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

PS 25 Bilingual School Bronx, NY
April 8, 2019
9:00 AM-2:40 PM

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

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Agenda

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

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

All ENL classes, including integrated and stand-alone, offer home language support. The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u)(6) of this Title. All programs must be provided during a school day.

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

<table>
<thead>
<tr>
<th>ENGLISH PROFICIENCY LEVEL</th>
<th>ENTERING (Beginning)</th>
<th>EMERGING (Intermediate)</th>
<th>TRANSITIONING (Advanced)</th>
<th>EXPANDING (Exceeding)</th>
<th>COMMANDING (Proficiency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL INSTRUCTIONAL TIME (MINIMUM)</td>
<td>1 unit of study per week (360 min.)</td>
<td>1 unit of study per week (360 min.)</td>
<td>1 unit of study per week (360 min.)</td>
<td>1 unit of study per week (360 min.)</td>
<td>For ENL/Content Area (90 min.)</td>
</tr>
<tr>
<td>STAND-ALONE ENL</td>
<td>1 unit of study in ENL (90 min.)</td>
<td>1 unit of study in ENL (90 min.)</td>
<td>1 unit of study in ENL (90 min.)</td>
<td>1 unit of study in ENL or other Content Area (90 min.)</td>
<td>1 unit of study per week (90 min.)*</td>
</tr>
<tr>
<td>INTEGRATED ENL</td>
<td>1 unit of study in ENL/ELA (90 min.)</td>
<td>1 unit of study in ENL/ELA (90 min.)</td>
<td>1 unit of study in ENL/ELA (90 min.)</td>
<td>1 unit of study in ENL/ELA or other Content Area (90 min.)</td>
<td>1 unit of study per week (90 min.)*</td>
</tr>
<tr>
<td>FLEXIBILITY</td>
<td>1 unit of study (or all stand-alone ENL or integrated ENL/Content Area (90 min.)</td>
<td>1 unit of study can be stand-alone ENL or integrated ENL/Content Area (90 min.)</td>
<td>1 unit of study can be stand-alone ENL or integrated ENL/Content Area (90 min.)</td>
<td>1 unit of study per week of integrated ENL in ELA or Content Area, or other approved services*</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>360 minutes per week</td>
<td>360 minutes per week</td>
<td>360 minutes per week</td>
<td>360 minutes per week</td>
<td>360 minutes per week</td>
</tr>
</tbody>
</table>

**STAFFING/PERSONNEL**

- **STAND-ALONE ENL**: K-12 Certified ESL teacher
- **INTEGRATED ENL**: 1 Dual Certified Teacher
  - ESL and Common Branch (K-4) or Content Area (5-8) teacher who holds both certifications
  - INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS(ED TEACHING)
    - A certified ESL teacher and a K-8 certified elementary school teacher
    - A certified ESL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)

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

<table>
<thead>
<tr>
<th>ENGLISH PROFICIENCY LEVEL</th>
<th>ENTERING (9th – 10th)</th>
<th>EMERGING (11th – 12th)</th>
<th>TRANSITIONING (13th)</th>
<th>EXPANDING (14th)</th>
<th>COMMANDING (15th)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAND-ALONE ENL</strong></td>
<td>4 units of study per week (240 min.)</td>
<td>4 units of study per week (240 min.)</td>
<td>4 units of study per week (240 min.)</td>
<td>4 units of study per week (240 min.)</td>
<td>4 units of study per week (240 min.)</td>
</tr>
<tr>
<td><strong>INTEGRATED ENL</strong></td>
<td>4 units of study per week (240 min.)</td>
<td>4 units of study per week (240 min.)</td>
<td>4 units of study per week (240 min.)</td>
<td>4 units of study per week (240 min.)</td>
<td>4 units of study per week (240 min.)</td>
</tr>
</tbody>
</table>

**FLEXIBILITY**

- 1 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/ELA in Content Area (30 min.)
- 1 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/ELA in Content Area (30 min.)
- 1 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/ELA in Content Area (30 min.)

**TOTAL**

180 minutes per week

**AWARDING CREDITS**

STAND-ALONE ENL

Content Area credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study.

INTEGRATED ENL

Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies.

**STAFFING/PERSONNEL**

STAND-ALONE ENL

K-12 Certified ESL teacher

INTEGRATED ENL

1. Dually Certified Teacher

A certified ESL teacher and a K-12 certified Content Area teacher

**The maximum allowable grade span for grouping instruction in grades 9-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 220.1(uu) of this Title. All programs must be provided during the school day.**

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

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

<table>
<thead>
<tr>
<th>ENGLISH PROFICIENCY LEVEL</th>
<th>ENTERING (K-2)</th>
<th>EMERGING (3-5)</th>
<th>TRANSITIONING (6-8)</th>
<th>EXPANDING (9-12)</th>
<th>COMMANDING (13+)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAND-ALONE ENL</strong></td>
<td>3 units of study per week (180 min.)</td>
<td>3 units of study per week (180 min.)</td>
<td>3 units of study per week (180 min.)</td>
<td>3 units of study per week (180 min.)</td>
<td>3 units of study per week (180 min.)</td>
</tr>
<tr>
<td><strong>INTEGRATED ENL</strong></td>
<td>3 units of study per week (180 min.)</td>
<td>3 units of study per week (180 min.)</td>
<td>3 units of study per week (180 min.)</td>
<td>3 units of study per week (180 min.)</td>
<td>3 units of study per week (180 min.)</td>
</tr>
</tbody>
</table>

**FLEXIBILITY**

- 1 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/ELA in Content Area (30 min.)
- 1 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/ELA in Content Area (30 min.)
- 1 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/ELA in Content Area (30 min.)

**TOTAL**

180 minutes per week

**STAFFING/PERSONNEL**

STAND-ALONE ENL

K-8 Bilingual Education Program

- K-8 Bilingual Common Branch teacher with a bilingual extension

INTEGRATED ENL

- K-8 ENL Common Branch K-6 teachers with a bilingual extension that can teach the ENL component of K-6 Bilingual Education program.

**The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 220.1(uu) of this Title. All programs must be provided during the school day.**

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Content Area Area shall mean ELA, Math, Science, and Social Studies.*
# CR Part 154-2 (9-12) Transitional Bilingual Education Program

<table>
<thead>
<tr>
<th>ENGLISH PROFICIENCY LEVEL</th>
<th>ENTERING (Beginning)</th>
<th>EMERGING (Low Intermediate)</th>
<th>TRANSITIONING (Intermediate)</th>
<th>EXPANDING (Advanced)</th>
<th>COMMANDING (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAND-ALONE ENL</td>
<td>1 unit of study in ENL (90 min.)</td>
<td>1 unit of study in ENL (90 min.)</td>
<td>1 unit of study in ENL (90 min.)</td>
<td>1 unit of study in ENL (90 min.)</td>
<td></td>
</tr>
<tr>
<td>INTEGRATED ENL / ELA</td>
<td>1 unit of study in ENL / ELA (180 min.)</td>
<td>1 unit of study in ENL / ELA (180 min.)</td>
<td>1 unit of study in ENL / ELA (90 min.)</td>
<td>1 unit of study in ENL / ELA or other Content Area (180 min.)</td>
<td></td>
</tr>
<tr>
<td>FLEXIBLE</td>
<td>1 unit of study per week for STAND-ALONE ENL instruction or INTEGRATED ENL in Content Area (180 min.)</td>
<td>1 unit of study per week for STAND-ALONE ENL or INTEGRATED ENL in Content Area (90 min.)</td>
<td>1 unit of study per week for STAND-ALONE ENL or INTEGRATED ENL in Content Area (180 min.)</td>
<td>1 unit of study per week for INTEGRATED ENL in ELA/Content Area (90 min.)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>540 minutes per week</td>
<td>360 minutes per week</td>
<td>180 minutes per week</td>
<td>180 minutes per week</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BILINGUAL LANGUAGE ARTS</th>
<th>1 HLA Course</th>
<th>1 HLA Course</th>
<th>1 HLA Course</th>
<th>1 HLA Course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>BILINGUAL CONTENT AREA</th>
<th>Minimum of 2</th>
<th>Minimum of 2</th>
<th>Minimum of 1</th>
<th>Minimum of 1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ISSUANCE OF CREDITS</th>
<th>ENGLISH AS A NEW LANGUAGE PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand Alone ENL unit of study</td>
<td>English as a New Language Program</td>
</tr>
<tr>
<td>INTEGRATED ENL unit of study</td>
<td>English as a New Language Program</td>
</tr>
<tr>
<td>Minimum of 2 Bilingual Content Area subjects</td>
<td>Minimum of 2 Bilingual Content Area subjects</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAFFING / PERSONNEL</th>
<th>BILINGUAL EDUCATION PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>(9-12) Bilingual Content Area teacher with a bilingual extension.</td>
<td>(9-12) Integrated ENL can be taught by an ESL/Content Area teacher with Content Area certification or two individually certified teachers.</td>
</tr>
</tbody>
</table>

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress.

Core Content Area shall mean ELA, Math, Science, and Social Studies.
The 5 ENL Proficiency Levels and What Students of Each Level of Proficiency Can Do

ENL Progressions
Differentiated Instruction

Entering | Emerging | Transitioning | Expanding | Commanding

Amount, Complexity of Language Produced
Amount of Scaffolding Needed
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

Targets of Measurement
NYSESLAT
Communicative Functions

Performance Level Descriptions
NYSESLAT
Language Output Expectations; Control

Proficiency Levels

New Language Progressions
Scaffolds; Supports; Grouping Arrangements

### How do language expectations change for Listening? (L-12)

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Targets</th>
<th>Vocabulary Targets</th>
<th>Type of Support Scalable</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Short phrases, simple sentences (Tier 1, 2)</td>
<td>Introduce literal and figurative meanings of Tier 1 and 2 words and their impact on text</td>
<td>Organize pre-though activity in small group and graphic organizer to new or home language</td>
<td>Read aloud</td>
<td>Substantial support</td>
</tr>
<tr>
<td>Emerging</td>
<td>More complex phrases, simple sentences and a few expanded or complex sentences (Tier 1, 2)</td>
<td>Introduce literal and figurative meanings of Tier 1 and 2 words and their impact on text</td>
<td>Organize pre-though activity in small group and graphic organizer to new or home language</td>
<td>Read aloud, Partner practice</td>
<td>Moderate Support</td>
</tr>
<tr>
<td>Transitioning</td>
<td>A variety of complex, expanded and complex sentences (Tier 1, 2)</td>
<td>Introduce literal and some of the figurative or connotative meanings of Tier 1 and 2 words and phrases and their impact on text</td>
<td>Organize pre-though activity in small group and graphic organizer to new or home language</td>
<td>Read aloud, Partner practice</td>
<td>Limited Support</td>
</tr>
<tr>
<td>Expanding</td>
<td>Most simple or some expanded or complex sentences that don’t apply to Entering</td>
<td>Introduce figurative or connotative meanings of Tier 1 and 2 words and phrases and their impact on text</td>
<td>Organize pre-though activity in small group and graphic organizer to new or home language</td>
<td>Partner share</td>
<td>Largely Independent</td>
</tr>
<tr>
<td>Commanding</td>
<td>A variety of complex, expanded and complex sentences that don’t apply to Entering</td>
<td>Introduce figurative or connotative meanings of Tier 1 and 2 words and phrases and their impact on text</td>
<td>Organize pre-though activity in small group and graphic organizer to new or home language</td>
<td>Partner share</td>
<td>No Support Needed</td>
</tr>
</tbody>
</table>

* Shaded columns come from the Progressions, rest from the Performance Level Descriptions and Targets of Measurement.

### How do vocabulary targets change for Reading? (R-12)

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Targets</th>
<th>Vocabulary Targets</th>
<th>Type of Support Scalable</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Tier 1 words, short phrases, simple sentences that apply to Entering</td>
<td>Introduce literal meaning of Tier 1 words and their impact on text</td>
<td>Organize pre-though activity in small group and graphic organizer to new or home language</td>
<td>Read aloud</td>
<td>Substantial support</td>
</tr>
<tr>
<td>Emerging</td>
<td>Tier 2 words, more complex phrases, simple sentences and a few expanded or complex sentences</td>
<td>Introduce literal meaning of Tier 1 and 2 words and their impact on text</td>
<td>Organize pre-though activity in small group and graphic organizer to new or home language</td>
<td>Read aloud, Partner practice</td>
<td>Moderate Support</td>
</tr>
<tr>
<td>Transitioning</td>
<td>A variety of simple, expanded and complex sentences</td>
<td>Introduce literal meaning of Tier 1 and 2 words and their impact on text</td>
<td>Organize pre-though activity in small group and graphic organizer to new or home language</td>
<td>Read aloud, Partner practice</td>
<td>Limited Support</td>
</tr>
<tr>
<td>Expanding</td>
<td>Most simple or some expanded or complex sentences that don’t apply to Entering</td>
<td>Introduce literal meaning of Tier 1 and 2 words and their impact on text</td>
<td>Organize pre-though activity in small group and graphic organizer to new or home language</td>
<td>Partner share</td>
<td>Largely Independent</td>
</tr>
<tr>
<td>Commanding</td>
<td>A variety of complex, expanded and complex sentences that don’t apply to Entering</td>
<td>Introduce literal meaning of Tier 1 and 2 words and their impact on text</td>
<td>Organize pre-though activity in small group and graphic organizer to new or home language</td>
<td>Partner share</td>
<td>No Support Needed</td>
</tr>
</tbody>
</table>

* Shaded columns come from the Progressions, rest from the Performance Level Descriptions and Targets of Measurement.
### Proficiency Levels

<table>
<thead>
<tr>
<th>Predominantly Oral</th>
<th>Whole Class</th>
<th>Small Groups</th>
<th>Partnerships</th>
</tr>
</thead>
</table>

#### Proficiency Levels

<table>
<thead>
<tr>
<th>Predominantly Oral</th>
<th>Whole Class</th>
<th>Small Groups</th>
<th>Partnerships</th>
</tr>
</thead>
</table>

#### Predominantly Oral

- **Entering**
  - Short phrases
  - Writing includes: 
    - **Sentence Orientation:** 
      - Briefly describes the main idea
  - Oral language development: 
    - Oral language development: 
      - Limited Support
      - Teacher-Led Groups

- **Emerging**
  - Short sentences
  - Writing includes: 
    - **Sentence Orientation:** 
      - Describes the main idea
  - Oral language development: 
    - Oral language development: 
      - Limited Support
      - Teacher-Led Groups

- **Transitional**
  - Short sentences
  - Writing includes: 
    - **Sentence Orientation:** 
      - Describes the main idea
  - Oral language development: 
    - Oral language development: 
      - Limited Support
      - Teacher-Led Groups

- **Expanding**
  - Short paragraphs
  - Writing includes: 
    - **Sentence Orientation:** 
      - Describes the main idea
  - Oral language development: 
    - Oral language development: 
      - Limited Support
      - Teacher-Led Groups

- **Commanding**
  - Short paragraphs
  - Writing includes: 
    - **Sentence Orientation:** 
      - Describes the main idea
  - Oral language development: 
    - Oral language development: 
      - Limited Support
      - Teacher-Led Groups

#### Whole Class

- **Entering**
  - Writing includes: 
    - **Sentence Orientation:** 
      - Describes the main idea
  - Oral language development: 
    - Oral language development: 
      - Limited Support
      - Teacher-Led Groups

- **Emerging**
  - Writing includes: 
    - **Sentence Orientation:** 
      - Describes the main idea
  - Oral language development: 
    - Oral language development: 
      - Limited Support
      - Teacher-Led Groups

- **Transitional**
  - Writing includes: 
    - **Sentence Orientation:** 
      - Describes the main idea
  - Oral language development: 
    - Oral language development: 
      - Limited Support
      - Teacher-Led Groups

- **Expanding**
  - Writing includes: 
    - **Sentence Orientation:** 
      - Describes the main idea
  - Oral language development: 
    - Oral language development: 
      - Limited Support
      - Teacher-Led Groups

- **Commanding**
  - Writing includes: 
    - **Sentence Orientation:** 
      - Describes the main idea
  - Oral language development: 
    - Oral language development: 
      - Limited Support
      - Teacher-Led Groups

#### Small Groups

- **Entering**
  - Writing includes: 
    - **Sentence Orientation:** 
      - Describes the main idea
  - Oral language development: 
    - Oral language development: 
      - Limited Support
      - Teacher-Led Groups

- **Emerging**
  - Writing includes: 
    - **Sentence Orientation:** 
      - Describes the main idea
  - Oral language development: 
    - Oral language development: 
      - Limited Support
      - Teacher-Led Groups

- **Transitional**
  - Writing includes: 
    - **Sentence Orientation:** 
      - Describes the main idea
  - Oral language development: 
    - Oral language development: 
      - Limited Support
      - Teacher-Led Groups

- **Expanding**
  - Writing includes: 
    - **Sentence Orientation:** 
      - Describes the main idea
  - Oral language development: 
    - Oral language development: 
      - Limited Support
      - Teacher-Led Groups

- **Commanding**
  - Writing includes: 
    - **Sentence Orientation:** 
      - Describes the main idea
  - Oral language development: 
    - Oral language development: 
      - Limited Support
      - Teacher-Led Groups

#### Partnerships

- **Entering**
  - Writing includes: 
    - **Sentence Orientation:** 
      - Describes the main idea
  - Oral language development: 
    - Oral language development: 
      - Limited Support
      - Teacher-Led Groups

- **Emerging**
  - Writing includes: 
    - **Sentence Orientation:** 
      - Describes the main idea
  - Oral language development: 
    - Oral language development: 
      - Limited Support
      - Teacher-Led Groups

- **Transitional**
  - Writing includes: 
    - **Sentence Orientation:** 
      - Describes the main idea
  - Oral language development: 
    - Oral language development: 
      - Limited Support
      - Teacher-Led Groups

- **Expanding**
  - Writing includes: 
    - **Sentence Orientation:** 
      - Describes the main idea
  - Oral language development: 
    - Oral language development: 
      - Limited Support
      - Teacher-Led Groups

- **Commanding**
  - Writing includes: 
    - **Sentence Orientation:** 
      - Describes the main idea
  - Oral language development: 
    - Oral language development: 
      - Limited Support
      - Teacher-Led Groups

### How do the scaffolds and supports change for Speaking?

<table>
<thead>
<tr>
<th>Level of Support</th>
<th>Type of Support</th>
<th>Visual and Graphical Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Support</td>
<td>Scaffolds</td>
<td>Teacher-Led Groups</td>
</tr>
<tr>
<td>Moderate Support</td>
<td>Scaffolds</td>
<td>Teacher-Led Groups</td>
</tr>
<tr>
<td>Substantial Support</td>
<td>Scaffolds</td>
<td>Teacher-Led Groups</td>
</tr>
<tr>
<td>Independent Support</td>
<td>Scaffolds</td>
<td>Teacher-Led Groups</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Level of Support</th>
<th>Type of Support</th>
<th>Visual and Graphical Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Support</td>
<td>Scaffolds</td>
<td>Teacher-Led Groups</td>
</tr>
<tr>
<td>Moderate Support</td>
<td>Scaffolds</td>
<td>Teacher-Led Groups</td>
</tr>
<tr>
<td>Substantial Support</td>
<td>Scaffolds</td>
<td>Teacher-Led Groups</td>
</tr>
<tr>
<td>Independent Support</td>
<td>Scaffolds</td>
<td>Teacher-Led Groups</td>
</tr>
</tbody>
</table>

### Have Same Charts for Grades 5-6

Nancy Cloud, EdD, 2016; NancyCloud2@gmail.com
Planning for a Multi-Level Class

### AMOUNT OF SCAFFOLDING

<table>
<thead>
<tr>
<th></th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of Home Language</strong></td>
<td>In New or Home Language</td>
<td>In New or Home Language</td>
<td>In New or Home Language</td>
</tr>
<tr>
<td><strong>Amount of Support</strong></td>
<td>Substantial Support</td>
<td>Moderate Support</td>
<td>Limited Support</td>
</tr>
<tr>
<td><strong>When Listening/Reading</strong></td>
<td>Organize pre-taught words in a main idea web; graphic organizer</td>
<td>Organize pre-identified words in a main idea web; graphic organizer</td>
<td>Organize phrases and sentences in a partially completed main idea web; graphic organizer</td>
</tr>
<tr>
<td><strong>When Speaking/Writing</strong></td>
<td>Use Sentence Starters with graphics; complete a cloze paragraph</td>
<td>Use Sentence Starters with or without graphics; Write 1-2 Paragraphs (w/ or w/o model)</td>
<td>Use Word Bank; Graphics; Produce a Short Essay</td>
</tr>
</tbody>
</table>
Potential Proficiency Bands*
For SCALE Scores by Skill area

<table>
<thead>
<tr>
<th>Scaled Scores</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-42</td>
<td>Entering</td>
</tr>
<tr>
<td>43-54</td>
<td>Emerging</td>
</tr>
<tr>
<td>55-66</td>
<td>Transitioning</td>
</tr>
<tr>
<td>67-78</td>
<td>Expanding</td>
</tr>
<tr>
<td>79-90</td>
<td>Commanding</td>
</tr>
</tbody>
</table>

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

Key Language Development Targets for Entering and Emerging English Learners
Planning for a Multi-Level Class

**Main Targets for Entering and Emerging ELLs**

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

**Sentence Structures**
- Speak/Write in Words and Phrases
- Speak/Write in Predictable Sentences (patterned or formulaic sentences)
- Produce Simple Sentences (S-V-O)
- Produce Expanded Sentences (using details conveyed in prepositional phrases)
- Attempt A few Compound or Complex Sentences
Other Targets for Entering and Emerging SIFE Students

Integrated Skills Development for New Readers

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

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

AS YOU ENTER A BOOK, DECIDE WHAT DECODING/ENCODING SKILLS MAKE SENSE
As you enter a book, decide what decoding/encoding skills make sense.

**c-v-c-e Rule**
- wrote, vote
- state, make, gave

**/ee/ phoneme variants**
- lead, least, leader
- freedom, a gree, speech, between

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

<table>
<thead>
<tr>
<th>Phonogram</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ab</td>
<td>cab, lab, blob, crab, fish, grab, scrub, stab</td>
</tr>
<tr>
<td>-ack</td>
<td>back, pack, quack, rack, crack, shock, smack, stack, track</td>
</tr>
<tr>
<td>-ag</td>
<td>bag, leg, tag, tag, brag, flag</td>
</tr>
<tr>
<td>-ail</td>
<td>fail, mail, jail, nail, pail, rail, sail, tail, real</td>
</tr>
<tr>
<td>-ain</td>
<td>main, pain, rain, brain, chain, drain, grain, plain, Spain, span, slain, train</td>
</tr>
<tr>
<td>-ake</td>
<td>bake, cake, fake, lake, make, quake, rake, take, wake, brake, flake, slake, shine</td>
</tr>
<tr>
<td>-am</td>
<td>ham, Sam, clam, slam, swim</td>
</tr>
<tr>
<td>-an</td>
<td>can, fan, man, pan, rain, van, man, plan, train</td>
</tr>
<tr>
<td>-ank</td>
<td>bank, sank, yank, blank, crank, drank, thank</td>
</tr>
<tr>
<td>-ap</td>
<td>cap, lap, map, nap, rap, tap, clap, flap, slap, snap, strap, trap, wrap</td>
</tr>
<tr>
<td>-at</td>
<td>bat, cat, hat, rat, sat, bat, chat, flat, spat, that</td>
</tr>
<tr>
<td>-ay</td>
<td>day, may, say, day, play, pray, spray, stay, way</td>
</tr>
<tr>
<td>-eant</td>
<td>neat, meet, beat, eat, beet, beat, feast, east, east, east</td>
</tr>
<tr>
<td>-ew</td>
<td>new, new, new, new, new, new, new, new, new, new</td>
</tr>
<tr>
<td>-ick</td>
<td>kick, lick, pick, quick, sick, brick, click, stick, thick, thin</td>
</tr>
<tr>
<td>-ight</td>
<td>knight, light, might, right, night, sight, light, bright, fight, height, slight</td>
</tr>
<tr>
<td>-ill</td>
<td>fill, hill, pail, sail, oil, field, drill, skill, spill, yell</td>
</tr>
<tr>
<td>-in</td>
<td>bin, fin, pin, sin, win, chin, grin, shin, skin, spin, thin, twin</td>
</tr>
<tr>
<td>-ine</td>
<td>fine, line, mine, spine, pine, vine, wine, shine, spine, whine</td>
</tr>
<tr>
<td>-ing</td>
<td>king, ring, sing, wing, bring, wing, spring, string, seeing, thing</td>
</tr>
<tr>
<td>-ink</td>
<td>ink, sink, wind, blink, think, think</td>
</tr>
<tr>
<td>-ip</td>
<td>dip, hip, tip, rip, sip, lip, lip, ship, trip, stop</td>
</tr>
<tr>
<td>-ob</td>
<td>knob, mob, rob, blob, stab, stab</td>
</tr>
<tr>
<td>-ock</td>
<td>knock, lock, dock, rock, shock, shock, shock, shock, shock, shock, shock, shock</td>
</tr>
<tr>
<td>-op</td>
<td>cop, hop, mop, pop, lap, chip, drop, drop, shop, stop</td>
</tr>
<tr>
<td>-ore</td>
<td>bore, more, sore, tore, wore, chore, score, charm, store</td>
</tr>
<tr>
<td>-ot</td>
<td>got, dot, hot, lot, not, plot, spot</td>
</tr>
<tr>
<td>-out</td>
<td>grout, scout, shout, spill, sprout</td>
</tr>
<tr>
<td>-ow</td>
<td>cow, how, now, brow, chow, plow</td>
</tr>
<tr>
<td>-uck</td>
<td>buck, duck, luck, club, stick, luck</td>
</tr>
<tr>
<td>-um</td>
<td>gum, hum, drum, plumb, slum</td>
</tr>
<tr>
<td>-unk</td>
<td>junk, chunk, drunk, shrunk, sunk, sunk</td>
</tr>
<tr>
<td>-y</td>
<td>by, my, dry, fly, fry, sky, say, they, why</td>
</tr>
</tbody>
</table>

1000 Most Common Words
by: Edward Fry

Sight Word Lists

Dolch List = 220 Words

All 220 Dolch words in alphabetical order

Teach Decoding as well as Encoding (Spelling)

First 300 Words

Bridges to academic success
Reading Skills and Strategies to Teach

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

With Low Literacy Students

Use a Meaning-Centered Approach—US Constitution

- Embedded vocabulary development—government, branches, leaders
- Embedded phonics—c-v-c-e (vote, make, gave) or /ee/ /ea/ (leaders, freedom, speech)
- Embedded sight word recognition (in, most, were, by, the, an, it, a, where, for, has, more, than)
- Embedded spelling (country—countries)
- Connected early writing (using models, frames)
Types of Scaffolding to Make Available For Entering and Emerging Students

Look across all of the scaffolding charts together with your partner

Discuss scaffolds that you frequently use and how they seem to be working with your Entering/Emerging ELLs

As you come to scaffolds you don’t use or don’t use enough with Entering & Emerging ELLs, list them on the “Take Notes” worksheet as a guide you can use as you prepare lessons
### Scaffolding for Comprehensibility

<table>
<thead>
<tr>
<th>Scaffolds for Comprehensibility</th>
<th>Explanatory Devices for Comprehensibility</th>
<th>Modeling and Demonstrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gesturing and using facial expressions</td>
<td>• Visual aids, such as maps, charts, graphs, graphic organizers, drawings, illustrations, and photos; video clips</td>
<td>• Targeting and modeling the appropriate language register (academic vs social language; word choice)</td>
</tr>
<tr>
<td>• Illustrating and using visuals</td>
<td>• Audio supports and other multimedia</td>
<td>• Providing demonstrations of language in use (e.g., model student essays, sample completed projects)</td>
</tr>
<tr>
<td>• Simplifying, elaborating</td>
<td>• Highlighted or bold text</td>
<td>• Explicitly teaching about different genres and text structures</td>
</tr>
<tr>
<td>• Relying on high-frequency vocabulary</td>
<td>• Bilingual glossaries</td>
<td>• Conducting a think-aloud book or chapter walk</td>
</tr>
<tr>
<td>• Embedding definitions and explanations</td>
<td>• Picture dictionaries</td>
<td></td>
</tr>
<tr>
<td>• Providing or asking for home language translation</td>
<td>• Simplified English or home language summaries</td>
<td></td>
</tr>
<tr>
<td>• Emphasizing key words and writing them down for students to see</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrating, acting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Scaffolding for Entering and Emerging ELLs

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

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

**Use ALL TYPES of Scaffolds**

**Sensory, Graphic, and Interactive Scaffolds**
More Ideas on Providing Scaffolds to Entering and Emerging ELLs

<table>
<thead>
<tr>
<th>Scaffolding Types</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Material Supports</strong></td>
</tr>
<tr>
<td>• Graphic organizers</td>
</tr>
<tr>
<td>• Diagrams</td>
</tr>
<tr>
<td>• Pictures</td>
</tr>
<tr>
<td>• Props</td>
</tr>
<tr>
<td>• Sentence frames</td>
</tr>
<tr>
<td>• Advance organizers</td>
</tr>
<tr>
<td>• Outlines</td>
</tr>
<tr>
<td>• Structured notes</td>
</tr>
</tbody>
</table>
Out of Reach for Entering, Emerging; Even Transitioning Need Support!

Chapter Two

Nya put the container down and sat on the ground. She always tried not to step on the spiny plants that grew along the path, but her thorns bit her the ground everywhere.

She looked at the bottom of her foot. There it was, a big thorn that had broken off right in the middle of her heel. Nya pushed at the skin around the thorn. Then she picked up another thorn and used it to poke and prod at the first one. She pressed her lips together against the pain.

Sudan, 1985

ROOM!

Salva turned and looked. Behind him, a huge black cloud of smoke rose. Flames darted out of its base. Overhead, a jet plane veered away like a sleek evil bird.

In the smoke and dust, he couldn't see the school
of the road, salvay scanned their face. There was no one from his family. He recognized a few people—a woman with a baby, two men, a teenage girl—but no one he knew well. Still, it was comforting to see them.

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

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

Word passed through the crowd: “It’s the rebels.” The rebels—those who were fighting against the government.

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

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

Late in the day, the villagers arrived at the rebel camp. The soldiers ordered them to separate into two groups—men in one group; women and children and the eldest in the other. The men, it seemed, were considered men, for boys who looked to be only a few years older than Salva.

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

Saval took a few steps toward the men.

“Hey!”

A soldier approached Salva and raised his gun.

Saval froze. All he could see was the guns, huge, black and gleaming, as it moved toward his face.

The end of the barrel touched his chin.

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

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

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

He took a deep breath and opened his eyes.

The soldier was holding the gun with only one hand.

He was not aiming it; he was using it to lift Salva’s chin so he could get a better look at his face.

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

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

Saval scurried over to the women’s side.

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

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

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

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

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

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

It took him a long time to fall asleep.

* * *

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

Finally, he sat up and opened his eyes.

No one was in the barn.

Salva stood so quickly that for a moment he felt dizzy. He rushed to the door and looked out.


They had left him.

He was alone.
READY-TO-GO WAYS IN TO THE NOVEL WITH NEWCOMERS

- Adapted Versions (Abridged, Modified)
- Storyboard Version
- Chapter Summaries (English, Spanish)
- Excerpts with Close Reading
- Audio Files--Chapter by Chapter
- Plays/Reader’s Theater
- Book Reviews, Trailers, Book Talks
- Author Interviews

WorldCat.org (2010)

BUILDING BACKGROUND IN SPANISH

1 minute video
Listen in L1
Tell What Was Learned About the Lost Boys of Sudan in L2

A Long Walk to Water por Linda Sue Park

Resumen por Dana Ferrara

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

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

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

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

Summary by Dana Ferrara

Chapter One

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

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

Chapter Two

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

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

Chapter Three

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

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

Chapter Four

Southern Sudan, 2008: Nya returns home to empty the water into other containers and eat lunch. Now she must return to the pond a second time. Her mother makes her bring her 5 year old sister along so she can learn what to do. Nya must make this trip twice a day every day for 7 months a year.

Southern Sudan, 1985: The woman arranges for Salva to join the group of Dinkas who are trying to stay away from the war. The group walks for days with little rest or food. More people continue to join their group. He starts walking with another boy who is not Dinka, but Jur-chol, whose name is Buksa. Buksa hears a noise and discovers a beehive with honey for the group to eat.

TeachersPayTeachers by Linguistic Linda $1.00 20 pages
Southern Sudan, 2008
Nya

Nya makes it to the pond. The water is muddy but she is so thirsty that she drinks it. She fills the plastic container with water. She carries the heavy container of water on her head. It is a long walk back home. Her foot still hurts from stepping on the thorn.

Southern Sudan, 1985
Salva

Salva sees a Dinka woman who owns the barn he slept in. The woman gives him some peanuts. She lets him stay with her for a few days. Salva does some work for her. The lady has to leave her house because there is no more water. She says that Salva can’t travel with her. Salva is alone again. He hears voices and sees people walking towards the barn. They are Dinka people.

Southern Sudan, 2008
Nya

Nya doesn’t have shoes to wear when she walks to get water. She steps on sharp thorns. It hurts very bad.

Chapter 2

Southern Sudan, 1985
Salva

Salva is all alone. He doesn’t know where his family is or if they are alive. He finds the people of Loun-Ariik, his village. Rebel soldiers find the group and force the men to fight with them. The women and children keep walking. Salva walks with the group from Loun-Ariik. They find a barn to sleep in. In the morning Salva wakes up alone. Everyone from his group left him.

Southern Sudan, 1985
Salva

Salva sees a Dinka woman who owns the barn he slept in. The woman gives him some peanuts. She lets him stay with her for a few days. Salva does some work for her. The lady has to leave her house because there is no more water. She says that Salva can’t travel with her. Salva is alone again. He hears voices and sees people walking towards the barn. They are Dinka people.

Chapter 3

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

Name: ___________________________________

Chapter One

Southern Sudan, 2008
Nya

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

Southern Sudan, 1985
Salva

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

1. What is Nya doing? ___________________________________________________________
   __________________________________________________________________________

2. What happens when Salva is at school? _________________________________________
   __________________________________________________________________________

Created by Ms. Pacifico

TeachersPayTeachers by ESLNow $3.99 19 pages
Chapter 2

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

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

1. What happens to Salva? _______________________________________________________
_____________________________________________________________________________

Chapter Three

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

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

1. What does Nya get at the pond?_________________________________________________
_____________________________________________________________________________

2. What does the woman do? ___________________________________________________
_____________________________________________________________________________
CHAPTER 2

SHORT SYNOPSIS

There was a group of people who wanted to live in a big house with a big yard. They decided to build a house using materials they found in the community. They worked for hours, and eventually, they were able to complete their house.

After moving in, they needed to build a fence to keep the dogs in and the neighborhood safe. They also planted a garden to grow their own food.

Life was hard, but they were thankful for their new home and the community that supported them. They learned to live together and work for a common goal.
A Long Walk to Water
Chapter 2

Southern Sudan, 2008

Nya's Story

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

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

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

DISTRICT DEVELOPED RESOURCES FOR YOU

All chapters as pdf files
https://www.southamptonschools.org/Page/4182

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

Audio files (for all chapters, search for Chris Daniels; A Long Walk to Water in YouTube)
https://www.youtube.com/watch?v=_DrEq4Ovx7U
USING A PICTURE BOOK (INFORMATIONAL TEXT) FOLLOWED BY EXCERPTS FROM THE NOVEL

BROTHERS IN HOPE: THE STORY OF THE LOST BOYS OF SUDAN
by Mary Williams
Illustrated by R. Gregory Christie

The Lost Boys are Sudanese boys who, during the civil war, fled their homeland and began a long, dangerous journey to find safety in Ethiopia. Thousands of them died along the way, but thousands more survived to reach a refugee camp in Ethiopia. From there they were sent to the United States, where they were given a chance to start a new life. This story is based on the true story of the Lost Boys who were resettled in the United States.

Synopses
Garang, an eight-year-old boy in Sudan, tends cattle for his father. When his village is attacked by government soldiers, Garang escapes to save his family. He soon discovers that thousands of other boys were orphaned in the same attack. The Lost Boys band together and set off on a journey to find safety in Ethiopia. They face numerous dangers along the way, but they are determined to survive.

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

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

Exercising the Book
Display the book and read aloud the title. Ask students what they think the title means. Discuss the illustrations and the setting of the story.

Lee & Low Books
BROTHERS IN HOPE: Teacher's Guide

Background
A civil war has been raging in Sudan, Africa's largest country, since 1983. During the late 1980s the conflicts were between the Muslim Arab government of the North and the non-Arab, Christian and Animist black Africans of the South. Thousands of Sudanese boys, who were away from their villages when the attack came, were orphaned. They banded together and set off on a journey to find safety in Ethiopia. They faced numerous dangers along the way, but they were determined to survive.

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

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

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

Exercising the Book
Display the book and read aloud the title. Ask students what they think the title means. Discuss the illustrations and the setting of the story.
Turn to the map of Africa at the end of the book and indicate where Sudan is. Also point out Ethiopia and Kenya. Explain that the story takes place in these nations.

Review the parts of the book including the dedication, author’s note, and afterward.

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

Setting a Purpose for Reading

Have students read to find out why the boys are “lost,” what happens to them, what the title means, and how they survive.

Vocabulary

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

- attacked
- bullets
- destroyed
- war
- soldier
- refugees
- significance
- severe
- foraging
- anxious
- scared
- fleeing
- struggle
- tattered
- huddled
- aching

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

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

AFTER READING ACTIVITIES

Discussion Questions

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

1. Who is telling the story? Why is it important that his story be told?
2. What advice did Garang’s father give him? How did this help Garang?
3. How did the boys lose their families? What happened to the girls?
4. Why did the boys decide to form groups? Why do you think Garang was chosen as a leader?
5. How are some of the decisions the boys made before heading to Ethiopia? How did these decisions help them?
6. What were some of the problems the boys faced on their journey? How did they solve these?
7. What is a refugee camp? Why are refugee camps needed?
8. Why did Garang think the mud shelters they built at the refugee camp were palaces?
9. Why did Garang decide to go to school? Why did he think of his schoolbooks as “my treasure—my mother and father”?
11. How did Garang change over time?
12. Why did Garang decide to come to the United States? Why might it be hard for a Lost Boy to adjust to life here?

Literature Circles

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

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

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

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

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

If you are a content area teacher, which of these could work for you?
PRACTICING LISTENING AND SPEAKING AROUND GRADE LEVEL LITERATURE

If you are a content area teacher, make the leap to apply these techniques for a unit you teach.
In what year did Salva's story start?  In what year did Nya's story start?  Is the book fiction, or based on a true story?  At what age was Salva separated from his family?

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

FOCUSED VIEWING; LISTENING WITH A PURPOSE

AUTHOR TALK (2:29 MINS.)
NOW YOU TRY IT WITH SALVA'S STORY
(FOR BUILDING BACKGROUND)
(Stop at 2 mins—“Studying International Business”)

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

ANTICIPATION GUIDES

| Name ________________________________________ Date __________________________ |
| Title of story__________________________________ Author________________________ |

<table>
<thead>
<tr>
<th>Anticipation Guide</th>
<th>Agree/Disagree</th>
<th>Page #</th>
<th>Were you right?</th>
<th>Reflect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</table>
**Let’s Practice! Make 3-4 Statements as You Watch the Video**

<table>
<thead>
<tr>
<th>My Opinion</th>
<th>My Partner’s</th>
<th>Video</th>
<th>What Do YOU think?</th>
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<tbody>
<tr>
<td></td>
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<td>It’s easy for people in Sudan to get water.</td>
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<td>4.</td>
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</table>

√ Agree  
X Disagree

**SALVA DUT TELLS ‘HOW THEY GET THE WATER IN SUDAN’**  
(BUILDING BACKGROUND)  
(10 MIN VIDEO; WE WILL WATCH FROM 4:38-8:06)
Tell some of the ways Salva says life is different in Sudan vs. life in the US.

<table>
<thead>
<tr>
<th>Something That’s Different</th>
<th>South Sudan</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>How houses are built</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What people eat</td>
<td></td>
<td></td>
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<tr>
<td>Children’s jobs</td>
<td></td>
<td></td>
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<tr>
<td>How people cook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How people get water</td>
<td></td>
<td></td>
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<tr>
<td>The amount of toys or clothes children own</td>
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</table>

Control amount of output required

---

**TOTAL PARTICIPATION TECHNIQUES**

**#5 TPT Hold-ups**

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

**SELECTED-RESPONSE HOLD-UPS**

The teacher writes several statements or questions on the board. Students then write an answer or respond to the question. They then hold up their response. Students can also be preselected to respond.

**NUMBER CARD HOLD-UPS**

Students are provided several cards, each containing a number. The teacher projects a math problem. Students then write the number that would solve the problem and hold up their card. This is repeated with other math problems.

**TRUE/NOT TRUE HOLD-UPS**

Students are asked to sort statements or questions as true or not true. They then hold up cards that have been preselected by the teacher.

**MULTIPLE-CHOICE HOLD-UPS**

A question is posed and students are given possible answers. Students then hold up the card that represents their answer. A selection must be made to allow students to participate.

**WHITEBOARD HOLD-UPS**

Students write or draw on a whiteboard or whiteboard-like surface, then hold up their whiteboard to display their answer.
CHAPTER 2

7 MINUTES
STOP AT 3:43

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

Audio Recordings: slow speed

https://www.youtube.com/watch?v=5M3qvu...

https://www.youtube.com/watch?v=se8tf8oVaOA
(two readers)

---

WHITE BOARD HOLD UPS

“Who did the villagers encounter on the road?”
rebels/soldiers

“Who did the soldiers take with them?”
all the men

“What were they holding?”
guns

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

CREATE YOUR OWN STORYBOARD THAT...
**Steps of: Numbered Heads Together**

1. Students Number Off
2. Teacher Poses Question
3. Heads Together
4. Teacher Calls a Number

**PARAPHRASE PASSPORT**

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

**STEPS:**

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

# LEVELED QUESTIONING

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

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

AGREE or DISAGREE:

_______ Nya is brave.
Your reason:

_______ The lost boys are strong.
Your reason:

_______ Salva is grateful.
Your reason:

Write two more opinion statements using character traits.

THINK-PAIR-SHARE SQUARED
THINK-PAIR-SHARE SQUARED

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

Using Drawings/Graphics

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

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

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

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

MIX-PAIR-SHARE

1. Students mix around the room.
2. Teacher calls "pair:"
3. Students pair up with the person closest to them and give a high five. Students who haven’t found a partner raise their hands to find each other.
4. Teacher asks a question and gives think time.
5. Students share with their partners using:
   - Tipped Pair Share → openended or lengthy responses
   - Rally Robin → list
INSIDE-OUTSIDE CIRCLE

Method:

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

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

What details were most important?
## Language Tables for Talking

<table>
<thead>
<tr>
<th>Chapter 2</th>
<th>Nya</th>
<th>Salva</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing</td>
<td></td>
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<tr>
<td>Saying</td>
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<tr>
<td>Feeling</td>
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### Try It!

**Drawings to Prompt Speaking**

“Drawing Out”

Summarize the main events of the chapter.
Nya doesn’t have _______. She stepped on ________.

Salva walked with __________ (people from his village).

Sentence Frames scaffold oral communication about content.

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

USE SENTENCE FRAMES TO SUPPORT SPEAKING

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

Grade 5


8th Grade

Talk Moves

Think Time: To gather your ideas and thoughts.
- I would like some time to think.
- I need to think about this.
- I will think about this later.

Say More: To expand on your thinking.
- Can you say more about that?
- Tell me more about your thinking.
- Can you expand on that?
- Can you give an example?

Press for Reasoning: To extend reasoning.
- Why do you think that?
- What is your evidence?
- What convinced you that way?
- What makes you think that?
- Why did you think that strategy would work?
- How did you get that answer?
- Can you prove that to me?

Talk Moves:
- Kind, purposeful classroom discussion where everyone’s voice is heard and valued.
Discussion Topic: Qualities of a Good Book Talk (Model for Students)

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

HTTPS://WWW.YOUTUBE.COM/WATCH?v=BUBERUWHFLU

BOOK TALKS (BOOK TRAILERS IF DONE AS MULTIMEDIA)
### WHICH OF THESE WILL YOU USE OR ARE YOU ALREADY USING WITH ENTERING/EMERGING ELLS?

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

**Supporting Entering and Emerging ELLs During Integrated Content Area Instruction**
Integrated ENL Content
Area Instruction: Social Studies With Primary Source Documents
Susan B. Anthony Speech

Gr. 7 & 11 NYS; US History and Government
The New York City Department of Education
6–12 Science Scope & Sequence

Grade Overview:
Diversity of life is seen through the study of cells. Prokaryotic and eukaryotic cells, and animal and plant cells, are examined to describe their structures and to explore how these cells make different organisms. Students will understand that life processes are carried on major functions to sustain life.

LE. Key Idea 6: Multicellular organisms. Levels of organization for multicellular organisms. Include cells, tissues, organs, and organ systems. Multicellular animals often have similar organs and tissues are responsible for a plant's life activities. Many plants have roots, stems, leaves, and reproductive structures. These important groups of tissues are responsible for a plant's life activities. (1.1d)

LE. Key Idea 5: Diversity of life is seen through the study of cells. Prokaryotic and eukaryotic cells, and animal and plant cells, are examined to describe their structures and to explore how these cells make different organisms. Students will understand that life processes are carried on major functions to sustain life. (1.1g)

Key Idea 2:
Cells are organized for more effective functioning in specialized systems for carrying major life activities. (1.1c)

Key Idea 1:
Cells provide the work that cells do and to make the materials that the cells need. Cells grow and divide, producing more cells. Cells take in nutrients, which they use to provide energy for the work that cells do, and to make their materials. Some cells, such as nerve cells, do not divide. (1.1a)

Integrated ENL Content
Cell Structures

Lesson
Integrated ENL Content
Area Instruction: Science
Lesson
Diversity of Life

Grade 6 | Unit 3: Diversity of Life

RECOMMENDED TIME: FEBRUARY - APRIL (6 WEEKS)

Integrated ENL Content
Area Instruction: Science
Lesson
Cell Structures

Diversity of Life

Grade 7.3

Also return to these concepts

Key Ideas:
6. Key Idea 6: Multicellular organisms. Levels of organization for multicellular organisms. Include cells, tissues, organs, and organ systems. Multicellular animals often have similar organs and tissues are responsible for a plant's life activities. Many plants have roots, stems, leaves, and reproductive structures. These important groups of tissues are responsible for a plant's life activities. (1.1d)

7. Key Idea 5: Diversity of life is seen through the study of cells. Prokaryotic and eukaryotic cells, and animal and plant cells, are examined to describe their structures and to explore how these cells make different organisms. Students will understand that life processes are carried on major functions to sustain life. (1.1g)

8. Key Idea 2: Cells are organized for more effective functioning in specialized systems for carrying major life activities. (1.1c)

9. Key Idea 1: Cells provide the work that cells do and to make the materials that the cells need. Cells grow and divide, producing more cells. Cells take in nutrients, which they use to provide energy for the work that cells do, and to make their materials. Some cells, such as nerve cells, do not divide. (1.1a)

Integrated ENL Content
Cell Structures

Lesson
Integrated ENL Content
Area Instruction: Science
Lesson
Diversity of Life

Integrated ENL Content
Area Instruction: Science
Lesson
Cell Structures

Diversity of Life

Grade 7.3

Also return to these concepts

Key Ideas:
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8. Key Idea 2: Cells are organized for more effective functioning in specialized systems for carrying major life activities. (1.1c)

9. Key Idea 1: Cells provide the work that cells do and to make the materials that the cells need. Cells grow and divide, producing more cells. Cells take in nutrients, which they use to provide energy for the work that cells do, and to make their materials. Some cells, such as nerve cells, do not divide. (1.1a)
Unit Overview:
Living things are similar in that they rely on many of the same processes to stay alive, yet are different in the ways that these processes are carried out. Nonliving things lack certain features of living organisms, such as the ability to maintain a cellular organization, carry out metabolic processes while maintaining internal stability (homeostasis), and pass on hereditary information through reproduction. Different organisms have different regulatory mechanisms that function to maintain the level of organization necessary for life. Life is dependent upon availability of an energy source and raw materials that are used in the basic enzyme-controlled biochemical processes of living organisms. These biochemical processes occur within a narrow range of conditions. (Refer to Appendix A for the Humane Treatment of Animals and Conservation Day)

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

Key Ideas:
Key Idea 1: Living things are both similar to and different from each other and from nonliving things.
Key Idea 4: The continuity of life is sustained through reproduction and development.
Key Idea 5: Organisms maintain a dynamic equilibrium that sustains life.

Major Understandings:
Quoted from the New York State Performance Indicators (1.2a, c, e-j, 1.3a, 4.1a, b, 5.1a-g)
1. Important levels of organization for structure and function include organelles, cells, tissues, organs, organ systems, and whole organisms (1.3a).
2. The organs and systems of the body help to provide all the cells with their basic needs. The cells of the body are of different kinds and are grouped in ways that enhance how they function together (1.3a).

Causes and Effect: Mechanism and Predictions:
Events have causes, sometimes simple, sometimes multifaceted. Describing causal relationships, and the mechanisms by which they are mediated, is a major activity of science and engineering.

Changes in systems may have various causes that may not have equal effects.

WHERE DO I START
Steps in Planning the Unit Modification for Entering and Emerging Students

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

NYS Next Generation Learning Standards

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

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

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

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

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

RST 2: Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
How do I integrate ELLs into a Mixed Proficiency Class?

With Native Speakers of English

Adjacent Proficiency Pairs are Best

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

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

Use Stand Alone to Prepare for Integrated
<table>
<thead>
<tr>
<th>Topic: Group Students into Literature Circles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry Chart (I-Chart)</td>
</tr>
<tr>
<td>Guiding Question 1:</td>
</tr>
<tr>
<td>Guiding Question 2:</td>
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<tr>
<td>Guiding Question 3:</td>
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<tr>
<td>Guiding Question 4:</td>
</tr>
<tr>
<td>Interesting Facts and Figures</td>
</tr>
<tr>
<td>New Questions</td>
</tr>
</tbody>
</table>

| What I Know Right Now                      |
| Source 1:                                  |
| Source 2:                                  |
| Source 3:                                  |
| Summaries:                                 |

### Inquiry Chart (I-Chart)

**Name:**

**Topic:**

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
<th>Other Interesting Facts</th>
<th>New Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What We Know</td>
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<tr>
<td>Source 1</td>
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<tr>
<td>Summaries</td>
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</tbody>
</table>
Susan B. Anthony Unit with Entering and Emerging Students

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

Building Background in L1

https://www.youtube.com/watch?v=28gAryEU3w&l=25s
Building Background in L1

Global Perspectives

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

Building Background in L2

Global Perspectives


Russian Materials

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

https://www.amazon.com/Susan-Anthony-movimiento-derechos-Spanish/dp/1432905961
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
7-2 Eukaryotic Cell Structure

Grade Level Text

A eukaryotic cell is a complex, sophisticated unit of biology that is not found in prokaryotic cells. Eukaryotic cells are typically larger than prokaryotic cells and contain a nucleus and other membrane-bound organelles. Understanding the structure and function of eukaryotic cells is crucial for comprehending the complexity of life.

Comparing the Cell to a Factory

Some aspects of the eukaryotic cell are similar to those found in factories. For example, the nucleus is like the control center of a factory, directing the production of goods. Similarly, the endoplasmic reticulum is like a production line, where proteins and lipids are synthesized. The Golgi apparatus is like a packaging station, where newly synthesized proteins and lipids are modified and sorted for distribution throughout the cell.

Nucleus

The nucleus is the control center of the cell, containing the cell's genetic material. It is bounded by a double membrane called the nuclear envelope. The inner membrane is continuous with the endoplasmic reticulum, facilitating the transport of molecules into and out of the nucleus. The outer membrane is connected to the endoplasmic reticulum via nuclear pore complexes, which allow the exchange of substances between the nucleus and the cytoplasm.

Biosomes

Biosomes are essential organelles in the eukaryotic cell. They are involved in the synthesis and modification of lipids, such as cholesterol and phospholipids. Biosomes are typically found in the endoplasmic reticulum and are responsible for the production of these lipids, which are critical components of cell membranes.

Endoplasmic Reticulum

The endoplasmic reticulum is a complex network of membranes that extends throughout the cytoplasm of the cell. It is involved in the synthesis and transport of lipids, proteins, and carbohydrates. The rough endoplasmic reticulum is associated with ribosomes, which are involved in protein synthesis. The smooth endoplasmic reticulum, on the other hand, is involved in the synthesis of lipids and detoxification processes.

Grade Level Text
Text is Out of Reach for Emerging ELLs

Lysosomes
Lysosomes are small membrane-bound organelles that digest waste, debris, and damaged organelles. They are involved in processes such as cellular autophagy, where the cell degrades itself to extract nutrients.

Vacuoles
Vacuoles are large membrane-bound organelles that store water, nutrients, and waste products. They play a role in maintaining the cell's osmotic balance and are involved in the storage and transport of materials.

Mitochondria and Chloroplasts
Mitochondria are organelles responsible for generating energy (ATP) through cellular respiration. Chloroplasts, found in plant cells, are the site of photosynthesis, where light energy is converted into chemical energy.

Cell Structure Videos in Russian

https://www.youtube.com/watch?v=c19GUq8F8lI

https://www.youtube.com/watch?v=EolkuDimrGM
19:28 minutes

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

Other Materials in L1: Graphics
Video lectures; quizlet cards

kreyòl
http://www.potomitan.info/bibliographie/hyppolite/selil.php

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


Russian Vocabulay Cards
Cells

You are here: Home / Subjects / Cells

Alternative Texts

Differentiated Entry Points: Lexile 480

The Smallest Units of Life
by Rebecca L. Johnson

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

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

Comprehension Strategy
Ask Questions

Language Skill
Answer Questions

Science Process Skills
- Classify
- Communicate
- Summarize

| 2   | 230L to 580L |
| 3   | 360L to 720L |
| 4   | 480L to 830L |
| 5   | 620L to 950L |
Parts of a Cell

Cells can have many different shapes.
Cells can be different sizes.
But most cells have many things in common.
Most cells have a nucleus.
The nucleus is big and centrally located.
It controls everything a cell does.

Captions Language

some things in common

All cells have smaller parts called organelles.
Each organelle has a specific job.
Different cells have different organelles.
The pictures below show organelles in different kinds of cells.

Key Points; Text Supported By Visuals

Limited Print; Simple Sentences; Strong Visuals
Some cells also have a cell wall. The cell wall is outside the cell membrane. A cell wall helps protect a cell. It also makes a cell stronger.

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

**Lexile 560**

**Animal Cells and Plant Cells**

by Rebecca L. Johnson

Reading Level: Grade 3
Guided Reading Level: D-P
Lexile Level: 560
TIES Level: 3 Developing

**Key Standards-Based Science Concepts**
- The cell is the basic unit of life. All living things are made of cells.
- Different cell parts perform different functions

**Comprehension Strategy**
- Ask Questions

**Language Skill**
- Clarify Examples

**Science Process Skills**
- Classify
- Communicate
- Summarize
Inside an Animal Cell

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

With a microscope, you can see some parts of an animal cell. A cell membrane covers the cell. The cell membrane protects what is inside and leaves the cell.

**cell membrane** - a thin covering that surrounds a cell

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

A cell also has **cytoplasm**. Cytoplasm includes everything between the cell membrane and the nucleus.

Part of the cytoplasm is a very thick liquid. The other part is made up of tiny **organelles**. Every organelle has a specific job inside a cell.

- **nucleus** - the cell structure that controls all a cell does
- **cytoplasm** - everything between the cell membrane and the nucleus in a cell
- **organelles** - small parts inside a cell that carry out different jobs

Chapter 2: Inside an Animal Cell

Making Proteins

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

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

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

Protein Packages and Energy

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

**Mitochondria** are other organelles. Each mitochondrion is a powerhouse. Energy. A cell gets all the energy it needs by breaking down the energy needed to make and package proteins from its mitochondria.

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

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

**SHARE IDEAS** Explain what ribosomes do in a cell.
• Read
• Reread
• Recycle Vocabulary and Concepts Across Books, Articles, Multimedia
• Expand Knowledge and Practice Skills
The facts about cells

By ThoughtCo, adapted by Newsela staff on 10.18.17

Word Count 607
Level 540L

Cells are the basic building blocks of life. All living things are made of cells. Some life forms are made of a single cell. But humans have up to 100 trillion cells in their bodies. That is about 1,000 times the number of stars in our galaxy!

There are hundreds of different types of cells. They give our bodies their shape, give us energy, let us have children and much more.

Below are 10 facts you may not know about cells.

1. Cells are very small.

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

2. There are two main types of cells.

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

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

3. Prokaryotes only have one cell.

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

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

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

5. Cells contain DNA.

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

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

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

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

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

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

9. Cells are the basic building blocks of life. All living things, or organisms, are made of cells.

Some life forms are made of a single cell. But humans have up to 100 trillion cells in their bodies. That is about 1,000 times the number of stars in our galaxy!

10. There are hundreds of different types of cells. They give our bodies their shape, give us energy, let us have children and much more.

Below are 10 facts about cells. Some are well-known, but others may surprise you.

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

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

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

Women Leaders: Susan B. Anthony

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 Adams, Massachusetts. She had seven brothers and sisters. Her father ran a cotton mill. They were a Quaker family. Quakers were peaceful people. She would spend many years helping people who were treated unfairly.

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

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

Home Language Version of Speech

https://www.youtube.com/watch?v=M2Y1zpY8p6A
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: 369

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 y fue acusada por ello. Por eso se 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, "

Había de los fundamentos de nuestro país.
Amigas y conciudadanas: me presento aquí ante ustedes, esta noche, acusada del supuesto delito de haber votado en las recientes elecciones presidenciales sin tener el legítimo derecho para hacerlo. Será mi tarea esta noche demostrarles que, con ese voto, no cometí ningún delito, simplemente ejercí unos derechos de ciudadana los cuales se garantizan a todos los ciudadanos estadounidenses incluyéndome a mí en la Constitución Nacional y que ningún estado tiene el poder de negar.

El preámbulo de la Constitución Federal dice: “Nosotros, el pueblo de los Estados Unidos, para formar una unión más perfecta, establecer la justicia, garantizar las libertades fundamentales, mantener la defensa común, fomentar el bienestar general y proteger los beneficios que otorga la libertad para nosotros y nuestra posteridad, ordenamos y establecemos esta Constitución para los Estados Unidos de América”. Éramos “nosotros”, el pueblo; no “nosotros”, los ciudadanos blancos de sexo masculino, tampoco “nosotros”, los ciudadanos de sexo masculino; sino “nosotros”, todo el pueblo que forma esta Unión. Y la formamos, no para entregarnos los beneficios de la libertad, sino para protegerlos; no para la mitad de nosotros y la mitad de nuestra prosperidad, sino para todas las personas, tanto mujeres como hombres, y en una balanza decididamente a favor de las mujeres. De esta forma, los bene\textsubscript{f}icios de esta libertad se les retiran para siempre a las mujeres y a la posteridad femenina.

Para ellas, este gobierno no tiene ningún poder legal que derive del consentimiento de los gobernados. Para ellas, este gobierno es una dictadura. No es una república. No es un estado que granan con sus ciudadanos. No es un estado que se subordina a la Constitución de los Estados Unidos de América. Lo que es es un estado que gobierna a las mujeres. Y eso es lo que el gobierno demócrata-republicano nos ofrece: el voto. Para cualquier estado, convertir el sexo en un requisito que resulte en privar de sus derechos a la mitad de la población es como promulgar una ley ex post facto y, por lo tanto, es una violación a la ley suprema de un país. De allí en adelante, los beneficios de la libertad se limitan para mujeres a los jueces y a la posteridad femenina.

Tanto Webster como Worcester y Bouvier enfatizan al ciudadano como una persona que, en los Estados Unidos, tiene derecho a votar y a ocupar un cargo público.

La única pregunta que queda abierta para formularse es: ¿las mujeres son personas? Me cuesta creer que algunos de nuestros oponentes tengan la determinación de decir que no. Siendo personas, las mujeres son ciudadanas; y ningún estado tiene el derecho de promulgar una ley o imponer alguna otra restricción que les quita el derecho a votar y a ocupar un cargo público. Y si un estado busca hacer eso, no debe hacerlo con el consentimiento de las mujeres. Porque en este país, habrá que responder ante dioses. De otro modo, todo el mundo puede ser un Dios, un santo, un héroe y un hombre, pero el dios de los traseros no es Dios. Dios es un hombre, no una mujer, y no un trasero.

By Discurso original del dominio público, traducido por Newsela on 03.29.16
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, indeed, simply exercised my citizen’s rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

The preamble of the Federal Constitution says: “We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic 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 for the half of ourselves and the half of our posterity, but to the whole people - women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic republican government - the ballot.

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

To them this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is not a republic. It is an odious aristocracy a hateful oligarchy of sex; the most hateful aristocracy ever established on the face of the globe; an oligarchy of wealth, where the rich govern the poor. An oligarchy of learning, where the educated govern the ignorant, or even an oligarchy of race, where the Saxon rules the African, might be endured; but this oligarchy of sex, which makes father, brothers, husband, sons, the oligarchs over the mother and sisters, the wife and daughters, 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, even under their privileges or immunities. Hence, even under their constitutions and laws of the several states is today null and void, precisely as it is every one against Negroes.

Susan B. Anthony - 1873
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 I did have that right. This right is given to me and all United States citizens by the National Constitution. No state has the power to deny it to me.

The preamble of the Federal Constitution says: “We the people of the United States, in order to form a more perfect union . . .” It talks about how we began our country. The preamble of the Constitution of the United States begins: “We, the people of the United States, . . .” It says that we are citizens by the National Constitution, beyond the power of any state to deny.

It shall be my work this evening to prove to you that I committed no crime. I simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution. These rights are the rights guaranteed to me and all United States citizens by the National Constitution. No state has any power to deny these rights.

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 1896. 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.

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The preamble of the Constitution of United States begins: “We the people of the United States, . . .” It says that we are citizens by the National Constitution, beyond the power of any state to deny.

It shall be my work this evening to prove to you that I committed no crime. I simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution. These rights are the rights guaranteed to me and all United States citizens by the National Constitution. No state has any power to deny these rights.

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The preamble of the Constitution of United States begins: “We the people of the United States, . . .” It says that we are citizens by the National Constitution, beyond the power of any state to deny.
See Also:


<table>
<thead>
<tr>
<th>Source Analysis Sheet</th>
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</thead>
<tbody>
<tr>
<td>Name: ___________________________ Class: __________</td>
</tr>
<tr>
<td><strong>Source # 1</strong></td>
</tr>
<tr>
<td>3 Objects/People that you see:</td>
</tr>
<tr>
<td>What assumptions can you make about the source?</td>
</tr>
<tr>
<td>If this source is a picture, what would be a good caption for it?</td>
</tr>
<tr>
<td>What is a question that you have about this source?</td>
</tr>
<tr>
<td>How might this source relate to our topic of study?</td>
</tr>
<tr>
<td><strong>Source # 3</strong></td>
</tr>
<tr>
<td>3 Objects/People that you see:</td>
</tr>
<tr>
<td>What assumptions can you make about the source?</td>
</tr>
</tbody>
</table>
Close Reading with Guiding Questions

Reading for Key Ideas and Details Providing Evidence

Pre-teach Challenging Vocabulary:
- Citizen
- Accuse
- Supposed (crime)
- Crime
- Legal right
- Blessing(s)
- Liberty
- Insult
- Right(s)
- Power(s)
- Rule; ruler
- Definition
- Enemy
- Law
Famous Speeches: Susan B. Anthony's "Women's Rights to the Suffrage"

By Adapted by Newsela staff on 03.29.16

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

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 it 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 a rule that women 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 the state goes on, women will not be truly free.

To women, this government has not had powers To women, this government is not a democracy. It is not free. 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 rule over his wife. It gives all men the right to rule 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 of...ce. No state has the power to stop this.

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 the 1872 election between Ulysses S. Grant and Horace Greeley. Anthony was not the only woman who voted that year. She made speech after speech after speech. She said, “I am here to call attention to... citizens has the right to vote and hold of...ce. 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 in the United States, they say a citizen has the right to vote and hold of...ce. 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 in the United States, they say a citizen has the right to vote and hold of...ce. 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 in the United States, they say a citizen has the right to vote and hold of...ce. 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 in the United States, they say a citizen has the right to vote and hold of...ce.
Guiding Question:
In the first paragraph, what do readers learn about Susan B. Anthony and the purpose of her speech?
Readers learn that Anthony ____________________ and they learn that the purpose of her speech is to ____________________.

Additional Questions:
1. Who does Anthony address (speak to) in the first sentence of her speech?
   She addresses her __________ and __________

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

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

4. What part of the document gives citizens the right to vote?
   The __________ gives all people the right to vote.

5. What does the phrase “blessings of liberty” refer to?
   The phrase “blessings of liberty” refers to __________

6. What kind of government does Anthony say was established by the U.S. Constitution?
   She says the government is a __________ government.

7. What does Anthony say states cannot do?
   She says states cannot __________

8. According to Anthony’s argument, which has the greater power? State law or the federal government?
   The other evidence Anthony gives is __________.

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

10. Which two groups does Anthony name as facing discrimination when it comes to voting?
    She says that __________ and __________ are being discriminated against by laws that do not allow them to vote.

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

12. How does Anthony’s question, “Are women people?” connect to her argument that women have an equal right to vote? 

Could Also Do with Cell Unit

Simple Procedure for ELLs—With or Without Reading

Before Reading

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

CLOSE READING anchor chart

CLOSE READERS
DO THESE THINGS

- Read the text slowly at least twice ★★★
- 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

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**DURING READING**

- I have a question.
- I don't understand.
- Surprising
- Important part
- Love this part
- Favorite
- Making a connection
- "This reminds me of___"
- Main idea
- Evidence that supports the Main Idea

**TRY IT OUT**

With the Anthony Speech

**Questions for Close Reading**

- What Question is the author trying to answer?
- What is the author's main Purpose?
- What are the author's basic Concepts?
- What are the author's important Inferences or conclusions?
- What Information is the author using?
- What Assumptions is the author making?
- What Point of View has the author taken?
- What are the Implications of the author's reasoning?

Use After Second Reading
Evidence Based Terms

Don’t just say it... PROVE it!

The Accountable Ant:
- because...
- for instance... for example...
- the author said __, so I think...
- according to the text...
- from ___ I know that...
- On page ___ it says ___, so...

CLOSE READING FOR LANGUAGE DEVELOPMENT
Word and Sentence Building

Understanding Word Parts

- *dis*
  - *Disagreement*
  - *disharmony*

Sentence Complexity: Compound Sentences

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

Taking Oral Language and Reading Into Writing Persuasion/Opinion Writing
Susan B. Anthony did/did not commit a crime by voting.
Susan B. Anthony was courageous

Susan B. Anthony's speech was effective

Informational Writing

Topic/Theme: Cell structures & functions
### Resources for Teachers

- [Comprehension Strategies for English Language Learners](#)