

GRADE  
**2**

**WIT &  
WISDOM®**

**Multilingual Learner Resource**



# Multilingual Learner Resource: Introduction





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

Published by Great Minds PBC  
[greatminds.org](http://greatminds.org)

© 2023 Great Minds PBC. All rights reserved. No part of this work may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying or information storage and retrieval systems—without written permission from the copyright holder. Where expressly indicated, teachers may copy pages solely for use by students in their classrooms.

Printed in the USA

A-Print

1 2 3 4 5 6 7 8 9 10 XXX 26 25 24 23 22

979-8-88588-853-0

# 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.

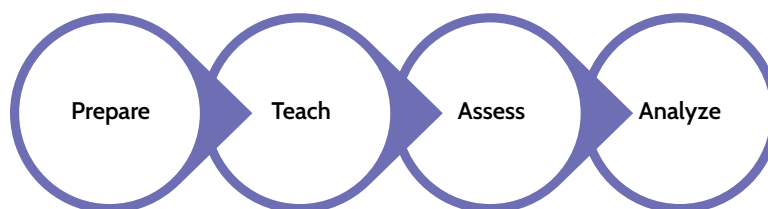
Classroom teachers and support specialists work together to prepare for instruction. Because of schools' different contexts and staffing and scheduling configurations and because multilingual learners need different types of supports, the resources are designed for flexible use. Educators can use the 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.

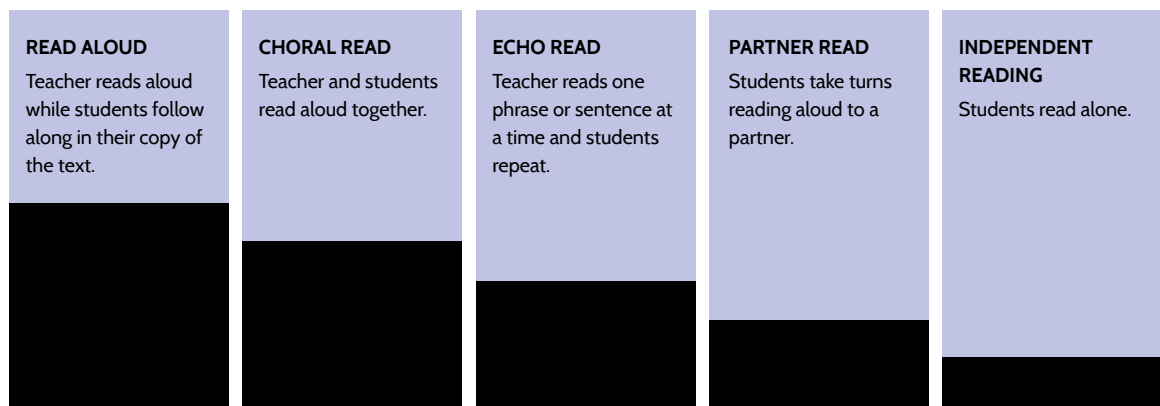
Students who are newcomers to the English language, or students with limited or interrupted formal education, may require additional support in foundational literacy skills outside of the *Wit & Wisdom* curriculum.

## 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 2 Module 1:

### *A Season of Change*





# Grade 2 Module 1

## Multilingual Learner Resources

### Module Map

Lesson	Support
<b>Focusing Question 1: What changes in “Weather”?</b>	
1	Reading Support: “Weather” Recommended Deep Dive
2	Reading Support: “Weather”
3	Reading Support: “Weather”
<b>Focusing Question 2: How do changes in fall weather impact people and nature?</b>	
4	Fluency Practice Reading Support: How Do You Know It’s Fall?
5	Reading Support: How Do You Know It’s Fall? Existing Writing Scaffold Additional Writing Scaffold
6	Reading Support: How Do You Know It’s Fall?
7	Recommended Deep Dive
8	Recommended Deep Dive
9	Recommended Deep Dive Socratic Seminar Support
<b>Focusing Question 3: How does the Little Yellow Leaf change?</b>	
10	Reading Support: The Little Yellow Leaf Recommended Deep Dive
11	Fluency Practice Reading Support: The Little Yellow Leaf



- 13 Additional Writing Scaffold  
Sentence Construction

**Focusing Question 4: How does the chameleon change?**

- 15 Fluency Practice  
Reading Support: *A Color of His Own*

- 16 Reading Support: *A Color of His Own*

- 17 Additional Writing Scaffold  
Sentence Construction

- 19 Socratic Seminar Support

**Focusing Question 5: How does weather impact leaves in fall?**

- 20 Fluency Practice  
Reading Support: Why Do Leaves Change Color?

- 21 Reading Support: Why Do Leaves Change Color?

- 22 Reading Support: Why Do Leaves Change Color?  
Additional Writing Scaffold

- 23 Reading Support: Why Do Leaves Change Color?  
Existing Writing Scaffold

- 24 Reading Support: Why Do Leaves Change Color?  
Existing Writing Scaffold

**Focusing Question 6: How does *Sky Tree* show the cycle of seasons?**

- 25 Fluency Practice  
Reading Support: *Sky Tree*

- 26 Reading Support: *Sky Tree*

- 27 Reading Support: *Sky Tree*

- 28 Reading Support: *Sky Tree*

- 29 Existing Writing Scaffold  
Additional Writing Scaffold  
Sentence Construction

**Focusing Question 7: How does change impact people and nature?****30**

Additional Writing Scaffold  
Sentence Construction

# 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 seasonal change, analyze characters in literary texts, utilize text features in informational text, and infer the meaning of academic and scientific vocabulary.</p>	<p>ELD-LA.2-3.Narrate.Interpretive</p> <p>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 event sequences</li> <li>Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language</li> </ul> <p>ELD-LA.2-3.Inform.Interpretive</p> <p>Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying the main idea and key details</li> <li>Referring explicitly to descriptions for themes and relationships among meanings</li> <li>Describing relationship between a series of events, ideas or concepts, or procedural steps</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 1 Learning	WIDA Standards	ELP Standards
<p><b>Writing supports</b> help students write informative paragraphs with a topic sentence, evidence sentences, and a conclusion sentence.</p>	<p>ELD-LA.2-3.Inform.Expressive</p> <p>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>▪ Add details to define, describe, compare, and classify topic and/or entity</li> <li>▪ Develop coherence and cohesion throughout text</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>
<p><b>Language supports</b> help students build and expand content-rich sentences.</p>	<p>ELD-SI.K-3.Inform</p> <p>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.2-3.Inform.Expressive</p> <ul style="list-style-type: none"> <li>▪ Multilingual learners will construct informational texts in language arts that add details to define, describe, compare, and classify topic and/or entity</li> </ul>	<p>Standard 10: An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>



Module 1 Learning	WIDA Standards	ELP Standards
<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</p> <p>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</p> <p>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</p> <p>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 4B: Fluency Homework, Option A, Paragraph 1 <i>How Do You Know It's Fall?</i>	areas, sunlight The days become shorter. The sun goes down.
Handout 11A: Reader's Theater Script <i>The Little Yellow Leaf</i>	narrator, called, neither, soared
Handout 15B: Fluency Homework, Option A <i>A Color of His Own</i>	remain, shall, except, color of my own
Handout 20B: Fluency Homework, Option E <i>Why Do Leaves Change Color?</i>	separate, chlorophyll, fade, pigment, all along

Fluency Passage	Recommended Words and Phrases to Preview
Handout 25C Fluency Homework, Option B <i>Sky Tree</i>	reached toward the sky The clouds opened. for a moment The sky filled the branches.

## “WEATHER,” EVE MERRIAM

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: While the structured pattern of the poem helps readers follow the rhythm and development of the rainstorm, many of the words will challenge readers.	The poem describes the progression of a rainstorm from drizzle to downpour by using only sound words and imagery. Students must infer what is happening in the poem from the mental pictures the words create.	After Lesson 1  Guide students in creating a labeled visual to show the meaning of each stanza of the poem. In pairs or small groups, students take turns explaining the gist of each stanza by using the visuals.
Structure: Structure is somewhat predictable and grade-level appropriate. There is an irregular rhyming pattern that repeats throughout the poem.	Making sense of unfamiliar and nonsense words throughout the poem will require concentration. Because students must focus attention at the word and sentence level, they may miss the larger pattern of events in the poem.	Lesson 2  Instruct students to arrange student- or teacher-created visuals that represent the meaning of each stanza in order. Invite students to verbally recount what happens in each stanza and then summarize the pattern of the rainstorm by using the words <i>first</i> , <i>then</i> , and <i>finally</i> .
Language: The use of onomatopoeic words and unfamiliar vocabulary may challenge students at first.	Although onomatopoeia is heard throughout the world, onomatopoeic vocabulary varies considerably across languages and is not always easy to interpret when encountered for the first time.	Lessons 1–3  Prepare a deck of cards containing all the words in the poem. Work together to sort the cards, separating the words that represent sounds from other words in the poem.  Invite the class to create a motion for some of the most common onomatopoeic words and incorporate these movements into fluency and vocabulary practice.
Knowledge Demands: Nonsense words will be unfamiliar to students. Some of the descriptive words may be challenging for students.	Multilingual learners who are developing English proficiency may have difficulty discriminating between words and non-words.	Lesson 1  Highlight or underline all the nonsense words in the poem. Invite students to practice saying and enjoying the sound of these words. Explain that these are made-up words and assure students that they do not need to remember what these words mean.



## HOW DO YOU KNOW IT'S FALL?, LISA M. HERRINGTON

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: This text is deceptively complex (hence its nonconforming Lexile rating) as it uses challenging vocabulary and complex sentence structures to detail characteristics of fall.	Challenging vocabulary like <i>migrate</i> , <i>flock</i> , and <i>celebrate</i> may need to be discussed before the lesson to be accessible.	Lesson 4  During the first reading, prompt students to use the photos to predict what a section of text will be about before reading it aloud. If possible, discuss the photos in the student's home language.
Structure: While the organization and graphics are predictable, there are few signposts, such as headers or subheadings, to organize the text.	Without signposts like headers and subheadings, readers must rely on in-text features like conjunctions and complex sentence structures to organize information. These features may be harder to interpret or less familiar to multilingual learners.	Lessons 5–6  Direct attention to words in the text that connect ideas and information, such as <i>also</i> , <i>another</i> , and <i>then</i> .  Reread sections of the text that are organized around a single topic (e.g., holidays in fall) and invite students to work together to create their own header for the section. Use sticky notes to add the headers to the text.
Language: Students will recognize the general information and content.	How prepositions are used to express time relationships varies (often unpredictably), both within and across languages. The text frequently uses the word <i>in</i> as a preposition of time ( <i>in the fall</i> ). Multilingual learners may be less familiar with this pattern, and situating events in a month or season is key to comprehending the ideas in this text.	Lesson 4  Before reading the text, preview the meaning of prepositional phrases using <i>in</i> that describe when something happens (e.g., in October, in late November, in fall). Invite students to generate their own sentences using <i>in</i> to indicate that something happens in a particular month or season.
Knowledge Demands: Background knowledge of fall, especially for students in geographic regions with subtle or no shifts of season, will be helpful.	Some students may need additional information to understand the weather changes described in the text.  The text focuses on American holidays in the fall that may be unfamiliar to some students, such as Halloween and Thanksgiving.	Before Lesson 4  Use images or videos to discuss the weather in fall as described in the text. If possible, make connections to weather terms in the student's home language.  Before Lesson 6  Use photos and short videos to build students' knowledge of customs and traditions commonly associated with fall holidays in the United States. Invite students to share holidays or traditions that their families observe in the fall.

## THE LITTLE YELLOW LEAF, CARIN BERGER

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p><b>Meaning/Purpose:</b> While the story is straightforward, readers may be challenged by the complex sentences spread across pages. The brief dialogue between the leaves requires students to infer characters' intent.</p>	<p>To understand the central message of the story, the reader must identify how the Little Yellow Leaf's feelings change after finding the Little Scarlet Leaf. Students may need support in recognizing and tracing this change by making inferences at key points in the story.</p>	<p>Before Lesson 11</p> <p>Review how the Little Yellow Leaf feels at three key points in the story:</p> <p>Reread page 20. Students identify which words are repeated (<i>bare</i> and <i>alone</i>). They use the repeated words along with the illustration to infer how the Little Yellow Leaf feels at this point in the story.</p> <p>Reread page 24. Prompt students to use the illustrations on pages 25–26 to infer what the Little Yellow Leaf and the Little Scarlet Leaf decide to do.</p> <p>Reread the single word on page 30 (<i>together</i>), and examine the illustration. Discuss how the Little Yellow Leaf feels at the end of the story.</p>
<p><b>Structure:</b> The narrator is reliable, however a switch from narration to dialogue may provide a challenge for students.</p>	<p>Distinguishing between direct and indirect speech may be a challenge for multilingual learners, who need to attend to many aspects of the text and may miss common markers for dialogue.</p>	<p>Before Lesson 11</p> <p>Assign a role to each student (Little Scarlet Leaf, Little Yellow Leaf, or narrator), and instruct students to read aloud their lines on pages 23–24. Switch roles and repeat several times, ensuring that every student has a chance to read each part. Debrief by discussing which text features and punctuation helped students identify when a character is speaking. <i>Note: Use the text rather than Handout 11A for this preview of the Reader's Theater. The text includes quotation marks and additional text features that will support understanding of how dialogue is used.</i></p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: The various iterations of “not ready yet” will support readers interpreting the message of the story.</p>	<p>The text never directly states what the Little Yellow Leaf is not ready to do, and the idea that the Little Yellow Leaf is not yet ready to fall is expressed in slightly different ways throughout the book (<i>not yet, still not, not ready</i>). Students may need support to infer the meaning of these phrases and recognize that they are designed to repeat the same idea.</p>	<p>Lesson 11</p> <p>At the beginning of the lesson, reread the full text aloud. Pause on page 3 to ensure that students understand the meaning of the phrase “I’m not ready yet.” Invite students to Choral Read the words in italics as you continue reading aloud. Pause frequently to discuss what the italicized words in the text have in common and how they help the reader understand the problem in the story.</p>
<p>Knowledge Demands: At this point in the module, some of the fall-specific words will be familiar to students; however, many of the rich descriptive words will be unfamiliar to readers.</p>	<p>Activating knowledge built by the module’s informational texts about fall before reading will offer context for understanding descriptive words and the events in the story.</p>	<p>Lesson 10</p> <p>Before reading the text, briefly review the photographs in <i>How Do You Know It’s Fall?</i> to remind students of knowledge built about the season. Review the cycle of the seasons by using the diagram on page 7 of <i>How Do You Know It’s Fall?</i></p>

## A COLOR OF HIS OWN, LEO LIONNI

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: While seemingly simple, there are some complex sentences that will challenge students.	The key idea in the text is that the chameleons will still change color but will do so together. This is expressed in a complex sentence that may be confusing for students developing English proficiency.	Lesson 15  After reading the text, break the complex sentence on page 22 into meaningful chunks and copy each chunk on a sentence strip. Scramble the sentence strips. Discuss the meaning of each chunk as you work together to reconstruct the sentence.
Structure: Strong illustrations support the text, and the simple structure of problem and resolution will help readers follow the storyline. The relatively lengthy introduction about animals' colors will provide opportunity for discussion and analysis.	Students may need support in making the inferences needed to identify the problem and resolution in the text.	Lesson 16  Before identifying the problem and resolution, skim the illustrations and discuss how and why the expression on the chameleon's face changes at different points in the story.
Language: While some sentences are complex, the language is grade-appropriate.	Some vocabulary and idiomatic expressions may be unfamiliar to students.	Lesson 15  Before reading the text, preview idiomatic expressions like "of his own," "I'm afraid not," "side by side," and "happily ever after."  Define the words <i>remain</i> and <i>remained</i> by using the Outside-In strategy.  After Lesson 15, use the illustrations in the text to create a color-coded chart of the words for colors in English.
Knowledge Demands: Background knowledge of fall, chameleons, and camouflage will strengthen students' understanding of the text.	Some students may have difficulty understanding the events in the story because they are not familiar with real chameleons or their ability to change color.	After Lesson 15  Invite students to use some of the color words in the text to describe the autumn leaves in a photo. Discuss the connection between the chameleon's coloration and the changing colors of the leaves on the trees.  Play a short video or photographs that show a real chameleon changing color.

## WHY DO LEAVES CHANGE COLOR?, BETSY MAESTRO

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p><b>Meaning/Purpose:</b> There is an abundance of information on every page and in every illustration of this text. While most of the information in the text centers around the importance of leaves and their life cycle, the text also details different types of leaves, where to see foliage, and activities to do with leaves.</p>	<p>The breadth and density of new information in this text will be challenging for many students.</p> <p>In Focusing Question Task 3, students must describe how weather impacts a tree's leaves in fall. This process is described throughout the book; synthesizing this information across the text may be challenging for some students.</p>	<p><b>Before Lesson 20</b></p> <p>Preteach key vocabulary from the text (<i>sunlight, grow, sugar, stored, temperature, and survive</i>). Show a video about how trees make and store food in their leaves to provide needed context.</p> <p><b>Lesson 24</b></p> <p>Before students begin Focusing Question Task 3, reread pages 15–16. These pages offer a summary of how weather impacts a tree's leaves in fall. Work with students to organize the information on these pages into a sequential diagram, showing what happens to the leaves as the tree gets ready for winter.</p>
<p><b>Structure:</b> The text switches between a variety of structures and rich descriptions. Most illustrations support the text, some with labels; however, some do not.</p>	<p>The text employs a variety of structures (chronological, cause and effect, descriptive) depending on the type of information being given. The variety in structure can make it difficult to determine the relationship among pieces of information.</p>	<p><b>Before Lesson 22</b></p> <p>Reread aloud pages 9–16. These pages are largely chronological with a more predictable structure. Draw attention to the name of the season as you read and discuss the text. Then invite students to use the illustrations on pages 9–16 to orally review how a tree changes from spring to fall.</p>
<p><b>Language:</b> Some of the content-specific language, especially around the complex process that causes leaves to change color and separate from trees, will be challenging for students.</p>	<p>Many scientific vocabulary words describe how and why leaves change color. These words are not commonly used in oral language, making it less likely that students have encountered them before. Therefore, students likely have had fewer opportunities for authentic practice.</p>	<p><b>Before Lesson 23</b></p> <p>Help students create an illustrated glossary to record the meanings of content-specific words like <i>chlorophyll, pigment, sunlight, and temperature</i>. Encourage students to use the glossary as a resource while reading and writing.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: Knowledge of the science of seasonal changes in fall will be very helpful.	Scientific descriptions of seasonal changes can be linguistically complex.	Lessons 21-22  Display visual aids like diagrams or videos to clarify and reinforce the descriptions in the text of how changes in light and temperature affect leaves in each season. If possible, discuss these concepts in the student's home language.

## SKY TREE, THOMAS LOCKER

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: The dual narrations of the tree and the illustrations require readers to attend to multiple purposes in the text.	The illustrations and text work closely together to convey meaning, but these connections can be subtle. Many students will need support in using the words to better understand the illustration and the illustration to better understand the words.	Lesson 26  While reading aloud, pause to reread pages that students find challenging and prompt them to find the details described in the words in the illustration. Then reread the page, and invite students to paraphrase the key ideas on the page. Encourage them to use the illustration when they're paraphrasing key ideas. .
Structure: While the story of the tree is appropriately leveled for second-graders, the dual narrations, coupled with complex sentences will challenge readers.	The text includes 14 detailed descriptions and illustrations of the same tree as it changes with the seasons. Incremental changes from page to page may make it hard for students to see the cyclical structure of the full text.	Before Lesson 27  Use the thumbnail illustrations in the Connecting Art and Science section to review the cyclical structure of the book. Discuss the relationship between the illustrations on facing pages (they represent the same season), and point out that the book begins and ends with the tree in summer.
Language: Some of the descriptive language may be unfamiliar to students.	The text's sentences are designed to evoke feelings, and words are often put together in unusual ways ("the sky filled the branches," "their wings beat the air"). It will be a challenge for multilingual learners (and their teachers) to not lose the beauty of the words in a literal translation.	Lesson 28  Create three sets of word cards from the text: one for nouns, one for verbs, and one for adjectives. After defining unknown words, have students choose one card from each set and create an original sentence. Invite students to use watercolors or colored pencils to illustrate their sentence. Share and display the illustrated sentences.
Knowledge Demands: Knowledge of seasonal changes will support students' comprehension of the text.	Some students may be unfamiliar with a different progression of seasonal change.	Before Lesson 25  Invite students to fold a piece of unlined paper into quarters and draw and label a picture of what a tree looks like in each season. Use these pictures to identify where students may need additional background knowledge, and fill in the gaps with discussion, images, and videos.

# Writing Support

## EXISTING WRITING SCAFFOLDS

In this module students learn to write informative paragraphs. They are introduced to three key components of the ITEEC writing model: topic statements, evidence, and conclusions. Students write paragraphs about the impact of seasonal changes, as well as changes in the characters in the texts they are reading. With increasing independence, students practice writing topic statements, adding evidence to support their topic, and closing with strong conclusions.

Students also learn that a complete sentence contains a subject and a verb and how to combine simple sentences into compound sentences by using conjunctions. Revision focuses on integrating new, technical vocabulary in students’ writing and using select words and phrases from the text.

To write a paragraph about a change, students must describe how something becomes different over time. Multilingual learners may need support in using temporal transitions, such as *at first*, *then*, and *finally*, to clearly connect the ideas within the paragraph.

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 5</p> <p>Learn: Experiment with Topic Statements</p> <p>For students who may need additional support, work collaboratively within pairs or small groups to draft the missing part. Provide a sentence frame for students.</p>	<p>Working with a partner provides students with opportunities for task-based, interactional use of language, as well as peer-to-peer learning.</p> <p>Sentence frames help students respond in 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>
<p>Lesson 23</p> <p>Learn: Draft a Conclusion</p> <p>Select a partnership to model the rehearsal in a Fishbowl. Work with a small group of students who need support with planning and rehearsing their paragraphs.</p>	<p>The Fishbowl offers peer modeling of the task. Working in a small group also supports peer-to-peer learning and creates more opportunities to talk and listen.</p>
<p>Lesson 24</p> <p>Learn: Write an Informative Paragraph</p> <p>Meet with a small group of students who need support. Collaboratively write a paragraph with each student rehearsing and contributing a sentence to the paragraph. Give these students a paragraph frame as a launching point.</p>	<p>Breaking a task into smaller parts reduces the cognitive load for each student, making the task manageable. Working as a group to put the sentences together provides opportunity for scaffolded recall of the parts of a paragraph.</p>



Scaffold	Support for Multilingual Learners
<p>Lesson 29</p> <p>Learn: Process Evidence</p> <p>Provide students with cards preprinted with key phrases to place in the Evidence Organizer. Alternately, record evidence collaboratively as a class or with a small group.</p>	<p>Preprinted cards minimize the demands of written language so that students can focus on the purpose of the task, which is to choose evidence for their writing.</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 do topic statements work?</p>	<p>Provide additional support for students in identifying the main topic of the paragraph on Handout 5D. Read the first two sentences of the paragraph, and direct students to draw a picture to show the meaning of the sentences. Repeat with the last two sentences in the paragraph. Prompt students to look at their drawings and identify the main topic of the paragraph.</p> <p>Post the following sentence frames, and invite students to craft a topic statement by completing them orally:</p> <p>_____ get ready for winter in _____.</p> <p>In the fall, _____.</p> <p>Animals _____.</p> <p>Encourage students to refer to the sentence frames when writing their topic statement on Handout 5D.</p>
<p>Lesson 13</p> <p>Execute: How do I use evidence to organize my informative paragraph?</p>	<p>Prepare a set of sticky notes labeled with the words <i>At first</i>, <i>Then</i>, and <i>Finally</i> for each student. Guide students in placing sticky notes in their texts to mark three pieces of evidence that show how the Little Yellow Leaf changed. Choose evidence from the class Change Chart or use the following pages:</p> <p>page 2: <i>At first</i></p> <p>page 22: <i>Then</i></p> <p>page 30: <i>Finally</i> Model how to use the words on the sticky notes and the illustrations to orally craft an evidence sentence.</p> <p>Have students work in pairs and use the pages they have marked to orally practice their evidence sentences for Focusing Question Task 1. Allow students to use their texts to access these “visual notes” when completing the task..</p>
<p>Lesson 17</p> <p>Execute: How do I choose evidence that supports my topic?</p>	<p>Prepare a set of sticky notes labeled with the words <i>At first</i>, <i>Then</i>, and <i>Finally</i> for each student.</p> <p>Instead of writing on the chart in Assessment 17A, prompt students to place a sticky note on the appropriate page in the text to mark the three pieces of evidence they choose.</p> <p>Model how to use the words on the sticky notes and an illustration to orally craft an evidence sentence. Have students work in pairs and use the pages they have marked to orally practice their evidence sentences for Focusing Question Task 2. Allow students to use their texts to access these “visual notes” when completing the task.</p>

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 22</p> <p>Experiment: How does a conclusion work?</p>	<p>Create a matching game by writing four to six pairs of topic statements and concluding statements related to fall. Have students work in pairs to match each topic statement with its corresponding concluding statement and explain how the two statements are connected.</p> <p>Sample topic and concluding statements:</p> <p>In fall, animals get ready for winter.</p> <p>Animals do many things to get ready for the frigid winter.</p> <p>The Little Yellow Leaf changes when she finds a friend.</p> <p>The Little Yellow Leaf becomes brave when she finds a friend.</p>
<p>Lesson 29</p> <p>Focusing Question Task 4</p>	<p>Guide students in using Handout 29A: Informative Paragraph Parts Cards B to break the task of writing the paragraph into manageable chunks:</p> <p>Have students identify which card describes the first sentence in the paragraph (Topic Statement), and Choral Read it aloud.</p> <p>Prompt students to quietly whisper what they will write for a Topic Statement and then write the sentence they have orally practiced.</p> <p>Repeat this procedure for three evidence cards and the conclusion.</p> <p>Prompt students to read the finished paragraph and make any changes needed to ensure it is clear and accurate.</p>
<p>Lesson 30</p> <p>Experiment: How can evidence from multiple texts work together?</p>	<p>Before lesson 30, complete the second column of Handout 30A, listing evidence from <i>Why Do Leaves Change Color?</i> in the Change in Weather and Impact on People rows.</p> <p>Have students Choral Read what you have written, and show students where you found the evidence in the text.</p> <p>Distribute copies of <i>How Do You Know It's Fall?</i></p> <p>Challenge students to find pages that contain similar evidence of a change in weather and its impact.</p> <p>Model how to record evidence from the second text in the appropriate box in the third column of the chart. Support students in transferring this information to their own charts.</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: Examine Academic Vocabulary: Change	In this Deep Dive, students learn the meaning of the word change, which is the essential concept explored in this module. Students also learn how to make an entry in their Vocabulary Journals. This key tool for students is used to keep track of new words throughout the year.
Lesson 7 Style and Conventions Deep Dive: Examine Subjects in Simple Sentences	In this Deep Dive, students learn to identify the subjects in sentences from <i>How Do You Know It's Fall?</i> They learn that the subject of a sentence does not always come first and that it does not always refer to people. Varying sentence structures can be confusing to multilingual learners.
Lesson 8 Style and Conventions Deep Dive: Examine Verbs in Simple Sentences	In this Deep Dive, students continue to build an understanding of sentence elements. They identify the verbs that correspond with the subjects of sentences from <i>How Do You Know It's Fall?</i> Developing an understanding of how verbs work is useful for multilingual learners, as verb tenses and subject-verb agreement can be challenging.
Lesson 9 Style and Conventions Deep Dive: Explore Conjunctions in Compound Sentences	In this Deep Dive, students combine simple sentences about fall into compound sentences by using conjunctions. Multilingual learners benefit from understanding how this specific language feature connects ideas in a sentence.
Lesson 10 Style and Conventions Deep Dive: Form Complete Sentences	In this Deep Dive, students revise sentence fragments from classroom anchor charts into complete sentences. This gives students practice in turning an idea into a complete sentence.

## 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	The Little Yellow Leaf changes.
The Little Yellow Leaf	The Little Yellow Leaf changes when he finds a friend.
changes	The lonely Little Yellow Leaf changes when he finds a friend.
	Finally, the lonely Little Yellow Leaf changes when he finds a friend.

Suggested Noun and Verb	Possible Expanded Sentences
Focusing Question Task 2 chameleon changes	The chameleon changes. The chameleon changes when he finds a friend. The sad chameleon changes when he finds a friend. Then the sad chameleon changes when he finds a friend.
Focusing Question Task 4 Sky Tree changes	The Sky Tree changes. The big Sky Tree changes. The big Sky Tree changes when the seasons change. The big Sky Tree changes beautifully in the fall.
End-of-Module Task animals prepare	Animals prepare for winter. Animals prepare carefully for winter. Animals prepare carefully for winter in the fall. Some animals prepare for winter by migrating.

## 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/G2M1.VV1">http://witeng.link/G2M1.VV1</a>	nature, fall, change, observe, migrate
Focusing Question 2: <a href="http://witeng.link/G2M1.VV2">http://witeng.link/G2M1.VV2</a>	setting, soar, character, ready, fall
Focusing Question 3: <a href="http://witeng.link/G2M1.VV3">http://witeng.link/G2M1.VV3</a>	chameleon, camouflage, problem, resolution
Focusing Question 4: <a href="http://witeng.link/G2M1.VV4">http://witeng.link/G2M1.VV4</a>	survive, sunlight, pigment, absorb
Focusing Question 5: <a href="http://witeng.link/G2M1.VV5">http://witeng.link/G2M1.VV5</a>	season, cycle, root, branch, bare

# 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 9  How do things change in fall?	How does the weather change in fall?  What do animals do in fall?  How do plants change in fall?
Lesson 19  How do the Little Yellow Leaf and the chameleon experience change in similar and different ways?	Why did the Little Yellow Leaf decide to make a change?  Why do the chameleon’s feelings about not having a color of his own change?  How are their experiences with change similar? In what ways are their experiences with change different?



## 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 2 Module 2:

### *The American West*





# Grade 2 Module 2

## Multilingual Learner Resources

### Module Map

Lesson	Support
<b>Focusing Question 1: How did the actions of American Indians and early Americans impact the prairie in the American West?</b>	
1	Reading Support: <i>The Buffalo Are Back</i> Recommended Deep Dive
2	Reading Support: <i>The Buffalo Are Back</i>
3	Reading Support: <i>The Buffalo Are Back</i> Sentence Construction
4	Existing Writing Scaffold Additional Writing Scaffold
<b>Focusing Question 2: What was life like for Plains Indians in the early American West?</b>	
6	Fluency Practice Reading Support: <i>Plains Indians</i>
7	Reading Support: <i>Plains Indians</i>
9	Reading Support: <i>Plains Indians</i> Existing Writing Scaffold Additional Writing Scaffold Sentence Construction
10	Reading Support: <i>Plains Indians</i> Socratic Seminar Support
<b>Focusing Question 3: What was life like for pioneers in the early American West?</b>	
11	Fluency Practice Reading Support: <i>Journey of a Pioneer</i>
12	Reading Support: <i>Journey of a Pioneer</i>
14	Additional Writing Scaffold

**Focusing Question 4: What life lesson can we learn from the story of Bluebonnet?**

- |    |   |
|----|---|
| 16 | Fluency Practice<br>Reading Support: <i>The Legend of the Bluebonnet</i>            |
| 17 | Reading Support: <i>The Legend of the Bluebonnet</i>                                |
| 18 | Reading Support: <i>The Legend of the Bluebonnet</i><br>Additional Writing Scaffold |
| 19 | Reading Support: <i>The Legend of the Bluebonnet</i><br>Sentence Construction       |

**Focusing Question 5: What life lesson can we learn from the story of Johnny Appleseed?**

- |    |   |
|----|---|
| 20 | Fluency Practice<br>Reading Support: <i>The Story of Johnny Appleseed</i>     |
| 21 | Reading Support: <i>The Story of Johnny Appleseed</i>                         |
| 22 | Additional Writing Scaffold<br>Recommended Deep Dive<br>Sentence Construction |
| 23 | Reading Support: <i>Johnny Appleseed: A Tall Tale</i>                         |
| 24 | Reading Support: <i>Johnny Appleseed: A Tall Tale</i>                         |
| 25 | Socratic Seminar Support  |

**Focusing Question 6: How do different authors tell the story of John Henry's life?**

- |    |  |
|----|--|
| 26 | Reading Support: <i>John Henry: An American Legend</i>                                   |
| 27 | Reading Support: <i>John Henry: An American Legend</i>                                   |
| 28 | Reading Support: <i>John Henry</i>   |
| 29 | Reading Support: <i>John Henry</i><br>Existing Writing Scaffold<br>Recommended Deep Dive |
| 30 | Existing Writing Scaffold<br>Recommended Deep Dive                                       |
| 34 | Existing Writing Scaffold<br>Additional Writing Scaffold                                 |

# 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 Native Americans and the period of Westward Expansion, use text features and text structure to understand informational text, analyze and compare different genres, and build academic and topic vocabulary.</p>	<p>ELD-LA.2-3.Narrate.Interpretive</p> <p>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 event sequences</li><li>▪ Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language</li></ul> <p>ELD-LA.2-3.Inform.Interpretive</p> <p>Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"><li>▪ Identifying the main idea and key details</li><li>▪ Referring explicitly to descriptions for themes and relationships among meanings</li><li>▪ Describing relationship between a series of events, ideas or concepts, or procedural steps</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 2 Learning	WIDA Standards	ELP Standards
<p><b>Writing supports</b> help students write informative paragraphs by using the TEEC model: topic sentence, evidence, and concluding sentence. Students also practice using the past tense.</p>	<p>ELD-LA.2-3.Inform.Expressive</p> <p>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>Add details to define, describe, compare, and classify topic and/or entity</li> <li>Develop coherence and cohesion throughout text</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>
<p><b>Language supports</b> help students build and expand content-rich sentences.</p>	<p>ELD-SI.K-3.Inform</p> <p>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.2-3.Inform.Expressive</p> <p>Multilingual learners will construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Add details to define, describe, compare, and classify topic and/or entity</li> </ul>	<p>Standard 10: An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>

Module 2 Learning	WIDA Standards	ELP Standards
<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</p> <p>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</p> <p>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</p> <p>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 6A: Fluency Homework, Option A <i>The Buffalo Are Back</i>	taking care of, in return, shelter
Handout 11A: Fluency Homework, Option B <i>Journey of a Pioneer</i>	endless, lighten our load, dumping, steep
Handout 16A: Reader's Theater Script <i>The Legend of the Bluebonnet</i>	dying, Great Spirits, healing rains, will be known by, sacrifice
Handout 20A: Fluency Homework, Option A <i>The Story of Johnny Appleseed</i>	as he walked, called him Johnny Appleseed, pioneers, cleared

## THE BUFFALO ARE BACK, JEAN CRAIGHEAD GEORGE

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p><b>Meaning/Purpose:</b> This informational text, told through a narrative style, shows the many layers of interrelationships between the buffalo, the American Indians, the settlers, the grass, the government, and President Theodore Roosevelt. This look at historical events emphasizes the profound impact one change can have on the world.</p>	<p>The text describes complex interactions between people, animals, and plants and the effect they had on the ecosystem of the prairie.</p> <p>Students may find it difficult to make sense of the cascading sequence of cause and effect in the text.</p>	<p><b>Lesson 3</b></p> <p>Preview the images students will use on Handout 3A when describing interactions to ensure that students understand what each image represents. Model how to match two cards and state a connection between them.</p> <p>Make the cards on Handout 3A available to individuals or pairs for additional practice in explaining the interactions between people, animals, and plants and their effect on the prairie.</p>
<p><b>Structure:</b> This book is narrative nonfiction—a hybrid of a narrative story and informational text. There are four distinct sections highlighted by clear headings. Told chronologically with watercolor illustrations, the text and illustrations provide a succinct narrative of the American prairie lands from the 1800s to recent times.</p>	<p>Key events are interwoven with narrative description, making it challenging to trace the main sequence of events in the text.</p>	<p><b>Before Lesson 2</b></p> <p>In advance, choose five or six key events from the text. Write each event on a separate card or sentence strip. Make a set of cards for each pair or small group of students. Have students work together to sequence the events and practice orally summarizing the text.</p>
<p><b>Language:</b> Heavy use of topic-specific vocabulary, as well as many similes and metaphors used to explain historical events, may present challenges to students. However, some language is supported with in-text explanations and illustrations.</p>	<p>Multilingual learners may need additional practice with content-specific vocabulary.</p>	<p><b>Lessons 1–5</b></p> <p>As they are introduced in each lesson, post topic-specific words and definitions around the room; include a drawing or photo if appropriate. Add a quick oral review of these to the Launch or Land of each lesson in this arc for extra practice.</p>
<p><b>Knowledge Demands:</b> The reader would benefit from nuanced knowledge of Westward Expansion during this period of time in history</p>	<p>Students may not have the context they need to situate the events in the text in time and place.</p>	<p><b>Before Lesson 1</b></p> <p>Introduce additional work with maps to help students identify the western states. Share a brief explanation of Westward Expansion.</p>

## PLAINS INDIANS, ANDREW SANTELLA

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: This text provides the reader with a glimpse of the Plains Indians' way of life and also reveals how the expansion of the settlers westward changed the way of life for the Plains Indians in unfavorable ways.</p>	<p>This text is dense and full of information.</p>	<p>Lessons 6–7</p> <p>Read the text over three sessions rather than two, stopping frequently to deconstruct complex sentences.</p> <p>For example, support students in understanding the pronouns and conjunction in this sentence: "Because their farms provided much of what they needed to survive, they were able to live in villages for most of the year." (12)</p> <ol style="list-style-type: none"> <li>1. Break the sentence into two parts at the comma and write each on a sentence strip.</li> <li>2. Echo Read each sentence strip.</li> <li>3. Model using the passage and the sentence strips to answer questions such as: "Who is able to live in villages most of the year?"</li> </ol> <p>"Why are they able to live in villages most of the year?"</p>
<p>Structure: This informational book contains many text features such as a table of contents, photographs, paintings, maps, section headings, a timeline, a glossary, and an index.</p>	<p>Students may need support understanding how to use the text features. The mix of photographs, paintings, illustrations, and maps provide a lot of information but may be confusing to students already struggling to understand the text. Chapter titles, as well as some section headers, are written in the form of questions, and students may need practice using these questions to support reading comprehension.</p>	<p>Lesson 6</p> <p>Choose one example of a photograph, painting, illustration, and map from the text. Explain how the image was created and what type of information it gives the reader. Model how to use the image to better understand the words in the text.</p> <p>Review the table of contents, helping students notice that all chapter titles are in the form of questions. Model using the chapter title on page 8 ("What Are the Great Plains?") to predict what the chapter will be about. After reading the section, challenge students to answer the question posed in the chapter heading. Guide students in using this strategy to make sense of chapters and sections.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: This dense text contains many topic-specific words with complex and varied sentence structures.</p>	<p>Multilingual learners may need additional support understanding topic-specific vocabulary.</p>	<p>Lessons 6</p> <p>Model how to use the glossary to define the words in bold on page 5. Each time you begin reading a new section of the text, invite one student to be a “human dictionary” by finding the definitions of the words in bold in the glossary and reading them aloud to the class.</p> <p>Lessons 9-10</p> <p>Many of the topic-specific words in this text occur repeatedly. Once a word has been introduced, facilitate a quick vocabulary game such as hangman or charades during the Launch or Land of each lesson to review the key vocabulary. See Appendix B for possible words to include.</p>
<p>Knowledge Demands: Some knowledge of Native American culture would be beneficial to understanding the text.</p>	<p>Some students may have a superficial or inaccurate understanding of Native American culture, drawn from movies and television, which may interfere with their understanding of new information in the text.</p>	<p>Lesson 10</p> <p>Where possible, use the information in the text to correct misconceptions. Congratulate students who expand upon or change their understanding of Native American culture due to what they have read.</p>

## JOURNEY OF A PIONEER, PATRICIA J. MURPHY

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: The text's meaning, about new experiences and challenges, falls within the appropriate complexity band for Grade 2.	Students may be confused by the mix of fact and fiction in a narrative nonfiction text.	Before Lesson 11  Have students predict from the images whether they think this text will be fiction or nonfiction. Use the mix of illustrations, maps, and photographs to explain that this text uses a fictional story to teach us factual information about the real experiences of people during this period.
Structure: This narrative nonfiction text is a hybrid informational text that is told through a narrative diary format. The story proceeds chronologically and in a straightforward fashion. The book contains informational text features such as photographs with captions, an index, and a page with pioneer facts.	Students may be unfamiliar with the concept of a diary and the structure of a diary entry.	Lesson 12  Provide a definition and context for the word <i>diary</i> as needed. Use the illustration, date, and greeting on page 4 to establish that the book is structured as a series of diary entries.
Language: The book is written in first person and uses some topic-specific vocabulary. Most words are appropriate for this grade level.	The use of the first-person pronoun by the narrator may be confusing to students.	Before Lesson 11  Briefly review pronouns and their meanings. Create a pronoun reference chart by using images to indicate characteristics, such as gender, and whether the pronoun is singular or plural.
Knowledge Demands: Understanding of the growth of the country westward in the 1800s would be beneficial.	Students may not have the context they need to situate the events in the text in time and place.	Before Lesson 11  Display a map of the Oregon Trail and an image of Independence Rock. Use these to provide context for Olivia's journey.

## THE LEGEND OF THE BLUEBONNET, TOMIE DEPAOLA

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: This story is moderately complex with multiple levels of meaning, including sacrificing for the greater good of the tribe and finding personal courage.	Students may have difficulty identifying the lessons in the story, which must be inferred.	Lesson 19  Focus the task by choosing just one lesson from the story to work with. State the lesson clearly, reviewing vocabulary as needed. Guide students in supporting the lesson with evidence from the illustrations in the text. For example, to support the lesson that “sometimes you have to make sacrifices to help others,” tell students to find illustrations that show She-Who-Is-Alone making a sacrifice (page 21) and how her sacrifice helps others (pages 27–28).
Structure: The story is clear and chronological. Simple illustrations complement the text.	Students need to concisely summarize the legend to see the relationship between the problem/ resolution and the lessons in the story.	Lesson 17  Use student drawings or illustrations from the text to create visuals for each of the narrative elements added to the Story Stones Chart. Encourage students to use the visuals when recounting the story.
Language: The text contains some topic-specific words.	Key events in the story are described using complex vocabulary.	Before Lesson 18  Provide additional practice with words that relate to the problem and resolution in the story, such as <i>drought</i> , <i>famine</i> , <i>selfish</i> , <i>sacrifice</i> , <i>offering</i> , <i>possession</i> , and <i>restored</i> . After defining each word, have students use it in an original sentence.
Knowledge Demands: Cultural knowledge of Native Americans and their legends would be beneficial to students.	Students need to have a clear grasp of what a legend is to understand the text.	Before Lesson 16  Guide students in working collectively to share what they know about legends from different cultures. List examples of legends that might be familiar to students.



## THE STORY OF JOHNNY APPLESEED, ALIKI

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: While the story is straightforward and grade-level appropriate, there are sections in which the symbolism and language may need explanation. The illustrations are simple but full and appear like sketches.</p>	<p>Students need to understand that while the story in the text is based on the life of a real person, John Chapman, the story, which includes both fact and fiction, has changed over time.</p>	<p>Before Lesson 20</p> <p>Show students several different drawings of an apple, each a bit different (on a tree, cut in half, in different colors, etc.). Use the drawings to explain how the story of Johnny Appleseed can change based on where the author chooses to focus (the perspective, the details added, etc.).</p>
<p>Structure: The narrative voice and story structure are consistent and events proceed chronologically. The sentences are mostly short and simple with some compound sentences.</p>	<p>Unlike the other literary texts students have worked with this year, this text revolves around a series of events rather than a central problem and resolution. Students may find it difficult to combine and prioritize events to recount the story.</p>	<p>Lesson 21</p> <p>Use a sorting activity to support students in combining events when retelling.</p> <ol style="list-style-type: none"> <li>1. Create a set of 8 to 10 cards to represent the events in the story. (Use simple phrases and images.) Divide students into groups of three or four and give each group a full set of event cards.</li> <li>2. Direct groups to sort the cards, placing similar events together.</li> <li>3. Invite students to create a new card that combines similar events and swap it for the original cards. For example, “made friends with wolves, foxes, birds, and deer” and “played with bear cubs” could be replaced by a card with the more general phrase “made friends with animals in the woods.”</li> <li>4. Have students use the revised deck to retell the story.</li> </ol>
<p>Language: Vocabulary and language use is typical and appropriate for Grade 2.</p>	<p>The language and vocabulary in this text are less complex than in other texts in the module, allowing students to focus on common, irregular English words.</p>	<p>Lesson 21</p> <p>Create a matching game of past- and present-tense verbs to provide additional practice with common irregular past-tense verbs in the text, such as <i>sat</i>, <i>felt</i>, <i>thought</i>, <i>gave</i>, <i>knew</i>, <i>were</i>, <i>came</i>, and <i>saw</i>.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: Some explanation of the relationship between settlers and Native Americans will support students. Knowledge of legends and how they are different from the real person would be beneficial.	Students may fail to understand the significance of Johnny Appleseed's positive relationship with the Native Americans he encountered on his journey.	Lessons 20  Encourage students to recall what they have learned about the relationship between settlers and Native Americans from texts read earlier in the module. Ask students what they can infer about Johnny Appleseed's values and character based on his positive encounters with Native Americans in the text.

## JOHNNY APPLESEED: A TALL TALE, STEVEN KELLOGG

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: This is a straightforward story of the generosity and kindness of the legendary Johnny Appleseed.	Students may be confused when the text switches between realistic and unrealistic events.	Lesson 23  Review the definitions of <i>exaggerated</i> and <i>tall tale</i> . Reread pages 24–28, prompting students to explain why each event has likely been exaggerated. Display pages 29–30 and invite students to use part of the illustration to briefly describe a tall tale that storytellers may have told about Johnny Appleseed.
Structure: The story is told chronologically from Johnny's birth to his death. The detailed illustrations support the interpretation of the text.	Much of the exaggeration in the story is captured in the illustrations. Students may miss some of the humor in the text if they do not look carefully at the illustrations.	Lesson 23  Reread pages 12–15. Prompt students to explain what is funny about each illustration and how the illustration on page 15 helps the reader better understand the trick Johnny Appleseed plays on the woodsmen.
Language: Primarily simple and compound sentences with some complex constructions. Text contains some abstract and figurative language.	Figurative language expresses connotation nuances that may be new to students.	Lessons 23–24  Explain the meaning of some of the figurative language used in the text (e.g., “come out on top” and “when the sawdust settled”). Invite students to fold a piece of unlined paper in half and choose one of the phrases to illustrate, drawing its literal meaning on the left and its figurative meaning on the right.
Knowledge Demands: Background knowledge of the Westward Expansion would be beneficial to readers. Understanding of the exaggerated nature of legends would be useful to comprehension	Students need to understand the characteristics of a tall tale.	Before Lesson 23  Show a short video that introduces the tall tale genre.

## JOHN HENRY: AN AMERICAN LEGEND, EZRA JACK KEATS

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: This chronological tale with many fantastical elements demonstrates how exaggeration helps to form a legend. The legend of John Henry was inspirational to other newly emancipated slaves as well as all people who value hard work. The text also shows the underlying importance of man's struggle to be more powerful than machines.</p>	<p>Because of the need to focus attention at the word and sentence level, students may miss the larger pattern in the events in <i>John Henry: An American Legend</i>.</p>	<p>Lesson 26</p> <p>Direct attention to the illustrations that show John Henry with his hammer, and prompt students to recall these key events in the text. For each event, ask: "What did John Henry do with his hammer? What does this tell you about John Henry?"</p> <p>Use student responses to draw inferences about John Henry's strength and character.</p>
<p>Structure: The narrative voice and story structure are consistent and events proceed chronologically.</p>	<p>Much of the information in the text is conveyed through dialogue rather than narration.</p>	<p>Lesson 26</p> <p>Choose volunteers to take roles and read aloud the dialogue on pages 12–13. Invite listeners to share what the reader learns about building a railroad from this dialogue. Include inferences (building a railroad is dangerous) as well as facts (some men cart the loose rock out of the tunnel). Conclude by prompting students to reflect on the importance of understanding the dialogue in the text.</p>
<p>Language: Frequent use of onomatopoeia, similes and metaphors, as well as the inclusion of song lyrics in the text, may pose a challenge for some students.</p>	<p>This text incorporates many commonly used onomatopoeic words. Onomatopoeic vocabulary varies considerably across languages and is not always easy to interpret when encountered for the first time.</p>	<p>Lesson 27</p> <p>Invite the class to use intonation and pitch to show the meaning of common onomatopoeic words, such as <i>shrieked</i>, <i>groaned</i>, <i>rattled</i>, <i>wheezed</i>, and <i>rang</i>. Encourage students to use the sound of the word to help them remember what it means.</p>
<p>Knowledge Demands: While the story is grade-level appropriate, background knowledge of emancipated slaves and the expansion of the country through the Transcontinental Railroad would be helpful. Knowledge of the Industrial Revolution could be beneficial although not necessary. Comprehension of a legend would help students understand the fantastical elements.</p>	<p>Students may not understand the importance of the Transcontinental Railroad or the effort it took to build it.</p>	<p>Before Lesson 26</p> <p>Show a video to provide context for the Transcontinental Railroad.</p>

## JOHN HENRY, JULIUS LESTER

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: The tale is told in a straightforward manner with fantastical elements depicting the life of an American hero. The underlying meaning of the text presents John Henry's indomitable spirit, hardworking nature, and his ability to overpower a machine.</p>	<p>Students need to identify differences between the two texts on John Henry. Students may be overwhelmed by the number of differences between the two texts.</p>	<p>Lesson 28</p> <p>Focus student attention on the contest between John Henry and a steam drill at the end of both texts. First, guide students in identifying differences in the illustrations in the two texts. Then, discuss the differences in how the contest is portrayed in the two texts. Record student observations on a T-chart to support work on Focusing Question Task 6 in Lesson 31.</p>
<p>Structure: The story is chronological following John Henry's life from birth to death.</p>	<p>Key events in the text are interspersed with detail, description, and dialogue. This can make tracking the main story line challenging.</p>	<p>Lesson 28</p> <p>After the first reading, leaf through the text and prompt students to use the visual cues in the illustrations to recount the key events in the story.</p>
<p>Language: Julius Lester's uses of anthropomorphism, lyricism, African-American language, and cultural references can make the text challenging for readers. Unfamiliar vocabulary words could be challenging.</p>	<p>The sun and moon are anthropomorphized throughout the story. Students may find it confusing to hear the sun and moon described as acting like people.</p>	<p>Lesson 28</p> <p>Explain the concept of anthropomorphism by using the example of the sun in paragraph 2 and the moon in paragraph 5. Create a nonverbal signal for students to use when they hear a place in the text where the sun or the moon is acting like a person. When students signal, pause to reread the excerpt and discuss what it means.</p>
<p>Knowledge Demands: Knowledge of African-American culture and language would make text comprehension easier. Background knowledge about the Industrial Revolution could help students understand the importance of the competition. Students should understand the nature of legends and the importance they have on people.</p>	<p>The text combines information drawn from historical events, ballads, and oral storytelling to create a legend. Although students have worked to understand the time and place in which the story takes place, as well as the characteristics of a legend, many will need support in bringing these elements together.</p>	<p>Lessons 28–29</p> <p>Guide students in working collectively to share what they have learned about legends and tall tales. As students share ideas, take notes and fill in gaps in understanding with more explanation as needed.</p>

# Writing Support

## EXISTING WRITING SCAFFOLDS

Building on what they learned in Module 1, students write informative paragraphs using the TEEC model, stating a topic sentence, evidence, and concluding sentence. Over the course of the module, students learn to choose strong points and clearly explain them. The End-of-Module Task requires students to collect evidence, draft, revise, and use digital tools to publish an informative paragraph comparing the life of either Johnny Appleseed or John Henry to the lives of the pioneers. At the sentence level, students describe events using the past tense of regular and frequently occurring irregular verbs and focus on adding topic-specific words to their writing.

Students may need support organizing and choosing textual evidence for compare/contrast paragraphs as well as expressing similarities and differences in writing.

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 4</p> <p>Learn: Plan an Informative Paragraph</p> <p>Move quickly to help students who will have difficulty orally composing a paragraph from the Evidence Organizer. Guide them to see how the Evidence Organizer creates the paragraph for the student, by starting at the top, then reading each column left to right. If students struggle to write the paragraph, allow them to record their oral retell. A scribe could write it or it could be transferred to print electronically.</p>	<p>Graphic organizers allow students to think about content and how information is connected before they write. This frees students to concentrate on the language needed to express those thoughts once they begin to write.</p>
<p>Lesson 9</p> <p>Learn: Choose Points for an Informative Paragraph</p> <p>Read aloud pages 14–17 and 20–21. Students show a nonverbal signal when they hear evidence that supports the topic statement. Ask students to share their evidence and discuss how it relates to the topic. If a point supports the topic, students jot it on their Evidence Organizers.</p>	<p>Limiting the text that needs to be scanned for evidence reduces reading comprehension demands. This provides more time for practice in expressive language during oral processing and recording.</p>

Scaffold	Support for Multilingual Learners
<p>Lesson 29</p> <p>Learn: Write to Explain Differences Between Texts</p> <p>If students are struggling to understand how one point contains two pieces of evidence, offer them extra practice. Ask students to think of one way they are different from their best friend. Have students share this with the class, and help students notice the two pieces of their answer. To tell the class what is different, students must name what they do and what their best friend does.</p>	<p>Connecting this complex concept to simple, familiar content will allow students to identify the language patterns in their responses more easily.</p>
<p>Lesson 30</p> <p>Learn: Complete Evidence Organizers</p> <p>To make the Evidence Organizer more accessible, allow students to use the one prepared in class. Ask students to spend their time deciding which evidence they want to use in each square, choosing one contrast in the text and one contrast in the illustrations for both Keats and Lester.</p>	<p>The evidence organizer created by the class offers models of how to use content-specific vocabulary and relevant grammatical structures in written language. These core phrases will support students in crafting clear detailed sentences in their own written pieces.</p>
<p>Lesson 34</p> <p>Learn: Draft Informative Paragraph</p> <p>If students struggle to write the paragraph, allow them to record their oral retell. Record the students' words as a "scribe," or provide a digital device that transfers speech to text. Alternately, provide sentence frames for parts of the paragraph such as <b>Real pioneers</b> _____. <b>John Henry</b> _____.</p>	<p>Recording oral language and offering sentence frames provide scaffolding that allows students to focus on the content of their response rather than on the structure of the sentences. Sentence frames help students respond in complete sentences.</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 topic-specific words in an informative paragraph?</p>	<p>Expand on the movement activity in the lesson by adding visual cues and including all parts of the paragraph. Label five pieces of construction paper with the following cues:</p> <ol style="list-style-type: none"> <li>1. Topic statement</li> <li>2. First . . .</li> <li>3. Then . . .</li> <li>4. Finally . . .</li> <li>5. Conclusion</li> </ol> <p>Place the pages on the floor in order and have students stand on each cue as they orally rehearse their paragraph.</p>
<p>Lesson 9</p> <p>Execute: How do I choose points for my informative paragraph?</p>	<p>Focusing Question Task 2 prompts students to write about how the Plains Indians used plants or animals to survive. Instead of collecting evidence for both topics, have students choose either plants or animals as a focus before collecting evidence. Provide sticky notes of only one color and help students locate evidence on the topic they choose.</p>
<p>Lesson 14</p> <p>Execute: How do I use clearly explained details in my paragraphs?</p>	<p>To help students explain both the challenge and response in Focusing Question Task 3, have them work with a partner to act out the evidence and elaboration before orally rehearsing the sentences they will write. For example, students could act out the challenge of getting the heavy wagon up the steep mountain and then show the family's response by pretending to remove a trunk to lighten the load.</p>
<p>Lesson 18</p> <p>Examine: How do introductions work?</p>	<p>The model paragraph students work with is based on an informational text. Students may have difficulty generalizing their understanding of introductions to Focusing Question Task 4, which focuses on a literary text. Replace Handout 18A: Mixed-Up Paragraph with a teacher-created model based on a literary text that students have read.</p>
<p>Lesson 22</p> <p>Execute: How do I use digital tools to make an online book?</p>	<p>In addition to any tools available in the bookmaking app students are using, provide direct instruction and practice with general word processing and web-based tools that support spelling, vocabulary, and grammar. Encourage students to use these tools actively as they draft their pieces.</p>
<p>Lesson 34</p> <p>Execute: How do I explain differences between texts in my End-of-Module Task paragraph?</p>	<p>For the End-of-Module Task, students explain the differences between real-life pioneers and one of the legendary characters they have read about. To provide support collecting evidence from two texts, tell students to use <i>The Story of Johnny Appleseed</i> by Aliki. Direct attention to pages in the text that provide information about both Johnny Appleseed and real-life pioneers (e.g., pages 8, 18, and 20). Then help students confirm the differences Aliki points out by finding corroborating evidence in <i>Journey of a Pioneer</i> and adding it to the second column of the chart.</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: Using Root Words to Find Meaning: <i>Settle</i>	This Deep Dive teaches students how to use a known root word ( <i>settle</i> ) as a clue to the meaning of unknown words ( <i>settling, settler, settled</i> ) with the same root. Knowing the meaning of a single root word can unlock the meaning of many words, quickly increasing students' vocabulary.
Lesson 22 Style and Conventions Deep Dive: Execute with Irregular Past-Tense Verbs	Students practice using the past tense of frequently occurring irregular verbs in this Deep Dive. Some of the most frequently used verbs in English are irregular in the past tense, and using them correctly can be challenging for multilingual learners.
Lesson 29 Vocabulary Deep Dive: Prefix: <i>un-</i>	In this Deep Dive, students determine the meaning of the new word formed when the prefix <i>un-</i> is added to a known word. Learning the meaning of commonly used affixes allows students to define many unknown words quickly and independently.
Lesson 30 Style and Conventions Deep Dive: Excel with Conjunctions	In this Deep Dive, students combine simple sentences into compound sentences by using conjunctions. Conjunctions express the relationship between ideas. Since changing a conjunction can dramatically change the meaning of a sentence, multilingual learners should know the meanings of common conjunctions and understand how to use them.

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	The settlers impacted the prairie.
The settlers	The early settlers impacted the prairie.
impacted	The early settlers impacted the prairie by killing the buffalo.

Suggested Noun and Verb	Possible Expanded Sentences
Focusing Question Task 2 The Plains Indians relied	The Plains Indians relied on plants and bison. The Plains Indians relied on plants and bison for food. The Plains Indians relied heavily on plants and bison for food.
Focusing Question Task 4 The story teaches	The story teaches a lesson. The story teaches an important lesson. The story teaches an important lesson about making a sacrifice.
Focusing Question Task 5 Johnny Appleseed was	Johnny Appleseed was generous. Johnny Appleseed was generous to his friends. Generous Johnny Appleseed was kind to his friends.

## 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/G2M2.VV1">http://witeng.link/G2M2.VV1</a>	prairie, settler, impact
Focusing Question 2: <a href="http://witeng.link/G2M2.VV2">http://witeng.link/G2M2.VV2</a>	tribe, nomadic, reservation
Focusing Question 3: <a href="http://witeng.link/G2M2.VV3">http://witeng.link/G2M2.VV3</a>	journey, challenge, response
Focusing Question 4: <a href="http://witeng.link/G2M2.VV4">http://witeng.link/G2M2.VV4</a>	possession, sacrifice, legend
Focusing Question 5	<i>There is no video for Focusing Question 5 in the In Sync program.</i>
Focusing Question 6: <a href="http://witeng.link/G2M2.VV6">http://witeng.link/G2M2.VV6</a>	murmur, hammer, railroad

# 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 10</b>  What was life like for the Plains Indians in the early American West?	How did the Plains Indians in the early American West get their food?  What kind of clothing was worn by the Plains Indians in the early American West?  What were the homes of the Plains Indians in the early American West like?
<b>Lesson 25</b>  What are the differences between the two ways the legend of Johnny Appleseed is told?	How are Kellogg's illustrations different from Alik's illustrations?  Which of the two books has more details?  Which of the two books was easier to understand? Why?

## 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.

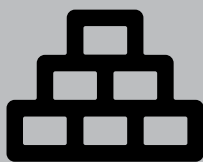
The Talking Tool provides sentence frames to help students share their ideas, support what they say, ask for more information, and build on others' ideas. It can be used as a language support during any class discussion. Teachers should introduce and model each sentence frame before expecting students 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 2 Module 3:

### *Civil Rights Heroes*





# Grade 2 Module 3

## Multilingual Learner Resources

### Module Map

Lesson	Support
<b>Focusing Question 1: What injustices did people face before the Civil Rights Act of 1964?</b>	
1	Recommended Deep Dive
2	Fluency Practice Reading Support: <i>Martin Luther King Jr. and the March on Washington</i>
3	Reading Support: <i>Martin Luther King Jr. and the March on Washington</i>
4	Existing Writing Scaffold Additional Writing Scaffold
5	Recommended Deep Dive Sentence Construction
<b>Focusing Question 2: What was Martin Luther King Jr.'s dream for the world?</b>	
7	Fluency Practice Reading Support: <i>I Have a Dream</i>
8	Reading Support: <i>I Have a Dream</i> Recommended Deep Dive
9	Reading Support: <i>I Have a Dream</i>
10	Recommended Deep Dive
11	Existing Writing Scaffold Additional Writing Scaffold
13	Socratic Seminar Support
<b>Focusing Question 3: How did Ruby Bridges respond to injustice?</b>	
14	Reading Support: <i>Ruby Bridges Goes to School: My True Story</i>

15 Reading Support: *Ruby Bridges Goes to School: My True Story*  
Recommended Deep Dive

16 Sentence Construction

17 Existing Writing Scaffold  
Additional Writing Scaffold

#### Focusing Question 4: How did Ruby Bridges respond to injustice?

19 Fluency Practice  
Reading Support: *The Story of Ruby Bridges*

20 Reading Support: *The Story of Ruby Bridges*

21 Additional Writing Scaffold  
Sentence Construction

22 Reading Support: *The Story of Ruby Bridges*  
Existing Writing Scaffold

#### Focusing Question 5: How did the Mendez family respond to injustice?

24 Fluency Practice

25 Reading Support: *Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation*

26 Reading Support: *Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation*

27 Existing Writing Scaffold  
Additional Writing Scaffold  
Sentence Construction

#### Focusing Question 6: How can people respond to injustice?

31 Existing Writing Scaffold

32 Additional Writing Scaffold

34 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 2 Learning	WIDA Standards	ELP Standards
<p><b>Reading supports</b> help students build knowledge about the civil rights movement, understand elements of historical narratives like point of view and time order words, identify the central ideas of informational texts, and infer the meaning of content vocabulary.</p>	<p>ELD-LA.2-3.Inform.Interpretive</p> <p>Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> <li>Identifying the main idea and key details</li> <li>Referring explicitly to descriptions for themes and relationships among meanings</li> <li>Describing relationship between a series of events, ideas or concepts, or procedural steps</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 evidence from multiple texts and narratives by using historical details, adjectives, and adverbs.</p>	<p>ELD-LA.2-3.Narrate.Expressive</p> <p>Multilingual learners will construct language arts narratives that</p> <ul style="list-style-type: none"> <li>Orient audience to context</li> <li>Develop story with time and event sequences, complication, resolution, or ending</li> <li>Engage and adjust for audience</li> </ul> <p>ELD-LA.2-3.Inform.Expressive</p> <p>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>Add details to define, describe, compare, and classify topic and/or entity</li> <li>Develop coherence and cohesion throughout text</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</p> <p>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.2-3.Inform.Expressive</p> <p>Multilingual learners will construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Add details to define, describe, compare, and classify topic and/or entity</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</p> <p>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</p> <p>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</p> <p>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 Option A	preacher, the South, protest
Handout 7A: Fluency Homework	dream, nation, judged, content, character
Handout 19B: Fluency Homework Option A	separate, able, receive, education, law
Handout 24A: Fluency Homework Option B	courthouse, filed, lawsuit, trial, hearing



## MARTIN LUTHER KING, JR. AND THE MARCH ON WASHINGTON, FRANCES E. RUFFIN

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: The text provides concrete information about the March on Washington, the reason for the march, and the results of the march. The purpose is clear and explicit, as the text focuses on the March on Washington and its impact on the world.</p>	<p>Students may find the density of information in this text challenging.</p>	<p>Before Lesson 2</p> <p>Show the video “Dr. Martin Luther King Jr.: A Leader and a Hero” <a href="http://witeng.link/O356">http://witeng.link/O356</a> (linked in Lesson 4) <i>before</i> reading the text the first time. This video previews, in a visual form, most of the key ideas in the text. Stop the video frequently to ensure that students understand the examples of injustice given and why people were protesting at the March on Washington.</p>
<p>Structure: The chronological order of the march provides the structure for the text. Text features in the main text are nonexistent, but the photographs and illustrations add interest to the words and add valuable, complementary information.</p>	<p>Although most of the text focuses on a single day in 1963, the text also describes earlier events that provide context for the protest and examines the longer-term impact of the protest. Linguistic markers of these transitions in time periods are subtle and can make tracking the sequence of events challenging.</p>	<p>Lesson 3</p> <p>Guide students in using color to track transitions in time. For example, on page 11, underline the transitional phrase “one hundred years ago” in red and invite students to help you underline, in red, those events described that happened 100 years ago. Events that take place after the March on Washington could be marked in blue. This will create a visual map showing that most of the events described happen on a single day in 1963, but small sections of the text describe earlier or later events.</p> <p>Create a simple timeline on the floor labeled:</p> <p>1863 Enslaved people freed</p> <p>1963 March on Washington</p> <p>1964 Civil Rights Act</p> <p>2023 Today</p> <p>Direct students to begin by standing on the point labeled “Today.” Reread the book, stopping to discuss the meaning of key transitional phrases and prompting students to move to the appropriate place on the timeline.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Language: Vocabulary is accessible for young readers but the content load for young readers adds to the complexity of the text. Sentences are short, fact-filled, and often are structured with a question/answer format.	Although it describes an event that happened in 1963, most of the text is written in the present tense. Students may find it challenging to understand why present tense verbs are used to describe an event that happened in the past.	Lesson 2  Explain why a date is used as the header on page 4. As you read, use the black-and-white photographs and context clues in the text to establish that the story is being told as if the reader were at the March on Washington in 1963.
Knowledge Demands: The text demands a high level of discipline specific knowledge about King and the Civil Rights Movement.	Students may be unfamiliar with the segregation laws that were in place in 1963. This understanding provides essential context for the March on Washington.	Lesson 3  Remind students that they read <i>Ruby Bridges Goes to School: My True Story</i> in Lesson 1. Connect Ruby's experiences to the reasons protesters gathered in Washington as you read <i>Martin Luther King Jr. and the March on Washington</i> .  Reread and discuss the examples of unjust laws in 1963 on pages 14–19. Invite students to use the photographs and illustrations to better understand what the words are saying on each page.

*I HAVE A DREAM*, DR. MARTIN LUTHER KING, JR., PAINTINGS BY KADIR NELSON

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: The purpose of the text is clearly stated and rich with meaning: it is King’s hope for equality in American society. While the purpose of the text is clear, it is delivered through complex figurative language and historical references.	The text is rich in imagery and examples; students may need support to see the connection between these details and key ideas in the text.	<p>Lesson 7</p> <p>The central idea of the speech is summarized in the single sentence on page 4. Deconstruct this sentence by breaking it into smaller chunks and determining the meaning of each chunk.</p> <p>As you work with each chunk, ask questions, such as:</p> <p>“What is King’s dream?”</p> <p>“What does King want the nation to do?”</p> <p>“What is a creed?”</p> <p>“What does King want us to show that we believe?”</p> <p>“What might it look like if we showed, through our actions, that we believe all people are created equal?”</p> <p>Return to this central idea frequently as you read aloud, highlighting how each detail or example in the speech deepens our understanding of King’s dream for the nation.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Structure: This excerpted version of the speech focuses on King’s articulation of his vision for the future of the country. The thesis statement “I Have a Dream” gets returned to again and again as he offers examples of the changes he hopes for in the country. Repetition is key to the structure of this speech.</p>	<p>King uses the rhetorical device of repeating words and phrases to emphasize important ideas in his speech. While students are likely to recognize the repetition and to infer that these phrases are important, they may need support in understanding the meaning of each phrase and how King has used it to connect ideas within the speech.</p>	<p>After Lesson 9</p> <p>Guide students in understanding the structure of the speech by drawing attention to the cadence of the speech and its repeated phrases. As you read aloud, direct students to give a nonverbal signal when they hear a repeated phrase and to join you in repeating it. Unpack the meaning of each phrase and use it to explain the purpose of that section of the speech.</p> <p>For example:</p> <p>On pages 1–12, King uses the repeated phrase “<i>I have a dream that one day</i>” to help the reader understand the changes he would like to see in the world.</p> <p>On pages 13–14, King repeats the words “<i>With this faith</i>” to express his belief that we can make those changes.</p> <p>On pages 15–26, King issues a call to action by repeating the words “<i>Let freedom ring</i>,” inviting people in all parts of the country to help make the changed world he dreams of a reality.</p>
<p>Language: The vocabulary in this text is complex, with both rich academic language (<i>transforms, oppression, creed</i>) and figurative language that brings the words alive on the page.</p>	<p>Nearly every line in the text includes figurative language or new vocabulary.</p>	<p>Before Lesson 8</p> <p>After the initial reading of the text, use a process like the one described in the Vocabulary Deep Dive in Lesson 12 to develop a deep understanding of key words tied to the central idea of the speech, such as <i>freedom, dream, and faith</i>. Add drawings or printed images to the Frayer models the class creates. Post the models for the remainder of the module.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: While meaning can be made without a ton of background knowledge, true understanding of the significance of the words demands a high level of discipline-specific knowledge about King and the Civil Rights Movement.	The speech contains references to the Declaration of Independence, the Bible, spiritual music, and geographic locations that may be unfamiliar to students.	<p>Lesson 8</p> <p>After making the connection between “American (My Country ‘Tis of Thee)” and Martin Luther King’s speech, explain another important reference in the speech. King quotes the Declaration of Independence when he says, “We hold these truths to be self-evident, that all men are created equal.”</p>

## RUBY BRIDGES GOES TO SCHOOL: MY TRUE STORY, RUBY BRIDGES

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p><b>Meaning/Purpose:</b> The autobiography provides concrete information about the conditions in the South during segregation through photographs and simple, predictable, repetitive language accessible to most young readers. The focus of the text is clear, with matching photographs that add to the depth of information for the reader and add to the impact of the content.</p>	<p>The text frequently uses the modal auxiliaries <i>could</i> and <i>should</i> when describing injustice. Modals can be challenging for multilingual learners because they add subtle, but important, shades of meaning to the verb in a sentence.</p>	<p><b>Before Lesson 14</b></p> <p>Lead an activity like the following to guide students to practice using the words <i>could</i> and <i>should</i>.</p> <ol style="list-style-type: none"> <li>1. Divide students into pairs. Give one student in the pair a yellow card containing the phrase <i>could not</i>. Give the other student a blue card labeled <i>should</i>. Review the meaning of each word or phrase and provide some familiar examples of how each is used.</li> <li>2. Prompt the student holding the yellow card to describe an unjust law or practice using the words <i>could not</i>. (Black people and White people <i>could not</i> go to the same restaurants.)</li> <li>3. Prompt the student holding the blue card to explain what is unjust by using the word <i>should</i>. (People <i>should</i> be able to eat where they want.)</li> <li>4. Have students switch cards and repeat the process to describe another injustice.</li> <li>5. Repeat as time allows.</li> </ol>
<p><b>Structure:</b> The chronological order of Ruby's year in first grade provides the structure for the text. Text features include photographs from the actual event that add interest and valuable complementary information. There are no other text features in this book to support young readers as they navigate informational text.</p>	<p>Much of the detail in the text comes from the historical photographs.</p>	<p><b>Lessons 15</b></p> <p>Guide students in uncovering and making sense of information in the historical photographs. For example, prompt students to read the signs protestors are holding or the signs on segregated establishments and discuss what they tell you about the United States at that point in history.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: Vocabulary is accessible but the content load for young readers adds to the complexity of the text. Sentences are short, repetitive, and contain some vocabulary that might be challenging for a few readers.</p>	<p>The story is told by Ruby Bridges. First-person narration and the use of the first-person pronouns may be confusing to students.</p>	<p>Before Lesson 14</p> <p>Before reading, review the use of first-person pronouns by having students tell a short story about themselves to a partner. Identify and record the pronouns they used to speak about themselves and contrast these with the third-person pronouns we most often see in texts.</p> <p>Invite students to chorally read page 7. Ask: “Who is telling this story? How do you know?”</p> <p>Use the photograph and the pronoun <i>I</i> to establish that Ruby Bridges is telling her own story. Check understanding by asking questions about the information on this page that begins with <i>who</i>. Require students to answer in complete sentences. For example: “Who liked her school? Ruby liked her school.”</p>
<p>Knowledge Demands: Some discipline-specific knowledge about Ruby Bridges and the civil rights movement will add to the comprehension of the text.</p>	<p>Knowledge of segregation and the civil rights movement is important to understand Ruby Bridges’s story.</p>	<p>Before Lesson 14</p> <p>Remind students that they already read this text once at the beginning of the module to help them understand segregation. Guide students in working collectively to share what they now know about segregation. As students share, capture important ideas in writing, adding information and explanations as needed.</p>

## THE STORY OF RUBY BRIDGES, ROBERT COLES

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: The meaning of the text is to show how Ruby handled the order to integrate the William Frantz Elementary School. The angry mob is ever-present, yet Ruby is calm and continues to pray for the people in the mob twice a day.</p>	<p>Students may need support in making inferences at key points to understand the essential meaning of the story.</p>	<p>Lesson 22</p> <p>Before inviting students to identify the essential meaning of the story, use the illustrations on pages 17 and 21 to review Ruby's responses to key events.</p> <p>For each event, ask questions, such as:</p> <p>"What is happening at this point in the story?"</p> <p>"What is Ruby doing in this picture?"</p> <p>"Were you surprised by Ruby's response? Why or why not?"</p>
<p>Structure: The story structure follows the chronology of Ruby's year, but the final solution is recounted in the author's note.</p>	<p>Students may find it challenging to identify and organize key elements in the text.</p>	<p>Lesson 20</p> <p>Pair students. Distribute a set of Story Stones to each pair.</p> <p>Reread selected pages and invite students to place the story stones in the appropriate place on the text when they hear each of the story elements.</p> <p>Suggested pages:</p> <p>page 8: setting</p> <p>pages 5, 16: characters</p> <p>pages 12, 22: problem</p> <p>page 25: action</p> <p>page 26: ending</p> <p>Invite students to use the story stones as they orally recount the story with their partner.</p> <p>Teacher Note: Story Stones were introduced in Grade 2 Module 1 Lesson 11. For directions on creating and using the stones, refer to the chart of Instructional Routines in the <i>Wit &amp; Wisdom</i> Implementation Guide.</p>



Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: Vocabulary is challenging for young readers and the content load for young readers adds to the complexity of the text. Sentences are long, complex, and sophisticated. Students will need support navigating this text.</p>	<p>The text incorporates quotations from Ruby, her mother, and Mrs. Henry into the narrative. Distinguishing between direct and indirect speech may be a challenge for multilingual learners, who need to attend to many aspects of the text and may miss the markers for a direct quotation.</p>	<p>Lesson 19</p> <p>Display the text while reading aloud. Use the first page to model how to recognize a direct quotation. Then choose two students to reread the page aloud. Direct Student A to read Ruby Bridges's words inside the quotation marks. Direct Student B to assume the role of the narrator, reading the words outside the quotation marks. Repeat this process as appropriate in other places in the text.</p>
<p>Knowledge Demands: The text requires a high level of discipline-specific knowledge about Ruby Bridges.</p>	<p>The concept of nonviolent protest is abstract; students may have difficulty understanding how one child's actions could be a catalyst for change.</p>	<p>Before Lesson 19</p> <p>Use photos or videos to discuss how people like Martin Luther King Jr., Rosa Parks, and Ruby Bridges fought for justice without using violence. If possible, lead this discussion in the student's home language.</p>

SEPARATE IS NEVER EQUAL: SYLVIA MENDEZ AND HER FAMILY’S FIGHT FOR DESEGREGATION, DUNCAN TONATIUH

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: The purpose of the text is to chronicle the three-year battle between the family of Sylvia Mendez and public schools to end segregation in California. The text is clear yet complex requiring some unpacking of the layers of significance.	The resolution of the story rests on a description of the <i>Mendez vs. Westminster School District</i> court case. Many students will be unfamiliar with how court cases work and how they can affect the laws that govern our lives.	After Lesson 26  Review the two sides of the court case. Reread pages 12–13 to revisit the superintendent’s side and ask: “What did the superintendent believe?”  Reread page 16 and ask: “What did Mr. Mendez believe?”  Finally, reread page 30 and ask: “What did the judge decide?”  Confirm that the judge decided that the superintendent was wrong and that everyone should be allowed to go to school, regardless of race or background.
Structure: The story is chronological from 1944 to 1947 with the exception of the first two pages and the last two pages, which both take place at the end of the court case when Sylvia attends the Westminster School for the first time.	The linguistic markers that signal a change in time at the beginning and end of the text are subtle and may be missed by some students.	Lessons 25–26  Unpack the transitions that signal a jump in time period at the beginning and end of the story. While reading aloud, pause and focus student attention on the transition on page 5 (“Three years earlier”). Compare this transition to the rewind button on a video, and have students point backward over their shoulders to signal that these events happened in the past. Use a similar process with the transition on page 34 (“So remember”) to explain that this transition “fast-forwards” the events on this page to Sylvia’s first day at Westminster school.

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: There is complex vocabulary specific to schools and court cases and references to locations in California and organizations of people. The glossary in the back is extensive.</p>	<p>Challenging vocabulary such as <i>petition</i>, <i>trial</i>, and <i>school board</i> may require advance priming to be accessible to multilingual learners.</p>	<p>Before Lesson 25</p> <p>Have students work together to create an illustrated dictionary of important legal and school-based vocabulary words. Assign each student one word from the glossary to illustrate and define in their own words. Invite selected students to teach their word to the class. Display or bind the definitions into a dictionary for easy reference.</p>
<p>Knowledge Demands: The text requires general knowledge of the Civil Rights Movement and integration of schools to provide context, although this text takes place twenty years prior to the March on Washington.</p>	<p>Students may need additional context for understanding domain-specific words as well as for comprehending the events in the story.</p>	<p>Lesson 25</p> <p>In Lesson 25, students create a chart of important quotations from the text written in both Spanish and English. Invite students who speak Spanish fluently to lead the class in translating the quotations from Spanish to English. Invite all students to share translations of the quotations in their home language.</p> <p>After Lesson 26</p> <p>Lead a discussion comparing Sylvia Mendez's fight against school segregation with Ruby Bridges' fight. Ask: "In what ways were their experiences similar? In what ways were they different?"</p>

# Writing Support

## EXISTING WRITING SCAFFOLDS

In the beginning of Module 3, students build on the informative writing skills they practiced in Modules 1 and 2. Students discuss the importance of research sources when writing about historical moments and practice drawing evidence from different texts when writing an informative paragraph. After this practice, students turn their attention to narrative writing. Students use SCAPE charts to identify story elements as prewriting for their own narrative paragraphs. They examine the importance of thoughts, feelings, and actions as details in their narrative paragraphs. At the sentence level, students distinguish between adjectives and adverbs and use what they have learned to expand and rearrange sentences in their writing. In the End-of-Module (EOM) Task, students write a narrative from the perspective of Ruby Bridges or Sylvia Mendez, looking through their eyes to describe their thoughts, feelings, and actions in the face of injustice.

Writing from the perspective of a historical figure may offer challenges for multilingual learners. Using first-person pronouns and the present tense when the subject of the writing is a real person who has experienced an event that happened in the past may be confusing. Creating a narrative based on a real event, but with imagined details, may also be challenging for some multilingual learners. Since students write several exploded moment narratives in this module, students may benefit from building skills gradually over several writing pieces by focusing on a different characteristic of the narrative each time. Specific suggestions appear below for lessons 17, 21, 27, and 32.

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 4</p> <p>Learn–Experiment with Collecting Evidence from Two Sources</p> <p>Work closely with students who are struggling to identify injustices from the video. Form a small group and have them listen again to 0:30–1:00. When students hear an example of injustice, have them raise their hand. Pause the video and ask students to name the injustice in their own words. Write this on a class Evidence Organizer as students write on their own copies. Repeat this process for all three pieces of evidence until the Evidence Organizer is complete.</p>	<p>The evidence organizer created by the class offers models for how to use content-specific vocabulary and relevant grammatical structures in written language. These core phrases will support students in crafting clear, detailed sentences in their own written pieces.</p>

Scaffold	Support for Multilingual Learners
<p>Lesson 11</p> <p>Learn–Write Using Sources</p> <p>Pull aside a small group to review introduction and conclusion sentences, using the Informative Writing Anchor Chart. Guide students through the process of rereading to answer the questions, and then crafting introduction and conclusion sentences. Discuss with students why answering these questions helps them write engaging introductions and conclusions. The introduction question will give the reader background, and the conclusion will explain the impact that the speech had on people.</p>	<p>Multilingual learners benefit from working in small, intentional groups and orally processing and rehearsing content with guidance as needed.</p>
<p>Lesson 17</p> <p>Learn–Execute the Focusing Question Task</p> <p>Pull aside a small group to work with them on translating the SCAPE notes into first person point of view. Use Focusing Question Task 3 as a shared writing task. Call on students to help add sentences. Have all students write as you model on the class chart paper. Some students will need this extra support in translating the notes from the SCAPE Chart into a paragraph, whereas others will be ready to try it out on their own. Use this small group instruction to help all students get the support they need.</p>	<p>Shared writing offers opportunities for direct instruction tailored to the needs of the particular students in the group. Writing together also increases opportunities for oral processing and peer-to-peer learning.</p>
<p>Lesson 22</p> <p>Learn–Execute an Exploded Moment</p> <p>If students need additional support to combine factual information with the imaginative feelings and thoughts, provide more time for oral rehearsal.</p>	<p>Oral rehearsal allows students to experiment with vocabulary and sentence structure before writing. Hearing their own sentences can also prompt students to notice errors in grammar and sentence structure, offering a chance to revise before putting pencil to paper.</p>
<p>Lesson 27</p> <p>Learn–Execute the Focusing Question Task</p> <p>Support students by allowing students to access the text while they write. Looking at the rich illustrations might help students to think more deeply about the thoughts, feelings, and actions of Sylvia.</p>	<p>Returning to the words and illustrations in the text activates language knowledge via multiple modalities and can strengthen recall and comprehension.</p>
<p>Lesson 31</p> <p>Learn–Plan a Narrative Paragraph</p> <p>Pull aside a small group of students struggling to take notes on the thoughts, feelings, and actions of their character. Work with these students to complete Handout 31A as a small group. Reread sections of the text as needed to prompt students to generate text-based thoughts, feelings, and actions. Once done, chorally rehearse the notes you took as a group.</p>	<p>Working in a small group supports peer-to-peer learning and creates more opportunities to talk and listen.</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>Experiment: How does gathering information from multiple sources work?</p>	<p>Revise the sequence of the lesson by working with students to complete the video column on Handout 4B first, before gathering evidence from the book. Evidence from this audiovisual source will be easier for most multilingual learners to process and understand. Practicing with the more accessible source first will support success in identifying evidence in the written text, which is more complex.</p>
<p>Lesson 11</p> <p>Execute: How can I use information from sources in Focusing Question Task 2?</p>	<p>Before dividing students in pairs to complete Handout 11A: Introduction/ Conclusion Organizer, lead a small group in orally generating responses to the two questions on the handout. When students break into pairs, encourage them to draw on these ideas when completing their own graphic organizer.</p>
<p>Lesson 17</p> <p>Execute: How do I write a first-person narrative in Focusing Question Task 3?</p>	<p>In this first narrative, use the SCAPE chart to focus on creating a cohesive plot. Provide additional time for students to orally rehearse and write a story that has a clear setting, characters, one or two actions, and a sense of closure. If students struggle to craft sentences using first-person pronouns, allow them to draft their narrative in the third person and then provide support in revising the pronouns and verbs to reflect a first-person point of view.</p>
<p>Lesson 21</p> <p>Execute: How do I explode a moment in Focusing Question Task 4?</p>	<p>In this narrative, focus on describing feelings. Work with students to create a chart of words that describe some feelings Ruby may have had and label each with an emoji (calm, kind, surprised). Before writing, play a game to review the words on the chart. Students take turns secretly choosing one of the words and using their face and body to show its meaning. The class tries to guess which word has been chosen and then works together to orally compose a sentence containing the word that could later be used in their narrative. (<i>I felt very calm.</i>)</p>
<p>Lesson 27</p> <p>Execute: How do I explode a moment in Focusing Question Task 5?</p>	<p>In this narrative, focus on describing thoughts. Support students in generating a list of verbs that could be used to replace the word <i>think</i> in Focusing Question Task 5 (believe, hope, wish, wonder). Before writing, lead students in orally generating several sentences for each verb to describe what Sylvia may have been “thinking” in the courtroom.</p>
<p>Lesson 32</p> <p>Execute: How do I use narrative writing in the EOM task?</p>	<p>In this narrative, focus on describing actions. Reread page 34 in <i>Separate Is Never Equal</i> aloud. Prompt students to imagine that they are Sylvia and to act out the scene, silently and in place, as you read the page a second time. Invite students to orally describe one action Sylvia might have taken at the moment when the children pointed and called her names.</p> <p>Repeat this exercise to support students in describing Ruby’s actions on page 16 in <i>The Story of Ruby Bridges</i>.</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: Use Prefixes to Find Meaning: Injustice	In this Deep Dive, students explore the meaning of the word <i>injustice</i> , formed when a known prefix is added to a known word. The concept of injustice anchors the module, and the word appears in the Essential Question and in all but one of the Focusing Questions. In addition to developing a deep understanding of the word <i>injustice</i> , multilingual learners will benefit from learning this common prefix, which they are likely to encounter in many English words.
Lesson 5 Style and Conventions Deep Dive: Examine Adverbs	In this Deep Dive, students explain the purpose of adverbs and identify what they modify. In the narrative writing in this module, students use adverbs to describe how things happen, as well as when and where they happen. Multilingual learners benefit from explicit identifications of English adverb placement and function, as the way adverbs are formed and used can vary greatly across languages.
Lesson 8 Style and Conventions Deep Dive: Examine Adjectives	In this Deep Dive, students identify and explain the purpose of adjectives. Adjectives are important in adding detail and description to narrative writing. Hearing models and experimenting with adjectives will be particularly useful to multilingual learners whose home languages use different sentence structures for describing words.
Lesson 10 Style and Conventions Deep Dive: Examine Adjectives and Adverbs	In this Deep Dive, students identify and compare the purpose of adjectives and adverbs. Using adverbs and adjectives is part of the criteria for the four exploded moment narratives students write in this module. Multilingual learners may speak other languages that do not use adjectives and adverbs in the same way as English.
Lesson 15 Style and Conventions Deep Dive: Experiment with Adverbs and Adjectives to Add Detail	In this Deep Dive, students expand sentences, choosing between adjectives and adverbs, depending on what is being modified. Learning to expand sentences will support multilingual learners in adding detail and description to their narratives.

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 people faced	People faced injustices. Black people faced injustices before the Civil Rights Act of 1964. Black people unfairly faced injustices before the Civil Rights Act of 1964.



Suggested Noun and Verb	Possible Expanded Sentences
Focusing Question Task 3 people yelled	People yelled at us. White people yelled at us when we walked to school. White people yelled loudly at us when we walked to school.
Focusing Question Task 4 marshals walked	The marshals walked beside me. The US marshals walked beside me. The US marshals walked protectively beside me.
Focusing Question Task 5 judge nodded	The judge nodded. The stone-faced judge nodded. The stone-faced judge nodded slowly at me.

## 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/G2M3.VV1">http://witeng.link/G2M3.VV1</a>	injustice, segregation, integration, civil rights
Focusing Question 2: <a href="http://witeng.link/G2M3.VV2">http://witeng.link/G2M3.VV2</a>	speech, equality, freedom
Focusing Question 3: <a href="http://witeng.link/G2M3.VV3">http://witeng.link/G2M3.VV3</a>	narrative, point of view, liberty
Focusing Question 4: <a href="http://witeng.link/G2M3.VV4">http://witeng.link/G2M3.VV4</a>	explode, moment, anxious
Focusing Question 5: <a href="http://witeng.link/G2M3.VV5">http://witeng.link/G2M3.VV5</a>	separate, inferior, superior

# 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
<b>Lesson 13</b> Why were Martin Luther King Jr.'s words powerful?	Why did Martin Luther King Jr. repeat words? What impact did the repetition have? What happened as a result of his speech? Why did Martin Luther King Jr. use words instead of lessons?
<b>Lesson 34</b> How can responding to injustice impact the world?	How did Martin Luther King Jr. respond to injustice? What impact did this have on the world? What impact did Ruby Bridges and Sylvia Mendez have on the world? What did you learn from King, Bridges, and Mendez about making the world a more just place?

## 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.

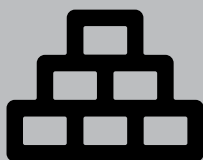
The Talking Tool provides sentence frames to help students share their ideas, support what they say, ask for more information, and build on others' ideas. It can be used as a language support during any class discussion. Teachers should introduce and model each sentence frame before expecting students 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 2 Module 4:

### *Good Eating*







# Grade 2 Module 4

## Multilingual Learner Resources

### Module Map

Lesson	Support
<b>Focusing Question 1: How can food nourish my body?</b>	
2	Fluency Practice Reading Support: <i>The Digestive System</i> , Christine Taylor-Butler Reading Support: <i>The Digestive System</i> , Jennifer Prior
3	Reading Support: <i>The Digestive System</i> , Christine Taylor-Butler Reading Support: <i>The Digestive System</i> , Jennifer Prior
4	Reading Support: <i>The Digestive System</i> , Jennifer Prior Recommended Deep Dive
5	Reading Support: <i>The Digestive System</i> , Christine Taylor-Butler
6	Existing Writing Scaffold Additional Writing Scaffold Sentence Construction
<b>Focusing Question 2: How can food nourish a community?</b>	
9	Reading Support: <i>Stone Soup</i>
10	Fluency Practice Reading Support: <i>Bone Button Borscht</i>
11	Reading Support: <i>Bone Button Borscht</i>
12	Additional Writing Scaffold
13	Sentence Construction
15	Existing Writing Scaffold
16	Recommended Deep Dive Socratic Seminar Support

**Focusing Question 3: Where does nourishing food come from?**

- |    |  |
|----|--|
| 17 | Fluency Practice<br>Reading Support: <i>The Vegetables We Eat</i><br>Existing Writing Scaffold |
| 18 | Reading Support: <i>The Vegetables We Eat</i>  |
| 19 | Reading Support: <i>The Vegetables We Eat</i><br>Sentence Construction                         |
| 20 | Additional Writing Scaffold  |

**Focusing Question 4: How can I choose nourishing foods?**

- |    |  |
|----|--|
| 22 | Fluency Practice<br>Reading Support: <i>Good Enough to Eat: A Kid's Guide to Food and Nutrition</i><br>Recommended Deep Dive |
| 24 | Reading Support: <i>Good Enough to Eat: A Kid's Guide to Food and Nutrition</i>  |
| 25 | Reading Support: <i>Good Enough to Eat: A Kid's Guide to Food and Nutrition</i>  |
| 26 | Existing Writing Scaffold<br>Additional Writing Scaffold<br>Sentence Construction  |

**Focusing Question 5: How does food nourish us?**

- |    |  |
|----|--|
| 28 | Recommended Deep Dive                                    |
| 29 | Recommended Deep Dive                                    |
| 31 | Existing Writing Scaffold<br>Additional Writing Scaffold |
| 32 | Socratic Seminar Support                                 |

# 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
<p><b>Reading supports</b> help students build knowledge about the digestive system and nutrition, analyze characters and themes 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.2-3.Narrate.Interpretive</p> <p>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 event sequences</li><li>▪ Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language</li></ul> <p>ELD-LA.2-3.Inform.Interpretive</p> <p>Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"><li>▪ Identifying the main idea and key details</li><li>▪ Referring explicitly to descriptions for themes and relationships among meanings</li><li>▪ Describing relationship between a series of events, ideas or concepts, or procedural steps</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 4 Learning	WIDA Standards	ELP Standards
<p><b>Writing supports</b> help students write informative paragraphs by recounting steps in a process and also write opinion paragraphs with text evidence from multiple sources.</p>	<p>ELD-LA.2-3.Inform.Expressive</p> <p>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>Add details to define, describe, compare, and classify topic and/or entity</li> <li>Develop coherence and cohesion throughout text</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</p> <p>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.2-3.Inform.Expressive</p> <p>Multilingual learners will construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>Add details to define, describe, compare, and classify topic and/or entity</li> </ul>	<p>Standard 10: An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>

Module 4 Learning	WIDA Standards	ELP Standards
<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</p> <p>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</p> <p>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</p> <p>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 2A: Fluency Homework Option A	healthier, processed, digestive, fuel, produce
Handout 10A: Fluency Homework Option B	townsfolk, borscht, miracle, beggar, left behind
Handout 17A: Fluency Homework	annuals, perennials, nutritious, healthy, tasty
Handout 22A: Fluency Homework Option B	contains, nutrient, digestion, broken down, absorbed

## THE DIGESTIVE SYSTEM, CHRISTINE TAYLOR-BUTLER

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p><b>Meaning/Purpose:</b> The purpose of the text is straightforward: it offers information about the digestive system and problems that can occur if people do not eat food that is healthy for their body.</p>	<p>The scientific diagrams and text work closely together to convey meaning. Many students will need support in making the connection between the diagrams and the text.</p>	<p>Lessons 2–5</p> <p>Reread challenging pages and prompt students to point to relevant parts of the diagram as they paraphrase or ask questions about the text.</p> <p>Reread pages 12–13 and prompt students to identify the pathway that food travels in the body.</p> <p>Reread pages 16–17 and ask students to paraphrase how food is broken down in the stomach.</p>
<p><b>Structure:</b> The structure is straightforward with chapter titles and subheadings to help navigate the subtopics. The author engages young readers by starting with a chapter about gas, and then details the steps of the digestive system before sharing information about digestive disorders. The text wraps with a chapter on how to be “Fit for Life.”</p>	<p>Students may find it challenging to remember all the domain-specific vocabulary they need to recount the steps in the digestive process.</p>	<p>Lesson 5</p> <p>On the back of each of the cards on Handout 5B: Digestive System Response Cards, write one or two key words that will help students explain what happens in that part of the body during digestion. For example, on the back of the <i>mouth</i> card, write <i>teeth</i> and <i>saliva</i>. Have students sequence the cards and encourage them to use the words on both the front and the back of the cards as they recount each step in the digestive process.</p>
<p><b>Language:</b> The text has a dense technical vocabulary load for young readers. Sentences are complex and fact-filled.</p>	<p>Students are introduced to many scientific vocabulary words in this text, but only some of these words need to be quickly and easily recalled.</p>	<p>Before Lesson 2</p> <p>Use the labeled diagram on page 12 to preteach the names of the six parts of the digestive system (these are words that occur frequently in texts throughout the module). Invite students to repeat the words after the teacher, focusing on pronunciation. Post a separate labeled image of each body part to reinforce the meaning of each word.</p>
<p><b>Knowledge Demands:</b> The text requires a high level of discipline-specific knowledge about the digestive system.</p>	<p>Students may find domain-specific vocabulary words and scientific concepts challenging. Activating knowledge built through personal experiences before reading will offer context for understanding.</p>	<p>Before Lesson 3</p> <p>Work with students to add labels, in their home languages, to the diagram of the digestive system on page 12. Use this activity to identify and fill in gaps in students’ background knowledge.</p>



## THE DIGESTIVE SYSTEM, JENNIFER PRIOR

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: Provides excellent information about digestion for young readers through the text, text features, and illustrations. The purpose is clear and consistent throughout and focuses on individual aspects of the digestive process.	The scientific nature of the text requires students to focus attention at the word and sentence level. Students may need support in distilling the sequence of steps in the digestive process.	After Lesson 4  Act out the digestive process in small groups. Invite each student in the group to choose one part of the digestive system to role-play (mouth, esophagus, stomach, or intestine). Invite students to arrange themselves in order and to use words and actions that explain what happens during their part of the process.
Structure: The structure of the text is a well-crafted procedural essay. The opening dialogue hooks the reader before the focus is stated, and the steps of the digestive process follow. The text ends with digestive problems, and the conclusion restates and extends the information in the text in a way that makes the central message clear to the reader.	Important information and useful vocabulary are often provided in green boxes throughout the text. The image that accompanies each box can strongly support comprehension, but students may need support in using the images in the text to better understand the information in the box.	Lessons 2–4  Display the text as you read aloud and model how to use each image to better understand the information in the green box. Ask text-dependent questions that require students to carefully analyze the image.  Suggested pages are 13, 14, 18, 21, 23, and 25.
Language: The text is fact-filled, and sentences contain a high volume of technical vocabulary that may challenge young readers. The inclusion of a glossary and other supportive text features, however, aid comprehension.	Students may need support in understanding scientific vocabulary in the text.	Lessons 3–8  Choose three to five key words from the glossary. Post these words around the room. Add a quick oral review of the posted words and their definitions to the Launch of each lesson in this arc. As words are mastered, replace them with new words.
Knowledge Demands: High level of discipline-specific knowledge about digestion and the problems with digestion.	The digestive process is complex and requires an understanding of scientific concepts and vocabulary that may be unfamiliar to students.	Before Lesson 2  Find and watch a short video on the digestive system, pausing to define words and discuss the process as needed.

STONE SOUP, MARCIA BROWN

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: The purpose of sharing and working together is clear to the reader, if not the peasants, in this accessible story.	The change in the villagers over the course of the story is subtle but important to the essential message of the story.	Lesson 9  During the Read Aloud, pause frequently to call attention to how the expressions on the faces of the villagers change over the course of the story. Ask questions such as the following:  “How do the villagers feel?  How do you know?  Why do you think they feel that way?”  Encourage students to use their expressions to show how the villagers are feeling at key points in the story (e.g., pages 8, 13, 17, 23, 28, 35, 39, and 45).
Structure: The story structure is clear, with a beginning, middle, and end and all the basic story elements. The illustrations are an excellent match for the story. When studied closely, the illustrations provide more information about the villagers and their reactions to the soldiers.	The benefits to the villagers of making the soup (a sense of community, generosity) must be inferred by comparing the beginning of the book to the end of the book.	After Lesson 9  Have students compare the illustrations of the village and the villagers on pages 10–11 to those on pages 42–43. Guide students to identify what the villagers have gained by making the soup.

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: The vocabulary is accessible for most Grade 2 students.</p>	<p>The story uses many idioms that may be unfamiliar to students.</p>	<p>After Lesson 9</p> <p>Review the meaning of idioms such as the following:</p> <ul style="list-style-type: none"> <li>▪ Have a bite to eat.</li> <li>▪ There are too many mouths to fill.</li> <li>▪ Their eyes grew round.</li> <li>▪ It is a meal fit for a king.</li> <li>▪ Such men don't grow on every bush.</li> </ul> <p>Invite students to choose an idiom. On one side of a piece of drawing paper folded in half, have them draw an illustration to show the literal meaning of the idiom. On the other side, have students write and draw to show the actual meaning of the idiom.</p> <p>Use a list of idioms from the text to play charades. After students identify which idiom is being acted out, challenge them to find the idiom in the text and read aloud the sentence in which it appears.</p>
<p>Knowledge Demands: Basic knowledge of story structure and some discussion of the setting will help make this text accessible to all students.</p>	<p>Students may have difficulty situating the story in time and place.</p>	<p>Lesson 9</p> <p>Have students preview the illustrations to predict when and where the story takes place.</p> <p>While reading aloud, use context clues, such as the French names, and phrases such as “home from the wars” to confirm students’ predictions and deepen their understanding of the setting.</p>

## BONE BUTTON BORSCHT, AUBREY DAVIS

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: The purpose of sharing with others is clear in this beautifully written and illustrated text about a small village that learns an invaluable lesson. This text is well crafted and can be appreciated on many levels.</p>	<p>The text begins with the beggar imagining that he is warm and fed. Students may be unfamiliar with the idiom that signals that the scene described is not real.</p>	<p>Lesson 10</p> <p>Reread page 2, stopping to define the idiom “in his head.” Have students fold a piece of paper in half and draw two pictures to show the contrast in what the beggar was really experiencing and what was happening “in his head.”</p>
<p>Structure: Inventive illustrations and deliberate use of color add to the richness of this story and complement the plight of the main character. The story progresses chronologically and has a touch of a cumulative tale in the pictures as the town gradually comes together while making the soup.</p>	<p>The rich detail and well-developed characters in the text may make it difficult for students to follow the main story line.</p>	<p>Lesson 11</p> <p>Invite students to act out key events, silently and in place, as you reread the following pages:</p> <ul style="list-style-type: none"> <li>▪ 4–5 (The beggar asks for food, but the townspeople refuse to answer their doors.)</li> <li>▪ 10–11 (The shamas goes to find a button.)</li> <li>▪ 18–21 (People bring things for the soup.)</li> <li>▪ 24–25 (The townspeople eat and celebrate a miracle.)</li> </ul> <p>Observe students’ actions and correct any misunderstandings before moving on in the text.</p>
<p>Language: A dense cultural vocabulary load needs to be addressed if young children are going to fully appreciate the text. The book is full of humor that even young readers will appreciate.</p>	<p>Students may be unfamiliar with cultural vocabulary like <i>borscht</i>, <i>synagogue</i>, and <i>shamas</i> and with objects no longer commonly used, such as bone buttons and brass buttons.</p>	<p>Before Lesson 10</p> <p>Before the first Read Aloud, discuss the setting of the story and use images to define culturally specific and old-fashioned vocabulary. If possible, provide translations and lead the discussion in students’ home languages.</p>
<p>Knowledge Demands: Basic knowledge of story structure will help make this text accessible to all students. Some background information about the cultural references and the setting of the story may be needed.</p>	<p>Some of the food in the story may be unfamiliar to students.</p>	<p>Lesson 10</p> <p>Build additional vocabulary by tasting and naming some of the ingredients that went into the borscht, such as pickle juice, cabbage, and carrots. If possible, make borscht together or bring in some borscht for students to taste.</p>

## THE VEGETABLES WE EAT, GAIL GIBBONS

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p><b>Meaning/Purpose:</b> The purpose of this text is twofold in that it teaches students the different categories of vegetables based on the parts of the plant they come from, and more importantly, it helps students understand the process of how food is grown and transported to stores and ultimately to their plates.</p>	<p>For Focusing Question Task 3, students need to describe the process of producing vegetables from the farm to the supermarket. The level of detail in the words and pictures may make it difficult to distill the basic steps in this process.</p>	<p>Lesson 19</p> <p>Support students in summarizing the steps orally before recording them in writing.</p> <p>For example:</p> <ol style="list-style-type: none"> <li>1. Read page 26. Focus students on the illustrations and have students work together to write a single sentence that describes what is happening on this page.</li> <li>2. Write the sentence on a sticky note and post it on the page.</li> <li>3. Repeat for pages 27–30.</li> <li>4. Encourage students to use the sticky notes when completing Handout 19B: Steps in a Process Evidence Organizer.</li> </ol>
<p><b>Structure:</b> The structure is not typical informational text structure. The illustrations, labels, and sidebars provide a significant amount of information with the text simplistically explaining the concepts presented.</p>	<p>The text is designed to be visually appealing and interesting. Text features such as headings vary in color, style, and size, and sections are introduced in different ways. This inconsistency sometimes makes it hard to understand how information is grouped.</p>	<p>Lessons 17–18</p> <p>Provide direct instruction in using the cues that organize each section of text. For example, review the eight groups of vegetables illustrated on page 7. When reading about one of these groups on pages 8–19, challenge students to return to page 7 and locate the group.</p>
<p><b>Language:</b> The text names many vegetables that may be new to students, and the vocabulary specific to farming/gardening may be new; however, all the vocabulary is generally accessible.</p>	<p>The text introduces many common and useful vocabulary words, but students may find the number of new words challenging.</p>	<p>After Lesson 18</p> <p>Reinforce vocabulary that describes the parts of a plant and the names of vegetables at the same time by having students sort real vegetables, or images of vegetables. Provide a collection of vegetables and mats labeled leaf, bulb, root, etc. When students are finished sorting, have students create sentences to describe the vegetables in each group. For example: “Beets, carrots, radishes, and turnips are root vegetables.”</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: Background knowledge of a variety of vegetables may be useful.	Students may be unfamiliar with farming practices and machines.	Before Lesson 19  Find and share a video that shows the process of planting and harvesting a crop or use images of farm machines to explain what each one does.

## GOOD ENOUGH TO EAT: A KID'S GUIDE TO FOOD AND NUTRITION, LIZZY ROCKWELL

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p><b>Meaning/Purpose:</b> This book provides excellent information about nutrition for young readers through the text and the illustrations. The purpose is clear and consistent throughout and focuses on how the foods we eat provide the nutrition we need to stay healthy.</p>	<p>The scientific information in the book is often abstract and may be difficult for some students to understand.</p>	<p>After Lesson 24</p> <p>Design additional activities to help students orally practice using the text to connect food to its nutritional benefit.</p> <p>For example, create labeled picture cards of some of the foods on pages 24 and 25. Have students choose a card and use the text to complete the following sentence frames:</p> <ul style="list-style-type: none"> <li>▪ A _____ [food] has vitamin _____ [A, B, or C].</li> <li>▪ Vitamin _____ [A, B, or C] helps _____ [nutritional benefit].</li> </ul> <p>Example:</p> <p>An <u>orange</u> has vitamin <u>C</u>.</p> <p>Vitamin <u>C</u> helps <u>my skin heal</u>.</p>
<p><b>Structure:</b> The structure of the text goes from the big idea of how food helps us, to the idea of nutrients in food, and then narrows the focus to foods that contain specific nutrients. The text ends with tips and recipes for healthy eating. There are no text features to support readers in their understanding of the structure of the text, so supports may be needed.</p>	<p>Tiered visuals connect information vertically rather than from left to right. This may be confusing for students.</p>	<p>Lesson 24</p> <p>Model how to connect the information in the top and bottom of each visual on pages 24–27. Ensure that students understand the following:</p> <ul style="list-style-type: none"> <li>▪ The bottom block of the visual names a vitamin or mineral and includes pictures of foods that contain that vitamin or mineral.</li> <li>▪ The character's costume and speech bubble on top of the block explain how vitamins and minerals help our bodies.</li> </ul>
<p><b>Language:</b> A dense technical vocabulary load for young readers adds to the complexity of the text. Sentences are fact-filled and about the same length throughout.</p>	<p>Multilingual learners may need additional support with complex vocabulary.</p>	<p>Lessons 22–27</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>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: High level of discipline-specific knowledge about healthy eating and the nutrients in food.	Some students may have difficulty understanding or remembering the examples in the text because they are not familiar with the foods described or pictured.	After Lesson 25 Have students find images or bring in examples of their own favorite foods. Use nutrition labels or do research to determine where each food could be added to the text. Use images or labeled sticky notes to add these foods to the examples in the text.



# Writing Support

## EXISTING WRITING SCAFFOLDS

In Module 4, students write informative paragraphs that describe how parts of our digestive system work and the steps in the process of growing vegetables on a big farm. Students are also introduced to opinion writing, learning to evaluate evidence to form an opinion statement that is well supported by reasons. Through Focusing Question Task 4 and the End-of-Module Task, students conduct research by using two sources to form opinions about healthy foods.

At the sentence level, students learn to form contractions and possessives by using apostrophes and to use temporal words to clarify sequence in their writing. In this final module, students are expected to write longer and more complex pieces independently. Multilingual learners may benefit from learning to break writing tasks into smaller, more manageable parts.

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 6</p> <p>Learn–Focusing Question Task 1 (Teacher Note)</p> <p>While students orally rehearsed their evidence in Lesson 5, repetition of this oral rehearsal will provide support for students as they begin to write in this lesson. Oral rehearsal not only supports students in reviewing their evidence and the writing structure, but it also jumpstarts the drafting process.</p>	<p>Multilingual learners benefit from working in small, intentional groups and orally processing and rehearsing content with guidance as needed.</p>
<p>Lesson 15</p> <p>Learn–Complete Focusing Question Task 2 (Teacher Note)</p> <p>Circulate and listen closely to the oral rehearsals, making sure they include all of the requirements. This is an excellent opportunity to catch any misunderstandings and pull students aside to work one on one.</p>	<p>Oral rehearsal provides an opportunity for multilingual learners to experiment with expressing their ideas in English before writing them down.</p>
<p>Lesson 17</p> <p>Learn–Examine Writing About Steps in a Process</p> <p>If students do not hear the temporal words in the paragraph, show them the Temporal Words Chart and ask them to look for words in the paragraph that match those on the chart.</p>	<p>Multilingual learners benefit from focused work with the vocabulary needed for writing. Quick recall of temporal words will allow multilingual learners to clearly link ideas in the paragraph.</p>

Scaffold	Support for Multilingual Learners
<p>Lesson 26</p> <p>Learn–Draft Focusing Question Task 4</p> <p>If students need an example of an oral rehearsal that includes two pieces of evidence, offer a Think Aloud using the evidence on the cantaloupe from Lesson 23. For example:</p> <p>Healthy foods can help keep my body healthy. I choose cantaloupe to nourish my body. Cantaloupe has Vitamin A. Vitamin A helps me see well in the dark. In addition, it gives me strong teeth and bones. This is why I choose cantaloupe to help me stay healthy.</p>	<p>Listening to a Think Aloud about a piece of writing activates language knowledge via multiple modalities to strengthen recall and retention.</p>
<p>Lesson 31</p> <p>Learn–Execute the End-of-Module Task</p> <p>If students need additional support understanding the structure of this paragraph, display the model paragraph and color-code each part of the paragraph as students identify it. Use the following colors:</p> <p>Introduction: Red</p> <p>Opinion Statement: Green</p> <p>Reason and Evidence for Food 1: Yellow</p> <p>Reason and Evidence for Food 2: Blue</p> <p>Opinion Conclusion: Green</p>	<p>Color-coding provides a nonverbal device for understanding and recalling text structure. When color is used to support instruction, student understanding of paragraph structure is not limited by their understanding of English.</p>

## ADDITIONAL WRITING SCAFFOLDS

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

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 6</p> <p>Execute: How do I write an informative paragraph for Focusing Question Task 1?</p>	<p>Break the task of writing the paragraph into manageable chunks:</p> <ul style="list-style-type: none"> <li>▪ Have students identify the first sentence in the paragraph (introduction).</li> <li>▪ Prompt students to quietly whisper what they will write for an introduction and then write the sentence they have orally practiced.</li> <li>▪ Repeat this procedure for the topic statement, each piece of evidence, and the conclusion.</li> </ul> <p>Prompt students to read the finished paragraph and make any changes needed to ensure it is clear and accurate.</p>
<p>Lesson 12</p> <p>Execute: How do I structure an opinion paragraph?</p>	<p>Support students in reviewing the function of each part of an opinion paragraph by doing the following activity.</p> <p>To prepare for the activity, write each sentence of the exemplar paragraph on a separate sentence strip. Duplicate sentences as needed to ensure that there is one sentence strip for each student.</p> <ol style="list-style-type: none"> <li>1. Give each student one sentence of the exemplar.</li> <li>2. Invite students who think they have the introduction to stand.</li> <li>3. Invite 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.”</li> <li>4. Use the student’s response to review the purpose of the sentence in the paragraph and to correct any misunderstandings.</li> <li>5. Post the introduction.</li> <li>6. Repeat for the other four parts of the paragraph, gradually building the exemplar.</li> </ol> <p>When the full exemplar has been assembled, lead students in chorally reading the completed piece aloud.</p>
<p>Lesson 20</p> <p>Execute: How do I write the steps of a process in Focusing Question Task 3?</p>	<p>Demonstrate how to use the notes students have taken and orally rehearse before writing:</p> <ol style="list-style-type: none"> <li>1. Direct students to cut apart the rows of notes on their completed Handout 19B: Steps in a Process Organizer.</li> <li>2. Model picking up the strip labeled Step 1 and orally rehearsing the sentence you will write by whispering very quietly to yourself.</li> <li>3. Demonstrate how to write the sentence you rehearsed.</li> <li>4. Encourage students to use this process when they write their own pieces about growing food on a big farm.</li> </ol>

Craft Instruction	Recommended Support for Multilingual Learners
Lesson 26  Execute: How do I use research to form an opinion for Focusing Question Task 4?	Support students in adding a second piece of evidence to their opinion writing by providing a list of linking words and phrases, such as <i>also</i> , <i>in addition</i> , <i>too</i> , and <i>similarly</i> . Before writing, instruct students to orally practice linking the two pieces of evidence they have gathered by using one of these words.
Lesson 31  Execute: How do I use research to form an opinion in the End-of-Module Task?	Discuss the relationship between the opinion statement and the opinion conclusion in the exemplar provided. Have students orally rehearse their own opinion statement and opinion conclusion by using the following sentence frames:  Opinion statement: I <b>would choose</b> _____.  Opinion conclusion: I <b>would choose</b> _____ <b>because</b> _____.

# 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 4 Style and Conventions Deep Dive: Examine Apostrophes in Contractions	In this Deep Dive, students identify examples of contractions and explain the role of the apostrophes in contractions. In English, contractions are frequently used in common speech; understanding and using contractions can improve both receptive and expressive language.
Lesson 16 Style and Conventions Deep Dive: Examine Apostrophes in Possessives	In this Deep Dive, students identify and explain the purpose of apostrophes in possessive nouns. Grammatical structures for showing possession vary widely among languages. Instruction in how possessives are formed in English offers multilingual learners a useful set of generative rules they can apply across contexts.
Lesson 22 Vocabulary Deep Dive: Content Vocabulary: Nutrient	In this Deep Dive, students use real life and text connections to build an understanding of the word <i>energy</i> . This activity contextualizes comprehension of a key vocabulary word and pre-activates related vocabulary and sentence structures that will support students in understanding upcoming sections of the text.
Lesson 28 Vocabulary Deep Dive: Word Work with Module Vocabulary	In this Deep Dive, students review prefixes they have learned this year and combine them with Module 4 vocabulary to create new words. Understanding the meaning of commonly used affixes allows students to define and use many new words quickly and independently.
Lesson 29 Vocabulary Deep Dive: Link Up	In this Deep Dive, students work with a partner to make connections between content vocabulary words. This activity reviews domain-specific vocabulary and provides opportunities for task-based, interactional use of language, as well as peer-to-peer learning.

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	The body digests food.
body	The body digests the healthy food.
digests	The body slowly digests the healthy food.

Suggested Noun and Verb	Possible Expanded Sentences
Focusing Question Task 2 beggar benefits	The beggar benefits from making the soup. The beggar benefits from making the hot, nutritious soup. The beggar strongly benefits from making the hot, nutritious soup.
Focusing Question Task 3 farmer plows	The farmer plows the soil. The farmer plows the rich soil. The hardworking farmer plows the rich soil.
Focusing Question Task 4 I choose	I choose broccoli. I choose broccoli to nourish my body. I choose vitamin-rich broccoli to nourish my body.

## 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 Task 1: <a href="http://witeng.link/G2M4.VV1">http://witeng.link/G2M4.VV1</a>	nourish, digest, absorb
Focusing Question Task 2: <a href="http://witeng.link/G2M4.VV2">http://witeng.link/G2M4.VV2</a>	benefit, borscht, cooperation
Focusing Question Task 3: <a href="http://witeng.link/G2M4.VV3">http://witeng.link/G2M4.VV3</a>	process, fertilizer, harvest
Focusing Question Task 4: <a href="http://witeng.link/G2M4.VV4">http://witeng.link/G2M4.VV4</a>	nutrients, vitamin, mineral



# 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 16</b>  In your opinion, were the soldiers or the beggar more helpful in nourishing the community?	How are the stories <i>Bone Button Borscht</i> and <i>Stone Soup</i> alike?  How are the stories different?  How do characters in both stories feel in the end?
<b>Lesson 32</b>  What happened when you tried eating something new?	Did reading the module texts change the way you make food choices?  What did you learn from the texts about making good eating choices?  Which text most inspired you to eat more healthy foods?

## 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.

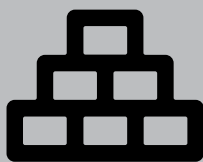
The Talking Tool provides sentence frames to help students share their ideas, support what they say, ask for more information, and build on others' ideas. It can be used as a language support during any class discussion. Teachers should introduce and model each sentence frame before expecting students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



---

# Works Cited

- Aliki. *The Story of Johnny Appleseed*. New York: Simon & Schuster, 1963. Print.
- Berger, Carin. *The Little Yellow Leaf*. New York: Greenwillow, 2008. Print.
- Bridges, Ruby. *Ruby Bridges Goes to School: My True Story*. 2003. Scholastic, 2009.
- Brown, Marcia. *Stone Soup*. 1947. Aladdin Paperback Edition, Simon & Schuster, 1997.
- Coles, Robert. *The Story of Ruby Bridges*. Illustrated by George Ford, 1995, Scholastic, 2010.
- Davis, Aubrey. *Bone Button Borscht*. Kids Can Press, 1995.
- dePaola, Tomie. *The Legend of the Bluebonnet*. 1983. New York: Puffin Books-Penguin Random House, 1996. Print.
- “Dr. Martin Luther King Jr.: A Leader and a Hero.” YouTube, uploaded by Scholastic, Web. Accessed 16 June 2022.
- George, Jean Craighead. *The Buffalo Are Back*. New York: Dutton Children’s Books, 2010. Print.
- Gibbons, Gail. *The Vegetables We Eat*. 2007. Holiday House, 2015.
- Herrington, Lisa M. *How Do You Know It’s Fall?* New York: Children’s Press, 2013. Print.
- Keats, Ezra Jack. *John Henry: An American Legend*. 1965. New York: Dragonfly Books, 1993. Print.
- Kellogg, Steven. *Johnny Appleseed*. New York: HarperCollins, 1988. Print.
- King, Martin Luther, Jr. *I Have a Dream*. 1963. Illustrated by Kadir Nelson, Random House Children’s Books, 2012.
- Lester, Julius. *John Henry*. Illustrated by Jerry Pinkney, 1994, New York: Puffin Books, 1999. Print.
- Lionni, Leo. *A Color of His Own*. New York: Knopf, 1997. Print.
- Locker, Thomas, and Candace Christiansen. *Sky Tree: Seeing Science through Art*. New York: HarperCollins, 1995. Print.
- Maestro, Betsy. *Why Do Leaves Change Color?* Illustrated by Loretta Krupinski, New York: HarperCollins, 2015. Print.
- Merriam, Eve. “Weather.” *Poets.org*. Academy of American Poets, 1966, Web. Accessed 10 Apr. 2016.
- Murphy, Patricia J. *Journey of a Pioneer*. New York: DK-Penguin Random House, 2008. Print.
- Prior, Jennifer. *The Digestive System*. Teacher Created Materials, 2012.
- Rockwell, Lizzy. *Good Enough to Eat: A Kid’s Guide to Food and Nutrition*. HarperCollins, 1999.

Ruffin, Frances E. *Martin Luther King, Jr. and the March on Washington*. Illustrated by Stephen Marchesi, 2001. Penguin Group, 2012.

Santella, Andrew. *Plains Indians*. Chicago: Heinemann-Raintree, 2012. Print.

Taylor-Butler, Christine. *The Digestive System*. Scholastic, 2008.

Tonatiuh, Duncan. *Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation*. Abrams Books for Young Readers, 2014.

---

# Credits

Great Minds® has made every effort to obtain permission for the reprinting of all copyrighted material. If any owner of copyrighted material is not acknowledged herein, please contact Great Minds® for proper acknowledgment in all future editions and reprints of this module.

- For updated credit information, please visit <http://witeng.link/credits>.



---

# Acknowledgments

Karen Aleo, Ashley Bessicks, Ann Brigham, Caroline Goyette, English Learner Success Forum (ELSF), Lorraine Griffith, Liz Haydel, Robin Hegner, Sarah Henchey, Liana Krissoff, Diana Leddy, Brittany Lowe, Whitney Lyle, Liz Manolis, Maya Marquez, Auddie Mastroleo, Cathy McGath, Emily McKean, Andrea Minich, Lynne Munson, Carol Paiva, Eden Plantz, Rachel Rooney, Nicole Shivers, Rachel Stack, Tsianina Tovar, Sarah Turnage, Keenan Walsh, Michelle Warner, Katie Waters, Sarah Webb, Margaret Wilson, Julia Wood

Ana Alvarez, Lynne Askin-Roush, Trevor Barnes, Rebeca Barroso, Brianna Bemel, David Blair, Lynn Brennan, Adam Cardais, Christina Cooper, Kim Cotter, Lisa Crowe, David Cummings, Cherry dela Victoria, Sandy Engelman, Tamara Estrada del Campo, Ubaldio Feliciano-Hernandez, Soudea Forbes, Jen Forbus, Diana Ghazzawi, Laurie Gonsoulin, Dennis Hamel, Kristen Hayes, Cassie Hart, Marcela Hernandez, Abbi Hoerst, Libby Howard, Ashley Kelley, Lisa King, Sarah Kopec, Drew Krepp, Cindy Medici, Ivonne Mercado, Brian Methe, Patricia Mickelberry, Christine Myaskovsky, Mary-Lise Nazaire, Tamara Otto, Christine Palmtag, Katie Prince, Jeff Robinson, Gilbert Rodriguez, Karen Rollhauser, Richesh Ruchir, Isabel Saraiva, Amy Schoon, Leigh Sterten, Mary Sudul, Tracy Vigliotti, Dave White, Charmaine Whitman, Glenda Wisenburn-Burke, Howard Yaffe

GRADE

2

MODULES

1. *A Season of Change*

2. *The American West*

3. *Civil Rights Heroes*

4. *Good Eating*

## LANGUAGE DEVELOPMENT FOR EVERY CHILD

The Wit & Wisdom® Multilingual Learner Resource provides teachers with guidance to boost students' language development within the core English Language Arts curriculum. The result is that multilingual learners are confident and prepared to build enduring knowledge.

Great Minds® brings teachers and scholars together to craft exemplary instructional materials that inspire joy in teaching and learning. *PhD Science*®, *Eureka Math*®, *Eureka Math*²™, and our English curriculum *Wit & Wisdom* all give teachers what they need to take students beyond rote learning to provide a deeper, more complete understanding of the sciences, mathematics, and the humanities.



### ON THE COVER

*Among the Sierra Nevada, California, 1868*

Albert Bierstadt, German, 1830–1902

Oil on canvas

Smithsonian American Art Museum,

Washington, DC



**WIT &  
WISDOM®**

ISBN 979-8-88588-853-0



A 9 798885 888530