

Annotated Supports for Multilingual Learners

This lesson was reviewed by the **English Learner Success Forum (ELSF)** to highlight effective supports for multilingual learners. *Wit & Wisdom*[™] collaborated with ELSF to refine Prologue materials. ELSF does not rate or endorse materials.

PROLOGUE TO LESSON 20: AT A GLANCE

Focusing Question: What sustained people’s spirits during the Great Depression?

SUMMARY

Students deconstruct important sentences from *Out of the Dust* into words, phrases, and clauses. By focusing on word choice, symbolism, and figurative language, students deepen their understanding of complex language. This work prepares students to analyze the text in Lesson 20.

LEARNING GOAL

Analyze how an excerpt from *Out of the Dust* uses symbolism.

- ✓ Mix and Mingle: “How does this sentence use plants as symbols for hope?”

VOCABULARY

symbolism (n.): the use of objects to represent ideas

MATERIALS

Out of the Dust, Karen Hesse, Pages 57–59

Prologue Glossary

Prologue Handout 20A: Excerpt from “Wild Boy of the Road,” *Out of the Dust*

INCREASED UNDERSTANDING

- » ELA Specification 6a
- » ELA Specification 9a

Close reading of complex text through a focus on word choice, symbolism, and figurative language supports students’ understanding of the text’s themes and the specific genre. By focusing on specific elements of language embedded in the text and deconstructing the text with teacher support, students are supported in accessing the grade-level text and increasing their understanding of the content.

Launch

5 MIN.

Draw a heart on the board or on chart paper. Assess and activate prior knowledge by asking these questions:

“What is this?”

“What does it mean?”

Direct students to the word *symbolism* in their Prologue Glossaries. Echo Read the word and then define it.

symbolism (n.): the use of objects to represent ideas

Explain that the drawing of the heart is a concrete symbol that represents the idea of love.

Tell students to draw a box around the word *symbol* inside *symbolism*. Explain that *symbol* is the base word that means “an object,” and *-ism* is the suffix that means “the use of.”

Model using the words *symbol* and *symbolism* with these sentences:

The heart is a symbol for love.

The symbolism of hearts is used on romantic greeting cards.

Demonstrate a thumbs-up and a thumbs-down gesture, and ask what the gestures symbolize.

Consider asking students what different emojis symbolize.

Introduce this lesson’s Learning Goal: Analyze how an excerpt from *Out of the Dust* uses symbolism.

Explain that studying a sentence from “Wild Boy of the Road” will help students understand how the author uses symbols to reflect people’s experiences during the Great Depression.

Learn

20 MIN.

Explain that the poem “Wild Boy of the Road” describes the experience of many boys who walked across the country during the Great Depression looking for a better life.

Model fluent reading by reading aloud “Wild Boy of the Road” (Hesse 58–59). Emphasize effective phrasing, and repeat words students may struggle to pronounce.

ACTIVATING PRIOR KNOWLEDGE

» ELA Guideline 11

Teacher materials direct the teacher to draw on students’ background knowledge of the heart symbol, what it means (to them) and what they believe it to be activates and leverages students’ assets.

By doing so, the teacher is able to recognize students’ prior knowledge and interests to introduce and connect students to the lesson content.

INTERACTIVE ORAL LANGUAGE DEVELOPMENT

» ELA Guideline 1

The use of Echo Reading and Choral Reading at multiple points throughout this lesson provides opportunities to students to engage with the complex text in an interactive manner to support oral language development and knowledge of the subject matter.

LANGUAGE AND CONTENT SUPPORT THROUGH SCAFFOLDS

» ELA Guideline 6 » ELA Specification 8c

The use of scaffolds to support access to content provides students’ with an entry into their engagement with complex texts. By breaking down complex, disciplinary-specific language into parts, students’ will deepen their engagement with both the language and content. Research shows that when teachers can scaffold students’ understanding of content-specific language (Tier III vocabulary) and complex texts they are able to access grade level content. Language and content support scaffolds that focus on morphology also provide a transferable and portable strategy for students to approach unknown words.

ACTIVATING STUDENTS’ KNOWLEDGE AND INTERESTS

» ELA Specification 11a

By drawing on gestures and emojis that students may be familiar with, students will be able to draw on their own background knowledge, interests, and life experiences. Emojis are ubiquitous symbols that many students will be able to leverage and access in order to participate and make connections between what they know and the text.

Direct students to the excerpt on Prologue Handout 20A. Reread aloud the sentence. Instruct students to circle the commas in the sentence, and explain that the commas divide the long sentence into clauses. Tell students that reading one clause at a time will help them make sense of the whole sentence.

Echo Read the first line of the excerpt, and encourage students to mimic your phrasing.

Ask: “What do the mothers wish for?”

Explain that the word *that* refers to the previous line. The mothers wish their sons would come home.

Echo Read the second and third lines of the excerpt, and encourage students to mimic your phrasing. Tell students to underline *where* and to draw an arrow between the word *where* and the word *California*. Explain that “where rain comes” describes the state of California. Tell students that this gives the reader important information about why some boys are walking west to California. Display a map that shows the long distance from Oklahoma to California.

Instruct students to draw a picture in the second column of Prologue Handout 20A that illustrates what happens in California.

Echo Read the fourth line of the excerpt, and encourage students to mimic your phrasing. Tell students this line also describes things that happen in California.

Tell students to write “amazing thing” next to the word *miracle*.

Ask: “What does ‘the color green doesn’t seem like such a miracle’ mean?”

Listen for these essential understandings:

- *In California there are a lot of green, healthy plants.*
- *In Oklahoma it seems like a miracle to see a green plant since there are so few of them.*

Instruct students to add more detail to their drawing in the second column.

Echo Read the fifth line of the excerpt. Instruct students to circle the word *like*. Explain that this line uses a simile: a type of figurative language that compares one thing to something else.

GRAPHIC ORGANIZER AS SCAFFOLDS

» ELA Specification 5c

Prologue Handout 20A provides students' with a graphic organizer where they can interact and read an essential excerpt from the text. Graphic organizers provide a visual and hands-on opportunity to engage with grade-level texts. This support helps students engage with text at the sentence level and learn about how clauses work and come together to express complex ideas. As such, the graphic organizer provides a scaffold for metacognitive awareness of language.

INTERACTIVE LANGUAGE DEVELOPMENT THROUGH ECHO READ

» ELA Guideline 3

Wit & Wisdom included Echo Reading and a hands-on activity to increase student engagement and interaction with both language and content. By including activities that are student-centered and embed interactive language fluency routines support students as they engage with grade-level text.

SCAFFOLD

Share additional examples of similes that use familiar concepts and comparisons.

Guide students to notice that the two things the simile compares are hope and sap in a stem. Explain that sap is liquid food inside a plant that rises from the roots through the stem to feed the rest of the plant to help keep it alive.

SCAFFOLD

Display plant roots and stems or images of these items.

Instruct students to Think–Pair–Share: “Why does the simile compare hope to sap in a stem?”

Give students one minute to silently think.

Form pairs and instruct students to discuss their ideas. Listen to pairs’ discussions to identify responses that are likely to prompt a meaningful discussion.

Then facilitate a whole group discussion.

Listen for these essential understandings:

- *They are similar because they can both rise.*
- *They are similar because plants need sap and people need hope.*
- *They are both found in California.*

Instruct students to add more detail to their drawing in the second column of Handout 20A.

Choral Read the entire sentence on Handout 20A.

INSTRUCTIONAL MATERIALS AS SCAFFOLDS

- » **ELA Specification 5c**
- » **ELA Specification 3b**

The use of realia and images are important pathways to supporting students’ conceptual understanding of complex language and imagery. By including instructional materials that embed such scaffolds, the lesson includes multiple opportunities to engage with content and language.

Wit & Wisdom added this scaffold to the instructional materials to guide oral language activities that support students’ opportunity to enter the text at different levels of language proficiency.

ORAL LANGUAGE PRACTICE

- » **ELA Specification 1b**

Through a Think–Pair–Share activity, this strategy supports oral language development as students hear their peers’ ideas and share their own. The one minute of think time is an opportunity for students to develop their ideas and reasoning, as well as co-construct their knowledge about grade-level content before bringing them to the whole group discussion. This oral language practice pushes students to engage in higher order thinking.

TEACHER FORMATIVE ASSESSMENT

- » **ELA Guideline 14**

This formative assessment strategy guides teachers to engage in formative assessment specifically related to the essential understandings for the lesson content. By providing specific Listen Fors, the materials provide guidance for assessing students’ language proficiencies and content understandings, specifically: What are students understanding, or not, about the simile that is presented? How do we know that students are understanding the content?

Land

5 MIN.

- ✓ Students Mix and Mingle: “How does this sentence use plants as symbols for hope?”

Instruct students to find a partner they haven’t worked with yet. Give them two minutes to discuss the question.

To encourage students to practice using the word *symbol*, display this sentence frame:

Plants are a symbol of hope because _____.

Instruct students to repeat this process with a new partner. Monitor discussions and guide students as needed.

Facilitate a brief discussion about symbols in the poem. Invite volunteers to share what they learned from listening to others’ responses.

Listen for these essential understandings:

- *Plants are a symbol of hope because they are living things that are still growing.*
- *Plants are a symbol of hope because the sap in their stems gives the plants enough food to keep them living and growing for that day.*

SUPPORT FOR ACADEMIC DISCUSSIONS AND FORMATIVE ASSESSMENT

- » **ELA Specification 1b**
- » **ELA Specification 14b**

This strategy of a teacher model of a possible sentence frame for peer conversation supports oral language development and understanding of the content. Including this guidance within teacher materials provides students with opportunities to engage in academic discussions and negotiation of meaning about the grade-level text.

Wit & Wisdom included this element of the lesson based on feedback from ELSF to incorporate structured interactions to support oral language development and content understanding. In addition, the materials provide an opportunity for formative assessment especially since this part of the lesson explicitly names Listen Fors.