



GRADE
3

**WIT &
WISDOM®**

Multilingual Learner Resource

Multilingual Learner Resource: Introduction





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

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

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

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

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

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

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

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

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

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

WHAT DOES EACH MULTILINGUAL LEARNER RESOURCE INCLUDE?

Each resource includes the following:

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

WHAT TYPES OF SUPPORT DOES EACH RESOURCE PROVIDE?

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

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

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

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

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

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

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

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

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

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

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

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

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

HOW MIGHT EDUCATORS USE THE RESOURCES?

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

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

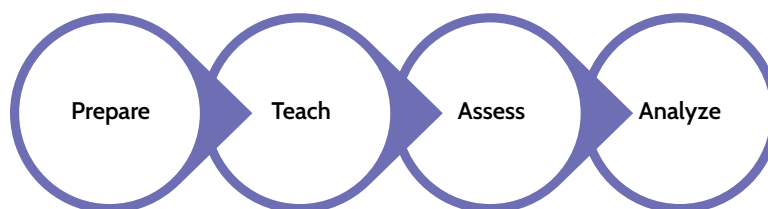
Classroom teachers and support specialists work together to prepare for instruction. Because of schools' different contexts and staffing and scheduling configurations and because multilingual learners need different types of supports, the resources are designed for flexible use. Educators can use the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

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

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

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

Great Minds® recommends a four-part preparation process.



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

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

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

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

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

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

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

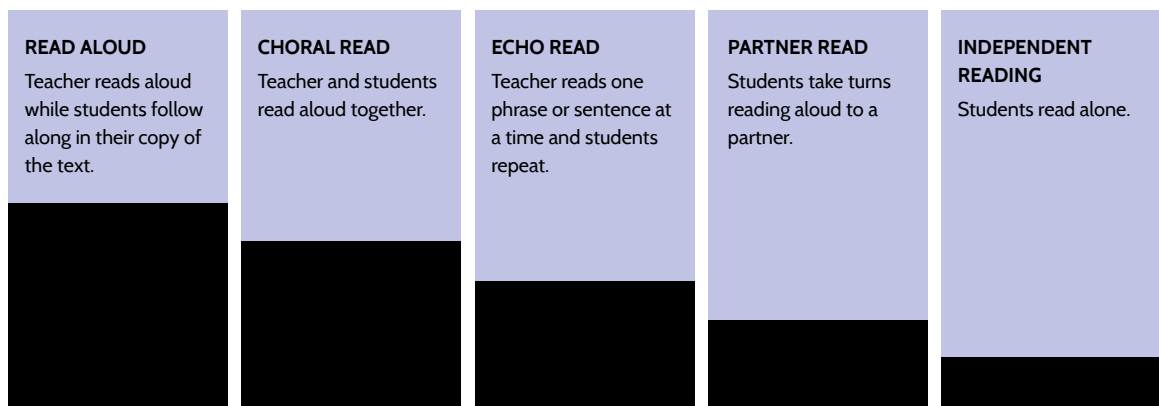
Students who are newcomers to the English language, or students with limited or interrupted formal education, may require additional support in foundational literacy skills outside of the *Wit & Wisdom* curriculum.

WHAT ARE ADDITIONAL BEST PRACTICES FOR SUPPORTING MULTILINGUAL LEARNERS?

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

In these cases, we recommend the following:

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



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

Demonstrated Student Needs	Teacher Actions
Students have beginning English proficiency.	<ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ Group same-language peers to help students deepen their understanding of the content in their home language before participating in English discussions. ▪ Group students with native English speakers to help them develop their English oral language skills.
Students have limited academic vocabulary.	<ul style="list-style-type: none"> ▪ Provide visual representations of key concepts or vocabulary to help students build their knowledge base and effectively participate in conversations. ▪ Offer a word bank to help students use academic vocabulary and phrases.
Students need support engaging in academic discussions.	<ul style="list-style-type: none"> ▪ Provide sentence frames to help students phrase their contributions and participate more fully in conversations. ▪ Offer graphic organizers to help students prepare for and take notes during academic discussions. ▪ Provide time for students to use English or their home language to answer question in pairs before engaging in a group discussion.
Students need support identifying the main ideas of the text and answering text-dependent questions.	<ul style="list-style-type: none"> ▪ Preview the topic and main ideas of the text. Activate related background knowledge. ▪ Provide visual aids (e.g., knowledge-building photographs or videos) to support comprehension. ▪ Divide the text into smaller passages or shorten the assignment to the essential sections. ▪ Read the text aloud or provide an audiobook. Direct students to follow along as much as possible. ▪ 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.

Demonstrated Student Needs	Teacher Actions
Students have trouble writing extended responses.	<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
Give One–Get One–Move On	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>
Mix and Mingle	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>
Shared Writing	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>
Tableau	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
Think-Pair-Share	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>
Question Corners	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>
Value Line-Up	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 3 Module 1:

The Sea



Grade 3 Module 1

Multilingual Learner Resources

Module Map

Lesson	Support
Focusing Question 1: How do artists explore the sea?	
3	Recommended Deep Dive
4	Fluency Practice Sentence Deconstruction
5	Reading Support: <i>Amos & Boris</i>
6	Reading Support: <i>Amos & Boris</i> Existing Writing Scaffold Additional Writing Scaffold
7	Reading Support: <i>Amos & Boris</i>
8	Additional Writing Scaffold Socratic Seminar Support
9	Existing Writing Scaffold
Focusing Question 2: Why and how do scientists explore the sea?	
10	Fluency Practice Reading Support: <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> Sentence Deconstruction
11	Reading Support: <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i>
13	Fluency Practice Reading Support: <i>The Fantastic Undersea Life of Jacques Cousteau</i> Additional Writing Scaffold Recommended Deep Dive Sentence Deconstruction
15	Reading Support: <i>The Fantastic Undersea Life of Jacques Cousteau</i>

- 17 Existing Writing Scaffold
Recommended Deep Dive
Socratic Seminar Support

Focusing Question 3: Why and how do scientists explore sea creatures?

- 19 Fluency Practice
Reading Support: *Shark Attack!*
- 21 Recommended Deep Dive
- 22 Additional Writing Scaffold
- 23 Reading Support: *Shark Attack!*
Socratic Seminar Support
- 24 Fluency Practice
Reading Support: *Giant Squid: Searching for a Sea Monster*
Sentence Deconstruction
- 28 Socratic Seminar Support
- 30 Recommended Deep Dive

EOM 1: Why do people explore the sea?

- 31 Existing Writing Scaffold
Additional Writing Scaffold

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>Reading supports help students build background knowledge and vocabulary about the ocean environment, analyze characters in literary texts, utilize text features in informational text, and infer the meaning of figurative language 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">▪ Identifying a central message from key details▪ Identifying how character attributes and actions contribute to event sequences▪ Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language <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">▪ Identifying the main idea and key details▪ Referring explicitly to descriptions for themes and relationships among meanings▪ Describing relationship between a series of events, ideas or concepts, or procedural steps	<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>Writing supports help students write informative paragraphs with a topic statement, evidence, and elaboration.</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"> Introduce and define topic and/or entity for audience Add details to define, describe, compare, and classify topic and/or entity Develop coherence and cohesion throughout text 	<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>Language supports help students build content vocabulary, compose compound sentences, and analyze both the form and meaning of complex sentences from core 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"> Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language <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"> Describing relationship between a series of events, ideas or concepts, or procedural steps <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"> Add details to define, describe, compare, and classify topic and/or entity 	<p>Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <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>Speaking and Listening supports 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">▪ Share ideas about one's own and others' lived experiences and previous learning▪ Ask questions about what others have shared▪ Recount and restate ideas <p>ELD-SI.K-3.Inform</p> <p>Multilingual learners will</p> <ul style="list-style-type: none">▪ Summarize information from interaction with others and from learning experiences <p>ELD-SI.K-3.Argue</p> <p>Multilingual learners will</p> <ul style="list-style-type: none">▪ Ask questions about others' opinions▪ Support own opinions with reasons▪ Clarify and elaborate ideas based on feedback	<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 of words, building confidence in their oral language. Frequent reading of complex passages for fluency helps build comprehension.

This can be done in small groups or during an English Language Development time. The fluency passages were strategically chosen to represent key moments in the text that support understanding of the overall text and provide evidence for writing tasks.

Use this fluency protocol to discuss these passages.

1. Preview the fluency passage by explaining its source and context.
2. Choose three to five terms from the fluency passage to preview. Choral Read each term three times. Define the terms.
3. Read aloud the fluency passage as students follow along.
4. Echo Read the fluency passage.
5. Ask text-dependent questions to build comprehension of the passage.
6. Pair students, and instruct them to take turns reading the passage.

Fluency Passage	Recommended Text-Dependent Questions
Handout 4A: Fluency Homework <i>Amos & Boris</i> Part of this fluency passage is used in a sentence deconstruction.	Who is the passage about? What is the setting? How do you know? What is the character doing? What is the character feeling?
Handout 10A: Fluency Homework <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> Part of this fluency passage is used in a sentence deconstruction.	Who is the narrator in this passage? Why can't phytoplankton live in the deep layers of the ocean? How do animals that live in the deep layers of the ocean survive?
Handout 13A: Fluency Homework <i>The Fantastic Undersea Life of Jacques Cousteau</i> Part of this fluency passage is used in a sentence deconstruction.	What problem was Cousteau trying to solve? How did he solve it? What was Cousteau able to do with the Aqua-Lung that he couldn't do before?

Fluency Passage	Recommended Text-Dependent Questions
Handout 19A: Fluency Homework <i>Shark Attack!</i>	What did Rodney decide to do after he was attacked by a shark? What object did Rodney design to help himself and others learn about sharks? What does the object look like? Why is Rodney's invention useful for divers and scientists?
Handout 24A: Fluency Homework <i>Giant Squid: Searching for a Sea Monster</i> Part of this fluency passage is used in a sentence deconstruction.	What steps do scientists take to test their ideas? According to the passage, how are scientists both like and unlike detectives? How does the title of the paragraph relate to the ideas presented in the paragraph?

AMOS & BORIS, WILLIAM STEIG

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: The sea, beautifully depicted in words and images, is the backdrop for a lovely tale of friendship and courage. The story introduces students to the elements of fiction. At the same time, it uses poetic language to describe the beauty and immensity of the sea, the focus of this module.</p>	<p>Students may have difficulty identifying Amos and Boris's friendship as key to the central message of the text.</p>	<p>Lesson 7</p> <p>Instruct students to look at the illustration on page 18. Read aloud pages 19–20. Ask: “What is the relationship between the two characters? How do they feel about saying goodbye?”</p>
<p>Structure: The picture book uses a straightforward narrative to tell the story of a small mouse and enormous whale who develop an unlikely friendship. As students identify problems and solutions, they may notice that this story contains multiple problems and solutions. In addition, some students may struggle with the subtle solution to the animals' final problem of how to maintain a friendship under difficult circumstances. William Steig's masterful artwork supports the text throughout the narrative.</p>	<p>Students may struggle to identify the multiple problems and solutions of the story line. Alternatively, students may incorrectly identify Amos's falling off Boris's back when the whale sounds as one of the problems.</p>	<p>Lesson 5</p> <p>Direct students to pages 10–15. Instruct them to look at the illustrations and then explain to a partner what is happening to Amos in their own words. Repeat with the illustrations on pages 22–28, instructing students to explain what is happening to Boris.</p>
<p>Language: Grade 3 students will appreciate the beauty of Steig's language, but they may need support with the complex Tier II vocabulary.</p>	<p>Multilingual learners may need additional support with complex vocabulary.</p>	<p>Lesson 6</p> <p>Invite multilingual learners to add a column to Handout 6A: Word Choices and Illustrations and translate words to their home language using a bilingual dictionary or translation tool.</p>
<p>Knowledge Demands: The book demands little prior knowledge. The vocabulary is complex, but context clues and the strong narrative provide support for students.</p>	<p>Students may have little knowledge of the sea and its inhabitants, particularly of whales. Knowledge of the difference between mammals and fish may be lacking.</p>	<p>Before Lesson 5</p> <p>Explain the difference between mammals and fish. Clarify that whales look like fish but are mammals. Show photographs of whales and other marine mammals.</p>

OCEAN SUNLIGHT: HOW TINY PLANTS FEED THE SEAS, MOLLY BANG AND PENNY CHISHOLM

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: This informational text provides a detailed look at phytoplankton, a critical part of the ocean ecosystem and the planet's health. Through clear prose and eye-catching illustrations, the text also depicts the layers of the ocean and the complex food chains that support life in the ocean.</p>	<p>Understanding how everything is connected in the natural world will help students follow the text's explanations of complex processes.</p>	<p>Before Lesson 10</p> <p>Show an image of a food chain that clearly features the sun shining on a plant. Explain how the chain works.</p>
<p>Structure: The sun, as narrator of the text, invites the reader to "[d]ive into the sea" and proceeds to explain how "[a]ll ocean life depends" on the sun. The book begins by explaining how plants on land use sunlight to create food. Next, the book explains how ocean plants perform the same function. A series of questions and answers organizes some of the information, including information about food chains at different depths. Detailed information and illustrations in the back matter supplement the information in the main text.</p>	<p>The colorful and detailed illustrations provide a lot of information but may be overwhelming. Insets and visual representations of invisible elements may be confusing for students already struggling to understand the text.</p>	<p>Lesson 11</p> <p>Show the double-page spread on pages 3–4 and model noticing details about the illustration.</p> <p>Describe how water, carbon dioxide, sugar, and oxygen are shown inside the boxes, which are called insets.</p> <p>Define <i>inset</i> as a text feature that includes additional information about a book's topic. Point out that the insets are part of a bigger illustration.</p> <p>Explain that some of the book's illustrations depict very small or even invisible things to help readers understand nature.</p>
<p>Language: The language is both lyrical and informational. Context definitions and clues explain most of the domain-specific vocabulary in the text, making the book accessible to students of varying levels of proficiency.</p>	<p>Vocabulary may be unfamiliar to students.</p>	<p>Lesson 10</p> <p>Create a word wall with key vocabulary terms and corresponding images. Include Tier I words such as <i>sun</i>, <i>ocean</i>, <i>fish</i>, and <i>plant</i>. As students identify other challenging words, ask them to add the new words to the word wall. Encourage students to add illustrations or translations in their home languages. Continue to use this resource in Lessons 11 and 12.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: The book assumes very little prior knowledge of the ocean, food chains, or photosynthesis. Each of these important topics is described through clear language supported by the illustrations.	Students need to have a clear grasp of photosynthesis to understand the text.	Before Lesson 10 Show a video that explains photosynthesis. Consider slowing the rate of the video, turning on English subtitles, or, when possible, showing a version in students' home languages.

THE FANTASTIC UNDERSEA LIFE OF JACQUES COUSTEAU, DAN YACCARINO

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: The purpose, to describe Jacques Cousteau's love of the sea, is clearly evident. The book explains both why and how Jacques Cousteau explored the sea.	Students may need help understanding the significance of Jacques Cousteau's contributions to the study of the sea and its creatures.	Before Lesson 13 Explain that human fascination with the sea has motivated people to create instruments that make underwater exploration possible. Show images of modern scuba diving equipment and underwater cameras as examples.
Structure: The book provides a simple, chronological account of important events in Jacques Cousteau's life. Information in the back matter adds more detailed information, including dates and locations. The layout of this text is detailed and intentionally crafted, with seamlessly integrated illustrations and regular quotations in call-out bubbles.	Students may have difficulty understanding how the quotations in the call-out bubbles are connected to the main text.	Before Lesson 15 Display the two-page spread on pages 6–7. Point to the yellow call-out bubble while reading aloud the text, emphasizing the words <i>me</i> and <i>my</i> . Point to the quotation marks and explain that these are the words of Jacques Cousteau. Explain that there are quotations like this one throughout the book and that they allow readers to “hear” Jacques Cousteau's own words about the sea, his life, and his work.
Language: The language moves in and out of narrative and explanatory styles, relying heavily on short vignettes and bold illustrations to carry the meaning. Some domain-specific and Tier II vocabulary appears throughout the text; the language of Jacques Cousteau himself is more complex and features figurative language.	Understanding the figurative language in Jacques Cousteau's quotations may be challenging for students.	Lesson 15 Read aloud the quotation on page 15. Clarify any challenging vocabulary, such as <i>scientist</i> , <i>curious</i> , and <i>keyhole</i> . Draw an image that illustrates the sentence's literal meaning. Facilitate a discussion about what the sentence's figurative meaning might be. Instruct students to draw an image to illustrate the literal meaning of the quotation on page 17. Tell students to share their drawings with a partner and discuss the figurative meaning of Cousteau's words.

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: The book demands little prior knowledge. The text uses some domain-specific and Tier II vocabulary, but context provides scaffolding to support student understanding.	Some students may be unfamiliar with the richness of marine ecosystems.	Before Lesson 13 Show images or play a short video of colorful coral reefs or other interesting marine ecosystems with bright-colored or oddly shaped creatures.

SHARK ATTACK!, CATHY EAST DUBOWSKI

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: This informational text provides a detailed look at phytoplankton, a critical part of the ocean ecosystem and the planet's health. Through clear prose and eye-catching illustrations, the text also depicts the layers of the ocean and the complex food chains that support life in the ocean.</p>	<p>Students may have trouble identifying the central idea and essential meaning of the text.</p>	<p>Lesson 23</p> <p>Read aloud page 55. Point out that the adjectives the author uses to describe sharks in the first line are positive. Then reread the sentences, "Attacks on people are really very rare" and "It would be a shame if people made them disappear from our seas forever."</p> <p>Instruct students to orally share the gist of the two paragraphs.</p> <p>Ask this question: "Why do you think it is important to study sharks?"</p>
<p>Structure: The book contains many features of informational text: pictures, captions, index, and table of contents, glossary, maps, diagrams, and more. Each chapter is organized into chapters that present a wide array of information about sharks and how and why scientists study them.</p>	<p>The combination of photographs and illustrations and the use of narrative in some parts of the text may confuse students, leading them to think that some sections are fictional.</p>	<p>Lesson 19</p> <p>After reading aloud the first two sections, reinforce that <i>Shark Attack!</i> is an informational text and all its stories are true. Show the photographs on pages 11–12, and tell students that the man in the photo is Rodney Fox.</p>
<p>Language: This text has a Lexile score at the top of the Grade 2–3 span. The text uses a combination of simple and compound sentences, and vocabulary includes both Tier II and Tier III words that will require support.</p>	<p>Complex text includes many unfamiliar words.</p>	<p>Lessons 19–23</p> <p>Consider moving the Deep Dive to the beginning of the lesson to preview challenging vocabulary before engaging with the text. The Deep Dives also teach strategies for approaching unknown words.</p>
<p>Knowledge Demands: The text assumes little prior knowledge of sharks. The mix of information about sharks and accounts of actual shark attacks is supported with pictures, photos, and other graphics. There is some discipline-specific content knowledge that is explained well in the text.</p>	<p>Some students may have little knowledge of the sea and marine life.</p>	<p>Before Lesson 19</p> <p>Conduct a virtual visit to an aquarium. Access the live cams of interesting marine creatures or resources about sharks. Ask students to share one thing they notice about what they see.</p>

GIANT SQUID: SEARCHING FOR A SEA MONSTER, MARY M. CERULLO AND CLYDE F. E. ROPER

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: The book presents detailed information about the giant squid itself, as well as the history of scientific efforts to understand a sea creature that remains largely mysterious. As students examine the main focus of the book, Dr. Roper's search for a living giant squid, they consider the purpose and the degree to which he succeeds at meeting his goals.</p>	<p>Students may find the quantity and progression of information challenging.</p>	<p>Lesson 24</p> <p>After reading aloud the text, instruct students to draw an image that represents an idea or piece of information that stood out to them. Continue to use this strategy in Lessons 25–27. After Lesson 27, ask volunteers to explain their series of drawings.</p>
<p>Structure: The book relies on a wide range of text features to organize information: table of contents, index, glossary, photographs, illustrations, captions, titles, subtitles, and sidebars. Information about the animal itself, early efforts to describe and understand the animal, and Dr. Kubodera's ultimate success, supplement the chronological account of Dr. Roper's efforts to locate a live giant squid in its natural habitat.</p>	<p>The wide range of text features may distract students from the focus on Dr. Roper's lifelong quest to find and study the giant squid.</p>	<p>Lesson 24</p> <p>Create and display a basic timeline of Dr. Roper's research of the giant squid and its habitat. Continue to use this resource in Lessons 25–27. Add milestones as they are introduced in the text.</p>
<p>Language: The language demands of this book are more complex, both in terms of sentence structure and vocabulary, than the language demands of other module texts. Students may benefit from some direct instruction as they manage a wide range of domain-specific vocabulary and Tier II words.</p>	<p>Complex text includes many unfamiliar words.</p>	<p>Lesson 24</p> <p>Create a word wall with key vocabulary terms. Include words that students record in their vocabulary journals. Prompt students to suggest additional words as they read, and encourage them to add translations in their home languages. Point out morphological connections between languages such as the use of the prefix <i>bio</i> in Latin-based languages. Continue to use this resource in Lessons 25–27.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: This book is slightly more accessible to those students who have some prior knowledge of the past and of scientific terms, but the book’s many text features provide ample support for students without that prior knowledge.	Students may lack knowledge about the work and tools of marine biologists.	<p>Before Lesson 24</p> <p>Explain that scientists who study plants and animals that live in the ocean are called marine biologists. Instruct students to act out what they imagine a marine biologist does at work. Then play a video or display images of the work and tools of marine biologists.</p>

Writing Support

EXISTING WRITING SCAFFOLDS

This module builds students' understanding about how to write informational and explanatory paragraphs and essays. Using the Hand Writing Planner and the Painted Paragraph Strategy, students learn to write paragraphs with a topic statement, evidence, and elaboration. Students may initially be unfamiliar with these strategies. They may need support identifying and writing topic statements, selecting evidence, and writing elaboration. At the sentence level, students need to be able to use linking words to connect ideas and form compound sentences.

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

Scaffold	Support for Multilingual Learners
<p>Lesson 6</p> <p>Learn: Experiment with Grouping</p> <p>Related Information</p> <p>Review previous learning by asking students to explain a topic sentence.</p>	<p>Orally processing the definition and purpose of writing elements supports students' understanding of how and why they use those elements in their own writing.</p>
<p>Lesson 9</p> <p>Learn: Create an Explanatory Paragraph</p> <p>Provide sentence frames.</p> <p>A central message in _____ is _____.</p> <p>The artist/illustrator conveys this message by _____.</p> <p>This shows _____.</p>	<p>Sentence frames model academic language and provide linguistic support, allowing multilingual learners to focus on what they want to say rather than on how to say it.</p>
<p>Lesson 17</p> <p>Learn: Execute Grouping</p> <p>Related Information Together</p> <p>Provide students with a partially completed graphic organizer and/or eliminate "conclusion" from the Writing Planner.</p>	<p>Partially completed graphic organizers allow students to focus on specific elements of the writing task, thus helping students practice specific skills and reducing a task's cognitive load.</p>
<p>Lesson 31</p> <p>Learn: Gather Evidence</p> <p>Quickly review the "New Words" section of the Vocabulary Journals and chart some important domain-specific words and phrases.</p>	<p>Reviewing useful vocabulary—including domain-specific words and phrases—before students start working on a writing task provides linguistic support and facilitates planning.</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>Experiment: How does grouping related information together work?</p>	<p>Provide these sentence frames to help students with elaboration:</p> <p>This example means _____.</p> <p>This evidence reveals _____.</p> <p>This evidence shows _____.</p> <p>To support the chronological grouping of information and the use of linking words, provide a word bank with the following sequencing words and phrases:</p> <ul style="list-style-type: none"> ▪ At the beginning of the story ▪ Then ▪ Later ▪ Finally, at the end of the story
<p>Lesson 8</p> <p>Focusing Question Task 1</p>	<p>Display the Lesson 3 writing model (in Learn: Experiment with Using a Topic Statement), including the topic statement. Use the Painted Paragraph Strategy to model deconstructing the paragraph. Underline the phrases, “This shows...,” “That may show...,” and “All of these things show...” Explain that the first two phrases introduce elaboration. Use arrows or another visual cue to show that <i>This</i> and <i>That</i> refer to the evidence described in the previous sentence. Explain that the last phrase introduces the conclusion, and the phrase <i>All of these things</i> refers to all the evidence and elaboration previously mentioned.</p>
<p>Lesson 13</p> <p>Experiment: How does grouping related information together work?</p>	<p>To support students’ oral processing of ideas, group students with the same home language to work on the sorting activity. If students are having trouble categorizing information, it can be helpful to articulate and discuss the reasons for each choice in a home language. Use of the home language facilitates developing the skill of arranging ideas logically, which can then be transferred to work in English.</p>
<p>Lesson 22</p> <p>Experiment: How does using facts, definitions, and details work?</p>	<p>Copy each sentence of the sample paragraph from Lesson 21 (in Learn: Examine Developing a Topic with Facts, Definitions, and Details) on a separate index card. Make enough sets of cards to distribute to small groups. Instruct each group to identify each sentence as one of the following: topic statement, fact, definition, detail, or conclusion. Tell them to write the corresponding category on the back of the card. Then instruct students to put the cards in logical order. Display the model with facts, definitions, and details labeled and Choral Read the paragraph. Clarify any misunderstandings.</p>
<p>Lesson 31</p> <p>End-of-Module-Task</p>	<p>As students complete Handout 31A: Writing Planner, refer to the Explanatory Writing Linking Words Anchor Chart introduced in Lesson 24. Invite volunteers to share their linking words, and facilitate a group discussion about whether the linking word is an appropriate choice.</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 3 Style and Conventions: Experiment with the Function of Nouns and Verbs in Sentences	This Deep Dive reviews the concepts of subject and predicate and provides practice in identifying the subjects and predicates of sentences. This practice reinforces multilingual learners' use of complete sentences in speaking and writing.
Lesson 13 Vocabulary: Examine Using Morphemes to Determine the Meaning of Words	This Deep Dive builds understanding of word parts. Study of Latin roots and prefixes facilitates the use of cognates for Latin-based languages like Spanish.
Lesson 17 Style and Conventions: Experiment with Using Spelling Rules to Form the Simple Past	This Deep Dive reviews the use of the <i>-ed</i> suffix to form the simple past tense. Multilingual learners may struggle to use different verb tenses correctly and will benefit from explicit instruction in the spelling rules for adding the <i>-ed</i> suffix to verbs.
Lesson 21 Vocabulary: Examine Shades of Meaning	This Deep Dive builds vocabulary and awareness of shades of meaning. Studying vocabulary and shades of meaning in a content-specific context facilitates vocabulary learning and provides content-based opportunities to use newly acquired vocabulary. Multilingual learners benefit from multiple opportunities to use new words.
Lesson 30 Style and Conventions: Experiment with Compound Sentences	This Deep Dive reviews how to join two simple sentences to form a compound sentence. Review and practice with forming compound sentences helps students learn to use sentence variety in their own writing. Multilingual learners benefit from the modeling of specific examples, practice with a partner, and then individual application in preparation for the End-of-Module Task.

SENTENCE DECONSTRUCTION

Multilingual learners need explicit instruction to understand grammar, disciplinary language, and the features of complex texts. During sentence deconstruction, students break apart a complex sentence from a module text into words, phrases, and clauses and then consider the intended meaning of each part. This process builds students' knowledge of the module's content while also building their understanding of how authors structure complex texts at the sentence level.

Use this sentence deconstruction protocol to analyze these complex sentences.

1. Display the sentence. Consider providing students with a copy of the sentence to annotate.
2. Preview the sentence by explaining the source and context.
3. Read aloud the sentence.
4. Echo Read the sentence.
5. Guide students through unpacking the selected complex elements of the sentence.
6. Instruct students to draw a picture to illustrate the meaning of the sentence.
7. Pair students, and instruct them to share their drawings and explain the meaning of the sentence.
8. Summarize the strategy a reader can use to unpack the sentence.

Sentence	Selected Elements to Unpack
<p>From Handout 4A: Fluency Homework</p> <p>"...[A]nd later, lying on the deck of his boat gazing at the immense, starry sky, the tiny mouse Amos, a little speck of a living thing in the vast living universe, felt thoroughly akin to it all." (Steig 9)</p>	<p>Identify and underline the subject and predicate of the clause: "Amos" and "felt thoroughly akin to it all."</p> <p>Enclose the phrases "tiny mouse" and "a little speck of a living thing in the vast living universe" in brackets. Point out that these phrases describe Amos. Explain that the other phrases also describe Amos by giving more information about where Amos is, what he is doing, and how he feels. Instruct students to share their understanding of the information they get from the other phrases.</p> <p>Highlight the contrast between the way the author describes Amos—<i>tiny</i> and <i>little speck</i>—and the way he describes the sky and the universe—<i>immense</i> and <i>vast</i>. Clarify the literal meaning of "Amos ... felt thoroughly akin to it all." Facilitate a discussion about why Amos may have felt this way.</p>
<p>From Handout 10A: Fluency Homework</p> <p>"My light cannot reach deeper than the ocean's thin, top layer, so that is where the phytoplankton have to live." (Bang and Chisholm 19)</p>	<p>Ask: "Whose light do the words <i>My light</i> refer to?" Confirm that the sun is the narrator.</p> <p>Circle the comma and the conjunction <i>so</i>. Point out that two sentences are joined by this word. Explain that the author uses <i>so</i> to indicate that the first sentence explains the cause of what is described in the second sentence.</p> <p>Clarify that <i>that</i> in "that is where" refers to "the ocean's thin, top layer."</p> <p>Ask: "Why do phytoplankton have to live in 'the ocean's thin, top layer'?"</p>

Sentence	Selected Elements to Unpack
<p>Handout 13A: Fluency Homework</p> <p>“[The old diving suits] didn’t allow much freedom of movement, and an air hose tethered the diver to a boat.” (Yaccarino 8)</p>	<p>Point out that this is an example of a compound sentence. Explain that a compound sentence is two sentences linked together.</p> <p>Circle the comma and conjunction <i>and</i>. Explain that <i>and</i> is a linking word because it links the two simple sentences that form the compound sentence.</p> <p>Instruct students to write the two separate simple sentences and underline the subject and predicate in each sentence.</p> <p>Ask: “What might <i>tethered</i> mean?”</p> <p>Facilitate a discussion about why the author joined these two simple sentences by using the linking word <i>and</i>.</p>
<p>Handout 24A: Fluency Homework</p> <p>“To test the idea, [scientists] collect information or gather clues (data) by observing nature or by designing an experiment.” (Cerullo and Roper 17)</p>	<p>Explain that this sentence describes how scientists test a hypothesis, or an idea about nature they want to try out.</p> <p>Identify and circle the subject and underline the predicate of the sentence: “[scientists] collect information or gather clues.”</p> <p>Ask: “What might <i>data</i> mean?” Instruct students to identify the two nouns in the sentence that explain what the word <i>data</i> means. Point out that <i>collect</i> and <i>gather</i> are synonyms that mean to get or accumulate.</p> <p>Ask: “According to the sentence, what do scientists do to collect—or gather—data?” Reinforce that scientists get data “by observing nature or by designing an experiment.”</p>

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: http://witeng.link/G3M1.VV1	explore, artist, composition, immense, vast
Focusing Question 2: http://witeng.link/G3M1.VV2	biography, fantastic, fascinating, mysterious, illuminate
Focusing Question 3: http://witeng.link/G3M1.VV3	biodiversity, species, habitat, predator, prey

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 8 How do artists explore the sea?	What details do artists use to express ideas about the sea? What details do writers use to express ideas about the sea? What details from one of the works helped you understand something important about the sea?
Lesson 17 Why is the ocean important?	How does the ocean support life on land? Why did Jacques Cousteau want to study the ocean? How did Jacques Cousteau explore the ocean?
Lesson 23 You have read about the dangers of shark attacks, about the equipment people use to stay safe, and about some of the ways scientists are using what they learn to help people. Using text evidence to support your ideas, explain whether or not the benefits of studying sharks are worth the risks involved.	Why are people interested in sharks? What risks do people take when they study sharks? How can people stay safe around sharks?

Socratic Seminar	Recommended Scaffolding Questions
Lesson 28 Is Dr. Roper a successful scientist?	What is a scientist? What does Dr. Roper learn about squid? Why is Dr. Roper’s work important?

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 _____ because _____.

First, _____.

Also, _____.

**Support What You Say**

For example, _____.

According to the author, _____.

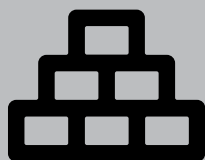
In the text, _____.

**Ask for More
Information**

What do you mean by _____?

Can you tell me more about _____?

Can you give an example?

**Build on Others' Ideas**

I agree and will add that _____.

I disagree because _____.

Multilingual Learner Resource

Grade 3 Module 2:

Outer Space



Grade 3 Module 2

Multilingual Learner Resource

Module Map

Lesson	Support
Focusing Question 1: How did Galileo learn about space?	
2	Fluency Practice
3	Recommended Deep Dive
5	Reading Support: <i>Starry Messenger: Galileo Galilei</i> Existing Writing Scaffold
6	Reading Support: <i>Starry Messenger: Galileo Galilei</i> Additional Writing Scaffold
7	Fluency Practice Reading Support: <i>Starry Messenger: Galileo Galilei</i> Sentence Deconstruction
9	Reading Support: <i>Starry Messenger: Galileo Galilei</i>
10	Additional Writing Scaffold Recommended Deep Dive Socratic Seminar Support
Focusing Question 2: How did the astronauts of Apollo 11 learn about space?	
13	Fluency Practice Reading Support: <i>Moonshot: The Flight of Apollo 11</i> Existing Writing Scaffold Sentence Deconstruction
14	Reading Support: <i>Moonshot: The Flight of Apollo 11</i> Recommended Deep Dive
15	Reading Support: <i>Moonshot: The Flight of Apollo 11</i>
17	Additional Writing Scaffold

- | | |
|----|---|
| 19 | Fluency Practice
Sentence Deconstruction |
| 20 | Reading Support: <i>One Giant Leap: A Historical Account of the First Moon Landing</i>
Existing Writing Scaffold |
| 21 | Reading Support: <i>One Giant Leap: A Historical Account of the First Moon Landing</i> |
| 22 | Reading Support: <i>One Giant Leap: A Historical Account of the First Moon Landing</i> |
| 24 | Recommended Deep Dive
Socratic Seminar Support |
| 25 | Additional Writing Scaffold
Recommended Deep Dive |

Focusing Question 3: How do artists and writers help people learn about space?	
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- | | |
|----|--|
| 27 | Fluency Practice
Reading Support: <i>Zathura</i>
Sentence Deconstruction |
| 29 | Reading Support: <i>Zathura</i> |
| 32 | Socratic Seminar Support |
| 33 | Existing Writing Scaffold |
| 36 | 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>Reading supports help students build knowledge about the history of space exploration, summarize literary texts, utilize text features and text structures in informational text, and infer the meaning of figurative language.</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">▪ Identifying a central message from key details▪ Identifying how character attributes and actions contribute to event sequences▪ Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language <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">▪ Identifying the main idea and key details▪ Referring explicitly to descriptions for themes and relationships among meanings▪ Describing relationship between a series of events, ideas or concepts, or procedural steps	<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>Writing supports help students write opinion essays by using a model, a variety of text evidence, elaboration, and conjunctions to connect ideas.</p>	<p>ELD-SS.2-3.Argue.Expressive</p> <p>Multilingual learners will construct arguments that</p> <ul style="list-style-type: none"> Introduce topic Select relevant information to support claims with evidence from one or more sources Show relationships between claim, evidence, and reasoning 	<p>Standard 3: An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.</p> <p>Standard 4: An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.</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>Language supports help students build content vocabulary, compose compound sentences, and analyze both the form and meaning of complex sentences from core 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"> Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language <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"> Describing relationship between a series of events, ideas or concepts, or procedural steps <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"> Add details to define, describe, compare, and classify topic and/or entity 	<p>Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <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>Speaking and Listening supports 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.Inform</p> <p>Multilingual learners will</p> <ul style="list-style-type: none"> Summarize information from interaction with others and from learning experiences <p>ELD-SI.K-3.Argue</p> <p>Multilingual learners will</p> <ul style="list-style-type: none"> Ask questions about others' opinions Support own opinions with reasons Clarify and elaborate ideas based on feedback Defend change in one's own thinking Revise one's own opinions based on new information 	<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 4: An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence</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 of words, building confidence in their oral language. Frequent reading of complex passages for fluency helps build comprehension.

This can be done in small groups or during an English Language Development time. The fluency passages were strategically chosen to represent key moments in the text that support understanding of the overall text and provide evidence for writing tasks.

Use this fluency protocol to discuss these passages.

1. Preview the fluency passage by explaining its source and context.
2. Choose three to five terms from the fluency passage to preview. Choral Read each term three times. Define the terms.
3. Read aloud the fluency passage as students follow along.
4. Echo Read the fluency passage.
5. Ask text-dependent questions to build comprehension of the passage.
6. Pair students, and instruct them to take turns reading the passage.

Fluency Passage	Recommended Text-Dependent Questions
Handout 2D: Fluency Homework "Galileo's Starry Night"	Why did Galileo point his telescope toward the sky? What did Galileo look at with the telescope? What "unexpected details" did he see?
Handout 7E: Fluency Homework <i>Starry Messenger</i> Part of this fluency passage is used in a sentence deconstruction.	What instrument did Galileo hear about? What could the instrument do? What did Galileo do after he gazed through his telescope for several nights? What was the effect of the publication of Galileo's book <i>The Starry Messenger</i> ?
Handout 13A: Fluency Homework <i>Moonshot</i> Part of this fluency passage is used in a sentence deconstruction.	What did Armstrong and Aldrin do first, after the <i>Eagle</i> landed on the moon? What did they do next? How is the moon described in the passage? What "secrets" wait on the moon?

Fluency Passage	Recommended Text-Dependent Questions
<p>Handout 19B: Fluency Homework</p> <p><i>One Giant Leap</i></p> <p>Part of this fluency passage is used in a sentence deconstruction.</p>	<p>What information do the words quoted at the top of the passage tell us?</p> <p>Why do you think the author included the quotation?</p> <p>Whose point of view is shown in the first paragraph? How do you know?</p>
<p>Handout 27B: Fluency Homework</p> <p><i>Zathura</i></p> <p>Part of this fluency passage is used in a sentence deconstruction.</p>	<p>Who are the characters in this passage?</p> <p>What problem do the characters have?</p> <p>What does Danny propose as a solution to their problem?</p>

STARRY MESSENGER: GALILEO GALILEI, PETER SÍS

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: The text builds important background knowledge about how people learn about space and highlights Galileo's courageous efforts to share new information with a world unwilling to abandon tradition. Beginning with a brief introduction to the Ptolemaic and Copernican theories of the universe, <i>Starry Messenger</i> introduces students to Galileo's use of technology to make observations that support and prove a scientific theory. The author weaves together his basic narrative, intricate illustrations, and handwritten passages to create a complex text about the celebrated astronomer and about the evolution of scientific ideas.</p>	<p>Students may have difficulty understanding the text's essential meaning about the need to question tradition to advance knowledge.</p>	<p>Lesson 9</p> <p>Direct students to page 3. Read Aloud the text and model using the illustrations and text features to understand the meaning of the word <i>tradition</i>.</p> <p>Ask:</p> <p>"How did Galileo challenge the traditional view of Earth as the center of the universe?"</p> <p>"What happened to him when he challenged tradition?"</p> <p>"Were Galileo's observations right or wrong?"</p> <p>"What lesson can we learn about the pursuit of knowledge and the evolution of science from Galileo's story?"</p>
<p>Structure: Events are related in simple, chronological order. However, young readers may find the page layouts challenging. When directly quoting others, such as Galileo, William Shakespeare, and the Bible, Sís employs the use of handwritten cursive fonts that sometimes appear in circular notes or sideways. Illustrations and text work together to support the reader.</p>	<p>Students may have trouble understanding the information provided by the illustrations and may be confused by the author's use of Renaissance imagery and visual references to scientific drawings and maps of the period.</p>	<p>Lesson 7</p> <p>Display examples of a scientific drawing, a book illustration, and a map from the Renaissance. Explain that Peter Sís imitates some of the features of antique documents to show how scientists and artists in the past represented the world and to transport the reader to Galileo's time.</p> <p>Ask students to look closely at the illustrations in <i>Starry Messenger</i> and point out similarities between the illustrations and the displayed examples.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: The basic text uses language appropriate to the grade, though students may need support with some complex vocabulary and figurative language. The language in the script passages that Sis uses as design elements is quite challenging. Because of the complexity of this language, which includes excerpts from primary documents, the core lessons may refer to this language in student responses but they do not rely on this language for building basic knowledge.</p>	<p>Understanding figurative language may be challenging.</p>	<p>Lesson 6</p> <p>Show an image of a star-eyes emoji. Facilitate a brief discussion about what the image means. Point out the star shapes, and remind students that while sometimes we use the star shape to represent the stars in the sky (like the ones Galileo observed), sometimes we use it to symbolize something exciting or bright, or even someone famous, like a movie star.</p> <p>Explain that the word <i>star</i> is used similarly in the text: literally to talk about stars in the sky and nonliterally to talk about feelings or ideas, such as being excited about something.</p>
<p>Knowledge Demands: The book assumes little to no historical or scientific prior knowledge. Sis describes and illustrates both the Ptolemaic and Copernican systems and explains how Galileo used the technology of the time to develop a deeper understanding of space.</p>	<p>Students may need additional support understanding the shift from the Ptolemaic to the Copernican system.</p>	<p>Lesson 5</p> <p>Display some common round objects to represent the sun, Earth, and other planets (e.g., a tennis ball for the sun, a crumpled-up paper ball for Earth) and illustrate the main differences between the Ptolemaic and Copernican systems.</p>

MOONSHOT: THE FLIGHT OF APOLLO 11, BRIAN FLOCA

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: Dynamic language and detailed illustrations bring to life the experiences of the Apollo 11 astronauts, from the moment they stepped out to the launch until their safe return to Earth. The front and back endpapers provide additional details and context for the historic events of the mission. As students read about the astronauts' flight to the Moon, the dangerous landing of the <i>Eagle</i>, and the Moon walk that captivated the world's attention in 1969, they gain important knowledge about how people have continued to learn about space since the time of Galileo.</p>	<p>The long time that elapsed between Galileo's lifetime and the Apollo 11 mission may make it difficult for students to appreciate how they are related.</p>	<p>Before Lesson 13</p> <p>Instruct students to close their eyes and visualize Galileo looking at the moon through his telescope and wondering what it would be like to walk on it.</p> <p>Remind students that Galileo made many important discoveries about the moon and the solar system. Facilitate a brief discussion about Galileo's contributions to astronomy.</p> <p>Show the cover of <i>Moonshot</i> and explain that students will now learn about another very important chapter in the history of space exploration and scientific discoveries.</p>
<p>Structure: The informational narrative, told in the present tense, begins as the astronauts suit up and approach the launch pad and concludes with the splashdown. Much of the text focuses on the astronauts' approach to the Moon, the dangerous descent of the <i>Eagle</i>, and the experiences of the astronauts as they walk on the surface of the Moon. The front endpapers use detailed illustrations to provide more technical information about the mission, while the back endpapers provide a short essay that puts the mission in historical context. The essay is more appropriate for the adult readers who will guide students through the text, though Grade 3 students who welcome a challenge may also benefit from the text.</p>	<p>Students may struggle to understand why the author uses the present tense in the narrative to recount a sequence of past events.</p>	<p>Lesson 15</p> <p>Read Aloud a couple of sentences from the text, emphasizing the verbs. Ask: "What verb tense does the author use?"</p> <p>Read the same sentences again, this time changing the verbs to the past tense. Facilitate a brief discussion about how the tenses have different effects on the reader. Explain that Floca may have decided to use the present tense to make the events feel immediate and exciting, even though they happened many years ago.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: Most of the vocabulary is clear and age-appropriate. Domain-specific language (<i>ignition sequence, liftoff, orbit</i>, etc.) is explained in the text and supported by illustrations. The author combines fact with rich figurative language (“a monster of a machine: it stands thirty stories”) to create a poetic description of the astronauts’ experience.</p>	<p>The text contains a large variety of nouns, including domain-specific nouns and nominalizations, many of which may be unfamiliar to students.</p>	<p>Lesson 13</p> <p>Create a Graffiti Wall. Include all the words from the corresponding “Words to Know” section of Appendix B and other challenging nouns. Invite students to add translations in their home languages with the help of a bilingual dictionary or translation tool. Continue to add to this resource in Lessons 14–18.</p>
<p>Knowledge Demands: The text does not require any prior knowledge. Early on, the text emphasizes the historical and scientific significance of the event as it explains that the astronauts are preparing to go “where no one has been.” The text explains the launch procedure, the rocket stages, the linking of the <i>Columbia</i> and the <i>Eagle</i>, and the final descent of the <i>Eagle</i> in the text. The accompanying illustrations clarify the descriptions, as do the illustrations on the front endpapers.</p>	<p>Students may have difficulty understanding the historical context of the Space Race and the adversarial nature of the relationship between the United States and the Soviet Union.</p>	<p>Lesson 14</p> <p>As students watch “The Space Race,” pause at several points and ask questions to ensure comprehension. Supply any necessary clarification and additional information. Encourage students to take note of important people, places, and dates they hear about. Ask volunteers to summarize key moments in the video.</p>

ONE GIANT LEAP: A HISTORICAL ACCOUNT OF THE FIRST MOON LANDING, ROBERT BURLEIGH

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: This text recounts in a short, simple way the adventure of the flight crew of Apollo 11, but then concludes by describing the comfort of home (“A place called Earth: fragile, beautiful, home”). By beginning the narrative with the descent of the <i>Eagle</i> and describing the dangers of the lunar liftoff, Burleigh creates an account that differs slightly from <i>Moonshot</i> and provides students with an opportunity to examine how different authors describe the same events.</p>	<p>Students may have trouble identifying and understanding the idea of Earth as home—a home that the Apollo 11 astronauts yearn to return to at the end of their mission—as one of the central ideas in the text.</p>	<p>Lesson 22</p> <p>Direct attention to pages 36– 37. Choral Read the text on page 36. Instruct students to repeat the last word of the text, <i>home</i>, one more time. Direct attention to page 38. Tell students to describe the illustration.</p> <p>Ask: “How does this image make you feel?”</p> <p>“How do you think the crew of the Apollo 11 mission felt when they saw Earth from space?”</p> <p>“Why do you think the author chose those words and that image to end the book?”</p>
<p>Structure: Events are related in verse in simple, chronological order. Pages alternate between rich illustrations and text to support the reader.</p>	<p>Students will benefit from abundant practice using sequencing words to recount what happens in the text.</p>	<p>Lesson 20</p> <p>Display a list of sequencing words and a word bank of vocabulary that may be useful in describing the Apollo 11 mission. Form pairs and instruct students to look at the illustrations in chronological order and take turns recounting the events in the book using sequencing words, without reading the text.</p>
<p>Language: Burleigh’s language is largely clear and accessible. He combines fact with rich figurative language (“Together the astronauts go moon-walking. . . . They twirl like slow-motion tiptoe dancers”). Vocabulary is mostly familiar but includes some domain-specific words (<i>altitude</i>, <i>orbits</i>, <i>lunar</i>).</p>	<p>The complex metaphors and similes that are interspersed amid otherwise clear and accessible text may be difficult to understand.</p>	<p>Lesson 21</p> <p>Display examples of similes or metaphors from the text, such as “They twirl like slow-motion tiptoe dancers” (20) Draw or show images of the things being compared, such as dancers and astronauts. Facilitate a discussion about the nonliteral meaning of the examples.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: The book assumes little prior knowledge. The lack of a diagram to illustrate the parts of the rocket may pose a challenge for some readers. There is a mix of recognizable ideas (they have a plan and a place to land, a chosen safe site among the craters) and challenging abstract concepts (“This world is not theirs. Not their own”).	<i>One Giant Leap</i> starts with the <i>Eagle</i> ’s final descent to the moon. Students may benefit from reviewing the components of the rocket and the earlier stages of the Apollo 11 mission to activate the knowledge they’ve already acquired.	Before Lesson 20 Direct students to Handout 14A: Apollo 11 Events in <i>Moonshot</i> . Point to the row labeled “Landing of the <i>Eagle</i> .” Explain that <i>One Giant Leap</i> recounts events that happened from that point onward. Instruct students to draw and label simple images to illustrate what happened in each stage before the landing and the parts of the spacecraft involved. Allow students to look at pages from <i>Moonshot</i> as needed.

ZATHURA, CHRIS VAN ALLSBURG

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: This short example of science fiction tells the story of two brothers whose relationship changes dramatically as the result of their adventures in outer space. Combining real and pseudo-scientific terminology, Van Allsburg's story demonstrates how space continues to pique our imaginations and tests our ability to meet new challenges.</p>	<p>Students may have difficulty understanding how Van Allsburg uses story elements to convey a central message in <i>Zathura</i>.</p>	<p>Before Lesson 29</p> <p>Review Handout 27A: Story Map. When discussing the story's conflict, pause to show the illustrations on pages 4–5 and 10–11. Reinforce that there are two main conflicts in the story:</p> <ul style="list-style-type: none"> ▪ Danny and Walter are stuck in space. ▪ Danny and Walter don't get along. <p>Ask: "What big event resolves the first conflict?" "What big event resolves the second conflict?"</p> <p>Reinforce that one event resolves both conflicts: When Walter gets swallowed by a black hole, he goes back in time and prevents Danny from starting to play the game. He also stops fighting with Danny and agrees to play catch with him.</p>
<p>Structure: The author uses a graphic picture-book style to tell his story. Van Allsburg incorporates the blocks of text into his bold, black-and-white illustrations. Dialogue breaks up the description of the action and creates a lively pace that will keep students interested throughout the story.</p>	<p><i>Zathura's</i> pages have more text than other module texts and are accompanied by detailed, information-dense illustrations. Students must direct significant attention to both text and images and thus may have trouble following the story.</p>	<p>Lesson 27</p> <p>After the first reading of <i>Zathura</i>, reread the text aloud, pausing frequently to let students process the information and scan the illustrations for visual clues that may help them understand the story. Encourage students to share connections or ask clarifying questions.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: The vocabulary, while descriptive, is pitched well for a young elementary audience. Scientific and pseudo-scientific terms may occasionally challenge students, but these terms are either not essential to comprehension or supported by the actions and illustrations. Sentence structures are predictable and easy to follow.</p>	<p>The information written on the cards that pop out of the game board move the plot forward and at times contain challenging or pseudoscientific vocabulary. Students may feel frustrated if they do not fully understand what the cards say.</p>	<p>Lesson 27</p> <p>Read Aloud the last two lines on page 9. Point out that after reading the card, Danny wonders what the words mean. Explain that students should look at the events that happen immediately after a card appears to understand what the card says.</p> <p>Emphasize that Danny and Walter often don't know what the words on the cards mean. Explain that the author does this on purpose to enhance suspense and surprise in the story.</p>
<p>Knowledge Demands: Readers can easily approach this book with the most basic understanding of space terminology and narrative story structure.</p>	<p>Students may be unfamiliar with the look and mechanics of board games.</p>	<p>Before Lesson 29</p> <p>Show students a game board, dice, and game pieces or tokens. Model how players move forward during a game. Explain that the objective of most board games is to reach a particular place on the board. Point out other features, such as cards that players may draw.</p> <p>To prime students to pay attention to important points in the story, draw a parallel between a story and a board game. Explain that both have a beginning, a middle, in which characters or players face problems or obstacles, and an end.</p>

Writing Support

EXISTING WRITING SCAFFOLDS

This module builds on previous work with explanatory essays and introduces opinion writing. Students use the I-OREEO-CO model—a variation on the Painted Essay® format, which includes an introduction, opinion statement, reason, evidence, elaboration, and conclusion—to plan, write, and revise their writing. Multilingual learners may have difficulty supporting their opinions with reasons and textual evidence. Understanding the similarities and differences between explanatory and opinion writing may also be challenging. At the sentence level, students need to know how to form compound sentences with coordinating and subordinating conjunctions and how to connect ideas through linking words.

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

Scaffold	Support for Multilingual Learners
<p>Lesson 5</p> <p>Learn: Execute Using Facts, Definitions, and Details</p> <p>Provide index cards with preselected examples of evidence. Students review the evidence and explain how the evidence does or does not support the topic.</p>	<p>Preselecting examples allows students to focus on how evidence supports a topic. Explaining their reasoning provides oral practice and facilitates using evidence in writing.</p>
<p>Lesson 13</p> <p>Learn: Examine Introduction Paragraphs</p> <p>If students need to review the difference between fact and opinion before beginning opinion writing, pose the following questions.</p> <p>A fact is something that can be proven.</p> <ul style="list-style-type: none"> What is a fact about Galileo from <i>Starry Messenger</i>? How can you prove these facts? <ul style="list-style-type: none"> Galileo was an astronomer. Galileo was punished for going against tradition. Galileo proved that Earth was not the center of the universe. <p>An opinion is someone's beliefs or personal judgment. An opinion cannot be verified.</p> <ul style="list-style-type: none"> What is your opinion about Galileo based on something you read in <i>Starry Messenger</i>? <ul style="list-style-type: none"> Galileo, in my opinion, was the most important scientist who ever lived. I believe Galileo was smarter than Copernicus. Galileo was brave. 	<p>Clear and succinct explanations and contrasts help students understand essential differences between concepts. Questions assess comprehension and provide opportunities for oral language practice.</p>

Scaffold	Support for Multilingual Learners
<p>Lesson 20</p> <p>Learn: Experiment Using Reasons to Support Opinions</p> <p>If students struggle to find appropriate evidence, model selecting evidence and using a sentence frame to determine if the evidence supports the reason:</p> <p>One reason I believe <u>OPINION</u> is <u>EVIDENCE</u>.</p> <p>If the reason and evidence do not make a logical sentence, encourage students to work with a partner to find another piece of evidence that supports the reason.</p>	<p>Teacher modeling exposes students to academic language. Sentence frames provide linguistic support as students learn genre-specific writing expectations.</p>
<p>Lesson 33</p> <p>Learn: Plan a Written Response</p> <p>Provide students with a partially completed graphic organizer.</p>	<p>Partially completed graphic organizers provide a model and allow students to focus on specific elements of the writing task, thus reducing a task's cognitive load.</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>Excel: How do I improve using facts, definitions, and details to develop a topic?</p>	<p>Display the sample paragraph from Lesson 5 (in Learn: Execute Using Facts, Definitions, and Details). Model using the Painted Essay strategy to color-code the topic sentence, evidence, elaboration, and conclusion.</p> <p>Choral Read the first evidence sentence. Ask students to raise their right hand if they think the evidence is a fact, their left hand if they think it's a detail, and both hands if they think it's a definition. Ask volunteers to explain their choice. Confirm that the first evidence sentence is a detail. Repeat the routine with the second evidence sentence. Confirm that the second evidence sentence is a fact. Choral Read the paragraph.</p>
<p>Lesson 10</p> <p>Execute: How do I use conclusion paragraphs in explanatory writing?</p>	<p>Provide copies of the complete sample essay from Lesson 9 (in Learn: Experiment with Writing Conclusions) to pairs of students, including the conclusion paragraph. Read aloud the essay. Direct students to the Conclusion Paragraph anchor chart and Choral Read the three sentences in the chart. Instruct pairs to underline the essay's main idea and important details. Tell them to reread the conclusion and discuss how the paragraph:</p> <ul style="list-style-type: none"> restates the main idea; summarizes important details; and communicates an important thing the writer wants the reader to know about the topic. <p>Explain that the Conclusion Paragraph anchor chart is a useful resource for planning, writing, and revising conclusions.</p>
<p>Lesson 17</p> <p>Execute: How do I use introduction paragraphs in opinion writing?</p>	<p>Display and Choral Read the prompt from Learn: Execute Writing Introduction Paragraphs:</p> <p>"In your opinion, which part of <i>Moonshot</i> best depicts the wonder or danger of traveling to the Moon?"</p> <p>Circle the word <i>depicts</i>. Underline the root <i>pict</i>. Ask:</p> <p>"What word part do you recognize in <i>depict</i>? In what other word have you seen it?"</p> <p>Confirm that the word <i>picture</i> has the word part <i>pict</i>. Explain that <i>pict</i> means "to paint."</p> <p>Ask:</p> <p>"What might the verb <i>depict</i> mean?"</p> <p>Confirm that <i>depict</i> means to illustrate with images or words. Ask a volunteer to restate the prompt in their own words.</p> <p>Instruct students to draw an image to answer the prompt and explain their drawing, and opinion, to a partner.</p>

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 25</p> <p>Focusing Question Task 2</p>	<p>Display the Coordinating Conjunctions anchor chart from the Lesson 10 Deep Dive. (Style and Conventions Deep Dive: Examine Coordinating Conjunctions). Review the function of coordinating conjunctions.</p> <p>Provide three simple sentences adapted from <i>Moonshot</i> or <i>One Giant Leap</i>. Instruct students to create at least two compound sentences by using conjunctions from the chart that affect the meaning of the sentence differently. Ask for volunteers to share their work, and explain how each conjunction affects the meaning of the compound sentence.</p>
<p>Lesson 36</p> <p>Excel: How do I improve an opinion essay?</p>	<p>Display the Focusing Question Task 2 sample opinion essay from Lesson 26 (Learn: Create an Opinion Essay). Before displaying, cover or delete the evidence and elaboration sentences in each of the body paragraphs. Keep the first and last sentences visible.</p> <p>Review the structure of the I-OREEO-CO essay. Help students identify the parts of the essay that they can see in the displayed model and the ones that are missing.</p> <p>Form two groups. Give each group a copy of one of the modified paragraphs. Instruct students to look for evidence to support the reason in their assigned paragraph in either <i>Moonshot</i> or <i>One Giant Leap</i>.</p> <p>Groups should decide which evidence best supports their reason, record the evidence, and then use this sentence frame to add elaboration:</p> <p>“This evidence supports the reason because _____.”</p> <p>Read aloud the introductory paragraph and ask a volunteer from each group to read their group’s completed paragraph. Choral Read the conclusion. Facilitate a discussion about whether the evidence supports the reasons and completes the essay logically.</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 3 Style and Conventions Deep Dive: Execute Using Adjectives	This Deep Dive reviews the purpose and placement of adjectives. Practice with using adjectives supports understanding of sentence expansion and variety. It also supports students whose home language uses a different adjective placement from English.
Lesson 10 Style and Conventions Deep Dive: Examine Coordinating Conjunctions	This Deep Dive reviews the elements of compound sentences and introduces coordinating conjunctions. Explicit instruction on compound sentences supports sentence variety in student writing.
Lesson 14 Style and Conventions Deep Dive: Examine Adverbs	This Deep Dive builds understanding of the function of adverbs and reviews the meaning of the suffix <i>-ly</i> . Study of adverbs encourages use of descriptive details. Knowledge of suffixes facilitates understanding of unknown vocabulary.
Lesson 24 Style and Conventions Deep Dive: Execute Using Coordinating and Subordinating Conjunctions	This Deep Dive builds understanding of how coordinating and subordinating conjunctions express relationships between ideas. Practice with combining sentences supports understanding of how different conjunctions affect meaning.
Lesson 25 Vocabulary Deep Dive: Examine the Prefix <i>dis-</i>	This Deep Dive builds understanding of prefixes and antonyms. Study of prefixes provides a strategy for students to determine the meaning of unfamiliar words and fosters vocabulary expansion. Pointing out the similarities between <i>dis-</i> and other prefixes in the students' home languages—such as <i>des-</i> , <i>dis-</i> , and <i>de-</i> in some Latin-based languages—will provide additional support.

SENTENCE DECONSTRUCTION

Multilingual learners need explicit instruction to understand grammar, disciplinary language, and the features of complex texts. During sentence deconstruction, students break apart a complex sentence from a module text into words, phrases, and clauses and then consider the intended meaning of each part. This process builds students' knowledge of the module's content while also building their understanding of how authors structure complex texts at the sentence level.

Use this sentence deconstruction protocol to analyze these complex sentences.

1. Display the sentence. Consider providing students with a copy of the sentence to annotate.
2. Preview the sentence by explaining the source and context.
3. Read aloud the sentence.
4. Echo Read the sentence.
5. Guide students through unpacking the selected complex elements of the sentence.
6. Instruct students to draw a picture to illustrate the meaning of the sentence.
7. Pair students, and instruct them to share their drawings and explain the meaning of the sentence.
8. Summarize the strategy a reader can use to unpack the sentence.

Sentence	Selected Elements to Unpack
<p>From Handout 7E: Fluency Homework</p> <p>“He [Galileo] figured out how it [the telescope] worked and made one for himself.”</p> <p>(Sis 14)</p>	<p>Underline <i>one</i> and <i>himself</i>. Ask:</p> <p>“What does <i>one</i> refer to? Who does <i>himself</i> refer to?”</p> <p>Emphasize that these words refer to different words that appear earlier in the sentence.</p> <p>Form pairs. Give each pair a set of strips of paper, one strip with each of the following words and phrases:</p> <ul style="list-style-type: none"> ▪ Galileo ▪ he ▪ the telescope ▪ figured out how ▪ worked ▪ made one ▪ for himself ▪ since (written in a different color) ▪ therefore (written in a different color) ▪ because (written in a different color) ▪ so (written in a different color) <p>Display the following question:</p> <p>Why was Galileo able to make a telescope for himself?</p> <p>Instruct students to answer the question by creating a sentence using the strips, including one of the words in a different color.</p> <p>Emphasize that the word in a different color will create a specific relationship between two ideas. Different words will create different meanings.</p> <p>Ask for volunteers to share their completed sentences and explain their choices. Reinforce the proper use of punctuation and capitalization.</p>

Sentence	Selected Elements to Unpack
<p>From Handout 13A: Fluency Homework</p> <p>“Then Armstrong and Aldrin climb down from the <i>Eagle</i> in heavy gloves, in large, round helmets, in suits not made for Earth—in suits made for the Moon, here below, all around them, cold and quiet, no air, but life—there is life on the strange and silent, magnificent Moon.”</p> <p>(Flocia 31–32)</p>	<p>Underline the main subject and predicate of the sentence: “Armstrong and Aldrin climb down from the <i>Eagle</i>.”</p> <p>Ask: “Who is the first part of the sentence about? What are they doing?”</p> <p>Direct attention to the next part of the sentence, from “in heavy gloves” to “for the Moon.” Ask: “What details does this sentence tell us about Armstrong and Aldrin?”</p> <p>Ask students to identify the gloves, helmets, and suits in the illustration on page 32 of <i>Moonshot</i>.</p> <p>Form pairs, and instruct students to underline the adjectives in this second part of the sentence and draw an arrow to connect each with the noun it modifies.</p> <p>Direct attention to the last part of the sentence (from “here below” onward). Explain that the author continues to use many adjectives to describe the moon. There are many short phrases that may be confusing. Tell students to underline the adjectives and phrases used to describe the moon.</p> <p>Facilitate a brief discussion about why the author says there is life on the Moon and why that statement, while surprising at first, is accurate and significant.</p>
<p>From Handout 19B: Fluency Homework</p> <p>“[The <i>Eagle</i>] [d]ances over its own dark shadow.”</p> <p>(Burleigh 12)</p>	<p>Invite students to dance in place. Point to their shadows and explain that they are dancing <i>over</i>—or on top of—their shadow, because their shadow can be seen on the ground.</p> <p>Ask: “Can the <i>Eagle</i>, a spacecraft, dance?” Explain that this is an example of nonliteral language.</p> <p>Cover the word <i>dances</i> in the sentence. Ask: “What other verbs could the author have used here instead of <i>dances</i>?” Choral Read the sentence substituting a different verb for <i>dances</i>. Discuss how a different verb changes the meaning of the sentence.</p> <p>Ask: “How does this description help us visualize what the <i>Eagle</i> was doing as it descended to the moon?”</p>
<p>From Handout 27B: Fluency Homework</p> <p>“Walter sat with his head in his hands, gazing at the path of colored squares that wound around the board and ended back at Earth.”</p> <p>(Van Allsburg 12)</p>	<p>Ask: “Who is this sentence about?”</p> <p>Underline the subject and predicate of the first clause: “Walter sat with his head in his hands.” Invite students to act out the first clause.</p> <p>Ask: “What might the word <i>gazing</i> mean?” Demonstrate gazing at something in the classroom.</p> <p>Help students identify how the rest of the phrases provide additional descriptive details that support the reader in understanding what Walter is looking at. Use a gesture to explain what “wound around the board” means. Invite students to imitate you.</p> <p>Facilitate a discussion about what Walter realizes about his and Danny’s problem when he looks at the game board.</p>

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 (ELD) time.

Video	Terms
Focusing Question 1: http://witeng.link/G3M2.VV1	astronomer, telescope, observe, cause, effect
Focusing Question 2: http://witeng.link/G3M2.VV2	mission, satellite, astronaut, lunar, opinion
Focusing Question 3: http://witeng.link/G3M2.VV3	literal, nonliteral, assemblage, myth, constellation

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 2 or 3 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 10 Explain how Galileo’s actions caused important effects.	What technology did Galileo use and how? How did Galileo’s work with the telescope challenge tradition? What did the Church do when Galileo’s ideas became popular?
Lesson 24 What is President Kennedy’s point of view in “We Choose the Moon”? Would you have chosen to go to the moon?	What reason does President Kennedy give to support his point of view? What is your point of view about going to the moon? What reasons support your point of view?
Lesson 32 In your opinion, should <i>Starfield</i> or <i>Space Object Box</i> be added to an exhibit about space?	What have you learned about space from <i>Starfield</i> or <i>Space Object Box</i> ? What does your chosen piece suggest about space? What specific choices did the artist make that support your response?

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.

See Teacher Resources for the K-2 Talking Tool.

See Teacher Resources for the 3-5 Talking Tool.

Name _____

Date _____ Class _____

Talking Tool

**Share What You Think**

I think _____ because _____.

First, _____.

Also, _____.

**Support What You Say**

For example, _____.

According to the author, _____.

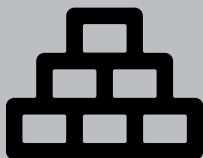
In the text, _____.

**Ask for More
Information**

What do you mean by _____?

Can you tell me more about _____?

Can you give an example?

**Build on Others' Ideas**

I agree and will add that _____.

I disagree because _____.

Multilingual Learner Resource

Grade 3 Module 3:

A New Home



Grade 3 Module 3

Multilingual Learner Resource

Module Map

Lesson	Support
Focusing Question 1: What challenges do immigrants face in a new country?	
1	Fluency Practice Reading Support: <i>Grandfather's Journey</i> Recommended Deep Dive Sentence Deconstruction
2	Reading Support: <i>Grandfather's Journey</i>
4	Reading Support: <i>Grandfather's Journey</i> Existing Writing Scaffold
5	Recommended Deep Dive
7	Fluency Practice Reading Support: <i>Tea with Milk</i> Sentence Deconstruction
9	Reading Support: <i>Tea with Milk</i>
10	Recommended Deep Dive Socratic Seminar Support
11	Reading Support: <i>Tea with Milk</i>
12	Additional Writing Scaffold
13	Existing Writing Scaffold
Focusing Question 2: Why do people immigrate to America?	
16	Fluency Practice Reading Support: <i>Coming to America</i> Sentence Deconstruction
17	Reading Support: <i>Coming to America</i>

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|----|--|
| 18 | Additional Writing Scaffold |
| 20 | Reading Support: <i>Coming to America</i>
Recommended Deep Dive |
| 22 | Socratic Seminar Support |

Focusing Question 3: How do immigrants respond to challenges in a new country?

- | | |
|----|---|
| 25 | Fluency Practice
Reading Support: <i>The Keeping Quilt</i>
Recommended Deep Dive
Sentence Deconstruction |
| 28 | Additional Writing Scaffold |
| 29 | Reading Support: <i>The Keeping Quilt</i> |
| 30 | Reading Support: <i>The Keeping Quilt</i>
Socratic Seminar Support |
| 32 | Existing Writing Scaffold |

Focusing Question 4: How do stories help us understand immigrants' experiences?
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- | | |
|----|-----------------------------|
| 34 | Additional Writing Scaffold |
| 35 | Existing Writing Scaffold |

Module 3 English Language Development (ELD) Standards

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

Module 3 Learning	WIDA Standards	ELP Standards
<p>Reading supports help students build knowledge about the history of immigration to the United States, identify theme and point of view in literary texts, identify main ideas in informational text, and infer the meaning of figurative language and loan words.</p>	<p>ELD-LA.2-3.Narrate.Interpretive</p> <p>Multilingual learners will interpret language arts narratives by</p> <p>Identifying a central message from key details</p> <ul style="list-style-type: none">▪ Identifying how character attributes and actions contribute to event sequences▪ Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language▪ ELD-LA.2-3.Inform.Interpretive▪ Multilingual learners will interpret informational texts in language arts by <p>Identifying the main idea and key details</p> <ul style="list-style-type: none">▪ Referring explicitly to descriptions for themes and relationships among meanings▪ Describing relationship between a series of events, ideas or concepts, or procedural steps	<p>Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p> <p>Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</p>

Module 3 Learning	WIDA Standards	ELP Standards
<p>Writing supports help students to write narrative text by using story elements and dialogue and to write explanatory compare and contrast essays with text evidence.</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"> ▪ Orient audience to context ▪ Develop story with time and event sequences, complication, resolution, or ending ▪ Engage and adjust for audience <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"> ▪ Introduce and define topic and/or entity for audience ▪ Add details to define, describe, compare, and classify topic and/or entity ▪ Develop coherence and cohesion throughout text 	<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 3 Learning	WIDA Standards	ELP Standards
<p>Language supports help students build content vocabulary, explore irregular nouns and verbs, and analyze both the form and meaning of complex sentences from core 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"> Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language <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"> Describing relationship between a series of events, ideas or concepts, or procedural steps <p>ELD-LA.2-3.Narrate.Expressive</p> <p>Multilingual learners will construct language arts narratives that</p> <ul style="list-style-type: none"> Develop story with time and event sequences, complication, resolution, or ending <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"> Add details to define, describe, compare, and classify topic and/or entity 	<p>Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p>Standard 10: An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>

Module 3 Learning	WIDA Standards	ELP Standards
<p>Speaking and Listening supports 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"> ▪ Share ideas about one's own and others' lived experiences and previous learning ▪ Ask questions about what others have shared ▪ Recount and restate ideas <p>ELD-SI.K-3.Inform</p> <p>Multilingual learners will</p> <ul style="list-style-type: none"> ▪ Summarize information from interaction with others and from learning experiences <p>ELD-SI.K-3.Argue</p> <p>Multilingual learners will</p> <ul style="list-style-type: none"> ▪ Ask questions about others' opinions ▪ Support own opinions with reasons ▪ Clarify and elaborate ideas based on feedback 	<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 of words, building confidence in their oral language. Frequent reading of complex passages for fluency helps build comprehension.

This can be done in small groups or during an English Language Development time. The fluency passages were strategically chosen to represent key moments in the text that support understanding of the overall text and provide evidence for writing tasks.

Use this fluency protocol to discuss these passages.

1. Preview the fluency passage by explaining its source and context.
2. Choose three to five terms from the fluency passage to preview. Choral Read each term three times. Define the terms.
3. Read aloud the fluency passage as students follow along.
4. Echo Read the fluency passage.
5. Ask text-dependent questions to build comprehension of the passage.
6. Pair students, and instruct them to take turns reading the passage.

Fluency Passage	Recommended Text-Dependent Questions
Handout 1D: Fluency Homework <i>Grandfather's Journey</i> Part of this fluency passage is used in a Sentence Deconstruction.	As his daughter grew older, what was Grandfather unable to forget? What does Grandfather decide to do? In his homeland, what is Grandfather unable to forget now?
Handout 7C: Fluency Homework <i>Tea with Milk</i> Part of this fluency passage is used in a Sentence Deconstruction.	Whose point of view is expressed in this passage? What are some differences between May's life in the United States and her new life in Japan? What is May's attitude toward these differences? How do you know?
Handout 16A: Fluency Homework <i>Coming to America</i> Part of this fluency passage is used in a Sentence Deconstruction.	According to the passage, what did immigrants do in the United States before it was a country? How did immigrants contribute to the creation of the nation? In what other ways have immigrants left a mark on the history of the United States?

Fluency Passage	Recommended Text-Dependent Questions
Handout 25A: Fluency Homework <i>The Keeping Quilt</i> Part of this fluency passage is used in a Sentence Deconstruction.	Why does Anna’s mother decide to make a quilt? What is the quilt made of? How does Anna’s family first use the quilt?

GRANDFATHER'S JOURNEY, ALLEN SAY

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: The story is presented chronologically; however, time is compressed. The story is narrated by the grandson, who relates the grandfather's experience.</p>	<p>Students may have difficulty understanding that the first-person narrator is a character in the story.</p>	<p>Before Lesson 4</p> <p>Read aloud page 4, emphasizing the word <i>my</i> and ask: "Who is the narrator? What do we know about them?"</p> <p>Reinforce that the only thing we know about the narrator is that they are the grandfather's grandchild. Emphasize that in a first-person narration, when the narrator uses "I" and "my," we should not assume the narrator is the same as the author.</p> <p>Read aloud page 23. Explain that the narrator enters the story on this page.</p> <p>Ask: "What do we learn about the narrator on this page?"</p> <p>Form pairs. Instruct students to read pages 24, 30, and 31 and take turns telling their partner what new information they learn about the narrator.</p>
<p>Structure: The narrative voice is consistent, and events proceed chronologically.</p>	<p>When recording the main events in the story's plot, students may have trouble differentiating milestones in grandfather's life—moving to the United States, marrying his childhood sweetheart—from other events and actions such as meeting people while traveling and surrounding himself with birds in California.</p>	<p>Lesson 2</p> <p>Collaboratively create a class timeline of important events, or milestones, in the grandfather's life. Explain that some events result in big changes in the grandfather's life and others add details or help readers understand how the grandfather responds to changes. Model how to sort important events from minor ones as you add milestones to the timeline.</p> <p>Return to this timeline to support students in sequencing the events of <i>Grandfather's Journey</i> in Lesson 20.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Language: Language demands of this relatively brief text are appropriate for instructional reading, with some complex language supported by the illustrations.	Complex text includes unfamiliar words.	Lessons 1–3 Move the teaching of each lesson's Deep Dive to before the core lesson to preview challenging vocabulary before engaging with the text. Deep Dives examine words such as <i>journey</i> and <i>immigrant</i> that support student work throughout the module.
Knowledge Demands: Students may require some background knowledge of World War II and the countries involved. They may also need support to understand why the war may have impacted the grandfather's desire to return to California.	Background knowledge of World War II will help students understand the historical context of the story.	Lesson 2 Show a newspaper headline about the response to the attack on Pearl Harbor. Provide a brief explanation of what happened during the attack. Ask: "Why would Grandfather be unable/unwilling to return to the United States during the war?"

TEA WITH MILK, ALLEN SAY

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: The story follows a chronological path and is grade-level appropriate. Most students will appreciate Masako's difficulties as a young American woman in adapting to her parents' ideas of traditional Japanese culture, as well as Joseph's and Masako's efforts to make a home for themselves.</p>	<p>Students may have difficulty grasping the nuanced view of home that the text presents as a solution to the story's conflict.</p>	<p>Lesson 11</p> <p>Review the Character's Goal and Challenges rows on Handout 8A: Story Elements in <i>Tea with Milk</i>.</p> <p>Ask: "Does May return to California?"</p> <p>Read aloud the first half of page 28 and the entire page 30. Guide students to complete the Solution row on Handout 8A.</p> <p>Facilitate a discussion about how Joseph and May create a home in Japan.</p>
<p>Structure: The narrative voice is uniform and consistent, and events proceed chronologically.</p>	<p>The third-person narration may make it difficult for students to understand that descriptions of life in Japan are colored by May's subjective perceptions and are not meant to provide a negative image of Japanese culture.</p>	<p>Lesson 9</p> <p>Form pairs. Instruct students to read page 6 and annotate words and phrases that describe how May feels and what she thinks about leaving California to live in Japan.</p> <p>Invite pairs to share their responses. Ensure that students identify <i>sad</i>, <i>did not want to leave</i>, <i>felt even worse</i>, and <i>thought with a heavy heart</i>. Explain that the narrator gives readers information about May's thoughts and feelings to help them understand her point of view.</p> <p>Reinforce that we see Japan through May's eyes and that other characters with different experiences, such as the grandfather in <i>Grandfather's Journey</i>, think and feel differently about Japan.</p>
<p>Language: Language is appropriate for the grade level. Some Japanese cultural terms such as <i>kimono</i> may need to be defined or illustrated.</p>	<p>Students benefit from abundant practice with using illustrations and context clues to determine the meaning of loan words and other challenging vocabulary.</p>	<p>Lesson 7</p> <p>Model using illustrations and context clues to find the meaning of loan words—words from other languages that are used without modification, such as <i>kimono</i>. Remind students that they can use these strategies to find the meaning of unknown words in a text.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Knowledge Demands: Students may need support understanding elements of traditional Japanese culture such as the arts of matchmaking, calligraphy, flower arranging, and tea ceremony. Be sensitive to whether student families may have similar expectations about the role of women in marriage and society.</p>	<p>Background knowledge about traditional Japanese culture will help students understand May's difficulties in adapting to her life in Japan beyond the conflict caused by her family's gender expectations.</p>	<p>Lessons 7–8</p> <p>Display photographs of the elements of traditional Japanese culture mentioned in <i>Tea with Milk</i>, such as the tea ceremony and Japanese flower arrangement.</p> <p>Instruct students to say something that they notice and something that they would like to learn more about. Support students in learning more about Japanese culture by helping them access online or library resources in English or in their home language.</p>

COMING TO AMERICA, BETSY MAESTRO

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: The text follows a fairly linear presentation of information on immigration to the Americas. The illustrations support the text and provide a broad introduction rather than presenting a specific individual's perspective.	The text communicates a lot of information, provided in narrative form. Lack of text features—except for the back matter—may make it difficult for students to process and retain information and to grasp the central meaning of the text.	Lesson 20 Choral Read page 3. Repeat the last sentence: “All Americans are related to immigrants or are immigrants themselves.” Ask: “How does <i>Coming to America</i> provide evidence for this statement?” Form pairs. Instruct students to jot down five ideas from the text that answer the question, including page numbers where they found their evidence. Do not require students to use complete sentences. Ask a few pairs to share their answers. Create a class chart with responses. Reinforce reasonable answers by orally restating ideas as complete sentences.

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Structure: The book combines words and illustrations to convey information. There is extensive focus on dates and cause-and-effect relationships. Students might need help organizing events and explaining how they relate to each other.	Students may find it difficult to see clear cause-and-effect relationships between sequences of events.	<p>Lesson 17</p> <p>Remind students that a timeline helps readers visualize a sequence of events in the order they occur. Explain that it is also important to understand how those events relate to each other.</p> <p>Read aloud page 8. Instruct students to use <i>since</i>, <i>because</i>, or <i>so</i> to complete the following sentences:</p> <p>_____ Columbus crossed the Atlantic Ocean and “discovered” America, other European explorers came in search of land and riches for their own countries.</p> <p>Stories about the fascinating “New World” spread throughout Europe, _____. _____ settlers followed the explorers’ routes across the great ocean.</p> <p>Encourage students with more advanced proficiency to build their own sentence by changing the order of the clauses and using a different conjunction.</p> <p>Ask volunteers to read aloud the complete sentences. Facilitate a brief discussion about how their choices clarify the relationship between events.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: Immigration-specific vocabulary, some of which may be new to students (e.g., <i>immigrant</i>, <i>nomad</i>, <i>descendent</i>, <i>native</i>, <i>refugee</i>).</p>	<p>Students may need support with challenging vocabulary.</p>	<p>Lessons 16–24</p> <p>Create a student-friendly glossary—with simple definitions, images, and examples—for students to use as they read the text independently. Select words from the “Words to Know” section of Appendix B and add any other challenging words. Invite students to add home language translations with the help of a bilingual dictionary or an online translation tool. Invite students to add examples, as they are comfortable, from their own experiences.</p> <p>Encourage students to use this resource as they work on writing tasks in the second half of the module.</p>
<p>Knowledge Demands: Students should have had exposure to the concept of immigration in earlier grades, but may need support with geographic locations.</p>	<p>Geographic references may be unfamiliar.</p>	<p>Before Lesson 16</p> <p>Display a world map. Model locating a continent and a country on the map.</p> <p>Select a few of the places mentioned on pages 35, 38, and 39 of <i>Coming to America</i>. Assign each student a place. Explain that these are some of the places from which people have immigrated to the United States.</p> <p>Instruct students to locate and mark each place on the map with a sticky note. If the home country of any student is not on the list, ask them to find it on the map as well.</p> <p>Encourage students to refer to the map as they work on their timelines in Lesson 17.</p>

THE KEEPING QUILT, PATRICIA POLACCO

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: The story traces the history of a quilt, created from the well-loved clothing of the author's great-grandmother, over several generations. As the quilt is passed from generation to generation, young readers are able to recognize the values that remain unchanged over time, even as the customs and events evolve.</p>	<p>Students may have trouble understanding how the quilt retains its symbolic meaning and importance throughout the years despite the diverse ways in which it is used.</p>	<p>Before Lesson 30</p> <p>Choral Read the second paragraph on page 6.</p> <p>Ask: "How will the quilt help Anna's family always remember home? How can the quilt be like having the family 'in backhome Russia dance around' Anna's family at night?"</p> <p>Instruct students to carefully look at pages 16, 17, 19, and 20. Ask: "What do these events have in common? Who usually attends special occasions such as these?"</p> <p>Facilitate a brief discussion about why it was important for the narrator's family to use the quilt during those occasions.</p>
<p>Structure: Told in the first person, the narrative presents the events in chronological order.</p>	<p>Several generations are described in the text. This may make it difficult for students to understand the importance of Patricia as narrator and how the story of the quilt is a device to tell the story of Patricia's family in America.</p>	<p>Lesson 25</p> <p>As you read aloud the text, instruct students to pay attention to the words <i>my</i>, <i>mine</i>, <i>me</i>, and <i>I</i>. Tell them to show a thumbs-up every time they hear one of those words.</p> <p>Ask: "Who is the narrator? How is the narrator related to Anna, the first person introduced in the story? How is the narrator related to Traci Denise, the last person mentioned in the book?"</p> <p>Form pairs. Instruct students to tell their partner three things they learned about Patricia's family through the story of the quilt.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: Language demands of this relatively brief text are appropriate for instructional reading, with some complex language supported by the illustrations. Some Russian cultural terms such as <i>babushka</i> may need to be defined or illustrated.</p>	<p>Students may be able to rely on illustrations and context clues to determine the meaning of Russian and Jewish loan words, but they may not know the words in English to provide a definition.</p>	<p>Lesson 29</p> <p>During the Learn^{3/4}Define and Illustrate Loan Words in <i>The Keeping Quilt</i> section of the lesson, instruct multilingual learners to look carefully at illustrations and any familiar words in the text to determine the meaning of loan words. If students do not know the words in English to define or describe the loan word, encourage them to think of a word or words in their home language that they would use to define or describe the loan word. Tell students to use a bilingual dictionary or an online translation tool to look for the translation in English. Allow students to draw on the “context clues” index card.</p>
<p>Knowledge Demands: Students may require some background knowledge of why families would leave a home country, of the process of arriving at Ellis Island, and of the challenges facing immigrant families at the turn of the twentieth century.</p>	<p>Students will benefit from learning more about Ellis Island and immigration at the turn of the twentieth century.</p>	<p>Before Lesson 25</p> <p>Show a series of archive photographs of immigrants arriving at Ellis Island in the early twentieth century. Provide a simple explanation about why immigrants had to go through Ellis Island and some basic information and facts such as “more than twelve million immigrants traveled through Ellis Island.” Instruct students to say one thing they notice from looking at the photographs.</p>

Writing Support

EXISTING WRITING SCAFFOLDS

This module builds students' understanding of how to write narratives. Narrative writing is taught through the ESCAPE chart, which helps students plan their narratives by first determining story elements—Establish, Setting, Characters, Action, Problem, and Ending. Students may be unfamiliar with the ESCAPE structure or individual parts. Students also explore point of view and experiment with dialogue as they create characters and settings for a narrative about immigration. Multilingual learners may find it challenging to create a cohesive narrative with these various elements. At the sentence level, students need to ensure subject-verb agreement and use possessives, regular and irregular verbs, and plural and abstract nouns.

This module also builds on previous work with explanatory essays by introducing compare-and-contrast writing. They compare and contrast experiences of immigration in two fictional texts by Allen Say. Comparing and contrasting characters from two complex texts may be challenging for multilingual learners. At the sentence level, students need to ensure subject-verb agreement and use compare-and-contrast linking words and phrases to connect ideas.

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–Excel at Writing Hooks</p> <p>If necessary, prompt students with questions as they evaluate the introduction paragraphs:</p> <ul style="list-style-type: none"> ▪ What about the introduction paragraph makes you want to read more? ▪ What is interesting or “hooks” the reader? ▪ What is the topic of the essay going to be? How do you know? ▪ What is the most important idea about the topic? How do you know? ▪ What points does the author use to support the most important idea? 	<p>Guiding questions that communicate explicit criteria for evaluating written work familiarize students with genre expectations and provide metacognitive strategies that support every stage of the writing task.</p>

Scaffold	Support for Multilingual Learners
<p>Lesson 13</p> <p>Learn–Draft Essays</p> <p>Use the following scaffolds, as appropriate, to support students as they complete each part of the essay:</p> <p><u>Introduction</u></p> <p>Ask:</p> <ul style="list-style-type: none"> ▪ “What are the elements of an effective introduction to an essay?” ▪ <i>An effective introduction catches the reader’s attention.</i> ▪ <i>An effective introduction presents the topic of an essay.</i> <p>Provide a basic introduction to the essay and ask students to craft a hook for the introduction.</p> <p>Instruct students to roam the room for two minutes sharing the introductions and hooks they crafted with as many partners as they can within the time limit. Instruct students to pay particular attention to the hooks. Students share introductions and make notes on the back of their handouts to remember strong examples of hooks. Students return to their seats to make revisions to their own hooks, record questions for the teacher to ask during individual writing conferences, or reflect on the strength of the hook they have already drafted.</p> <p><u>Body</u></p> <p>Refer students to the sentence frames they used during the Launch to help them articulate their ideas effectively.</p> <p>Provide sentence frames as needed to support student writing:</p> <ul style="list-style-type: none"> ▪ Grandfather and Masako are similar because . ▪ For example, in <i>Grandfather’s Journey</i>, Grandfather . ▪ Similarly, in <i>Tea with Milk</i>, Masako . ▪ Grandfather and Masako are also different because Grandfather , but Masako . ▪ In <i>Grandfather’s Journey</i>, Grandfather . ▪ On the other hand, in <i>Tea with Milk</i>, Masako . <p><u>Conclusion</u></p> <p>Ask:</p> <ul style="list-style-type: none"> ▪ “What are the elements of an effective conclusion to an essay?” ▪ <i>An effective conclusion restates the main idea of an essay.</i> ▪ <i>An effective conclusion explains why the idea is important.</i> 	<p>Breaking a task into smaller parts and providing targeted scaffolds reduces cognitive load for each student, making the task manageable. Activating prior knowledge about genre structure and expectations facilitates independent writing and revising. Sharing ideas with peers clarifies expectations and helps multilingual learners improve their writing. Sentence frames provide scaffolding for a new writing type, allowing students to focus on the content of their response rather than the structure of the sentence.</p>

Scaffold	Support for Multilingual Learners
<p>Lesson 32</p> <p>Learn–Plan a Written Response (Focusing Task 3)</p> <p>The prompt specifies the characters in the narrative (Patricia and her mother) as well as the situation. Consider providing partially completed Writing Planners in which these elements are already included to support students who might struggle to complete the activity in the time provided.</p>	<p>Partially completed Writing Planners allow students to focus on specific elements of the writing task, thus reducing the task's cognitive load and allowing students to spend more time on more challenging parts of the task or on revision.</p>
<p>Lesson 35</p> <p>Style and Conventions Deep Dive: Excel with Revision (End-of-Module Task)</p> <p>If extra support is needed, display abstract noun, irregular verb, and irregular plural noun anchor charts created in prior Deep Dive lessons for students to consult as they are peer-editing and revising.</p>	<p>Anchor charts created in previous lessons activate background knowledge. Allowing students to consult anchor charts also reinforces understanding, reduces the task's cognitive load, and enables students to focus on ideas and organization while revising and peer editing.</p>

ADDITIONAL WRITING SCAFFOLDS

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

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 12</p> <p>Execute: How do I plan a compare-and-contrast essay?</p>	<p>To help students prepare for Focusing Question Task 1, direct students to Handouts 2A and 8A. Explain that the handouts use the same categories to analyze story elements in <i>Grandfather's Journey</i> and <i>Tea with Milk</i> and that this will make it easier to find similarities and differences between the two texts.</p> <p>Model how to draw a Venn diagram and label each circle with the titles of the two stories. Then model how to choose and transfer information from Handouts 2A and 8A into the diagram.</p> <p>Instruct students to draw and label a Venn diagram, and transfer the information from their handouts into their Venn diagrams.</p> <p>Form pairs. Instruct pairs to discuss a similarity and difference revealed by their Venn diagrams by using these sentence frames:</p> <p>Provide these sentence frames:</p> <p>To Express Similarities:</p> <ul style="list-style-type: none"> Both Grandfather and Masako [SIMILARITY]. Grandfather [EXAMPLE]. Similarly, Masako [EXAMPLE]. <p>To Express Differences:</p> <ul style="list-style-type: none"> Grandfather and Masako are different because [DIFFERENCE]. Grandfather [EXAMPLE]. In contrast, Masako [EXAMPLE].
<p>Lesson 18</p> <p>Experiment: How does engaging and orienting the reader work?</p>	<p>Display Handout 18A and use it to introduce the ESCAPE mnemonic. Tell students that they will collaboratively write an introduction for a narrative about immigration. This work will prepare them to write their own narratives in Focusing Question 2.</p> <p>Form two groups. Instruct one group to determine the setting for the story. Tell them to look at page 13 of <i>Coming to America</i> for ideas and to jot down brief descriptions of where and when the story takes place.</p> <p>Instruct the second group to decide who the story is about and what the character wants. Tell the group to look at page 13 and jot down their ideas.</p> <p>Invite each group to share their ideas and record them in a visible place. Then work with the whole class to complete the E section of the ESCAPE chart. Invite students to suggest a situation with the character and setting that their classmates proposed. Use the E, S, and C sections of the chart to collaboratively write a class introduction to a narrative. Choral Read the paragraph.</p>

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 28</p> <p>Experiment: How does dialogue work?</p>	<p>To help prepare students for Focusing Question Task 3, direct attention to page 30 of <i>The Keeping Quilt</i>. Read aloud the text.</p> <p>Instruct students to imagine that 18 years have elapsed, and Patricia is about to gift the Keeping Quilt to Traci Denise. Collaboratively create a short dialogue in which Patricia explains to her daughter the importance of the quilt.</p> <p>Display the following sequence of questions to guide students' development of an exchange between the two speakers. Ask each question one at a time, and record ideas before moving to the next one:</p> <p>"What might Patricia say first to her daughter?"</p> <p>"How would Traci Denise respond?"</p> <p>"What details would be important for Patricia to provide about the quilt?"</p> <p>"What question(s) might Traci Denise ask her mother about the quilt and its history?"</p> <p>"What might Patricia say to close the conversation?"</p> <p>Display the Irregular Plural Nouns list from the Deep Dive in Lesson 23 (Style and Conventions Deep Dive: Use Irregular Plural Nouns). Encourage students to use nouns from the list as they help craft the dialogue.</p> <p>Reinforce the use of correct speaker tags and punctuation. Ask for volunteers to act out the finished dialogue.</p>
<p>Lesson 34</p> <p>Execute: How do I use dialogue and description in narrative writing?</p>	<p>To help prepare students for the End-of-Module Task in Lesson 34, display the chart of time order words from Lesson 30 Learn–Execute Writing Narratives and the sample Beginning/Middle/End chart from Lesson 20 Learn–Examine Organizing an Event Sequence.</p> <p>Form pairs. Instruct students to use time order words to connect the events and write a summary of the plot of <i>Grandfather's Journey</i>. Ask for volunteers to read aloud the summaries and explain their choice of time order words. Encourage other students to suggest different time order words and to explain their reasoning.</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— <i>Immigrant</i> , <i>emigrant</i>	This Deep Dive introduces students to two terms that support their work with all module texts— <i>immigrant</i> and <i>emigrant</i> . It also introduces important affixes such as <i>-ant</i> , <i>im-</i> , and <i>e-</i> . Explicit vocabulary instruction and increased familiarity with common affixes help multilingual learners read complex text and expand their vocabulary. Pointing out similarities in the use of the affixes between English and students' Latin-based home languages will provide additional support.
Lesson 5 Style and Conventions Deep Dive: Experiment with Singular and Plural Possessive Nouns	This Deep Dive provides practice in forming possessives with singular and plural nouns. This practice benefits multilingual learners whose home languages may have very different ways of expressing possession and prepares students to use possessive nouns in Focusing Question Task 3 and the End-of-Module Task.
Lesson 10 Style and Conventions Deep Dive: Execute Subject-Verb Agreement	This Deep Dive builds the skill of subject-verb agreement. Students practice ensuring subject-verb agreement in their own and their peers' writing. These opportunities benefit multilingual learners—especially those with beginning proficiency levels—and prepare students to employ accurate subject-verb agreement in their Focusing Question tasks and End-of-Module Task.
Lesson 20 Style and Conventions Deep Dive: Experiment with Abstract Nouns	This Deep Dive reviews the definition of abstract nouns. Students practice using abstract nouns and explore the concept of opportunity. Understanding abstract nouns and how they function differently than concrete nouns facilitates comprehension of complex ideas and helps students delve deeper into a text's meaning.
Lesson 25 Style and Conventions Deep Dive: Examine Irregular Verbs	This Deep Dive builds knowledge of present and past tense irregular verbs. Multilingual learners may struggle to use different verb tenses correctly and benefit from explicit instruction in identifying irregular verbs. Practice with noticing irregular verbs in a text provides additional exposure that facilitates memorizing irregular forms.

SENTENCE DECONSTRUCTION

Multilingual learners need explicit instruction to understand grammar, disciplinary language, and the features of complex texts. During sentence deconstruction, students break apart a complex sentence from a module text into words, phrases, and clauses and then consider the intended meaning of each part. This process builds students' knowledge of the module's content while also building their understanding of how authors structure complex texts at the sentence level.

Use this sentence deconstruction protocol to analyze these complex sentences.

1. Display the sentence. Consider providing students with a copy of the sentence to annotate.
2. Preview the sentence by explaining the source and context.
3. Read aloud the sentence.
4. Echo Read the sentence.
5. Guide students through unpacking the selected complex elements of the sentence.
6. Instruct students to draw a picture to illustrate the meaning of the sentence.
7. Pair students, and instruct them to share their drawings and explain the meaning of the sentence.
8. Summarize the strategy a reader can use to unpack the sentence.

Sentence	Selected Elements to Unpack
<p>From Handout 1D: Fluency Homework</p> <p>"He [Grandfather] raised warblers and silvereyes, but he could not forget the mountains and rivers of California"</p> <p>(Say <i>Grandfather's</i> 25).</p>	<p>Underline "He raised warblers and silvereyes" in the excerpt.</p> <p>Show a picture of a warbler and a silvereye.</p> <p>Ask: "What might <i>raised</i> mean?" Help students determine the meaning of <i>raised</i> by displaying this sentence:</p> <p>Masako's parents raised her in California, but she raised her son in Japan.</p> <p>Ask: "Why do you think Grandfather raised warblers and silvereyes in Japan?"</p> <p>Circle the conjunction <i>but</i>. Ask: "What kind of information usually comes after <i>but</i>?" Reinforce that <i>but</i> is used to connect two or more contrasting ideas.</p> <p>Underline "he could not forget the mountains and rivers of California" in the excerpt.</p> <p>Ask: "How is this idea related to the first part of the sentence? How does it help us understand why Grandfather raised warblers and silvereyes?"</p> <p>Facilitate a brief discussion about how the sentence helps us understand what Grandfather misses from California.</p>

Sentence	Selected Elements to Unpack
<p>From Handout 7C: Fluency Homework</p> <p>“I’ll never get used to this place, she [May] thought with a heavy heart” (Say Tea 6).</p>	<p>Circle <i>thought</i>. Explain that this verb describes Masako’s action or state of being. Reinforce that <i>she</i> [Masako] and <i>thought</i> are the main subject and verb of the sentence.</p> <p>Underline the pronoun <i>I</i>. Ask: “Who does <i>I</i> refer to?” Reinforce that <i>I</i> refers to Masako as well.</p> <p>Ask: “What did Masako think?”</p> <p>Display the first part of the sentence.</p> <p>Ask: “Does Masako say these words to anyone?” Reinforce that Masako thinks these words; she says them in her head.</p> <p>Underline the phrase <i>heavy heart</i>. Ask: “Can the heart be heavy?” Reinforce that this is an example of figurative language. Ask: “What might be the meaning of this phrase?”</p> <p>Facilitate a brief discussion about how <i>with a heavy heart</i> helps readers understand Masako’s thoughts and feelings.</p>
<p>From Handout 16A: Fluency Homework</p> <p>“The spirit of American strength and independence is the spirit of its people—the spirit of its immigrants and their children” (Maestro 37).</p>	<p>Underline the words <i>strength</i> and <i>independence</i>.</p> <p>Ask: “Are these concrete or abstract nouns?” Reinforce that they are abstract nouns because they name concepts or ideas, not things that can be touched or sensed. Point out that both nouns are modified by the adjective <i>American</i>.</p> <p>Define <i>spirit</i> as “the defining quality of a person or nation.” Emphasize that <i>spirit</i> is also an abstract noun.</p> <p>Reread the first clause.</p> <p>Underline the possessive <i>its</i>. Ask: “Who or what does <i>its</i> refer to?” Reinforce that <i>its people</i> means the people of America.</p> <p>Ask: “Why do you think the author believes that immigrants and their children represent the ideas of American strength and independence?”</p> <p>If students struggle with this question, ask: “Does the author mean that immigrants and their children are physically strong, or something else?”</p>

Sentence	Selected Elements to Unpack
<p>From Handout 25A: Fluency Homework</p> <p>“The gold was for wealth, the flower for love, and the salt so their lives would have flavor” (Polacco 11).</p>	<p>Remind students that commas can link items in a series. Write the three parts of the sentence on separate lines.</p> <p>Ask: “What do you notice about the three parts of the sentence? What do they have in common?”</p> <p>Underline <i>gold</i>, <i>flower</i>, and <i>salt</i>. Ask: “What do these nouns have in common?” Reinforce that they are concrete nouns because they name things that can be touched or sensed.</p> <p>Circle <i>wealth</i>, <i>love</i>, and <i>flavor</i>. Ask: “Are these concrete nouns?” Reinforce that they are abstract nouns because they name emotions, experiences, or ideas.</p> <p>Review the definition of <i>symbol</i> from Lesson 11: “Object or picture that represents a person, place, thing, or idea” and the verb <i>symbolize</i>.</p> <p>Underline <i>was for</i>. Explain that <i>was for</i> tells readers that <i>gold</i> is a symbol for <i>wealth</i>.</p> <p>Ask: “What does the flower symbolize? What does the salt symbolize? How do you know?”</p> <p>Explain that, in the sentence, gold, flower, and salt are gifts that symbolize wealth, love, and flavor.</p>

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: http://witeng.link/G3M3.VV1	immigrant, journey, narrator, dialogue, bewildered
Focusing Question 2: http://witeng.link/G3M3.VV2	inspiration, unique, descendant, ancestor, symbol
Focusing Question 3: http://witeng.link/G3M3.VV3	voyage, poverty, unfamiliar, tradition, opportunity

Speaking & Listening Support

SOCRATIC SEMINAR SUPPORT

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

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

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

Socratic Seminar	Recommended Scaffolding Questions
Lesson 10 Did Masako make a good decision when she chose to stay in Japan? Why or why not?	What were Masako's feelings about living in Japan at the beginning of the story? What were Masako's feelings about living in Japan at the end of the story? What can you infer about how Masako might feel about her decision as she grows older?
Lesson 22 Who decides the meaning of a work of art?	How did the meaning of the Statue of Liberty change over time? Why did it change? Can a piece of art have more than one meaning? How? Can a piece of art have one meaning for the artist and different meanings for the people looking at it? Which do you think would be more important?

Socratic Seminar	Recommended Scaffolding Questions
Lesson 30 Should traditions change?	What is a tradition? How did wedding traditions in <i>The Keeping Quilt</i> change over time? In <i>The Keeping Quilt</i> , why was it important for traditions to change? Why was it important for traditions to remain?

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 _____ because _____.

First, _____.

Also, _____.

**Support What You Say**

For example, _____.

According to the author, _____.

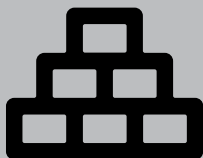
In the text, _____.

**Ask for More
Information**

What do you mean by _____?

Can you tell me more about _____?

Can you give an example?

**Build on Others' Ideas**

I agree and will add that _____.

I disagree because _____.

Multilingual Learner Resource

Grade 3 Module 4:

Artists Make Art



Grade 3 Module 4

Multilingual Learner Resource

Module Map

Lesson	Support
Focusing Question 1: What inspires artists?	
1	Fluency Practice Reading Support: <i>Emma's Rug</i> Sentence Deconstruction
3	Reading Support: <i>Emma's Rug</i> Existing Writing Scaffold Socratic Seminar Support
4	Fluency Practice Reading Support: <i>Alvin Ailey</i> Additional Writing Scaffold Sentence Deconstruction
5	Reading Support: <i>Alvin Ailey</i>
7	Reading Support: <i>Alvin Ailey</i> Recommended Deep Dive
8	Existing Writing Scaffold
9	Existing Writing Scaffold
Focusing Question 2: How do artists make art?	
10	Fluency Practice Reading Support: <i>A River of Words: The Story of William Carlos Williams</i> Sentence Deconstruction
12	Recommended Deep Dive
13	Reading Support: <i>A River of Words: The Story of William Carlos Williams</i> Recommended Deep Dive
15	Fluency Practice

- | | |
|----|--|
| 16 | Reading Support: <i>A River of Words: The Story of William Carlos Williams</i>
Socratic Seminar Support |
| 17 | Reading Support: <i>A River of Words: The Story of William Carlos Williams</i> |
| 19 | Existing Writing Scaffold
Additional Writing Scaffold |

Focusing Question 3: What are some character traits of artists?

- | | |
|----|---|
| 20 | Fluency Practice
Reading Support: <i>Action Jackson</i> |
| 21 | Reading Support: <i>Action Jackson</i>
Recommended Deep Dive |
| 26 | Fluency Practice
Reading Support: <i>When Marian Sang</i>
Sentence Deconstruction |
| 27 | Reading Support: <i>When Marian Sang</i> |
| 28 | Reading Support: <i>When Marian Sang</i>
Recommended Deep Dive |
| 29 | Additional Writing Scaffold
Socratic Seminar Support |
| 30 | Existing Writing Scaffold
Additional Writing Scaffold |

Focusing Question 4: What is an artist?

- | | |
|----|-----------------------------|
| 32 | Additional Writing Scaffold |
|----|-----------------------------|

Module 4 English Language Development (ELD) Standards

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

Module 4 Learning	WIDA Standards	ELP Standards
<p>Reading supports help students build knowledge about different types of art and artists, identify story elements and theme in literary texts, explore the structure and meaning of poetry, use text features to identify main ideas in informational text, and infer the meaning of academic and figurative language.</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">▪ Identifying a central message from key details▪ Identifying how character attributes and actions contribute to event sequences▪ Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language <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">▪ Identifying the main idea and key details▪ Referring explicitly to descriptions for themes and relationships among meanings▪ Describing relationship between a series of events, ideas or concepts, or procedural steps	<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>Writing supports help students write informational essays and prepare oral presentations based on independent research.</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"> Introduce and define topic and/or entity for audience Add details to define, describe, compare, and classify topic and/or entity Develop coherence and cohesion throughout text 	<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>Language supports help students build content vocabulary, explore adjectives and adverbs, and analyze both the form and meaning of complex sentences from core 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"> Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language <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"> Describing relationship between a series of events, ideas or concepts, or procedural steps <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"> Add details to define, describe, compare, and classify topic and/or entity 	<p>Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <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>Speaking and Listening supports 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">▪ Share ideas about one’s own and others’ lived experiences and previous learning▪ Ask questions about what others have shared▪ Recount and restate ideas <p>ELD-SI.K-3.Inform</p> <p>Multilingual learners will</p> <ul style="list-style-type: none">▪ Summarize information from interaction with others and from learning experiences <p>ELD-SI.K-3.Argue</p> <p>Multilingual learners will</p> <ul style="list-style-type: none">▪ Ask questions about others’ opinions▪ Support own opinions with reasons▪ Clarify and elaborate ideas based on feedback	<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 of words, building confidence in their oral language. Frequent reading of complex passages for fluency helps build comprehension.

This can be done in small groups or during an English Language Development time. The fluency passages were strategically chosen to represent key moments in the text that support understanding of the overall text and provide evidence for writing tasks.

Use this fluency protocol to discuss these passages.

1. Preview the fluency passage by explaining its source and context.
2. Choose three to five terms from the fluency passage to preview. Choral Read each term three times. Define the terms.
3. Read aloud the fluency passage as students follow along.
4. Echo Read the fluency passage.
5. Ask text-dependent questions to build comprehension of the passage.
6. Pair students, and instruct them to take turns reading the passage.

Fluency Passage	Recommended Text-Dependent Questions
Handout 1C: Fluency Practice <i>Emma's Rug</i> Part of this fluency passage is used in a Sentence Deconstruction.	What is the setting of this passage? Why does Emma rush outside? Who or what does <i>you</i> refer to when Emma says, "I can see you!"?
Handout 4B: Fluency Practice <i>Alvin Ailey</i> Part of this fluency passage is used in a Sentence Deconstruction.	What are Alvin and Ted watching at the beginning of the passage? How does Alvin react to what he sees? Why is this moment important for Alvin?
Handout 10A: Fluency Practice <i>A River of Words</i> Part of this fluency passage is used in a Sentence Deconstruction.	What does Willie want to write about? What do those things have in common? What is Willie's "new way" of writing poetry? How is it different from the poetry he has studied? How does Willie feel when he writes poems in his "new way"?

Fluency Passage	Recommended Text-Dependent Questions
Handout 15B: Fluency Practice “This Is Just to Say”	What is the poem about? What does the speaker apologize for? How does the speaker describe the plums?
Handout 20B: Fluency Practice <i>Action Jackson</i>	What are some things that Jackson Pollock <i>does not</i> do as an artist? What does he do instead? Why are the words <i>Not Jackson</i> repeated in this passage? What might <i>original</i> mean?
Handout 26B: Fluency Practice <i>When Marian Sang</i> Part of this fluency passage is used in a Sentence Deconstruction.	Why did Marian go see Mr. Boghetti? What did Mr. Boghetti say to Marian before he heard her sing? What did he say after she sang for him? What made Mr. Boghetti change his mind?

EMMA'S RUG, ALLEN SAY

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: This fictional account of a young artist introduces the questions of what it means to be an artist and how artists find their inspiration.</p>	<p>The story's message about inspiration is not explicitly stated. Students must infer and make connections between text and illustrations to determine the central message.</p>	<p>Lesson 3</p> <p>Review the module definition of <i>inspiration</i> as “a source of creative ideas.”</p> <p>Direct attention to Handout 2B: Character Analysis. Ask volunteers to share a source of Emma's inspiration and to point out the illustration that supports their understanding of how Emma is inspired by the object, place, action, or situation.</p> <p>Ask: “What do these different sources of inspiration have in common?”</p> <p>What lesson do we learn about how Emma, and other artists, find inspiration for their art?</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Structure: The narrative voice is consistent, and events proceed chronologically.	Students may have difficulty understanding the story’s conflict and resolution.	<p>Lesson 1</p> <p>To support students as they fill the conflict and resolution boxes on Handout 1A: <i>Emma’s Rug</i> Story Map, read aloud page 22 and point to the illustration on page 23.</p> <p>Ask: “Why is Emma so upset?”</p> <p>Read aloud page 24.</p> <p>Ask: “Why is Emma unable to paint after her mother washes her rug?”</p> <p>Reinforce that looking at the rug lets Emma’s imagination take flight and “see” the things that she later draws. When the rug is destroyed, Emma can’t draw anymore.</p> <p>Ask: “Does Emma get a new rug?”</p> <p>Reinforce that the conflict is not resolved by Emma getting another rug.</p> <p>Direct attention to the illustration on page 31. Invite students to point out images of animals that they recognize in the illustration.</p> <p>Direct attention to the illustration on page 32. Invite students to point out similarities between Emma’s drawing and the illustration on page 31.</p> <p>Ask: “How is the conflict resolved?”</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: Although the Lexile level is at the low end of the Grades 2–3 band, the content of the text leads to deep thinking by students. Because the question of inspiration is not answered directly, students are required to make inferences beyond the events in the plot.</p>	<p>Some vocabulary may be challenging.</p>	<p>Lesson 1</p> <p>Identify challenging vocabulary in the text, such as <i>shaggy</i>, <i>fuzzy</i>, <i>wart hog</i>, <i>pangolin</i>, <i>easel</i>, <i>brush</i>, <i>baton</i>, <i>ribbon</i>, <i>plaque</i>, <i>trophy</i>, <i>certificate</i>, <i>shriveled</i>, and <i>ragged</i>. Create and display a class visual glossary. Use tactile materials and realia to illustrate words such as <i>shaggy</i>, <i>fuzzy</i>, <i>shriveled</i>, <i>ragged</i>, <i>ribbon</i>, and <i>brush</i>. Encourage students to touch the tactile materials and realia and to say what they notice about the images and materials.</p> <p>Continue to use this resource in Lessons 2 and 3.</p>
<p>Knowledge Demands: The text requires little to no prior knowledge.</p>	<p>Activating background knowledge about different forms of artistic expression may be beneficial to students.</p>	<p>Before Lesson 1</p> <p>Ask: “What do you know about artists and the work that they do?”</p> <p>Remind students that there are many forms of artistic expression, such as painting, sculpting, composing and playing music, dancing, writing, taking photographs, and acting.</p> <p>Instruct students to draw an artist at work.</p> <p>Form pairs. Instruct students to show their drawing to a partner without identifying the form of artistic expression. Students take turns guessing what the artist in the drawing is doing.</p> <p>Show several photographs of different kinds of artists at work. Use this opportunity to introduce new vocabulary related to the arts.</p>

ALVIN AILEY, ANDREA DAVIS PINKNEY

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: The text highlights Alvin Ailey's contributions to the world of dance and his use of African American culture as an inspiration for his work.</p>	<p>Students may need support to understand how Alvin Ailey's incorporation of elements of African American culture into modern dance was truly novel.</p>	<p>Lesson 7</p> <p>Read aloud page 7. Direct attention to page 6 and ask: "What is happening in the illustration?"</p> <p>Point to the image of young Alvin dancing to the sound of the spiritual, "Rocka-My-Soul." Explain that spirituals are traditional religious songs sung by Black Americans in the South of the United States.</p> <p>Play a short clip of a traditional ballet performance, and then replay the excerpts from the <i>Revelations</i> video from 2:18–2:45. Ask: "What differences do you notice between the two performances?"</p> <p>Read aloud the last sentence on page 21. Ask: "How does Alvin Ailey incorporate 'his memories and his African American heritage to make dances that were unforgettable?'"</p>
<p>Structure: The text is divided into short chapters providing information about important events within specific time frames. The text incorporates the lyrics of the spiritual, "Rocka My Soul in the Bosom of Abraham," preparing students for a similar use of lyrics in <i>When Marian Sang</i>. Back matter provides additional biographical information.</p>	<p>The text is dense and full of details and complex language. Students may struggle to understand the main idea in each chapter and to differentiate key details from less-important ones.</p>	<p>Lesson 5</p> <p>In preparation for Learn–Notice Organization and Learn–Sequence Events, create and display a two-column chart labeled Chapter and Main Ideas. Instruct students to copy the chart into their Response Journals.</p> <p>Read aloud the first chapter. Model writing main ideas from the chapter on the chart. Read aloud the rest of the text, pausing after each chapter to collaboratively add important ideas to the chart. Instruct students to pay special attention to what the chapters say about Alvin Ailey's sources of inspiration.</p> <p>Continue to use this resource in Lessons 6–9.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Language: Careful word choices help convey the range of motions that contribute to the beauty of Alvin Ailey's choreography. Pinkney's use of figurative language adds to the beauty and meaning of the text.	Some vocabulary might be challenging.	<p>Before Lesson 4</p> <p>Remind students that they now know several strategies to determine the meaning of unknown words. Review the following strategies:</p> <ul style="list-style-type: none"> ▪ using illustrations ▪ using context clues ▪ looking at affixes and word roots ▪ using dictionaries (monolingual and bilingual) <p>Encourage students to share which strategy they have found most useful in Grade 3 and which they would like to try or use more. Tell students to use these strategies as they read <i>Alvin Ailey</i>.</p>
Knowledge Demands: The text requires little to no prior knowledge.	Students may be unfamiliar with classical ballet and therefore lack the context to understand the significance of Alvin Ailey's innovations.	<p>Lesson 4</p> <p>Show an excerpt from a classical ballet production such as <i>The Nutcracker</i> or <i>Swan Lake</i>. Encourage students to pay attention to differences between the classical ballet production and what they learn about Alvin Ailey's work.</p>

A RIVER OF WORDS: THE STORY OF WILLIAM CARLOS WILLIAMS, JEN BRYANT

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: This biography shows that while artists may earn a living in a nonartistic career, they are still driven to make time for creating art. It also reinforces the idea that artists can have distinct individual styles, and that these unique styles are rooted in deep knowledge of their art form. The endpapers of this text are important because they feature Williams’s poems.	Students may benefit from an explicit articulation of the differences between traditional poetry and the modern poetry of William Carlos Williams.	<p>Before Lesson 16</p> <p>Read aloud pages 10–12 as students follow along. Display “The Great Figure” and Sara Teasdale’s “The Sea Wind.”</p> <p>Choral Read “The Great Figure.” Form pairs. Instruct students to discuss how “The Great Figure” exemplifies William Carlos Williams’s new way of writing poetry.</p> <p>Create and display a two-column chart with two headings: WCW New Poetry and Traditional Poetry. Collaboratively add two or three ideas that define William Carlos Williams’s new way of writing poetry.</p> <p>Choral Read “The Sea Wind” and guide students to identify some characteristics of traditional poetry that contrast those of William Carlos Williams’s poems and write them in the Traditional Poetry column of the chart.</p> <p>Facilitate a brief discussion about how learning about William Carlos Williams’s life and poetry has affected students’ ideas about poetry.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Structure: Several text features bring challenge to this text, such as the historical timeline, the poetry interspersed in the narrative, and the author/illustrator notes. The visual information is worth the time spent connecting it to the poetry and narrative. Having a short biography of William Carlos Williams might offer a scaffold for students who are confused by the artistic organization of the text.</p>	<p>Detail-rich illustrations may be overwhelming. Students may be confused by the extensive use of typography in the illustrations.</p>	<p>Lesson 13</p> <p>Before introducing the writing prompt, direct attention to page 4. Point to the words on the white space of the page. Explain that the main text is printed in a particular font. Define <i>font</i> as “the size and style of the text.”</p> <p>Form pairs. Instruct students to flip through the book, looking at all the illustrations and noticing what they have in common. Tell students to pay attention to how the illustrator uses different fonts.</p> <p>Ask: “What do you think was the inspiration for Melissa Sweet’s illustrations?”</p> <p>Reinforce that Sweet was inspired by a variety of written materials—such as books, notebooks, world maps, star maps, and drawings with speech bubbles—to create the collages that illustrate the text. As needed, define the word <i>collage</i>.</p> <p>Choose a few illustrations, and point out details such as notebooks, notepad pages and the use of handwriting, and typewriter fonts to present the words in William Carlos Williams’s poems.</p> <p>Facilitate a brief discussion about why the illustrator might have chosen this style to illustrate a book about William Carlos Williams.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: Suggested for students in Grades 2–5, the Lexile tops out the “stretch band” for Grades 2–3. Written in a lyrical, sparing manner, the multimedia illustrations and free-form drawings will invite students into the text to make meaning.</p>	<p>Students will need additional support with unpacking how William Carlos Williams uses sensory language to create beautiful, memorable images of ordinary things.</p>	<p>Lesson 17</p> <p>Conduct a whole group analysis of one of the poems listed on Handout 17B: Central Message and complete the corresponding column.</p> <p>For example, in “Willow Poem,” guide students to unpack the first sentence of the poem. Point out that the poem starts with the words “It is,” as if inviting the reader to look at a specific willow tree.</p> <p>Ask the following questions:</p> <p>“Where is this willow tree located?</p> <p>What time of the year is it? Which words in the first sentence of the poem help readers visualize the willow tree ‘at the end of the summer’? Why is it important for the reader to know the time of the year?”</p> <p>Explain that in this poem all the words work together to create a rich, specific, and detailed image of the willow tree.</p>
<p>Knowledge Demands: A familiarity with elements of traditional poetry, such as rhythm and rhyme, will help students appreciate William Carlos Williams’s fresh approach to poetry.</p>	<p>Students will benefit from reviewing what they learned about traditional poetry in Module 1.</p>	<p>Lesson 10</p> <p>Display Sara Teasdale’s “The Sea Wind.” Facilitate a brief discussion about what students already know about poetry, focusing on poetic structure. Encourage students to use domain-specific vocabulary related to poetry.</p>

ACTION JACKSON, JAN GREENBERG AND SANDRA JORDAN

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: A book of process, this text presents an opportunity for students to try the art. The relationship between art and music is explored and brings challenge to student thinking. The idea of “inspiration” as introduced in <i>Emma’s Rug</i> is revisited. The biographical notes in the back of the book tell of Pollock’s struggle with alcoholism and depression. This should be read aloud to students but with a teacher’s discretion.</p>	<p>Students may have difficulty identifying the sources of Jackson Pollock’s inspiration.</p>	<p>Lesson 20</p> <p>Review the inspiration column of the shared Artists from Module 4 Digital Organizer started in Lesson 1.</p> <p>Form groups. Assign the following pages for groups to read and complete the sentence frame.</p> <p>Group 1: page 4</p> <p>Group 2: second paragraph on page 8</p> <p>Group 3: page 16</p> <p>Group 4: page 18</p> <p>Jackson Pollock was inspired by _____.</p> <p>Instruct each group to Choral Read its completed sentence.</p> <p>Invite students to share their ideas about the most important source of inspiration for Jackson Pollock. Facilitate a brief discussion about their choices.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Structure: In the midrange of the Lexile levels for Grades 2–3, this text is perfect for early Grade 3 readers. Scenes are painted with words in the text, and the watercolor and pen illustrations retell the story of the mystery behind Pollock’s “drip” paintings.</p>	<p>Students may need help understanding how the sequence of actions that describes Pollock’s creation of <i>Lavender Mist</i> organizes the text in a way that makes <i>Action Jackson</i> different from other biographies.</p>	<p>Lesson 21</p> <p>Write the following sentences on separate index cards:</p> <p>Page 7: Sentence beginning with “He spreads his.”</p> <p>Page 7: Sentence beginning with “He sits.”</p> <p>Page 11: Sentence beginning with “At last” and continuing with the next sentence (“He chooses”).</p> <p>Page 11: Sentence beginning with “Slowly he circles.”</p> <p>Page 12: Sentence beginning with “He puts down.”</p> <p>Page 16: Sentence beginning with “In the barn.” And continuing with the next sentence (“Almost a week”).</p> <p>Page 21: Sentence beginning with “He climbs” and continuing with the next sentence (“Every muscle”).</p> <p>Form groups. Give each group a set of cards with the quotations. Instruct groups to put the quotations in order, underlining any words that help them determine the order of the quotes. Instruct groups to share their work and explain their choices.</p> <p>Reinforce the correct order of the quotations by reading them in order. Add sequencing words as needed to help students perceive the order of events more clearly.</p> <p>Remind students that most of the text is about how Pollock created <i>Lavender Mist</i>.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: The simple narrative of a process makes this book simple, but the pioneering of an art form makes it mysterious. The vocabulary is simple yet highly descriptive and often metaphorical, painting a scene in the reader's mind.</p>	<p>Some challenging vocabulary and the figurative language used to describe the artist at work may confuse students.</p>	<p>Lesson 20</p> <p>Add a quick vocabulary game like charades to the Launch or Land of the lesson to review the key vocabulary words for this text listed in Appendix B. Include terms used in the text to describe Jackson Pollock's movements as he paints, such as <i>straddling</i>, <i>swoops</i>, <i>leaps</i>, <i>prowls</i>, <i>swish</i>, and <i>caresses</i>.</p> <p>Continue to use this support in Lessons 21–25.</p>
<p>Knowledge Demands: Many students may be as shocked by Pollock's finished painting as his contemporaries were. Even students who have been exposed to abstract art will appreciate the unique qualities of Pollock's art.</p>	<p>Students may struggle to reconcile their previous understanding of art with Jackson Pollock's revolutionary approach.</p>	<p>Lesson 21</p> <p>Read aloud page 8. Stress the words <i>Not Jackson</i>.</p> <p>Conduct a virtual visit to a museum or show several pictures of paintings. If possible, show students works of realism or more traditional figurative art as well as works of abstract art, including those of Pollock and other abstract expressionists. Instruct students to say <i>Not Jackson!</i> every time they see a classical or figurative painting and to briefly point to a difference that they notice between the work they see and what they know about Pollock's art.</p>

WHEN MARIAN SANG, PAM MUÑOZ RYAN

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: This text reinforces students' understanding of artists' unyielding commitment to improving their craft, no matter how much talent they possess. It also highlights the importance of an artist's intrinsic drive rather than reliance on public response, given that public response is affected by political, social, and other factors. The back matter in the book is at a higher Lexile level than the core text.</p>	<p>Students may need help appreciating the pioneering nature of Marian's accomplishments and their dual individual and social importance.</p>	<p>Lesson 28</p> <p>Choral Read page 30.</p> <p>Ask: "Why was Marian's debut with the Metropolitan Opera special?"</p> <p>Reinforce that it was both the realization of a lifelong dream for her and the first time a Black singer performed at the Metropolitan Opera. Explain that several of Marian's accomplishments were important not only for her personally but also for other Black people.</p> <p>Read aloud the paragraph on page 34, starting with "At times Marian." Explain how Marian's way of confronting segregation and injustice changed over the years.</p>
<p>Structure: Pam Muñoz Ryan and Brian Selznick organize the text, which is presented chronologically, using the structure of a musical performance. The opening and closing pages reveal a stage with open curtains, while the use of terms such as <i>libretto</i>, <i>staging</i>, and <i>encore</i> to <i>When Marian Sang</i> reinforce the concept. Another interesting structural choice is Ryan's decision to intersperse lines from spirituals with the main text to emphasize critical moments in the life of Marian Anderson.</p>	<p>The song lyrics interspersed between the text may confuse students, and they may need support to understand how the lyrics connect to events in Marian's life.</p>	<p>Lesson 27</p> <p>Direct attention to the illustration on pages 18 and 19. Read aloud the last two paragraphs on page 19.</p> <p>Ask: "Where is Marian going? Is she with her family?"</p> <p>Direct attention to pages 20 and 21. Play the recording of Marian Anderson singing from Lesson 25.</p> <p>Ask: "How does this song make you feel?"</p> <p>Facilitate a brief discussion about how the lyrics on pages 20 and 21 help readers understand Marian's feelings when she traveled to Europe. Explain that lyrics of other songs appear on other pages to support readers' understanding of Marian's experiences and feelings. Clarify that it is not necessary to read the lyrics to understand Marian's story.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: At the higher end of the Grades 2–3 “stretch band,” the chronological telling of a woman’s story from childhood through adulthood will support students. The story is well illustrated, supporting the plot. The notes from Pam Muñoz Ryan and Brian Selznick in the Encore section are written at a higher reading level, and you may want to use this part of the text as a read aloud.</p>	<p>Challenging vocabulary may hinder comprehension.</p>	<p>Lesson 27</p> <p>To support students’ work with character traits, conduct Lesson 27 Vocabulary Deep Dive—Identify Real-Life Connections before Learn–Determine Relevant Information. Modify the Deep Dive by having pairs complete a Frayer Model for one of the four words listed. Ask volunteers to present the Frayer Model for each of the four words. Display strong examples of Frayer Models for each word around the classroom.</p> <p>Facilitate a discussion about similarities and differences between character traits.</p> <p>Encourage students to use their Frayer Models in Lessons 28–30 as they work on Focusing Question Task 3 and their oral presentations.</p>
<p>Knowledge Demands: Background knowledge on the Jim Crow laws and the opera world will be helpful as students consider Marian’s plight in the mid-1900s. The figurative language used throughout the book challenges young readers to think of how the imagery effectively describes the times.</p>	<p>Learning about segregation laws during Marian Anderson’s lifetime will help students understand the nature and magnitude of the obstacles she surmounted.</p>	<p>Before Lesson 26</p> <p>Build background knowledge about segregation by reading from the book <i>Martin Luther King Jr. and the March on Washington</i> by Frances E. Ruffin, used in Grade 2 Module 3. Pages 16–19 offer a clear overview of segregation laws, supported by photographs and illustrations. Ensure that students do not misunderstand the use of the present tense in the text by stressing that the information refers to the past, not the present.</p> <p>Alternately, play a short age-appropriate video about segregation laws.</p>

Writing Support

EXISTING WRITING SCAFFOLDS

This module deepens students’ understanding about how to write explanatory/informational paragraphs and essays. Students apply the learning they have acquired throughout the year to multiparagraph essays based on research about the lives and work of great American artists. They practice doing independent research, evaluating online sources, taking notes, sorting information, collaborating by using technology, and giving oral presentations. Students use the Painted Essay strategy to revise their work. Writing multiparagraph essays and preparing structured oral presentations may be challenging for multilingual learners, who may struggle with the variety of prewriting tasks and language-based skills involved. At the sentence level, students need to practice the new and challenging skill of using words and phrases for effect, in addition to using linking words and simple, compound, and complex sentences.

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

Scaffold	Support for Multilingual Learners
<p>Lesson 3</p> <p>Learn–Develop a Thesis Statement</p> <p>Students sort the following statements into two columns: Examples of Thesis Statements and Non-Examples of Thesis Statements:</p> <ul style="list-style-type: none">▪ Emma is an interesting character.▪ Two characteristics of an artist that Emma has are that she gets ideas from her imagination, and she needs quiet time alone.▪ The illustration on page 13 shows that Emma’s art won a first-place prize.▪ Emma does not say a word when a reporter asked her what it was like to be a celebrity.▪ The central message of <i>Emma’s Rug</i> is best supported by the illustration on page 31, because it shows Emma alone outside, and because it suggests she is imagining lots of images when she is outside.	<p>Sorting examples and non-examples clarifies expectations, provides metacognitive practice, and offers additional models to facilitate students’ own writing.</p>

Scaffold	Support for Multilingual Learners
<p>Lesson 8</p> <p>Learn–Plan a Written Response</p> <p>Consider providing partially completed writing planners to support students who might struggle to complete the activity in the time provided.</p> <p>Consider providing thesis statement sentence frames to support students who might struggle with a thesis statement.</p> <ul style="list-style-type: none"> Alvin Ailey is a dancer and choreographer who was inspired by _____ and _____. 	<p>Partially completed Writing Planners help students organize their thinking and structure specific elements of the writing task, thus reducing the task's cognitive load and allowing additional time for the more challenging parts of the task or revision. Sentence frames provide scaffolding that allows students to focus on the content of their response rather than the structure of the sentence.</p>
<p>Lesson 9</p> <p>Learn–Review Essays Using Painted Essay Strategy</p> <p>If necessary, remind students about how to use the Painted Essay strategy:</p> <ul style="list-style-type: none"> The introduction is colored red because it needs to get the reader's attention. The thesis statement is colored green for "Go this way!" Point 1 is the "yellow" part of the (green) focus. Point 2 is the "blue" part of the (green) focus. The yellow block is the first body paragraph since it supports the first part of the focus. The blue block is the second body paragraph since it supports the second part of the focus. The conclusion is colored green because it reminds the reader of the focus and synthesizes the yellow and blue ideas again. 	<p>Reviewing the Painted Essay strategy provides students with a valuable revision strategy they can use independently. It also reinforces understanding of the structure of an essay, the purpose of each part, and the relationship between parts.</p>
<p>Lesson 19</p> <p>Learn–Plan a Written Response (Teacher Note)</p> <p>Students should be familiar with the mnemonic "Describe Your Knowledge to a TEE." Emphasize that students should include two supporting points in their response to Focusing Question Task 2, so the mnemonic is "Describe Your Knowledge to a TEEEEE."</p>	<p>Reviewing essay structure reinforces understanding of the purpose of each part, the relationship between parts, and genre and task expectations.</p>
<p>Lesson 30</p> <p>Analyze: Next Steps</p> <p>Help students gather and organize their notes about Alvin Ailey, William Carlos Williams, Jackson Pollock, and Marian Anderson as they prepare for the End-of-Module Task in the next lesson.</p>	<p>Providing support with the organization of notes produced over the course of the entire module reinforces valuable prewriting strategies, helps pace essay planning, and reduces the task's cognitive load.</p>

ADDITIONAL WRITING SCAFFOLDS

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

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 4</p> <p>Examine: Why is research important?</p>	<p>Play the video at a slower speed and pause frequently to allow students to take notes and ask questions. After playing the video, ask for volunteers to summarize the information from the excerpt. You may choose to capture the information on a class chart.</p>
<p>Lesson 19</p> <p>Execute: How do I choose words and phrases for effect in explanatory writing?</p>	<p>Display Handout 16A: Focusing Question Task 2. Go over the prompt and ensure that students understand the task's expectations.</p> <p>Display and review Handout 19A: Writing Planner.</p> <p>Display and read aloud a model paragraph. Guide students to identify each paragraph part listed in the rows of the Writing Planner.</p> <p>Instruct pairs to discuss how William Carlos Williams creates poetry. Invite pairs to share ideas.</p> <p>With the whole group, choose strong ideas for the Topic row of the Writing Planner and collaboratively write the topic sentence.</p> <p>Finally, provide a word bank with words and phrases that students can choose from to use for effect, such as <i>explore</i>, <i>scribble</i>, and <i>wander</i>.</p>
<p>Lesson 29</p> <p>Execute: How do I use research to plan an oral presentation?</p>	<p>To help students transfer information from Handout 20A: Research Notes–Jackson Pollock or Handout 27A: Research Notes–Marian Anderson to Handout 29D: Oral Presentation Planner, model evaluating the information to find the traits that most helped the artist and a piece of supporting evidence.</p> <p>Provide these sentence frames:</p> <p>Two character traits that helped _____ be successful are _____ and _____.</p> <p>_____ (character trait) helped _____ when _____.</p>
<p>Lesson 30</p> <p>Excel: How do I improve an Oral Presentation?</p>	<p>Review the definition of <i>visual aid</i>. Direct students to pages 28–29 of <i>When Marian Sang</i>.</p> <p>Ask: “How does this illustration show that Marion was brave?”</p> <p>Use some of the students’ responses to model the use of a visual aid to support their presentation. Explain that some visual aids serve as evidence of more than one character trait.</p> <p>Ask: “Why are visual aids helpful in an oral presentation?”</p> <p>Give multilingual learners additional time to rehearse their presentation.</p>

Craft Instruction	Recommended Support for Multilingual Learners
Lesson 32 End-of-Module Task	<p>Form pairs. Give each pair a copy of the sample essay from Lesson 8 (Learn–Create an Explanatory Essay) and red, blue, and yellow highlighters or crayons. Instruct students to apply the Painted Essay strategy to the sample essay.</p> <p>Display the sample essay. With the whole group, instruct students to identify each part and the color they used to highlight it. Apply colors to each part.</p> <p>Display Handout 32A: Writing Planner. Prompt students to share observations and questions about the handout sections and the annotated sample essay. Encourage students to identify additional elements from the handout in the sample essay, such as the hook.</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 7 Style and Conventions Deep Dive: Examine Comparative and Superlative Adjectives	This Deep Dive builds understanding of comparative and superlative adjectives, focusing on the use of the suffixes <i>-er</i> and <i>-est</i> . Multilingual learners whose home languages have very different ways of expressing comparisons will greatly benefit from explicit instruction of comparative and superlative adjectives. The focus on suffixes and their root words provides a pattern that facilitates learning of comparative and superlative forms.
Lesson 12 Style and Conventions Deep Dive: Examine Comparative and Superlative Adverbs	This Deep Dive builds on the work students do in the Lesson 7 Deep Dive by introducing comparative and superlative adverbs. Review of the form and function of adverbs as well as explicit instruction of <i>more</i> , <i>less</i> , <i>most</i> , and <i>least</i> facilitates student's correct expression of comparisons orally and in writing.
Lesson 13 Style and Conventions Deep Dive: Excel with Revision	This Deep Dive reviews parts of speech and provides revision strategies for students to avoid overused words and unnecessary repetition in their writing. Practice using dictionaries and thesauruses to avoid repeated and overused words and encourage vocabulary expansion, writing with precision, and using words for effect.
Lesson 21 Vocabulary Deep Dive: Examine Academic Vocabulary— Ordinary, extraordinary	This Deep Dive provides practice with using prefixes to change the meaning of a word by expanding previous work with the adjective <i>ordinary</i> and introducing <i>extraordinary</i> , its opposite. Using context clues and consulting dictionaries to confirm understanding are valuable transferable strategies.
Lesson 28 Vocabulary Deep Dive: Identify Real-Life Connections	This Deep Dive provides practice generating vocabulary to express character traits. Students use the new vocabulary to express learning from one of the module texts. Practice with identifying character traits facilitates character analysis and provides additional oral practice.

SENTENCE DECONSTRUCTION

Multilingual learners need explicit instruction to understand grammar, disciplinary language, and the features of complex texts. During sentence deconstruction, students break apart a complex sentence from a module text into words, phrases, and clauses and then consider the intended meaning of each part. This process builds students' knowledge of the module's content while also building their understanding of how authors structure complex texts at the sentence level.

Use this sentence deconstruction protocol to analyze these complex sentences.

1. Display the sentence. Consider providing students with a copy of the sentence to annotate.
2. Preview the sentence by explaining the source and context.
3. Read aloud the sentence.
4. Echo Read the sentence.
5. Guide students through unpacking the selected complex elements of the sentence.
6. Instruct students to draw a picture to illustrate the meaning of the sentence.
7. Pair students, and instruct them to share their drawings and explain the meaning of the sentence.
8. Summarize the strategy a reader can use to unpack the sentence.

Sentence	Selected Elements to Unpack
<p>From Handout 1C: Fluency Homework</p> <p>"She [Emma] knew there was only the wall there, all bare now, yet she turned – as if to catch sight of something flying away" (Say 28).</p>	<p>Ask: "Who is the sentence about?"</p> <p>Underline <i>knew there was only the wall there</i>. Clarify that the second <i>there</i> refers to Emma's room.</p> <p>Provide a definition for <i>bare</i>. Explain that <i>all bare</i> means <i>completely bare</i>.</p> <p>Ask: "What noun in the sentence does <i>all bare</i> describe?" Reinforce that <i>all bare</i> describes the wall.</p> <p>Circle the conjunction <i>yet</i>. Remind students that conjunctions join two sentences together.</p> <p>Ask: "What does the conjunction <i>yet</i> tell us about how the two sentences are related?"</p> <p>If students struggle with the meaning of <i>yet</i>, remind them that this conjunction is similar to <i>but</i>.</p> <p>Reinforce that <i>yet</i> introduces an idea that contrasts with, or is different from, the previous idea.</p> <p>Clarify the meaning of <i>as if to catch sight</i> by rewriting the last part of the sentence as:</p> <p>Emma turned like someone would turn if they saw something.</p> <p>Ask: "Why did Emma turn?"</p>

Sentence	Selected Elements to Unpack
<p>From Handout 4B: Fluency Homework</p> <p>“Katherine Dunham and her dancers swirled and lunged to the rhythms of West Indian drums” (Davis 12).</p>	<p>Underline the subject and predicate of the sentence—“Katherine Dunham and her dancers” and “swirled and lunged.”</p> <p>Say the words <i>swirl</i> and <i>lunge</i>. Instruct students to repeat them. Show a picture of a swirl and a picture of someone lunging.</p> <p>Instruct students to act out swirling, saying the word <i>swirl</i> as <i>swwiirl</i> as they turn and making the sounds last for as long as they swirl. Instruct them to act out lunging, saying the word <i>lunge</i> with a sharp sound as they lunge forward.</p> <p>Ask: “What other words might the author have used instead of <i>swirled</i> and <i>lunged</i>?” Reinforce that verbs such as <i>turn</i> and <i>spin</i> could be used instead of <i>swirl</i> and that <i>lunging</i> can be described as stepping forward or moving forward suddenly.</p> <p>Facilitate a brief discussion about how the author’s chosen verbs are examples of using words for effect.</p>
<p>From Handout 10A: Fluency Homework</p> <p>“I want to write about ordinary things - plums, wheelbarrows, and weeds, the engines, children, and trees - things I see when I walk down my street or look out my window” (Bryant 11).</p>	<p>Review the meaning of <i>ordinary</i>, which is examined in Lesson 15 Vocabulary Deep Dive: Explore Academic Vocabulary: Ordinary.</p> <p>Ask: “What part of speech is <i>ordinary</i>?”</p> <p>Reinforce that <i>ordinary</i> is an adjective that modifies <i>things</i> in the sentence.</p> <p>Underline <i>plums, wheelbarrows, weeds, engines, children, and trees</i>.</p> <p>Ask: “Why are these things described as <i>ordinary</i>?”</p> <p>Create a two-column chart. Label the columns: WCW’s Ordinary Things and Our Class’s Ordinary Things.</p> <p>Form pairs. Instruct students to complete the following sentence frame:</p> <p>We want to write about ordinary things—_____, _____, and _____, the _____, _____, and _____—things we see when _____ or _____.</p> <p>Encourage students to use words in their home language to complete the sentence frame if they would like.</p> <p>Ask pairs to share their sentences. Write down some of the nouns that students chose in the Our Class’s Ordinary Things column of the chart.</p> <p>Facilitate a brief discussion about why the class’s list of ordinary things is different from William Carlos Williams’s list and what it might mean “to write about ordinary things” instead of “special” or “unusual” things.</p>

Sentence	Selected Elements to Unpack
<p>From Handout 26B: Fluency Homework</p> <p>"I will make room for you right away," Mr. Boghetti said firmly, "and I will need only two years with you" (Ryan 17).</p>	<p>Circle the word <i>firmly</i>.</p> <p>Ask: "What part of speech is this word?"</p> <p>Reinforce that it is an adverb. Briefly review the function of adverbs. Ask: "What word is <i>firmly</i> modifying?"</p> <p>Underline <i>firm</i> in <i>firmly</i> and remind students that most adverbs are formed by adding the suffix <i>-ly</i> to an adjective.</p> <p>Read the sentence fluently to demonstrate how Mr. Boghetti speaks firmly. If needed, provide a definition of <i>firmly</i>.</p> <p>Display this list of adverbs, clarifying meaning as needed:</p> <p><i>slowly</i></p> <p><i>sweetly</i></p> <p><i>angrily</i></p> <p><i>jokingly</i></p> <p><i>annoyedly</i></p> <p><i>enthusiastically</i></p> <p>Form pairs. Instruct students to take turns reading the sentence fluently, replacing <i>firmly</i> with an adverb from the list without telling their partner which one they chose. Students guess their partner's adverb.</p> <p>Read aloud the sentence, omitting <i>firmly</i>.</p> <p>Ask: "How does the use of the adverb help readers better understand the interaction between Mr. Boghetti and Marian?"</p>

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: http://witeng.link/G3M4.VV1	inspiration, revelation, rehearse, explore, choreography
Focusing Question 2: http://witeng.link/G3M4.VV2	ordinary, oblivious, privileged, imitated, salary
Focusing Question 3: http://witeng.link/G3M4.VV3	improvise, extraordinary, dignified, remarkable, devoted

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
<p>Lesson 3</p> <p>Does the illustration on page 7 or the illustration on page 31 better support a central message in <i>Emma's Rug</i>?</p>	<p>What central message do you notice in <i>Emma's Rug</i>?</p> <p>How does one of the illustrations support that central message?</p> <p>How does one of the illustrations support the central message that artists can find inspiration from ordinary things?</p>
<p>Lesson 16</p> <p>Based on the text of <i>A River of Words</i>, what did William Carlos Williams “make of [him]self”?</p>	<p>What was important about William Carlos Williams's work as a doctor?</p> <p>What was important about William Carlos Williams's work as a poet?</p> <p>How did William Carlos Williams “make something of himself”?</p>

Socratic Seminar	Recommended Scaffolding Questions
Lesson 29 What character trait is most important to an artist?	What are some important character traits for artists? How does an event in the text about Jackson Pollock or Marian Anderson reveal an important character trait? How does the work of Jackson Pollock and/or Marian Anderson reveal an important character trait?

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 _____ because _____.

First, _____.

Also, _____.

**Support What You Say**

For example, _____.

According to the author, _____.

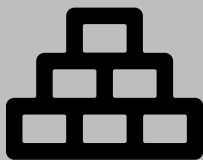
In the text, _____.

**Ask for More
Information**

What do you mean by _____?

Can you tell me more about _____?

Can you give an example?

**Build on Others' Ideas**

I agree and will add that _____.

I disagree because _____.

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GRADE

3

MODULES

1. *The Sea*
2. *Outer Space*
3. *A New Home*
4. *Artists Make Art*

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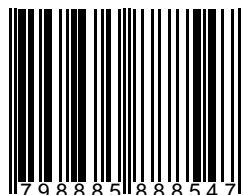
ON THE COVER

The Great Wave off Kanagawa, 1830–1833
Katsushika Hokusai, Japanese, 1760–1849
Woodblock print
Metropolitan Museum of Art, New York

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