<br>Compare and contextualize<br>Apply geographic reasoning<br>Analyze economics and economic systems<br>Engage in, and value, civic participation |

Greg Ahlquist, 2013 NYS Teacher of the Year
Social Studies Teacher, NYSED Consultant, May 5, 2016

*Some statements have been modified in order to fit the purpose of the district project.

engage^ny

## Gathering Evidence

**Powtoon:** https://www.youtube.com/watch?v=uzMOAllSvnY (1 min).

**Teaching Channel:**

- https://www.teachingchannel.org/videos/teaching-about-textual-evidence

(Child Labor topic)

Instructional Videos to Teach How to Gather and Cite Evidence

**STUDY.COM**

- English: What does it mean to cite text evidence? 6:01 http://study.com/academy/lesson/citing-textual-evidence-to-support-analysis.html

Supporting your writing with examples and evidence
How to use Evidence 4 mins. (types of evidence to use)-SCI ex.
http://study.com/academy/lesson/supporting-your-writing-with-examples-and-evidence.html

## Preparing Students to Support their Position: Listening to Understand the Task

- 1.

*GEOGRAPHY: MIGRATION*
*https://www.flocabulary.com/unit/migration/video/*

**Essay:**
**Do you believe that push or pull factors were more prominent in the migration of farming families during the Dust Bowl?**
**Cite evidence to support your thesis statement.**

Page 21-23 Excerpt Packet



of the standoff he showed up with an antique revolver, waving it in the faces of Texas Rangers. And when blacks tried to hold an Emancipation Day parade in a park in Oklahoma City, the governor imposed martial law on the city and ordered his guard troops to shut them down. Blacks were supposed to be invisible in his state, quietly working the land or manning a factory station. All told, the governor issued thirty-four declarations of martial law during his four years in office.

The land dried up in the spring of 1932. Month after month, going into the height of the growing season, there was no rain. The sky was white and hot, and it took until well after midnight for the heat to dissipate. Alfalfa Bill urged people to fight nature with force. The unemployment rate in his state was 29 percent. To show them what could be done, he plowed up the grass on the grounds of the capitol and let people plant vegetable gardens. And to demonstrate how water could be taken from the ground, Murray went on a building binge, trying to create lakes and ponds in places that had neither. The ground could be mined at the deepest levels for water, using new and powerful centrifugal pumps, to create the garden state of Oklahoma. They could grab onto that underground lake, the Ogallala Aquifer, like the Sooners had grabbed the old Cherokee lands, and so what if the water was nearly seven hundred feet deep and had taken at least a hundred centuries to build up — it was there to be grubstaked.

In Boise City, Alfalfa Bill's plans sounded like a tonic. God knows they needed water. It wasn't trickling out of the distant Rockies. The Cimarron, once a roaring river, was now a tear trail. And it wasn't coming from overhead. It rained barely ten inches in all of 1932. The sun glared down at nesters in No Man's Land, every dawn a new punishment. It was time for man to stand up to the puckered face of the elements.

"Human progress has now reached the stage where it can master these mighty forces of nature," wrote the *Boise City News*, in support of a proposed dam in No Man's Land.

In the spring of 1932, Alfalfa Bill decided to run for president. He would follow the model that got him elected governor. In running for the statehouse, he had campaigned on the Three C's. Now he ran on a platform of promising people the "Four B's: Bread, Butter, Bacon,

G.9.0 Houghton Mifflin Harcourt 2006



and Beans." That a governor could run for the highest office of the land with a campaign that offered people calories said something about 1932.

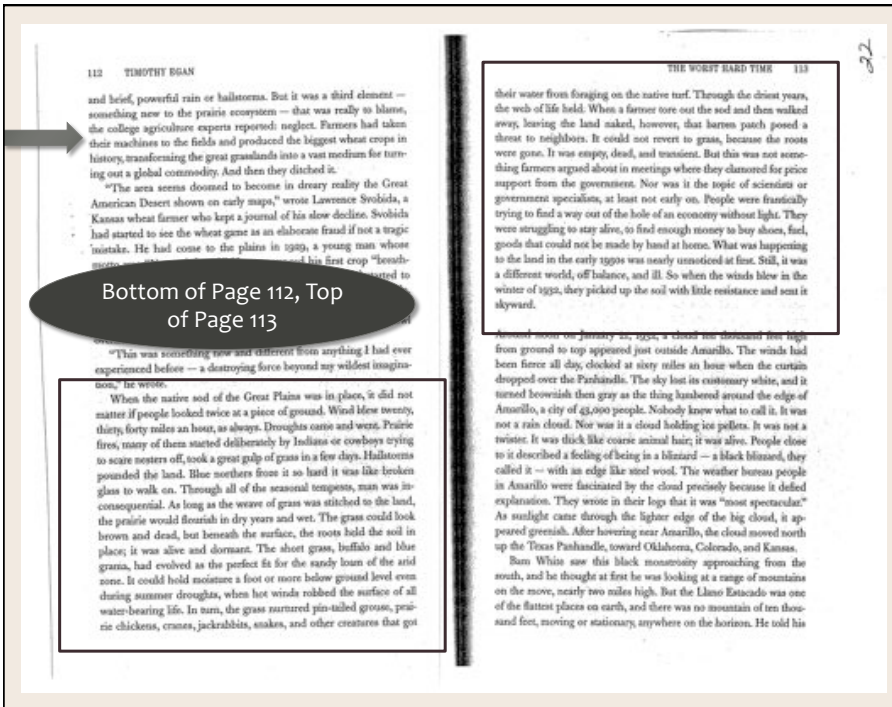
By late winter, the suitcase farmers who had flooded into the southern plains during the biggest wheat-growing boom in the nation's history had completely disappeared. They had scalped the sod in the panhandles of Texas and Oklahoma, had followed the new rail lines into day-old towns in Nebraska, southwestern Kansas, and Baca County, Colorado. For a few years, they hit the crop just as anticipated, but if they hit a crop in the early 1930s, it was worthless. When they walked away, they left behind torn-up land, abandoned like a played-out strip mine. Other people, some with homesteads or mortgages, started to leave as well, just disappearing, not even locking the door behind them. But most drylanders had no place to go anywhere. They saw the newsreels in the Mission Theater in Dalhart and the Palace in Boise City, showing those breadlines in the big cities, the apple vendors on every street corner, the millions crying for relief. At least here, in a cashless economy, people could squeeze a dozen eggs every day from a house of hens, or get a pail of milk from an old cow, or spread water from the windmill onto the ground to grow vegetables, or fatten up a pig, then smoke a winter's supply of bacon. They also thought, in the first year of the epic drought, that things had to change because they always did. Wet years followed dry years. You hung on, as Hazel Lucas Shaw did, even though she worked for nothing at the one-room schoolhouse. They hung on because this was still the only place they could call theirs. Going to the city, or to California, was a journey to the unknown. START

Subsistence farming may have kept people alive, but it did nothing for the land, which was going fallow section by section. At the end of 1931, the Agriculture College of Oklahoma did a survey of all the land that had been torn up in their state during the wheat bonanza. They were astonished by what they found: of sixteen million acres in cultivation in the state, thirteen million were seriously eroded. And this was before the drought had calcified most of the ground. The erosion was due to a pair of perennial weather conditions on the plains: wind

## Supporting/Evaluating Claims with Evidence

Page 111 -113
The Worst Hard Time

| Author's Claim | Evidence Cited |
| --- | --- |
| It was a third element—something new to the prairie ecosystem—that as really to blame(for the erosion): neglect. (Page 112, top) | |



Bottom of Page 112, Top of Page 113

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and brief, powerful rain or hailstorms. But it was a third element — something new to the prairie ecosystem — that was really to blame, the college agriculture experts reported: neglect. Farmers had taken their machines to the fields and produced the biggest wheat crops in history, transforming the great grasslands into a vast medium for turning out a global commodity. And then they ditched it.

"The area seems doomed to become in dreary reality the Great American Desert shown on early maps," wrote Lawrence Svobida, a Kansas wheat farmer who kept a journal of his slow decline. Svobida had started to see the wheat game as an elaborate fraud if not a tragic mistake. He had come to the plains in 1929, a young man whose [illegible] his first crop "breath-[illegible]

"This was something new and different from anything I had ever experienced before — a destroying force beyond my wildest imagination," he wrote.

When the native sod of the Great Plains was in place, it did not matter if people looked twice at a piece of ground. Wind blew twenty, thirty, forty miles an hour, as always. Droughts came and went. Prairie fires, many of them started deliberately by Indians or cowboys trying to scare nesters off, took a great gulp of grass in a few days. Hailstorms pounded the land. Blue northers froze it so hard it was like broken glass to walk on. Through all of the seasonal tempests, man was inconsequential. As long as the weave of grass was stitched to the land, the prairie would flourish in dry years and wet. The grass could look brown and dead, but beneath the surface, the roots held the soil in place; it was alive and dormant. The short grass, buffalo and blue grama, had evolved as the perfect fit for the sandy loam of the arid zone. It could hold moisture a foot or more below ground level even during summer droughts, when hot winds robbed the surface of all water-bearing life. In turn, the grass nurtured pin-tailed grouse, prairie chickens, cranes, jackrabbits, snakes, and other creatures that got

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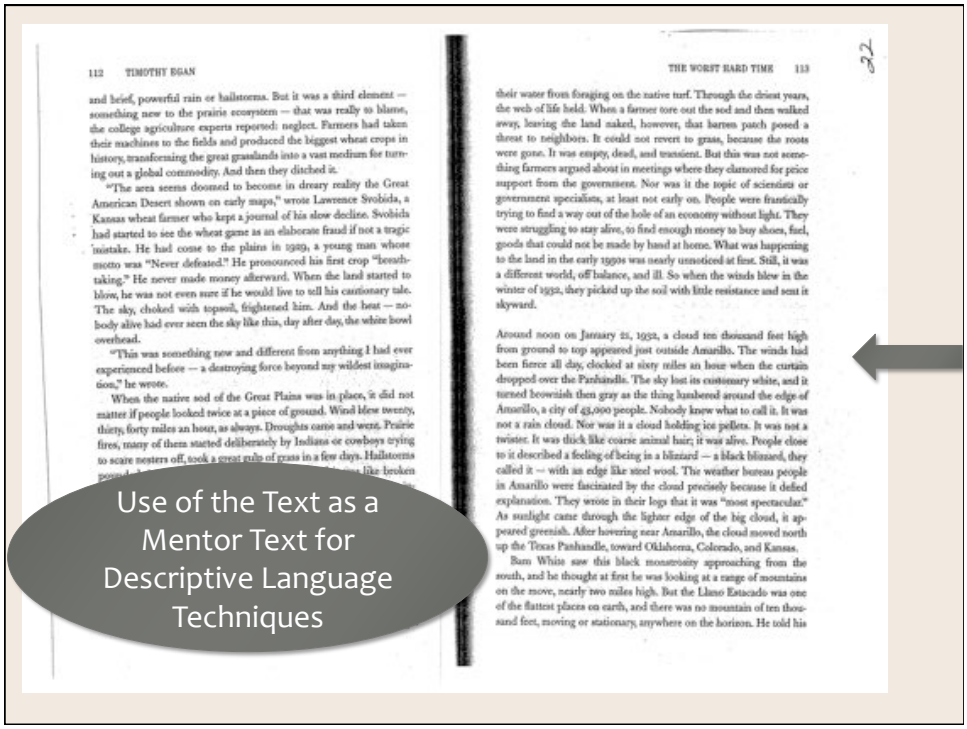
their water from foraging on the native turf. Through the driest years, the web of life held. When a farmer tore out the sod and then walked away, leaving the land naked, however, that barren patch posed a threat to neighbors. It could not revert to grass, because the roots were gone. It was empty, dead, and transient. But this was not something farmers argued about in meetings where they clamored for price support from the government. Nor was it the topic of scientists or government specialists, at least not early on. People were frantically trying to find a way out of the hole of an economy without light. They were struggling to stay alive, to find enough money to buy shoes, fuel, goods that could not be made by hand at home. What was happening to the land in the early 1930s was nearly unnoticed at first. Still, it was a different world, off balance, and ill. So when the winds blew in the winter of 1932, they picked up the soil with little resistance and sent it skyward.

[illegible] from ground to top appeared just outside Amarillo. The winds had been fierce all day, clocked at sixty miles an hour when the curtain dropped over the Panhandle. The sky lost its customary white, and it turned brownish then gray as the thing hunkered around the edge of Amarillo, a city of 43,000 people. Nobody knew what to call it. It was not a rain cloud. Nor was it a cloud holding ice pellets. It was not a twister. It was thick like coarse animal hair; it was alive. People close to it described a feeling of being in a blizzard — a black blizzard, they called it — with an edge like steel wool. The weather bureau people in Amarillo were fascinated by the cloud precisely because it defied explanation. They wrote in their logs that it was "most spectacular." As sunlight came through the lighter edge of the big cloud, it appeared greenish. After hovering near Amarillo, the cloud moved north up the Texas Panhandle, toward Oklahoma, Colorado, and Kansas.

Bam White saw this black monstrosity approaching from the south, and he thought at first he was looking at a range of mountains on the move, nearly two miles high. But the Llano Estacado was one of the flattest places on earth, and there was no mountain of ten thousand feet, moving or stationary, anywhere on the horizon. He told his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Around noon on January 21, 1932, a cloud ten thousand feet high from ground to top appeared just outside Amarillo. The winds had been fierce all day, clocked at sixty miles an hour when the curtain dropped over the Panhandle. The sky lost its customary white, and it turned brownish then gray as the thing lumbered around the edge of Amarillo, a city of 43,000 people. Nobody knew what to call it. It was not a rain cloud. Nor was it a cloud holding ice pellets. It was not a twister. It was thick like coarse animal hair; it was alive. People close to it described a feeling of being in a blizzard — a black blizzard, they called it — with an edge like steel wool. The weather bureau people in Amarillo were fascinated by the cloud precisely because it defied explanation. They wrote in their logs that it was "most spectacular." As sunlight came through the lighter edge of the big cloud, it appeared greenish. After hovering near Amarillo, the cloud moved north up the Texas Panhandle, toward Oklahoma, Colorado, and Kansas.
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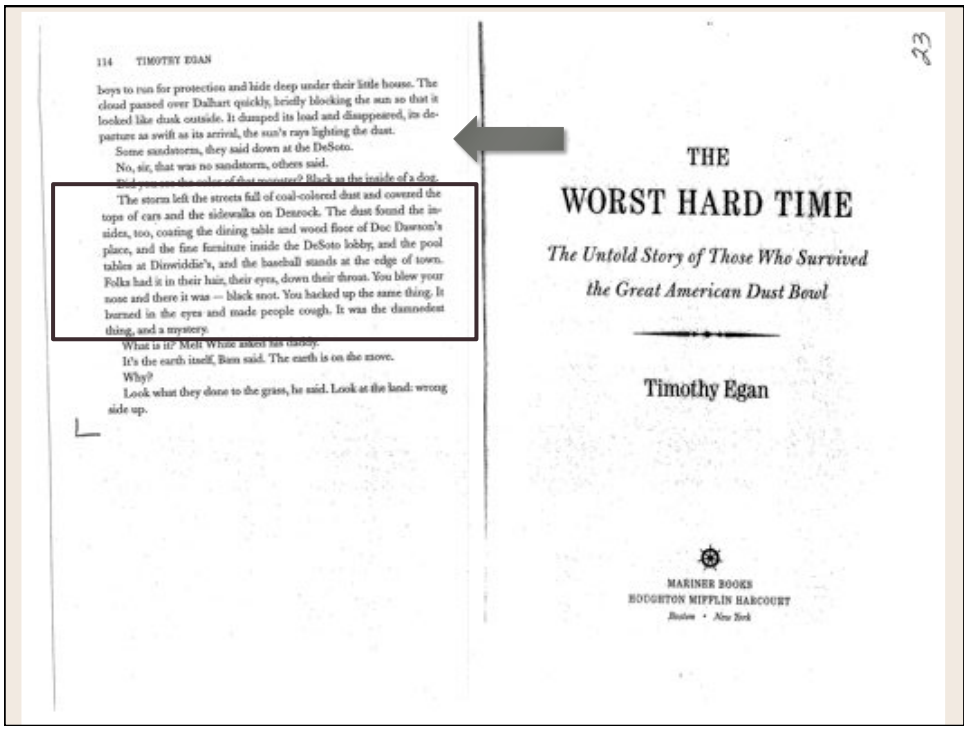
Use of the Text as a Mentor Text for Descriptive Language Techniques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boys to run for protection and hide deep under their little house. The cloud passed over Dalhart quickly, briefly blocking the sun so that it looked like dusk outside. It dumped its load and disappeared, its departure as swift as its arrival, the sun's rays lighting the dust.
Some sandstorm, they said down at the DeSoto.
No, sir, that was no sandstorm, others said.
The storm left the streets full of coal-colored dust and covered the tops of cars and the sidewalks on Denrock. The dust found the insides, too, coating the dining table and wood floor of Doc Dawson's place, and the fine furniture inside the DeSoto lobby, and the pool tables at Dirtwidchie's, and the baseball stands at the edge of town. Folks had it in their hair, their eyes, down their throat. You blew your nose and there it was — black snot. You hacked up the same thing. It burned in the eyes and made people cough. It was the damnedest thing, and a mystery.
What is it? Melt White asked his daddy.
It's the earth itself, Bam said. The earth is on the move.
Why?
Look what they done to the grass, he said. Look at the land: wrong side up.
THE
WORST HARD TIME
The Untold Story of Those Who Survived the Great American Dust Bowl
Timothy Egan
MARINER BOOKS
HOUGHTON MIFFLIN HARCOURT
Boston • New York

Finally:
To Help Students Show What They Know--
Teach Students What Key Words in Test Prompts Mean

***Responding to Writing Prompts***

To write an effective response to a writing prompt, you need to determine more than just your topic, audience, and form. You also need to be able to recognize the key words or directions in the prompt and to know how to respond to those directions appropriately. Familiarizing yourself with the information in the following chart can help you do both of these things.

| *Direction* | *Action* |
|---|---|
| **Describe, Identify, Define** | Identify the main equalities or distinguishing characteristics of your subject, using specific facts or sensory details. |
| **Recount, Narrate, Relate, Tell About** | Present the sequence of events in a story or the steps in a process in chronological order. Use vivid verbs and sensory details. |
| **Discuss** | Identify the key points or relationships, backing these up with examples, quotations, comparisons, and other details. |
| **Explain** | Present the main points of or important steps in whatever you have been asked to explain, using facts, examples, and reasons to clarify what you mean. |
| **Compare, Contrast** | Show the ways in which two or more things are alike and the ways in which they differ, using examples and other details to support similarity and difference you point out. |
| **Analyze, Evaluate, Review** | Examine the main qualities of your subject to arrive at a conclusion about some aspect of it, such as how well the parts function together as a whole. |
| **Show Causes and Effects** | Present the reasons for and the results of a particular event or situation, using specific details to clarify precisely what happened. |
| **Persuade, Convince, Express Your Opinion** | State your point of view and support it with facts, statistics, examples, quotations, and other sound evidence. |
| **Interpret** | Explain in your own words the meaning of whatever you've been asked to interpret, supporting your ideas with facts and other details. |
| **Summarize** | Present a condensed version of a story or a process by relating only the main events or steps and showing how one leads to the next. Do *not* include supporting details or other types of elaboration. |

She's Almost There! Take her to the Finish Line!

***What will you do to help kids like Karina improve their listening comprehension and writing?***

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