



Supporting Entering and
Emerging ELLs in Accessing
Grade Level Content in
Integrated ELA and Content
Area Classes (Gr. 5-12)

PS 25 Bilingual School Bronx, NY

April 8, 2019

9:00 AM-2:40 PM

Nancy Cloud, Ed.D.
Professor Emerita
Rhode Island College,
Providence, RI
ncloud@ric.edu

NYS Statewide Language
RBE-RN at the
Metropolitan Center for
Research and Equity
at NYU

Agenda




- Revisiting the Proficiency Definitions: What Entering and Emerging Students Can Do and How Much L1 to Use in Integrated ENL Classes
- Major Language Development Targets for Entering and Emerging English Learners
- Scaffolding to Make Available for Entering and Emerging Students
- Supporting Entering and Emerging ELLs in **Integrated ENA Instruction**
- Supporting Entering and Emerging ELLs in **Integrated Content Area Instruction**
- Resources for Teachers of Entering and Emerging ELLs



How are Entering and Emerging Students to be Served

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.


*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress.
Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



<http://www.p12.nysed.gov/biling/resource/cr-part-154/units-of-study->

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements


All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY 	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.



CR Part 154-2 (K-8) Transitional Bilingual Education Program

ENGLISH PROFICIENCY LEVEL		ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
LANGUAGE ARTS	STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
		1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
	FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved Former ELL services for two additional years*
	TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
HOME LANGUAGE ARTS	1 HLA Class	1 HLA Class	1 HLA Class	1 HLA Class		
BILINGUAL INSTRUCTION	BILINGUAL CONTENT AREA SUBJECTS	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	
	STAFFING/ PERSONNEL	K-8 BILINGUAL EDUCATION PROGRAM <ul style="list-style-type: none">(K-6 Bilingual) Common Branch teacher with a bilingual extension(7-8 Bilingual) Content Area teacher with a bilingual extension. [HLA must be taught by a certified Language Other Than English teacher.]			K-8 ENGLISH AS A NEW LANGUAGE PROGRAM <ul style="list-style-type: none">(K-8 STAND-ALONE) ESOL certified teacher(K-6 ENL) Common Branch K-6 teachers with a bilingual extension can teach the ENL component of a K-6 Bilingual Education program.(7-8 ENL) Integrated ENL can be taught by an ESOL teacher with Content Area certification or two individually certified teachers.	
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.						

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Content Area shall mean ELA, Math, Science, and Social Studies.



CR Part 154-2 (9-12) Transitional Bilingual Education Program

ENGLISH PROFICIENCY LEVEL		ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
LANGUAGE ARTS	STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
	INTEGRATED ENL / ELA	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
	FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction or INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved Former ELL services for two additional years*
	TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
	HOME LANGUAGE ARTS	1 HLA Course	1 HLA Course	1 HLA Course	1 HLA Course	
BILINGUAL INSTRUCTION	BILINGUAL CONTENT AREA SUBJECTS	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	
ISSUANCE OF CREDITS	STAND-ALONE ENL	Elective credit per successful completion of each corresponding STAND-ALONE ENL unit of study		HOME LANGUAGE ARTS Language Other Than English credit per successful completion of each corresponding HLA unit of study		
	INTEGRATED ENL	Content area credit per successful completion of each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		BILINGUAL CONTENT AREA Content area credit per successful completion of each corresponding Bilingual Content Area subject		
STAFFING/ PERSONNEL	BILINGUAL EDUCATION PROGRAM	<ul style="list-style-type: none"> (9-12) Bilingual Content Area teacher with a bilingual extension. [HLA must be taught by a certified Language Other Than English teacher.] 		ENGLISH AS A NEW LANGUAGE PROGRAM <ul style="list-style-type: none"> (9-12) Stand-alone ESOL certified teacher (9-12) Integrated ENL can be taught by an ESOL teacher with Content Area certification or two individually certified teachers. 		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

NYSED



Understanding the Abilities
of Entering & Emerging ELLs
and
How to Support Them

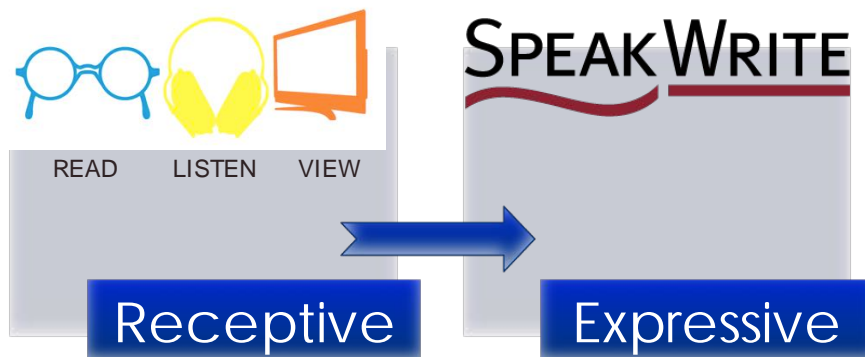
The 5 ENL Proficiency Levels and What Students of Each Level of Proficiency Can Do



ENL Progressions Differentiated Instruction



Student Proficiency Levels Vary Across
L, S, R, W: Understand Students' Profiles

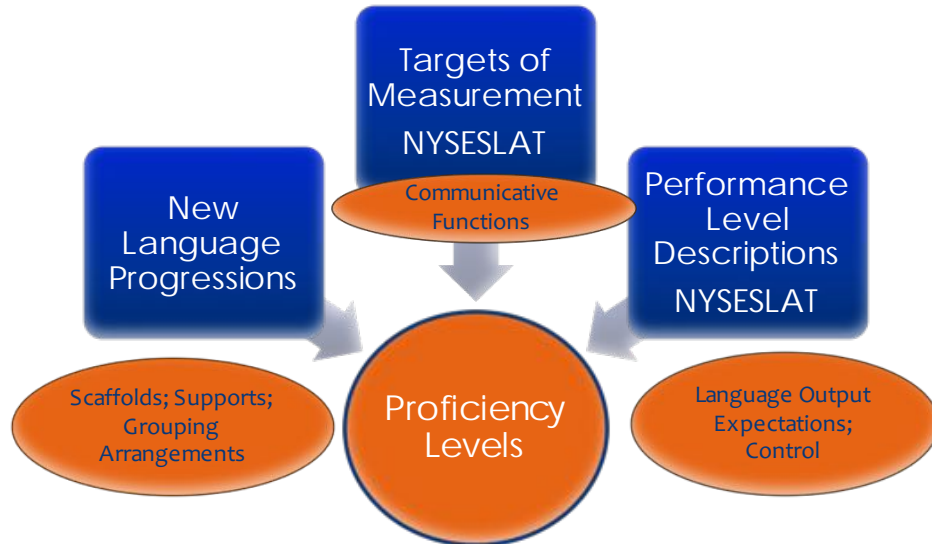


Let's Unpack the **Performance Level Descriptions** for Listening, Speaking, Reading and Writing, the **ToMs** and The **New Language Progression** Documents

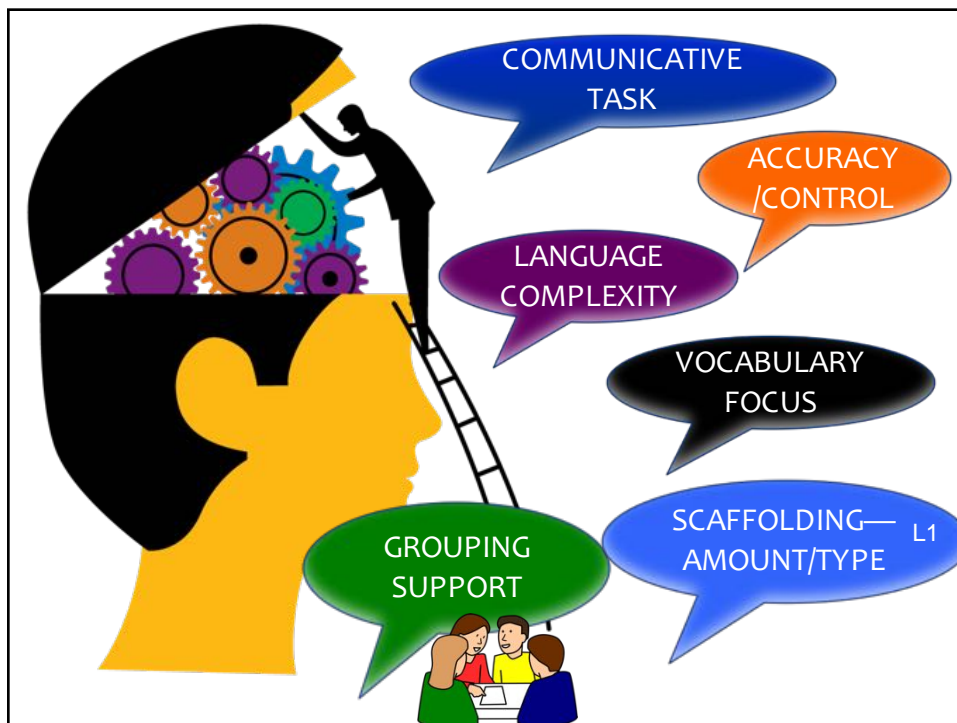


What Do They Tell Us About What Students at Each Proficiency Level Can/Should Be Asked to Do ?

Understanding the 5 Proficiency Levels



<https://www.engageny.org/resource/new-york-state-english-a-second-language-achievement-test-nyseslat-performance-level>



How do language expectations change for Listening?

Listening (9-12)					
Proficiency Levels	Language Expectations	Vocabulary Targets	Type of Support Scaffolds	Teaching Arrangements	Level of Support
Entering 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, conclusions: opinion and reasons)	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
Emerging	Identify some words, phrases Few simple sentences (that...)	Determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact	Organize pre-identified words in main idea web In new or home 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 connotative meanings of Tier 1 and 2 words and phrases and 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

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

How do vocabulary targets change for Reading?

Reading (9-12)					
Proficiency Levels	Language Expectations	Vocabulary Targets	Type of Support Scaffolds	Teaching Arrangements	Level of Support
Entering Anchor 4 and 5 don't apply to Entering involve text structures	A few words Short phrases Predictable sentences that indicate, signal, refer to information, a claim, evidence, a message, theme, etc.	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
Emerging	Some words, phrases Few simple sentences that...	Determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in text	Organize pre-identified words in main idea web; graphic organizer In 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 connotative 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

* 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, describes phenomena, contributes to a conversation/discussion, paraphrases information, main points in a coherent manner, expresses an opinion or claim supported by reasons, justifies response, analyzes a topic or evaluates evidence						
Proficiency Levels	Language Expectations	Errors	Vocabulary Targets	Type of Support Scaffolds	Teaching Arrangements	Level of Support
Entering <i>Some ToMs not applicable</i>	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	Partnerships Teacher-led groups	Substantial support
Emerging	Uses phrases and simple sentences	Response may contain errors in words and structure that mostly obscure meaning	Use words and short phrases including common grade level Tier 2 words; Describe ideas and facts	Use sentence starters with or without graphics; New and home language	Partnerships Small groups Whole class	Moderate Support
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 to language
expectations, errors,
organization, vocabulary
change for **Writing?**

Writing (9-12)

provide an orientation or an idea; express opinions, sequence, describe, detail ideas, facts, provide closure, explain, develop a narrative; development of claims and evidence;

Proficiency Levels	Language Expectations	Errors	Organization	Vocabulary Targets	Type of Support Scaffolds	Teaching Arrangements	Level of Support
Entering <i>Some ToMs not applicable</i>	A few words Short phrases Predictable sentences	Writing includes numerous errors; errors may totally obscure meaning	Writing lacks orientation, organized or connected ideas or closure; lacks development	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
Emerging	Some words, phrases Few simple sentences	Writing includes frequent errors; errors may obscure meaning	Writing includes basic orientation, organized or connected ideas or closure; basic development	Use words and short phrases including common grade level Tier 2 words; Describe ideas and facts	Write one to two paragraphs; New 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

Have Same Charts for Grades 5-6

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

Have Same Charts for Grades 5-6

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

Planning for a Multi-Level Class

Differentiated Assignment/Assessment Template

Assignment: _____

Level 1	Level 2	Level 3	Level 4	Level 5	Fully English Proficient
Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:
Standards-Based Content					
Scaffolding and Support:	Scaffolding and Support:	Scaffolding and Support:			

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Fill in the chart for SPEAKING using the Gr. 9-12 proficiency charts (For Entering, Emerging and Transitioning).

What are our language expectations?

What scaffolding and how much scaffolding should we provide?

AMOUNT OF SCAFFOLDING

	Entering	Emerging	Transitioning
Use of Home Language	In New or Home Language	In New or Home Language	In New or Home Language
Amount of Support	Substantial Support	Moderate Support	Limited Support
When Listening/Reading	Organize pre-taught words in a main idea web; graphic organizer	Organize pre-identified words in a main idea web; graphic organizer	Organize phrases and sentences in a partially completed main idea web; graphic organizer
When Speaking/Writing	Use Sentence Starters with graphics; complete a cloze paragraph	Use Sentence Starters with or without graphics; Write 1-2 Paragraphs (w/ or w/o model)	Use Word Bank; Graphics; Produce a Short Essay

JANE DOE
SCHOOL NAME

NYSESLAT
2015-2016 GRADE 6 TEST RESULTS

Dear Parent/Guardian of Jane,

We are pleased to provide you this report about Jane's performance on the New York State English as a Second Language Achievement Test (NYSESLAT) that was administered in the spring of 2016 to all English Language Learners/Multilingual Learners (ELLs/MLLs). The scores from this test provide one way to understand student English Language development. However, these scores do not tell the whole story about what Jane knows and can do.

For more information about this test, the New York State standards, and how you can help Jane, go to:
www.p12.nysed.gov/biling/bilined/parent-information/home.html

JANE'S ENGLISH LANGUAGE PROFICIENCY LEVEL IS EMERGING

JANE'S
TOTAL
SCALE SCORE

X

PERCENTILES

DISTRICT
X%

Jane did the same or better than X% of students in the district who took this test.

STATE
X%

Jane did the same or better than X% of students in the state who took this test.

JANE'S
TOTAL
SCALE
SCORE
X

X
COMMANDING
Has met the State standard to demonstrate proficiency and is now designated as a Former ELL/MLL entitled to receive two years of ELL/MLL services.
X
EXPANDING
As an ELL/MLL, shows great independence in advancing his or her academic language skills.
X
TRANSITIONING
As an ELL/MLL, shows some independence in advancing his or her academic language skills.
X
EMERGING
As an ELL/MLL, has some dependence on supports and structures to advance his or her academic language skills.
X
ENTERING
As an ELL/MLL, has great dependence on supports and structures to advance his or her academic language skills.

ENGLISH LANGUAGE PROFICIENCY AREAS/MODALITIES

LISTENING

Students listen to determine information and develop ideas in grade-level academic discussions

JANE'S
SCALE SCORE
X

SPEAKING

Students use grade-appropriate language to contribute to discussions about academic texts and topics.

JANE'S
SCALE SCORE
X

READING

Students read grade-level academic texts to determine information and develop ideas.

JANE'S
SCALE SCORE
X

WRITING

Students use grade-appropriate language to structure thoughts and ideas in writing, about literary and informational texts and topics.

JANE'S
SCALE SCORE
X

These scale scores range from 30-90

Always
Know the
levels of
your
students in
listening,
speaking,
reading
and writing

Potential Proficiency Bands* For SCALE Scores by Skill area

Scaled Scores	Proficiency Level
30-42	Entering
43-54	Emerging
55-66	Transitioning
67-78	Expanding
79-90	Commanding

*These are not confirmed ranges; they are very rough estimates, just breaking the total point spread from 30-90 into regular intervals for the 5 proficiency levels—**USE WITH EXTREME CAUTION!**

Considering Potential Profiles

LEVEL COLOR KEY													
LV 1_ Entering-RED													
LV 2_Emerging-PINK													
LV 3_Transitioning-YELLOW													
LV 4_Expanding-GREEN													
LV 5_Commanding-BLUE													

	GRA	Liste	LSN	Read	REAC	Spec	SPK	Writs	WRT	TAI R	Scal	Prof	Date Entered
	10	8	54	7	53	3	50	1	38	19	195	2	9/30/2016
	10	12	61	5	49	1	43	0	30	18	183	2	9/30/2016
	10	5	49	10	57	3	50	0	30	18	186	2	11/23/2016
rd A	10	5	49	5	49	5	55	2	43	17	196	2	9/21/2016
	10	7	53	6	51	3	50	1	38	17	192	2	
	10	13	62	8	54	10	64	0	30	31	210	2	12/4/2015
E	10	5	49	5	49	12	67	0	30	22	195	2	11/14/2016
	10	13	62	6	51	14	70	2	43	35	226	3	12/6/2016
	10	12	61	11	59	9	62	2	43	34	225	3	1/5/2017
	10	10	58	11	59	14	70	5	54	40	241	3	
A	10	12	61	8	54	10	64	3	48	33	227	3	1/30/2017
r S	10	14	64	15	64	17	75	4	51	50	254	3	9/7/2015
R	10	11	59	15	64	12	67	6	58	44	248	3	3/3/2017

Key Language
Development
Targets for
Entering and
Emerging English
Learners

USE THIS SHEET--Add notes on the sides/back of this chart about what you want to focus on with Entering and Emerging ELLs

Info Coming Up on Next Slide

Planning for a Multi-Level Class

Differentiated Assignment/Assessment Template

Assignment: _____

Level 1	Level 2	Level 3	Level 4	Level 5	Fully English Proficient
Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:
Standards-Based Content or Topic (from the curriculum):					
Scaffolding and Support:	Scaffolding and Support:	Scaffolding and Support:	Scaffolding and Support:	Scaffolding and Support:	Scaffolding and Support:

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Main Targets for Entering and Emerging ELLs

Vocabulary

- High Frequency words and phrases
- Key Academic Vocabulary for Content Area Units
- A Focus on Noticing Cognates or Borrowed Words
- Learning Common Phrases (2-word phrases, e.g. adjective-noun phrases; verb-preposition phrases)

Sentence Structures

- Speak/Write in Words and Phrases
- Speak/Write in Predictable Sentences (patterned or formulaic sentences)
- Produce Simple Sentences (S-V-O)
- Produce Expanded Sentences (using details conveyed in prepositional phrases)
- Attempt A few Compound or Complex Sentences

Other Targets for Entering and Emerging SIFE Students



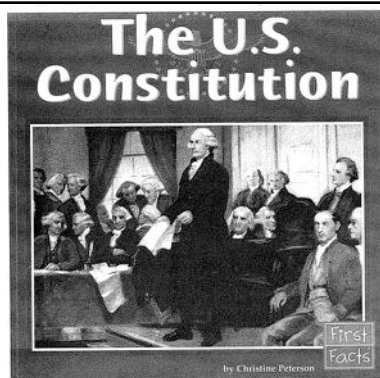
Integrated Skills Development for New Readers



- Find Highly visual texts
- Use Thematic instruction/Text Sets for Practice
- Provide Language/Literacy Practice Opportunities
- Use a Meaning-Centered Approach with:
 - Embedded vocabulary development
 - Embedded phonics
 - Embedded sight word recognition
 - Embedded spelling
 - Connected early writing

GIST: Meaning-Centered Instruction

- Tap or build background knowledge (“*funds of knowledge*”)
- Teach using broad themes (connected learning)
- Teach small skills in a story or book frame
- Show how English works (model/demonstrate)



AS YOU ENTER A BOOK,
DECIDE WHAT
DECODING/ENCODING
SKILLS MAKE SENSE

Capstone Press (2007)
K-5
Lexile 630
GRL = Q

In 1787, most countries were ruled by kings and queens. The new U.S. government was an experiment. Americans wrote a **constitution**. It created a government where people could vote for their leaders. The American experiment has lasted more than 200 years.

Fun Fact!
Of all written constitutions, the U.S. Constitution is the oldest and the shortest.



As you enter a book, decide What Decoding/Encoding skills make sense

c-v-c-e Rule

- wrote, vote
- state, make, gave

/ee/ /ea/ phoneme variants

- lead, least, leader
- freedom, agree, speech, between

Phonograms/ Onset and Rime

Word Families

Here are the 37 most common phonograms and some of the 500 words they make up. Remember that although this list contains only one-syllable words, these phonograms will help students decode longer words, too.

- ab cab, lab, blab, crab, grab, scab, slab, stab
- ack back, pack, quack, rack, black, crack, shack, snack, stack, track
- ag bag, rag, tag, brag, flag
- ail fail, mail, jail, nail, pail, rail, sail, tail, snail, trail
- ain main, pain, rain, brain, chain, drain, grain, plain, Spain, sprain, stain, train
- ake bake, cake, fake, lake, make, quake, rake, take, wake, brake, flake, shake, snake
- am ham, Sam, clam, slam, swam
- an can, fan, man, pan, ran, tan, van, bran, plan, than
- ank bank, sank, yank, blank, crank, drank, thank
- ap cap, lap, map, nap, rap, tap, clap, flap, scrap, slap, snap, strap, trap, wrap
- at bat, cat, fat, hat, mat, rat, sat, brat, chat, flat, spat, that
- ay day, may, pay, say, clay, play, pray, spray, stay, tray
- eed feed, need, seed, weed, bleed, freed, greed, speed
- ell bell, fell, sell, tell, well, yell, shell, smell, spell, swell
- est best, guest, nest, pest, rest, test, vest, west, chest, crest
- ew dew, few, knew, new, blew, chew
- ick kick, lick, pick, quick, sick, brick, chick, click, stick, thick, trick

- ight knight, light, might, night, right, sight, tight, bright, flight, fright, slight
- ill fill, hill, pill, will, chill, drill, grill, skill, spill, thrill
- in bin, fin, pin, sin, win, chin, grin, shin, skin, spin, thin, twin
- ine fine, line, mine, nine, pine, vine, wine, shine, spine, whine
- ing king, ring, sing, wing, bring, cling, spring, sting, string, swing, thing
- ink link, pink, sink, wink, blink, drink, shrink, stink, think
- ip dip, hip, lip, rip, sip, tip, chip, clip, drip, flip, grip, ship, skip, strip, trip, whip
- ob knob, mob, rob, blob, slob, snob
- ock knock, lock, dock, rock, sock, block, clock, frock, shock, stock
- op cop, hop, mop, pop, top, chop, crop, drop, flop, plop, shop, stop
- ore bore, more, sore, tore, wore, chore, score, shore, snore, store
- ot got, dot, hot, knot, lot, not, plot, shot, spot
- out grout, scout, shout, spout, sprout
- ow cow, how, now, brow, chow, plow
- uck buck, duck, luck, cluck, stuck, truck
- um gum, hum, drum, plum, slum
- unk junk, chunk, drunk, shrunk, stunk, trunk
- y by, my, cry, dry, fry, shy, sky, spy, try, why

Reference: Wylie, R.E., & Durrell, D.D. (1970). Teaching vowels through phonograms. Elementary English: 47, 787-791.

Sight Word Lists

Dolch List=220 Words

All 220 Dolch words in alphabetical order

a	better	don't	get	i	many	out	she	these	wash
about	big	done	give	if	may	over	show	they	we
after	black	down	go	in	me	own	sing	think	well
again	blue	draw	goes	into	much	pick	sit	this	went
all	both	drink	going	is	must	play	six	those	were
always	bring	eat	good	it	my	please	sleep	three	what
am	brown	eight	got	its	myself	pretty	small	to	when
an	but	every	green	jump	never	pull	so	today	where
and	buy	fall	grow	just	new	put	some	together	which
any	by	far	had	keep	no	ran	soon	too	white
are	call	fast	has	kind	not	read	start	try	who
around	came	find	have	know	now	red	stop	two	why
as	can	first	he	laugh	of	ride	take	under	will
ask	can't	five	help	let	off	right	tell	up	wish
at	clean	fly	her	light	old	round	ten	upon	with
ate	cold	for	here	like	on	run	thank	us	work
away	come	found	him	little	once	said	that	use	would
be	could	four	his	live	one	saw	the	very	write
because	cut	from	hold	long	only	say	their	walk	yellow
been	did	full	hot	look	open	see	them	want	yes
before	do	funny	how	much	or	seven	than	warm	you
best	does	gave	hurt	make	our	shall	there	was	your

www.dolchword.net

Teach Decoding as well as Encoding (Spelling)

1000 Most Common Words

by: Edward Fry

1-25	26-50	51-75	76-100
the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	word	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	call
was	when	her	who
for	your	would	oil
on	can	make	now
are	said	like	find
as	there	him	long
with	use	into	down
his	an	time	day
they	each	has	did
I	which	look	get
at	she	two	come
be	do	more	made
this	how	write	may
have	their	go	part
from	if	see	over

First 300 Words



300 Most Frequent Words in Written Text

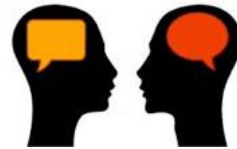
First 100 Words in Red

a	came	found (ed)	large	off	sometime (s)	very
able	can (s)	four	last (ed, ing)	often	soon	want (ed, ing, s)
about	certain	from	later	old	special	was (s)
across	changes, ed, in	get (s, ing)	learn (ed, ing, s)	on	state (d, s)	was
after	children (s)	give (n, s, ing)	left	once	still	water (s)
again	city (ies)	go (es, ing)	less	one (s, 's)	such	way (s)
against	come (s, ing)	good (s)	let (s, ing)	only	sun (s)	we
air	could	get	lie	or	team	well
all	country (ies, 's)	government (s)	light (ed, ing, s)	order	system (s, ing)	went
almost	course (s)	great	like (d, s)	other (s)	take (s, ing, s)	were
along	day (s, 's)	group (ed, s)	little	our	tail (ing, s)	what
also	did	had	live (d, s, ing)	out	than	when
always	didn't	hand (ed, s)	long	over	that ('s)	where
american (s)	different	hard	look (s, ed, ing)	up (ed)	the	which
among	do (ing)	has	made	past (s)	their (s)	while
an	does	have (ing)	make (s, ing)	people (s, 's)	them	white (s)
and	don't	he	man ('s)	person (s, 's)	then	who
animal (s)	done	head (ed, ing, s)	many	place (d, s, ing)	there ('s)	why
another	door (s)	heard	may	plant (ed, ing, s)	these	will (ing)
any	down	help (ed, ing, s)	me	power (s)	they	with
are	during	her	mean (s, t)	put (s, ing)	thing (s)	without
around	each	here	men ('s)	read (s, ing)	think (ing, s)	word (s)
as	early	high	might	really	this	work (ed, ing, s)
at	earth ('s)	him	money	red	those	world ('s)
away	end (ed, ing, s)	himself	more	right (s)	though	would
back (ed, s)	energy	his	morning	room (s)	thought (s)	year (s, 's)
be	enough	home (s)	most	said	three	yet
became	even (ing)	house (s, ing)	mother (s, 's)	same	through	you
because	ever	how	move (d, s, t)	saw	time (s)	young
become (s, in	every	however	much	say (s, ing)	to	your (s)
been	example (s)	i	must	school (s)	today ('s)	
before	eye (s)	if	my	second (s)	together	
began	face (d, s, ing)	important	name (d, s)	see (ing, n, s)	told	
being (s)	famly (ies)	is	near	set (s, ing)	too	
best	far	into	need (s, ed)	several	took	
better	father (s, 's)	is	never	she ('s)	toward (s)	
between	feet (s)	it	new (s)	should	two	
big	feet	it's	next	show (ed, ing, s)	under	
black (s)	felt	its	night (s)	side (s)	united	
body (ies)	few	just	no	since	until	
book (s)	find (s)	keep (ing, s)	not	small	up	
both	first	kind(s)	nothing	so	soon	
boy (s, 's)	food (s)	knew	now	some	us	
but	for	know (ing, n, s)	number (s, ed)	something	use (d, s, ing)	
by	form (ed, ing, s)	land (ed, ing, s)	of	usually		

http://textproject.org/library/resources/wordzones-for-4000-simple-word-families/ (http://www.scribd.com/doc/112505712/4000-Words)

Reading Skills and Strategies to Teach

- Set a purpose for reading
- Preview the Text
- Turn titles and subtitles into questions
- Highlight important information as you read or put a checkmark in the margin
- Underline key new terms
- Reread if you don't understand



With Low Literacy Students

- Use a Meaning-Centered Approach—*US Constitution*
 - Embedded vocabulary development—*government; branches; leaders*
 - Embedded phonics—*c-v-c-e (vote, make, gave) or /ee/ /ea/ (leaders, freedom, speech)*
 - Embedded sight word recognition (*in, most, were, by, the, an, it, a, where, for, has, more, than*)
 - Embedded spelling (*country—countries*)
 - Connected early writing (using models, frames)

Teaching Content in Integrated ENL Classes

Types of Scaffolding to Make Available For Entering and Emerging Students



WORK WITH A PARTNER (NEXT 3 SLIDES)

- Look across all of the scaffolding charts together with your partner
- **Discuss scaffolds that you frequently use** and how they seem to be working with your Entering/Emerging ELLs
- As you come to scaffolds you **don't use or don't use enough** with Entering & Emerging ELLs, **list them on the "Take Notes" worksheet** as a guide you can use as you prepare lessons



Scaffolding for Comprehensibility

Scaffolds for Comprehensibility	Explanatory Devices for Comprehensibility	Modeling and Demonstrations
<ul style="list-style-type: none"> • Gesturing and using facial expressions • Illustrating and using visuals • Simplifying, elaborating • Relying on high-frequency vocabulary • Embedding definitions and explanations • Providing or asking for home language translation • Emphasizing key words and writing them down for students to see • Demonstrating, acting 	<ul style="list-style-type: none"> • Visual aids, such as <ul style="list-style-type: none"> ✓ maps, charts, graphs, ✓ graphic organizers; ✓ drawings, illustrations, ✓ and photos; ✓ physical objects; ✓ video clips • Audio supports and other multimedia • Highlighted or bold text • Bilingual glossaries • Picture dictionaries • Simplified English or home language summaries 	<ul style="list-style-type: none"> • Targeting and modeling the appropriate language register (academic vs. social language; word choice) • Providing demonstrations of language in use (e.g., model student essays, sample completed projects) • Explicitly teaching about different genres and text structures • Conducting a think-aloud book or chapter walk

Scaffolding for Entering and Emerging ELLs

Figure 3G: Examples of Sensory, Graphic and Interactive Supports

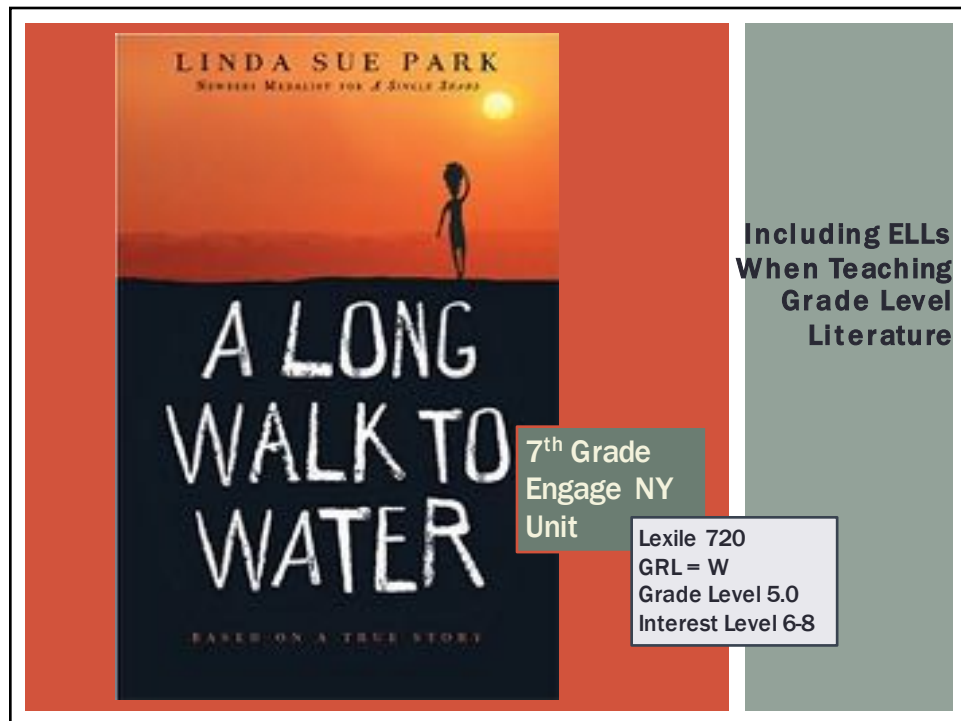
Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none"> • Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures 	<ul style="list-style-type: none"> • Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines 	<ul style="list-style-type: none"> • In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

Use ALL TYPES of Scaffolds
Sensory, Graphic, and Interactive Scaffolds

More Ideas on Providing Scaffolds to Entering and Emerging ELLs

Scaffolding Types		
Material Supports	<ul style="list-style-type: none"> • Graphic organizers • Diagrams • Pictures • Props • Sentence frames • Advance organizers • Outlines • Structured notes 	<ul style="list-style-type: none"> • Two-column charts (e.g., main ideas on left, supporting details on right) • Picture dictionaries • Learner dictionaries • Translation dictionaries • Word source software • Alternative and modified texts • Home language texts
Social Supports	<ul style="list-style-type: none"> • Small-group learning • Interactively structured conversations (e.g., buddy talk, Think Pair Share) • Cooperative learning structures (e.g., Numbered Heads Together, jigsaw) 	<ul style="list-style-type: none"> • Group work with designated roles (e.g., reciprocal teaching, roundtable, round robin) • Study buddies • Study groups • Home language partners

Ways to Support
Entering and
Emerging ELLs
During
Integrated ELA
Instruction



of the road. Salva scanned their faces. There was no one from his family. He recognized a few people—a woman with a baby, two men, a teenage girl—but no one he knew well. Still, it was comforting to see them.

They spent the night right there by the road, the men taking shifts to keep watch. The next morning, they began walking again. Salva stayed in the midst of the crowd with the other villagers from Louv-Arrik.

In the early afternoon, he saw a large group of soldiers up ahead.

Word passed through the crowd: "It's the rebels." The rebels—those who were fighting against the government.

Salva passed several rebel soldiers waiting by the side of the road. Each of them held a big gun. Their guns were not pointed at the crowd, but even so, the soldiers seemed fierce and watchful. Some of the rebels then joined the back of the line, now the villagers were surrounded.

What are they going to do to us? Where is my family?

Late in the day, the villagers arrived at the rebel camp. The soldiers ordered them to separate into two groups—men in one group, women and children and the elderly in the other. Teenage boys, it seemed, were considered men, for

boys who looked to be only a few years older than Salva were joining the men's group.

Salva hesitated for a moment. He was only eleven, but he was the son of an important family. He was Salva Mawien Dut Arrik, from the village named for his grandfather. His father always told him to act like a man—to follow the example of his older brothers and, in turn, set a good example for Kool.

Salva took a few steps toward the men.

"Hey!"

A soldier approached Salva and raised his gun.

Salva froze. All he could see was the gun's huge barrel, black and gleaming, as it moved toward his face.

The end of the barrel touched his chin.

Salva felt his knees turn to water. He closed his eyes.

If I die now, I will never see my family again.

Somehow, this thought strengthened him enough to keep him from collapsing in terror.

He took a deep breath and opened his eyes.

The soldier was holding the gun with only one hand. He was not aiming it; he was using it to lift Salva's chin so he could get a better look at his face.

"Over there," the soldier said. He moved the gun and pointed it toward the group of women and children.

"You are not a man yet. Don't be in such a hurry!" He laughed and clapped Salva on the shoulder.

Salva scurried over to the women's side.

The next morning, the rebels moved on from the camp. The village men were forced to carry supplies: guns and mortars, shells, radio equipment. Salva watched as one man protested that he did not want to go with the rebels. A soldier hit him in the face with the butt of a gun. The man fell to the ground, bleeding.

After that, no one objected. The men shouldered the heavy equipment and left the camp.

Everyone else began walking again. They went in the opposite direction from the rebels, for wherever the rebels went, there was sure to be fighting.

Salva stayed with the group from Louv-Arrik. It was smaller now, without the men. And except for the infant, Salva was the only child.

That evening they found a barn in which to spend the night. Salva tossed restlessly in the itchy hay.

Where are we going? Where is my family? When will I see them again?

It took him a long time to fall asleep.

Even before he was fully awake, Salva could feel that something was wrong. He lay very still with his eyes closed, trying to sense what it might be.

Finally, he sat up and opened his eyes.

No one else was in the barn.

Salva stood so quickly that for a moment he felt dizzy.

He rushed to the door and looked out.

Nobody. Nothing.

They had left him.

He was alone.

Lexile 720
GRL = W
Grade Level 5.0
Interest Level 6-8

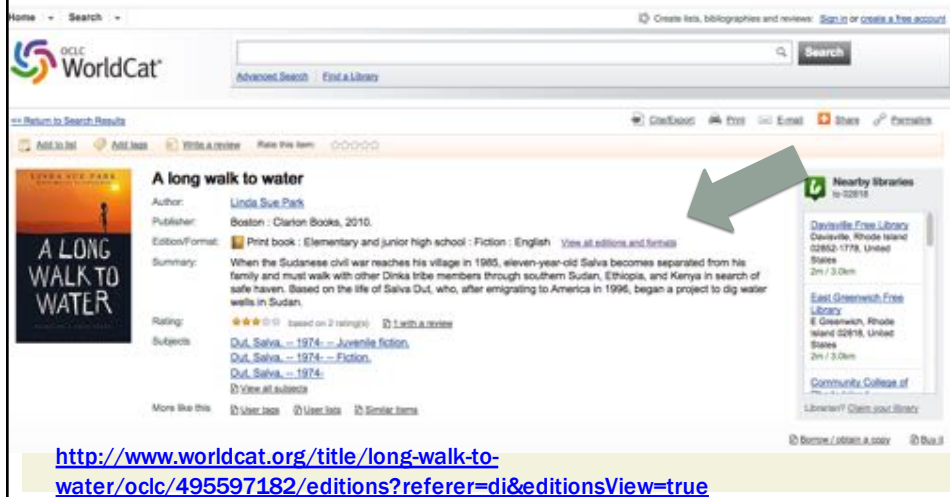
What Can We Do
For ELLs Who
Can't Yet Read at
this Level in
English?

READY-TO-GO WAYS IN TO THE NOVEL WITH NEWCOMERS

- **L1 Versions (Chinese, Korean)/Dual language Versions** <http://www.worldcat.org/title/long-walk-to-water/oclc/495597182/editions?referer=di&editionView=true>
- **Adapted Versions (Abridged, Modified)**
- **Storyboard Version**
- **Chapter Summaries (English, Spanish)**
- **Excerpts with Close Reading**
- **Audio Files--Chapter by Chapter**
- **Plays/Reader's Theater**
- **Book Reviews, Trailers, Book Talks**
- **Author Interviews**

WorldCat.org (2010)

Shows Other Language Editions, Publishers, Audio Versions



<http://www.worldcat.org/title/long-walk-to-water/oclc/495597182/editions?referer=di&editionView=true>

BUILDING BACKGROUND IN SPANISH



1 minute video

Listen in L1

Tell What Was Learned About the Lost Boys of Sudan in L2



A Long Walk to Water por Linda Sue Park

Resumen por Dana Ferrara

<http://school.fulletonschools.org/ms/holcombbridge/Docs/Notes/Mrs.%20Jennifer%20Boone%20Project%20-%20summary%20ESP%20A%20C3%910L.pdf>

Capítulo Uno

Sur de Sudán, 2008: Nya, quien tiene once años, está caminando con una gran vasija. Ella caminará durante la mitad de la mañana.

Sur de Sudán, 1985: Salva, un Dinka, está en la escuela. Él sólo asiste por una parte del año por que su familia se muda del lugar durante la temporada de sequía. Su padre es considerado un hombre exitoso en su aldea. Salva tiene tres hermanos y dos hermanas. A sus hermanas no les es permitido asistir a la escuela y en vez de esto ellas aprenden de su madre cómo cuidar de la casa. Antes de que Salva fuera lo suficientemente mayor para ir a la escuela, el iba a cuidar del ganado de su familia junto con otros jóvenes. Era un tiempo muy feliz. Estando en la escuela Salva escucha disparos y la maestra le dice que salga corriendo de su pueblo, que huya. Había una guerra en marcha por dos años. Un grupo rebelde del sur de Sudán había estado peleando en contra del gobierno. El gobierno quería que todos en Sudán practicara la religión del Islam pero no todos querían esta religión. Cuando Salva corre de la escuela a un arbusto él ve muchas personas corriendo por salvar sus vidas.

Capítulo Dos

Sur de Sudán, 2008: Nya se detiene al caminar para quitar una larga espina de su pie.

Sur de Sudán, 1985: Salva continúa huyendo durante todo el día y toda la noche. Donde hay una gran cantidad de personas, incluyendo a algunos de su aldea, pero él no lograba encontrar a su familia. Las personas caminaron hasta encontrar el campamento de un grupo rebelde. Allí se les pide que se dividan en dos grupos: hombres y mujeres y niños. Salva se une al grupo de los hombres pero lo devuelven al grupo de niños. A los hombres se les obliga a ir con los rebeldes pero dejan ir a los niños y a las mujeres. Ellos se quedan dormidos en un granero pero cuando Salva despierta se da cuenta que lo habían dejado atrás.

Capítulo Tres

A Long Walk to Water by Linda Sue Park

Summary by Dana Ferrara

Chapter One

Southern Sudan, 2008: Nya, who is eleven, is walking with a large container. She will walk half the morning.

Southern Sudan, 1985: Salva, a Dinka, is in school. He only attends for part of the year because his family moves away during the dry season. His father is considered successful in their village. Salva has three brothers and two sisters. His sisters are not allowed to attend school and instead learn how to keep house from their mother. Before Salva was old enough to attend school he would care for the family's cattle with other young boys. It was a very happy time. While in school Salva hears gunfire and is told by the teacher to run away from the village, to run away. There has been a war going on for two years. Rebels from southern Sudan have been fighting against the government. The government wanted everyone in Sudan to practice the religion Islam but not everyone in Sudan wanted this religion. As Salva runs from the school into the bush he sees many people running for their lives.

Chapter Two

Southern Sudan, 2008: Nya has to stop her walk to remove a large thorn from her foot.

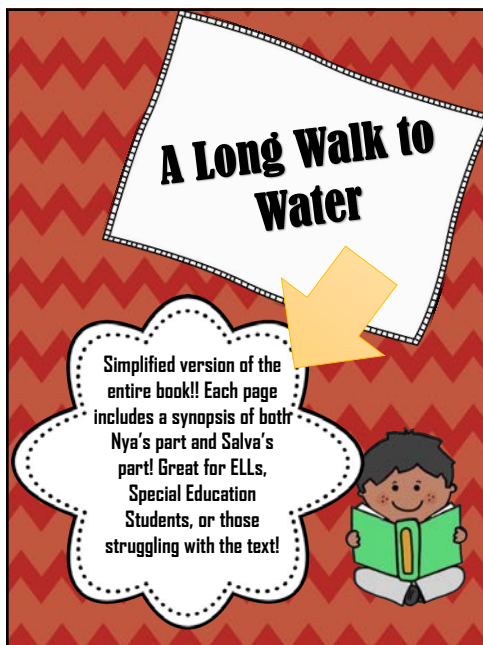
Southern Sudan, 1985: Salva continued to run away all day and night. There were many people, including some from his village, but he could not find his family. The people walk until they reach a rebel camp. There they are asked to sort themselves into two groups: men, and women and children. Salva joins the men but is then sent back with the children. The men are forced to go with the rebels but the women and children leave. They fall asleep in a barn but when Salva wakes up he realizes he has been left behind.

Chapter Three

Southern Sudan, 2008: Nya reaches the pond where many others have also come to fill their containers with water. She fills her container, and then places it on her head for the long walk back home.

Southern Sudan, 1985: Salva knows he has been left because he was a child. He sees a woman outside the barn and recognizes that she is from his tribe because she has the Dinka scar pattern on her face. The woman feeds him and lets him stay in her barn. He can hear fighting in the distance. After a few days the woman tells Salva she is leaving to be closer to water and he may not go with her, as it would be more dangerous for her. He is very scared and upset.

<http://school.fultonschools.org/ms/holdcombbridge/Documents/sunmary.pdf>



A Long Walk to Water

Simplified version of the entire book!! Each page includes a synopsis of both Nya's part and Salva's part! Great for ELLs, Special Education Students, or those struggling with the text!

Southern Sudan, 2008
Nya

Nya is 11 years old living in Southern Sudan. She has to walk very far to get water. It is very hot and it takes her a long time to walk to get the water.

Southern Sudan, 1985
Salva

Salva is an 11 year old Dinka boy living in Southern Sudan. He is in school and they hear shooting. The teacher tells them to leave quickly. The teacher tells the boys to go into the trees and not to go home.

There is a war in Salva's country. There are rebels from Southern Sudan fighting against the government. The government wanted everyone in Sudan to be Muslim. The people in the South did not want to be Muslim. They wanted to be free from the north. The war is happening where Salva lives.

TeachersPayTeachers by Linguistic Linda \$1.00 20 pages

<p>Southern Sudan, 2008 Nya</p> <p>Nya doesn't have shoes to wear when she walks to get water. She steps on sharp thorns. It hurts very bad.</p>	<p>Southern Sudan, 2008 Nya</p> <p>Nya makes it to the pond. The water is muddy but she is so thirsty that she drinks it. She fills the plastic container with water. She carries the heavy container of water on her head. It is a long walk back home. Her foot still hurts from stepping on the thorn.</p>
<p>Chapter 2</p>	<p>Chapter 3</p>
<p>Southern Sudan, 1985 Salva</p> <p>Salva is all alone. He doesn't know where his family is or if they are alive. He finds the people of Loun-Ariik, his village. Rebel soldiers find the group and force the men to fight with them. The women and children keep walking. Salva walks with the group from Loun-Ariik. They find a barn to sleep in. In the morning Salva wakes up alone. Everyone from his group left him.</p>	<p>Southern Sudan, 1985 Salva</p> <p>Salva sees a Dinka woman who owns the barn he slept in. The woman gives him some peanuts. She lets him stay with her for a few days. Salva does some work for her. The lady has to leave her house because there is no more water. She says that Salva can't travel with her. Salva is alone again. He hears voices and sees people walking towards the barn. They are Dinka people.</p>

Name: _____

Chapter One

Southern Sudan, 2008: Nya is 11 years old. She is walking with a large container. She will walk for many hours in the morning.

Southern Sudan, 1985: Salva is from the Dinka tribe. He is in school. He only goes to school for part of the year because his family moves away during the dry season. His father is successful in their village. Salva has three brothers and two sisters. His sisters are not allowed to go to school. They learn how to take care of the house from their mother. Before Salva was old enough to attend school he would care for the family's animals with other young boys. It was a very happy time. While in school, Salva hears gunfire and the teacher tells him to run away from the village. There has been a war going on for two years. Rebels (soldiers) from southern Sudan have been fighting against the government. The government wanted everyone in Sudan to practice the religion Islam but not everyone in Sudan wanted this religion. As Salva runs from the school into the bush he sees many people running for their lives.

1. What is Nya doing? _____

2. What happens when Salva is at school? _____



Chapter Summaries of A Long Walk to Water by Linda Sue Park

Created by Ms. Pacifico

TeachersPayTeachers by ESLNow \$3.99 19 pages

Chapter 2

Southern Sudan, 2008: Nya has to stop her walk to take out a large thorn from her foot.

Southern Sudan, 1985: Salva runs all day and night. There were many people, including some from his village, but he could not find his family. The people walk until they reach a rebel camp. There they are asked to sort themselves into two groups: men, and women and children. Salva joins the men but is then sent back with the children. The men are forced to go with the rebels but the women and children leave. They fall asleep in a barn but when Salva wakes up he realizes he has been left behind.

1. What happens to Salva? _____



Chapter Three

Southern Sudan, 2008: Nya goes to the pond where many others have also come to fill their containers with water. She fills her container, and then puts it on her head for the long walk back home.

Southern Sudan, 1985: Salva knows he has been left because he was a child. He sees a woman outside the barn and recognizes that she is from his tribe because she has the Dinka scar pattern on her face. The woman feeds him and lets him stay in her barn. He can hear fighting in the distance. After a few days the woman tells Salva she is leaving to be closer to water. She tells Salva that he cannot go with her because it would be more dangerous for her. He is very scared and upset. Suddenly, more Dinkas arrive.

1. What does Nya get at the pond? _____

2. What does the woman do? _____



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Layla Belmejdoub

By [LaylaBelmejdoub18](#), Updated 9/30/2016, 10:45:39 AM

A Long Walk to Water	A Long Walk to Water	A Long Walk to Water
<p>In the story, A Long Walk to Water, the village that Nya lives in has no access to clean water, however they still continue to drink the contaminated water. At one point, Nya's sister becomes ill.</p>	<p>In the novel, A Long Walk to Water, Salva and other refugees do not have enough food, water, and resources to keep them fed and healthy throughout their walk to the refugee camps.</p>	<p>In the novel, A Long Walk to Water, Salva has to run away from his village and travel to refugee camps to escape war in his village.</p>

CHAPTER 2



Create your own at Storyboard That

SHORT SYNOPSIS



Create your own at Storyboard That

UDL VERSION

A Long Walk to Water

Chapter 2



Southern Sudan, 2008

Nya's Story

Nya put down her **container** and sat on the ground. She always tried her best not to step on the **spiky** plants that grew along the path, but their **thorns** were all over the ground and they were hard to **avoid**.

Nya looked at the bottom of her foot and there it was. A big thorn had broken off right in the middle of her **heel**. It was so painful, but Nya knew she had to get it out. So, Nya took another thorn and tried to poke and prod at the first thorn until it came out.

[HTTP://BOOKBUILDER.CAST.ORG/VIEW_PRINT.PHP?BOOK=113689](http://bookbuilder.cast.org/view_print.php?book=113689)

WITH VISUALS (UDL)

■ http://bookbuilder.cast.org/view_print.php?book=113689

Glossary View All Words Close Window

container

A bottle used to carry a liquid like water.

D
E
F
G
H
heel
I
intimidating
J
K
L
Loun-Arik
M
N

Glossary View All Words Close Window

thorns

spikes that come from plants. They can be found on roses.

X
Y
Z
#

Glossary View All Words Close Window

avoid

To keep away from someone or something.

B
C
collapsing
container
D
E
F
G
H
heel
I
intimidating
J
K
L

READER'S THEATER/PLAY VERSION



The Walking Boys play, written by Robert McDonough, is suitable for school aged children, to be performed by middle school and high school performers.

DISTRICT DEVELOPED RESOURCES FOR YOU

All chapters as pdf files

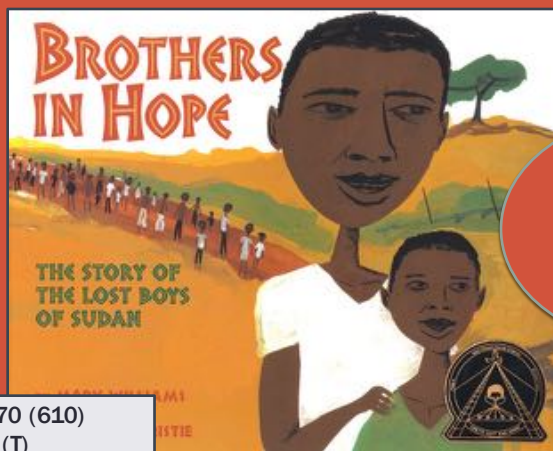
<https://www.southamptonsschools.org/Page/4182>

<https://www.buffaloschools.org/Page/34284>

Audio files (for all chapters, search for Chris Daniels; A Long Walk to Water in YouTube)

<https://www.youtube.com/watch?v=DrEq4Ovx7U>

USING A PICTURE BOOK (INFORMATIONAL TEXT) FOLLOWED BY EXCERPTS FROM THE NOVEL



Lexile 670 (610)
GRL = S (T)
Grade Level 4.7
Interest Level 6-8

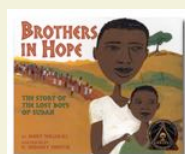
RELATED BOOK

Prepare the students with background information; context for the novel

Lee & Low Books

Brothers in Hope Teacher's Guide

p.1



THE ACTIVE LEARNER
multicultural literature for the classroom

**Classroom Guide for
BROTHERS IN HOPE: The Story
of the Lost Boys of Sudan**

by Mary Williams
illustrated by R. Gregory Christie

Reading Level

*Reading Level: Grade 3
Interest Level: Grades 3-7
Guided Reading Level: S
Accelerated Reader® Level/Points: 4.7/1.0
Lexile® Measure: 670

*Reading level based on the Spache Readability Formula

Themes

Courage, Survival/Overcoming Adversity, Hardships of War, Faith, Motivation, African History, African American Interest

BROTHERS IN HOPE: THE STORY OF THE LOST BOYS OF SUDAN

by Mary Williams
illustrated by R. Gregory Christie

Synopsis

Garang, an eight-year-old boy in Sudan, tends cattle for his father. When his village is attacked during a civil war, he escapes the destruction and death that comes to his family and the other villagers. He soon discovers that thousands of other boys who were away from their villages during the attack are also orphaned. The Lost Boys band together and set off to walk hundreds of miles to Ethiopia to find safety. They endure numerous hardships and dangers on their journey. In Ethiopia they find shelter at a refugee camp, but fighting soon reaches that country as well, and the boys are chased back to the Sudanese border. From there they walk to Kenya where they settle in another camp. Garang tells his story to a refugee worker named Tom who uses it to inform people in other countries about the plight of the boys. Years pass, and Garang grows into manhood. He becomes a leader and educator in the camp. When Tom returns with an offer of a home and education in the United States, Garang is conflicted. Then he recalls his father's words: *Your heart and mind are strong. There is nothing you cannot do.* He becomes one of some 3,800 Lost Boys resettled in the U.S. This story is fiction, but is based on the true story of the Lost Boys as told to the author by the young men who lived it.

Lee & Low Books

Brothers in Hope Teacher's Guide

p.2

Background

A civil war has raged off and on in Sudan, Africa's largest country, since 1955. During the late 1980s the conflicts were between the Muslim Arab government of the North and the non-Arab, Christian and Animist black Africans in the South. Thousands of Sudanese boys were orphaned when armed soldiers attacked their villages, killing their families. The Lost Boys, as they came to be called, numbered almost 30,000 when they began their trek over deserts, mountains, and rivers. Thousands died along the way from disease, starvation, exposure, wild animal attacks, and drowning. During the course of their journey, the boys walked almost 1,000 miles. In 2000, the United States began a resettlement program, and about 3,800 Lost Boys started a new life in cities ranging from Atlanta, Georgia, to Fargo, North Dakota. Many have made great strides, but others have found the cultural adjustment difficult. These young men face continue to face formidable challenges, but their faith and belief in education fuel their determination to one day return to their homeland and work toward peace.

Today the Sudanese conflict continues in Darfur, home to mostly Arabic and black Muslim populations. Relentless attacks have been carried out by government backed militias, called Janjaweed ("man with gun on a horse"). Considered one of the worst humanitarian crises in history, it is believed that between 200,000 and 400,000 people have been killed. More than two million have been displaced.

For links to resources and more information about the Lost Boys and the current conflict in Sudan, go to: www.leeandlow.com/books/lostboys.html

BEFORE READING

Prereading Focus Questions

Before introducing the book, share the background information with students. Then you may wish to explore one or more of the following questions.

1. What is the hardest thing you've ever done? Who or what helped you do it?
2. Have you ever been lost? How did you feel? What did you do? Who helped you?
3. What is a refugee? What causes people to become refugees?
4. Why is education important? How can it help change your life?
5. What does it mean to be brave?
6. Why is it important to be able to make good decisions? How does this skill help someone become a good leader?

Exploring the Book

Display the book and read aloud the title. Ask students what they think the title BROTHERS IN HOPE means.

Let students study the front cover illustration. Then ask them why they think the children in the illustration are lost.

Lee & Low Books Brothers in Hope Teacher's Guide p.3

Turn to the map of Africa at the end of the book and indicate where Sudan is. Also point out Ethiopia and Kenya. Explain that the story takes place in these nations.

Review the parts of the book including the dedication, author's note, and afterword.

Ask students to comment on the interior illustrations. Talk about why they think several pictures show people running or walking. Discuss the expressions on people's faces.

Setting a Purpose for Reading
Have students read to find out why the boys are "lost," what happens to them, what the title means, and how the boys survive.

Vocabulary
Write the following words from the story on the chalkboard. Point out that these words are related to war and have mostly negative connotations.

attacked	bullets	survive	fear
destroyed	war	soldiers	refugees
dangerous	severe	foraging	anxiously
scared	fleeing	struggle	tattered
huddled	aching		

After discussing the words' meanings and how they relate to the story, have students make word webs showing events, synonyms, and feelings related to each word. Then challenge students to try using each word in a sentence with a positive meaning.

Positive sentence: Julia used a heating pad to make the aching go away.

AFTER READING ACTIVITIES
Discussion Questions
After students have read the book, use these or similar questions to generate discussion, review comprehension, and deepen students' understanding. Encourage students to refer back to the text and illustrations to support their responses.

- Who is telling the story? Why is it important that his story be told?
- What advice did Garang's father give him? How did this help Garang?

Lee & Low Books Brothers in Hope Teacher's Guide p.4

- How did the boys lose their families? What happened to the girls?
- Why did the boys decide to form groups? Why do you think Garang was chosen as a leader?
- What are some of the decisions the boys made before heading to Ethiopia? How did these decisions help them?
- What were some of the problems the boys faced on their journey? How did they solve them?
- What is a refugee camp? Why are refugee camps needed?
- Why did Garang think the mud shelters they built at the refugee camp were palaces?
- Why did Garang decide to go to school? Why did he think of his schoolbooks as "my future—my mother and father?"
- How did Garang help Tom? How did Tom help Garang?
- How did Garang change over time?
- Why did Garang decide to come to the United States? Why might it be hard for a Lost Boy to adjust to life here?

Literature Circles*
If you use literature circles during reading time, students might find the following suggestions helpful in focusing on the different roles of the group members.

- The **Questioner** might use questions similar to those in the Discussion Questions section of this guide.
- The **Passage Locator** might look for passages that indicate Garang's feelings at different points in the story.
- The **Illustrator** might draw scenes from the story in a different style or medium.
- The **Connector** might find other stories set in Africa.
- The **Summarizer** might provide a brief summary of the group's reading and discussion points for each meeting.
- The **Investigator** might find more information about Lost Boys who have come to the United States.

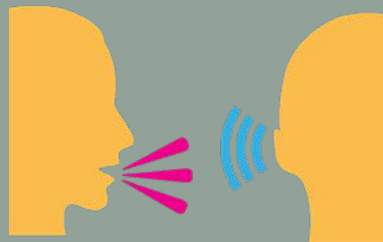
*There are many resource books available with more information about organizing and implementing literature circles. Three such books you may wish to refer to are: GETTING STARTED WITH LITERATURE CIRCLES by Katherine L. Schlick Noe and Nancy J. Johnson (Christopher-Gordon, 1999), LITERATURE CIRCLES: VOICE AND CHOICE IN BOOK CLUBS AND READING GROUPS by Harvey Daniels (Stenhouse, 2002), and LITERATURE CIRCLES RESOURCE GUIDE by Bonnie Campbell Hill, Katherine L. Schlick Noe, and Nancy J. Johnson (Christopher-Gordon, 2000).

What alternatives do you like/agree with of those we reviewed?

- Finding & Using/Creating L1 versions
- Finding adapted or abridged versions
- Using summaries (in L1/L2), with or without illustrations
- Using storyboard versions
- Using UDL versions
- Using audio support
- Using an alternative text (picture book version of the story); followed by close reading of a chapter or two

If you are a content area teacher, which of these could work for you?

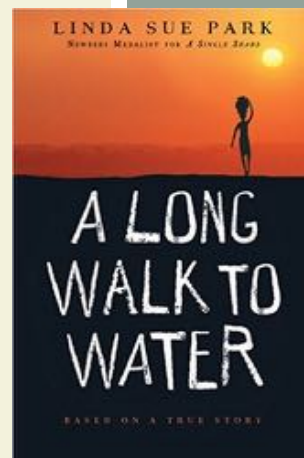
PRACTICING LISTENING AND SPEAKING AROUND GRADE LEVEL LITERATURE



Speaking

Listening

LISTENING AND SPEAKING ACTIVITIES FOR OUR SECONDARY NOVEL



If you are a content area teacher,
make the leap to apply these
techniques for a unit you teach

FOCUSED VIEWING; LISTENING WITH A PURPOSE

In what year did Salva's story start? In what year did Nya's story start?

Is the book fiction, or based on a true story?

At what age was Salva separated from his family?

Bonus question:
According to the author, why is it important for readers to learn about Salva?

AUTHOR TALK

(2:29 MINS.)

NOW YOU TRY IT WITH SALVA'S STORY (FOR BUILDING BACKGROUND)

(Stop at 2 mins—"Studying International Business")

Divide a Sheet of Paper in Thirds
As you listen, create 3 questions:
Questions for Entering and
Emerging Students that can be
answered in one word, a short
phrase, or simple sentences

ANTICIPATION GUIDES

Name _____ Date _____
Title of story _____ Author _____

Anticipation Guide

Use the following anticipation guide to preview a story before you read it. Before reading, mark whether or not you agree or disagree with each statement. After reading the story, fill in the page number where you found the answer to each statement, tell whether or not you were right, and reflect on what you found.

	Agree/Disagree	Page #	Were you right?	Reflect
1.				
2.				
3.				
4.				
5.				
6.				
7.				

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Let's Practice! Make 3-4 Statements as You Watch the Video

Anticipation Guide:

My Opinion	My Partner's	Video	What Do YOU think?
			1. It's easy for people in Sudan to get water.
			2.
			3.
			4.

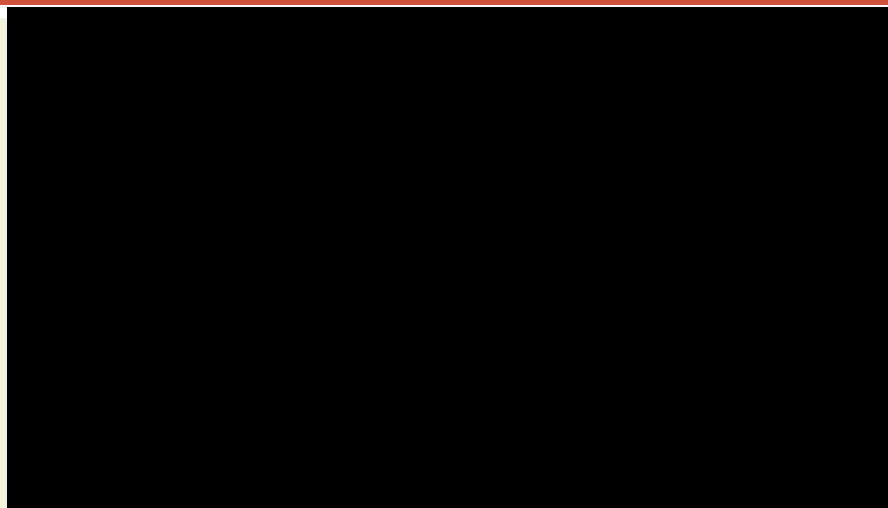
✓ Agree

X Disagree

Let's
Practice



SALVA DUT TELLS 'HOW THEY GET THE WATER IN SUDAN'
(BUILDING BACKGROUND)
 (10 MIN VIDEO; WE WILL WATCH FROM 4:38-8:06)



FOR THE FULL 10 MINUTE VIDEO—FOLLOWING LISTENING WITH SPEAKING (USING A CHART)

Tell some of the ways Salva says life is different in Sudan vs. life in the US.

Something That's Different	South Sudan	United States
How houses are built		
What people eat		
Children's jobs		
How people cook		
How people get water		
The amount of toys or clothes children own		

Control amount of output required

TOTAL PARTICIPATION TECHNIQUES



#5 TPT Hold-ups

- * ☐ Selected-response Hold-ups
- ☐ Number Card Hold-Ups
- ☐ True/Not True Hold-Ups
- ☐ Multiple-Choice Hold-ups
- * ☐ Whiteboard Hold-ups

NYA

SALVA

#5 TPT Hold-Ups

How they work:

Each Hold-Up works in the same way generally:

1. Ask students to think about and discuss their responses to a set of prepared questions
2. Before students hold up their cards, have them pair-share or confer in small groups. They should not hold up their cards until told to do so.
3. Give students a cue to show their cards, such as "hold it up" (in the target language)
4. Students hold their cards up. Selected students may provide the rationale they used to make their selection.

Selected-Response Hold-Ups

Use a selection of relevant choices that are prepared beforehand. For example, could be facial expressions, seasons, school subjects, locations, etc.

Number Card Hold-Ups

Numbered card may be used with sample math problems, multiple-choice, or selecting form options provided at the onset. These should be created beforehand.

Whiteboard Hold-Ups

These can be used for students to write or draw their answer on a "whiteboard" or whiteboard the surface. They then hold up their white board to display their answer.

True/Not True Hold-Ups

These cards can be used to check for understanding or with predictions. Statements must be carefully created before instruction to ensure they are clear and concise. You could also consider adding true with modifications and unable to determine as options.

Multiple-Choice Hold-Up

The teacher creates and projects questions with possible answers. (e.g. A, B, C, D) Students make a choice and when given the signal hold up the letter of their choice.

Excerpts from Chapter 5
Total Participation Techniques,
Riverside & Heinicke
pp. 49-57

Gather Facts as You listen: Partner A (Low Emerging): What happens to Nya?
Partner B (High Emerging/Transitioning): What happens to Salva?

CHAPTER 2

7 MINUTES
STOP AT 3:43

Audio Recordings: slow speed

<https://www.youtube.com/watch?v=5M3qvu1>

<https://www.youtube.com/watch?v=se8tf8oVa0A>

(two readers)



WHITE BOARD HOLD UPS

Chapter 2

"Who did the villagers encounter on the road?"

rebels/soldiers

"Who did the soldiers take with them?"

all the men

"What were they holding?"

guns

15 CLASSROOM-READY TPTs

Work on developing prompts that require higher-order thinking so that students are more likely to arrive at deep and meaningful understandings.

5 On-the-Spot TPTs

On-the-Spot TPTs allow you to quickly gauge student understanding of concepts being taught. They are activities that require little or no advance preparation.

- Think-Pair-Share**
Ask students a question or prompt, then have them turn to a neighbor or assigned partner and discuss.
- Quick-Writes**
Select a prompt for students to discuss and give them a specified amount of time to write an answer (three minutes).
- TIP** Follow up with a Pair-Share for student collaboration and discussion.
- Quick-Draws**
Select a major concept in your lesson, then ask students to reflect on the meaning of the concept and create a visual image to represent it.
- Mouth It**
When teaching foundational skills, ask all students to mouth the response, "air write" it, or whisper it to a neighbor.
- Ranking**
Select items, concepts, and events that can be analyzed. Ask students to rank the items based on specified criteria and provide justification for their choices.

2 Hold-Up TPTs

Hold-Up TPTs are interaction-based activities that use response cards. These activities improve interaction and participation, but they do require some planning time.

- Number Cards**
Create number cards (how many you need will vary based on answer choices). Ask students a question such as "Show me a number greater than ____," or "Show me a prime number." Students use the number cards to show a correct answer.
- True/Not True**
Create four cards for each student: True, Not True, True with Modifications, and Unable to Determine. Ask students a question that they answer by holding up the appropriate card.

4 Concept Analysis TPTs

Concept Analysis TPTs help you support students as they summarize and analyze important concepts. They also require advance planning because they need to be integrated with key ideas.

- Anticipatory Guides**
Create True/False statements. Have students read the statements and predict responses based on what they know of the subject and then pair-share their responses and rationales. Then use a True/Not True hold-up to see class responses.
- TIP** This TPT works especially well at the beginning of a unit.
- Picture Notes**
Select important points in your lesson. Have students draw a picture that illustrates this concept and then pair-share their responses and rationales. At the lesson's end, ask students to create a "Big Picture" to summarize.
- Three-Sentence Wrap-Up**
At the end of a lesson, ask students to summarize it in three sentences or less. Have students get in groups to discuss and refine summaries.
- TIP** Take it one step further and have every group create a three-sentence summary.
- A to Z Sentence Summaries**
At a lesson's end, assign each student a letter of the alphabet. Ask students to provide a one-sentence summary of the lesson that starts with their assigned letter. Call out the letters in order as a cue for students to read their sentences out loud.

TOTAL PARTICIPATION TECHNIQUES TO ENGAGE STUDENTS

THE RIPPLE
The Ripple is a concept map for understanding the relationship between concepts and their impact on the world.

[http://shop.ascd.org/Default.aspx?TabID=211&ProductId=183810494&Total-Participation-Techniques-to-Engage-Students-\(Quick-Reference-Guide\)](http://shop.ascd.org/Default.aspx?TabID=211&ProductId=183810494&Total-Participation-Techniques-to-Engage-Students-(Quick-Reference-Guide))

USE THE PICTURES, TELL YOUR PARTNER WHAT HAPPENED TO SALVA IN CHAPTER 2

Supported Speaking


Create your own at [Storyboard That](#)

Or Use with Numbered Heads; Paraphrase Passport-Next Slides


Steps of:

Numbered Heads Together

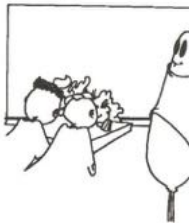
1. Students Number Off




2. Teacher Poses Question



3. Heads Together



4. Teacher Calls a Number



Listening and
Speaking

NUMBERED HEADS TOGETHER

Listening and
Speaking

PARAPHRASE PASSPORT

PARAPHRASE PASSPORT

Students earn a "passport" to speak by accurately paraphrasing their partner's ideas.

STEPS:

- 1) Students are paired.
- 2) Teacher assigns a discussion topic.
- 3) One student in the pair shares an idea.
- 4) Before the partner can share, he or she must paraphrase what was last said.
- 5) The student whose statement was paraphrased indicates whether the speaker has correctly captured their meaning.
- 6) The discussion continues.

Adapted from Kagan, S (1992). *Cooperative learning*. San Juan Capistrano, CA: Resources for Teachers, Inc.

LEVELLED QUESTIONING

	Entering	Emerging	Transitioning	Expanding
Description	Frame questions for non-verbal responses; Simple Yes/No or True/Not True	Frame questions to provide choices or simple one word/phrases; short response	Focus on questions that require a complete response in simple sentences; extended phrases	Focus on open-ended, grade-appropriate questions; Require full responses; ask follow up questions
Examples	<i>Show me . . . Draw a . . .</i>	<i>Who is the main character? Where did ____ go: home or to school?</i>	<i>What do you think will happen next? How do you know?</i>	<i>How is ____ related to ____?</i>

BROTHERS IN HOPE
THE STORY OF THE LOST BOYS OF SUDAN
by DAVID WILLIAMS and CHRISTOPHER LLOYD

I was for three hours standing up outside when my village was attacked. I could hear things like thunder and see flames rising in the distance. Suddenly an airplane was roaring above. Clouds of dust rose from the ground and before long we were down on my head. Many of the animals were killed. Others ran away to the hills. My shoes and eyes were full of dust, but I found my way to the forest, where I hid in the shadows of the trees.

When the storm of bullets passed, I ran back to my village to find my family but everyone was gone. The houses were burning and everything was destroyed. I began to wander down the road, and soon I met other boys who could not find their families. We began to walk together. As we walked, we saw more boys on the road. At first there was just one—two. Then one became many. But there is still.

Looking over my shoulder, I had never seen so many people in one place. My village had only one hundred people. Now I was in a moving village with thousands of boys. Like me, the other boys were away from their villages, leaving their lands where war came. The adults and girls had stayed behind. Some of the boys were only five years old. The children here were not happy like them. We were children not used to seeing the world. Without our parents we were lost. We had no home to take care of one another.

Make leveled questions about the illustrations For Entering and Emerging using the illustrations

OPINIONNAIRE

AGREE or DISAGREE:

_____ **Nya is brave.**

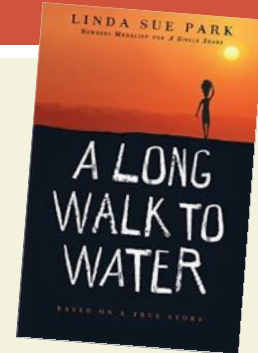
Your reason:

_____ **The lost boys are strong.**

Your reason:

_____ **Salva is grateful.**

Your reason:



Write two more
opinion statements
using character traits

THINK-PAIR-SHARE SQUARED

Name _____ Class _____

Character Study for Nya

Four adjectives describing Nya:

Your feelings about Nya:

Portrait of Nya

Your favorite event that happened to Nya:

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THINK-PAIR-SHARE SQUARED

Think 2 minutes	Pair 4 minutes
Square 4 minutes	Share 2 minutes

Using
Drawings/Graphics



THINK – The students spend time in silence writing or thinking about their own ideas.



PAIR – Students turn to the person next to them to discuss their ideas with a partner.



SQUARE – Two pairs work together to complete the task of drawing out the quality responses from the quantity the first two phases have thrown up. They also elect who will be speaking. This stage is crucial for extracting the high level explanation behind why an answer was chosen.

SHARE – A nominated student feeds back to the whole class the ideas that have been generated.

MIX-PAIR-SHARE

1. STUDENTS MIX AROUND THE ROOM.
2. TEACHER CALLS "PAIR."
3. STUDENTS PAIR UP WITH THE PERSON CLOSEST TO THEM AND GIVE A HIGH FIVE. STUDENTS WHO HAVEN'T FOUND A PARTNER RAISE THEIR HANDS TO FIND EACH OTHER.
4. TEACHER ASKS A QUESTION AND GIVES THINK TIME.
5. STUDENTS SHARE WITH THEIR PARTNERS USING:
 - TIMED PAIR SHARE → OPEN/ENDED OR LENGTHY RESPONSES
 - RALLY ROBIN → LIST

MIX-PAIR-SHARE



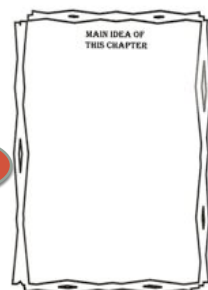
INSIDE-OUTSIDE CIRCLE

*Method:

1. Students pair up, then the class forms two concentric circles with Partner A on the inside and Partner B on the outside. Partners face each other.
2. Pose a question and Partner A shares his/her answer with Partner B. Then Partner B shares his/her answer.
3. Direct either the inside circle or the outside circle to rotate either clockwise or counter clockwise.
4. Once the students have rotated they have a new partner and steps 2-3 are repeated.

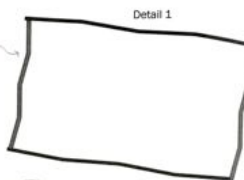
What is the main idea of the chapter we just read?

STEP 1

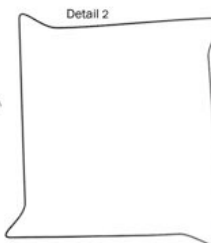


Chapter Details for Chapter ____ of
A Long Walk to Water
by
Linda Sue Park

Detail 1



Detail 2



Detail 3



What details were most important?

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STEP 2



LANGUAGE TABLES FOR TALKING

CHAPTER 2	NYA	SALVA
DOING		
SAYING		
FEELING		



A Long Walk to Water

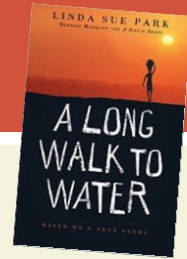
Name _____ Date _____

Summarize the main events of the chapter

DRAWINGS
TO PROMPT
SPEAKING
“DRAWING
OUT”

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www.teacherspayteachers.com/Store/Creativity-in-the-Classroom

USE SENTENCE FRAMES TO SUPPORT SPEAKING

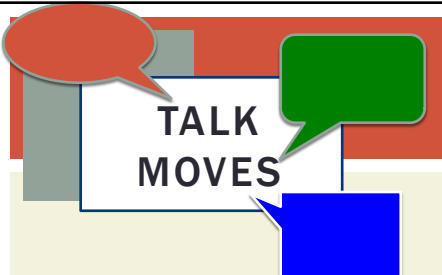


- Nya doesn't have _____. She stepped on _____.

Sentence Frames scaffold oral communication about content.

- Salva walked with _____ (*people from his village*).

Sentence Frames are sentence structures with key content words eliminated. They are useful for ELLs, because they provide an academic sentence structure that allows students to focus on stating the content while practicing sentence patterns.



TALK MOVES

- <https://www.teachingchannel.org/videos/developing-communication-skills>
Grade 5
- <https://www.teachingchannel.org/videos/teaching-ells-to-participate-in-discussions-ousd>
8th Grade

Talk Moves

Add On: *More ideas, more details.*

"I would like to add on to what _____ said"

Reasoning: *To defend an idea.*

"I agree because..."
 "I disagree because..."
 "That is true because..."

Repeating: *To clarify what you heard someone say.*

"I heard you say..."
 "...said..."
 "Who can put this into their own words?"
 "Who can restate what _____ said?"
 "Who can repeat?"

Revoicing: *To verify your thinking. To make sense of. To put into your own words.*

"So you are saying..."
 "What I think you said was..."
 "Did you mean...?"

Think Time: *To gather your ideas and thoughts.*

"I would like some think time."
 "I would like to ponder on that question."

Say More: *To understand another's thinking.*

"Can you say more about that?"
 "Tell us more about your thinking."
 "Can you expand on that?"
 "Can you give us an example?"

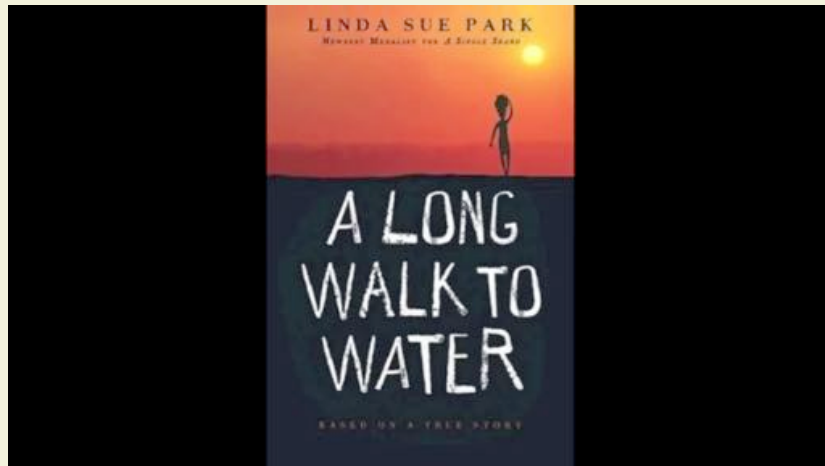
Press for Reasoning: *Explain reasoning.*

"Why do you think that?"
 "What is your evidence?"
 "What convinced you that was the answer?"
 "What makes you think that?"
 "Why did you think that strategy would work?"
 "How did you get that answer?"
 "Can you prove that to us?"

Talk Moves =

Kind, purposeful classroom discussion where everyone's voice is heard and valued!

Discussion Topic: Qualities of a Good Book Talk (Model for Students)



[HTTPS://WWW.YOUTUBE.COM/WATCH?V=BUBERUWHFLU](https://www.youtube.com/watch?v=BUBERUWHFLU)

BOOK TALKS (BOOK TRAILERS IF DONE AS MULTIMEDIA)

DIRECTIONS FOR STUDENTS:

- Bring the book to show as you talk about it
- Keep the booktalk brief (3-4 minutes)
- Do not tell too much about the book. Your goal is to get others to want to read it.
- Tell something about the plot but do not tell the entire story. Feature a part of the book or a character from the book.
- Compare the book to other books you have enjoyed, or to similar stories.
- Talk about the author, or awards the book has won.

**WHICH OF THESE WILL YOU USE
OR ARE YOU ALREADY USING WITH
ENTERING/EMERGING ELLS?**



- | | |
|----------------------------------|---------------------------------|
| 1. Focused Viewing | 10. Think-Pair-Share Squared |
| 2. Anticipation Guides | 11. Mix Pair Square |
| 3. TPT Hold Ups | 12. Inside Outside Circle |
| 4. Numbered Heads Together | 13. Language Tables for Talking |
| 5. Paraphrase Passport | 14. Drawings to Prompt Speaking |
| 6. Storyboard to Prompt Speaking | 15. Sentence Frames/Talk Moves |
| 7. Leveled Questions | 16. Book Talks |
| 8. Opinionnaire | |

Supporting
Entering and
Emerging ELLs
During
Integrated
Content Area
Instruction

Women's Rights Suffragist Movement



Integrated ENL Content Area Instruction: Social Studies With Primary Source Documents Susan B. Anthony Speech

Gr. 7 & 11 NYS; US History and Government

4 **UNIT 4:**
A Nation Grows: Expansion and Reform, 1800-1900

MARCH – APRIL

Essential Question:
How do issues of power, wealth and morality
influence growth?

7.7 REFORM MOVEMENTS:
Social, political, and
economic inequalities
spurred various reform
movements and resistance
efforts. Influenced by the
Second Great Awakening,
New York played a key role
in major reform efforts.
(Standards 4, 5)

Second Great Awakening

19th century reform
movements
abolition
women
temperance
mental health care

Anti-Slavery and Abolitionist
Movement 7.7b

- Organization and resistance
by enslaved Africans
- Key leaders of the abolitionist
movement (William Lloyd
Garrison, Frederick Douglass,
and Harriet Tubman)
- Impact of Uncle Tom's Cabin
- Underground Railroad
- Gradual manumission in NY

The Women's Rights
Movement 7.7c

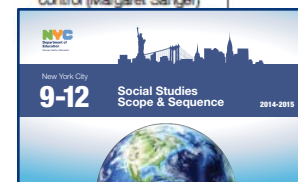
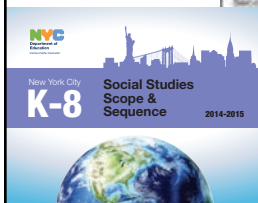
- Seneca Falls Convention
- The Declaration of Sentiments
- Key figure (Sojourner Truth,
Elizabeth Cady Stanton,
Abigail Adams, and
Susan B. Anthony)

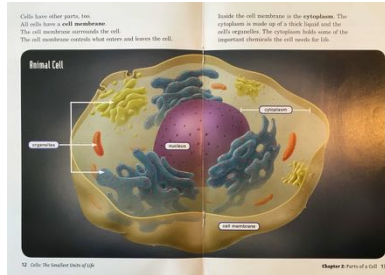
3 **UNIT 3:** Post-Civil War America Industrialization, Urbanization and the Progressive Movement (1865 – ca. 1900)

DECEMBER – JANUARY

Essential Question:
How was America's
response to the challenges
of growth & progress aligned
to its ideals of democracy?

- Exclusion of women
from the 14th and 15th
amendments
- Struggle for voting and
increased property rights
- The suffrage movement
(Susan B. Anthony,
Elizabeth Cady Stanton,
Lucy Stone, Julia
Ward Howe)
- Beginnings of fight for birth
control (Margaret Sanger)





Integrated ENL Content Area Instruction: Science Lesson Cell Structures

Grade 6 Unit 3 Diversity of Life

RECOMMENDED TIME: FEBRUARY – APRIL (8 WEEKS)

Unit Overview:

Diversity of life is seen through the study of cells. Prokaryotic and eukaryotic cells, and animal and plant cells, are observed to describe their structure and to explain how these cells make different organisms. Students will understand how cells are the primary source for biodiversity, and will learn to classify organisms according to similarities and differences at the cellular and organism level, as well as using internal and external structures in living things. Students will also study how different organisms have different energy needs to live. They will understand that energy flows through ecosystems in one direction, usually from the Sun, through producers to consumers and then decomposers, in which its balance is the result of interactions between living and nonliving things. Students will be able to construct models of biomes and/or ecosystems they investigate and that will visually represent their explanation about how energy is used and transformed by different organisms in an ecosystem. *(Refer to Appendix A for the Human Treatment of Animals and Conservation Day)*

Key Ideas:

- LE. Key Idea 1: Living things are both similar to and different.
- LE. Key Idea 6: Organisms maintain a dynamic equilibrium.
- LE. Key Idea 6: Plants and animals depend on each other.

NYS SCIENCE STANDARDS

<http://www.p12.nysed.gov/curriculum/standards/standards.pdf>

Major Understandings:

Quoted from New York State Performance Indicators (1.1a - 1.1c, 5.1c, d, e; 5.2a - 4; 6.1a - c; 6.2a - c)

- Living things are composed of cells. Cells provide structure and carry on major functions to sustain life. Cells are usually microscopic in size. **(1.1a)**

continued

The New York City Department of Education 6-12 Science Scope & Sequence

Grade 7.3
7.4
Also return to
these concepts

Essential Question:
How does the transfer of matter and energy through biological communities support the diversity of living things?

NYS SCIENCE STANDARDS

<http://www.p12.nysed.gov/curriculum/standards/standards.pdf>

- The way in which cells function is similar in all living things. Cells grow and divide, producing more cells. Cells take in nutrients, which they use to provide energy for the work that cells do and to make the materials that a cell or an organism needs. **(1.1b)**
- Most cells have cell membranes, genetic material, and cytoplasm. Some cells have a cell wall and/or chloroplasts. Many cells have a nucleus. **(1.1c)**
- Some organisms are single cells; others, including humans, are multicellular. **(1.1d)**
- Cells are organized for more effective functioning in multicellular organisms. Levels of organization for structure and function of a multicellular organism include cells, tissues, organs, and organ systems. **(1.1e)**
- Many plants have roots, stems, leaves, and reproductive structures. These organized groups of tissues are responsible for a plant's life activities. **(1.1f)**
- Multicellular animals often have similar organs and specialized systems for carrying major life activities. **(1.1g)**
- Living things are classified by shared characteristics on the cellular and organism level. In classifying organisms, biologists consider details of internal and external structures. Biological classification systems are arranged from general (kingdoms) to specific (species). **(1.1h)**
- All organisms require energy to survive. The amount of energy needed and the method for obtaining this energy vary among cells. Some cells use oxygen to release the energy stored in food. **(5.1a)**
- The methods for obtaining nutrients vary among organisms. Producers, such as green plants, use light energy to make their food. Consumers, such as animals, take in energy-rich foods. **(5.1b)**

MSY STANDARDS

<http://www.p12.nysed.gov/curriculum/standards/standards.pdf>

Standard 6: Interconnectedness: Common Themes

Key Idea 1: Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions.

Key Idea 2: Models are simplified representations of objects, structures, or systems used in the analysis, explanation, interpretation, or design.

Key Idea 4: Equilibrium is a state of stability due either to a lack of change (static equilibrium) or a balance between opposing forces (dynamic equilibrium).

Standard 7: Interdisciplinary Problem Solving

Key Idea 2: Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits, gathering and processing information, generating and analyzing ideas, realizing among common themes of technology, and presenting

NGSS CROSS-CUTTING CONCEPTS

<http://www.nextgenscience.org/nextgenscience/appendix/2013-12-10-1200/nextgenscience/2013-12-10-1200/nextgenscience/2013-12-10-1200>

- Models are limited in that they only represent certain aspects of the system under study.

Energy and Matter: Flows, Cycles, and Conservation

Tracking energy and matter flows into, out of, and within systems helps one understand their system's behavior.

- Matter is conserved because atoms are conserved in physical and chemical processes.

- Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter.

- Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion).

- The transfer of energy can be tracked as energy flows through a designed or natural system.



LE 3 Unit Organization and Patterns in Life

Living
Environment

RECOMMENDED TIME: 20 DAYS

Unit Overview:

Living things are similar in that they rely on many of the same processes to stay alive, yet are different in the ways that these processes are carried out. Nonliving things lack certain features of living organisms, such as the ability to maintain a cellular organization, carry out metabolic processes while maintaining internal stability (homeostasis), and pass on hereditary information through reproduction. Different organisms have different regulatory mechanisms that function to maintain the level of organization necessary for life. Life is dependent upon availability of an energy source and raw materials that are used in the basic enzyme-controlled biochemical processes of living organisms. These biochemical processes occur within a narrow range of conditions. [Refer to Appendix A for the Humane Treatment of Animals and Conservation Day]

Essential Question:
How is a single-celled organism similar to and different from a human?

Key Ideas:

Key Idea 1: Living things are both similar to and different from each other and from nonliving things.

Key Idea 4: The continuity of life is sustained through reproduction and development.

Key Idea 5: Organisms maintain a dynamic equilibrium that sustains life.

NYS SCIENCE STANDARDS http://www.p12.nysed.gov/cia/mst/sci/documents/livingen.pdf	MST STANDARDS http://www.p12.nysed.gov/cia/mst/pub/mststa1_2.pdf http://www.p12.nysed.gov/cia/mst/pub/mststa8_7.pdf	NGSS CROSS-CUTTING CONCEPTS http://www.nextgenscience.org/sites/ngss/files/Appendix%20G%20-%20Crosscutting%20Concepts%20FINAL%20edited%204.10.13.pdf
Major Understandings: <i>Quoted from the New York State Performance Indicators (1.2a, c, e-j, 1.3a, 4.1a, b, 5.1a-g)</i> <ul style="list-style-type: none"> Important levels of organization for structure and function include organelles, cells, tissues, organs, organ systems, and whole organisms. (1.2a) The organs and systems of the body help to provide all the cells with their basic needs. The cells of the body are of different kinds and are grouped in ways that enhance how they function together. (1.2e) <p style="text-align: right;"><i>continued</i></p>	Standard 2: Information Systems Key Idea 1: Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning. Standard 6: Interconnectedness: Common Themes Key Idea 1: Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions. <p style="text-align: right;"><i>continued</i></p>	Cause and Effect: Mechanism and Prediction: Events have causes, sometimes simple, sometimes multifaceted. Deciphering causal relationships, and the mechanisms by which they are mediated, is a major activity of science and engineering. <ul style="list-style-type: none"> Cause and effect relationships can be suggested and predicted for complex natural and human-designed systems by examining what is known about smaller scale mechanisms within the system. Changes in systems may have various causes that may not have equal effects. <p style="text-align: right;"><i>continued</i></p>

The New York City Department of Education 6-12 Science Scope & Sequence

LE | Unit 3: Organization and Patterns in Life | 71

WHERE
DO I
START



Steps in Planning the Unit Modification for Entering and Emerging Students

- Study the Unit to Determine the
 - Text Type (Speech; Informational Text)
 - Main Objectives and Standards
 - Guiding Questions
 - Primary Skills (vocabulary development, reading for key ideas & details; learning to annotate a text; study diagrams to get information)
- Use L1 materials and level-appropriate L2 materials to accomplish the same objectives; practice the same skills



NYS Next Generation LEARNING STANDARDS

Reading Standards for Literacy **in History/
Social Studies 9-10**

Key Ideas and Details

RH 1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.

RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.



NYS Next Generation LEARNING STANDARDS

Reading Standards for Literacy in History/
Social Studies 9-10

Integration of Knowledge and Ideas

RH 8: Analyze the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH 9: Compare and contrast treatments of the same topic in several primary and secondary sources.



NYS Next Generation LEARNING STANDARDS

Similar Standards in Science

Reading Standards for Literacy in Science and
Technical Subjects 9-10

Key Ideas and Details

RST 1: Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source.

RST 2: Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.



- L1 Alike
- Adjacent Proficiency Levels
- Literacy Level Compatible
- Appropriate Role in Group



How do I integrate ELLs Into a Mixed Proficiency Class?

With Native Speakers of English

Use Stand Alone
to Prepare for
Integrated

One Class; One Unit

SAME

- Essential Question(s)
- Core Texts/Text Types
- Standards
- Targets: Knowledge, Skills
- Cross-Curricular Connections
- Flexible Grouping Depending on Task
- Connect R to W

DIFFERENTIATED

- Ways In (More Frontloading, Building Background)
- Versions of the Texts
- Literature Circles (within reach texts; some access to original text)
- Supported Listening, Speaking, Reading, Writing

Group Students into Literature Circles

Inquiry Chart (I-Chart)

Topic	Guiding Question 1:	Guiding Question 2:	Guiding Question 3:	Guiding Question 4:	Interesting Facts and Figures	New Questions
What I Know Right Now						
Source 1:						
Source 2:						
Source 3:						
Summaries:						



From Our Classroom Strategy Library

Inquiry Chart (I-Chart)

Name _____

Topic _____

	Question 1	Question 2	Question 3	Question 4	Other Interesting Facts	New Questions
What We Know						
Source 1						
Source 2						
Source 3						
Summaries						

All About **Adolescent Literacy**
Resources for Parents and Educators of Kids Grades 4–12

www.adlit.org

Susan B. Anthony Unit with Entering and Emerging Students



- Preliminary Texts for Building Background and Vocabulary
- Stair Step Books
- L1 Version of Speech; Followed by L2 Version
 - Simplified Versions
 - Original Text Excerpts with Close Reading
 - Audio-Video Versions (L1; L2)

Building Background in L1



<https://www.youtube.com/watch?v=28gArIvEUZw&t=25s>





Global Perspectives

Building Background in L1



**Сьюзан Б Энтони Письма,
найденные в старом амбаре,
меняют наш взгляд на
избирательное право женщин**

Написано Сандрой Кингсли, Университет Рочестера



(Кредит: Дж. Адам Фенстер / Университет Рочестера)

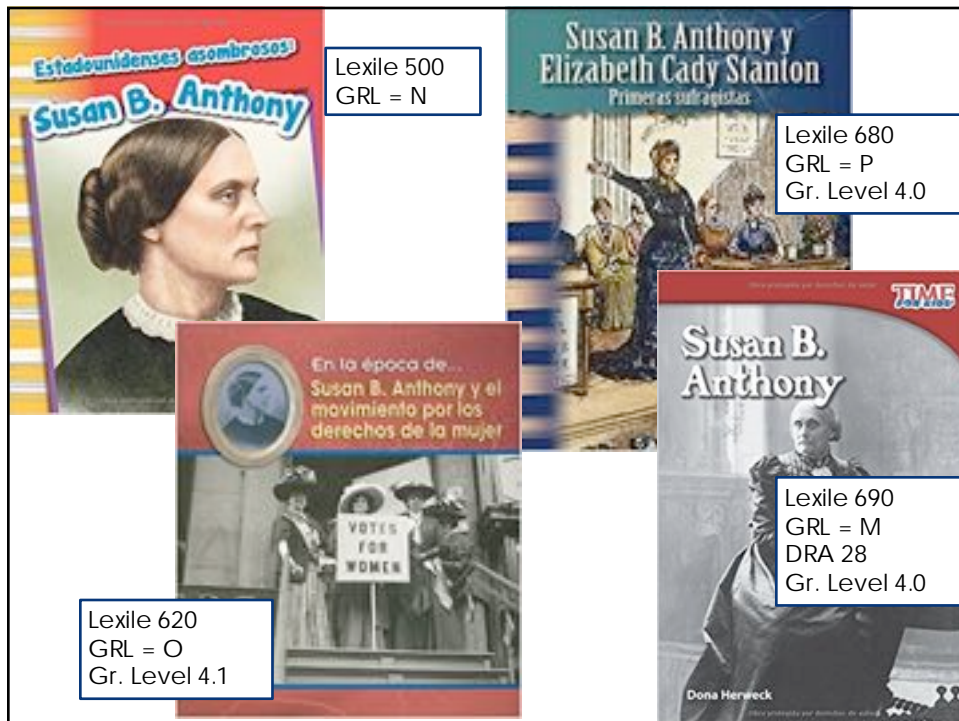
Потерянные письма, найденные в старом деревянном ящике в сарае из Коннектикута, меняют наш взгляд на избирательное движение женщин в Америке.

Персонально принадлежавший суфражистке Изабелле Бинчер Хукер, коллекция включает в себя десятки писем от других лидеров движения Сьюзан Б. Энтони и Элизабет Кейди Стантон вместе с фотографиями, речами и брошюрами.

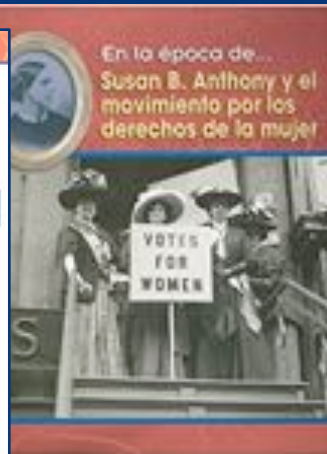
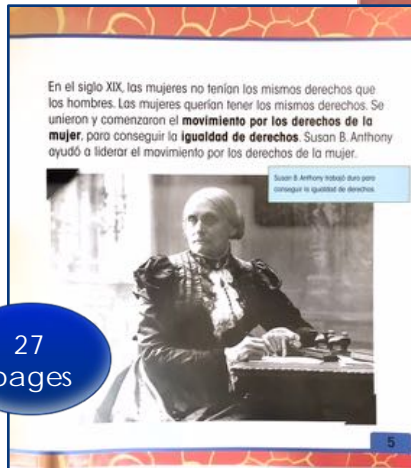
Являясь частью известной семьи реформаторов, Хукер была дочерью предпринимателя Лаймена Бинчера и половецкой острого социального активизма и абolicionистки Ганны Мелли.

Russian Materials

<https://ru.innerself.com/content/social/democracy/15442-the-lost-letters-from-susan-b-anthony-found-in-old-barn-are-changing-our-view-of-the-women-s-suffrage.html>



<https://www.amazon.com/Susan-Anthony-movimiento-derechos-Spanish/dp/1432905961>



Excellent Book for Building Background knowledge about the era and the suffrage movement

Typical Reader Measures, by Grade

Grade	Reader Measures, Mid-Year 25th percentile to 75th percentile
1	Up to 260L
2	230L to 580L
3	360L to 720L
4	480L to 830L
5	620L to 950L
6	690L to 1020L
7	780L to 1090L
8	820L to 1140L
9	880L to 1170L
10	920L to 1200L
11	940L to 1210L
12	950L to 1220L

Target Zone for
Emerging/Emerging

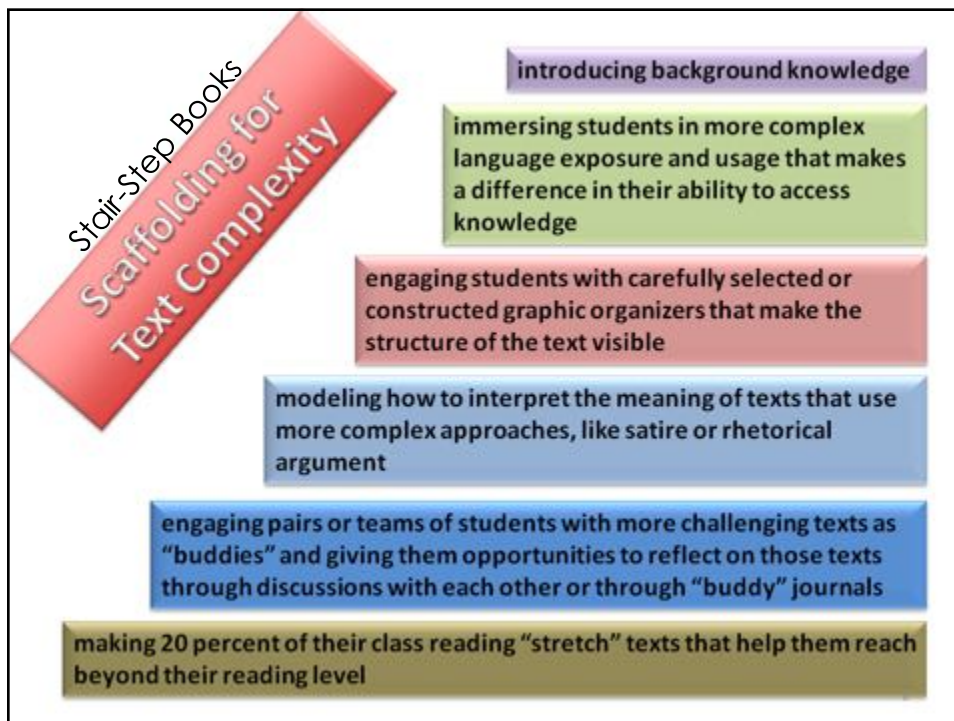
Notice
overlap in
Levels

A System of
Overlapping
Lexiles

Use Text Sets



- ✓Provide students with opportunities to learn the same high-frequency vocabulary across a number of books, words that they can use in their own early writing.
- ✓Permit students to develop schema associated with a particular theme and build networks of related concepts to talk and write about.
- ✓Help students build confidence and fluency in reading; they have encountered these words and phrases before!
- ✓Develop comprehension skills so they can tackle new books



7-2 Eukaryotic Cell Structure

Grade Level Text

Guide for Reading

Key Concept

What are the functions of the major cell structures?

Vocabulary

organelle
cytoplasm
nuclear envelope
chromatin
chromosome
nucleolus
ribosome
endoplasmic reticulum
Golgi apparatus
lysosome
vacuole
mitochondrion
chloroplast
cytoskeleton
centriole

Reading Strategy:

Building Vocabulary

Before you read, preview the vocabulary by skimming the section and making a list of the boldface terms. Leave space to make notes as you read.

At first glance, a factory is a puzzling place. A bewildering variety of machines buzz and clatter, people move quickly in different directions, and the sheer diversity of so much activity can be confusing. However, if you take your time and watch carefully, before long you will begin to identify patterns. What might at first have seemed like chaos begins to make sense.

Comparing the Cell to a Factory

In some respects, the eukaryotic cell is like a factory. The first time you look at a microscope image of a cell, such as the one in **Figure 7-5**, the cell seems impossibly complex. Look closely at a eukaryotic cell, however, and patterns begin to emerge. To see these patterns more clearly, we'll look at some structures that are common to eukaryotic cells, shown in **Figure 7-6**. Because many of these structures act as if they are specialized organs, these structures are known as **organelles**, literally "little organs."

Cell biologists divide the eukaryotic cell into two major parts: the nucleus and the cytoplasm. The **cytoplasm** is the portion of the cell outside the nucleus. As you will see, the nucleus and cytoplasm work together in the business of life.

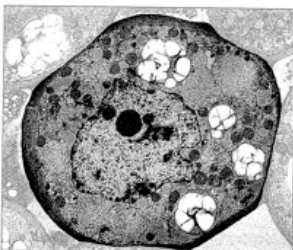


Figure 7-5 This electron micrograph of a plant cell shows many of the different types of structures that are found in eukaryotic cells. The cell has been artificially colored so that you can distinguish the structure from another.

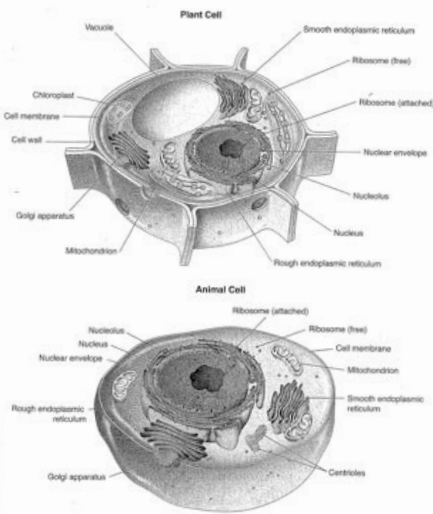
(magnification: 1500 \times)

Chapter 7

Prentice Hall Biology
Miller & Levine (2004)

FIGURE 7-6. PLANT AND ANIMAL CELLS

Both plant and animal cells contain a variety of organelles. Some structures are specific to either plant cells or animal cells only. **Interpreting Graphics** What structures do plant cells have that animal cells do not?



Grade Level Text

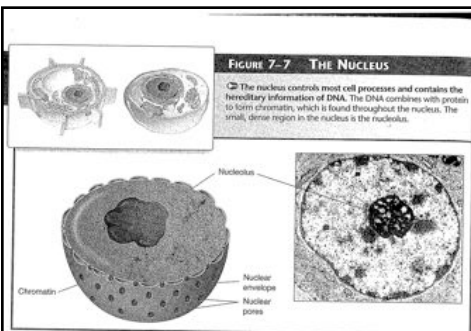


FIGURE 7-7 THE NUCLEUS

The nucleus controls most cell processes and contains the hereditary information of DNA. The DNA combines with protein to form chromatin, which is found throughout the nucleus. The small, dense region in the nucleus is the nucleolus.

Nucleus

In the same way that the main office controls a large factory, the nucleus is the control center of the cell. **The nucleus contains nearly all the cell's DNA and with it the coded instructions for making proteins and other important molecules.** The structure of the nucleus is shown in **Figure 7-7**.

The nucleus is surrounded by a **nuclear envelope** composed of two membranes. The nuclear envelope is dotted with thousands of nuclear pores, which allow material to move into and out of the nucleus. Like messages, instructions, and blueprints moving in and out of a main office, a steady stream of proteins, RNA, and other molecules move through the nuclear pores to and from the rest of the cell.

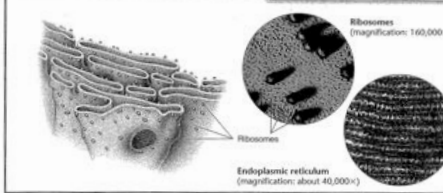
The granular material you can see in the nucleus is called **chromatin**. Chromatin consists of DNA bound to protein. Most of the time, chromatin is spread throughout the nucleus. When a cell divides, however, chromatin condenses to form **chromosomes** (KROH-muh-suhms). These distinct, threadlike structures contain the genetic information that is passed from one generation of cells to the next. You will learn more about chromosomes in later chapters.

Most nuclei also contain a small, dense region known as the **nucleolus** (noo-KLEE-uh-lus). The nucleolus is where the assembly of ribosomes begins.

CONCEPT What kind of information is contained in chromosomes?

FIGURE 7-8 ENDOPLASMIC RETICULUM

The endoplasmic reticulum synthesizes proteins for export from the cell. The rough endoplasmic reticulum, shown here, gets its name from the "rough" appearance of the ribosomes on its surface.



Ribosomes

One of the most important jobs carried out in the cellular "factory" is making proteins. **Proteins are assembled on ribosomes.** Ribosomes are small particles of RNA and protein found throughout the cytoplasm. They produce proteins by following coded instructions that come from the nucleus. Each ribosome, in its own way, is like a small machine in a factory, turning out proteins on orders that come from its "boss"—the cell nucleus. Cells that are active in protein synthesis are often packed with ribosomes.

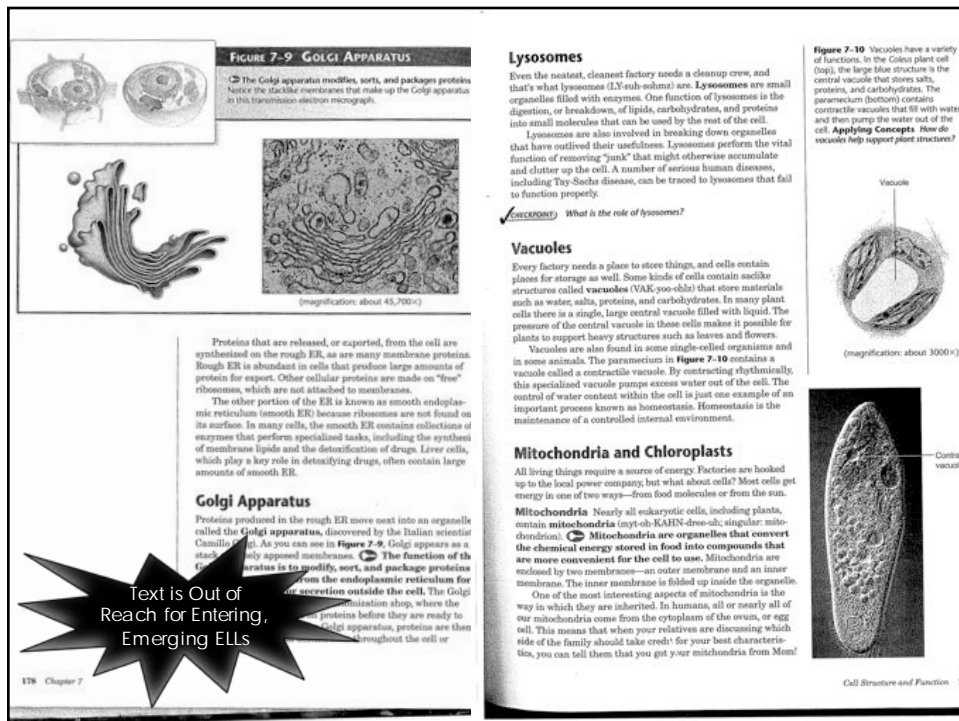
Endoplasmic Reticulum

Eukaryotic cells also contain an internal membrane system known as the **endoplasmic reticulum** (en-doh-PLAZ-mik rib-TIK-yuh-lum), or ER. **The endoplasmic reticulum is the site where lipid components of the cell membrane are assembled, along with proteins and other materials that are exported from the cell.**

The portion of the ER involved in the synthesis of proteins is called **rough endoplasmic reticulum**, or rough ER. It is given this name because of the ribosomes found on its surface. Newly made proteins leave these ribosomes and are inserted into the rough ER, where they may be chemically modified.

176 Chapter 7

Cell Structure and Function 17



Cell Structure Videos in Russian

<https://www.youtube.com/watch?v=c19GUq8F8II>

**CELLENS
UPPBYGGNAD**

<https://www.youtube.com/watch?v=FolkuDimrGM>



Same Information
on Cells in Spanish

19:28 minutes

Spanish Version: Overview

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

Other Materials in L1: Graphics
Video lectures; quizlet cards

kreyòl

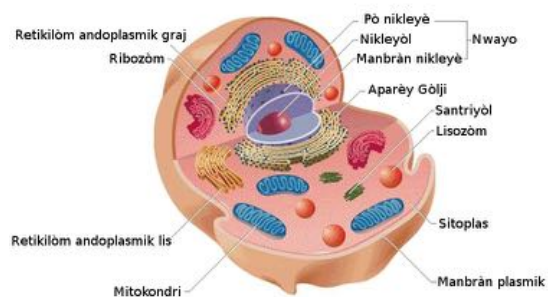
<http://www.potomitan.info/bibliographie/hyppolite/selil.php>

Bengali

<https://unacademy.com/lesson/the-cell-part-2-in-bengali/0CAF6XNS>

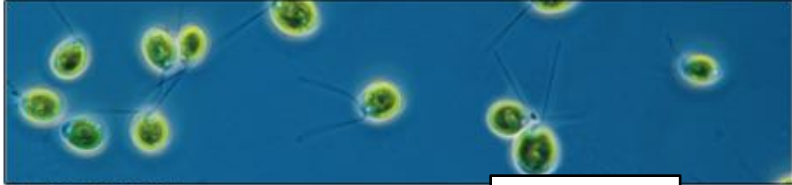
<https://quizlet.com/48901594/russian-vocabulary-cell-structure-flash-cards/>

Russian Vocabulary Cards





Comprehension Strategies		Authentic Language Tasks	
• Make Connections	• Make Inferences	• Restate	• Give Examples
• Determine Importance	• Synthesize	• Describe	• Ask and Answer Questions
• Ask Questions	• Monitor Comprehension	• Compare	• Show Sequence
• Visualize		• Explain	• Persuade

Cells

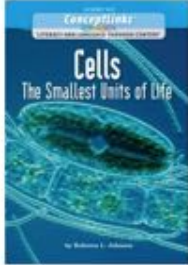


You are here: [Home](#) / [Subjects](#) / [Cells](#)

Alternative Texts

Differentiated Entry Points: Lexile 480



eBooks | Printed Readers

The Smallest Units of Life

by Rebecca L. Johnson

Reading Level: Grade 2
 Guided Reading Level: L-M
 Lexile® Level: 480
 TESOL Level: 1/2 Starting/Emerging

Key Standards-Based Science Concepts

- The cell is the basic unit of life. All living things are made of cells.
- Different cell parts perform different functions

Comprehension Strategy

Ask Questions

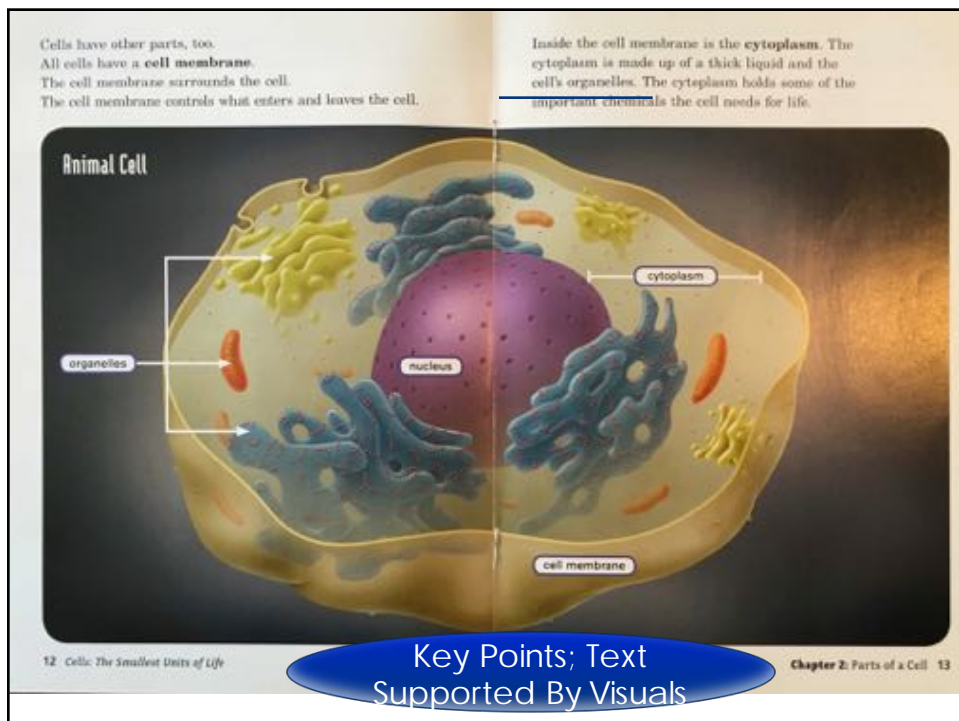
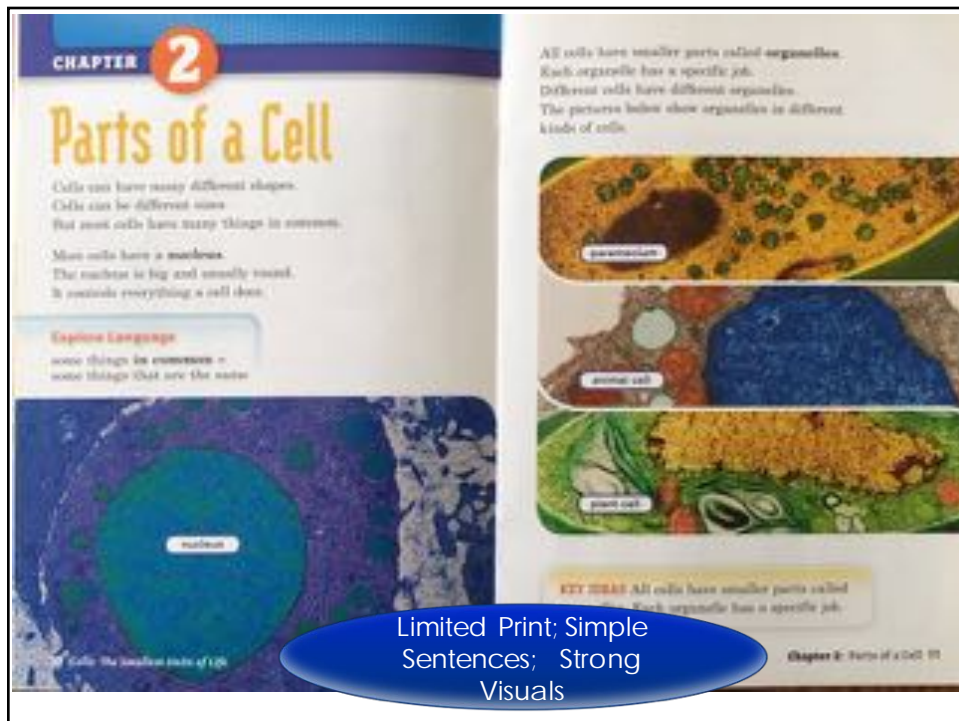
Language Skill

Answer Questions

Science Process Skills

- Classify
- Communicate
- Summarize

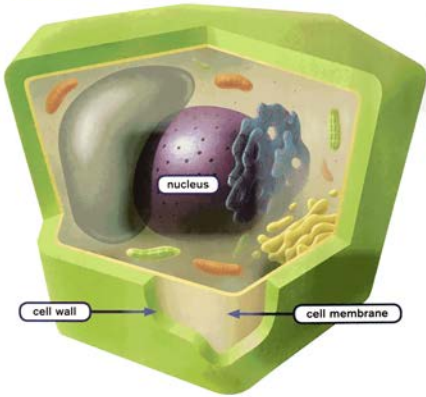
2	230L to 580L
3	360L to 720L
4	480L to 830L
5	620L to 950L



Some cells also have a **cell wall**.
The cell wall is outside the cell membrane.
A cell wall helps protect a cell.
It also makes a cell stronger.

Plant cells have a cell wall.
Some bacteria have a cell wall, too.
Animal cells do not have a cell wall.

Plant Cell




14 Cells: The Smallest Units of Life

YOUR TURN

SUMMARIZE

Look at the picture of the plant cell on page 14.
What cell parts do you see?
Summarize the job of those parts in a chart like the one below. Talk about your chart with a friend.




Cell Part	Job in the Cell
nucleus	
cell membrane	
cell wall	

Simple Note Taking

MAKE CONNECTIONS

How is a cell wall like the wall of a room?
How is it different? Share your ideas.

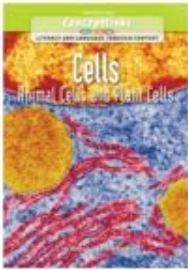
 **STRATEGY FOCUS**

Ask Questions

Look at the diagram of a cell on page 14.
What questions do you have about the diagram?

Chapter 2: Parts of a Cell 15

Lexile 560



eBooks | Printed Readers

Animal Cells and Plant Cells

by Rebecca L. Johnson

Reading Level: Grade 3
Guided Reading Level: O-P
Lexile® Level: 560
TESOL Level: 3 Developing

Key Standards-Based Science Concepts

- The cell is the basic unit of life. All living things are made of cells.
- Different cell parts perform different functions

Comprehension Strategy

Ask Questions

Language Skill

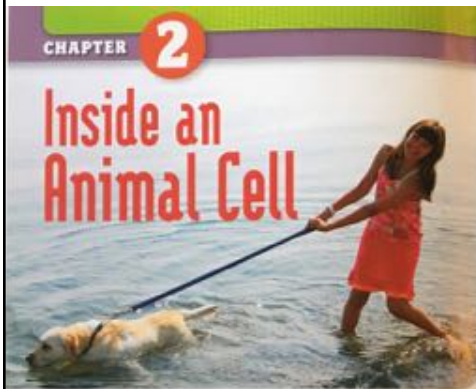
Give Examples

Science Process Skills

- Classify
- Communicate
- Summarize

CHAPTER 2

Inside an Animal Cell



Cells are the building blocks of living things. The cells that make up animals and plants have some things in common. But they are not exactly the same. Let's take a closer look at an animal cell.

With a microscope, you can see some parts of an animal cell. A **cell membrane** covers the cell. The cell membrane controls what enters and leaves the cell.

cell membrane - a thin covering that surrounds a cell

10 Cells: Animal Cells and Plant Cells

There are many small parts inside the cell. One of these parts is the **nucleus**. The nucleus controls everything that happens inside a cell.

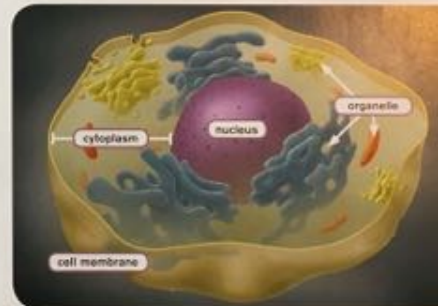
A cell also has **cytoplasm**. Cytoplasm includes everything between the cell membrane and the nucleus. Part of the cytoplasm is a very thick liquid. The other part is made up of tiny **organelles**. Every organelle has a specific job inside a cell.

nucleus - the cell structure that controls all a cell does

cytoplasm - everything between the cell membrane and the nucleus in a cell

organelles - small parts inside a cell that carry out different jobs

▼ An animal cell has a cell membrane, nucleus, cytoplasm, and many organelles.



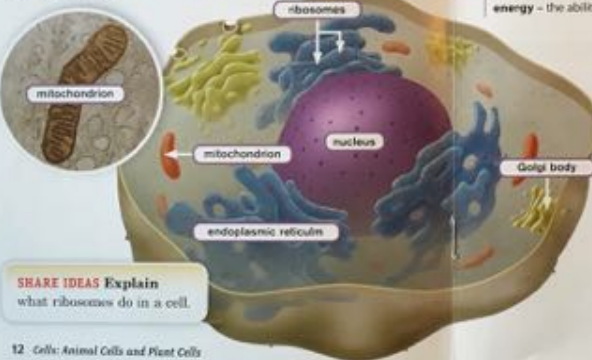
Chapter 2: Inside an Animal Cell 11

Making Proteins

Proteins are important materials in cells. Almost every part of a cell has proteins in it. **Ribosomes** are very tiny organelles. The job of ribosomes is to make proteins.

New proteins move to the **endoplasmic reticulum**, or ER. Inside this organelle, proteins are **modified**, or changed.

proteins - important materials in cells
ribosomes - tiny organelles that make proteins
endoplasmic reticulum (ER) - an organelle that modifies new proteins
modified - changed



SHARE IDEAS Explain
 what ribosomes do in a cell.

12 Cells: Animal Cells and Plant Cells

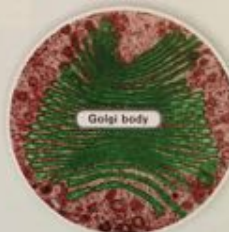
Protein Packages and Energy

From the endoplasmic reticulum, modified proteins travel to **Golgi bodies**. These organelles modify the proteins a little more. Then the Golgi bodies pack proteins into little sacs. The packaged proteins move out into the cytoplasm. They go to wherever they are needed in the cell.

Mitochondria are other organelles. Each mitochondrion provides **energy**. A cell gets all the energy it needs, using the energy needed to make and package proteins, from its mitochondria.

Golgi bodies - organelles that modify and package proteins
mitochondria - organelles that provide energy for a cell
energy - the ability to do work

▼ This is a close-up photo of a Golgi body. The green color was added to show more detail.



Chapter 2: Inside an Animal Cell 13

On page Glossing

Providing Support

A cell has lots of small parts within its cell membrane. These parts are supported by the **cytoskeleton**. The cytoskeleton supports all of the structures in a cell. It also helps the cell keep its shape.

cytoskeleton – a supporting structure inside a cell

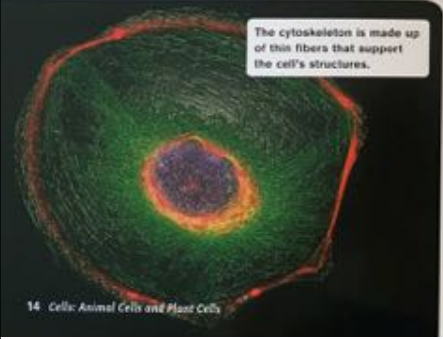
Word Study

Explore Language

cyto- = cell
cytoskeleton = a cell's skeleton

KEY IDEAS

Cells contain smaller parts called organelles. Each organelle has a specific job inside a cell.



The cytoskeleton is made up of thin fibers that support the cell's structures.

14 Cells: Animal Cells and Plant Cells

YOUR TURN

SUMMARIZE


Look at the drawing of the animal cell on pages 12–13. Make a chart like the one here. List the parts of an animal cell, and summarize the job of each part. Discuss your chart with a friend.

Animal Cell Part	What This Part Does
cell membrane	
nucleus	

Writing to Review

MAKE CONNECTIONS

How is a cell's cytoskeleton like the skeleton in your body?




STRATEGY FOCUS

Ask Questions

What questions did you have before, during, and after reading this chapter?
 What questions did you answer?

Chapter 2: Inside an Animal Cell 15

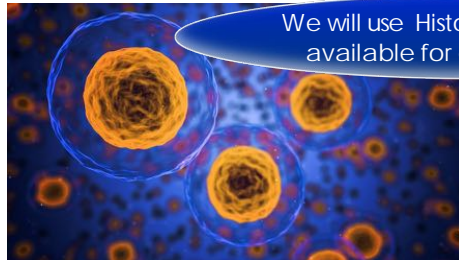


- Read
- Reread
- Recycle Vocabulary and Concepts Across Books, Articles, Multimedia
- Expand Knowledge and Practice Skills



The facts about cells

By ThoughtCo.com, adapted by Newsela staff on 10.18.17
Word Count 607
Level 540L



We will use History NEWSELA but also available for our science theme

An image of cells. Photo from Pixabay.

Cells are the basic building blocks of life. All living things are made of cells. Some life forms are made of a single cell. But humans have up to 100 trillion cells in their bodies! There are hundreds of different types of cells. They give our bodies their shape, give us energy, let us have children and much more. Here are 10 facts you may not know about cells.

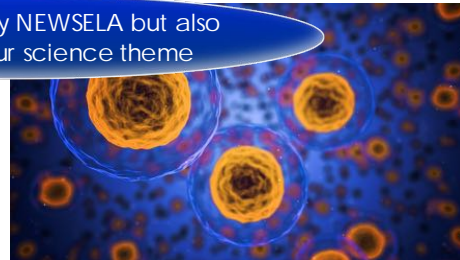
1. Cells are very small.

Cells come in many sizes. Most of them are too small to see with just your eyes. That is why scientists use microscopes. These are tools that can zoom in to see even the smallest cells.

This article is available at 5 reading levels at <https://newsela.com>.

The facts about cells

By ThoughtCo.com, adapted by Newsela staff on 10.18.17
Word Count 713
Level 640L



An image of cells. Photo from Pixabay.

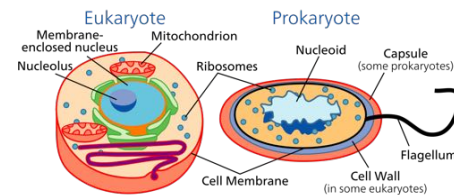
Cells are the basic building blocks of life. All living things, or organisms, are made of cells. Some life forms are made of a single cell. But humans have up to 100 trillion cells in their bodies. That is about 1,000 times the number of stars in our galaxy! There are hundreds of different types of cells. They give our bodies their shape, give us energy, let us have children and much more. Below are 10 facts about cells. Some are well-known, but others may surprise you.

1. Cells are too small to see without a microscope.

Cells come in many sizes. They can be anywhere from 1 to 100 micrometers. A micrometer is very small. It takes more than 25,000 micrometers to fill a single inch.

This article is available at 5 reading levels at <https://newsela.com>.

2. There are two main types of cells.



Cells are either eukaryotic or prokaryotic. The middle of eukaryotic cells is called a nucleus. It has a cover around it called a membrane. Animals and plants have eukaryotic cells. This is why they are called eukaryotes.

Prokaryotes are living beings that are made of just one cell. This cell is prokaryotic. Prokaryotic cells do not have a nucleus with a membrane. Instead, they have an open area called nucleoid.

3. Prokaryotes only have one cell.

Prokaryotes can live in very tough environments. They can survive in hot springs, swamps and wetlands. Some even live inside animals.

4. There are more bacteria in the body than human cells.

Some scientists have found that there are more bacteria in a person's body than human cells. Bacteria are a kind of prokaryote. Bacteria and our bodies are able to work together. For example, they help our stomachs break down food.

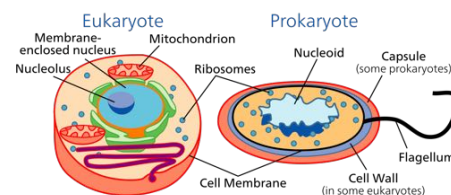
5. Cells contain DNA.

Every cell has DNA inside it. DNA tells our cells and bodies how to grow. It is passed on from parent to child. In eukaryotic cells, DNA is found in the nucleus. In prokaryotic cells, it is in the nucleoid.

This article is available at 5 reading levels at <https://newsela.com>.

The study of cells is called cell biology. Almost all cells are too small to see with just a person's eyes. This is why cell biology would have been impossible without a microscope. By using this tool, scientists can zoom in and see what cells look like.

2. There are two main types of cells.



Cells can be either eukaryotic or prokaryotic. Eukaryotic cells have a nucleus in the middle. A nucleus is an area that stores DNA. It is surrounded by a kind of skin called a membrane. Animals and plants have eukaryotic cells, and are called eukaryotes.

Prokaryotes are tiny creatures made of just one prokaryotic cell. Prokaryotic cells don't have a nucleus with a membrane. Instead, they have an open area called nucleoid. Bacteria and archaeans are examples of prokaryotes.

3. Prokaryotes were the earliest and most basic forms of life on Earth.

Prokaryotes can survive in places where other organisms can't. Some archaeans even live inside animals. Others live in hot springs, swamps and wetlands.

4. There are more bacteria in the body than human cells.

Some scientists have found that there are more bacteria in a person's body than human cells. These bacteria actually work to help our bodies. For example, they help our stomachs break down food.

This article is available at 5 reading levels at <https://newsela.com>.

Women Leaders: Susan B. Anthony

By Biography.com Editors and A+E Networks, adapted by Newsela staff on 07.25.16
Word Count 411



Public relations portrait of Susan B. Anthony as used in the History of Woman Suffrage by Anthony and Elizabeth Cady Stanton, Volume I, published in 1881. History of Woman Suffrage by Anthony and Elizabeth Cady Stanton, Volume I, published in 1881

Synopsis: Susan B. Anthony was born in 1820. She was a teacher. She was one of the first people to say women should be allowed to vote. She was a great writer. Big crowds would go to hear Susan B. Anthony speak. She died on March 13, 1906. She was 86.

Early Life

Susan Brownell Anthony was born in Massachusetts. She had seven brothers and sisters. Her father managed a cotton mill. They were a Quaker family. Quakers were peaceful people. She would spend many years helping people who were treated unfairly.

When Susan B. Anthony was a teen, she went to a Quaker school in another state. Her father's cotton business failed. Her family lost its money. Anthony moved back home and became a teacher. She earned money to help her family.

Leading Activist

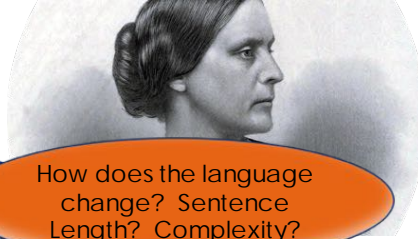
Susan B. Anthony stopped teaching after a few years. She wanted to help more people. She did not like that some were not treated fairly. She said slavery was wrong.

This article is available at 5 reading levels at <https://newsela.com>.

1

Women Leaders: Susan B. Anthony

By Biography.com Editors and A+E Networks, adapted by Newsela staff on 07.25.16
Word Count 514



Public relations portrait of Susan B. Anthony as used in the History of Woman Suffrage by Anthony and Elizabeth Cady Stanton, Volume I, published in 1881. History of Woman Suffrage by Anthony and Elizabeth Cady Stanton, Volume I, published in 1881

Synopsis: Susan B. Anthony was born in 1820. At first she worked as a teacher. Later she joined up with Elizabeth Cady Stanton to speak out for a woman's right to vote. Anthony was also a writer, and she spoke to large audiences across the country. Anthony died on March 13, 1906, at age 86.

Early Life

Susan Brownell Anthony was born in Adams, Massachusetts. Anthony was the second-oldest of eight children. Her father was a cotton mill owner. She developed a strong sense of right and wrong when she was a young girl. She would spend much of her life bringing attention to unfairness in the country.

Her father's business failed in the late 1830s. Anthony had been at a Quaker school near Philadelphia. She returned home to help her family by taking a job as a teacher. In the mid-1840s, the Anthonys began working to help end slavery. Their farm became a meeting place for such famous people as Frederick Douglass, who also wanted slavery to stop.

This article is available at 5 reading levels at <https://newsela.com>.

1

Home Language Version of Speech

<https://www.youtube.com/watch?v=M2YJzpY8oIA>



Use L1 Version for
Students to Capture
Her Arguments

To Discuss The Major
Points of Her Speech
and the Logic She
Uses to Convince the
Listener that She
Committed No Crime

To Brainstorm and
Plan for Analyzing the
Speech in a Formal
Essay.



NEWSELA

Discursos Famosos: Susan B. Anthony– "El derecho de la mujer a votar"

By Adaptado por la redacción de Newsela on 03.29.16
Word Count **389**



Retrato de Susan B. Anthony (1820-1906), líder estadounidense en la defensa de los derechos civiles. Frances Benjamin Johnston/Wikimedia Commons

Nota del Editor de Newsela: Susan B. Anthony fue una mujer que luchó porque las mujeres pudieran votar en los Estados Unidos. Antes de 1920 las mujeres no podían votar en este país. En las elecciones de 1872 ella votó para elegir al presidente sin estar autorizada para ello. Por eso la juzgaron.

En su discurso de defensa ella dijo lo siguiente:

Amigos y conciudadanos: me acusan de haber votado en las recientes elecciones para presidente. Dicen que no tengo derecho para hacerlo. Les voy a demostrar que sí. Simplemente ejercí mis derechos de ciudadana. Los derechos de todos los ciudadanos estadounidenses están en la Constitución Nacional.

La introducción de la Constitución dice:

"Nosotros, el pueblo de los Estados Unidos, a fin de formar una unión más perfecta..."
Habla de los fundamentos de nuestro país.

Spanish

640 (3rd)

890 (5th)

960 (6th)

1100 (8th)

MAX (12th)

1 Amigos y conciudadanos: me presento aquí ante ustedes, esta noche, acusada del supuesto
2 delito de haber votado en las recientes elecciones presidenciales sin tener el legítimo derecho
3 para hacerlo. Será mi tarea esta noche demostrarles que, con ese voto, no cometí ningún delito,
4 simplemente ejercer mis derechos de ciudadana, los cuales se garantizan a todos los ciudadanos
5 estadounidenses incluyéndome a mí en la Constitución Nacional y que ningún estado tiene el
6 poder de negar.
7
8 El preámbulo de la Constitución Federal dice:
9 "Nosotros, el pueblo de los Estados Unidos, para formar una unión más perfecta, establecer la
10 justicia, garantizar la tranquilidad doméstica, mantener la defensa común, fomentar el bienestar
11 general y proteger los beneficios que otorga la libertad para nosotros y nuestra posteridad,
12 ordenamos y establecemos esta Constitución para los Estados Unidos de América".
13
14 Éramos "nosotros", el pueblo; no "nosotros", los ciudadanos blancos de sexo masculino, tampoco
15 "nosotros", los ciudadanos de sexo masculino; sino "nosotros", todo el pueblo que forma esta
16 Unión. Y la formamos, no para entregar los beneficios de la libertad, sino para protegerlos; no
17 para la mitad de nosotros y la mitad de nuestra prosperidad, sino para todas las personas; tanto
18 mujeres como hombres. Y es una burla descarada hablarle a las mujeres del placer de los
19 beneficios de esa libertad a la vez que se les niega ejercer el único recurso que los garantiza y
20 que este gobierno democrata-republicano ofrece: el voto.
21
22 Para cualquier estado, convertir el sexo en un requisito que resulte en privar de sus derechos a la
23 mitad de la población es como promulgar una ley ex post facto y, por lo tanto, es una violación a
24 la ley suprema de un país. De esta forma, los beneficios de la libertad se les retiran para siempre
25 a las mujeres y a la posteridad femenina.
26
27 Para ellas, este gobierno no tiene ningún poder legal que derive del consentimiento de los
28 gobernados. Para ellas, este gobierno no es una democracia. No es una república. Es una
29 aborrecible aristocracia: una odiosa oligarquía de sexo, la más aborrecible aristocracia alguna
30 vez instituida en la faz de la tierra, una oligarquía de riqueza, en la que los ricos gobiernan a los
31 pobres. Una oligarquía de conocimientos, en la que los cultos gobiernan a los ignorantes o,
32 incluso, una oligarquía de raza, en la que los sajones gobiernan a los africanos, podría ser
33 soportada. Pero esta oligarquía basada en el sexo, convierte a los padres, a los hermanos, a los
34 maridos, a los hijos varones en oligarcas sobre las madres, las hermanas, las esposas y las hijas
35 en cada uno de los hogares -Y establece que todos los hombres son soberanos y todas las
36 mujeres súbditas- provoca disensión, discordia y rebeldía en todos los hogares de la nación.
37
38 Tanto Webster como Worcester y Bouvier definen al ciudadano como una persona que, en los
39 Estados Unidos, tiene derecho a votar y a ocupar un cargo público.
40
41 La única pregunta que queda ahora por formular es: ¿las mujeres son personas? Me cuesta
42 creer que algunos de nuestros oponentes tenga la determinación de decir que no. Siendo
43 personas, las mujeres son ciudadanas; y ningún estado tiene el derecho de promulgar una ley o
44 imponer alguna ley anterior que recorte estos privilegios o inmunidades. Por lo tanto, cualquier
45 discriminación contra las mujeres en las constituciones y leyes de los diferentes estados es hoy
46 en día nula y carece de validez, del mismo modo que lo es aquella en contra de los negros.

By Discurso original del dominio público, traducido por Newsela on 03.29.16
12th Grade Level

Create
L1
Version
With
Numbered
Lines

The History Place™

Great Speeches Collection

Susan B. Anthony On Women's Right to Vote

In the 1800s, women in the United States had few legal rights and did not have the right to vote. This speech was given by Susan B. Anthony after her arrest for casting an illegal vote in the presidential election of 1872. She was tried and then fined \$100 but refused to pay.



Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

The preamble of the Federal Constitution says:

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people - women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government - the ballot.

For any state to make sex a qualification that must ever result in the disfranchisement of one entire half of the people, is to pass a bill of attainder, or, an ex post facto law, and is therefore a violation of the supreme law of the land. By it the blessings of liberty are forever withheld from women and their female posterity.

To them this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is not a republic. It is an odious aristocracy; a hateful oligarchy of sex; the most hateful aristocracy ever established on the face of the globe; an oligarchy of wealth, where the rich govern the poor. An oligarchy of learning, where the educated govern the ignorant, or even an oligarchy of race, where the Saxon rules the African, might be endured; but this oligarchy of sex, which makes father, brothers, husband, sons, the oligarchs over the mother and sisters, the wife and daughters, of every household - which ordains all men sovereigns, all women subjects, carries dissension, discord, and rebellion into every home of the nation.

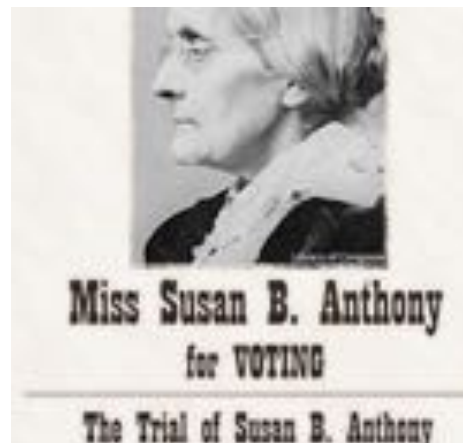
Webster, Worcester, and Bouvier all define a citizen to be a person in the United States, entitled to vote and hold office.

The only question left to be settled now is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens; and no state has a right to make any law, or to enforce any old law, that shall abridge their privileges or immunities. Hence, every discrimination against women in the constitutions and laws of the several states is today null and void, precisely as is every one against Negroes.

Susan B. Anthony - 1873

Read
Along with
Recorded
Version of
Speech

<https://www.youtube.com/watch?v=15JcdwhJBtts>



Audio of Speech:

<https://www.learnoutloud.com/Results/Author/Susan-B.-Anthony/2306>

Famous Speeches: Susan B. Anthony's "Women's Rights to the Suffrage"

By Adapted by Newsela staff on 03.29.16
Word Count **573**



A portrait of American civil rights leader Susan B. Anthony (1820-1906). Frances Benjamin Johnston/Wikimedia Commons

Editor's Note: The year before making this speech, Susan B. Anthony voted illegally. She voted in the 1872 election between Ulysses S. Grant and Horace Greeley. Anthony was fined \$100. She did not pay though. Instead, Anthony made speech after speech. She fought for women's voting rights. Anthony died in 1906. She was sadly unable to see her dream come true. Women were finally given the right to vote in 1920.

Friends and fellow citizens: I stand before you tonight accused of a supposed crime. But what I did is not a crime. I voted in our last election for president. They say I do not have a legal right to vote. This evening I will prove to you that I do have that right. This right is given to me and all United States citizens by the National Constitution. No state has the power to stop this.

The preamble of Constitution of the United States begins: "We, the People of the United States, in order to form a more perfect union..." It talks about how

This article is available at 5 reading levels at <https://newsela.com>.

1

Famous Speeches: Susan B. Anthony's "Women's Rights to the Suffrage"

By Adapted by Newsela staff on 03.29.16
Word Count **714**



A portrait of American civil rights leader Susan B. Anthony (1820-1906). Frances Benjamin Johnston/Wikimedia Commons

Editor's Note: The year before making this speech, Susan B. Anthony voted illegally. She voted in the 1872 election between Ulysses S. Grant and Horace Greeley. Anthony was fined \$100 (which would be considered nearly \$2,000 today). Instead of paying up, Anthony made speech after speech, fighting for women's voting rights. Anthony died in 1906. She was sadly unable to see her goal realized. Women were finally given the right to suffrage in 1920. She also never paid her \$100 fine.

Friends and fellow citizens: I stand before you tonight accused of the supposed crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that by voting, I committed no crime. I simply exercised my citizen's rights. These are the rights guaranteed to me and all United States citizens by the National Constitution. No state has any power to deny these rights. The preamble of the Constitution says:

This article is available at 5 reading levels at <https://newsela.com>.

1

Differentiated
Versions of
Speech

Famous Speeches: Susan B. Anthony's "Women's Rights to the Suffrage"

By Adapted by Newsela staff on 03.29.16
Word Count **683**



A portrait of American civil rights leader Susan B. Anthony (1820-1906). Frances Benjamin Johnston/Wikimedia Commons

Editor's Note: The year before making this speech, Susan B. Anthony voted illegally in the 1872 election between Ulysses S. Grant and Horace Greeley. She was fined \$100 (which would be considered nearly \$2,000 today). Instead of paying up, Anthony made speech after speech, fighting for women's voting rights. Anthony died in 1906. She was sadly unable to see her goal realized when women were finally given the right to suffrage in 1920. She also never paid her \$100 fine.

Friends and fellow citizens: I stand before you tonight accused of the supposed crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that by voting, I committed no crime, but simply exercised my citizen's rights. These are the rights guaranteed to me and all United States citizens by the National Constitution. No state has the power to deny these rights.

The preamble of the Federal Constitution says:

This article is available at 5 reading levels at <https://newsela.com>.

Famous Speeches: Susan B. Anthony's "Women's Rights to the Suffrage"

By Adapted by Newsela staff on 03.29.16
Word Count **625**



A portrait of American civil rights leader Susan B. Anthony (1820-1906). Frances Benjamin Johnston/Wikimedia Commons

Editor's Note: The year before making this speech, Susan B. Anthony was fined \$100 (which would be considered nearly \$2,000 today) for voting illegally in the 1872 election between Ulysses S. Grant and Horace Greeley. Instead of paying up, Anthony made speech after speech, fighting for women's voting rights. Anthony died in 1906 and was sadly unable to see her goal realized when women were finally given the right to suffrage in 1920. She also never paid her \$100 fine.

Friends and fellow citizens: I stand before you tonight under indictment for the supposed crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

The Federal Constitution says:

This article is available at 5 reading levels at <https://newsela.com>.

For Proficient
Students



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ABOUT THE AUTHOR
In her 3rd year at Huntsville High School (AL), Amber Hall teaches U.S. History and English as a Second Language. Amber Hall is an active member of a Teaching American History grant and has received two "Teacher of the Year" honors.

Using Primary Sources with English Language Learners

Finding creative ways to include English Language Learners in classroom activities can be challenging regardless of the teacher's dedication. One activity that I have found to be successful with all of my students, including those with limited English proficiency, is a primary source analysis activity. This activity can be used in relation to any topic of study. Follow these steps:


1. Locate primary sources that relate to your topic of study. These may include pictures, artwork, political cartoons, or documents that students can analyze. The Internet is a great resource for finding this material. I often use the *National Archives* or *Library of Congress* sites. For example, see this set of *Civil War Photographs* that I have used. Local archives such as those housed in libraries and college collections are also helpful.
2. Set up the activity before the students arrive. I usually reserve the school library for this activity because there are tables and plenty of room for the students to move around. Place one source per table along with an index card featuring a number that shows





See Also:

<http://www.colorincolorado.org/article/primary-sources-library-congress-and-english-learners>



[TEACHING MATERIALS](#)

Source Analysis Sheet

Name: _____ Class: _____

<p>Source # 1</p> <p>3 Objects/People that you see:</p> <p>What assumptions can you make about the source?</p> <p>If this source is a picture, what would be a good caption for it?</p> <p>What is a question that you have about this source?</p> <p>How might this source relate to our topic of study?</p>	<p>Source # 2</p> <p>3 Objects/People that you see:</p> <p>What assumptions can you make about the source?</p> <p>If this source is a picture, what would be a good caption for it?</p> <p>What is a question that you have about this source?</p> <p>How might this source relate to our topic of study?</p>
<p>Source # 3</p> <p>3 Objects/People that you see:</p> <p>What assumptions can you make about the source?</p>	<p>Source # 4</p> <p>3 Objects/People that you see:</p> <p>What assumptions can you make about the source?</p>

Close Reading with Guiding Questions

Reading for Key Ideas and Details
Providing Evidence

Choose 6-
8 terms to
Frontload



Pre-teach Challenging Vocabulary:

- Citizen
- Accuse
- Supposed (crime)
- Crime
- Legal right
- Blessing(s)
- Liberty
- Insult
- Right(s)
- Power(s)
- Rule; ruler
- Definition
- Enemy
- Law

Guiding Questions from Unit

1. Susan B. Anthony gave a speech on August 7, 1865. What was her main argument or her audience?
2. Anthony uses quotes from documents written by the founding fathers to support her argument.
 - a. What documents do the quotes come from?
 - b. How do they support her argument?
3. How does Anthony conclude her argument?

NEWSELA

Famous Speeches: Susan B. Anthony's "Women's Rights to the Suffrage"

By Adapted by Newsela staff on 03.29.16
Word Count **573**



A portrait of American civil rights leader Susan B. Anthony (1820-1906). Frances Benjamin Johnston/Wikimedia Commons

Editor's Note: The year before making this speech, Susan B. Anthony voted illegally. She voted in the 1872 election between Ulysses S. Grant and Horace Greeley. Anthony was not payed for this. Instead, Anthony made speech after speech. She fought for rights. Anthony died in 1906. She was sadly unable to see her dream of women were finally given the right to vote in 1920.

START

Friends and fellow citizens: I stand before you tonight accused of a supposed crime. But what I did is not a crime. I voted in our last election for president. They say I do not have a legal right to vote. This evening I will prove to you that I do have that right. This right is given to me and all United States citizens by the National Constitution. No state has the power to stop this.

The preamble of Constitution of the United States begins: "We, the people of the United States, in order to form a more perfect union ..." It talks about how we began our country.

NEWSELA

It does not say, "We, the white men" formed the Union. It does not say "We, the men" did it. It says we, the whole people, formed the country. We did this, not just to give the blessings of liberty to men. We did it for all the people. We did it for women as well as men. It is insulting to tell women they have the blessings of liberty. They do not have them. There is only one way to get these blessings in this democratic-republican government. That way is to vote.

A state may not make a law that takes away the rights of half of the people. Doing this goes against the highest law of our land. If this goes on, women will never be truly free.

To women, this government has no fair powers. To women, this government is not a democracy. It is not free. It is an immoral government. It is run by a few privileged men. It is the most hateful aristocracy ever established in the world. It is a government where the rich rule over the poor. We might be able to live through a government where the educated rule the uneducated. We might live through one where the white man rules over the black man. But this is a government where the only rulers are men. It makes fathers, brothers, and sons, the rulers over mothers, sisters, and daughters. It makes a husband ruler over his wife. It lets all men act as kings, ruling over all women. It brings disagreement, and disharmony into every home of the nation.

Webster, Worcester, and Bouvier each publish a dictionary. Each one gives the same definition of the word citizen. They say a citizen is a person in the United States. They say a citizen has the right to vote and hold office.

The only question left is: Are women people? I cannot believe any of our enemies will have the nerve to say they are not. Since a woman is a person, then a woman is a citizen. No state has a right to make a law, that says this is not so. No state may take away the rights of a citizen. Every discrimination and law against women in these states has no power. It is the same case with such laws against black Americans.

Lexile 560
In range for 2nd-4th grade
(mid 3rd)

Guiding Question:

In the first paragraph, what do readers learn about Susan B. Anthony and the purpose of her speech?

Readers learn that Anthony _____ and they learn that the purpose of her speech is to _____.

Additional Questions:

1. Who does Anthony address (speak to) in the first sentence of her speech?

She addresses her _____ and _____.

2. What crime does Anthony say she has been accused of committing?

She has been accused of _____.

3. What document does Anthony say has given her the right to vote?

She says the _____ has given her the right to vote.

4. What part of the document gives citizens the right to vote?

The _____ gives all people the right to vote.

5. What does the phrase "blessings of liberty" refer to?

The phrase "blessings of liberty" refers to _____.

6. What kind of government does Anthony say was established by the U.S. Constitution?

She says the government is a _____ government.

7. What does Anthony say states cannot do?

She says states cannot _____.

8. According to Anthony's argument, which has the greater power? State law or the federal government?

9. What other evidence does Anthony give for citizenship being granted equally to men and women?

The other evidence Anthony gives is _____.

10. Which two groups does Anthony name as facing discrimination when it comes to voting?

She says that _____ and _____ are being discriminated against by laws that do not allow them to vote.

11. According to the speech, what two rights do citizens have in the U.S.?

They have the right to _____ and to _____.

12. How does Anthony's question "Are women people?" connect to her argument that women have an equal right to vote?



Could Also Do with Cell Unit

CLOSE READING

..... anchor chart

**Simple Procedure for ELLs—
With or Without Reading**

Before Reading

- Use the Text To Answer Questions.
- Gather Evidence From the Text.

CLOSE READERS

DO THESE THINGS

- ☒ Read the text slowly at least twice ➡ x 2
- ☒ Get the gist of what the text is about ★
- ☒ Circle words you aren't sure of and try to figure them out ○
- ☒ Reread, annotate, and underline key vocabulary 📝
- ☒ Use the text to answer questions ???
- ☒ Gather evidence from the text 🔍
- ☒ Talk with each other about what you think it means 💬
- ☒ Read again to summarize or answer specific questions ↻

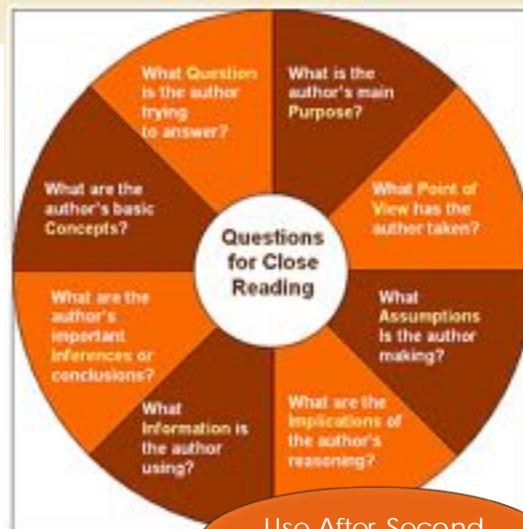
DURING
READING



**TRY
((IT))
OUT**


With the Anthony
Speech

Questions for Close Reading



Use After Second
Reading

Evidence Based Terms



The Accountable Ant

Don't just say it...
PROVE it!

- because...
- for instance... • for example...
- the author said ____, so I think...
- according to the text...
- from ____ I know that...
- On page ____ it says ____, so...

As You Respond

CLOSE READING FOR LANGUAGE DEVELOPMENT

Word and Sentence Building

Understanding Word Parts

- dis
- Disagreement
- disharmony

Sentence Complexity: Compound Sentences

- It let's all men act as kings and rule over all women.
- A citizen has the right to vote and hold office

Taking Oral Language and
Reading Into Writing
*Persuasion/
Opinion Writing*

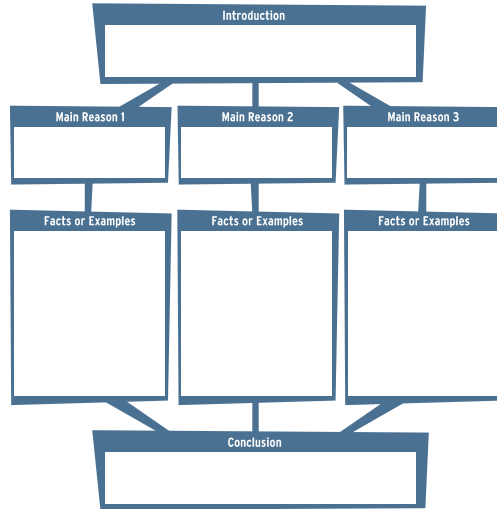


Susan B. Anthony did/did not commit a crime by voting

PERSUASION MAP

by: _____

topic: _____

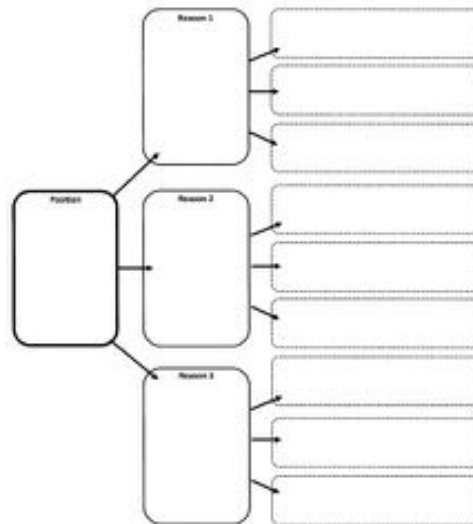


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Name: _____ Date: _____ Class Period: _____

Persuasion Map

Directions: Write your position and the reasons that justify it in the boxes as indicated. Then, write the facts, details, and examples that support each reason in the dotted boxes. Draw and connect more boxes if needed.



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Language Learners: Scholastic, 2005.

Opinion-Proof Framework Sheet

Opinion Statement	Evidence to Prove My Opinion
<p>Susan B. Anthony was courageous</p> <p>Susan B. Anthony's speech was effective</p>	

Framed Paragraph:

OPINION STATEMENT _____

One reason I feel this way is because _____

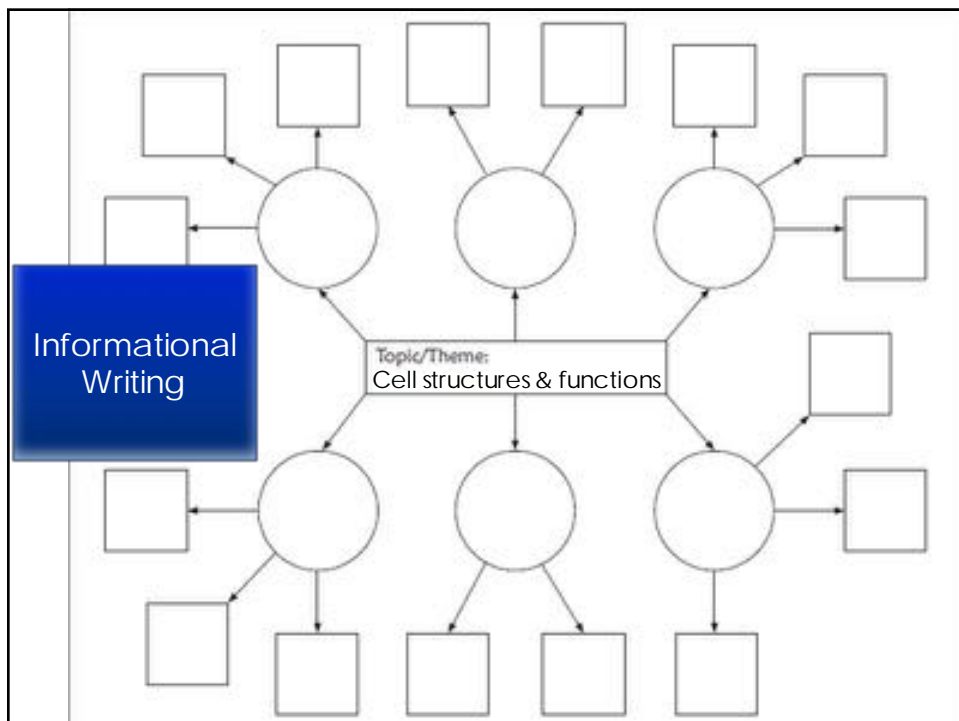
In addition, _____

Also, _____

Finally, _____

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Cognitive Strategies **59**

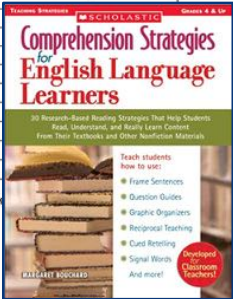


Summary With Illustrations

Topic: _____

Summary With Illustrations

Topic: _____



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