

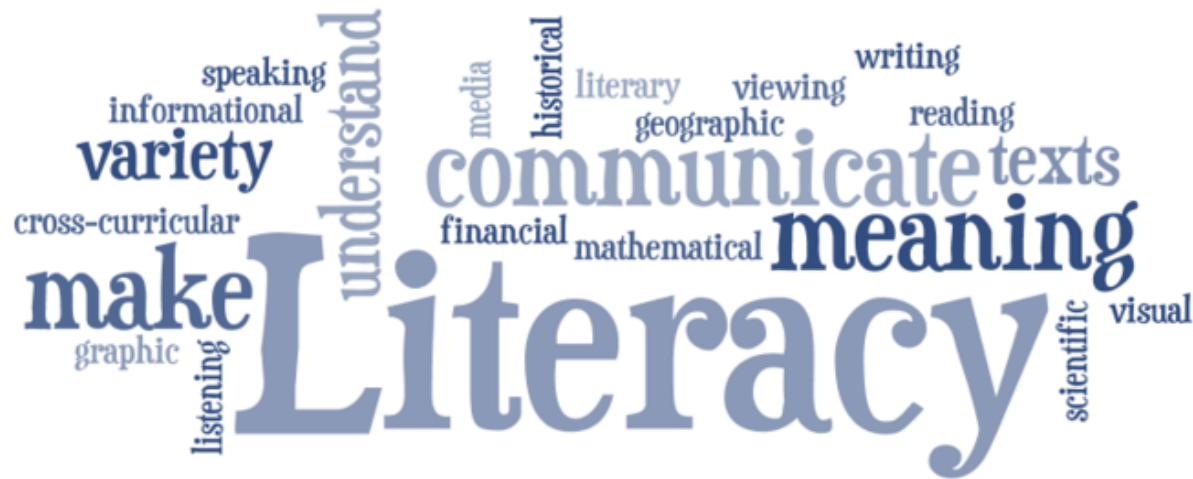


Advancing the Academic Literacy of Emerging and Transitioning ELLs in Grades 6-12

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Agenda

- Learning the language of language arts
- Understanding the abilities of Entering, Emerging and Transitioning ELLs and how to support them
- Ways In with Grade Level Literature: A Model Secondary Unit—A Doll's House and Susan B. Anthony
- Including Entering, Emerging and Transitioning ELLs in an Integrated ENL Class
- Close Reading and Annotation with Emerging and Transitioning ELLs
- Argumentative Writing with Emerging and Transitioning ELLs

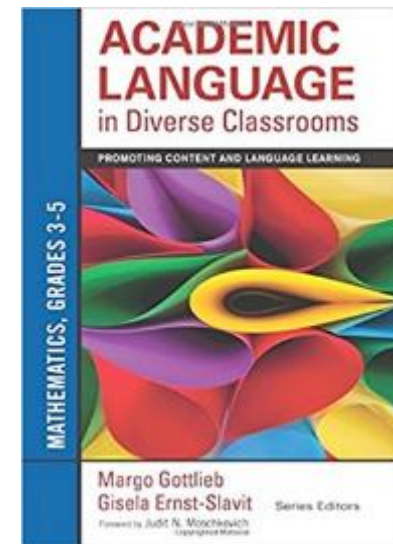


Learning the
Academic
Language of English
Language Arts

Academic Language at Three Levels

From Academic Language in Diverse Classrooms
Gottlieb, Ernst-Slavit
2014, Corwin

Dimensions of Academic Language	Examples from Grades K-2	Examples from 3-5 and 6-8
Discourse Level	Folktales, news articles, storyboards	Editorials, opinions, scripts, research reports
Sentence Level	Sequence words, prepositional phrases, connectives	descriptions, metaphors, similes, analogies
Word, Phrase Level	<i>Characters, text, titles, rhyming words, main idea</i>	<i>Hyperlinks, stanzas, perspectives, root words, evidence</i>



Different forms of Discourse

- Ballads
- Essays
- Fables
- Novels
- Myths
- Book reports
- Poems
- Informational texts
- Opinion pieces
- **Plays**
- Blogs
- Text messages
- Podcasts
- Powerpoints
- Photo journals
- Role plays
- **Speeches**
- Debates
- Storytelling
- Presentations



How are you
preparing her
for all of
these?

Components of Academic Language



Bricks: **vocabulary**

Mortar:
Grammar/syntax/**form**

Foundation:
Language functions

ELA Terms



Bricks

- Imagery
- Symbolism
- Narrative
- Nonfiction
- Climax
- Rising action
- character

Foundation/Functions

- Describe
- Represent
- Defend
- Compare
- Explain
- Identify
- Distinguish
- Argue

How much language do each of these communicative functions require of students?

Mortar = What grammar, syntax, forms of language are needed?

The ELA Academic Vocabulary Word Lists

Teaching Your SECONDARY ELLS THE ACADEMIC LANGUAGE of TESTS

Literary Terms

allusion	flashback	rhythm
analogy	foreshadow	setting
antagonist	imagery	short story
author	irony	simile
autobiography	meaning	structure
biography	melody	suspense
character	metaphor	symbol
comedy	mood	theme
comic relief	narrative	time frame
conflict	narrator	tone
context	paradox	tragedy
dialect	personification	
dialogue	plot	
drama	poetry	
element	point of view	
exposition	protagonist	
falling action	relevance	
figurative language	resolution	
	rising action	

Revising and Editing Terms

add
any
change
combine
correction

could
delete
document
draft
editing
effective
fill in
follow
idea
improve
improvement
insert
logically
made
move
organization
paper
paragraph
passage
review
revise
revising
revision
rewrite
rough draft
sentence
should
support

switch
transition
Reading Terms
advertisement
analogy
antonym
background
bias
cause and effect
characteristic
chart
chronological order
cite
classic
colonial
compare and contrast
comprehend
conclusion
connotation
contemporary
context
craft
credibility
critique
culture
database
deceptive

deconstruct
deduction
denotation
derivation
dialogue
diary
dictionary
discussion
documentary
drama
edit
editorial
faulty
figurative language
film
generalization
genre
glittering generalities
glossary
graph
graphic organizer
heading
historical context
homonym
idealism
idiom
index
induction

inference	prediction
influence	prefix
interpret	realism
journal	relevant
literary	reread
literature	resource
logical	response
logical fallacies	review
main idea	revolutionary
map	romanticism
meaning	root
media	scan
memoranda	skim
mode	speech
motivation	story
multiple-meaning word	strategy
narrator	study guide
naturalism	suffix
newspaper	summarize
novel	supporting details
organization	synonym
outline (verb)	syntax
overview	text
period	thesaurus
periodical	vocabulary
persuasion	word origin
poetry	
precolonial	

Purpose for Reading

to appreciate a writer's craft
to be entertained
to be informed
to discover
to discover models to use
to enjoy
to find out
to interpret
to solve problems
to take action
to understand reference

Writing Terms

abstract (noun)
audience

Author's Purpose

to compare
to describe
to entertain
to explain
to express
to influence
to inform
to persuade
body
capitalization

clarity	organization
coherent	parallelism
compose	persuasive
composition	play
conclusion	poem
content	prewriting
conventions	procedure
create	process
depth	proofread
draft	publish
edit	punctuation
ellipses	purpose
essay	reflective
expression	report
evidence	response
general	résumé
grammar	revise
introduction	sentence
italics	source
literary	specific
logical argument	spelling
logical progression	story
manual of style	structure
mechanics	style
memo	summary
narrative	supporting idea
occasion	thesis
opinion	topic

voice
word choice

Viewing and Representing Terms

ad campaign
advertisement
analysis
attitude
audience
camera angles
communicate
compare
construct
content
contrast
convey
coverage
critique
culture
deconstruct
design
distinguish
documentary
editing
editorial
effect



element
engage
entertaining text
examine
evaluate
event
feedback form
flyer
generalization
genre
group discussion
idea
informative text
Internet
interpret
investigate
line
main idea
media
message
music
news magazine
newspaper
nightly news
perception
photograph
political campaign
presentation

print ad
product
production
property
purpose
questionnaire
reaction shots
reality
reflect
relationship
represent
response
sequencing
shape
significance
source
special effects
specific
technique
technology
television
texture
unique
video
video adaptation
view
visual representation
web page

Test Question Vocabulary

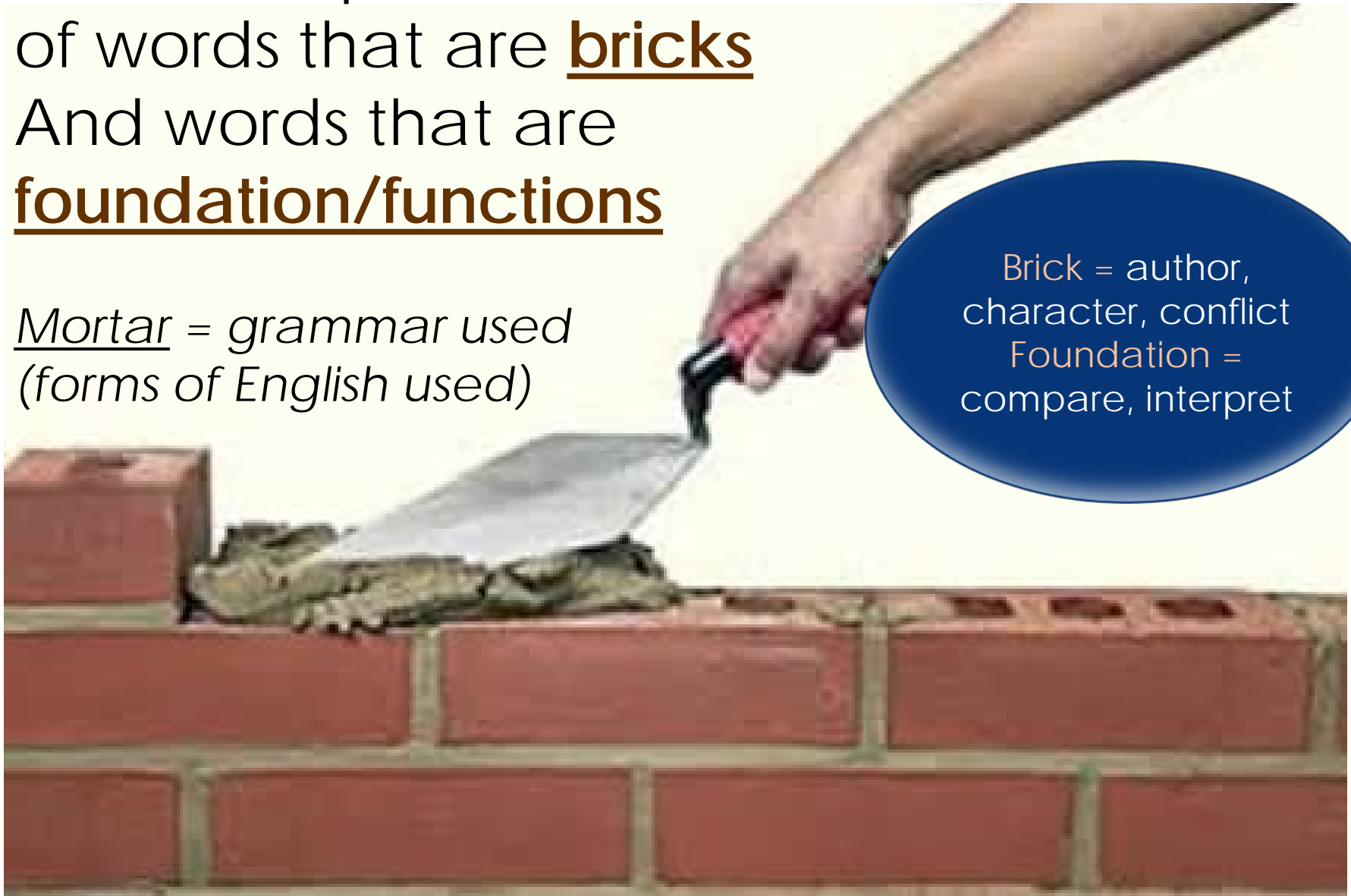
actions
affect
agree
answer
appear
attitude
avoid
besides
best
choose
compare
concept
conclude
convey
convince
definition
describe
description
develop
disclose
drawing
effective
entry
experience (noun)
experience (verb)
explain

express	notes	summary
evidence	over the course	support
figure out	paragraph	tell
follow	persuade	throughout
following	primary	understand
generalization	prove	use
highlight	purpose	view
illustrate	reader	
illustration	respond	
impact	response	
imply	reveal	
indicate	selection	
mainly	sentiment	
major	show	
match	significance	
mean	similar	
meaning	structure	
mostly	suggest	
narrator	summarize	

Find examples in the list
of words that are bricks
And words that are
foundation/functions

Mortar = grammar used
(forms of English used)

Brick = author,
character, conflict
Foundation =
compare, interpret



Other Lists

Marzano'Academic'Word'Lists'

!

Language Arts

K	1	2	3	4
alphabet	author	chapter	appendix	<i>able</i>
back cover	beginning consonant	character	audience	adjective
book	blend	composition	brainstorm	adverb
cover	consonant blend	comprehension	capitalization	antonym
date	dictionary	discussion	chapter title	author's purpose
first name	ending consonant	fairy tale	consonant substitution	chronological order
front cover	letter-sound relationship	folktale	contraction	compound word
last name	long vowel	main character	cursive	context clues
letter	lowercase	main idea	decode	<i>dis</i>
magazine	margin	map	directions	draft
movie	parts of a book	number word	edit	homonym
newspaper	poem	prewriting	encyclopedia	<i>ly</i>
	print	publish	essay	multiple meanings
	rhyme	purpose	fable	<i>non</i>
	short vowel	question	fantasy	plot
	sight word	reread	fiction	<i>plot development</i>
	title	retell	glossary	<i>pre</i>
	title page	sentence	illustration	pronoun
	uppercase	spelling	index	punctuation
	vowel combination	spelling pattern	mystery	quotation marks
	vowel sound	symbol	myth	root word
		table of contents	nonfiction	setting
		textbook	noun	subject
		vocabulary	paragraph	subject-verb agreement
			period	summarize
			prefix	synonym
			proper noun	theme
			question mark	topic sentence
			suffix	<i>un</i>
			syllable	verb

Choose 6-8 ELA Terms You Should Teach Your ELLs:

Language Arts

5	6	7	8	9
abbreviation action verb apostrophe cause and effect character development colon comma command compare and contrast conflict resolution declarative sentence double negative draws conclusions/makes inferences <i>er</i> <i>est</i> <i>ful</i> <i>heading</i> homophone <i>in</i> interrogative sentence <i>less</i> linking verb main idea <i>mis</i> <i>ness</i> past tense persuasive text point of view <i>re</i> reference materials relevant supporting details	author's purpose autobiography biography cause and effect relationship climax closing comparison compound sentence compound verb compound word conjunction contrast dialogue exclamation mark exclamatory sentence imperative sentence irregular verb main idea or essential message makes inferences organizational patterns point of view <i>pre</i> present tense <i>re</i> reference materials root word simple word analogies tone transition <i>un</i>	<i>able</i> adjective phrase caption comparative adjective conflict resolution descriptive language <i>dis</i> editorial <i>er</i> <i>est</i> fact vs opinion <i>foreshadowing</i> interjection interview italics <i>less</i> <i>ly</i> <i>mis</i> <i>non</i> paraphrase personification plot development predicate adjective relevant supporting details salutation sentence combining stereotype superlative adjective synonym verb phrase	antonym bibliography business letter character development context clues coordinating conjunction demonstrative pronoun draws conclusions elaboration figurative language formal language <i>ful</i> <i>in</i> independent clause informal language intonation metaphor narration <i>ness</i> parallel structure perspective persuasive text plagiarism problem-solution report research paper simile subordinating conjunction synthesize viewpoint	alliteration analysis annotated bibliography author's purpose cause and effect relationship character development comparison conflict resolution contrast draws conclusions hyperbole idiom indefinite adjective indefinite pronoun interrogative pronoun main idea or essential message makes inferences organizational pattern parody persuasive devices plot development point of view primary source propaganda reference materials relevant supporting details satire setting synthesis tone

Got your terms down!





Language Arts

10	11	12
allegory	acronym	ambience
allusion	aesthetic purpose	appeal to authority
anecdote	aesthetic quality	appeal to emotion
	American Psychological Assoc.	appeal to logic
archetype	analogy	autobiographical narrative
assonance	artifact	belief system
author's bias	ballad	biographical narrative
clincher sentence	bias	circumlocution
consonance	coherence	compound-complex sentence
context	cohesion	correlative conjunction
couplet	compound adjective	credibility
denotative meaning	concept	criteria
epic	connotative meaning	debate
expressive writing	direct address	divided quotation
irony	dramatic dialogue	drama-documentary
limited point of view	emotional appeal	external/internal conflict
lyric poem	future perfect verb tense	hierarchic structure
ode	hostile audience	interior monologue
omniscient point of view	internal conflict	Neoclassic literature
onomatopoeia	literary criticism	pastoral
parable	Modern Language Assoc.	proposition of fact speech
resume'	nuance	proposition of policy speech
rhetorical question		proposition of problem
		speech
sarcasm	past perfect verb tense	proposition of value speech
semicolon	present perfect verb tense	Romantic period literature
soliloquy	reflexive pronoun	temporal change
stream of consciousness	secondary source	
structural analysis	standard English	
thesis	text feature	
thesis statement	text structure	
universal theme	understatement	

Tennessee Academic Vocabulary

A Guide for Tennessee Educators

ENGLISH / LANGUAGE ARTS



Tennessee Department of Education

Timothy K. Webb, Commissioner

July, 2006

Revised: December, 2007

Revised: July, 2009

Kindergarten

Alphabet
Author
Illustrator
Beginning
Ending
Consonant
Vowel
Drawing
Fairy tale
Letter
Letter sound relationship
Picture book
Poem
Story
Song
Print
Retell
Rhyme
Sentence
Speech
Title
Uppercase (capital)
Lower case
Word
Period
Question mark
Exclamation mark
Read

1st Grade

Blend
Capitalization
Character
Setting
Consonant
Vowel sound
Fantasy
Illustrate
Sequence
Predict
Punctuation (e.g., comma, quotation, etc.)
Question
Statement
Reality
Syllable
Vocabulary
Media (e.g., book, video, film, illustrations)
Summarize
Information
Noun
Verb
Compound word

2nd Grade

Adjective
Adverb
Pronoun
Dictionary
Encyclopedia
Fiction
Nonfiction
Folktale
Fables
Discussion
Main idea
Message
Predicting
Prewrite
Draft
Edit
Publish
Author's purpose
Table of contents
Glossary
Singular
Plural
Plot
Punctuation (e.g., comma, semi-colon, etc.)
Base (root) word
Prefixes
Suffixes

3rd Grade

Abbreviation
 Adverb
 Antonyms
 Apostrophe
 Cause
 Effect
 Contraction
 Declarative
 Exclamatory
 Fact
 Interrogative
 Multiple-meaning words
 Opinion
 Organization
 Plural
 Possessive
 Punctuation (commas)
 Thesaurus
 Internet
 Atlas
 Encyclopedia
 Run-on sentence
 Sequential
 Singular
 Stanza
 Character
 Setting
 Summarize
 Supporting details
 Synonyms
 Verb

4th Grade

Alliteration
 Analogy
 Audience (as listeners)
 Author's purpose
 Caption
 Compare
 Contrast
 Double-negative
 Drawing conclusions
 Fable
 Genre
 Homonyms
 Index
 Making inferences
 (inferring)
 Metaphor
 Outline
 Possessive nouns
 Prediction
 Proofread
 Quotations/quotation
 marks
 Sentence fragment
 Simile
 Subject/verb agreement
 Time order/transitional
 words
 Topic sentence
 Verb tense

5th Grade

Affixes
 Comparative
 Conjunctions
 Figurative language
 Hyperbole
 Idiom
 Implied
 Clause
 Interjections
 Introductory paragraph
 Main ideas
 Metaphor
 Narrative
 Onomatopoeia
 Oral presentation
 Personification
 Point of view
 Preposition
 Prompt
 Punctuation marks (col
 semi-colon)
 Reference source
 (interviews, almanac
 newspapers)
 Simile
 Citations
 Superlative
 Theme
 Visual image

6th Grade

Employ
 Foreign phrases
 Genre
 Hyperbole
 Imagery
 Inference
 Mnemonic devices
 Writing modes
 Multiple meanings
 Personification
 Rhyme
 Rhythm
 Point of view
 Propaganda
 Relevant
 Relevancy
 Sequential order
 Sidebars
 Simile
 Symbolism
 Text features
 Thesis statement
 Stressed/unstressed
 syllables
 Clauses

7th Grade

Interaction with texts
 Paraphrase
 Etymology
 Semantic change
 Connotation
 Denotation
 Stress
 Pitch
 Juncture
 Onomatopoeia
 Accent
 Repetition
 Foreign phrases
 Internal rhyme
 Irony
 Mood
 Foreshadowing
 Flashback
 Tone
 Inferences
 Viewpoint
 Epilogue
 Assonance
 Consonance
 Nuance
 Climax
 Double-negative

8th Grade

Allusion
 Antecedent
 Bias
 Clincher sentence
 Coherent order
 Composition
 Cross-reference
 Debate
 Derivation
 Dramatization
 Elaboration
 Facilitator (role
 identification/groups)
 Gerund
 Inferring
 Jargon
 Inductive reasoning
 Deductive reasoning
 Inflection
 Enunciation
 Rate
 Pitch
 Participles
 Persuasive writing
 Preface
 Reliability
 Sensory detail
 Shades of meaning
 Tension
 Thesis statement
 Mood/tone
 Acronyms
 Sidebars
 Footnotes
 Endnotes

9th Grade

Audience
Protagonist
Antagonist
Citation
Coherence
Diction
Drama
Elements of plot
Elements of poetry
Point of view
Etymology
Figurative language
Foreign words and phrases
Logical fallacies (e.g.,
 appeal to fear [ad
 baculum], personal
 attach [ad hominem],
 false dilemma, and
 false analogy)
Discourse
Paraphrase
Persuasive devices
Questioning
Research
Revision
Rubric
Source (e.g., primary,
 secondary, tertiary)
Style
Themes, recurring
Thesis (e.g., implied
 thesis)

10th Grade

Acronym
Ambiguity
Personal
Archetype
Connotation
Denotation
Elements of argument
Elements of design
Elements of plot
Elements of prose
Foreign words and phrases
Incongruity
Juxtaposition
Logical fallacy
Modes of discourse
Parallelism
Persuasive devices
Research
Reasoning
Rhetorical devices
Style
Shift

Decide on terms to
teach and monitor
their acquisition and
use by your ELLs



Character Traits

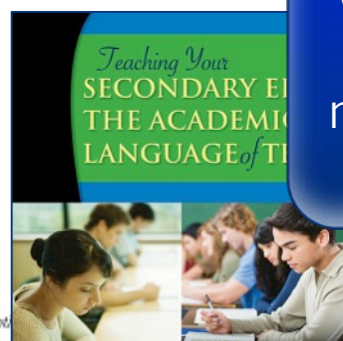
1. active	27. cheerful	53. eager	79. grouchy
2. adventurous	28. childish	54. easygoing	80. grumpy
3. affectionate	29. clever	55. efficient	81. guilty
4. afraid	30. clumsy	56. embarrassed	82. happy
5. alert	31. concerned	57. encouraging	83. harsh
6. ambitious	32. confident	58. energetic	84. hateful
7. angry	33. confused	59. evil	85. healthy
8. annoyed	34. considerate	60. excited	86. helpful
9. anxious	35. cooperative	61. expert	87. honest
10. apologetic	36. courageous	62. fair	88. hopeful
11. arrogant	37. cowardly	63. faithful	89. hopeless
12. attentive	38. cruel	64. fearless	90. humorous
13. bad	39. curious	65. fierce	91. ignorant
14. bold	40. dangerous	66. foolish	92. imaginative
15. bored	41. daring	67. fortunate	93. impatient
16. bossy	42. decisive	68. friendly	94. impolite
17. brainy	43. demanding	69. frustrated	95. inconsiderate
18. brave	44. dependable	70. funny	96. independent
19. bright	45. depressed	71. gentle	97. industrious
20. brilliant	46. determined	72. giving	98. innocent
21. busy	47. discouraged	73. glamorous	99. intelligent
22. calm	48. dishonest	74. gloomy	100. jealous
23. careful	49. disrespectful	75. good	101. kind
24. careless	50. doubtful	76. graceful	102. lazy
25. cautious	51. dull	77. grateful	103. lively
26. charming	52. dutiful	78. greedy	104. lonely

Character Traits (continued)

105. loving	124. poor	143. scared	162. talented
106. loyal	125. popular	144. secretive	163. tall
107. lucky	126. positive	145. selfish	164. thankful
108. mature	127. precise	146. serious	165. thoughtful
109. mean	128. proper	147. sharp	166. thoughtless
110. messy	129. proud	148. short	167. tired
111. miserable	130. quick	149. shy	168. tolerant
112. mysterious	131. quiet	150. silly	169. trusting
113. naughty	132. rational	151. skillful	170. trustworthy
114. nervous	133. reliable	152. sly	171. unfriendly
115. nice	134. religious	153. smart	172. unhappy
116. noisy	135. responsible	154. sneaky	173. upset
117. obedient	136. restless	155. sorry	174. useful
118. obnoxious	137. rich	156. spoiled	175. weak
119. old	138. rough	157. stingy	176. wicked
120. peaceful	139. rude	158. strange	177. wise
121. picky	140. sad	159. strict	178. worried
122. pleasant	141. safe	160. stubborn	179. wrong
123. polite	142. satisfied	161. upset	180. young

What are some words you never hear your students use?

What will you do with this list?



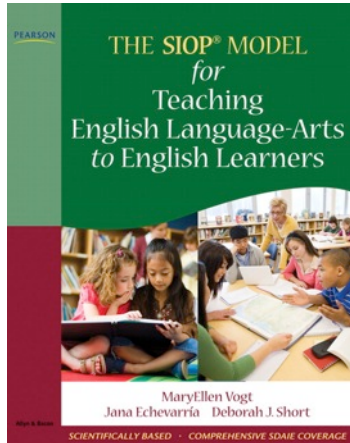
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Teaching Your Secondary ELLs the Language of Texts: Focusing on Language in English Language Arts
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SIOP ELA Guide

Unpack standards for terms

- Identify and describe the elements of plot, setting, and characters in a story, as well as the story's beginning, middle and ending. (K-2)
- Make and confirm predictions about the text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues (3-5)
- Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples (6-8)
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (9-10)



Can
You Find
10-20
Terms?

PEARSON

THE SIOP® MODEL for Teaching English Language-Arts to English Learners

Appendix C: Examples of Academic Language in English Language Arts

MaryEllen Vogt
Jana Echevarría Deborah J. Short

SCIENTIFICALLY BASED • COMPREHENSIVE SDAIE COVERAGE

Written & Oral English Language Conventions	Listening & Speaking
sentence	share information
letter names	describe
alphabet	songs
fiction	rhymes
autobiography	tell about an experience
description	ask questions
person	stay on topic
place	poems
event	stories
writing process	rhymes
prewriting	songs
drafting	give directions
revising	follow directions
complete sentence	speak clearly
incomplete sentence	retell stories
word order	describe story elements
nouns	report on a topic
verbs	
commas	
periods	
quotation marks	
capitalize	
proper nouns	

appendix c: Examples of Academic Language
in the English-Language Arts

Examples of Academic Language in the English-Language Arts (3–5)

<i>Word Analysis, Fluency, & Vocabulary Development</i>	<i>Reading Comprehension</i>	<i>Literary Response & Analysis</i>	<i>Writing Strategies</i>	<i>Writing Applications (Genres)</i>	<i>Written & Oral Language Conventions</i>	<i>Listening & Speaking</i>
word families	glossary	fairy tales	paragraph	concrete details	subjects	retell
regular multisyllabic	index	myths	topic sentence	memorable event	predicates	paraphrase words
pacing	literal information	folktales	supporting facts & details	observations	pronouns	use of appropriate props
intonation	inferred information	legends	cursive writing	recollections	adjectives	fluency
expression	modify predictions	fables	atlas	sensory details	compound words	rhythm
antonyms	main ideas in expository text	theme	encyclopedia	written response to literature	articles	pacing
synonyms	supporting details in expository text	alliteration	rubric	support judgments	past tense	speaker's opinions
homophones	problems & solutions	onomatopoeia	writing narrative	central question	present tense	verifiable facts
context clues	multiple-step written instructions	narrator	writing description	sources of information	future tense	clear diction
dictionary meanings	comprehension strategies	influence of events	writing personal letters	significant details	blends	pitch
prefix meanings	make and confirm predictions	future actions	audience	providing context	contractions	tempo
suffix meanings	prior knowledge	figurative language	purpose	literary work	compounds	tone
word origins	topic sentences	simile	introductory paragraph	writing a summary	double the consonants	elaboration
word derivations	evaluate information	metaphor	body		change ending from -y to -i	giving precise directions
word roots	fact and opinion	hyperbole	concluding paragraph		plurals	details
base words	structural patterns	personification	introductory paragraph		alphabetical order	examples
multiple meaning words	compare & contrast	characteristics of poetry	indentation		simple sentence	anecdotes
thesaurus	cause & effect	characteristics of drama	similarity & difference		compound sentence	modulation

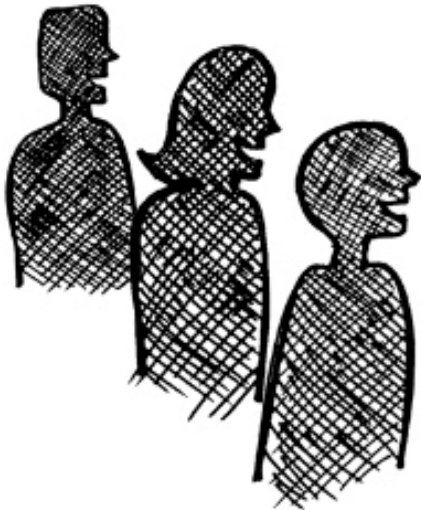
Examples of Academic Language in the English-Language Arts (6–8)

Word Analysis, Fluency, & Vocabulary Development	Reading Comprehension	Literary Response & Analysis	Writing Strategies	Writing Applications (Genres & their Characteristics)	Written & Oral Language Conventions	Listening & Speaking
figurative language	structural features of popular media	character qualities (e.g., courage or cowardice)	forms of writing (e.g., letter to editor, review, poem)	fictional narrative	modifiers	word choice
shades of meaning (e.g., <i>softly</i> & <i>quietly</i>)	compare-and-contrast organizational pattern	influence of setting	state a clear purpose	stem & leaf plot	active voice	pitch
idioms in prose/poetry	outlines	problem	visual image	plot line	infinitives	feeling
analogies in prose/poetry	logical notes	resolution	organization by categories	beginning	participles	tone
metaphors in prose/poetry	summaries	tone	spatial order	conflict	mechanics of writing	posture
similes in prose/poetry	reports	sentence structure	climactic order	rising action	dependent clauses	gesture
clarify word meanings through definition	applications (e.g., for library card, savings account)	line length	organizational features of electronic text	climax	pronoun references	mood
clarify word meanings through example	evidence for author's conclusion	punctuation	margins	denouement	hyphens	emotion
clarify word meanings through restatement	supporting citations	rhyme	tabs	point of view	dashes	select a focus
clarify word meanings through contrast	unsupported inferences	repetition	spacing	interpretations of literary work	brackets	point of view
Greek & Latin affixes	fallacious reasoning	rhythm	columns	semicolons	semicolons	vocal modulation
historical influences on English word meanings	persuasion	first-person narrative	page orientation	bases	bases	nonverbal
	propaganda	third-person narrative	consistency of ideas within & between paragraphs	affixes	affixes	sustain audience attention
	cause-and-effect organizational pattern	autobiography	effective transitions	state a clear position	parallelism	rhetorical devices
	author's argument	biography	anecdotes	relevant dialogue	written discourse	cadence

Examples of Academic Language in the English-Language Arts (9–12)

Word Analysis, Fluency, & Vocabulary Development	Reading Comprehension (focus on informational materials)	Literary Response & Analysis	Writing Strategies	Writing Applications (Genres & their Characteristics)	Written & Oral Language Conventions	Listening & Speaking
literal meanings	rhetorical devices	comedy	coherent thesis	biographical narrative	main clauses	formulate judgments
figurative meanings	public documents	tragedy	consistent tone	autobiographical narrative	subordinate clauses	media genres
denotative meanings	policy statements	drama	precise language	short story	phrases	patterns of organization
connotative meanings	speeches	dramatic monologue	action verbs	sequence of events	gerunds	chronological
connotative power of words	debates	compare & contrast genres	sensory details	sensory details	infinitives	topical
Greek myths and word meanings	platforms	interactions of main characters	appropriate modifiers	interior monologue	participial phrases	cause and effects
Roman myths and word meanings	hierarchical structures	subordinate characters	active voice	shifting perspectives	semicolons	introduction
Norse myths and word meanings	repetition	internal conflicts	passive voice	stylistic devices	colons	conclusion
etymology of terms in political science	syntax	external conflicts	research questions	ambiguity	ellipses	literary quotations
etymology of terms in history	workplace documents	motivations	research methods	nuance	hyphens	inform
Greek roots	consumer documents	relationships between characters	body of composition	complexity	parallel structure	persuade
Latin roots	public documents	character traits	supporting evidence	primary sources	subordination	classical speech forms
analogies	reasonable assertions about author's arguments	narration	scenarios	secondary sources	modifiers	credibility
	defend interpretations	dialogue	commonly held beliefs	assertions	consistency of verb tenses	validity
	clarify interpretations	soliloquy	hypotheses	appeal to logic, emotion, ethical belief	diction	relevance
	author's explicit philo- sophical assumptions	universal themes	synthesize information	personal anecdote	syntax	extemporaneous delivery

quick-share!



1 min!

When will
you teach
the
language
of
language
arts?



IMPROVING

ACADEMIC LITERACY

**Understanding the Abilities
of Entering, Emerging and
Transitioning ELLs and
How to Support Them**

The 5 ENL
Proficiency
Levels and What
Students of Each
Level of
Proficiency Can
Do; Need to
Grow



ENL Progressions

Differentiated Instruction



Entering



Emerging



Transitioning



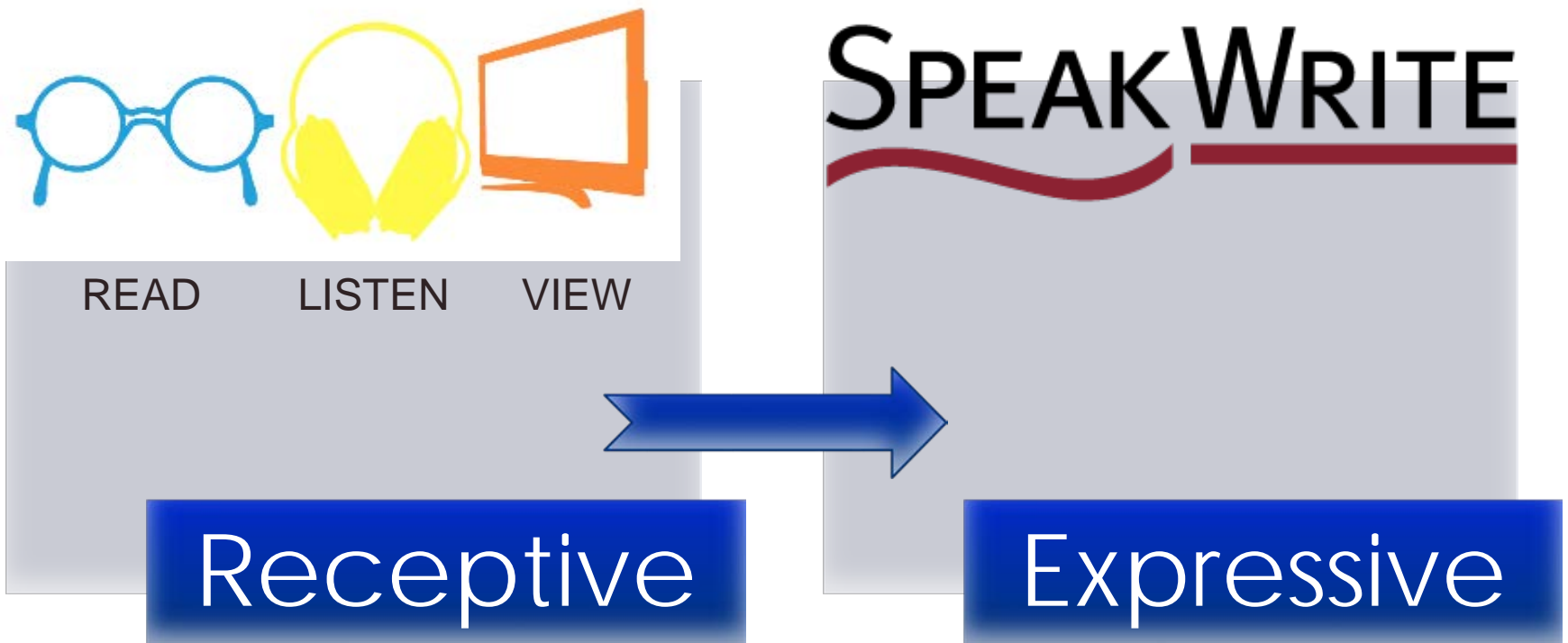
Expanding



Commanding

Amount, Complexity of Language Produced
Amount of Scaffolding Needed

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

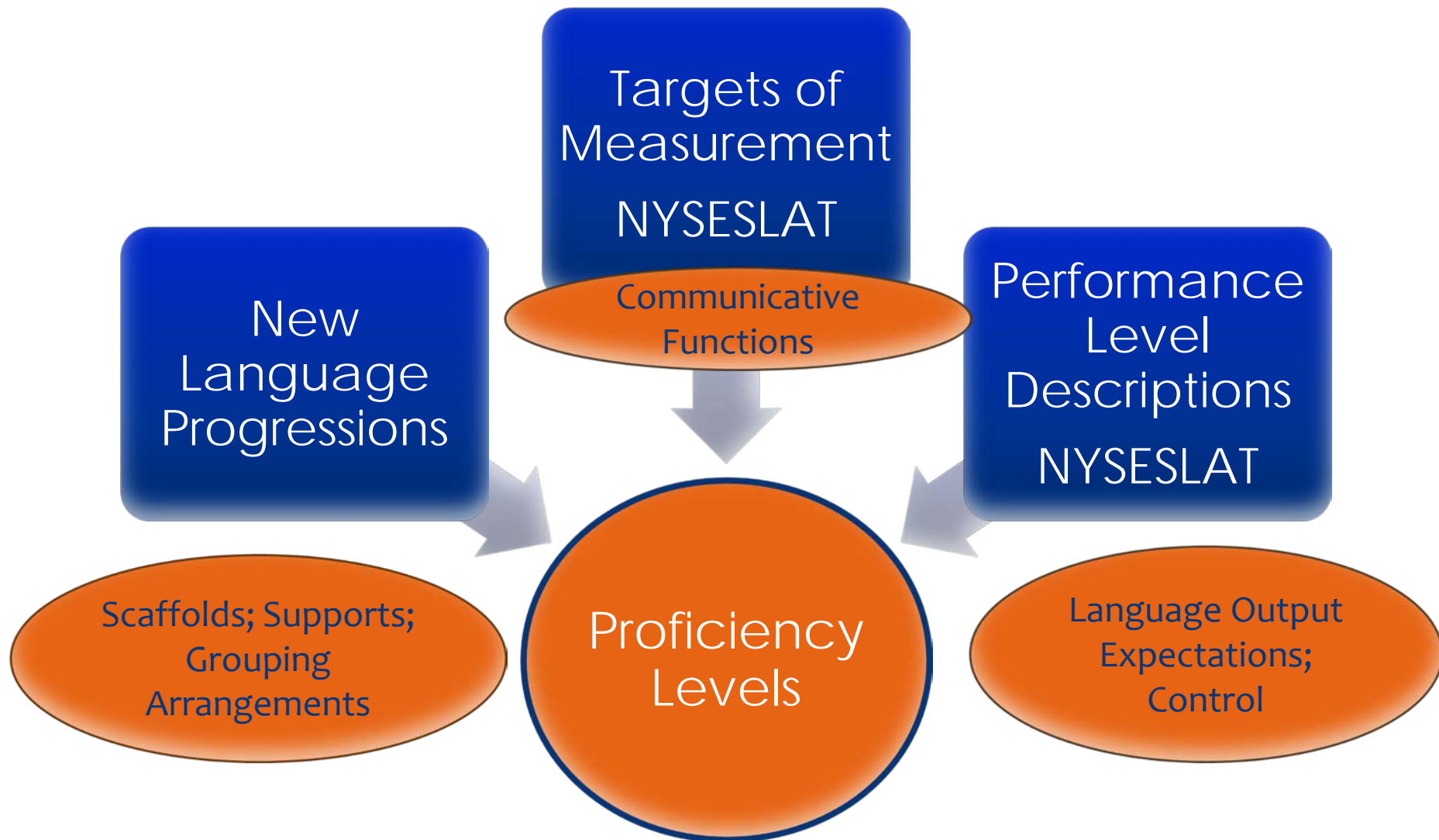


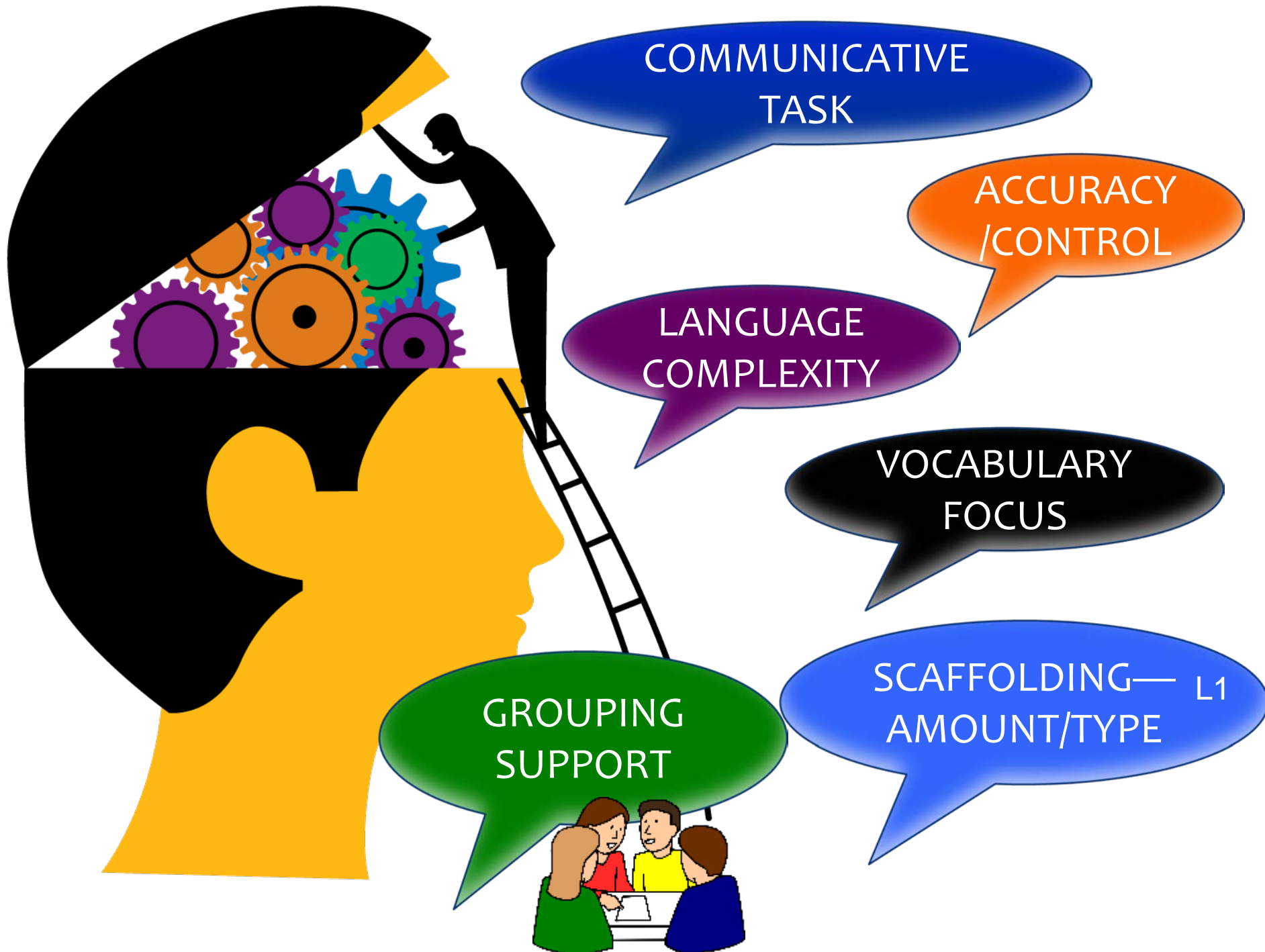
Let's Unpack the **Performance Level Descriptions** for Listening, Speaking, Reading and Writing, the **ToMs** and The **New Language Progression** Documents



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

Understanding the 5 Proficiency Levels





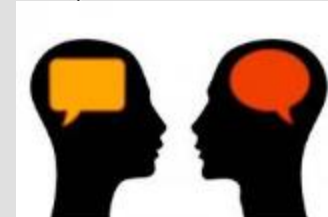
How do language expectations change for Listening?

Listening (9-12)

Integrate...narrative elements, key details, characteristics, facts, descriptors, claims, evidence, theme/solution; cause/effect, argument and support, theme or message; provide information;

Proficiency Levels	Language Expectations	Vocabulary Targets	Type of Support Scaffolds	Teaching Arrangements	Level of Support
Entering <i>Some ToMs don't apply</i>	Identify a few words Short phrases Predictable sentences (that... <i>* signal/refer to/convey information, a claim, evidence, a message, theme, key detail, sequence, connections, relationships, conclusions, opinion and reasons)</i>	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

What



* 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)

Communicate, signal, and refer to information, key details, point of view, a claim, evidence, a message, theme, sequence, connections, relationships among ideas, conclusions, cause-effect, problem-solution, opinion-reasons; development of ideas (not Entering)					
Proficiency Levels	Language Expectations	Vocabulary Targets	Type of Support Scaffolds	Teaching Arrangements	Level of Support
Entering Anchor 4 and 5 don't apply to Entering involve text structures	A few words Short phrases Predictable sentences that <u>indicate, signal, refer to information, a claim, evidence, a message, theme, etc</u>	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



How do the scaffolds and supports change for Speaking?

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, co-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>	<i>Uses a few words Short phrases Predictable sentences</i>	<i>Response may contain errors that totally obscure meaning</i>	<i>Use common Tier 1 and grade level Tier 2 words and short phrases</i>	<i>Use sentence starters with or without graphics; New and home language</i>	<i>Partnerships Teacher-led groups</i>	<i>Substantial support</i>
Emerging	<i>Uses phrases and simple sentences</i>	<i>Response may contain errors in words and structure that mostly obscure meaning</i>	<i>Use words and short phrases including common grade level Tier 2 words; Describe ideas and facts</i>	<i>Use sentence starters with or without graphics; New and home language</i>	<i>Partnerships Small groups Whole class</i>	<i>Moderate Support</i>
Transitioning	<i>Uses simple sentences and expanded sentences</i>	<i>Response may contain errors in words and structure that partially obscure meaning</i>	<i>Use words and phrases including a few grade level Tier 2 & 3 words; Describe detailed ideas and facts</i>	<i>Use word bank; graphics New and home language</i>	<i>Partnerships Small groups Whole class</i>	<i>Limited Support</i>
Expanding	<i>Uses simple, expanded or complex sentences</i>	<i>Response may contain some errors in words and structure that minimally obscure meaning</i>	<i>Use words and phrases including some grade level Tier 2 & 3 words; Describe detailed ideas and facts</i>	<i>Use previously completed graphic organizer, T chart New language</i>	<i>Partnerships Small Groups Whole Class</i>	<i>Largely Independent</i>
Commanding	<i>Uses a variety of simple, expanded and complex sentences and fluid language</i>	<i>Response contains few or no errors in word choice and structure that obscure meaning</i>	<i>Use words and phrases including grade level Tier 2 and 3 words; Offer precisely detailed descriptions</i>	<i>Use knowledge of the topic or text independently; New language</i>	<i>Small groups Whole class</i>	<i>No Support Needed</i>

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



How do 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 Some ToMs not applicable	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

Listening (5-6)

Receptive

Communicative Functions: identify, signal, refer to, provide, information, meaning of vocabulary, central ideas; details, relationships; describe concepts, points of view, events; develop narrative elements; theme or message; determine development of ideas (not Entering)

Proficiency Levels	Language Expectations	Vocabulary Targets	Type of Support Scaffolds	Teaching Arrangements	Level of Support
Entering <i>Some ToMs don't apply</i>	<i>Identify a few words Short phrases or Predictable sentences (that signal important individuals, main ideas, key details, concepts, events, points of view, message; story or topic, description, sequence, relationships, connections, conclusions, and/or evidence)</i>	<i>Determine the literal meaning of some Tier 1 words</i>	<i>Organize pre-taught words and phrases on a table or graphic organizer In new and/or home language</i>	<i>Partnerships Teacher-led small groups</i>	<i>Substantial support</i>
Emerging	<i>Identify some words, phrases or a few simple sentences (that...)</i>	<i>Determine the literal meaning of some Tier 1 and a few Tier 2 words</i>	<i>Organize pre-identified words and phrases on a (partially completed) table or graphic organizer; In new and/or home language</i>	<i>Partnerships Teacher-led small groups Small groups</i>	<i>Moderate Support</i>
Transitioning	<i>Identify most phrases, simple sentences or a few expanded or complex sentences (that...)</i>	<i>Determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words and phrases</i>	<i>Organize phrases and sentences on a (partially completed) table or graphic organizer; In new and occasionally in the home language</i>	<i>Partnerships Small groups Whole class</i>	<i>Limited Support</i>
Expanding	<i>Identify most simple and some expanded or complex sentences (that...)</i>	<i>Determine most of the literal and some of the figurative or connotative meanings of Tier 1 and 2 words & phrases</i>	<i>Organize sentences/information on a table or graphic organizer In new language</i>	<i>Partnerships Small group Whole class</i>	<i>Largely Independent</i>
Commanding	<i>Identify a variety of simple, expanded and complex sentences (that...)</i>	<i>Determine most of the literal, figurative or connotative meanings of Tier 1 & 2 words and phrases</i>	<i>Organize information on a self-created table or graphic organizer independently In new language</i>	<i>Partnerships Small group Whole class</i>	<i>No Support Needed</i>

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

Reading (5-6)					
Communicative Functions: identify, determine central ideas/information, key details, topic or theme, key narrative elements, meaning or vocabulary, evidence, conclusions; describe events, sequence of events, connections, relationships among ideas; development of ideas (not Entering)					
Proficiency Levels	Language Expectations	Vocabulary Targets	Type of Support Scaffolds	Teaching Arrangements	Level of Support
Entering <i>Some ToMs not applicable</i>	<i>Identify a few words Short phrases or Predictable sentences *(that signal important individuals, main ideas, key details, sequence, connections, evidence, etc.)</i>	<i>Determine the literal meaning of some Tier 1 words</i>	<i>Organize pre-taught words and phrases on a web; chart; graphic organizer In new or home language</i>	<i>Read aloud Partnerships Teacher-led groups</i>	<i>Substantial support</i>
Emerging	<i>Identify some words, phrases and a few simple sentences that...</i>	<i>Determine the literal meaning of some Tier 1 and a few Tier 2 words</i>	<i>Organize pre-identified words and phrases on a web; chart; graphic organizer; In new and/or home lang.</i>	<i>Read Aloud Partnerships Small groups</i>	<i>Moderate Support</i>
Transitioning	<i>Identify most phrases, simple sentences and a few expanded or complex sentences that...</i>	<i>Determine most of the literal and a few of the figurative or connotative meanings of Tier 1 & Tier 2 words</i>	<i>Organize phrases and sentences on (using a bank of phrases and short sentences or a partially completed...) web; chart; graphic organizer; In new, and occasionally, the home language</i>	<i>Read Aloud Partnerships Small groups Whole class</i>	<i>Limited Support</i>
Expanding	<i>Identify most simple or some expanded or complex sentences that...</i>	<i>Determine most of the literal and some of the figurative or connotative meanings of Tier 1 & 2 words</i>	<i>Organize sentences/information on a web; chart; graphic organizer after teacher modeling (or with prompting and support-e.g. glossary) In new language</i>	<i>Partnership Small group Whole Class</i>	<i>Largely Independent</i>
Commanding	<i>Identify variety of simple, expanded and complex sentences that...</i>	<i>Determine most of the literal, figurative or connotative meanings of Tier 1 & 2 words</i>	<i>Organize information on a self-created web; chart; graphic organizer, independently; In new language</i>	<i>Partnership Small Group Whole Class</i>	<i>No Support Needed</i>

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

Speaking (5-6)

Communicative Functions: participate in/contribute to discussions, discuss a topic or text, ask questions, describe a character, provide information on a topic or text, describe/convey details, narrate/retell a story or process in sequence, analyze a topic or text, provide an opinion, express feelings

Proficiency Levels	Language Expectations	Errors	Type of Support Scaffolds	Teaching Arrangements	Level of Support
Entering <i>Some ToMs not applicable</i>	<i>Uses a few words, Short phrases or Predictable sentences</i>	<i>Response may contain errors that totally obscure meaning</i>	<i>Use pre-taught words and phrases to complete sentence starters; In new and home language</i>	<i>Partnerships Teacher-led small groups</i>	<i>Substantial support</i>
Emerging	<i>Uses phrases and simple sentences</i>	<i>Response may contain errors in words and structure that mostly obscure meaning</i>	<i>Use pre-identified words and phrases to complete sentence starters; In new and home language</i>	<i>Partnerships Small groups</i>	<i>Moderate Support</i>
Transitioning	<i>Uses simple sentences and expanded sentences</i>	<i>Response may contain errors in words and structure that partially obscure meaning</i>	<i>Use word bank; graphics In new and occasionally in the home language</i>	<i>Partnerships Small groups Whole class</i>	<i>Limited Support</i>
Expanding	<i>Uses simple, expanded or complex sentences</i>	<i>Response may contain some errors in words and structure that minimally obscure meaning</i>	<i>Use previously completed graphic organizer In new language</i>	<i>Partnerships Small Groups Whole Class</i>	<i>Largely Independent</i>
Commanding	<i>Uses a variety of simple, expanded and complex sentences and fluid language</i>	<i>Response contains few or no errors in word choice and structure that obscure meaning</i>	<i>Use knowledge of the topic, text or issue, independently; In new language</i>	<i>Partnerships Small groups Whole class</i>	<i>No Support Needed</i>

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

Writing (5-6)

Expressive

Communicative Functions: structure thoughts and ideas; create and structure written text, adapt vocabulary; organize and describe detailed ideas and facts; provide closure; create a narrative; refer to characters, story details and events, write about topics, precisely state and link ideas, provide support.

Proficiency Levels	Language Expectations	Errors	Organization	Vocabulary Targets	Type of Support Scaffolds	Teaching Arrangements	Level of Support
Entering Some ToMs not applicable	Words or Short phrases	Writing includes numerous errors; errors may totally obscure meaning	Writing lacks orientation, development of ideas or closure	Use the most common Tier 1 words and predictable phrases; Describe ideas or facts	Use pre-taught words and phrases* to complete a cloze paragraph; New or home lang.	Partnerships Teacher-led groups	Substantial support
Emerging	Words, phrases and simple sentences	Writing includes frequent errors; errors may obscure meaning	Writing includes basic orientation, development of ideas using transitions or closure	Use words and phrases including Tier 1 and common grade level Tier 2 words; Describe ideas or facts	Use pre-identified words and phrases to write two or more paragraphs; In the new and/or home language	Partnerships Small groups	Moderate Support
Transitioning	Phrases, simple sentences & occasionally expanded and/or complex sentences	Writing includes occasional errors; errors may obscure meaning	Writing includes limited orientation, development of ideas using transitions and/or closure	Use words and phrases including Tier 1 and a few grade level Tier 2 words; Describe detailed ideas and facts	Use previously completed graphic organizer & word bank to write a short essay; New & occasionally in home language	Partnerships Small groups Whole class	Limited Support
Expanding	Simple, expanded and/or complex sentences	Writing includes occasional errors; errors do not obscure meaning	Writing includes partial orientation, development of ideas using transitions, and closure	Use words and phrases including Tier 1 and grade level Tier 2 words; Describe detailed ideas and facts	Use previously completed graphic organizer & a teacher-provided model to write an essay; New lang.	Partnerships Small groups	Largely Independent
Commanding	A variety of simple, expanded and complex sentences	Writing may include infrequent errors; errors do not obscure meaning	Writing includes sufficient orientation, logical development of ideas using transitions, and closure	Use words and phrases including Tier 1 and grade level Tier 2 words; Describe precisely detailed ideas and facts	Use knowledge of the text/topic independently to write a multiple-paragraph essay; New language	Partnerships Small groups Independently	No Support Needed

*including previously taught transitional words, phrases & clauses for Level 3 + up

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:		

Fill in the Chart
With Your Partner
for Speaking:
Person A: Fill in
Expectations
Person B: Fill in
Scaffolding and
Support
Then Share!



Ways In with Grade Level
Literature: A Model
Secondary Unit—A Doll's
House and
Susan B. Anthony

WHERE
DO I
START



The process
is the same
irrespective
of the unit

Notice the
steps you
should
follow and
the kinds of
activities
you need to
include

DO GENERALIZE!

We will follow a process with this
unit that can be implemented
with any unit to adapt it for
Entering, Emerging and
Transitioning ELLs

Many other
activities in
original unit

UNIT TWO

"Is It a Crime for a U.S. Citizen to Vote?"



Secondary Curricular Units for New York City Department of Education

PREPARED BY:

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1000 Thomas Jefferson St. NW, Suite 200
Washington, DC 20007-3835

PREPARED FOR:

New York City Department of Education
Office of English Language Learners

June 2014

Center for English Language Learners, American Institutes for Research
Secondary Curricular Units for New York City Department of Education
June 2014

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<http://schools.nyc.gov/Academics/ELL/EducatorResources/Literacy+Units+and+Lesson+Plans.htm>

HS ELL Unit's Goals:

- Work Towards Specific Standards
- Enhance Background Knowledge
- Acquire Vocabulary
- Read for Key Ideas and Details
- Annotate the Text for key Ideas and Details
- Revisit Text for Craft and Structure
- Develop Language
- Build Listening and Speaking Skills
- Prepare to Write
- Write for a Purpose



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Steps in Planning the Unit

Modifications for Emerging and Transitioning Students

- Study the Unit to Determine the
 - Text Type (Speech; Play, Novel, etc.)
 - Main Objectives and Standards
 - Guiding Questions
 - Primary Skills (vocabulary development, reading for key ideas & details; annotating the text; determining author's purpose; identifying support used for arguments made; comparing two texts)
- Use L1 materials and level-appropriate L2 materials to accomplish the same objectives; practice the same skills



NYS Next Generation LEARNING STANDARDS

English Language Arts Learning Standards



ELA Standards Highlighted in This Unit

9th-10th Grade Reading Standards (Literary and Informational Text)

Key Ideas and Details 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)

Craft and Structure 9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL)

ELA Unit Standards Continued

Text Types and Purposes

9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, reasons and evidence.

9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns

9-10W1c: Use precise language and content specific vocabulary to express the appropriate complexity of the topic.

9-10W1d: Use appropriate and valid transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.

9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented.

9-10W1f: Maintain a style and tone appropriate to the writing task.

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.



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.

Gr. 7 & 11 NYS; US History and Government

4

UNIT 4: A Nation Grows: Expansion and Reform 1800-1860

MARCH – APRIL

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

7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts. (Standards 1, 5)

Second Great Awakening

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 figures (Sojourner Truth, Elizabeth Cady Stanton, Matilda Joselyn Gage, and Susan B. Anthony)

19th century reform movements
education
prisons
temperance
mental health care

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)



New York City
K-8

Social Studies
Scope &
Sequence

2014-2015



New York City
9-12

Social Studies
Scope & Sequence

2014-2015



Focus of Unit: Guiding Question— Is it a crime for citizens to vote?

Speech
on pages
125-127

- Vocabulary Development (Word Meaning)
- Close Reading for Key Ideas and Details
- Annotating for Key Ideas and Details
- Determining Purpose (of Speech)
- How She Supports Her Argument (Documents She Uses)
- Unpacking Quotes; Lines from Her Speech
- Author's Craft: Word Choice for Effect
- Comparing 2 Texts on Women's Rights (Poster and Speech)

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
 - Rewordify to Simplify the Text; Or Find Simplified Versions
 - Original Text Excerpts with Close Reading
 - Audio-Video Versions (L1; L2)



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

Adjacent
Proficiency
Pairs are Best

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:						



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						

Building Background in L1



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



Global Perspectives

Building Background in L1

<https://www.youtube.com/watch?v=lgm-FPSF0U8&t=2s>

Estadounidenses asombrosos:

Susan B. Anthony



Lexile 500
GRL = N

Home
Language

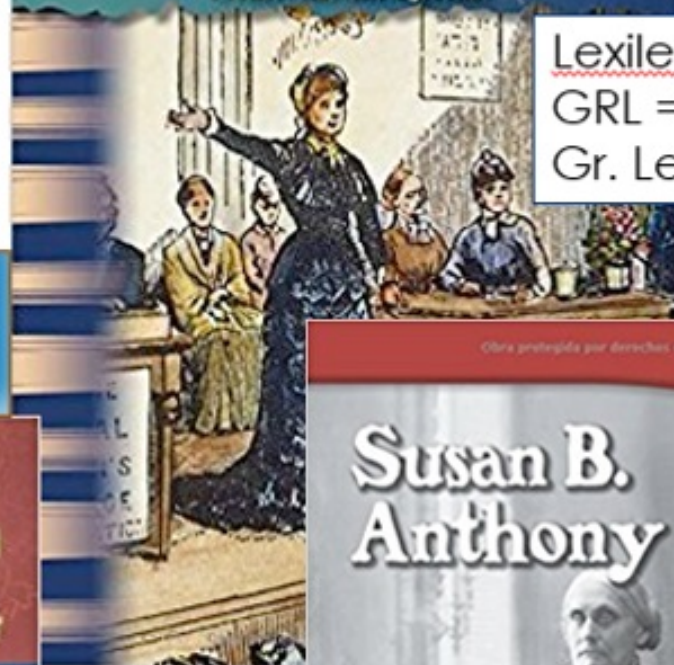


En la época de...
**Susan B. Anthony y el
movimiento por los
derechos de la mujer**



Lexile 620
GRL = O
Gr. Level 4.1

**Susan B. Anthony y
Elizabeth Cady Stanton**
Primeras sufragistas



Lexile 680
GRL = P
Gr. Level 4.0

Obra protegida por derechos de autor

TIME
FOR KIDS

**Susan B.
Anthony**

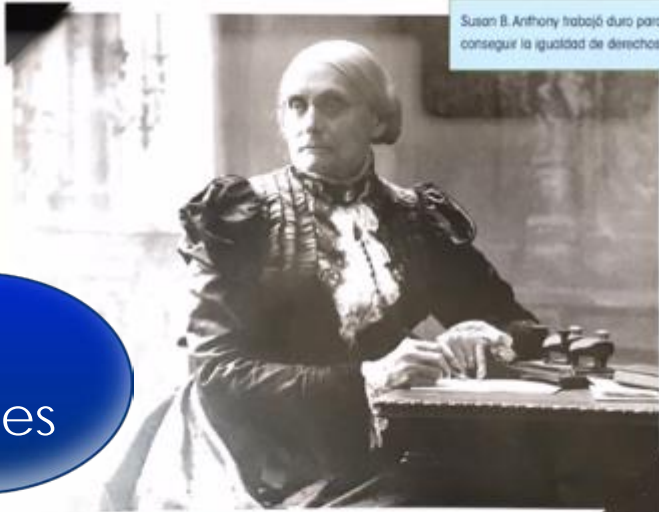


Lexile 690
GRL = M
DRA 28
Gr. Level 4.0

Dona Herweck

Obra protegida por derechos de autor

En el siglo XIX, las mujeres no tenían los mismos derechos que los hombres. Las mujeres querían tener los mismos derechos. Se unieron y comenzaron el **movimiento por los derechos de la mujer**, para conseguir la **igualdad de derechos**. Susan B. Anthony ayudó a liderar el movimiento por los derechos de la mujer.



Susan B. Anthony trabajó duro para conseguir la igualdad de derechos.

27
pages

5

En la época de...
**Susan B. Anthony y el
movimiento por los
derechos de la mujer**



Lexile 620
GRL = O
Gr. Level 4.1

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 280L

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/Transitioning

Go higher
if possible

A System of
Overlapping
Lexiles

Susan B. Anthony
Fighter for Women's Rights

Lexile 530
GRL = J/K
Gr. Level 3.1

Note Leveling
Systems
Inconsistencies

Susan B. Anthony

Lexile 690
GRL M
Gr. Level 2.9
In Spanish Also

Susan B. Anthony

Lexile 530
GRL = O
Gr. Level 2.6

SUSAN B. ANTHONY
PIONEERING LEADER OF THE
WOMEN'S RIGHTS MOVEMENT

Lexile 780
Gr. Level 5.4

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

Stair-Step Books

Scaffolding for Text Complexity

introducing background knowledge

immersing students in more complex language exposure and usage that makes a difference in their ability to access knowledge

engaging students with carefully selected or constructed graphic organizers that make the structure of the text visible

modeling how to interpret the meaning of texts that use more complex approaches, like satire or rhetorical argument

engaging pairs or teams of students with more challenging texts as “buddies” and giving them opportunities to reflect on those texts through discussions with each other or through “buddy” journals

making 20 percent of their class reading “stretch” texts that help them reach beyond their reading level

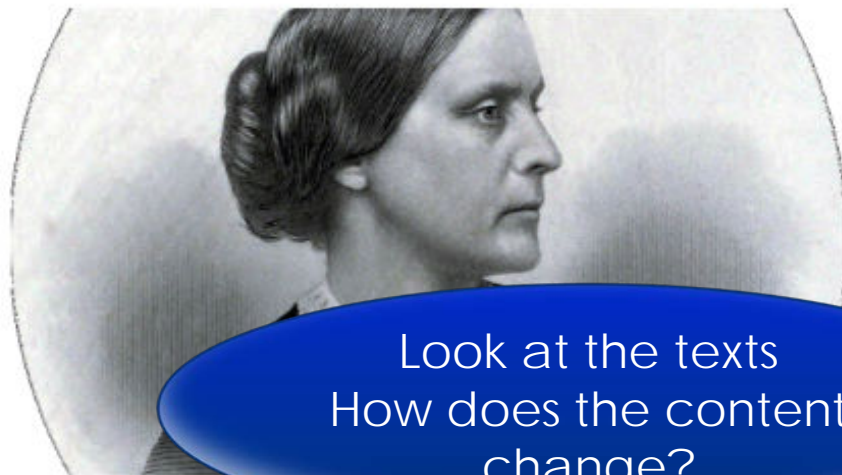


- Read
- Reread
- Recycle Vocabulary and Concepts Across Books, Articles, Multimedia
- Expand Knowledge and Practice Skills



Women Leaders: Susan B. Anthony

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



Look at the texts
How does the content
change?

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 people who were not treated fairly. She did not like that some were not treated fairly. She said slavery was wrong.

Women Leaders: Susan B. Anthony

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



How does the language
change? Sentence
Length? Complexity?

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 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 Adams. She returned home to help her family by taking a job as a teacher. In the 1840s the Anthonys began working to help end slavery. Their farm became a meeting place for famous people as Frederick Douglass, who also wanted slavery to stop.

Women Leaders: Susan B. Anthony

By Biography.com Editors and A+E Networks, adapted by Newsela staff on 07.25.16
Word Count 653



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: Born in 1820, Susan B. Anthony was raised in a Quaker home and worked as teacher. She partnered with Elizabeth Cady Stanton to speak out against slavery and for woman's right to vote. A dedicated writer, Anthony also spoke to large audiences across the country. Anthony died on March 13, 1906, at age 86.

Early Life

Susan Brownell Anthony was born February 15, 1820, in Adams, Massachusetts. Anthony was the second-oldest of eight children to a cotton mill owner and his wife. Growing up, she developed a strong sense of right and wrong. She would go on to spend much of her life working on social causes.

Her father's business failed in the late 1830s. Anthony returned home from Philadelphia to help her family, and found work as a teacher. In the mid-1840s, the Anthonys became abolitionists. Abolitionists fought to end slavery. The family farm was a meeting place for such famed abolitionists as Frederick Douglass.

Women Leaders: Susan B. Anthony

By Biography.com Editors and A+E Networks, adapted by Newsela staff on 07.25.16
Word Count 793



Bio

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: Born in 1820, Susan B. Anthony was raised in a Quaker household and worked as a teacher. Anthony partnered with Elizabeth Cady Stanton to become a leading figure in the abolitionist and women's voting rights movements. Anthony would eventually lead the National American Woman Suffrage Association. A dedicated writer, Anthony spoke to large audiences in almost every state in the union. Anthony died on March 13, 1906. She was 86.

Early Life

Susan Brownell Anthony was born on February 15, 1820, in Adams, Massachusetts, and grew up in a Quaker family. Quakers were Christians dedicated to peaceful principals. She developed strong moral values early on, and spent much of her life working on social causes. Anthony was the second-oldest of eight children to a local cotton mill owner and his wife. Only six of the Anthony children lived to be adults.

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:

REWORDIFY

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, 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.

What Does "Rewordify" do to text?

Friends and fellow **people (who lawfully live in a country, state, etc.):** I stand before you tonight under **accusation (of a crime)** for the **possible** crime of having voted at the last presidential election, without having a lawful right to vote. It **will** be my work this evening to prove to you that in **this way** voting, I not only **did/done/performed** no crime, but, instead, simply exercised my **person (who lawfully lives in a country, state, etc.)'s rights, (promised that something will definitely happen or that something will definitely work as described)** to me and all United States **people (who lawfully live in a country, state, etc.)** by the National Constitution, beyond the power of any state to deny.

The **(statement at the beginning of a larger written work)** of the Federal Constitution says: "We, the people of the United States, in order to form a more perfect union, **(set up a fair court system),** insure domestic **peace and calmness,** provide for the common defense, **(help increase/show in a good way)** the general welfare, and **get** the blessings of **freedom** to ourselves and our **future people/the future,** do **(officially make or order)** and establish this Constitution for the United States of America."

It was we, the people; not we, the white male **people (who lawfully live in a country, state, etc.);** nor yet we, the male **people (who lawfully live in a country, state, etc.);** but we, the whole people, who formed the Union. And we formed it, not to give the blessings of **freedom,** but to secure them; not to the half of ourselves and the half of our **future people/the future,** but to the whole people - women as well as men. And it is a **complete(ly) joke/(making fun of something)** to talk to women of their enjoyment of the blessings of **freedom** while they are denied the use of the only means of securing them **given 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

REWORDIFY

[Rewordified text](#)[Stats](#)[Share](#)[Print / Learning activities](#)[Parts of speech](#)

What do
you like?
Not like
about
Rewordify?

For any state to make sex a qualification that must ever result in the (ending or taking away the ability to vote) of one whole half of the people, is to pass a (judgment of someone as guilty without a trial), or, an (a law that affects what happened before it was made a law) law, and is therefore a violation of the (most powerful/better than anyone or anything else) law of the land. By it the blessings of freedom are forever held back from women and their female future people/the future.

To them this government has no just powers came/coming from the permission of (the people who elected politicians to represent them). To them this government is not a (system or country where leaders are chosen by votes). It is not a republic. It is a terrible/highly offensive (rich and powerful group of people); a hateful (the total rule of something by a small group of people) of sex; the most hateful (rich and powerful group of people) ever established on the face of the globe; a (the total rule of something by a small group of people) of wealth, where the rich govern the poor. A (the total rule of something by a small group of people) of learning, where the educated govern the (having no knowledge), or even a (the total rule of something by a small group of people) of race, where the Saxon rules the African, might be lasted through/tolerated; but this (the total rule of something by a small group of people) of sex, which makes father, brothers, husband, sons, the rich, powerful people over the mother and sisters, the wife and daughters, of every household - which (officially makes or orders) all men sovereigns, all women subjects, carries disagreement, disagreement, and fighting against authority into every home of the nation.

Webster, Worcester, and Bouvier all define a person (who lawfully lives in a country, state, etc.) 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 people? And I hardly believe any of our fighters (against someone or something) will have the courage/boldness to say they are not. Being people, then, women are people (who lawfully live in a country, state, etc.); and no state has a right to make any law, or to enforce any old law, that will shorten their privileges or (protections from harm/protections from disease). Hence, every (unfair treatment based on skin color, age, etc.) against women in the constitutions and laws of the (more than two, but not a lot of) states is today null and void, exactly as is every one against Negroes.

Susan B. Anthony - 1873

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.



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)

SEE NEXT SLIDE

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 ejercí 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 demócrata-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

To Mirror the Version in the Unit

Appendix A.

"Is It a Crime for a Citizen of the United States to Vote?"

TEACHER PREPARATION: Insert section of text below. Then, select words to be glossed **boldface** them in the text. Provide definitions for the words to the right of the text. Next, select words that students will define and underline them in the text below.

1 Friends and Fellow-citizens: I stand before you to-night, under indictment for the alle
2 crime of having voted at the last Presidential election, without having a lawful right to
3 vote. It shall be my work this evening to prove to you that in thus voting, I not only
4 committed no crime, but, instead, simply exercised my citizen's right, guaranteed to r
5 and all United States citizens by the National Constitution, beyond the power of any
6 State to deny.

7 Our democratic-republican government is based on the idea of the natural right of ev
8 individual member thereof to a voice and a vote in making and executing the laws. W
9 assert the province of government to be to secure the people in the enjoyment of their
10 unalienable rights. We throw to the winds the old dogma that governments can give
11 rights. Before governments were organized, no one denies that each individual
12 possessed the right to protect his own life, liberty and property. And when 100 or
13 1,000,000 people enter into a free government, they do not barter away their natural
14 rights; they simply pledge themselves to protect each other in the enjoyment of them,
15 through prescribed judicial and legislative tribunals. They agree to abandon the meth
16 of brute force in the adjustment of their differences, and adopt those of civilization.

17 Nor can you find a word in any of the grand documents left us by the fathers that
18 assumes for government the power to create or to confer rights. The Declaration of
19 Independence, the United States Constitution, the constitutions of the several states a
20 the organic laws of the territories, all alike propose to protect the people in the exercis
21 of their God-given rights. Not one of them pretends to bestow rights.

22 "All men are created equal, and endowed by their Creator with certain unalienable
23 rights. Among these are life, liberty and the pursuit of happiness. That to secure these
24 governments are instituted among men, deriving their just powers from the consent c
25 the governed."

26 Here is no shadow of government authority over rights, nor exclusion of any from the
27 full and equal enjoyment. Here is pronounced the right of all men, and "consequently
28 as the Quaker preacher said, "of all women," to a voice in the government. And here,
29 this very first paragraph of the declaration, is the assertion of the natural right of all to
30 the ballot; for, how can "the consent of the governed" be given, if the right to vote be
31 denied. Again:

32 "That whenever any form of government becomes destructive of these ends, it is the
33 right of the people to alter or abolish it, and to institute a new government, laying its
34 foundations on such principles, and organizing its powers in such forms as to them shall
35 seem most likely to effect their safety and happiness."

36 Surely, the right of the whole people to vote is here clearly implied. For however
37 destructive in their happiness this government might become, a disfranchised class
38 could neither alter nor abolish it, nor institute a new one, except by the old brute force
39 method of insurrection and rebellion.

40 One-half of the people of this nation to-day are utterly powerless to blot from the statute
41 books an unjust law, or to write there a new and a just one. The women, dissatisfied as
42 they are with this form of government, that enforces taxation without representation,-
43 that compels them to obey laws to which they have never given their consent, -that
44 imprisons and hangs them without a trial by a jury of their peers, that robs them, in
45 marriage, of the custody of their own persons, wages and children,-are this half of the
46 people left wholly at the mercy of the other half, in direct violation of the spirit and letter
47 of the declarations of the framers of this government, every one of which was based on
48 the immutable principle of equal rights to all. By those declarations, kings, priests,
49 popes, aristocrats, were all alike dethroned, and placed on a common level politically,
50 with the lowliest born subject or serf. By them [these individuals] were deprived of their
51 divine right to rule [me], and placed on a political level with women. By the practice of
52 those declarations all class and caste distinction will be abolished; and slave, serf,
53 plebeian, wife, woman, all alike, bound from their subject position to the proud platform
54 of equality.

55 The preamble of the federal constitution says:

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

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

68 What, I ask you, is the distinctive difference between the inhabitants of a monarchical

69 and those of a republican form of government, save that in the monarchical the people
 70 are subjects, helpless, powerless, bound to obey laws made by superiors-while in the
 71 republican, the people are citizens, individual sovereigns, all clothed with equal power,
 72 to make and unmake both their laws and law makers, and the moment you deprive a
 73 person of his right to a voice in the government, you degrade him from the status of a
 74 citizen of the republic, to that of a subject, and it matters very little to him whether his
 75 monarch be an individual tyrant, as is the Czar of Russia, or a 15,000,000 headed
 76 monster, as here in the United States; he is a powerless subject, serf or slave; not a free
 77 and independent citizen in any sense...

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

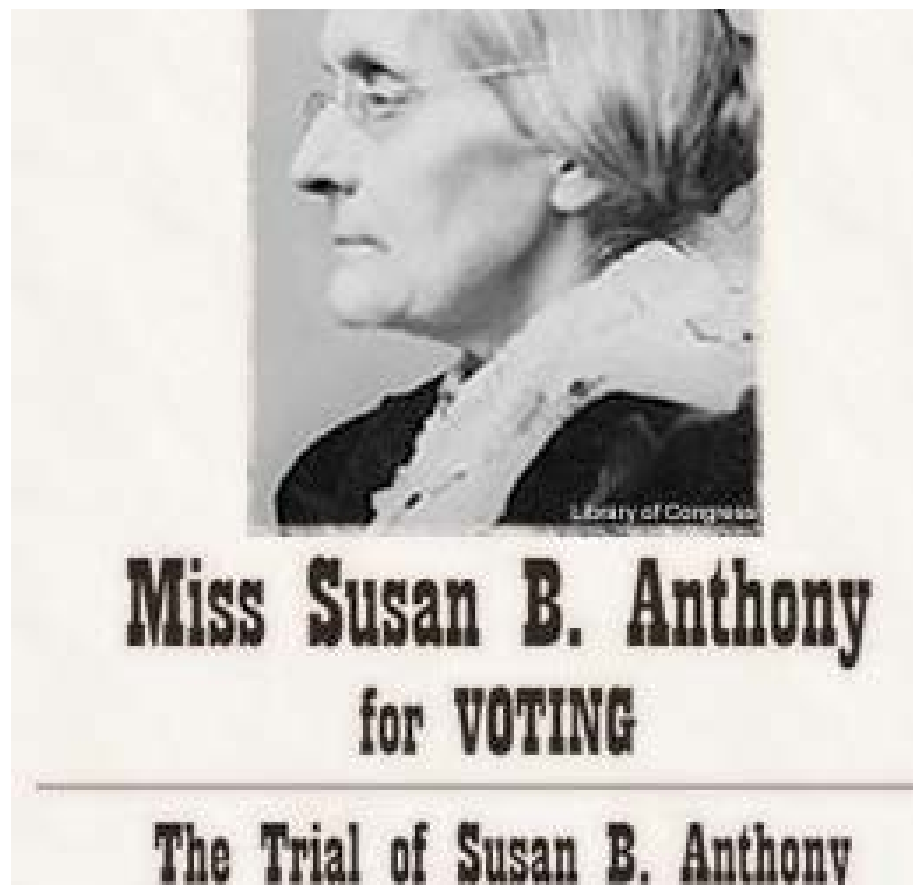
84 Is the right to vote one of the privileges or immunities of citizens? [It is] the one without
 85 which all the others are nothing.

Allows for close reading exercises

- Interpreting Quotes; Studying Lines from the Speech
- Determining Word/Phrase Meaning
- Studying Word Choice
- Appreciating How She Builds her Argument

Read Along with Recorded Version of Speech

<https://www.youtube.com/watch?v=T57dwhJBtts>



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 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 any power to stop this.

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

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 duty this evening to prove to you that by voting, I committed no crime. I simply exercised my rights. These are the rights guaranteed to me and all United States citizens by the Constitution. No state has any power to deny these rights. The National Constitution says:

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. These rights are beyond the power of any state to deny.

The preamble of the Federal Constitution says:

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 preamble of the Federal Constitution says:



The background features a stylized illustration of two human profiles in light orange, facing each other. Between their mouths are three pink, cone-shaped sound waves pointing towards the center. In the center, there are three light blue, concentric, semi-circular sound waves. On the right side, there is a vertical bar with a dark blue top and bottom section and a greyish-blue middle section.

Techniques for Promoting Academic Listening

<https://www.youtube.com/watch?v=WjeiG18i8wM>

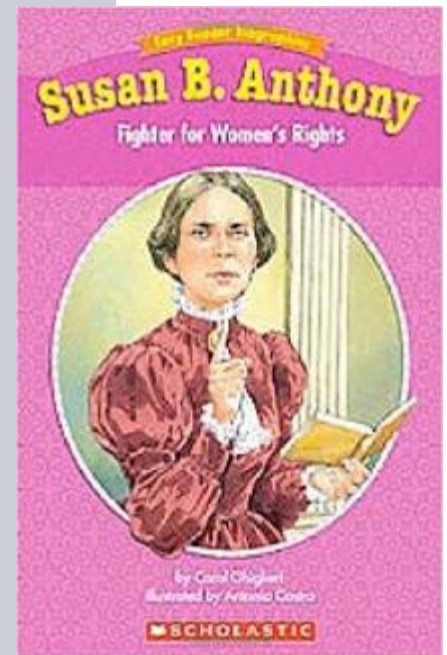
Focused Viewing Activity

Name 3 things
women
couldn't do

In 1872 what
did Susan and
100 other
women do?

In what year
did Women win
the right to
vote? Was
Susan alive?

Focused
Viewing



READY
TO TRY?
➔

--

--

--

As you listen, create
three questions for
Entering, Emerging,
Transitioning ELLs that
can be answered from
the video

Focused
Viewing

<https://www.youtube.com/watch?v=23O02q0JgKw>



Content Vocabulary

Alphaboxes

Topic _____

Color Code: Verbs,
Nouns, Descriptors

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P			S	T
U	How can you provide practice?			Y/Z

Accuse

Activist

Arrest

Crime

Demand

Equal Rights

Equality

Fairness

Fine (n and v)

Rights

Speech

Suffrage/Suffragist

Vote

Women's Rights

Multiple Meaning Words (skill of unit)

Word	Meaning 1	Meaning 2
right	correct That's the <u>right</u> answer.	Entitlement; privilege I have the <u>right</u> to vote.
class		
subject		
fine		
state		
fair		
ruler		




Vocabulary Notebook

125

Vocabulary Notebook

Academic Vocabulary Notebook Format

Word resolve	Pronunciation re • sólve	Part of Speech verb (action word)
Word Family	Word Meaning	Image(s)
<p>Noun: <i>resolution</i></p> <p>Verb: <i>resolve</i></p> <p>Adjective: <i>resolved</i></p> <p>Adverb:</p>	<p>Synonym/Close Word: <i>fix</i></p> <p>Antonym/Close Word: <i>give up</i></p> <p>Spanish Cognate: <i>resolver, resolución</i></p> <p>Definition: <i>to find an answer to a problem or a way of dealing with it</i></p> <p>In-Class Examples:</p> <p>✱ ways to resolve the graffiti problem in town:</p> <ul style="list-style-type: none"> ✓ having stronger consequences ✓ forming neighborhood watch groups ✓ creating free spaces for art 	<p>Picture/Drawing: <i>graffiti: a problem our town needs to resolve</i></p>  <p>Ways it is commonly used:</p> <p>to resolve a problem a crisis a conflict</p> <p>to find a resolution to a problem a conflict</p>
<p>In-Class Oral Practice:</p> <p>Our town could _____ the graffiti problem by _____.</p> <p>Our school needs a _____ for the _____ problem.</p>		
<p>Homework Written Practice:</p> <p>When a student has a problem at school with another student, our principal wants them to _____ the situation without _____ or _____.</p>		
<p>My Original Sentence:</p>		

(Kate Kinsella, 2/07)

New Word and
Illustration

Pronunciation

Definition in Your
Own Words

Sentence and/or
Connections



What can you do to
make sure a
Vocabulary
Notebook leads to
acquisition and
usage?

© 2005

Arts
this page.

Speaking Activities for Language Practice & to Build Confidence



Leveled 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>

Make leveled questions for Emerging and Transitioning Students Using this Text Excerpt

Lexile 780
Gr. Level 5.4

CHAPTER FOUR

LETTING WOMEN VOTE



In 1866, Anthony, Stanton, and Lucretia Mott joined a new group called the American Equal Rights Association (AERA). Their goal was to win the right to vote for African Americans and women.

Anthony and others promoted voting rights throughout the country. In this 1870 image, she and another suffragist walk onstage in Ohio to speak.

Quick Fact

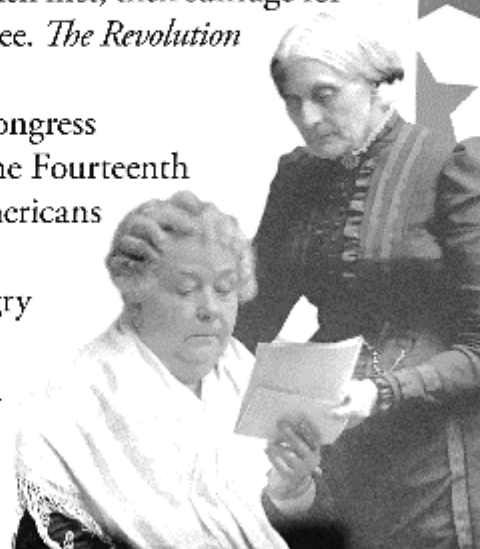
In 1867, Anthony and other AERA members traveled to Kansas to try and win the right to vote for both African Americans and women. Despite their efforts, Kansas voted against both state amendments.

LETTING WOMEN VOTE

The Revolution

In January 1868, Anthony and Stanton began to print a newspaper about women's rights. It was called *The Revolution*. Stanton edited the newspaper's stories. After the Civil War, many suffragists thought they should fight for suffrage for African American men first, then suffrage for all women. Anthony did not agree. *The Revolution* supported women's suffrage.

Later in 1868, the U.S. Congress passed another amendment. The Fourteenth Amendment made African Americans citizens of the United States. Anthony and Stanton were angry that women's rights were being ignored. They asked the AERA to support an amendment for women's suffrage, but that did not happen.



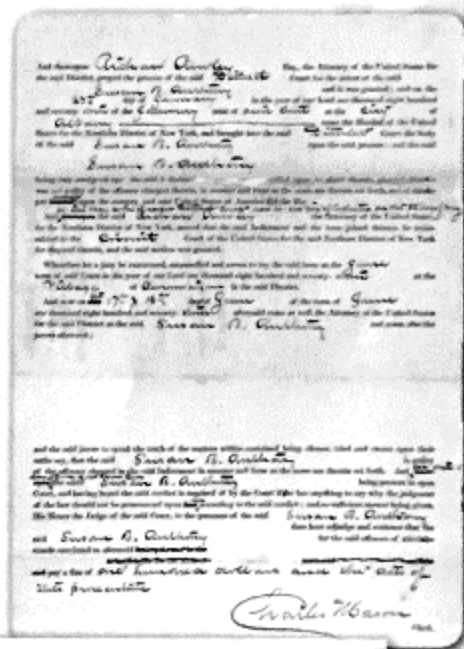
Stanton and Anthony worked together for a long time and grew to become close friends.

LETTING WOMEN VOTE

Attempt to Vote

In 1870, the Fifteenth Amendment gave African American men the right to vote. It said that citizens could not be prevented from voting because of their race or color. However, it did not mention women's rights. Most states still did not let women vote.

Anthony and other members of the NWSA were upset. The passage of the Fifteenth Amendment should have meant they could vote, too. Anthony and other NWSA members encouraged women to try to vote in the 1872 election for president. When Anthony voted in the election, she was arrested. She was found guilty and told to pay a fine. She never paid it.



Pictured is the warrant for Susan B. Anthony's arrest for voting in the 1872 presidential election.

CHAPTER FIVE

"FAILURE IS IMPOSSIBLE!"



This 1892 photograph shows the members of the National Woman Suffrage Association, including Susan B. Anthony.

Anthony began to travel. She went to different states to promote women's suffrage. Western states and territories were more open to her ideas. They saw women's suffrage as a way to get more women to move there and have families. In 1869, the territory of Wyoming gave women the right to vote. Utah followed in 1870, but many other states and

territories refused to do the same.

Use
Key
Vocab-
ulary

Retelling/Reporting Back

- What Susan B. Anthony Did
- What Susan B. Anthony Said
- What Susan B. Anthony Used as Her Arguments in Her Speech
- A Favorite Line/Quote From Her Speech



Agree
Disagree

Talk Moves

Revoicing

Apply
Own
Reasoning

Restating

<https://www.teachingchannel.org/videos/developing-communication-skills>

5th grade Soc. St.-1:36 mins.

<https://www.teachingchannel.org/videos/teaching-ells-to-participate-in-discussions-ousd>

8th grade ELA-2:35 mins.

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!

Leads to
Argumentative
Writing

Opinionnaire

AGREE or DISAGREE:

_____ In a free society, all people living in the country should have the same right to vote, whether a legal resident or not.

Your reason:

_____ Since women can vote, they should serve in the military.

Your reason:

_____ Women have attained equality and there is no further need to fight for women's rights.

Your reason:

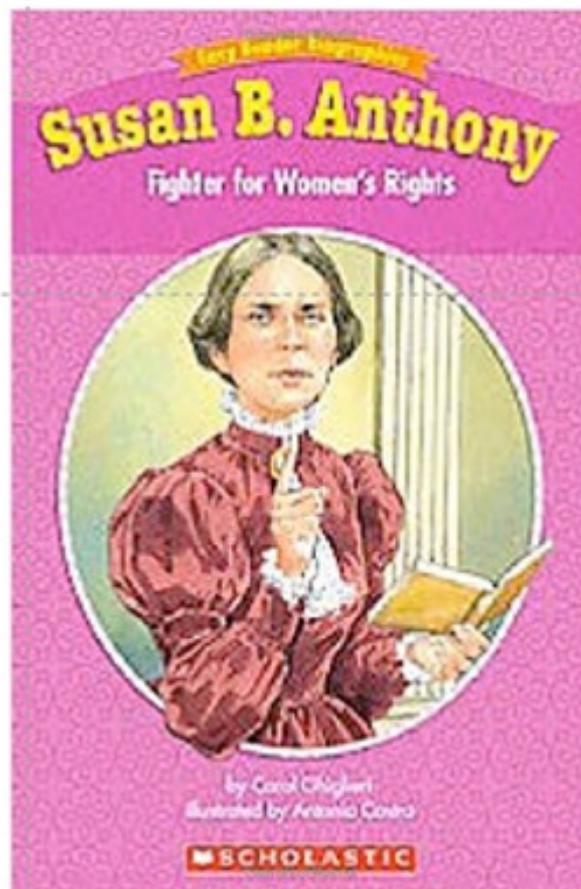
_____ Each country should be free to determine what rights should be granted to women (e.g. to vote, to drive, to work outside the home, to own property in their own name, etc.).

Your reason:

These were some of the ways life was unfair for women in those days:

- * Women could not vote.
- * Women were paid less than men.
- * Women could not own **property**.
- * Women had to give their money to their husbands.
- * Few women went to college.
- * Few jobs were open to women.

State Your Opinion:
Which is the most restrictive?



Lexile 530
GRL = J/K
Gr. Level 3.1

Scripting



I think that.....is the most restrictive because.....

The most unfair limit on women was..... because....

While not being able to..... is unfair, the most unfair restriction on women was..... because.....



- Focused Viewing?
- Leveled Questioning?
- Reporting Back? Words?
- Talk Moves?
- Opinionnaire?
- Scripting?
- Alphaboxes?
- Charting Multiple Meaning
- Vocabulary Notebook?



What will you try in your next unit?

Close Reading with Guiding Questions

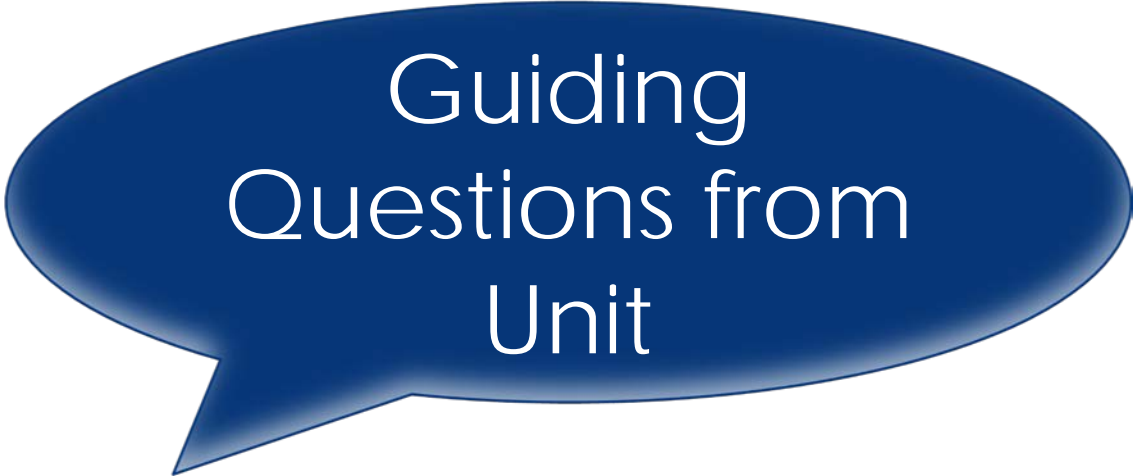
Reading for Key Ideas and Details
Providing Evidence

Choose 6-8
terms to
Frontload
and
practice

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. What documents do the quotes come from? How do they support her argument?
3. How does Anthony conclude her argument?

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 paid for her speech. Instead, Anthony made speech after speech. She was fighting for women's rights. Anthony died in 1906. She was sadly unable to see her dream of women being 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.

Earlier Handout

NEWSLA

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.

Does Anthony say states cannot do?

States cannot _____.

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

What evidence does Anthony give for citizenship being granted equally to women?

The evidence Anthony gives is _____.

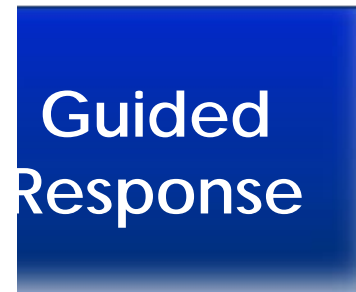
What two groups does Anthony name as facing discrimination when it comes

What _____ and _____ are being protected against by laws that do not allow them to vote.

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

The right to _____ and to _____.

Does Anthony's question "Are women people?" connect to her argument that we have an equal right to vote?



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

Close Reading

Read with a pencil to show your thinking!

?

* I have a question.

* I don't understand.

!

* Surprising

* Important part

♥

* Love this part

* Favorite

C

* Making a connection

* "This reminds me of ____"

☆

* Main idea

E

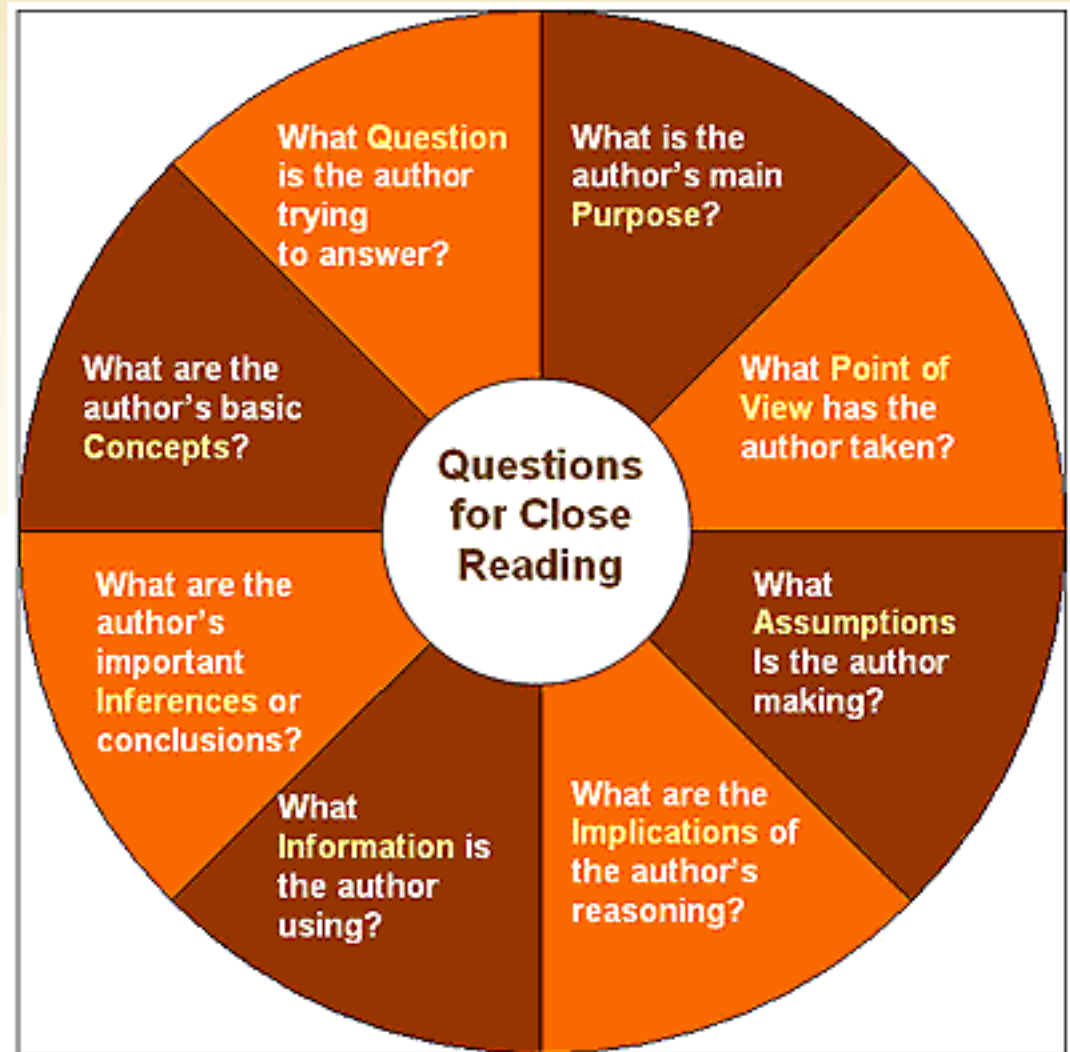
* Evidence that supports
the Main Idea

Use After Second
Reading

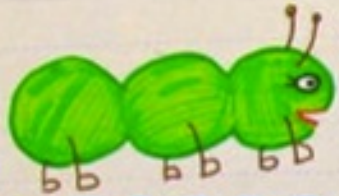
TRY
((IT))
OUT

With the Anthony
Speech

Questions for Close Reading



Evidence Based Terms



The Accountable Ant

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

• because...

• for instance...

• for example...

• the author says..., so I think...

• according to the text...

• from _____ I know...

• On page _____ it says...



As You
Respond

How Can You Use all The
Protocols Shown in Concert
with One Another?

READING LIKE A SLEUTH



UNDERSTANDING CLOSE READING

CLOSE READING may be the most important skill you teach your students and will be a key standard. Here's why:

- It helps students understand WHY WE READ.
- It promotes CRITICAL THINKING, comprehension, and understanding.
- It's one of the main analytical tools used in higher education.
- It's a SURVIVAL SKILL in our modern world.



WHAT CLOSE READERS DO DIFFERENTLY

CLOSE READERS...	NOT SO CLOSE READERS...
Read the text once.	Read the text once.
Read as they read.	at their thinking level.
Ask questions.	Read the text at face value.
Pay attention to language.	grab critical clues.
Answer deeper meaning.	understand only at surface level.

A CLOSE READING OF #CCSS



Under the Common Core State Standards, all students learn what it means to be a close reader. What students learn is through the evidence and a sophisticated understanding of grade-level.

The standards ask students to:

ASK AND ANSWER QUESTIONS about the text.

EXPLORE LANGUAGE and its impact on meaning.

REFER TO TEXT DETAILS to support their ideas.

CITE EVIDENCE in their textual analysis.

DETERMINE HOW the text is put together.

ANALYZE STRUCTURE and word choice.

STUDY CHARACTERS and how they changed throughout the course of a text.

EXPLORE THE IMPACT of language used throughout a text.



3 WAYS TO TEACH CLOSE READING

- 1 Use short passages. The bulk of a novel can be at ready teachers' disposal. So don't start out with "War & Peace." Try a poem or a short paragraph and go from there.
- 2 Let students guide the way. If they're asking students what they want about the text, use their observations as a key point for discussion.
- 3 Give it the word. While all close reading, sometimes, we need to be able to state it back to the text. No right or wrong, just a



More
Resources
for You!

READ LIKE A DETECTIVE

LOOK
FOR
CLUES

What words
stick out at me?
Who is speaking in
the text and why?
What seems
most important?

ASK
QUESTIONS

Questions do I have?
What do I think the
author is trying to say?
Is there anything
missing from the text?

MAKE
YOUR
CASE

I think _____ because _____
The text says _____ so _____
The main idea of the text is _____
Here are 3 reasons why: _____

PROVE
IT

What did you guess about
the story from its clues?
What details do you notice
when you reread the text?
What seems the most
important to share?

WE ARE TEACHERS
www.weareteachers.com

ReadyGEN
www.readygen.com

<http://www.weareteachers.com/hot-topics/topics-in-education/understanding-close-reading-download-our-poster-now>

CLOSE READING FUNDAMENTALS

BY DIANE LAPP, BARBARA MOSS,
MARIA GRANT, AND KELLY JOHNSON

10 CLOSE READING STEPS

3 CLOSE READING SESSION EXAMPLES

10 EXTENSION ACTIVITIES

More Resources for You!

CLOSE READING DEFINED

Close reading is an approach to deeply analyzing a text in order to uncover, engage with, and understand the information and ideas it contains. It's about understanding what a text says, how it works, and what it means. Close reading focuses on



Detecting the overall gist or meaning of the passage.



Answering text-dependent questions.



Rereading and returning to the text as the word, phrase, sentence, and paragraph work to comprehend its deepest meaning and explore the author's craft.



Authenticating assumptions and interpretations.



Applying a text to a new context or situation.
Communicating ideas learned from the text.

10 STEPS TO CLOSE READING INSTRUCTION

1. **State and post the purpose for the close reading.** Knowing the learning target helps students understand their reasons for reading.
2. **Have students prepare the text** by numbering paragraphs, chunks, or lines of text. The numbered sections enable students to refer to specific evidence or ideas they are sharing.
3. **For the FIRST READ, focus students on what the text says.** Ask prepared text-dependent questions (TDQs) that prompt students to acquire a general understanding of what's going on in the text and note key details. Have them annotate the text to highlight evidence that supports their answers, and then ask them to partner or table talk to discuss and refine this general understanding.
4. **Observe and support students** as they engage in this round of reading and discussion, and provide scaffolds as needed.
5. **For the SECOND READ, focus students on how the text works.** Ask prepared TDQs that prompt students to explore the author's craft and purpose, including the vocabulary and text structures used. Have them annotate the text to highlight evidence that supports their answers, and then ask them to partner or table talk to discuss and refine this general understanding.
6. **Observe and support students** as they engage in this round of reading and discussion, and provide scaffolds as needed. Conduct any additional rounds of rereading.
7. **For the THIRD READ, focus students on what the text means.** Ask prepared TDQs that prompt students to explore the more challenging aspects of the text, including inferred meanings, opinions, arguments, and intellectual connections.
8. **Observe and support students** as they engage in this round of reading and discussion, and provide scaffolds as needed. Conduct any additional rounds of rereading.
9. **Assign a written response** (e.g., exit slips, a paragraph, a summary sentence) linked to the stated lesson purpose and designed to assess student understanding.
10. **Build on the close reading session.** Use the observations made during the session and students' written responses to plan extension activities, design new questions to promote deeper analysis, or inform reteaching instruction.



Close Reading Is...

Close Reading Is Not...

Meant to be an integral part of your instructional program.

Meant to replace other components of your instructional program, such as guided reading, independent reading, or shared reading.

Intentional, structured, and based on teacher preplanning.

On the fly, freeform, or planned quickly between periods or during lunch.

Done several times a week.

Done once a month.

Done in all content areas.

Done only in English or language arts class.

Meant for all students.

Meant only for advanced learners.

Done with selected short pieces of complex narrative or informational text.

Done with a random text or all texts.

Carefully structured and monitored.

Freeform or assigned as homework.

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10

STEPS TO CLOSE READING INSTRUCTION

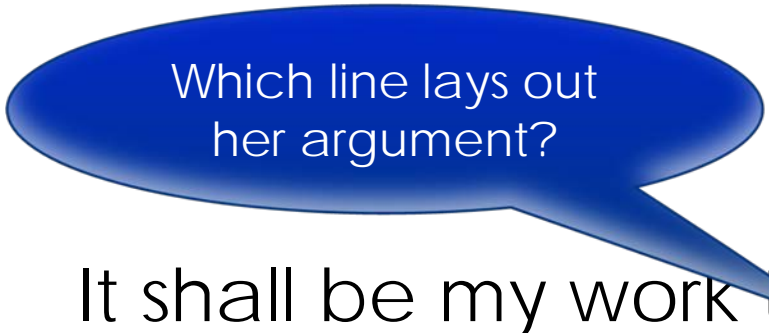
1. **State and post the purpose for the close reading.** Knowing the learning target helps students understand their reasons for reading.
2. **Have students prepare the text** by numbering paragraphs, chunks, or lines of text. The numbered sections enable students to refer to specific evidence or ideas they are sharing.
3. **For the FIRST READ, focus students on what the text says.** Ask prepared text-dependent questions (TDQs) that prompt students to acquire a general understanding of what's going on in the text and note key details. Have them annotate the text to highlight evidence that supports their answers, and then ask them to partner or table talk to discuss and refine this general understanding.
4. **Observe and support students** as they engage in this round of reading and discussion, and provide scaffolds as needed.
5. **For the SECOND READ, focus students on how the text works.** Ask prepared TDQs that prompt students to explore the author's craft and purpose, including the vocabulary and text structures used. Have them annotate the text to highlight evidence that supports their answers, and then ask them to partner or table talk to discuss and refine this general understanding.
6. **Observe and support students** as they engage in this round of reading and discussion, and provide scaffolds as needed.
7. **For the THIRD READ, focus students on what the text means.** Ask prepared TDQs that prompt students to explore the more challenging aspects of the text, including inferred meanings, opinions, arguments, and intertextual connections.
8. **Observe and support students** as they engage in this round of reading and discussion, and provide scaffolds as needed. Conduct any additional rounds of rereading.
9. **Assign a written response** (e.g., exit slips, a paragraph, a summary sentence) linked to the stated lesson purpose and designed to assess student understanding.
10. **Build on the close reading session.** Use the observations made during the session and students' written responses to plan extension activities, design new questions to promote deeper analysis, or inform reteaching instruction.

Other close reading targets:

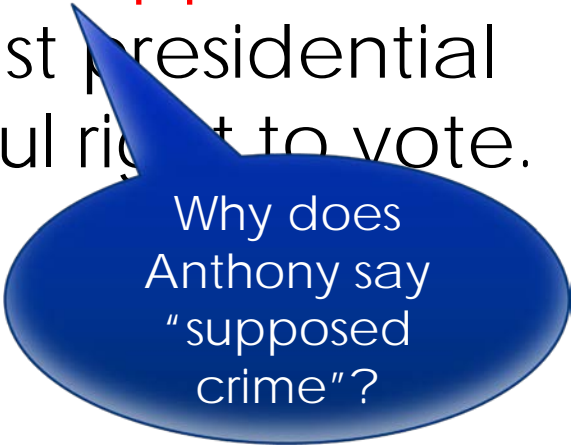


- Quotes; lines from the speech
- Word/phrase meaning
- Word choice

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.



Which line lays out her argument?



Why does Anthony say "supposed crime"?

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.**



What argument does she make in this line?

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

Comparing Two Texts



INSTRUCTIONS FOR TEACHERS:

☐ Tell students they will be comparing Anthony's speech and the cartoon.

☐ Read the cartoon and discuss.

☐ Review the vocabulary.

☐ Provide students with the following sentence frames:

Anthony says women should have the right to vote because

I know this because she says

The poster says women should have the right to vote because....

I know this because it says

The arguments are the same because....

The arguments are different because

☐ Give students time to work in pairs.

Make sure they are referring to the text.

☐ Have pairs share their responses to the questions.

Use workable
parts of the
original unit

VOTES FOR WOMEN,



For the work of a day,
For the taxes we pay,
For the Laws we obey,
We want something to say.

Persuasion/Opinion vs. Argumentative Writing



Subtle, but Significant differences between Persuasive Writing v. Argumentative Writing

Goal of persuasive writing:

To get reader to agree with you/your point of view on a particular topic.

Goal of argumentative writing:

To get reader to acknowledge that your side is valid and deserves consideration as another point of view.

General technique of persuasive writing:

Blends facts and emotion in attempt to convince the reader that the writer is "right." (Often relies heavily on opinion.)

General technique of argumentative writing:

Offers the reader relevant reasons, credible facts, and sufficient evidence to honor the writer has a valid and worthy perspective.

Starting point of persuasive writing:

Identify a topic and your side.

Starting point of argumentative writing:

Research a topic and *then* align with one side.

Viewpoint presented in persuasive writing:

Persuasion has a single-minded goal. It is based on a personal conviction that a particular way of thinking is the only sensible way to think. Writer presents one side— his side.

(Persuasive writing *may* include ONE opposing point, it is then quickly dismissed/refuted.)

Viewpoint presented in argumentative writing:

Acknowledge that opposing views exist, not only to hint at what a fair-minded person you are, but to give you the opportunity to counter these views tactfully in order to show why you feel that your own view is the more worthy one to hold.

Writer presents multiple perspectives, although is clearly for one side.

Audience of persuasive writing:

Needs intended audience. Knowing what they think and currently believe, the writer "attacks" attempting to persuade them to his side.

Audience of argumentative writing:

Doesn't need an audience to convince. The writer is content with simply putting it out there.

Attitude of persuasive writing:

Persuasive writers want to gain another "vote" so they "go after" readers more aggressively. Persuasive writing is more personal, more passionate, more emotional.

Attitude of argumentative writing:

Simply to get the reader to consider you have an idea worthy of listening to. The writer is sharing a conviction, whether the audience ends up agreeing or not.

Does she understand the differences?





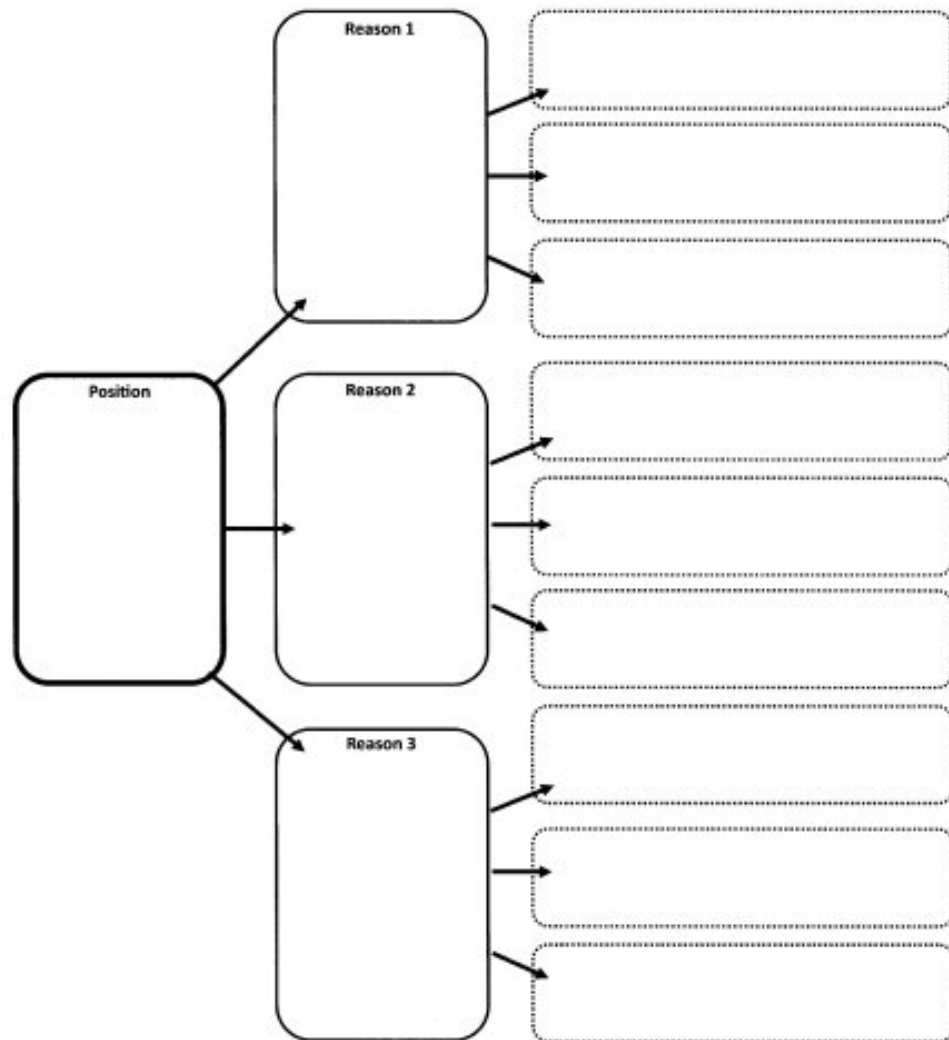
by:

topic: _____

Simple
Planning Tools
are great for
ELLs!

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.



Persuasive Essay Rubric

Criteria (Standards)	4 Exceeds Proficiency	3 Meets Proficiency	2 Approaching Proficiency	1 Substantially Below Proficient	Comments
TOPIC IS: <ul style="list-style-type: none"> clear controversial a statement of position stated in introductory ¶ 	The topic and position is clearly introduced and explained in the introductory paragraph.	The topic and position is clearly introduced and somewhat explained in the introductory paragraph.	The topic or its controversy is unclear or not in the introductory paragraph.	Topic is never stated.	
SUPPORTING REASONS <ul style="list-style-type: none"> Intro ¶: 3 clear reasons Body ¶s: Each reason is supported by specific evidence, examples, facts, statistics 	3 supporting reasons are very strong and clear, and well supported with specific evidence, examples, facts, and/or statistics.	3 supporting reasons are clear and supported with specific evidence, examples, facts, and/or statistics.	Fewer than 3 supporting reasons; 1 or more reasons and/or supporting evidence are unclear or missing.	Supporting reasons and evidence are unclear, confusing, or missing.	
OPPOSING ARGUMENT <ul style="list-style-type: none"> Opposing position is considered, presented, and refuted 	All possible opposing positions are carefully considered, clearly presented, and skillfully refuted.	Many possible opposing positions are considered, presented, and refuted.	Some possible opposing positions are presented and argued against.	Opposing positions are not considered or presented.	
LANGUAGE <ul style="list-style-type: none"> Strong, persuasive voice Natural language Clear, varied words 	Language used is strong, clear, and persuasive; natural for the writer; varied words	Language is clear and persuasive; some variety of words is used.	Language is dull, weak, repetitive, and/or unnatural for the writer.	Language is unconvincing or confusing; essay is incomprehensible.	
ORGANIZATION <ul style="list-style-type: none"> Follows the 5-¶ model (intro ¶, 3 body ¶s, conclusion ¶) Transitions between supporting evidence and ¶s 	Perfectly follows the 5 ¶ essay model, and effectively uses a variety of transitions throughout essay.	Follows the 5 ¶ essay model and uses transitions	Some errors in the 5 ¶ model	No organizational structure; no use of transitions.	

Rubrics are great for ELLs!

Argument writing graphic organizer: Grades 7-12

Introduce your claim(s) hooking your reader and establishing a formal style.

Support your claim(s) with more than one reason, introducing them in a logical order. Then, give more than one piece of evidence to support each reason. Remember, relevant, accurate data and evidence should demonstrate an understanding of the topic and come from credible sources.

reasons			
evidence			

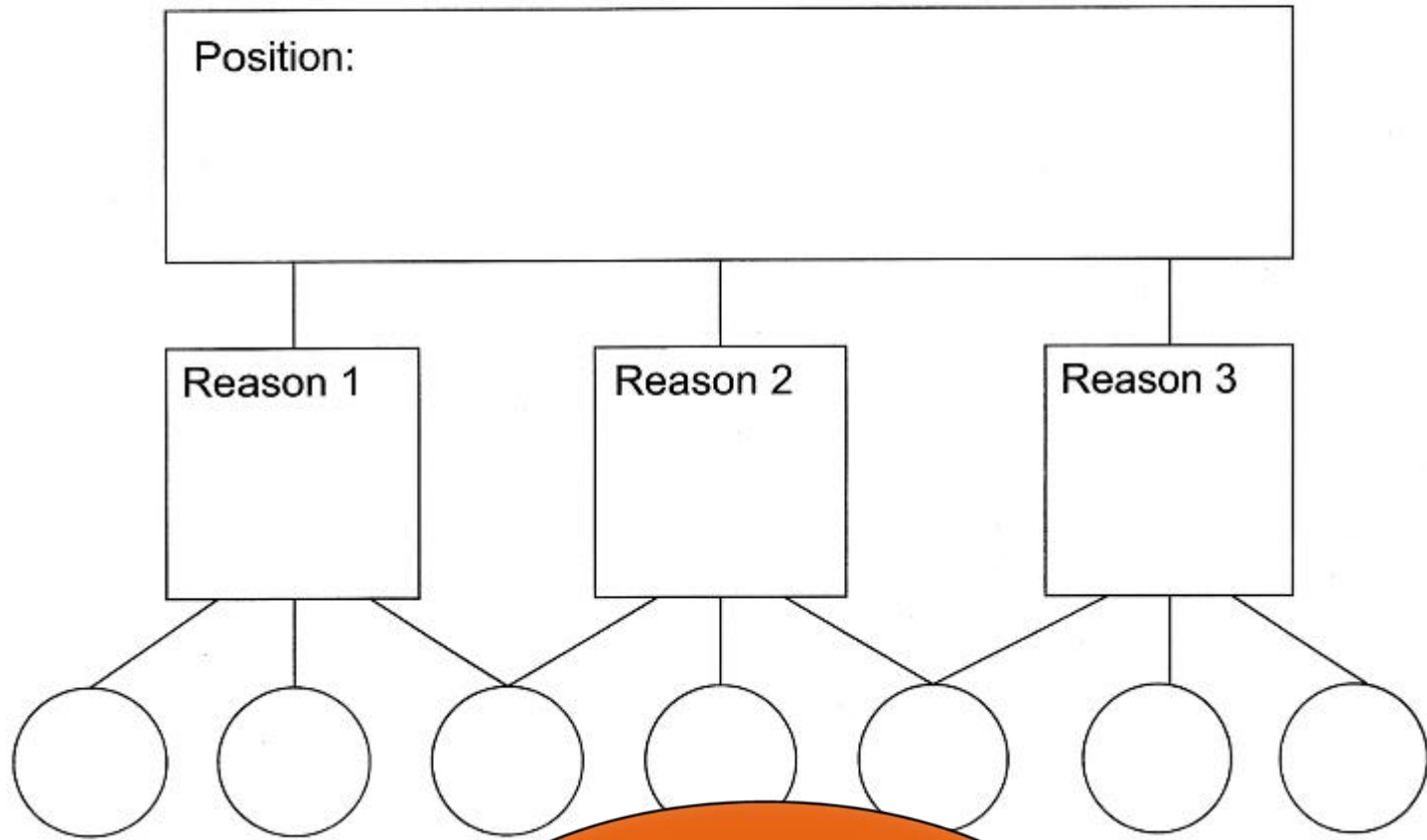
Share counter-claims (the other side of the argument), and provide facts or examples to refute it.

Counter-claim(s)	Refutation

Provide a concluding statement or section that follows from and supports the argument presented.

Which requires
more
research;
knowledge of
the topic?

Evidence Chart



**Simple
Planning Tools
are great for
ELLs!**

Introductory Paragraph:

Begin with your hook, grab your reader's attention, add an unusual detail, use a strong statement, quote a famous person, or open the essay with a statistic or fact.

_____ stated that _____

Provide background information on your situation. (2-3 sentences)

Currently, there is a great debate happening about _____

Some people believe _____

Yet others believe _____

The paragraph should end with your point of view (thesis statement) and the two main reasons you are going to use to support your argument.

After examining both positions, it is evident that _____

because _____

and _____

Body Paragraph One: Supporting Argument/ Reason # 1

Begin with a topic sentence stating your first reason.

One reason _____

is _____

Provide evidence or examples in support of your reason. (2-3 sentences)

For example, _____

In addition, _____

Moreover, _____

Write a concluding sentence.

Thus, it can be seen that _____

**Writing
Frames
are great for
ELLs!**

Supporting Argument/ Reason # 2

State your second reason.

Another reason _____
is _____

Provide evidence or examples in support of your reason. (2-3 sentences)

For example, _____

In addition, _____

Moreover, _____

Write a concluding sentence.

Thus, it can be seen that _____

Body Paragraph 3: The Counter Argument
After presenting your supporting points, develop one paragraph to accurately explain and then refute the most significant opposing view. Explain why this view is weaker than your argument.

The opposition might claim that _____

Yet, it can be contended that _____

Furthermore, _____

Some may also argue that _____

Nevertheless, _____

Conclusion Paragraph
Creatively restate your side of the argument and leave the reader with one last strong appeal.

Without a doubt, _____

The evidence suggests that _____

It is urgent that _____

Evidence-Based Argument Checklist

- ☐ Early in the piece, I offer a clear and interesting claim about the text.
- ☐ The claim is arguable—someone could use evidence to offer a different interpretation or disagree with me.
- ☐ I use lots of direct evidence from the text to support my claim.
- ☐ The evidence I use shows that I know the text well and have thought about it more than just a superficial reading.
- ☐ I organize my evidence into meaningful points and explain the evidence.
- ☐ I make sure the reader understands why the evidence supports and advances my claim.

Susan B. Anthony was
Courageous

Susan B. Anthony used
convincing evidence as
to why she had not
committed a crime by
voting

Checklists
are great for
ELLs!



Personal essay

On never giving up
Standing up for your rights



- Pre-teaching & practicing needed academic vocabulary
- Use guiding questions and guided response protocols to support text analysis
- Use close reading protocols before during and after reading
- Use sentence frames to support accountable talk
- Use planners, rubrics, essay writing frames and checklists to support argumentative or opinion writing



What will you try in your next unit?



A Doll's House

by Henrik Ibsen

What about the Ibsen Play? How would we prepare for that for our ELLs?

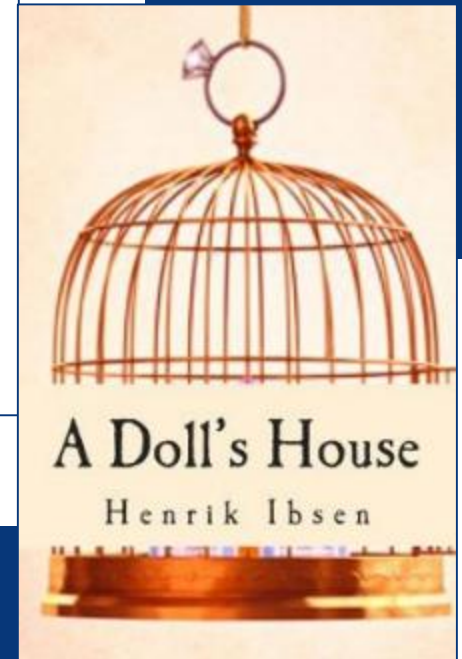
OPTIONS

- Versions in Student's L1s
- L1 Summaries (Audio/Video)
- Audio Book
- Film/Film Excerpts
- Close Read of One Act, One Scene + Summaries of the Rest

Short Video Summary

<https://www.youtube.com/watch?v=5SJpQ-8w1nA>

<https://study.com/academy/lesson/a-doll-house-by-ibsen-summary-analysis.html>





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http://www.worldcat.org/title/dolls-house/oclc/24627988/editions?start_edition=1&sd=desc&referer=di&se=yr&editionsView=true&fq

11 minutes

<https://www.youtube.com/watch?v=WHQ8HFewUwk>

More Susan B. Anthony Resources for You!



http://www.elcivics.com/susan_b_anthony.html

<http://www.milpitaschat.com/2009/03/susan-b-anthony-esl-lessons-for-womens.html>

<http://larryferlazzo.edublogs.org/2015/02/16/the-best-sites-for-learning-about-susan-b-anthony/>

<https://jr.brainpop.com/socialstudies/americanhistory/susanbanthony/>

[https://app.schooltube.com/video/103957dd840142499e59/Susan B. Anthony Video](https://app.schooltube.com/video/103957dd840142499e59/Susan_B_Anthony_Video)
6 minutes, fast, but thorough
SchoolTubeVideo



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