



GRADE

1

**WIT &  
WISDOM®**

**Multilingual Learner Resource**





# Multilingual Learner Resource: Introduction





Great Minds® is the creator of *Eureka Math*®,  
*Wit & Wisdom*®, *Alexandria Plan*™, and *PhD Science*®.

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# Introducing the Grades K through 5 *Wit & Wisdom*® Multilingual Learner Resources

## WHAT ARE THE *WIT & WISDOM*® MULTILINGUAL LEARNER RESOURCES?

The Multilingual Learner Resources are research-aligned supports to boost multilingual learners' experience with *Wit & Wisdom*® in grades K through 5. For each of these grades, four resources align to each of the four *Wit & Wisdom* modules. Each resource

- highlights existing lesson elements that particularly benefit multilingual learners; and
- provides new lesson-specific supports for reading, writing, language, and speaking and listening instruction.

These scaffolds and supports are not intended as step-by-step guidance to follow for each lesson. *Wit & Wisdom* teacher-writers identified high-priority lessons for which multilingual learners might need support. Thus, the resources do not provide suggestions for every lesson.

Educators should use the resources flexibly and as appropriate given their specific student needs and school context. Not all lessons and all students require support. We recommend providing the least amount of support needed. As always, the goal is to allow students appropriate productive struggle for learning and to remove scaffolds as students gain skills, knowledge, and confidence.

## WHO SHOULD USE THE *WIT & WISDOM* MULTILINGUAL LEARNER RESOURCES?

The Multilingual Learner Resources are designed for use by multiple audiences. English language arts (ELA) classroom teachers (Grades K through 5), TESOL teachers, and other specialists working with diverse learners will find the scaffolds and supports helpful in meeting multilingual learners' needs.

Note: TESOL (Teaching English to Speakers of Other Languages) can refer to a specific academic certification and the international advocacy organization. In general, we use the term to refer to educators who specialize in working with this population but not necessarily to the specific certification or organization.

## WHAT DOES EACH MULTILINGUAL LEARNER RESOURCE INCLUDE?

Each resource includes the following:

- Multilingual Learner Resource Module Map, which lists the lessons and their supports in module sequence
- Overview of module learning and alignment to WIDA (World-Class Instructional Design and Assessment) and ELP (English Language Proficiency) standards
- Lesson-specific supports for each literacy strand: reading, writing, language, and speaking and listening; existing supports are listed first, followed by new recommendations.

## WHAT TYPES OF SUPPORT DOES EACH RESOURCE PROVIDE?

**Reading supports** help students comprehend core module texts. An educator may choose these supports for students who often need additional help to read and comprehend grade-level text.

- A recommended fluency protocol (one for each grade band, K–2 and 3–5) outlines a process for using fluency passages for small-group instruction.
- A section for each core text includes a qualitative analysis of the core text, a description of potential challenges for multilingual learners, and recommended scaffolds to address the challenges.

**Writing supports** help students explore and practice the structure and language used in each writing type (opinion/argument, informative/explanatory, or narrative). An educator may choose these supports for students who often need additional help to understand and apply the structure of different writing types. Educators can use the previous year's writing assessments and the current year's performance on Focusing Question Tasks and End-of-Module Tasks to assess these writing competencies.

- This section begins with a summary of the module's writing instruction and the craft elements that may challenge multilingual learners.
- Supportive scaffolds already included in the module are highlighted.
- New lesson-specific scaffolds are suggested to target potential challenges for multilingual learners.

**Language supports** help students understand the vocabulary and syntax used in the module. An educator may choose these supports for students who often need additional help to understand academic and figurative language. To assess these skills, educators can observe student responses to text-dependent questions or Check for Understanding tasks.

- Each resource highlights Deep Dives to prioritize for multilingual learners.
- In grades K–2, each resource includes a sentence construction protocol to help students create and expand content-rich sentences related to each Focusing Question Task.
- In grades 3–5, each resource includes a sentence deconstruction protocol to help students break apart a complex sentence from a module text into words, phrases, and clauses and then

consider the intended meaning of each part. The resource recommends instructional steps to deconstruct four sentences from the module's fluency passages.

- In addition, each resource includes links to the Vocabulary Videos from the *Wit & Wisdom in Sync™* program. These videos provide explicit, contextual instruction for key vocabulary terms from each module.

**Speaking and listening supports** help multilingual learners engage in productive academic conversations. An educator may choose these supports for students who, based on performance in Socratic Seminars and class discussions, often need additional processing time or rehearsal before they share ideas with a large group.

- The Stronger, Clearer Each Time protocol helps multilingual learners prepare for Socratic Seminars.
- Socratic Seminar scaffolding questions help multilingual learners engage in the analytical thinking needed to fully participate in Socratic Seminars.
- A grade-band-specific Talking Tool (grades K–2 and 3–5) provides sentence frames to help multilingual learners participate more fully in academic conversations, specifically, sharing ideas, supporting their ideas with evidence, asking others for more information, and building on others' ideas.

# Recommendations for Using the *Wit & Wisdom* Multilingual Learner Resources

## HOW CAN LEADERS SUPPORT SUCCESSFUL *WIT & WISDOM* IMPLEMENTATION FOR MULTILINGUAL LEARNERS?

School leaders and instructional coaches can support *Wit & Wisdom* implementation by arranging common collaborative planning time for *Wit & Wisdom* teachers and multilingual learner teachers and by including multilingual learner teachers in *Wit & Wisdom* professional learning opportunities.

## HOW MIGHT EDUCATORS USE THE RESOURCES?

The ELA *Wit & Wisdom* classroom teacher and the TESOL teacher can use these resources in different ways, depending on the specific staffing arrangement of the school or district:

- In the *Wit & Wisdom* classroom, the ELA teacher teaches independently, using the resources to scaffold instruction for specific multilingual learners.
- The ELA and TESOL teachers coteach in the *Wit & Wisdom* classroom; the ELA teacher and TESOL teacher use the resources to scaffold instruction for specific multilingual learners.
- During small group time, such as designated ELD, the TESOL teacher uses the resources to support *Wit & Wisdom* instruction.

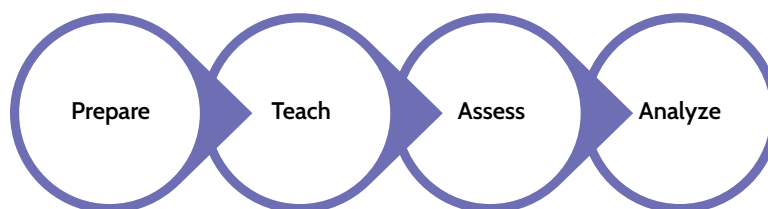
Classroom teachers and support specialists work together to prepare for instruction. Because of schools' different contexts and staffing and scheduling configurations and because multilingual learners need different types of supports, the resources are designed for flexible use. Educators can use the resources to prevent unnecessary struggle in whatever way best meets their context and students' needs. Implementation may vary in these ways:

- **Delivery mode:** Some supports are best taught briefly 1:1 or in small groups out of the main classroom; others may be more appropriate for in-class small-group instruction.
- **Point of instruction:** Some supports may be used for preteaching, others for point-of-need support or scaffolding, and others for reteaching or follow-up instruction.
- **Instructional approach:** Some supports may be appropriate for instruction from the classroom teacher along with the whole-group ELA instruction; others may be most effectively taught by a specialist. Still others work well in coteaching arrangements with opportunities for parallel teaching between the classroom and the TESOL teacher.

## WHAT SHOULD EDUCATORS CONSIDER WHEN PREPARING FOR WIT & WISDOM INSTRUCTION PAIRED WITH THE RESOURCES?

When multiple educators support multilingual learners, they must coordinate to ensure that instruction best meets the students' needs and learning goals.

Great Minds® recommends a four-part preparation process.



- **Prepare Phase:** In the Prepare phase, ELA and TESOL teachers use the Module Preparation Protocols to study the module and identify supports. We recommend that after step III: Examine the Module's Writing Tasks and Assessments, teachers add a step to examine the Multilingual Learner Resource. After completing the Focusing Question Arc Study Protocol, teachers should review the multilingual learners supports in the arc. Immediately before instruction, teachers can evaluate their implementation and support plans and adjust based on student progress.
- **Teach Phase:** During the Teach phase, both teachers monitor understanding and engagement and implement targeted scaffolds to support specific students.
- **Assess Phase:** During the Assess phase, both teachers check student progress by observing students' participation in class discussions and performance on the lesson Check for Understanding. Wit & Wisdom offers varied assessments, such as Focusing Question Tasks and Socratic Seminars, to help teachers gather information.
- **Analyze Phase:** During the Analyze phase, both teachers share student data and their observations of student performance. They discuss which supports work for various students, which scaffolds they can remove, and which students may benefit from additional support.

## HOW SHOULD EDUCATORS CONSIDER ENGLISH LANGUAGE PROFICIENCY LEVELS WHEN USING THE MULTILINGUAL LEARNER RESOURCES?

Language development is not a linear process, and multilingual learners will demonstrate varying progress in English depending on the content and the task. Rather than use English proficiency levels to label students, we encourage educators to select scaffolds based on a student's current progress and demonstrated needs. English language proficiency standards help educators understand how language develops and where students will need targeted support. Educators can use this knowledge to choose the most appropriate scaffolds for their students. All students should participate in grade-level instruction to develop content and language simultaneously.

Students performing at beginning levels of English reading proficiency may benefit from significant scaffolds suggested for each core text, as well as the Vocabulary Videos. Students performing at



intermediate levels of English reading proficiency may benefit from the extended fluency practice, the Grades 3–5 Sentence Deconstruction protocol, and extra time with the Deep Dives to explore features of the English language.

Students performing at beginning levels of English writing proficiency may benefit from both existing and additional scaffolds provided to complete the writing tasks. The Grades K–2 Sentence Construction protocol will help these students form sentences related to the content-based tasks. Students performing at intermediate levels of English writing proficiency may benefit from sentence frames and outlines provided in the scaffolds to help them use the appropriate structure and transitions.

Students performing at beginning levels of English speaking and listening proficiency may benefit from the Stronger, Clearer Each Time protocol to have additional time to process content and rehearse ideas. Students performing at intermediate levels of English reading proficiency may benefit from the Talking Tool to engage in class discussions.

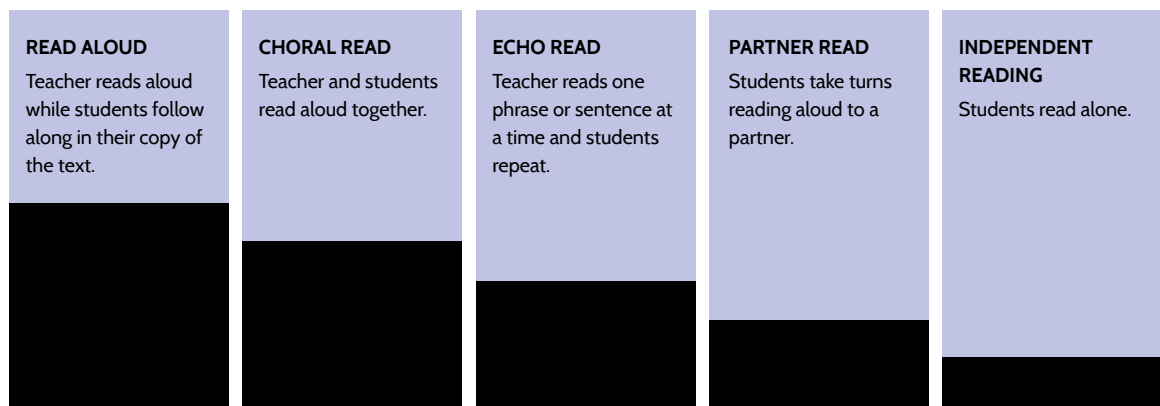
Students who are newcomers to the English language, or students with limited or interrupted formal education, may require additional support in foundational literacy skills outside of the *Wit & Wisdom* curriculum.

## WHAT ARE ADDITIONAL BEST PRACTICES FOR SUPPORTING MULTILINGUAL LEARNERS?

Students will not need supports in all lessons. Variability in instructional pacing and differentiated student needs—along with a flexible tool that provides guidance for some but not all lessons—means, however, that sometimes ELA and TESOL teachers may need to provide supports that are not part of the resource’s recommendations.

In these cases, we recommend the following:

1. **A Continuum of Reading Support:** *Wit & Wisdom* lessons engage students in grade-appropriate complex texts. Students hear or read the same text multiple times. Educators can plan with a continuum of reading support in mind, progressing to less support as students are better able to read and comprehend independently.



2. **General Supports:** These more broadly applicable descriptions of common student needs and responsive teacher actions can help teachers to be prepared with a course of action if they observe a student engaged in unproductive struggle during instruction.

Demonstrated Student Needs	Teacher Actions
<b>Students have beginning English proficiency.</b>	<ul style="list-style-type: none"> <li>▪ Translate discussion questions, speaking and listening assignments, or directions into a student's home language. Ensure that translations are accurate and clear; use vocabulary accessible to students with varying levels of home-language literacy.</li> <li>▪ Allow imperfect English during discussions to keep students focused on communicating meaning, not on grammatical correctness. Instead of immediately correcting students' language, look for error patterns to explicitly address with the student later.</li> <li>▪ Group same-language peers to help students deepen their understanding of the content in their home language before participating in English discussions.</li> <li>▪ Group students with native English speakers to help them develop their English oral language skills.</li> </ul>
<b>Students have limited academic vocabulary.</b>	<ul style="list-style-type: none"> <li>▪ Provide visual representations of key concepts or vocabulary to help students build their knowledge base and effectively participate in conversations.</li> <li>▪ Offer a word bank to help students use academic vocabulary and phrases.</li> </ul>
<b>Students need support engaging in academic discussions.</b>	<ul style="list-style-type: none"> <li>▪ Provide sentence frames to help students phrase their contributions and participate more fully in conversations.</li> <li>▪ Offer graphic organizers to help students prepare for and take notes during academic discussions.</li> <li>▪ Provide time for students to use English or their home language to answer question in pairs before engaging in a group discussion.</li> </ul>
<b>Students need support identifying the main ideas of the text and answering text-dependent questions.</b>	<ul style="list-style-type: none"> <li>▪ Preview the topic and main ideas of the text. Activate related background knowledge.</li> <li>▪ Provide visual aids (e.g., knowledge-building photographs or videos) to support comprehension.</li> <li>▪ Divide the text into smaller passages or shorten the assignment to the essential sections.</li> <li>▪ Read the text aloud or provide an audiobook. Direct students to follow along as much as possible.</li> <li>▪ Provide a home-language translation for multilingual learners before they engage with the English text. For this scaffold to work, the translation must be of high quality and students must be literate in their home language.</li> </ul>

Demonstrated Student Needs	Teacher Actions
<b>Students have trouble writing extended responses.</b>	<p>Provide students time to orally rehearse their ideas before they write.</p> <p>Allow students with beginning proficiency to answer in their home language to check their understanding. Cocreate a response.</p> <p>Provide a word bank of content vocabulary and/or academic language related to the writing type. For example, if students are writing or retelling a narrative, they might benefit from having a list of sequencing words.</p> <p>Provide a model and outline or a graphic organizer with sentence frames to help students write down their ideas.</p>

**Instructional Routine Supports:** Teachers can scan for any of the repeated instructional routines—and their possible scaffolds—that are highlighted below. These routines will be particularly effective at increasing multilingual learners’ engagement, providing opportunities for oral language practice and purposeful academic conversation, and making students’ thinking and learning visible for assessment. (See the *Wit & Wisdom* Implementation Guide for details of each routine’s instructional steps.)

Routine	Description	Possible Scaffolds
<b>Give One–Get One–Move On</b>	Students share and exchange written ideas with multiple peers.	<p>Help students write their ideas at the beginning of the routine.</p> <p>Display a word bank with visuals for terms that students will likely use in discussion.</p>
<b>Mix and Mingle</b>	Students move around to share ideas with multiple peers.	<p>Pair multilingual learners with a teacher first to prepare and/or rehearse a response.</p> <p>Offer a sentence frame.</p>
<b>Shared Writing</b>	The teacher uses students’ ideas to model accurate style and structure.	<p>Display a model about a similar topic.</p> <p>Use a repeatable outline or sentence frames to guide the writing.</p> <p>Display a word bank with useful conjunctions, transitions, or relevant vocabulary.</p>
<b>Tableau</b>	Students act out a scene from a text.	<p>Strategically assign students to different passages based on the text’s complexity.</p> <p>Model possible poses before students act in front of peers.</p>

Routine	Description	Possible Scaffolds
<b>Think-Pair-Share</b>	Students think about a question, share a response with a partner, and then share ideas with the whole group.	<p>Provide visual support.</p> <p>Translate the question to the student's home language.</p> <p>Offer a sentence frame.</p> <p>Help students draft a response during the Think stage.</p> <p>Pair students who share the same home language and allow them to share in the home language.</p> <p>Allow students to draw a response.</p>
<b>Question Corners</b>	The teacher asks a question and places possible answers around the room. Students move to the displayed answer that most closely matches their response and discuss the question with like-minded peers.	<p>Add visual support to the possible answers displayed.</p> <p>Remind students to use the Talking Tool to support discussion.</p>
<b>Value Line-Up</b>	The teacher asks a question with a range of possible answers. The teacher displays a line with two contrasting positions on each end. Students move to a place on the line that best represents their response. Students discuss their responses with peers.	<p>Translate the question and possible answers to the student's home language.</p> <p>Add visual support to the possible answers displayed.</p> <p>Remind students to use the Talking Tool to support discussion.</p>





# Multilingual Learner Resource:

## Grade 1 Module 1:

### *A World of Books*





# Grade 1 Module 1

## Multilingual Learner Resource

### Module Map

Lesson	Support
<b>Focusing Question 1: How do library books change life for Tomás?</b>	
1	Reading Support: <i>Museum ABC</i> Reading Support: <i>Tomás and the Library Lady</i>
2	Reading Support: <i>Museum ABC</i> Reading Support: <i>Tomás and the Library Lady</i> Existing Writing Scaffold Recommended Deep Dive
3	Reading Support: <i>Museum ABC</i> Reading Support: <i>Tomás and the Library Lady</i>
4	Reading Support: <i>Museum ABC</i> Additional Writing Scaffold
5	Reading Support: <i>Tomás and the Library Lady</i> Existing Writing Scaffold Sentence Construction
6	Reading Support: <i>Tomás and the Library Lady</i>
<b>Focusing Question 2: How does the Biblioburro change life for Ana?</b>	
7	Fluency Practice
8	Reading Support: <i>Waiting for the Biblioburro</i>
9	Reading Support: <i>Waiting for the Biblioburro</i> Additional Writing Scaffold Recommended Deep Dive
10	Reading Support: <i>Waiting for the Biblioburro</i>
11	Sentence Construction



**Focusing Question 3: How do people around the world get books?**

- |    |  |
|----|--|
| 13 | Fluency Practice<br>Reading Support: <i>My Librarian Is a Camel: How Books Are Brought to Children Around the World</i>            |
| 14 | Reading Support: <i>My Librarian Is a Camel: How Books Are Brought to Children Around the World</i><br>Additional Writing Scaffold |
| 15 | Reading Support: <i>My Librarian Is a Camel: How Books Are Brought to Children Around the World</i>                                |
| 16 | Sentence Construction  |

**Focusing Question 4: How does the packhorse librarian change life for Cal?**

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|----|---|
| 17 | Fluency Practice<br>Reading Support: <i>That Book Woman</i>   |
| 18 | Reading Support: <i>That Book Woman</i><br>Recommended Deep Dive  |
| 19 | Reading Support: <i>That Book Woman</i>   |
| 20 | Reading Support: <i>That Book Woman</i><br>Recommended Deep Dive  |
| 21 | Existing Writing Scaffold<br>Additional Writing Scaffold<br>Sentence Construction<br>Socratic Seminar Support |

**Focusing Question 5: How can books change my life?**

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|----|--|
| 23 | Fluency Practice<br>Reading Support: <i>Green Eggs and Ham</i> |
| 24 | Reading Support: <i>Green Eggs and Ham</i>                     |
| 26 | Additional Writing Scaffold<br>Sentence Construction           |
| 27 | Socratic Seminar Support                                       |

**Essential Question: How can books change my life?**

- |    |  |
|----|--|
| 28 | Fluency Practice                                     |
| 29 | Additional Writing Scaffold<br>Recommended Deep Dive |
| 32 | Socratic Seminar Support                             |

# Module 1 English Language Development (ELD) Standards

Wit & Wisdom core lessons engage students in many ways to interact with language and text that meet English Language Development (ELD) standards. The Wit & Wisdom Multilingual Learner Resource provides additional language support that meets ELD standards. Use your state's English Language Development standards and proficiency descriptors to best support your multilingual learners in reaching the learning goals.

Module 1 Learning	WIDA Standards	ELP Standards
<p><b>Reading supports</b> help students build background knowledge about the text topics, analyze story elements in literary texts, organize information in informational texts, explore figurative language, and pay attention to the role prepositions play in texts.</p>	<p>ELD-LA.1.Narrate.Interpretive Multilingual learners will interpret language arts narratives by</p> <ul style="list-style-type: none"> <li>Identifying a central message from key details</li> <li>Identifying how character attributes and actions contribute to an event</li> <li>Identifying words and phrases that suggest feelings or appeal to the senses</li> </ul> <p>ELD-LA.1.Inform.Interpretive Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying main topic and/or entity and key details</li> <li>Asking and answering questions about descriptions of attributes and characteristics</li> <li>Identifying word choices in relation to topic or content area</li> </ul>	<p>Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p> <p>Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</p>
<p><b>Writing supports</b> help students use time order words, adjectives, and complete sentences to write narrative summaries.</p>	<p>ELD-LA.1.Narrate.Expressive Multilingual learners will construct language arts narratives that</p> <ul style="list-style-type: none"> <li>Orient audience to story</li> <li>Develop story events</li> <li>Engage and adjust for audience</li> </ul>	<p>Standard 3: An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.</p> <p>Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.</p> <p>Standard 9: An ELL can create clear and coherent grade-appropriate speech and text.</p>

Module 1 Learning	WIDA Standards	ELP Standards
<p><b>Language supports</b> help students build and expand content-rich sentences.</p>	<p>ELD-SI.K-3.Inform Multilingual learners will</p> <ul style="list-style-type: none"> <li>Describe characteristics, patterns, or behavior</li> <li>Summarize information from interaction with others and from learning experiences</li> </ul> <p>ELD-LA.1.Narrate.Expressive Multilingual learners will construct language arts narratives that</p> <ul style="list-style-type: none"> <li>Orient audience to story</li> <li>Develop story events</li> <li>Engage and adjust for audience</li> </ul>	<p>Standard 10: An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>
<p><b>Speaking and Listening supports</b> help students use academic language in discussions and provide opportunities for students to rehearse their ideas before participating in Socratic Seminars.</p>	<p>ELD-SI.K-3.Narrate Multilingual learners will</p> <ul style="list-style-type: none"> <li>Share ideas about one's own and others' lived experiences and previous learning</li> <li>Ask questions about what others have shared</li> <li>Recount and restate ideas</li> </ul> <p>ELD-SI.K-3.Inform Multilingual learners will</p> <ul style="list-style-type: none"> <li>Summarize information from interaction with others and from learning experiences</li> </ul> <p>ELD-SI.K-3.Argue Multilingual learners will</p> <ul style="list-style-type: none"> <li>Ask questions about others' opinions</li> <li>Support own opinions with reasons</li> <li>Clarify and elaborate ideas based on feedback</li> </ul>	<p>Standard 2: An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> <p>Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.</p>



# Reading Support

## FLUENCY PRACTICE

Multilingual learners benefit from additional practice with fluency. Repeated reading helps students work on the correct pronunciation, phrasing, and prosody in their oral language. This can be done in small groups or during an English Language Development time.

Use this fluency protocol for additional practice.

1. Write the fluency passage on sentence strips or chart paper so that the natural phrasing of the passage is clear.
2. Introduce the topic of the passage by showing a related image.
3. Read aloud the entire passage. Facilitate a brief discussion to ensure students understand the topic of the passage.
4. Display suggested words and phrases one at a time. Echo Read the words and phrases.
5. Display the entire fluency passage.
6. Echo Read the fluency passage two or three times.
7. Choral Read the fluency passage two or three times.
8. If possible, tell students to act out what the passage is saying as they read.
9. Consider recording an audio version of the fluency passage for students to use as a fluent model at home or in a literacy center.

Fluency Passage	Recommended Words and Phrases to Preview
Handout 7A: Fluency Homework <i>Waiting for Biblioburro</i>	librarian, rubbing, packs up the books and is off
Handout 13A: Fluency Homework Evaluation <i>Museum ABC</i>	pairs of rhyming words: gold, bold; friends, bends; round, ground
Handout 17A: Fluency Homework <i>That Book Woman</i>	laugh, tease, quiet-like
Handout 23B: Fluency Homework <i>Green Eggs and Ham</i>	so you say, and you may, if you let me be, you will see
Handout 28B: Fluency Homework <i>Museum ABC</i>	museum, fuzzy friends, leaps and bends, insect, jewelry

## MUSEUM ABC, METROPOLITAN MUSEUM OF ART

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: This text provides a new twist on a traditional ABC book, with visually rich, detailed works of art from different cultures and time periods.	Students may be unfamiliar with alphabet books.	Lesson 1  Before reading <i>Museum ABC</i> , explore examples of other alphabet books to build understanding of the concept.
Structure: The organization is straightforward.	Students may not know the alphabet in order.	Lesson 1  Display the letters of the alphabet in order. As you read aloud, refer students to the letters in the display so that they understand it is in the same order. Practice the alphabet song as you point to each letter to help students internalize the order.
Language: Simple words are supported by a variety of illustrations in this text. The index offers additional information about the art.	Students may not have the English vocabulary to describe the pictures.	Lessons 1–2  Ask multilingual learners to identify objects in the illustrations to assess prior knowledge and encourage participation.  Instruct students to Echo Read key words as you point to objects in the illustrations. Using sticky notes, label the objects and ask students to describe the illustrations to a partner.
Knowledge Demands: Familiarity with the alphabet is needed.	Students may not know the letters and sounds of the alphabet.	Lessons 1–4  While reading aloud, emphasize the beginning sound of each letter's key word, and prompt students to Echo Read the word.

## TOMÁS AND THE LIBRARY LADY, PAT MORA AND RAUL COLÓN

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: While the narrative has a straightforward story with a clear theme, it also has more than one level of meaning, including the view outside (reality) and inside (imagination) books.	Students may need support understanding what is real versus imagined in this story.	Lessons 5–6  Display a T-chart with two categories: reality and imagination. As you read aloud the text, add examples to the chart of items that are real in the story and items that Tomás imagines. For example, on page 16, record “dinosaurs bending their long necks” as an example of imagination and “the library lady” as an example of reality. Draw or add images to support comprehension.
Structure: The structure is conventional with a straightforward storyline and illustrations that support the text. The author’s note provides additional background on Tomás Rivera.	Students may need support identifying the important characters, setting, and events in the story.	Lessons 2–3  Create a storyboard with three key parts of the story.  Direct students to pages 10–11. Ask students to tell <i>who</i> is doing <i>what</i> and <i>where</i> .  Use these details to collaboratively draw a picture and write a sentence about the characters, setting, and event on the selected pages.  Repeat this activity with pages 22–23 and 28–29.
Language: Most of the language in the text is explicit and easy to understand, though there is some unfamiliar vocabulary and some Spanish terms. Sentence structure is mainly simple and compound sentences, with a few complex sentences.	Students may need help understanding the Spanish language used in the text. For native Spanish speakers, this provides an opportunity to help teach the class.	Lesson 1  Before reading aloud the text, explain that Tomás’s family speaks Spanish and English and that both languages are used in this story. While reading aloud, show students examples of how the Spanish words are usually followed by the English translation.
Knowledge Demands: The book includes slightly complex references to migrant experiences wherein Tomás’s family has to move regularly so his parents can work. Other knowledge demands include other cultural elements of a Spanish migrant family.	Students will need to understand the names of U.S. states and the distance between Iowa and Texas.	Lesson 3  Show a U.S. map, and point out Iowa and Texas. Explain the distance and how many days it would take to travel by car.

## WAITING FOR THE BIBLIOBURRO, MONICA BROWN AND JOHN PARRA

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: The narrative is a slightly complex story with multiple levels of meaning, including Ana's love for books, the struggle to get books to Ana's village, and her growth from a reader to a writer.	Students may need support tracking the multiple problems and solutions in the text.	Lesson 9  Divide the Learn section task into smaller parts to help students process the multiple problems and resolutions in the story. By using the story stones and corresponding gesture in the lesson, have students focus on Ana and her problem first and then on the whole village's problem.
Structure: The organization of the storyline is predictable. The illustrations directly support the written text, though some illustrations leave room for interpretation of the character's feelings. The author's note provides additional cultural background on the story.	Students may need support to understand how books have an impact on the character.	Lesson 10  Before the whole group discussion, read aloud pages 4 and 5, and facilitate a brief discussion about how Ana feels about books. Clarify the expression "knows by heart." Instruct students to draw a picture of Ana that shows how she feels about books.
Language: The text includes simple and compound sentences, with some Spanish vocabulary that is supported with English context clues and the illustrations.	Prepositional phrases add another layer of language that will need to be explicitly taught.	Lesson 8  While reading aloud, emphasize several prepositional phrases. Encourage students to Echo Read the phrases (e.g., <i>in her village, in the forest, over the hills, over her country</i> ). For each prepositional phrase, ask, "Where did Ana go?"
Knowledge Demands: Understanding of the cultural elements of a Spanish family and some understanding of experiences with the library system to compare with a mobile library system are needed.	Students may not understand how books allow Ana to dream about life outside of her village.	Lesson 10  Students may need help understanding the figurative meaning of the phrase "the outside world."  During the stand up and sit down activity in the Learn section, ask prompting questions like, "Why does Ana dream about the outside world?" and "What does the phrase 'the outside world' mean in this story?"



## MY LIBRARIAN IS A CAMEL: HOW BOOKS ARE BROUGHT TO CHILDREN AROUND THE WORLD, MARGRIET RUURS

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: This information book provides a world perspective of how people access books. It also includes a small map and basic information for each country.	Students may not understand why different communities need different types of libraries.	Lesson 14  Teach the Deep Dive before the main lesson to support students in understanding the idea of a remote location. Next, preview images of mobile libraries to show examples of different kinds of libraries.
Structure: The organization is straightforward. Each country has a dedicated page spread, including pictures with captions, and a sidebar with a small map and basic information such as the capital, population, and language.	Students may need support categorizing the large amount of information in the text.	Lesson 15  Develop a matching activity to help students organize information. Print and label images of the six countries in the chart in Learn: Record Evidence. Then print and label images of the various modes of book delivery used in the selected countries. Direct students to match the country with the mode of book delivery. Prompt students to share their knowledge with this sentence frame: In _____, children borrow books from _____.
Language: There is some challenging vocabulary and country-related terms. The overall density of text is challenging.	Students may not understand some of the academic vocabulary.	Lesson 15  Complete a Frayer Model to expand understanding of the term <i>mobile</i> . Consider referencing the Frayer Model instructional routine in the Lesson 14 Deep Dive.
Knowledge Demands: The book demands knowledge of geography of certain countries and characteristics of library systems.	Countries and locations on a map may be a complex concept for students.	Lesson 13  Orient students to the map work in the Learn section by asking where they or their families are from. Identify those places on the map first.

## THAT BOOK WOMAN, HEATHER HENSON AND DAVID SMALL

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: Theme is clear throughout the text but is conveyed subtly over time.	Students may need support to understand how and why Cal's feelings about reading change throughout the story.	<p>Lesson 18</p> <p>Ask targeted questions to help students focus on how Cal's feelings change.</p> <p>Direct attention to pages 13–14 and ask:            “What does Cal mean when he says, ‘it’s sure no treasure’ and ‘dumb old books?’”            “How do these phrases show us how Cal feels in the beginning?”</p> <p>Direct attention to pages 25–26 and ask:            “What happened ‘all at once’ to Cal?”            “What did Cal ‘yearn to know?’”            “How are Cal’s feelings changing?”</p>
Structure: Organization of storyline is clear and easy to predict. The illustrations support and assist in interpreting the text, and the author’s note provides additional background on packhorse librarians.	Some of the illustrations may not convey what is happening in the text, especially when there are unfamiliar words that may also interfere with comprehension. Students will need support to make inferences.	<p>Lesson 19</p> <p>In the Learn section students make inferences by using text evidence. Support students by asking specific questions and by modeling a response with a sentence frame. For example, ask: “How does Cal feel in the beginning of the story?” “How do you know?”</p> <p>Model a response with the sentence frame: “I infer that Cal is [feeling] because [text evidence].”</p> <p>At the end of the story, ask: “How does Cal feel?” “How do you know?”</p> <p>Model a response with a sentence frame: “I infer that Cal is [feeling] because [text evidence].”</p> <p>Ask: “Why did Cal’s feelings change?” To help students understand that Cal learned to read, direct them to page 27 and ask: “What did Cal mean when he said, ‘Teach me what it says?’”</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Language: Many unfamiliar words with a heavy use of vocabulary in an Appalachian dialect ( <i>a-twixt</i> , <i>britches</i> , <i>'course</i> ), where spelling and diction indicate geographical and economic factors; dense and complex ideas from a first-person perspective. There is also some figurative language that is not supported through illustration.	Students may need support with complex phrasing and the dialect in the text (e.g., “as up can get,” “we hardly sight a soul,” “nor the least one neither,” “all for naught I reckon,” and “I am no scholar boy”).	Lesson 20  Provide examples of informal language or idioms that might be familiar to students, such as “piece of cake,” or “raining cats and dogs.” This will help students begin to understand English colloquialisms.
Knowledge Demands: Understanding of life in the 1930s, including living in rural areas not close to a town, no vehicles, and one-room homes, is needed.	Students may not be aware of what it was like to live in rural areas almost 100 years ago.	Lesson 17  Remind students about the rural, Spanish-speaking community setting in <i>Waiting for the Biblioburro</i> . Invite students to notice similarities and differences they see and hear in this new text.

## GREEN EGGS AND HAM, DR. SEUSS

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: This classic narrative is a fantastical, silly story with a clear central message. It has an accessible conflict and a joyful resolution.	Students may not understand the prepositional used to describe the many settings in the text.	Lesson 23  While reading aloud, pause after each page and ask, "Where are they on this page?" Listen for correct use of prepositional phrases. As needed, prompt students to Echo Read details from the text with correct usage of prepositional phrases.
Structure: Picture cues highlight the alternating dialogue between two speakers while rhythm and meter add structure to the narrative.	Students may need support understanding how many ways Sam-I-am tries to convince the man to eat green eggs and ham.	Lesson 23  Use the story map to review the settings from the text. Ask a series of questions to help students understand the variety and quantity of settings. Ask:  "Where does Sam-I-am ask the man to try green eggs and ham? Where else?"  "Why does Sam-I-am ask his friend to try green eggs and ham in many places?"
Language: This book is composed of simple words and short sentences organized in rhyming and repeated lines.	Students may need support understanding and using prepositions to describe the various settings.	Lesson 24  Teach students physical gestures to represent the prepositions <i>in</i> , <i>on</i> , and <i>with</i> . Use these gestures as you read and discuss the text.
Knowledge Demands: The knowledge demands are minimal, as the illustrations make what is happening apparent.	Some students may not know what ham is and that it is something that may be eaten with eggs.	Lesson 23  Before reading the text, show an image of eggs and ham.

# Writing Support

## EXISTING WRITING SCAFFOLDS

In this module, students write short narrative summaries with increasing independence by using key details from stories. Students orally practice sequenced retellings using the same sentence frames to develop their narrative writing skills. Students need to identify the character, setting, problem, and solution of narrative text. They also need to explain how a character's life is changed by books. Multilingual learners will benefit from additional practice forming complete sentences and using sequencing words.

These writing scaffolds are already included in the core module but are highlighted here, since they will be particularly beneficial for multilingual learners.

Scaffold	Support for Multilingual Learners
<p>Lesson 2</p> <p>Learn: Examine Sentence Frames (Teacher Note)</p> <p>Using Sentence Frames at the beginning of the year provides a scaffold for beginning writers and speakers including multilingual learners. They allow students to use key vocabulary and content while providing them with a structure beyond what they might be able to produce on their own.</p>	<p>Multilingual learners may benefit from using sentence frames even after they have been removed for most students.</p>
<p>Lesson 5</p> <p>Learn: Execute Using Sentence Frames</p> <p>Some students may need additional assistance in the form of underwriting or scribing to complete the Sentence Frame.</p>	<p>Students who are still developing English proficiency will benefit from dictating and then copying the sentence.</p>
<p>Lesson 21</p> <p>Analyze: Next Steps</p> <p>Review all student papers to identify error patterns on the type of errors students are making. For example: Are students confused on story elements? Are they writing fragments or run-ons? Group students by similar needs and plan for small group support for these skills.</p>	<p>Analyzing patterns in students' language development is more effective than trying to orally correct errors students may make. Look for consistent errors that reveal students' needs, such as subject-verb agreement or writing complete thoughts. Review one concept with students in a small group setting.</p>

## ADDITIONAL WRITING SCAFFOLDS

These writing scaffolds offer more support for multilingual learners if needed.

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 4</p> <p>Execute: How do I use Sentence Frames in speaking and writing?</p>	<p>Remind students that sentence frames help them speak in complete sentences so they can express themselves clearly.</p> <p>Model how to use the sentence frames to retell a shared experience.</p> <p>It started in _____</p> <p>when _____.</p> <p>Then, _____.</p> <p>Finally, _____.</p> <p>For example:</p> <p>It started in gym class when we lost our ball. Then, the teacher taught us a new game. Finally, we all had fun.</p>
<p>Lesson 9</p> <p>Examine: Why is writing complete sentences important?</p>	<p>Remind students what incomplete sentences sound like and how they can affect communication.</p> <p>Give an example by saying, “The librarian.”</p> <p>Ask:</p> <p>“Who am I talking about?” The librarian.</p> <p>“What are they doing?” We don’t know.</p> <p>“Where are they doing it?” We don’t know.</p> <p>Explain that this isn’t a complete sentence because it doesn’t tell us any details about the librarian.</p> <p>Model a complete sentence about the librarian, such as “The librarian buys new books for the library” or “The librarian loves to read to students.”</p> <p>Facilitate a brief discussion about how complete sentences convey more information than incomplete sentences.</p>
<p>Lesson 14</p> <p>Examine: Why are proper nouns important?</p>	<p>Before examining proper nouns in the Learn section, display proper nouns that are familiar to students.</p> <p>Invite students to Echo Read the proper nouns and match each to an appropriate sentence frame.</p> <p>Possible sentence frames:</p> <p>_____ is the principal of our school.</p> <p>My favorite park is _____.</p> <p>We live in _____.</p>

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 21</p> <p>Execute: How do I use adjectives in my writing?</p>	<p>Assess and activate prior knowledge about adjectives before students engage in the Learn: Execute Using Adjectives portion of the lesson. Ask these questions, and write down the adjectives that students suggest.</p> <p>“What is a word you would use to describe me (your teacher)?”</p> <p>“How would you describe your friend?”</p> <p>“How would you describe yourself?”</p> <p>Explain that these describing words are called adjectives.</p>
<p>Lesson 26</p> <p>Execute: How do I sequence events in writing?</p>	<p>Before students independently engage in the Learn: Execute Sequencing Events portion of the lesson, review the use of time order words to tell a familiar sequence.</p> <p>For example, collaboratively and orally run through the school day by using time order words: <i>first, next, then, last, finally</i>.</p> <p>For additional practice, complete the Deep Dive on time order words in Lesson 26 before students work on Focusing Question Task 5.</p>
<p>Lesson 29</p> <p>Execute: How do I use story elements in a narrative?</p>	<p>To support students in using time order words, add these words and phrases to Assessment 28A: End-of-Module Task:</p> <p>Next to the setting icon, add “It started in _____.”</p> <p>On line 3 after the problem icon, add “Then, _____.”</p> <p>Next to the resolution icon, add “Finally, _____.”</p>



# Language Support

## RECOMMENDED DEEP DIVES

Deep Dives are 15-minute lessons designed to teach a particular vocabulary or style and conventions concept or skill that elaborates on the learning in the core lesson. The focus on vocabulary and language conventions makes Deep Dive lessons very effective for multilingual learners. These short lessons isolate and reinforce words and language structures essential for English language development and comprehension.

The Deep Dives below should be prioritized for multilingual learners.

Deep Dive	Support for Multilingual Learners
Lesson 2 Vocabulary Deep Dive: Ask and Answer Questions about Key Vocabulary	This Deep Dive shows students how to clarify the meaning of unknown words. Students learn how to ask questions when they do not understand words, such as “What does _____ mean?”
Lesson 9 Style and Conventions Deep Dive: Verbs in the Past	This Deep Dive teaches students what past-tense verbs are and how they work. Past-tense verbs, especially irregular verbs, can be challenging for multilingual learners.
Lesson 18 Vocabulary Deep Dive: Defining Multiple Meaning Words	This Deep Dive explains some words that have multiple meanings. This is a challenging aspect of the English language, and explicit instruction will benefit multilingual learners, especially those with beginning proficiency levels.
Lesson 20 Style and Conventions Deep Dive: Adjectives are Feeling Words	This Deep Dive explores how adjectives can be used to describe feelings. This will support students in adding adjectives to expand their writing.
Lesson 29 Style and Conventions Deep Dive: Editing and Revising Sentences	This Deep Dive helps students understand the expectations of the task and review their writing in small pieces. This process develops revising and editing skills that students can transfer to other pieces of writing as they develop more independence.

## SENTENCE CONSTRUCTION

Early childhood classrooms include ample opportunities for oral language development, which is essential practice for multilingual learners. Multilingual learners need time to interact with peers and adults, as well as exposure to a variety of complex texts and language. Multilingual learners also benefit from explicit instruction in English grammar.

Use this sentence construction protocol to build and expand content-rich sentences.

1. Display a Sentence Pattern chart with the headings Adjective, Noun, Verb, and Prepositional Phrase.
2. Write the suggested noun and verb on the chart.
3. Ask questions such as “What is [the noun] like?” and “What color/size is [the noun]?” to prompt students to describe the noun. Write possible adjectives on the chart.
4. Write and Echo Read sentences that can be constructed from the chart.
5. Ask questions such as “Where does the [noun verb]?” and “When does the [noun verb]?” to prompt students to add prepositional phrases. Write possible prepositional phrases on the chart.
6. Write and Echo Read sentences that can be constructed from the chart.
7. Depending on the content, it may make more sense to first add prepositional phrases and then adjectives. Students may also brainstorm adjectives to describe nouns in the prepositional phrase.
8. Pair students, and instruct them to share sentences about the noun.

Optional Variations:

- In Grade 2, consider adding an Adverb heading to the Sentence Pattern chart after the Verb heading. After step 4, ask students “How does the [noun verb]?” and write possible adverbs on the chart.
- Write an expanded sentence on a sentence strip, and cut into individual words. Instruct students to reassemble the sentence.
- Display an expanded sentence. Cover a word, and ask students to predict what the missing word could be. Facilitate a brief discussion about what words would and would not make sense in the blank.

Suggested Noun and Verb	Possible Expanded Sentences
Focusing Question Task 1	Tomás reads books.
Tomás reads	Tomás reads books to his family in the fields.
	Happy Tomás reads books to his family in the fields.

Suggested Noun and Verb	Possible Expanded Sentences
Focusing Question Task 2  Ana writes	Ana writes a book.  Ana writes a book in her house.  Curious Ana writes a book in her small house.
Focusing Question Task 3  A librarian travels	A librarian travels with books.  A librarian travels with books across the country.  A thoughtful librarian travels with books across the country.
Focusing Question Task 4  The Book Woman rides	The Book Woman rides a horse.  The Book Woman rides in the snow.  The brave Book Woman rides in the snow and through the rain, fog, and cold.
Focusing Question Task 5  The man will not eat	The man will not eat.  The man will not eat green eggs and ham.  The man will not eat green eggs and ham on a train.  The stubborn man will not eat green eggs and ham.  <i>Use this example to show students how to create sentences with negative verbs in the future tense.</i>

## VOCABULARY VIDEOS

The Vocabulary Videos preview essential vocabulary words from each Focusing Question Arc. In these videos, a Great Minds teacher pronounces, defines, and shares a related image for each word. The videos also show the words used in context and provide opportunities for students to explicitly practice using the words. Multilingual learners benefit from this type of explicit, systematic instruction for words central to understanding a text or topic. To support Spanish speakers, the videos include audio as well as text definitions of the words in Spanish. Teachers can use the videos with the whole class, a small group, or during an English Language Development time.

Video	Terms
Focusing Question 1 <a href="http://witeng.link/G1M1.VV1">http://witeng.link/G1M1.VV1</a>	imagine, story, character, setting, change
Focusing Question 2 <a href="http://witeng.link/G1M1.VV2">http://witeng.link/G1M1.VV2</a>	problem, resolution, borrow, illustration, inspire
Focusing Question 3 <a href="http://witeng.link/G1M1.VV3">http://witeng.link/G1M1.VV3</a>	world, photograph, travel, remote, mobile
Focusing Question 4 <a href="http://witeng.link/G1M1.VV4">http://witeng.link/G1M1.VV4</a>	saddlebags, treasure, scholar, swap, brave
Focusing Question 5 <a href="http://witeng.link/G1M1.VV5">http://witeng.link/G1M1.VV5</a>	author, dialogue, rhyme, try, time order

# Speaking and Listening Support

## SOCRATIC SEMINAR SUPPORT

A Socratic Seminar is a student-led collaborative discussion centering on a thought-provoking question related to a module’s content. In a Socratic Seminar, students prepare for and participate in a structured, text-based, academic conversation. Students apply the crafts of speaking and listening to express what they have learned from their reading and writing.

Use the Stronger, Clearer Each Time protocol to prepare multilingual learners for Socratic Seminars.

1. Display and Echo Read the Socratic Seminar question.
2. Facilitate a brief discussion of two or three scaffolding questions to help students process the question.
3. Pair students, and instruct them to take turns answering the Socratic Seminar question.
4. Display these questions:  
What was confusing about my response?  
What parts of my response need more details?
5. Instruct pairs to take turns asking these questions and giving each other feedback.
6. Pair students with new partners, and instruct them to take turns answering the Socratic Seminar question again. Remind students that they should use the feedback from their partner to expand and improve their responses.
7. Repeat steps 3–6 if time allows.

Socratic Seminar	Recommended Scaffolding Questions
Lesson 21 How does the packhorse librarian change life for Cal?	How does Cal feel about the packhorse librarian at the beginning of the story? How does Cal feel about the packhorse librarian at the end of the story? Why do Cal’s feelings change?
Lesson 27 How can books change my life?	What can you learn from reading books? Why do people enjoy reading books? What book do you enjoy reading? Why?
Lesson 32 How do books change lives around the world?	Why do Tomás and Ana love books? Why are librarians important? Why is it important to get books in remote locations?

## DISCUSSION SUPPORT

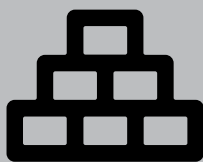
Students need strong oral language skills to develop strong reading comprehension skills. Multilingual learners need additional practice to develop oral language skills, and teachers should prioritize time for students to engage in purposeful speaking and listening interactions with peers.

The Talking Tool provides sentence frames to help students share their ideas, support what they say, ask for more information, and build on others' ideas. It can be used as a language support during any class discussion. Teachers should introduce and model each sentence frame before expecting students to use it.

Name \_\_\_\_\_

Date \_\_\_\_\_ Class \_\_\_\_\_

# Talking Tool

**Share What You Think****I think** \_\_\_\_\_.**I think** \_\_\_\_\_ **because** \_\_\_\_\_.**Support What You Say****In the book,** \_\_\_\_\_.**In this picture,** \_\_\_\_\_.**Ask for More  
Information****What do you mean by** \_\_\_\_\_?**Can you say more?****Build on Others' Ideas****I agree because** \_\_\_\_\_.**I disagree because** \_\_\_\_\_.





# Multilingual Learner Resource:

## Grade 1 Module 2:

### *Creature Features*





# Grade 1 Module 2

## Multilingual Learner Resource

### Module Map

Lesson	Support
Focusing Question 1: What lessons can we learn through stories about animals?	
2	Fluency Practice Existing Writing Scaffold Recommended Deep Dive
4	Additional Writing Scaffold
5	Fluency Practice Reading Support: <i>Seven Blind Mice</i> Existing Writing Scaffold
6	Reading Support: <i>Seven Blind Mice</i>
7	Reading Support: <i>Seven Blind Mice</i> Recommended Deep Dive
8	Reading Support: <i>Seven Blind Mice</i> Sentence Construction
9	Socratic Seminar Support
Focusing Question 2: How did Jane Goodall make discoveries about animals?	
10	Fluency Practice Reading Support: <i>Me...Jane</i>
11	Reading Support: <i>Me...Jane</i> Additional Writing Scaffold
12	Existing Writing Scaffold Sentence Construction
13	Reading Support: <i>Me...Jane</i> Recommended Deep Dive

**Focusing Question 3: How do sea horses use their unique features?**

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|----|--|
| 15 | Fluency Practice<br>Reading Support: <i>Sea Horse: The Shyest Fish in the Sea</i>      |
| 16 | Reading Support: <i>Sea Horse: The Shyest Fish in the Sea</i>                          |
| 18 | Existing Writing Scaffold<br>Additional Writing Scaffold<br>Recommended Deep Dive      |
| 19 | Reading Support: <i>Sea Horse: The Shyest Fish in the Sea</i><br>Sentence Construction |
| 20 | Socratic Seminar Support   |

**Focusing Question 4: How do animals use the same feature in unique ways?**

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|----|--|
| 21 | Fluency Practice<br>Reading Support: <i>What Do You Do With a Tail Like This?</i>      |
| 22 | Reading Support: <i>What Do You Do With a Tail Like This?</i><br>Sentence Construction |
| 23 | Reading Support: <i>What Do You Do With a Tail Like This?</i><br>Recommended Deep Dive |
| 26 | Additional Writing Scaffold  |

**Focusing Question 5: How do animals use their unique features in unexpected ways?**

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|----|---|
| 27 | Fluency Practice<br>Reading Support: <i>Never Smile at a Monkey</i> |
| 28 | Reading Support: <i>Never Smile at a Monkey</i>                     |
| 29 | Existing Writing Scaffold   |
| 30 | Sentence Construction   |
| 31 | Reading Support: <i>Never Smile at a Monkey</i>                     |
| 32 | Additional Writing Scaffold   |

**Essential Question: What can we discover about animals' unique features?**

- |    |                          |
|----|--------------------------|
| 36 | Socratic Seminar Support |
|----|--------------------------|

# Module 2 English Language Development (ELD) Standards

Wit & Wisdom core lessons engage students in many ways to interact with language and text that meet English Language Development (ELD) standards. The Wit & Wisdom Multilingual Learner Resource provides additional language support that meets ELD standards. Use your state's English Language Development standards and proficiency descriptors to best support your multilingual learners in reaching the learning goals.

Module 2 Learning	WIDA Standards	ELP Standards
<p><b>Reading supports</b> help students build background knowledge about animals and their habitats, analyze story elements in literary texts, use text features to identify main ideas and details in informational texts, and explore the academic and figurative language used in the texts.</p>	<p>ELD-LA.1.Narrate.Interpretive Multilingual learners will interpret language arts narratives by</p> <ul style="list-style-type: none"> <li>Identifying a central message from key details</li> <li>Identifying how character attributes and actions contribute to an event</li> <li>Identifying words and phrases that suggest feelings or appeal to the senses</li> </ul> <p>ELD-LA.1.Inform.Interpretive Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying main topic and/or entity and key details</li> <li>Asking and answering questions about descriptions of attributes and characteristics</li> <li>Identifying word choices in relation to topic or content area</li> </ul>	<p>Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p> <p>Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</p>
<p><b>Writing supports</b> help students write informative paragraphs with a topic sentence, facts and details from the text, and a conclusion sentence.</p>	<p>ELD-LA.1.Inform.Expressive Multilingual learners will construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Introduce and define topic and/or entity for audience</li> <li>Describe attributes and characteristics with facts, definitions, and relevant details</li> </ul>	<p>Standard 3: An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.</p> <p>Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.</p> <p>Standard 9: An ELL can create clear and coherent grade-appropriate speech and text.</p>

Module 2 Learning	WIDA Standards	ELP Standards
<p><b>Language supports</b> help students build and expand content-rich sentences.</p>	<p>ELD-SI.K-3.Inform Multilingual learners will</p> <p>Describe characteristics, patterns, or behavior</p> <ul style="list-style-type: none"> <li>Summarize information from interaction with others and from learning experiences</li> </ul> <p>ELD-LA.1.Inform.Expressive Multilingual learners will construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Describe attributes and characteristics with facts, definitions, and relevant details</li> </ul>	<p>Standard 10: An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>
<p><b>Speaking and Listening supports</b> help students use academic language in discussions and provide opportunities for students to rehearse their ideas before participating in Socratic Seminars.</p>	<p>ELD-SI.K-3.Narrate Multilingual learners will</p> <ul style="list-style-type: none"> <li>Share ideas about one's own and others' lived experiences and previous learning</li> <li>Ask questions about what others have shared</li> <li>Recount and restate ideas</li> </ul> <p>ELD-SI.K-3.Inform Multilingual learners will</p> <ul style="list-style-type: none"> <li>Summarize information from interaction with others and from learning experiences</li> </ul> <p>ELD-SI.K-3.Argue Multilingual learners will</p> <ul style="list-style-type: none"> <li>Ask questions about others' opinions</li> <li>Support own opinions with reasons</li> <li>Clarify and elaborate ideas based on feedback</li> </ul>	<p>Standard 2: An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> <p>Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.</p>



# Reading Support

## FLUENCY PRACTICE

Multilingual learners benefit from additional practice with fluency. Repeated reading helps students work on the correct pronunciation, phrasing, and prosody in their oral language. This can be done in small groups or during an English Language Development time.

Use this fluency protocol for additional practice.

1. Write the fluency passage on sentence strips or chart paper so that the natural phrasing of the passage is clear.
2. Introduce the topic of the passage by showing a related image.
3. Read aloud the entire passage. Facilitate a brief discussion to ensure students understand the topic of the passage.
4. Display suggested words and phrases one at a time. Echo Read the words and phrases.
5. Display the entire fluency passage.
6. Echo Read the fluency passage two or three times.
7. Choral Read the fluency passage two or three times.
8. If possible, tell students to act out what the passage is saying as they read.
9. Consider recording an audio version of the fluency passage for students to use as a fluent model at home or in a literacy center.

Fluency Passage	Recommended Words and Phrases to Preview
Handout 2B: Fluency Homework "The Hare & the Tortoise"	slowly but steadily, passed the place, ran his fastest, could not catch up to
Handout 5B: Fluency Homework <i>Seven Blind Mice</i>	sturdy, supple, wide, sharp, breezy, stringy
Handout 10A: Fluency Homework <i>Me . . . Jane</i>	making their nests, spinning their webs, chasing one another
Homework 15A: Fluency Homework <i>Sea Horse: The Shyest Fish in the Sea</i>	through the water, on his head, on his back
Handout 21A: Fluency Homework <i>What Do You Do With a Tail Like This?</i>	jackrabbit, cricket, bat, very different ways
Handout 27A: Fluency Homework <i>Never Smile at a Monkey</i>	collect, step, poach, cuddle, stare

## SEVEN BLIND MICE, ED YOUNG

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: The fable provides a clear example of a fable, a different look at a moral/central message.	Students may struggle articulating the concept of the parts and the whole of the elephant.	Lesson 7  During the Learn section, use the illustrated cards from Handout 7A to lead students in a chant using this sentence frame: “ <b>The [color] mouse only saw the [part] of the elephant.</b> ” Then add, “He didn’t see the whole elephant.” Repeat this for each mouse as you reconstruct the elephant with the illustrated cards.
Structure: The simple, predictable narrative fable structure provides a moral at the end.	Students may not understand the problem and <i>why</i> the six mice mistook each body part for an object.	Lesson 6  To help students identify the problem of the story, make a chart listing the objects the mice describe and which part of the elephant that object corresponds to.
Language: The text features simple vocabulary.	Tier I words such as <i>pillar</i> , <i>snake</i> , <i>spear</i> , <i>cliff</i> , <i>fan</i> , and <i>rope</i> may be unfamiliar.	Lesson 5  Invite students to repeat the unfamiliar words, focusing on pronunciation. Provide additional images of each item, such as those on Handout 7A, to reinforce the meaning of each word.
Knowledge Demands: Some knowledge of fables and morals is helpful but not necessary for students to access the text.	Students may not know that fables are stories used to convey morals.	Lesson 8  Before discussing the lesson of <i>Seven Blind Mice</i> , remind students that a fable is a type of story intended to teach the reader a lesson and that sometimes the lesson is called the moral. Display other examples of fables, show a video of a fable, or read aloud a fable in the students’ home language to help build an understanding of the genre.

## ME . . . JANE, PATRICK MCDONNELL

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: The gentle narrative structure of this text provides an accessible, heartwarming message of wonder, with layers of deeper meaning around fulfilling dreams that can be uncovered through multiple reads.	Multilingual learners may need a concrete or personal example to understand the essential meaning: a child's dreams can become reality.	<p>Lesson 13</p> <p>Before discussing the essential meaning of <i>Me . . . Jane</i>, facilitate a brief discussion. For example, share a childhood dream you or someone you know realized as an adult. Ask students to share their own dreams for the future.</p> <p>Transfer this understanding to the text. Ask: "What did Jane like to learn about as a child? How did she pursue this dream as an adult? What can we learn from Jane Goodall's life to use in our own lives?"</p>
Structure: The narrative is structured as a series of experiences during a childhood summer as Jane wonders about the world around her. Textured illustrations help drive the story and support deeper meaning. Illustrations also include real sketches and puzzles from young Jane and a real photograph of adult Jane, providing a real-life perspective. Entries from the author and Jane Goodall at the back of the book provide additional information about Jane's life and message.	Students may need help understanding the narrative structure, as the instruction focuses on identifying the main topics and key details.	<p>Before Lesson 11</p> <p>Provide students with opportunities to retell and act out the sequence of events before identifying the main topics and key details. Consider inviting pairs or small groups of students to focus on one of the following sets of pages to act out: pages 4–7, 10–15, 16–23, or 24–25.</p>
Language: The lyrical yet simple language reflects the ease and wonder of a young child.	Students may need support understanding content-specific words (e.g., <i>chimpanzee</i> , <i>coop</i> , <i>straw</i> , <i>miracle</i> , and <i>sap</i> ).	<p>Lessons 10–11</p> <p>Display an image of a target word like <i>coop</i>. Say the word and ask students to repeat the word multiple times by giving directions such as, "Say <i>coop</i> to the sky (by looking up)," "Say <i>coop</i> to your hand (by looking at their hand)," and "Say <i>coop</i> to the door (by looking at the door)." Invite students to look in the text to find images depicting each of the words.</p>
Knowledge Demands: Though it would be helpful to have some knowledge of Africa, the book is easily accessible regardless of this background knowledge.	Students may be unfamiliar with the environment in Africa where Goodall conducted her research.	<p>Lesson 10</p> <p>To support students' understanding of Jane's travels, show students Africa on a globe or map and a video of Jane Goodall interacting with chimpanzees.</p>

## SEA HORSE: THE SHYEST FISH IN THE SEA, CHRIS BUTTERWORTH

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: The purpose is fairly direct, though the use of figurative language makes the meaning more nuanced. The varied sentences and different-sized fonts for different purposes add both richness and qualitative complexity to the purpose.	Multilingual learners will need support understanding the figurative language.	Lesson 19  Before students examine similes in this lesson, review an example of figurative language and how the meaning is shown in the illustration. For example: “Sea Horse has a head like a horse, a tail like a monkey, and a pouch like a kangaroo. He has tiny prickles down his back, like a dragon.” (8) Pause after each phrase and ask students to identify how Sea Horse is similar to the other animal. Ask students to identify these characteristics in the illustration.
Structure: The layout of this informational text, the most complex of the module, is fairly intricate for a picture book, with several prominent text features and call-outs.	Students will need support identifying main topics and key details in a scientific text.	Lesson 16  To help students identify the main topics and key details, pause throughout the reading of pages 12–24 to ask students what they learned about sea horses. Record important details that students notice and ask them to look for related details on the next pages. This will help students see the connections between the pieces of information and identify the main topics.
Language: Some use of figurative language and complex vocabulary may challenge students.	Students may need support understanding the ocean vocabulary in the text.	Before Lesson 15  Display an ocean scene in the classroom. Label the scene with vocabulary words used in the text, such as <i>sea horse</i> , <i>tail</i> , <i>pouch</i> , <i>fish</i> , <i>ocean</i> , <i>coral</i> , <i>waves</i> , and <i>seabed</i> . Preview these vocabulary words so that students can use them while discussing the text.
Knowledge Demands: The text can be approached without significant prior knowledge on the subject itself, though prior knowledge and a strong command of literary style are helpful to students in extracting deeper meanings.	Students may need additional visual support to understand the life cycle of a sea horse.	Lesson 16  Show a short video on sea horses to deepen understanding of the life cycle of a sea horse and the camouflage process. Pause the video frequently to review key details and terms.

## WHAT DO YOU DO WITH A TAIL LIKE THIS?, STEVE JENKINS AND ROBIN PAGE

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: The purpose and meaning are direct but not easily predictable at the key detail level.	Students may need support identifying the different ways each animal uses its features.	<p>Lesson 21</p> <p>Before the first reading, provide a quick review of body parts and what they do. To promote active listening, explain that in this book some animals do different things with the same feature.</p>
Structure: The structure of this text is predictable, with the format of a question followed by facts answering the question. It is detailed enough to provide intrigue, and it also integrates the text and illustrations in ways that bolster understanding. The pages at the back of the book offer more information about the animals.	Multilingual learners will need practice using and understanding the vocabulary and sentence structure in this text.	<p>Lesson 22</p> <p>Provide students with opportunities to practice the predictable structure of the text by Echo Reading.</p> <ol style="list-style-type: none"> <li>1. Display three examples of sentences that follow this pattern: “If you are a[n] [animal], you use your [feature] to [action].”</li> </ol> <p>Echo Read the sentences and ask students to identify the similarities and differences.</p> <ol style="list-style-type: none"> <li>2. Ask students to use the pattern to retell information they learn from the text.</li> <li>3. Instruct students to listen for this pattern while you read aloud the text.</li> </ol>
Language: The language is clear and playful.	Students will need help reviewing and practicing unknown words and phrases that appear in this text.	<p>Lesson 23</p> <p>Identify unknown words and phrases such as “dig in the mud,” “find your way underground,” “brush off pesky flies,” and “look two ways at once.” Use a total physical response method to act out these phrases.</p>
Knowledge Demands: Little background knowledge is required to access this text.	Students may not be familiar with all the animals and their names.	<p>Lesson 21</p> <p>After the first reading of the text, show short videos to build knowledge of any unknown animals.</p>

## NEVER SMILE AT A MONKEY, STEVE JENKINS

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: This bold text provides readers with an opportunity to discover some of the most dangerous creatures on Earth as well as to learn about the reasons an author gives to support points in a text. The author's point and reasons to support his point are clearly stated in the text.	Students will need support connecting the author's reasons to his point.	Lesson 28  During the Learn section, display these sentence frames to help students clearly express the author's point and reasons:  <b>The author's point is _____.</b>  <b>One reason is _____.</b>  <b>Another reason is _____.</b>
Structure: The simple layout of this text makes the complex language and concepts more accessible. The varied narrative structures are written for emotional impact, not readability.	Students will need an explicit explanation of how to use the text features in this book.	Lesson 28  Before reading aloud the text, explain how the large and small fonts work to convey the main topics and key details of each page. Point out how each page starts with a command in large letters that begins with "NEVER." This command explains what you should not do to the animal in the illustration. Tell students that the words in smaller type give more details about why you should follow the command.
Language: Complex vocabulary that will be challenging to students, though the context provided in the text and pictures makes it a rich opportunity to hear and learn new words.	Students will need support learning the new vocabulary.	Lesson 31  To prepare for the discussion of the essential meaning, Echo Read the heading of each page that begins with "NEVER." This helps students review the names of the animals and some of the other terms used in the book.
Knowledge Demands: Background knowledge of the animals, especially about the different places these animals live, is helpful (but not necessary) to put their threat in perspective. High demand for complex vocabulary.	Students may not be familiar with all the animals and their names.	Lesson 27  After the first reading of the text, show short videos to build knowledge of any unknown animals.

# Writing Support

## EXISTING WRITING SCAFFOLDS

In this module, students learn to write informative paragraphs by using the Topic Sandwich model. The paragraph includes a topic statement, facts and details from the text, and a conclusion sentence. Students also use sentence frames and models as they begin to write informative paragraphs with increasing independence. By the end of the module, students are expected to write complete sentences that begin with a capital letter and end with a punctuation mark. Multilingual learners may need support with the paragraph structure and crafting complete sentences.

These writing scaffolds are already included in the core module but are highlighted here, since they will be particularly beneficial for multilingual learners.

Scaffold	Support for Multilingual Learners
<p>Lesson 2</p> <p>Learn: Examine the Structure of an Informative Paragraph</p> <p>To reinforce how the parts of the informative paragraph correspond to the Topic Sandwich Chart, you may want to write each sentence from the paragraph on Sentence Strips. Once you have created the sentences you can move them directly onto the Topic Sandwich Chart.</p>	<p>Explicitly teaching multilingual learners how the paragraph is structured is important because informative and narrative writing styles vary by culture. In the sandwich structure, the details are held together by the slices of “bread,” which provide a clear introduction and conclusion.</p>
<p>Lesson 5</p> <p>Learn: Experiment with the Informative Paragraph Structure</p> <p>Some students may need to review the sequence of events in “The Hare &amp; the Tortoise” in more detail using the story map.</p>	<p>This review allows students to learn to organize and describe events. It also builds oral language skills and new vocabulary, both of which support reading comprehension.</p>
<p>Lesson 12</p> <p>Learn: Execute Writing a Topic Statement</p> <p>Pose the following question to students having difficulty getting started: “What did Jane do?” Students answer the question and formulate their topic statement.</p> <p>Provide the following sentence frame to students unable to formulate a topic statement independently:</p> <p><b>Jane Goodall _____ about _____.</b></p>	<p>Sentence frames model academic language and provide linguistic support that allows multilingual learners to focus on what they want to say rather than on how to say it. Oral rehearsal provides an opportunity for multilingual learners to express their ideas in English before writing them down.</p>

Scaffold	Support for Multilingual Learners
<p>Lesson 18</p> <p>Learn: Execute Selecting Information</p> <p>Some students may need assistance with converting the bulleted notes from the Evidence Organizer into complete sentences as they orally rehearse their Focusing Question Task. Do a brief review of what makes up a complete sentence: a subject (who or what is doing something) and the verb (the action—what they are doing). In many cases adding “the sea horse” to the beginning of the bulleted note may make it into a complete sentence. Also point out that in some cases adding a determiner, such as an article, is all that is needed. For example, adding <i>the</i> to the beginning of “male gives birth to babies” makes it a complete sentence. Model a sentence for students and then assist them as they convert one by themselves.</p>	<p>Multilingual learners may need support creating complete sentences. This assistance and practice will improve their understanding of what makes a complete sentence. Some multilingual learners need explicit reminders to use determiners if they do not have an equivalent part of speech in their home language.</p>
<p>Lesson 29</p> <p>Learn: Experiment with Conclusions</p> <p>“Grasshoppers legs have special.” Ask: Does this conclusion make sense? Students give nonverbal signals to agree or disagree. Instruct students to Think-Pair-Share, and ask: “Can you think of a word we could use in place of <i>have</i>?”</p> <p>Use reasonable responses, such as the word <i>are</i>, to replace the word <i>have</i>.</p>	<p>This practice gives multilingual learners the chance to put words in the correct order to write a meaningful sentence while practicing new vocabulary.</p>



## ADDITIONAL WRITING SCAFFOLDS

These writing scaffolds offer more support for multilingual learners if needed.

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 4</p> <p>Examine: Why is the structure of an informative paragraph important?</p>	<p>After the lesson, provide additional explanation and practice with the Topic Sandwich Chart by co-creating a paragraph about a familiar topic. Then cut up the sentences and ask students to match them to the correct part of the sandwich model.</p>
<p>Lesson 11</p> <p>Experiment: How does writing a topic statement work?</p>	<p>To support multilingual learners in the Check for Understanding, display three possible topic statements like these:</p> <p>Jane went to Africa to study monkeys. (off-topic)</p> <p>Jane loved to watch animals. (correct)</p> <p>Jane loved animals. (too broad)</p> <p>Read aloud the choices. Ask students to choose the best topic statement and explain their choice. This scaffold ensures that students focus on identifying elements of an effective topic statement rather than composing an idea. Once students have selected the best topic statement, instruct them to write it on Handout 11B.</p>
<p>Lesson 18</p> <p>Execute: How do I select information for an informative paragraph?</p>	<p>As students select the information for their paragraph, tell them to underline or highlight the key informative words in each detail they choose (e.g., “<u>Curls tail to drop down</u> in the water”).</p> <p>Pair students and instruct them to ask each other: “What details did you choose? Why are those details important?” This oral processing will help students review language related to the task and prepare to add details in the Focusing Question Task in the next lesson.</p>
<p>Lesson 26</p> <p>Experiment: How does research with multiple sources work?</p>	<p>Before discussing which facts answer the research question, provide students with sticky notes and tell them to place them in the text where they see evidence that supports an answer to the question.</p>
<p>Lesson 32</p> <p>Excel: How do I improve at adding conclusions to my writing?</p>	<p>Display three possible conclusion sentences like these:</p> <p>The author tells us about animals. (too general)</p> <p>You can learn about dangerous animals by reading this book. (a good example)</p> <p>This book can help you stay away from dangerous animals. (a good example)</p> <p>Read aloud the choices. Ask students to choose the best conclusion and explain their choice. Then tell students to reread their conclusion and identify ways to improve it. Multilingual learners benefit from seeing how the same information can be communicated in different ways.</p>

# Language Support

## RECOMMENDED DEEP DIVES

Deep Dives are 15-minute lessons designed to teach a particular vocabulary or style and conventions concept or skill that elaborates on the learning in the core lesson. The focus on vocabulary and language conventions makes Deep Dive lessons very effective for multilingual learners. These short lessons isolate and reinforce words and language structures essential for English language development and comprehension.

The Deep Dives below should be prioritized for multilingual learners.

Deep Dive	Support for Multilingual Learners
<p>Lesson 2</p> <p>Vocabulary Deep Dive: Shades of Meaning for the Word <i>Move</i></p>	<p>In this Deep Dive, students learn that sometimes we use other words instead of the word <i>move</i> to describe the same action.</p> <p>This support builds multilingual learners' vocabulary and understanding of how the English language often has a range of words with similar meanings.</p>
<p>Lesson 7</p> <p>Style and Conventions Deep Dive: Execute Punctuation</p>	<p>In this Deep Dive, students learn how we use different punctuation marks at the end of different types of sentences to tell the reader how it should be read.</p> <p>This support helps multilingual learners by modeling and providing practice with the cadences and intonation used in English.</p>
<p>Lesson 13</p> <p>Style and Conventions Deep Dive: Examine Articles</p>	<p>In this Deep Dive, students explore the articles <i>a</i>, <i>an</i>, and <i>the</i>, which are used before common nouns to specify which particular noun the sentence is referring to.</p> <p>Multilingual learners need this explicit instruction with articles, especially if they do not have an equivalent part of speech in their home language.</p>
<p>Lesson 18</p> <p>Vocabulary Deep Dive: Categorization Using a Concept Map</p>	<p>In this Deep Dive, students learn that categorizing words helps them remember different attributes for animals, and also helps them write more details about what sea horses are and what they can do.</p> <p>This strategy, which uses a chart, provides multilingual learners with a visual aid to see the main topics and key details. The Deep Dive also provides a sentence frame to help students make connections between ideas from the chart.</p>
<p>Lesson 23</p> <p>Style and Conventions Deep Dive: Experiment with Prepositions</p>	<p>In this Deep Dive, students review prepositions, follow directions using prepositions, and find prepositions in the text. Multilingual learners will benefit from the explicit review of prepositions and the interactive activities. Prepositions can be confusing for multilingual learners, as there are many similar prepositions in English and they are sometimes used inconsistently.</p>

SENTENCE CONSTRUCTION

Early childhood classrooms include ample opportunities for oral language development, which is essential practice for multilingual learners. Multilingual learners need time to interact with peers and adults, as well as exposure to a variety of complex texts and language. Multilingual learners also benefit from explicit instruction in English grammar.

Use this sentence construction protocol to build and expand content-rich sentences.

- 1. Display a Sentence Pattern chart with the headings Adjective, Noun, Verb, and Prepositional Phrase.
- 2. Write the suggested noun and verb on the chart.
- 3. Ask questions such as “What is [the noun] like?” and “What color/size is [the noun]?” to prompt students to describe the noun. Write possible adjectives on the chart.
- 4. Write and Echo Read sentences that can be constructed from the chart.
- 5. Ask questions such as “Where does the [noun verb]?” and “When does the [noun verb]?” to prompt students to add prepositional phrases. Write possible prepositional phrases on the chart.
- 6. Write and Echo Read sentences that can be constructed from the chart.
- 7. Depending on the content, it may make more sense to first add prepositional phrases and then adjectives. Students may also brainstorm adjectives to describe nouns in the prepositional phrase.
- 8. Pair students, and instruct them to share sentences about the noun.

Optional Variations:

- In Grade 2, consider adding an Adverb heading to the Sentence Pattern chart after the Verb heading. After step 4, ask students “How does the [noun verb]?” and write possible adverbs on the chart.
- Write an expanded sentence on a sentence strip, and cut into individual words. Instruct students to reassemble the sentence.
- Display an expanded sentence. Cover a word, and ask students to predict what the missing word could be. Facilitate a brief discussion about what words would and would not make sense in the blank.

Suggested Noun and Verb	Possible Expanded Sentences
<b>Focusing Question Task 1</b>  The mouse felt	The mouse felt.  The orange mouse felt.  The orange mouse felt a fan.  The orange mouse felt a fan on the Something.

Suggested Noun and Verb	Possible Expanded Sentences
<b>Focusing Question Task 2</b>  Jane learned	Jane learned.  Curious Jane learned.  Curious Jane learned about animals in Africa.
<b>Focusing Question Task 3</b>  The sea horse hides	The sea horse hides.  The shy sea horse hides.  The shy sea horse hides in the seagrass meadows.
<b>Focusing Question Task 4</b>  The hippopotamus closes	The hippopotamus closes his ears.  The large hippopotamus closes his ears.  The large hippopotamus closes his ears under water.
<b>Focusing Question Task 5</b>  [you] touch	NEVER touch a puffer fish.  NEVER touch a puffer fish in the ocean.  NEVER touch a deadly puffer fish in the ocean.  <i>Use this example to show students that the subject of a sentence is omitted when giving commands.</i>

## VOCABULARY VIDEOS

The Vocabulary Videos preview essential vocabulary words from each Focusing Question Arc. In these videos, a Great Minds teacher pronounces, defines, and shares a related image for each word. The videos also show the words used in context and provide opportunities for students to explicitly practice using the words. Multilingual learners benefit from this type of explicit, systematic instruction for words central to understanding a text or topic. To support Spanish speakers, the videos include audio as well as text definitions of the words in Spanish. Teachers can use the videos with the whole class, a small group, or during an English Language Development time.

Video	Terms
Focusing Question 1: <a href="http://witeng.link/G1M2.VV1">http://witeng.link/G1M2.VV1</a>	discover, fable, lesson
Focusing Question 2: <a href="http://witeng.link/G1M2.VV2">http://witeng.link/G1M2.VV2</a>	chimpanzee, curious, observe
Focusing Question 3: <a href="http://witeng.link/G1M2.VV3">http://witeng.link/G1M2.VV3</a>	sea horse, feature, survive
Focusing Question 4: <a href="http://witeng.link/G1M2.VV4">http://witeng.link/G1M2.VV4</a>	unique, webbed, poisonous
Focusing Question 5: <a href="http://witeng.link/G1M2.VV5">http://witeng.link/G1M2.VV5</a>	protect, unexpected, threat

# Speaking and Listening Support

## SOCRATIC SEMINAR SUPPORT

A Socratic Seminar is a student-led collaborative discussion centering on a thought-provoking question related to a module's content. In a Socratic Seminar, students prepare for and participate in a structured, text-based, academic conversation. Students apply the crafts of speaking and listening to express what they have learned from their reading and writing.

Use the Stronger, Clearer Each Time protocol to prepare multilingual learners for Socratic Seminars.

1. Display and Echo Read the Socratic Seminar question.
2. Facilitate a brief discussion of two or three scaffolding questions to help students process the question.
3. Pair students, and instruct them to take turns answering the Socratic Seminar question.
4. Display these questions:  
What was confusing about my response?  
What parts of my response need more details?
5. Instruct pairs to take turns asking these questions and giving each other feedback.
6. Pair students with new partners, and instruct them to take turns answering the Socratic Seminar question again. Remind students that they should use the feedback from their partner to expand and improve their responses.
7. Repeat steps 3–6 if time allows.

Socratic Seminar	Recommended Scaffolding Questions
<b>Lesson 9</b> What lessons did you learn from these fables?	Think about the three fables we read. What is true of all of them? What lesson did you learn from reading <i>Seven Blind Mice</i> ? How could you apply this lesson to your own life?
<b>Lesson 20</b> In what different ways does <i>Sea Horse</i> teach readers about the sea horse's unique features?	What unique features does a sea horse have? How can you use the illustrations to learn about seahorses? How do the text features like text size, text boxes, and labels help you learn about seahorses?
<b>Lesson 36</b> What have we discovered about animals' unique features?	How are animals unique? How do animals' features help them and protect them from predators? How do animals use their features in similar ways? How do animals use their features in different ways?

## DISCUSSION SUPPORT

Students need strong oral language skills to develop strong reading comprehension skills. Multilingual learners need additional practice to develop oral language skills, and teachers should prioritize time for students to engage in purposeful speaking and listening interactions with peers.

The Talking Tool provides sentence frames to help students share their ideas, support what they say, ask for more information, and build on others' ideas. It can be used as a language support during any class discussion. Teachers should introduce and model each sentence frame before expecting students to use it.





Name \_\_\_\_\_

Date \_\_\_\_\_ Class \_\_\_\_\_

# Talking Tool

**Share What You Think****I think** \_\_\_\_\_.**I think** \_\_\_\_\_ **because** \_\_\_\_\_.**Support What You Say****In the book,** \_\_\_\_\_.**In this picture,** \_\_\_\_\_.**Ask for More  
Information****What do you mean by** \_\_\_\_\_?**Can you say more?****Build on Others' Ideas****I agree because** \_\_\_\_\_.**I disagree because** \_\_\_\_\_.



# Multilingual Learner Resource:

## Grade 1 Module 3:

### *Powerful Forces*





# Grade 1 Module 3

## Multilingual Learner Resource

### Module Map

Lesson	Support
Focusing Question 1: How is wind a powerful force?	
1	Fluency Practice Reading Support: <i>Feel the Wind</i> Recommended Deep Dive
4	Recommended Deep Dive
5	Additional Writing Scaffold
6	Sentence Construction
7	Existing Writing Scaffold
Focusing Question 2: What are feelings?	
8	Fluency Practice Reading Support: <i>Feelings</i> Recommended Deep Dive
9	Reading Support: <i>Feelings</i>
12	Existing Writing Scaffold
Focusing Question 3: How do characters respond to the powerful force of the wind?	
13	Fluency Practice Reading Support: <i>Gilberto and the Wind</i>
14	Reading Support: <i>Gilberto and the Wind</i> Additional Writing Scaffold
15	Reading Support: <i>Gilberto and the Wind</i> Recommended Deep Dive

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|----|--|
| 17 | Fluency Practice<br>Reading Support: <i>Owl at Home</i> , “The Guest”      |
| 18 | Reading Support: <i>Owl at Home</i> , “The Guest”                          |
| 19 | Reading Support: <i>Owl at Home</i> , “The Guest”<br>Sentence Construction |

#### Focusing Question 4: How does Irene respond to the powerful force of the wind?

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|----|--|
| 21 | Fluency Practice<br>Reading Support: <i>Brave Irene</i>            |
| 22 | Reading Support: <i>Brave Irene</i>                                |
| 23 | Reading Support: <i>Brave Irene</i><br>Additional Writing Scaffold |
| 24 | Reading Support: <i>Brave Irene</i><br>Sentence Construction       |
| 25 | Existing Writing Scaffold  |

#### Focusing Question 5: How does William use the powerful force of the wind?

- |    |   |
|----|---|
| 26 | Fluency Practice<br>Reading Support: <i>The Boy Who Harnessed the Wind</i>          |
| 27 | Reading Support: <i>The Boy Who Harnessed the Wind</i><br>Existing Writing Scaffold |
| 28 | Additional Writing Scaffold<br>Recommended Deep Dive<br>Sentence Construction       |
| 29 | Socratic Seminar Support  |
| 30 | Reading Support: <i>The Boy Who Harnessed the Wind</i>                              |

#### Essential Question: How do people respond to the powerful force of the wind?

- |    |                             |
|----|-----------------------------|
| 33 | Existing Writing Scaffold   |
| 34 | Additional Writing Scaffold |
| 35 | Socratic Seminar Support    |

# Module 3 English Language Development (ELD) Standards

Wit & Wisdom core lessons engage students in many ways to interact with language and text that meet English Language Development (ELD) standards. The Wit & Wisdom Multilingual Learner Resource provides additional language support that meets ELD standards. Use your state’s English Language Development standards and proficiency descriptors to best support your multilingual learners in reaching the learning goals.

Module 3 Learning	WIDA Standards	ELP Standards
<p><b>Reading supports</b> help students build background knowledge about the wind and settings of the module texts, analyze events and character responses in literary texts, organize main ideas and details in informational texts, explore figurative language, and build content vocabulary.</p>	<p>ELD-LA.1.Narrate.Interpretive Multilingual learners will interpret language arts narratives by</p> <ul style="list-style-type: none"><li>▪ Identifying a central message from key details</li><li>▪ Identifying how character attributes and actions contribute to an event</li><li>▪ Identifying words and phrases that suggest feelings or appeal to the senses</li></ul> <p>ELD-LA.1.Inform.Interpretive Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"><li>▪ Identifying main topic and/or entity and key details</li><li>▪ Asking and answering questions about descriptions of attributes and characteristics</li><li>▪ Identifying word choices in relation to topic or content area</li></ul>	<p>Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p> <p>Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</p>

Module 3 Learning	WIDA Standards	ELP Standards
<p><b>Writing supports</b> help students combine evidence from multiple sources and write narratives by using time order words, sensory words, and feeling words.</p>	<p>ELD-LA.1.Narrate.Expressive Multilingual learners will construct language arts narratives that</p> <ul style="list-style-type: none"> <li>▪ Orient audience to story</li> <li>▪ Develop story events</li> <li>▪ Engage and adjust for audience</li> </ul> <p>ELD-LA.1.Inform.Expressive Multilingual learners will construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>▪ Introduce and define topic and/or entity for audience</li> <li>▪ Describe attributes and characteristics with facts, definitions, and relevant details</li> </ul>	<p>Standard 3: An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.</p> <p>Standard 5: An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <p>Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.</p> <p>Standard 9: An ELL can create clear and coherent grade-appropriate speech and text.</p>
<p><b>Language supports</b> help students build and expand content-rich sentences.</p>	<p>ELD-SI.K-3.Inform Multilingual learners will</p> <ul style="list-style-type: none"> <li>▪ Describe characteristics, patterns, or behavior</li> <li>▪ Summarize information from interaction with others and from learning experiences</li> </ul> <p>ELD-LA.1.Narrate.Expressive Multilingual learners will construct language arts narratives that</p> <ul style="list-style-type: none"> <li>▪ Develop story events</li> </ul>	<p>Standard 10: An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>
<p><b>Speaking and Listening supports</b> help students use academic language in discussions and provide opportunities for students to rehearse their ideas before Socratic Seminars.</p>	<p>ELD-SI.K-3.Narrate Multilingual learners will</p> <ul style="list-style-type: none"> <li>▪ Share ideas about one's own and others' lived experiences and previous learning</li> <li>▪ Ask questions about what others have shared</li> <li>▪ Recount and restate ideas</li> </ul> <p>ELD-SI.K-3.Inform Multilingual learners will</p> <ul style="list-style-type: none"> <li>▪ Summarize information from interaction with others and from learning experiences</li> </ul> <p>ELD-SI.K-3.Argue Multilingual learners will</p> <ul style="list-style-type: none"> <li>▪ Ask questions about others' opinions</li> <li>▪ Support own opinions with reasons</li> <li>▪ Clarify and elaborate ideas based on feedback</li> </ul>	<p>Standard 2: An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> <p>Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.</p>



# Reading Support

## FLUENCY PRACTICE

Multilingual learners benefit from additional practice with fluency. Repeated reading helps students work on the correct pronunciation, phrasing, and prosody in their oral language. This can be done in small groups or during an English Language Development time.

Use this fluency protocol for additional practice.

1. Write the fluency passage on sentence strips or chart paper so that the natural phrasing of the passage is clear.
2. Introduce the topic of the passage by showing a related image.
3. Read aloud the entire passage. Facilitate a brief discussion to ensure students understand the topic of the passage.
4. Display suggested words and phrases one at a time. Echo Read the words and phrases.
5. Display the entire fluency passage.
6. Echo Read the fluency passage two or three times.
7. Choral Read the fluency passage two or three times.
8. If possible, tell students to act out what the passage is saying as they read.
9. Consider recording an audio version of the fluency passage for students to use as a fluent model at home or in a literacy center.

Fluency Passage	Recommended Words and Phrases to Preview
Handout 1A: Fluency Homework <i>Feel the Wind</i>	breathe, everywhere around us, flutters, ripples
Handout 8A: Fluency Homework, Option A <i>Feelings</i>	Poor Whiskers, so long, broken, silly, funny
Handout 13A: Fluency Homework <i>Gilberto and the Wind</i>	Wind whispering, You-ou-ou, Wind is gentle, laughs and whispers
Handout 17A: Fluency Homework "The Guest"	Banging, pounding, whirled, whooshed, shiver
Handout 21A: Fluency Homework "It Fell in the City"	rooftops, fire hydrants, garbage cans, sidewalks, NO PARKING signs
Handout 26A: Fluency Homework "The Wind"	strip the leaves, storm-clouds, towers, scent, rave and riot

## FEEL THE WIND, ARTHUR DORROS

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: An information-rich text that provides the science of what causes wind.	Students will need support to understand the scientific principles of how wind forms.	<p>Lessons 1–2</p> <p>Provide students with a hands-on experience or experiment to demonstrate the scientific principles of the wind.</p> <p>For example, read aloud page 14 and take students outside to experience these weather facts.</p>
Structure: Straightforward presentation of information, which shifts throughout the text to different topics about the wind. Engaging illustrations and a few text features provide ample support.	Students may need support to organize the variety of facts shared about the wind.	<p>Lesson 1</p> <p>Use sticky notes to add headings to different sections of the book. As you read aloud, preview the section for students by saying something like, “Listen to this section about how we experience the wind.”</p> <p>Here are some possible section headings:</p> <p>pages 4–8: How we experience the wind with our senses</p> <p>pages 10–15: How the wind is made</p> <p>pages 16–19: Why some winds are strong</p> <p>pages 20–23: How wind is used</p> <p>pages 24–27: Different types of winds</p>
Language: Complex science topics are well explained using simple language.	Students will need support with the nuances (shades of meaning) of language used to describe wind and its actions.	<p>Lesson 1</p> <p>Create a two-column classroom chart labeled Types of Wind and Actions. During the read-aloud and the Gallery Walk, emphasize nouns and verbs such as <i>breeze</i>, <i>gusts</i>, <i>blows</i>, <i>whistles</i>, <i>whips</i>, and <i>flutters</i>. Ask students in which column each word fits. You can continue to add to this chart throughout the lessons in this arc.</p>
Knowledge Demands: Knowledge of science, how the wind is formed, some challenging scientific vocabulary.	Students may need a review of foundational information about the wind.	<p>Before Lesson 1</p> <p>Show a video on wind and weather that uses needed vocabulary. While viewing the video, pause frequently to ask students what they notice. Create a class Wind Words chart (or use the chart described in the Language support). Add vocabulary to the chart as students make observations about the video.</p>

## FEELINGS, ALIKI

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: The informational text presents feelings in as many different ways as there are feelings in a child's life, showing both causes and effects of one's emotions and the emotions of others.	Students will need help naming emotions and the related causes described in the vignettes.	<p>Lesson 9</p> <p>Create a two-column chart to document the feeling and the cause for the feeling. Stop at key points while reading each vignette and ask students: "What is the feeling? What is the cause?"</p> <p>Continue this process for each vignette read.</p>
Structure: Several short, illustrated fictional vignettes, with text features such as dialogue, thought bubbles, bold words, font changes. Expressive illustrations essential to understanding the main ideas.	Students will benefit from an explicit explanation about how to use the text features in this book, with emphasis on using the illustrations to identify what is happening.	<p>Lesson 8</p> <p>Act out different emotions and ask students: "How do you think I am feeling right now? How do you know?"</p> <p>Explain that using clues such as facial features can help you infer how people are feeling. Direct attention to a specific illustration on the cover and ask students: "How does this person feel? How do you know?"</p> <p>As needed, model how to use details in the illustrations to infer a feeling.</p>
Language: Simple language and sentence structure for most vignettes.	Students may need support using words to describe feelings.	<p>Lesson 8</p> <p>Teach the Lesson 8 Deep Dive at the beginning of the lesson to review words to describe feelings. Display the Feeling Words anchor chart throughout the lessons to support students in building this vocabulary.</p>
Knowledge Demands: Vocabulary distinguishing between emotions. Variety of genres within the text, varying fonts, and size of print can be challenging.	Students may need help building their knowledge of words used to describe a feeling beyond the one word they may have for each feeling. Students will benefit from support with synonyms and shades of meaning.	<p>Lesson 8</p> <p>Recreate the Feeling Words anchor chart, color-coding or organizing the words in categories of similar meanings. As you talk about different feelings in the module, add to the list and introduce synonyms for some of the basic emotions, such as happy, sad, and angry.</p>

## GILBERTO AND THE WIND, MARIE HALL ETS

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: Explores the many effects and moods of the wind as a person through everyday interactions with a child.	Students will need help understanding personification and how the author uses this literary device to show the mood, the effects of the wind (as a character), and the impact on the reader.	<p>Lesson 15</p> <p>During the Moving Tableau, periodically pause and ask: “How does Gilberto feel?” Invite students to sketch Gilberto’s feeling on a sticky note. Invite students to share their sketch and ask: “How do you know he feels this way?” You may add the sticky notes to the Essential Meaning Oval Chart to help students see how the wind affects Gilberto.</p>
Structure: A story with events told in first person with simple illustrations that use a limited color palate.	Students may need support retelling the many ways Gilberto reacts to the wind.	<p>Lesson 14</p> <p>Guide students to use the conjunction <i>so</i> to retell related events in the text. After reading a section, ask: “What did the wind do? What did Gilberto do next?”</p> <p>Model using this sentence frame:</p> <p><b>The wind _____, so Gilberto _____.</b></p> <p>For example, after reading page 1, share: “The wind whispered to him, so Gilberto ran out to play.”</p>
Language: Simple words and sentences.	Students may need support with the rich vocabulary used in the text.	<p>Lesson 13</p> <p>As you read the text, instruct students to echo key words as you point to objects (nouns) in the illustrations as well as the adjectives and verbs. Label the objects with a colored sticky note in the teacher’s text. Model and have students act out vocabulary when applicable.</p>
Knowledge Demands: Understanding of personification and cause and effect.	Students may need explicit instruction on personification.	<p>Before Lesson 13</p> <p>Provide examples of personification, such as, “The ice cream cone was calling my name!” Follow up by saying, “Can ice cream really call my name?”</p> <p>Read page 1 and ask: “Can the wind really whisper?”</p> <p>Explain that sometimes authors give human characteristics to inanimate objects.</p>

## OWL AT HOME, “THE GUEST,” ARNOLD LOBEL

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: Demonstrates the effects of harsh, winter wind and how it can have qualities like a person as an intrusive guest.	Students may need help with understanding the correlation between winter and an intrusive guest and why these characteristics are given to winter.	Lesson 17  Provide students with examples of a courteous guest versus an intrusive guest. For example, a courteous guest knocks on the door, but an intrusive guest bangs and pounds on the door. Follow up by asking, “Why is winter given these intrusive qualities?”
Structure: Chronological story structure with a clear beginning and end. Simple dialogue with only two characters. Illustrations that show the personification of wind as a disruptive guest.	To support students in identifying the problem and solution, review the chronological events of the story.	Lesson 18  Prior to identifying the problem, use key illustrations to construct a timeline of events caused by winter.  Provide examples from the story:  page 6: “(Winter) ... <i> banging and pounding</i> at my door.”  page 11: “(Winter) <i>blew out</i> the fireplace.”  page 13: “It made the <i>window shades flap and shiver</i> .”
Language: Simple vocabulary and sentence structure.	The text employs some unfamiliar and conversational language that conveys the sense that winter is human.	Lesson 18  After reading aloud, refer to the timeline created in the Structure section and highlight the personification actions of winter by asking students: “What did winter do?”  Add a physical motion for each action and invite students to act out the events.
Knowledge Demands: Understanding of personification and the effects of a cold winter.	Students may need explicit instruction on personification.	Lesson 19  Provide examples of personification, such as, “The lightning danced across the sky.” Ask: “Can lightning really dance across the sky? What does it mean to say that lightning danced?”  Read page 6. Ask students: “Who can bang and pound on a door?” Remind them that humans can bang and pound, but sometimes authors use personification to give inanimate objects human characteristics.

## BRAVE IRENE, WILLIAM STEIG

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: Demonstrates the will to overcome obstacles and explores the wind as a dramatic, conflicting force.	Emphasis will need to be made on the challenges the character faces and how she responds to these challenges.	<p>Before Lesson 24</p> <p>Reread the text, pausing at certain pages to ask: “How would you describe Irene here?” Encourage students to notice how Irene is brave, determined, and persistent.</p> <p>Consider pausing at the following pages: 6, 8, 10, 15, and 19.</p>
Structure: Chronological narrative with simple dialogue. Illustrations enhance visualization of the story.	Students will need support in understanding the problems and responses throughout the story.	<p>Lesson 22</p> <p>Create a two-column chart labeled Problem and Response. As you read aloud, pause to ask students to identify problems Irene faces and how she responds. For example, on page 6, her feet get cold but she “pushed out her lip and hurried on.”</p>
Language: Challenging language and sentence structure.	Students will need support with the sensory, feeling, and action words used.	<p>Lesson 23</p> <p>Prompt students to complete the following sentence frames to emphasize the different descriptive verbs in the text and how Irene was feeling:</p> <p><b>The wind _____.</b></p> <p><b>Irene was feeling _____.</b></p> <p>Example from page 5:</p> <p>The wind <u>hurried</u> her along.</p> <p>Irene was feeling <u>resentful</u>.</p>
Knowledge Demands: Use of challenging vocabulary and the literary device of personification.	Students may be unfamiliar with harsh winter weather.	<p>Lesson 21</p> <p>Show a short video clip of a blizzard and review the terms <i>snow</i>, <i>snowstorm</i>, and <i>snowflake</i>.</p>

## THE BOY WHO HARNESSSED THE WIND, WILLIAM KAMKWAMBA

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: Provides a real-life example of determination—working hard and not giving up to achieve one’s dream—to use the wind for energy.	The text describes complex interactions between the community, weather, environment and the impact they had on the survival and opportunities of the people.  Students may find it difficult to understand how William’s windmill will solve problems for his community.	Lesson 30  To support students in understanding the effect of the windmill, read aloud page 26 and clarify how the windmill can be used to create light and pump water for the crops.
Structure: Chronological biographical story, with detailed illustrations. Additional biographical information at the end.	Students need to see the relationship between the problems and resolutions William faces throughout the story.	Lesson 27  Distribute Handout 27A at the beginning of Learn–Identify Key Events. As the class identifies each key event, guide students to match it to the corresponding image. This prepares students to sort the images in the next section. During the Learn–Organize Timeline section, display time order words such as <i>First</i> , <i>Next</i> , <i>Then</i> , and <i>Finally</i> for students to use while they retell the story.
Language: Most unfamiliar vocabulary is supported by context and illustrations.	Key events in the story are described by using complex vocabulary.	Lessons 26–27  Display and preview the following words: <i>dream</i> , <i>magic</i> , <i>maize</i> , <i>electricity</i> , and <i>machine</i> . Tell students to listen for these words as you read aloud. When you read one of these words, pause to review the meaning and the events on that page.
Knowledge Demands: Cultural knowledge of sub-Saharan Africa, belief in spirits and magic, small rural village life, poverty, hunger, and drought. Understanding of the use of wind as a power source.	Students may need support with understanding the elements of sub-Saharan life in Africa.	Lesson 26  Play the video “William and the Windmill,” <i>Toronto Star</i> ( <a href="http://witeng.link/O271">http://witeng.link/O271</a> ) before reading the text to build background knowledge about the setting and context of the story.

# Writing Support

## EXISTING WRITING SCAFFOLDS

Building on what they learned in Module 2, students develop their informational writing skills as they complete a mini-research project about the wind that requires gathering evidence from multiple sources. Multilingual learners may need support combining information from multiple sources.

Students also build narrative writing skills. The End-of-Module Task requires students to write a narrative about a character responding to the wind. This narrative must include time order words, sensory words, and feeling words. Multilingual learners may need support, including precise sensory and feeling words in their narratives.

These writing scaffolds are already included in the core module but are highlighted here, since they will be particularly beneficial for multilingual learners.

Scaffold	Support for Multilingual Learners
<p>Lesson 7</p> <p>Learn–Plan Focusing Question Task 1, Part 2</p> <p>If students need a review of the informative paragraph structure, consider asking the following guiding questions prior to students orally rehearsing their paragraphs:</p> <ul style="list-style-type: none"> <li>▪ “How can we create a topic statement using words from the research question, and the facts and details we have learned?”</li> <li>▪ “What else do we need to include in an informative paragraph?”</li> <li>▪ “How can we use the words in the topic statement in a different way to conclude, or end, our paragraph?”</li> <li>▪ “Why is knowing about what wind does in a hurricane important?”</li> </ul>	<p>Examining writing models helps students understand the structure of an essay, the purpose of each part, and the relationship between parts. This review helps break the task of writing an entire paragraph into smaller parts and reviews specific guidance for each part.</p>
<p>Lesson 12</p> <p>Learn–Create Focusing Question Task 2</p> <p>If students are experiencing difficulty writing their stories, provide them with the following sentence frames.</p> <ul style="list-style-type: none"> <li>▪ <b>One day,</b> _____ <b>went to the</b> _____ <b>with her</b> mom.</li> <li>▪ <b>Suddenly,</b> _____. <b>She felt</b> _____.</li> <li>▪ <b>Then</b> _____.</li> <li>▪ <b>She felt</b> _____.</li> </ul>	<p>Multilingual learners may benefit from using sentence frames even after they have been removed for most students. Students with beginning English proficiency may benefit from dictating and then copying the sentence.</p>



Scaffold	Support for Multilingual Learners
<p><b>Lesson 25</b></p> <p>Learn—Create Focusing Question Task 4, Parts 1 and 2</p> <p>If students need assistance with stating a sentence to set up the scene, provide them with an example sentence or Sentence Frame. To help students remember their roles, they could wear nametags, which they could trade as they rotate through the three roles of narrator, Irene, and the wind.</p>	<p>Sentence frames support students in responding in the form of a complete sentence. Sentence frames also provide scaffolding that allows students to focus on the content of their response rather than the structure of the sentence. The nametags can help students maintain comprehension of the scene.</p>
<p><b>Lesson 27</b></p> <p>Learn—Examine Sensory Words and Phrases</p> <p>If students need additional support with coming up with sensory words, prompt them by asking the following: “Imagine the objects in the junkyard. What might they look like? Feel like? Sound like?”</p>	<p>This support helps students brainstorm vocabulary connected to the scene and exposes students to vocabulary the other students may share. It also demonstrates a strategy for generating sensory words and phrases that students can apply to their own writing. Consider adding an image of a junkyard and repeating this activity with images of other settings.</p>
<p><b>Lesson 33</b></p> <p>Learn—Plan End-of-Module Task</p> <p>Some students may benefit from reviewing one or more stories used in previous writing lessons to teach specific story elements. Sentence frames may also be used for striving learners needing additional support.</p> <p><b>One day</b> _____ <b>went</b> _____.</p> <p><b>Suddenly,</b> _____.</p> <p>_____ <b>felt</b> _____.</p> <p><b>Then</b> _____.</p> <p><b>Finally,</b> _____.</p> <p>_____ <b>felt</b> _____.</p>	<p>Multilingual learners may benefit from using sentence frames even after they have been removed for most students. These sentence frames support students in responding in the form of a complete sentence, using time order words and feeling words.</p>

## ADDITIONAL WRITING SCAFFOLDS

These writing scaffolds offer more support for multilingual learners if needed.

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 5</p> <p>Experiment: How does research with multiple sources work?</p>	<p>At the end of the Learn - Experiment with Research Using Multiple Sources, ask students to orally compare the two sources. This helps students review the information and the purpose of using multiple sources. Provide sentence frames like these:</p> <p><b>Both sources said</b> _____.</p> <p><b>Feel the Wind</b> was different because _____.</p> <p><b>Hurricane</b> was different because _____.</p> <p><b>It is helpful to use both sources</b> because _____.</p>
<p>Lesson 14</p> <p>Examine: Why is it important to have responses to a problem and a resolution?</p>	<p>During the Learn–Examine Responses to Problem and Resolution, use different colored sentence strips to identify the problem, responses to the problem, and resolution. This will give a concrete visual of story elements that multilingual learners can recall when writing their own story.</p>
<p>Lesson 23</p> <p>Experiment: How does using sensory and feelings words in a scene work?</p>	<p>Write the sentences from Handout 23A on sentence strips. Write a variety of sensory and feeling words on index cards. Instruct students to identify sensory and feeling words that could fill in the blanks. Facilitate a brief discussion about different possibilities for each blank.</p> <p>For additional practice, repeat this activity with additional sentences generated by students.</p>
<p>Lesson 28</p> <p>Execute: How do I use sensory and feelings words in a scene?</p>	<p>Add a third column to the Feelings Words anchor chart labeled “when.” Allow students time to orally rehearse the following sentence frame with their partner for each feeling (if applicable), “<b>William felt</b> _____ <b>when</b> _____.”</p>
<p>Lesson 34</p> <p>Excel: How do I improve using sensory and feelings words in my writing?</p>	<p>During the Learn–Excel at Writing Sensory Words in a Story, help students give more specific feedback by providing time to underline the sensory words used in their peer’s draft. Additionally, instruct them to circle nouns in their peer’s draft and ask whether a sensory or feeling word could be added to help the reader imagine the scene.</p> <p>Students could also use this approach to review their own drafts.</p>

# Language Support

## RECOMMENDED DEEP DIVES

Deep Dives are 15-minute lessons designed to teach a particular vocabulary or style and conventions concept or skill that elaborates on the learning in the core lesson. The focus on vocabulary and language conventions makes Deep Dive lessons very effective for multilingual learners. These short lessons isolate and reinforce words and language structures essential for English language development and comprehension.

The Deep Dives below should be prioritized for multilingual learners.

Deep Dive	Support for Multilingual Learners
Lesson 1  Vocabulary Deep Dive: Shades of Meaning to Describe the Wind	This Deep Dive helps students identify the subtle differences between related words and expands students' vocabulary by teaching synonyms. This helps multilingual learners better express how they are feeling or what they are thinking. Students develop their vocabulary when they gain an understanding of the nuances of the English language.  Note: Understanding the concept of shades of meaning will support students in similar Deep Dives in Lessons 12, 16, and 23.
Lesson 4  Style and Conventions Deep Dive: Examine Matching Nouns and Verbs	This Deep Dive explains the roles of nouns and verbs, the most basic parts of speech. Explicit teaching of nouns and verbs is essential to communicate effectively in English.
Lesson 8  Style and Conventions Deep Dive: Examine Adjectives	This Deep Dive explains how adjectives add description to nouns and helps students paint a picture in their head and make writing more interesting. Multilingual learners will benefit from explicit instruction in adjective placement since word order varies across languages. For example, some languages, including Spanish, place the adjective after the noun.  English: the strong wind  Spanish: <i>el viento fuerte</i> (the wind strong)
Lesson 15  Style and Conventions Deep Dive: Examine Verb Tenses	This Deep Dive helps students understand different verb tenses and the sense of time they convey. This explicit instruction helps multilingual learners form the past, present, and future tense.
Lesson 28  Vocabulary Deep Dive: Prefixes Re- and Pre-	This Deep Dive helps students identify a prefix as a word part placed in front of a base word to form a new word. This helps multilingual learners build their ability to infer the meaning of unfamiliar words with prefixes.

SENTENCE CONSTRUCTION

Early childhood classrooms include ample opportunities for oral language development, which is essential practice for multilingual learners. Multilingual learners need time to interact with peers and adults, as well as exposure to a variety of complex texts and language. Multilingual learners also benefit from explicit instruction in English grammar.

Use this sentence construction protocol to build and expand content-rich sentences.

1. Display a Sentence Pattern chart with the headings Adjective, Noun, Verb, and Prepositional Phrase.
2. Write the suggested noun and verb on the chart.
3. Ask questions such as “What is [the noun] like?” and “What color/size is [the noun]?” to prompt students to describe the noun. Write possible adjectives on the chart.
4. Write and Echo Read sentences that can be constructed from the chart.
5. Ask questions such as “Where does the [noun verb]?” and “When does the [noun verb]?” to prompt students to add prepositional phrases. Write possible prepositional phrases on the chart.
6. Write and Echo Read sentences that can be constructed from the chart.
7. Depending on the content, it may make more sense to first add prepositional phrases and then adjectives. Students may also brainstorm adjectives to describe nouns in the prepositional phrase.
8. Pair students, and instruct them to share sentences about the noun.

Optional Variations:

- In Grade 2, consider adding an Adverb heading to the Sentence Pattern chart after the Verb heading. After step 4, ask students “How does the [noun verb]?” and write possible adverbs on the chart.
- Write an expanded sentence on a sentence strip, and cut into individual words. Instruct students to reassemble the sentence.
- Display an expanded sentence. Cover a word, and ask students to predict what the missing word could be. Facilitate a brief discussion about what words would and would not make sense in the blank.

Suggested Noun and Verb	Possible Expanded Sentences
Focusing Question Task 1  wind blows	The wind blows.  The gentle wind blows.  The gentle wind blows through the trees.

Suggested Noun and Verb	Possible Expanded Sentences
Focusing Question Task 3 wind loves	The wind loves to play. The strong wind loves to play. The strong wind loves to play with the wash on the line.
Focusing Question Task 4 Irene delivers	Irene delivers the dress. Brave Irene delivers the dress. Brave Irene delivers the dress to the duchess.
Focusing Question Task 5 William made	William made electric wind. Determined William made electric wind. Determined William made electric wind for his village.

## VOCABULARY VIDEOS

The Vocabulary Videos preview essential vocabulary words from each Focusing Question Arc. In these videos, a Great Minds teacher pronounces, defines, and shares a related image for each word. The videos also show the words used in context and provide opportunities for students to explicitly practice using the words. Multilingual learners benefit from this type of explicit, systematic instruction for words central to understanding a text or topic. To support Spanish speakers, the videos include audio as well as text definitions of the words in Spanish. Teachers can use the videos with the whole class, a small group, or during an English Language Development time.

Video	Terms
Focusing Question 1: <a href="http://witeng.link/G1M3.VV1">http://witeng.link/G1M3.VV1</a>	force, powerful, sources
Focusing Question 2	<i>There is no video for Focusing Question 2 in the Wit &amp; Wisdom In Sync program.</i>
Focusing Question 3: <a href="http://witeng.link/G1M3.VV3">http://witeng.link/G1M3.VV3</a>	float, respond, shiver
Focusing Question 4: <a href="http://witeng.link/G1M3.VV4">http://witeng.link/G1M3.VV4</a>	brave, determination, persistent
Focusing Question 5: <a href="http://witeng.link/G1M3.VV5">http://witeng.link/G1M3.VV5</a>	magic, harness, windmill

# Speaking & Listening Support

## SOCRATIC SEMINAR SUPPORT

A Socratic Seminar is a student-led collaborative discussion centering on a thought-provoking question related to a module’s content. In a Socratic Seminar, students prepare for and participate in a structured, text-based, academic conversation. Students apply the crafts of speaking and listening to express what they have learned from their reading and writing.

Use the Stronger, Clearer Each Time protocol to prepare multilingual learners for Socratic Seminars.

1. Display and Echo Read the Socratic Seminar question.
2. Facilitate a brief discussion of two or three scaffolding questions to help students process the question.
3. Pair students, and instruct them to take turns answering the Socratic Seminar question.
4. Display these questions:  
What was confusing about my response?  
What parts of my response need more details?
5. Instruct pairs to take turns asking these questions and giving each other feedback.
6. Pair students with new partners, and instruct them to take turns answering the Socratic Seminar question again. Remind students that they should use the feedback from their partner to expand and improve their responses.
7. Repeat steps 3–6 if time allows.

Socratic Seminar	Recommended Scaffolding Questions
Lesson 29 Is science or magic more important to William?	How did William learn to make the windmill? Did science or magic bring the water needed for fields? How can wind be helpful?
Lesson 35 How do people respond to the powerful force of the wind?	What feelings do people have toward the wind? Why do people feel this way about the wind? In which ways do people respond to wind?

## DISCUSSION SUPPORT

Students need strong oral language skills to develop strong reading comprehension skills. Multilingual learners need additional practice to develop oral language skills, and teachers should prioritize time for students to engage in purposeful speaking and listening interactions with peers.

The Talking Tool provides sentence frames to help students share their ideas, support what they say, ask for more information, and build on others' ideas. It can be used as a language support during any class discussion. Teachers should introduce and model each sentence frame before expecting students to use it.



Name \_\_\_\_\_

Date \_\_\_\_\_ Class \_\_\_\_\_

# Talking Tool

**Share What You Think****I think** \_\_\_\_\_.**I think** \_\_\_\_\_ **because** \_\_\_\_\_.**Support What You Say****In the book,** \_\_\_\_\_.**In this picture,** \_\_\_\_\_.**Ask for More  
Information****What do you mean by** \_\_\_\_\_?**Can you say more?****Build on Others' Ideas****I agree because** \_\_\_\_\_.**I disagree because** \_\_\_\_\_.



# Multilingual Learner Resource:

## Grade 1 Module 4:

### *Cinderella Stories*





# Grade 1 Module 4

## Multilingual Learner Resource

### Module Map

Lesson	Support
Focusing Question 1: Why do people admire Perrault's Cinderella?	
1	Reading Support: <i>Cinderella</i> Recommended Deep Dive
2	Fluency Practice Reading Support: <i>Cinderella</i>
3	Reading Support: <i>Cinderella</i>
4	Reading Support: <i>Cinderella</i> Additional Writing Scaffold
6	Existing Writing Scaffold Recommended Deep Dive
7	Reading Support: <i>Cendrillon: A Caribbean Cinderella</i>
8	Reading Support: <i>Cendrillon: A Caribbean Cinderella</i> Existing Writing Scaffold Sentence Construction
Focusing Question 2: Why do people admire Rough-Face Girl and Ella?	
10	Reading Support: <i>The Rough-Face Girl</i>
11	Fluency Practice
12	Reading Support: <i>Bigfoot Cinderrrrrella</i>
13	Reading Support: <i>Bigfoot Cinderrrrrella</i> Recommended Deep Dive
14	Reading Support: <i>Bigfoot Cinderrrrrella</i> Additional Writing Scaffold

- 15 Sentence Construction
- 16 Reading Support: *The Rough-Face Girl*  
Existing Writing Scaffold

#### Focusing Question 3: Why do people admire Adelita and Pear Blossom?

- 17 Fluency Practice  
Reading Support: *Adelita*
- 18 Reading Support: *Adelita*
- 20 Recommended Deep Dive
- 22 Fluency Practice  
Reading Support: *The Korean Cinderella*
- 23 Reading Support: *The Korean Cinderella*
- 24 Sentence Construction
- 25 Additional Writing Scaffold
- 26 Recommended Deep Dive

#### Essential Question: Why do people around the world admire Cinderella?

- 28 Reading Support: *Glass Slipper, Gold Sandal: A Worldwide Cinderella*  
Socratic Seminar Support
- 29 Reading Support: *Glass Slipper, Gold Sandal: A Worldwide Cinderella*
- 31 Existing Writing Scaffold

# Module 4 English Language Development (ELD) Standards

Wit & Wisdom core lessons engage students in many ways to interact with language and text that meet English Language Development (ELD) standards. The Wit & Wisdom Multilingual Learner Resource provides additional language support that meets ELD standards. Use your state's English Language Development standards and proficiency descriptors to best support your multilingual learners in reaching the learning goals.

Module 4 Learning	WIDA Standards	ELP Standards
<b>Reading supports</b> help students build knowledge about fairy tales and settings of the different Cinderella stories, sequence events in narrative texts, compare and contrast elements of narrative texts, and build content vocabulary.	ELDLA.1.Narrate. Interpretive Multilingual learners will interpret language arts narratives by <ul style="list-style-type: none"> <li>Identifying a central message from key details</li> <li>Identifying how character attributes and actions contribute to an event</li> <li>Identifying words and phrases that suggest feelings or appeal to the senses</li> </ul>	Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.  Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.
<b>Writing supports</b> help students write opinion paragraphs with an opinion statement, reasons, and a conclusion. Students also use conjunctions in their writing.	ELD-LA.1.Inform.Expressive Multilingual learners will construct informational texts in language arts that <ul style="list-style-type: none"> <li>Introduce and define topic and/or entity for audience</li> <li>Describe attributes and characteristics with facts, definitions, and relevant details</li> </ul> ELD-SI.K-3.Argue Multilingual learners will <ul style="list-style-type: none"> <li>Support their own opinions with reasons</li> </ul>	Standard 3: An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.  Standard 4: An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.  Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.  Standard 9: An ELL can create clear and coherent grade-appropriate speech and text.

Module 4 Learning	WIDA Standards	ELP Standards
<p><b>Language supports</b> help students build and expand content-rich sentences.</p>	<p>ELD-SI.K-3.Inform Multilingual learners will</p> <ul style="list-style-type: none"> <li>Describe characteristics, patterns, or behavior</li> <li>Summarize information from interaction with others and from learning experiences</li> </ul> <p>ELD-LA.1.Inform.Expressive Multilingual learners will construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Introduce and define topic and/or entity for audience</li> <li>Describe attributes and characteristics with facts, definitions, and relevant details</li> </ul>	<p>Standard 10: An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>
<p><b>Speaking and Listening supports</b> help students use academic language in discussions and provide opportunities for students to rehearse their ideas before Socratic Seminars.</p>	<p>ELD-SI.K-3.Narrate Multilingual learners will</p> <ul style="list-style-type: none"> <li>Share ideas about one's own and others' lived experiences and previous learning</li> <li>Ask questions about what others have shared</li> <li>Recount and restate ideas</li> </ul> <p>ELD-SI.K-3.Inform Multilingual learners will</p> <ul style="list-style-type: none"> <li>Summarize information from interaction with others and from learning experiences</li> </ul> <p>ELD-SI.K-3.Argue Multilingual learners will</p> <ul style="list-style-type: none"> <li>Ask questions about others' opinions</li> <li>Support their own opinions with reasons</li> <li>Clarify and elaborate ideas based on feedback</li> </ul>	<p>Standard 2: An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> <p>Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.</p>



# Reading Support

## FLUENCY PRACTICE

Multilingual learners benefit from additional practice with fluency. Repeated reading helps students work on the correct pronunciation, phrasing, and prosody in their oral language. This can be done in small groups or during an English Language Development time.

Use this fluency protocol for additional practice.

1. Write the fluency passage on sentence strips or chart paper so that the natural phrasing of the passage is clear.
2. Introduce the topic of the passage by showing a related image.
3. Read aloud the entire passage. Facilitate a brief discussion to ensure students understand the topic of the passage.
4. Display suggested words and phrases one at a time. Echo Read the words and phrases.
5. Display the entire fluency passage.
6. Echo Read the fluency passage two or three times.
7. Choral Read the fluency passage two or three times.
8. If possible, tell students to act out what the passage is saying as they read.
9. Consider recording an audio version of the fluency passage for students to use as a fluent model at home or in a literacy center.

Fluency Passage	Recommended Words and Phrases to Preview
Handout 2A: Fluency Homework <i>Cinderella</i> Option A	wouldn't you just like to go, ball, making fun of me, laugh
Handout 11A: Fluency Homework <i>Bigfoot Cinderrrrrella</i> Option A	longed to go, made a wish, heartfelt, beary, very
Handout 17A: Fluency Homework <i>Adelita</i> Option A	remember, another, marry, happily ever after
Handout 22A: Fluency Homework <i>The Korean Cinderella</i> Option A	found fault, fetch, be quick!, kettle, scorching, jealous

## CINDERELLA, MARCIA BROWN

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: Demonstrates the elements of a Cinderella story and that kindness and perseverance can help dreams come true.	Students may struggle to understand the concept of <i>Cinderella</i> stories and their common elements. They may incorrectly assume that Perrault's <i>Cinderella</i> is the original version of the story.	<p>Lesson 4</p> <p>Review the concept of versions from Lesson 2—things that are a little bit different from each other but have some similarities. Stress that Perrault's <i>Cinderella</i> is one of many versions of the story.</p> <p>Reinforce understanding of the elements of Cinderella stories by having students pair a gesture with each of the elements in the chart, such as a waving motion for magical elements, a thumbs-up for good characters, a thumbs-down for evil characters, and pointing toward themselves for proof of identity. Encourage students to use the gestures as they retell the story and as they listen to the different versions of Cinderella stories throughout the module.</p>
Structure: Sequential fairy tale with a clear problem and resolution.	Students will benefit from having a clear understanding of the story elements in <i>Cinderella</i> —especially problem and resolution—as it will help them recognize similar elements in the other module texts.	<p>Lesson 3</p> <p>If possible, pair students who share the same home language and invite them to use the Story Map to retell the story in that language before retelling it in English.</p> <p>After students finish retelling the story, ask: “How did the Story Map help you retell the story?”</p>
Language: Unfamiliar vocabulary and complex sentence structure.	Students may be familiar with the story but unable to comprehend the text due to the number of unfamiliar words.	<p>Before Lesson 2</p> <p>Use Lesson 5 Vocabulary Deep Dive: Vocabulary Strategies: Using Context Clues to Determine Meaning to review strategies that students can use to find the meaning of unknown words, such as <i>strained</i> and <i>snapped</i> on page 8 and <i>scampered</i> and <i>dapple</i> on page 11.</p> <p>Remind students that, in addition to these strategies, they can rely on their familiarity with the story to infer the meaning of some of the unknown words or to understand what is happening in the text.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: Some familiarity with the unique structure of fairy tales with a “Once upon a time...” beginning and magic.	Students may not be familiar with the structure of fairy tales.	<p>Before Lesson 1</p> <p>Research the translation or equivalent of “Once upon a time” in the students’ home languages. Ensure that the phrases are used in authentic fairy tales and are not just direct translations of the English words. Write and display these phrases on a paper chart along with “Once upon a time.”</p> <p>Ask volunteers to read the phrase in their home language.</p> <p>Ask: “What kinds of stories do we expect to hear after those words?” Prime students to listen for certain elements by emphasizing narrative expectations for good and evil characters, magic, and a happy ending.</p>

## CENDRILLON: A CARIBBEAN CINDERELLA, ROBERT D. SAN SOUCI; ILLUSTRATIONS, BRIAN PINKNEY

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: Most similar to the traditional Cinderella story, used to compare with traditional Cinderella, provides a different perspective.</p>	<p>The first-person narration from Nannin's perspective might confuse students who expect the godmother character to appear later in the story and have a more direct focus on the Cinderella character.</p>	<p>Lesson 8</p> <p>Read aloud the first paragraph of the first page of <i>Cinderella</i> and the first page of <i>Cendrillon</i>. Ask: "How are the beginnings of the two stories different?"</p> <p>Read the first page of <i>Cendrillon</i> again. Ask: "Who does <i>you</i> refer to? Who is the narrator talking to?" Reinforce that the narrator is talking to us, the readers of the story.</p> <p>Repeat the words "I was there." Point to the woman in the illustration. Ask: "Who is she?" Reinforce that the woman—the godmother—is the narrator <i>and</i> a character in the story.</p> <p>Point out that having the narrator address readers at the beginning of the story simulates the start of a session of oral storytelling. Explain that the author wants to call attention to the rich French Creole oral tradition.</p>
<p>Structure: Sequential story with a clear problem and resolution that follows the traditional fairy tale structure. Vibrant illustrations help tell the story.</p>	<p>The first-person narrative, along with the focus on the godmother's backstory in the first nine pages of the text, may make it difficult for students to identify and organize important plot events.</p>	<p>Lesson 7</p> <p>Form pairs. Provide pairs with blank index cards. Instruct groups to draw an illustration of the problem on one card and resolution on another card. Next, instruct students to draw each of the characters on separate cards, labeling each card with the character's name. Prompt pairs to retell the story by using the character, problem, and resolution cards. Students may also find the images on Handout 7A: Objects for Retell helpful for retelling.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: Some French Creole words that are defined in a glossary at the end of the book.</p>	<p>Students may not understand why the author incorporates French Creole words in the text.</p>	<p><b>Lesson 8</b></p> <p>After the Learn: Use a Glossary portion of the lesson, explain that authors use more than description to help readers “see” the setting of their stories. For example, the way characters speak might reflect the uniqueness of the setting.</p> <p>Preview the French Creole words as you reread pages 16–19 and tell students to listen for these words. Clarify the meaning of these words by using context clues and illustrations.</p> <p>As you read, stress the words in French Creole to help students identify them.</p>
<p>Knowledge Demands: Geography of the Caribbean; characteristics of West Indian culture and relationship to France.</p>	<p>Background knowledge about West Indian culture and Martinique’s relationship to France will facilitate understanding of references in the text and will give students a context for grasping what makes this Cinderella version unique and culturally relevant.</p>	<p><b>Lesson 7</b></p> <p>Use images or videos to share some simple facts about West Indian geography, history, and culture. For example, explain that, although Martinique is a Caribbean Island, it is part of the country of France, and people there speak French and Martinican French Creole.</p>

## THE ROUGH-FACE GIRL, RAFFAELLE MANTON; ILLUSTRATIONS, DAVID SHANNON

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: Provides one of the more different variations of the classic Cinderella tale, with an emphasis on nature and inner beauty.</p>	<p>Students may have difficulty grasping that this text is a Cinderella story like the others in the module since the elements of Cinderella stories, such as the magic element and a godmother-like character, may be difficult to identify.</p>	<p>Lesson 16</p> <p>Review the Elements of Cinderella Stories chart.</p> <p>Show page 13 in <i>Cinderella</i> and page 20 in <i>Cendrillon</i>. Ask: “What happens in <i>Cinderella</i> and <i>Cendrillon</i> when the fairy godmother and Nannin’ use their wand?” Reinforce that Cinderella and Cendrillon <i>transform</i>—or change—when magic turns their rags into beautiful clothes.</p> <p>Display the cover of <i>The Rough-Face Girl</i>. Ask: “How does Rough-Face Girl look on the cover? Why are her hands bandaged?”</p> <p>Turn to pages 28 and 29. Read aloud page 28 and tell students to observe the illustration on page 29 carefully. Ask questions, such as: “How does Rough-Face Girl look now? How did she transform? Who helped her?”</p> <p>Reinforce that the Invisible Being’s sister instructed Rough-Face Girl to bathe in the river, where her scars magically disappeared and her skin and hair turned smooth and beautiful.</p>
<p>Structure: Sequential story with detailed illustrations.</p>	<p>The absence of certain plot events such as the ball and the shoe-fitting scene that reveals Cinderella’s identity may make it difficult for students to organize events and retell the story without support.</p>	<p>Lesson 10</p> <p>Add sequencing words, such as <i>first</i>, <i>then</i>, <i>next</i>, <i>after that</i>, and <i>finally</i> to the Events section of the Story Map. Instruct students to consult the Story Map as they retell the story.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Language: Some complex metaphors about nature but that are supported by the illustrations.	Complex images about nature will be harder to understand for students who don't know the meaning of many nouns and adjectives used in the text.	<p>Before Lesson 10</p> <p>Create a visual glossary featuring nouns and adjectives used to describe the setting, the characters and the clothing they wear, and the accoutrements of the Invisible Being. Include words such as <i>wigwam</i>, <i>rough</i>, <i>charred</i>, <i>invisible</i>, <i>being</i>, and <i>beads</i>. Use tactile materials and realia as possible.</p> <p>Continue to use this resource in Lessons 11 and 16.</p>
Knowledge Demands: Geography of Lake Ontario; characteristics American Indian culture, understanding of nature as a character.	Students may not be familiar with many aspects of Algonquin culture.	<p>Lesson 10</p> <p>Show a map of North America and point out the location of Lake Ontario. Explain that the shores of Lake Ontario were home to the Algonquin tribe.</p> <p>Show an informative video about the Algonquin tribe.</p> <p>Facilitate a brief discussion about any similarities and differences students notice between how Algonquin life is portrayed in the text and the information presented in the video. Reinforce that some of the information in the text is not completely accurate, but readers can still appreciate the beauty and uniqueness of the Algonquin Cinderella.</p>

## BIGFOOT CINDERRRRRELLA, TONY JOHNSTON; ILLUSTRATIONS, JAMES WARHOLA

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: Provides a humorous version of a Cinderella story with non-human characters and opposite values placed on beauty to compare and contrast.	Multilingual learners may need support to understand the humor in the text's use of language and in the reversal of values.	<p>Lesson 14</p> <p>After students finish the Learn: Explore Similes portion of the lesson, reread the description of the prince on page 1 and of Ella at the bottom of page 23.</p> <p>Collaboratively create a list of characteristics that Ella and the Bigfoot prince look for in a mate.</p> <p>Facilitate a brief discussion about how Cinderella and Cendrillon would have reacted if the prince or Paul had been “odoriferous” and “horrendously hairy.” Direct students’ attention to the author’s choice to emphasize ideas about beauty are very different than most people’s and is intended to be surprising and funny.</p>
Structure: Sequential story structure with humorous illustrations that support the story.	The unconventional nature of this Cinderella story may make it difficult for some students to identify and organize key plot events.	<p>Lesson 13</p> <p>Select illustrations from the text to reflect key events in the story. For each illustration, ask students to identify the characters and describe what they are doing.</p> <p>Encourage students to use sentence frames:</p> <p><b>This character is _____. She/He _____.</b></p> <p>Model describing the illustrations. Direct attention to pages 3 and 4 and say: “This character is <u>the prince</u>. He <u>is walking in the woods</u>.”</p> <p>Consider using the illustrations on the following two-page spreads from the book:</p> <ul style="list-style-type: none"> <li>▪ Pages 7–8</li> <li>▪ Pages 15–16</li> <li>▪ Pages 21–22</li> <li>▪ Pages 23–24</li> <li>▪ Pages 27–28</li> </ul> <p>Ask: “How does the story end?”</p>



Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Language: Some figurative language in the story can be challenging, but most of the characters' dialogue is simple.	The use of unfamiliar vocabulary might be challenging for multilingual learners.	<p>Lesson 12</p> <p>Direct attention to the glossary on the back of the title page. Read aloud the words and definitions, providing clarification as needed. Tell students to listen for those words as you read the text.</p> <p>Identify challenging vocabulary such as <i>enormous</i>, <i>odoriferous</i>, <i>lurching</i>, <i>tossed</i>, <i>shambled</i>, <i>stench</i>, and <i>glowered</i>. When reading aloud the text—or some of its passages—mime and act out the meaning of the challenging words.</p>
Knowledge Demands: Characteristics of forests in the northwestern area of North America, such as trees, plants, insects, and wildlife.	Students may be unfamiliar with the Bigfoot legend and its purported habitat in the northwestern forests of North America.	<p>Lesson 12</p> <p>Show photographs of forests in the northwestern part of the United States. Invite students to share something that they notice. Explain that some people believe that a mysterious creature known as Bigfoot lives in these forests. Ask students what they know about the Bigfoot legend or about other similar creatures.</p> <p>Provide a general description of Bigfoot (e.g., large and hairy, with big feet). Instruct students to draw Bigfoot as they imagine it.</p>

## ADELITA, TOMIE DEPAOLA

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: Told without the typical magical fairy godmother and the lost slipper, the tale offers another variation on the classic for comparison.	The sequence of events that starts with Adelita's disappointment at not being able to attend the <i>fiesta</i> and concludes with her wedding to Javier may confuse students since it includes explicit references to the Cinderella story but lacks elements they may expect, such as a magical fairy godmother and a lost slipper.	Lesson 18  Form small groups. Read aloud pages 14–28. Prompt groups to look carefully at the illustrations and act out what is happening in that part of the story.  Ask: "How is this story similar to the other Cinderella stories we have read? How is it different?"
Structure: Sequential fairy tale with a lengthier pre-story that creates a context for the familiar tale; rich with Mexican culture and illustrations that support understanding.	Students may misjudge the importance of the events from the pre-history describing Adelita's parents' marriage and her birth and decide to include them in the Events section of their Story Maps and subsequent retelling of the story.	Lesson 18  Display the class's <i>Adelita</i> Story Map with the first event in the Events section—Adelita's mother dies, and her father remarries—already included.
Language: Spanish phrases and vocabulary defined within context and also includes a helpful glossary of Spanish phrases and pronunciations at the back of the book; may be challenging for the adult reading aloud to the students.	Explicitly pointing out how Spanish phrases in the text are always followed by their English translation will benefit Spanish- and non-Spanish-speaking students alike.	Before Lesson 18  Remind students that earlier in the module they read a text that had words and phrases in a language other than English— <i>Cendrillon</i> .  Ask: "Why did the author of <i>Cendrillon</i> use words in French Creole? Why does Tomie dePaola use words in Spanish?" Reinforce that authors use words in other languages to help readers understand that the story takes place in a specific country or reflects a particular culture.  Read aloud page 4. Model figuring out the meaning of the phrase in Spanish by looking at the phrase immediately after. Explain that Spanish-speaking students can also use the Spanish phrases to help them understand the words in English and expand their vocabulary.

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: Geography; Mexican culture, Spanish words and phrases.	Awareness of elements of Mexican culture represented in the illustrations will help students appreciate the cultural context and specificity of the story.	<p>Lesson 17</p> <p>After students listen to the text read aloud, remind students that the story takes place in Mexico. Show the map on the inside front cover of <i>Glass Slipper, Golden Sandal</i> and point to Mexico.</p> <p>Display images of a two-handled Mexican <i>cazuela</i> (clay pot), a string of red chiles, green chiles, tortillas, a <i>molcajete</i>, a <i>metate</i>, and <i>rebozos</i> of different colors. Label each image. Ask students if they are familiar with any of the items. Encourage students who are familiar with the items to explain with words and gestures their function to their classmates. Explain that these are items related to Mexican culture.</p> <p>Form pairs. Instruct pairs to look at the text's illustrations and find each of the items once, adding a sticky note to the page where they find them. Ask for volunteers to name an item and show the page where they found it.</p>

## THE KOREAN CINDERELLA, SHIRLEY CLIMO; ILLUSTRATIONS, RUTH HELLER

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: Provides another variation on the classic Cinderella story where a mistreated daughter receives magical help from creatures to complete her impossible chores and is rewarded for her honesty and perseverance.	Text density may overwhelm some students.	<p>Lesson 22</p> <p>As you read the text aloud, pause frequently to ask questions and encourage students to make connections to other Cinderella stories.</p> <p>For example, consider pausing after pages 4, 7, 14, 18, 24, 28, 35.</p>
Structure: Sequential fairy tale, with illustrations as an integral part of the storytelling; informative notes from the author and illustrator providing additional cultural background on the story and the art.	The complex storyline and use of different names to refer to the same character might make it difficult for students to identify story elements.	<p>Lesson 23</p> <p>Cocreate a chart with each character and the different names that are used to refer to him or her.</p>
Language: Some challenging vocabulary; Korean words and names; possible confusion between the three names for the same character: “Pear Blossom” and “Little Pig” and “Pigling.”	Challenging vocabulary and complex syntax may hinder comprehension.	<p>Lesson 22</p> <p>Review the Outside-In strategy from Lesson 10 Deep Dive: Vocabulary, and guide students to use it to determine the meaning of unknown words. For example, guide students to analyze the word <i>matchmaker</i> on page 4.</p> <p>Ask: “What clues outside the word <i>matchmaker</i> might tell you what it means? Which two words do you recognize in <i>matchmaker</i>?”</p> <p>Collaboratively decide on a definition, such as “person that finds a husband or wife for somebody else.” Reread the first two paragraphs on page 4 by using the definition in place of the word.</p> <p>Provide opportunities for students to use this strategy, individually or with a partner, as they continue to work with <i>The Korean Cinderella</i> in Lessons 23 and 24.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: World geography; locations of Korea and China.	Background knowledge of Korean geography and culture will help students make sense of the text and illustrations.	<p>Lesson 22</p> <p>Remind students that the story takes place “Long ago, in Korea.” Invite students to share any knowledge that they already have about Korea and its culture.</p> <p>Use images or videos to show traditional Korean attire like a traditional horsehair hat, Korean temples, rice fields, pear trees, and traditional Korean houses. Prompt students to share something they notice.</p>

## GLASS SLIPPER, GOLD SANDAL: A WORLDWIDE CINDERELLA, PAUL FLEISCHMAN; ILLUSTRATIONS, JULIE PASCHKIS

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: Shows the universality of one story while appreciating the role of culture in storytelling.	Knowledge of the universality of fairy tales or folktales will help students understand the organization and meaning of the text.	<p>Lesson 28</p> <p>Find and play a video about fairy tales or folktales and their characteristics. Reinforce previous knowledge about the genre by asking students to relate what they learn about fairytales to stories that they have read in the module.</p> <p>Instruct students to illustrate their own short version of a Cinderella story, adding labels in the language or languages of their choice. Remind them to include all the elements of Cinderella stories—good characters, evil characters, magical elements, and proof of identity.</p>
Structure: Sequential fairy tale with pieces of many different tales woven into one; helpful world map in the front and back of the book indicating all the areas featured.	Students may need help understanding how the text connects information from many different tales.	<p>Lesson 28</p> <p>Read aloud pages 8 and 9. Point out the alternating colors on page 9. Explain that the text in the rectangles comes from two different versions of the story, one from Appalachia and the other one from Germany. The author combines parts of both versions to tell the story.</p> <p>Read aloud page 12. Ask: “What footwear was the girl wearing according to the version from France?” “What was she wearing in the version from India?” “What was she wearing in the version from Iraq?” Reinforce that this page shows how some details in the story change depending on the story’s version, but the story events are similar.</p>
Language: Most unfamiliar vocabulary is supported by context and illustrations.	Students will benefit from repeated exposure to challenging vocabulary and opportunities for practice.	<p>Lesson 28</p> <p>Add a quick vocabulary game, such as charades, to the Launch or Land of each lesson to review the key vocabulary words for this text listed in Appendix B.</p> <p>Continue to use this resource in Lessons 29 and 30.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: Geography of the continents and the countries; characteristics of various cultures; nature of a fairy tale.	Focus on the universal aspects of the story may prevent students from appreciating the ways in which versions reflect the uniqueness of their cultures of origin.	<p>Lesson 29</p> <p>Make a copy of the map from the inside front cover and display it somewhere visible in the classroom. Echo Read the names of the places.</p> <p>Emphasize that the versions in the text come from all over the world and are written in many different languages. Write the names of the languages represented on the map on small sticky notes and place each note under the name of the corresponding place while saying: “In _____ people speak _____.” Explain that in many places more than one language is spoken.</p>

# Writing Support

## EXISTING WRITING SCAFFOLDS

This module introduces students to opinion writing. This is taught through the Opinion Writing Sandwich structure, which includes an opinion statement, reasons, and an opinion conclusion. Students also practice adding an introduction to their opinion paragraphs about Cinderella character traits. At the sentence level, students need to use personal pronouns, form compound sentences, and apply rules of spelling and capitalization. Multilingual learners may struggle with finding and using reasons to support their opinion statements and with the use of pronouns and correct capitalization.

These writing scaffolds are already included in the core module but are highlighted here, since they will be particularly beneficial for multilingual learners.

Scaffold	Support for Multilingual Learners
<p><b>Lesson 6</b></p> <p><b>Learn—Examine Opinion Paragraph Structure</b></p> <p>To reinforce how the parts of the opinion paragraph correspond to the Opinion Sandwich Chart, you may want to write each sentence from the paragraph on sentence strips. Once you have annotated the sentences you can move them directly onto the poster-sized version of the Opinion Sandwich Chart.</p>	<p>Examining writing models helps students understand the structure of an essay, the purpose of each part, and the relationship between parts. Sentence strips provide an interactive element that fosters student engagement.</p>
<p><b>Lesson 8</b></p> <p><b>Learn—Plan Focusing Question Task 1</b></p> <p>If students need extra support, model filling out the Evidence Organizer using one of Cinderella's traits as an example. Additionally, rather than having students copy information from the Cinderella Traits Chart onto their Evidence Organizers, students can cut out the information they selected on their individual Cinderella Traits Charts and paste it into the corresponding spot on the Evidence Organizer.</p>	<p>Showing learners how to do a skill while thinking out loud supports multilingual learners in understanding what is expected. Cutting and pasting evidence from one graphic organizer to another reinforces understanding of how a particular kind of evidence is connected to a specific part of a paragraph or essay.</p>
<p><b>Lesson 16</b></p> <p><b>Learn—Create Focusing Question Task 2</b></p> <p>Students needing additional support using the Opinion Checklist to check their work may benefit from working in a small group.</p>	<p>Multilingual learners benefit from working in small groups to orally process and rehearse content.</p>
<p><b>Lesson 31</b></p> <p><b>Learn—Orally Rehearse End-of-Module Task</b></p> <p>Point to and Echo Read the sentence frames in each section of the Opinion Writing Chart. Remind students that they can use the sentence frames to help them write each component of their opinion paragraph.</p>	<p>Sentence frames support students in responding in the form of a complete sentence. Frames also provide scaffolding that allows students to focus on the content of their response rather than the structure of the sentence.</p>



## ADDITIONAL WRITING SCAFFOLDS

These writing scaffolds offer more support for multilingual learners if needed.

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 4 Deep Dive</p> <p>Execute: How do I use a conjunction in a sentence?</p>	<p>Display the Conjunction Anchor Chart from Lesson 4.</p> <p>Display and echo read the following simple sentences:</p> <p>Cinderella is kind.</p> <p>Cinderella gives oranges and lemons to her stepsisters.</p> <p>Review the elements of complete sentences by circling the subject and underlining the predicate in each simple sentence. It is not necessary to use the terms <i>subject</i> and <i>predicate</i>, but do call attention to nouns and verbs.</p> <p>Subject: Cinderella</p> <p>Predicates: is kind, gives oranges and lemons to her stepsisters</p> <p>Form pairs. Prompt students to orally combine the two simple sentences by using a conjunction. Encourage students to experiment with different conjunctions. Ask for volunteers to share responses. Facilitate a brief discussion about how different conjunctions affect the meaning of the resulting sentence.</p>
<p>Lesson 14</p> <p>Experiment: How does supplying reasons work?</p>	<p>In the Learn: Experiment with Reasons section of the lesson, model finding a reason for the opinion statement, “I think the Bigfoot prince is considerate” instead of instructing students to Think-Pair-Share.</p> <p>Read aloud pages 3 and 19 and ask the whole group: “What reasons on these pages support the opinion statement that the prince is considerate and kind?”</p> <p>To reinforce that one reason the Bigfoot prince is considerate is that he doesn’t want anyone to pick flowers from the forest, display the sentence frame “<b>One reason _____.</b>”</p> <p>Form pairs. Read aloud page 29 and repeat the question: “What reasons on this page support the opinion statement that the prince is considerate and kind?” Instruct pairs to orally answer the question by using the sentence frame. Ask for volunteers to share responses.</p>
<p>Lesson 25</p> <p>Execute: How do I write an introduction and a conclusion for an opinion paragraph?</p>	<p>Display and review the Opinion Writing Chart. Write each sentence of an exemplar paragraph on a separate sentence strip. Duplicate sentences as needed to ensure that there is one sentence strip for each student. Give each student one sentence of the exemplar.</p> <p>Invite students who think they have the introduction to stand. Prompt one of the standing students to read their sentence and explain why they think it is the introduction (e.g., “My sentence introduces the topic by telling what book we are reading”). Use the student’s response to review the purpose of the sentence in the paragraph and to correct any misunderstandings. Paste the introduction on chart paper.</p> <p>Repeat for the other three parts of the paragraph—opinion statement, reasons, and opinion conclusion—gradually building the exemplar.</p> <p>When the full exemplar has been assembled, lead students in chorally reading the completed piece aloud.</p>

# Language Support

## RECOMMENDED DEEP DIVES

Deep Dives are 15-minute lessons designed to teach a particular vocabulary or style and conventions concept or skill that elaborates on the learning in the core lesson. The focus on vocabulary and language conventions makes Deep Dive lessons very effective for multilingual learners. These short lessons isolate and reinforce words and language structures essential for English language development and comprehension.

The Deep Dives below should be prioritized for multilingual learners.

Deep Dive	Support for Multilingual Learners
Lesson 1 Vocabulary Deep Dive: Make Real Life Connections to <i>Admire</i>	This Deep Dive previews the word <i>admire</i> and vocabulary about character traits, which are essential for all the Focusing Question Tasks and the End-of-Module Task. It activates background knowledge by having students make real-life connections between the new vocabulary and people they admire. Multilingual learners benefit from explicit vocabulary instruction and abundant opportunities to practice new vocabulary.
Lesson 6 Style and Conventions Deep Dive: Examine Compound Sentences and Commas	This Deep Dive examines the use of conjunctions and commas to form compound sentences. Practice with forming compound sentences facilitates sentence variety in writing and prepares students for Focusing Question Task 2.
Lesson 13 Style and Conventions Deep Dive: Experiment with Personal Pronouns	This Deep Dive introduces personal pronouns and provides practice with replacing nouns with pronouns in sentences. This practice prepares students for success in Focusing Question Task 3. Explicit instruction on the function of personal pronouns is particularly useful for multilingual learners who speak languages such as Spanish, in which personal pronouns are often omitted.
Lesson 20 Style and Conventions Deep Dive: Experiment with Capitals	This Deep Dive builds knowledge of capitalization by explaining basic rules of capitalization in the English language. Multilingual learners benefit from explicit instruction on this topic since the rules of capitalization vary from language to language.
Lesson 26 Vocabulary Deep Dive: Strategies: Using Context to Determine Verb Tense	This Deep Dive reviews the use of <i>-ed</i> and <i>-ing</i> suffixes. Students practice distinguishing between verbs in the simple past and present tense and choose the correct form to complete sentence frames. Multilingual learners may struggle to use different verb tenses correctly and will benefit from explicit instruction in the use of <i>-ed</i> and <i>-ing</i> tense markers.

SENTENCE CONSTRUCTION

Early childhood classrooms include ample opportunities for oral language development, which is essential practice for multilingual learners. Multilingual learners need time to interact with peers and adults, as well as exposure to a variety of complex texts and language. Multilingual learners also benefit from explicit instruction in English grammar.

Use this sentence construction protocol to build and expand content-rich sentences.

- 1. Display a Sentence Pattern chart with the headings Adjective, Noun, Verb, and Prepositional Phrase.
- 2. Write the suggested noun and verb on the chart.
- 3. Ask questions such as “What is [the noun] like?” and “What color/size is [the noun]?” to prompt students to describe the noun. Write possible adjectives on the chart.
- 4. Write and Echo Read sentences that can be constructed from the chart.
- 5. Ask questions such as “Where does the [noun verb]?” and “When does the [noun verb]?” to prompt students to add prepositional phrases. Write possible prepositional phrases on the chart.
- 6. Write and Echo Read sentences that can be constructed from the chart.
- 7. Depending on the content, it may make more sense to first add prepositional phrases and then adjectives. Students may also brainstorm adjectives to describe nouns in the prepositional phrase.
- 8. Pair students, and instruct them to share sentences about the noun.

Optional Variations:

- In Grade 2, consider adding an Adverb heading to the Sentence Pattern chart after the Verb heading. After step 4, ask students “How does the [noun verb]?” and write possible adverbs on the chart.
- Write an expanded sentence on a sentence strip, and cut into individual words. Instruct students to reassemble the sentence.
- Display an expanded sentence. Cover a word, and ask students to predict what the missing word could be. Facilitate a brief discussion about what words would and would not make sense in the blank.

Suggested Noun and Verb	Possible Expanded Sentences
Focusing Question Task 1	Cinderella helps her stepsisters.
Cinderella	Cinderella helps her mean stepsisters.
helps	Cinderella helps her mean stepsisters get ready for the ball.

Suggested Noun and Verb	Possible Expanded Sentences
Focusing Question Task 2 Ella gives	Ella gives fish. Ella gives fish to the bear. Ella gives fish to the hungry bear.
Focusing Question Task 3 Pear Blossom thanks	Pear Blossom thanks the ox. Pear Blossom thanks the black ox. Pear Blossom thanks the black ox for helping her weed the rice field.

## VOCABULARY VIDEOS

The Vocabulary Videos preview essential vocabulary words from each Focusing Question Arc. In these videos, a Great Minds teacher pronounces, defines, and shares a related image for each word. The videos also show the words used in context and provide opportunities for students to explicitly practice using the words. Multilingual learners benefit from this type of explicit, systematic instruction for words central to understanding a text or topic. To support Spanish speakers, the videos include audio as well as text definitions of the words in Spanish. Teachers can use the videos with the whole class, a small group, or during an English Language Development time.

Video	Terms
Focusing Question 1: <a href="http://witeng.link/G1M4.VV1">http://witeng.link/G1M4.VV1</a>	admire, elements, trait
Focusing Question 2: <a href="http://witeng.link/G1M4.VV2">http://witeng.link/G1M4.VV2</a>	generous, considerate, cruel
Focusing Question 3: <a href="http://witeng.link/G1M4.VV3">http://witeng.link/G1M4.VV3</a>	relevant, disguise, recognize

# Speaking and Listening Support

## SOCRATIC SEMINAR SUPPORT

A Socratic Seminar is a student-led collaborative discussion centering on a thought-provoking question related to a module's content. In a Socratic Seminar, students prepare for and participate in a structured, text-based, academic conversation. Students apply the crafts of speaking and listening to express what they have learned from their reading and writing.

Use the Stronger, Clearer Each Time protocol to prepare multilingual learners for Socratic Seminars.

1. Display and Echo Read the Socratic Seminar question.
2. Facilitate a brief discussion of two or three scaffolding questions to help students process the question.
3. Pair students, and instruct them to take turns answering the Socratic Seminar question.
4. Display these questions:  
What was confusing about my response?  
What parts of my response need more details?
5. Instruct pairs to take turns asking these questions and giving each other feedback.
6. Pair students with new partners, and instruct them to take turns answering the Socratic Seminar question again. Remind students that they should use the feedback from their partner to expand and improve their responses.
7. Repeat steps 3–6 if time allows.

Socratic Seminar	Recommended Scaffolding Questions
Lesson 28  What do you admire about the characters in the Cinderella stories?	What are the traits of some of the characters in the Cinderella stories that you have studied in this module?  Which of those traits do you think is the most positive?  What is a trait that you don't admire about the characters in the Cinderella stories we have read?

## DISCUSSION SUPPORT

Students need strong oral language skills to develop strong reading comprehension skills. Multilingual learners need additional practice to develop oral language skills, and teachers should prioritize time for students to engage in purposeful speaking and listening interactions with peers.

The Talking Tool provides sentence frames to help students share their ideas, support what they say, ask for more information, and build on others' ideas. It can be used as a language support during any class discussion. Teachers should introduce and model each sentence frame before expecting students to use it.





Name \_\_\_\_\_

Date \_\_\_\_\_ Class \_\_\_\_\_

# Talking Tool

**Share What You Think****I think** \_\_\_\_\_.**I think** \_\_\_\_\_ **because** \_\_\_\_\_.**Support What You Say****In the book,** \_\_\_\_\_.**In this picture,** \_\_\_\_\_.**Ask for More  
Information****What do you mean by** \_\_\_\_\_?**Can you say more?****Build on Others' Ideas****I agree because** \_\_\_\_\_.**I disagree because** \_\_\_\_\_.



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