



GRADE
4

**WIT &
WISDOM®**

Multilingual Learner Resource

Multilingual Learner Resource: Introduction





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

Published by Great Minds PBC
greatminds.org

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Printed in the USA

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

979-8-88588-855-4

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.

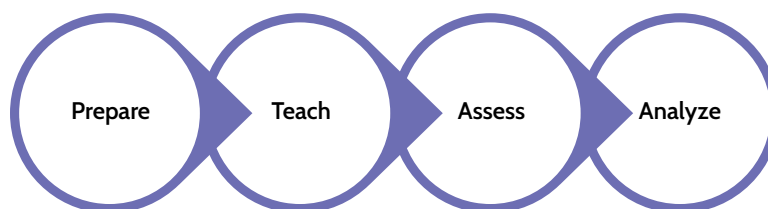
Classroom teachers and support specialists work together to prepare for instruction. Because of schools' different contexts and staffing and scheduling configurations and because multilingual learners need different types of supports, the resources are designed for flexible use. Educators can use the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

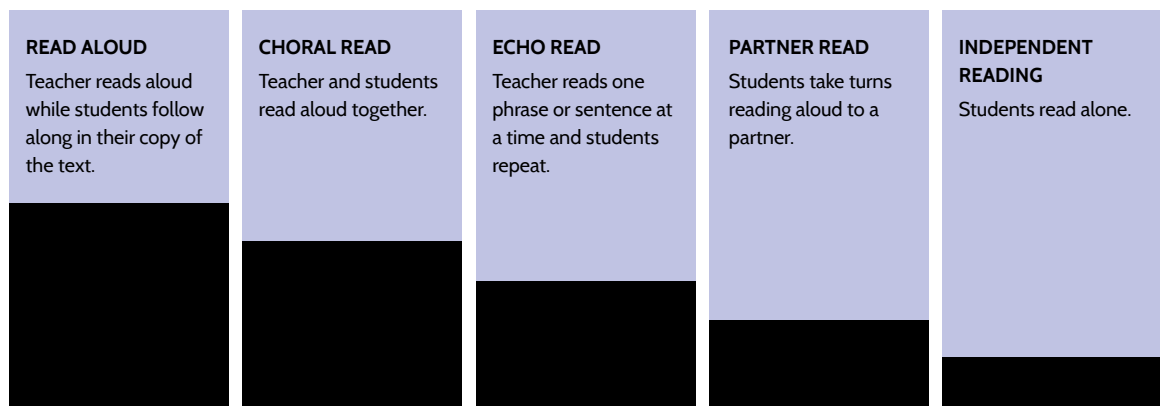
Students who are newcomers to the English language, or students with limited or interrupted formal education, may require additional support in foundational literacy skills outside of the *Wit & Wisdom* curriculum.

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 4 Module 1:

A Great Heart



Grade 4 Module 1

Multilingual Learner Resource

Module Map

Lesson	Support
Focusing Question 1: How does someone show a great heart, figuratively?	
1	Recommended Deep Dive
2	Fluency Practice Additional Writing Scaffold Sentence Deconstruction
4	Recommended Deep Dive
5	Existing Writing Scaffold
Focusing Question 2: What is a great heart, literally?	
7	Reading Support: <i>The Circulatory Story</i>
8	Fluency Practice Sentence Deconstruction
12	Fluency Practice Sentence Deconstruction
13	Recommended Deep Dive
15	Reading Support: <i>The Circulatory Story</i>
16	Socratic Seminar Support
17	Existing Writing Scaffold Additional Writing Scaffold
Focusing Question 3: How do the characters in <i>Love That Dog</i> show characteristics of great heart?	
18	Fluency Practice Reading Support: <i>Love That Dog</i> Sentence Deconstruction

19 Reading Support: *Love That Dog*
Recommended Deep Dive

20 Reading Support: *Love That Dog*

26 Socratic Seminar Support

28 Existing Writing Scaffold
Additional Writing Scaffold
Recommended Deep Dive

Focusing Question 4: What does it mean to have a great heart, literally and figuratively?

31 Socratic Seminar Support

32 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 knowledge about the circulatory system, analyze characters and themes in literary texts, identify main ideas and details in informational text, explore the structure of poetry, and infer the meaning of figurative language.</p>	<p>ELD-LA.4-5.Narrate.Interpretive</p> <p>Multilingual learners will interpret language arts narratives by</p> <ul style="list-style-type: none">▪ Identifying a theme from details▪ Analyzing how character attributes and actions develop across event sequences▪ Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes <p>ELD-LA.4-5.Inform.Interpretive</p> <p>Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none">▪ Identifying and summarizing main ideas and key details▪ Analyzing details and examples for key attributes, qualities, and characteristics▪ Evaluating the impact of key word choices in a text	<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 to write an informative paragraph and essay by using a model, text evidence including direct quotations, and elaboration.</p>	<p>ELD-LA.4-5.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 Establish objective or neutral stance Add precision and 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, expand sentences, and analyze both the form and meaning of complex sentences from core texts.</p>	<p>ELD-LA.4-5.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 used in texts, including figurative language, such as metaphors and similes <p>ELD-LA.4-5.Inform.Interpretive</p> <p>Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> Evaluating the impact of key word choices in a text <p>ELD-LA.4-5.Inform.Expressive</p> <p>Multilingual learners will construct informational texts in language arts that</p> <ul style="list-style-type: none"> Establish objective or neutral stance Add precision and 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.4-12.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▪ Identify and raise questions about what might be unexplained, missing, or left unsaid▪ Recount and restate ideas to sustain and move dialogue forward <p>ELD-SI.4-12.Inform</p> <p>Multilingual learners will</p> <ul style="list-style-type: none">▪ Summarize most important aspects of information <p>ELD-SI.4-12. Argue</p> <p>Multilingual learners will</p> <ul style="list-style-type: none">▪ Generate questions about different perspectives▪ Support or challenge an opinion, premise, or interpretation▪ 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 2C: Fluency Homework <i>Heart Quotations</i> Part of this fluency passage is used in a sentence deconstruction.	Which word is repeated in every quotation? Are any of these uses literal? Which figurative use of <i>heart</i> do you relate with most, and why?
Handout 8A: Fluency Homework <i>The Circulatory Story</i> Part of this fluency passage is used in a sentence deconstruction.	What is the largest artery in the body? Why is it important? What parts of the body do the three blood vessels bring blood to from the top of the aorta? Who does <i>you</i> refer to in this excerpt? How does the illustration on pages 16–17 show this?
Handout 12A: Fluency Homework <i>The Circulatory Story</i> Part of this fluency passage is used in a sentence deconstruction.	What is plaque? Why is plaque in the arteries dangerous? Why do you think the author compares this to gunk inside pipes? How can you help keep your heart healthy?

Fluency Passage	Recommended Text-Dependent Questions
Handout 18A: Fluency Homework “Stopping by Woods on a Snowy Evening” Part of this fluency passage is used in a sentence deconstruction.	What is the speaker doing in this poem? How does the title help you understand what’s happening? Why might the horse think it queer, or odd, to stop in the middle the woods? Why do you think the last two lines of this poem are repeated?

THE CIRCULATORY STORY, MARY K. CORCORAN AND JEF CZEKAJ

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning: While the narrative is straightforward, it provides a complex account of interrelating systems in the human body.</p>	<p>The combination of text, illustrations, diagrams, captions, and dialogue bubbles could be overwhelming for some students.</p>	<p>Beginning in Lesson 7</p> <p>Show the video “Exploring the Heart – The Circulatory System” multiple times throughout this arc, guiding students to connect the visuals, parts of the circulatory system, and red blood cell’s point of view in the video to these same concepts in the text.</p> <p>When showing the video, use the English subtitles or, as possible, subtitles in students’ home languages.</p> <p>To help support this complex scientific content, encourage students to take notes as they watch the video.</p>
<p>Structure: The narrative is structured as a journey through the inside of the human body. Several sections employ repeated structure (introduction, conclusion, immune system, fighting plaque) while shifting perspective. Detailed illustrations include diagrams and figurative cartoons that illustrate and add to the information in text.</p>	<p>The word <i>you</i> is used to address the reader as the red blood cell but is also used at times to address the reader as a person. This shift in point of view could be confusing.</p>	<p>Beginning in Lesson 7</p> <p>Guide students to annotate the text for places where <i>you</i> indicates the reader as the imaginary red blood cell (or traveling on the red blood cell like the little green creature) and where it addresses the reader as a person. Provide simple codes, such as <i>RBC</i> for red blood cell and <i>P</i> for person.</p> <p>Facilitate a discussion of how both points of view help the reader understand the content and apply this understanding to maintain and improve their own health.</p>
<p>Language: Heavy use of domain-specific vocabulary, as well as many similes and metaphors used to explain scientific concepts, may challenge students. However, some vocabulary and figurative language is supported with in-text explanations and illustrations.</p>	<p>Multiple domain-specific vocabulary words may be difficult to read and absorb.</p>	<p>Lesson 15</p> <p>Recreate a comprehensive chart based on the diagram on page 29, adding arrows to show the blood’s movement and labels with vocabulary words, such as <i>chamber</i>, <i>valve</i>, <i>atrium</i>, and <i>ventricle</i>. Read the words aloud several times. Add to the chart as students continue reading.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: The book demands nuanced knowledge of the human body; some jokes use potentially unfamiliar cultural references.	Some of the humor, especially when it includes figurative language, may confuse or elude students.	<p>Beginning in Lesson 7</p> <p>Guide students to annotate parts of the text where jokes use figurative language or visual metaphors (e.g., pages 5, 10–11, 15, 17–19, 22, 24, and 30).</p> <p>For example, explain the double meaning of <i>trip</i> on page 5 and the visual metaphor of the red blood cell with popcorn on page 24, as if the cell is in a movie theater watching the white blood cells fight infection.</p>

LOVE THAT DOG, SHARON CREECH

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning: This literary text is written in the form of a journal, interspersed with poetry. It provides students an opportunity to compare and contrast poetry and prose, and to examine the structure and organization of poetry.</p>	<p>Students must infer that Jack is exchanging journal entries with his teacher, Miss Stretchberry. Close, repeated reading of Jack's entries may be required to infer what Miss Stretchberry has written or asked.</p>	<p>Beginning in Lesson 19</p> <p>Reinforce students' understanding of inference by collaboratively creating imaginary journal entries, questions, and responses from Miss Stretchberry that could result in Jack's entries.</p> <p>You may also exchange journal entries with students as you read the text and poems together to illustrate that this form of communication may require courage, vulnerability, and determination. Invite students to use their home language in an electronic journal with a translation tool.</p>
<p>Structure: The narrative is structured as a journal written by a boy named Jack, interspersed with poetry.</p>	<p>The poems in the Some of the Poems Used by Miss Stretchberry section are much more challenging to read and understand than Jack's journal entries. Students need to understand that Jack is referring to the poems in this section.</p>	<p>Beginning in Lessons 19</p> <p>Preview each poem before Jack refers to it so students understand that he is describing the poems Miss Stretchberry selects and is using some phrasing from these poems.</p> <p>While reading aloud the poems, help students grasp the poems' themes to connect to Jack's state of mind and the overall themes in <i>Love That Dog</i>.</p>
<p>Language: The rich, poetic language in this text provides students with an opportunity to explore rich vocabulary and a unique text structure.</p>	<p>Many of the poems in the Some of the Poems Used by Miss Stretchberry section use figurative language.</p>	<p>Beginning in Lesson 18</p> <p>To build conceptual knowledge of figurative language, share examples of literal and figurative language in students' home language.</p> <p>If home language connections are not an option, show illustrations of literal and figurative interpretations of figures of speech.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: This book features multiple layers of meaning as the narrator’s relationship with poetry evolves. It also involves complex references to poems that the narrator must read in his class. Understanding his mood requires students to understand what he’s reading.	Knowledge of the elements of poetry and how to unpack the figurative language of poetry will be the most challenging aspect for multilingual learners.	Lesson 20 At the bottom of the Elements of Poetry chart, write a selected poem and label applicable elements. Distribute a copy of the poem, and instruct students to add the poem to their journal and label the poetic elements. Refer to this chart and model to help students identify poetic elements in each new poem the class reads.

Writing Support

EXISTING WRITING SCAFFOLDS

This module builds students' understanding of how to write an informative paragraph and essay. This is taught by using the Painted Essay colors to write a thesis, or focus statement, and introduction; supporting points or paragraphs with evidence and elaboration; and a concluding statement or paragraph. Students may be unfamiliar with these structures or individual parts. At the sentence level, students need to be able to describe how someone can have a literal and figurative great heart and expand upon a theme from *Love That Dog*. Students are guided in expanding their writing by including quotations with correct punctuation, compound sentences with commas, and adjectives in order. Multilingual learners benefit from repeated modeling and practice of these skills.

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: Complete Focusing Question Task 1</p> <p>Because this is the first module and first major writing task for students, you may want to scaffold their work in one of these ways:</p> <p>Students orally rehearse each evidence and elaboration sentence with a partner, explaining their thinking before writing it on their own papers.</p> <p>Students use a sentence frame for evidence and elaboration:</p> <p>The biography of _____ says, “_____.” This shows that _____.</p> <p>Students include only evidence (without elaboration) or include only one evidence and elaboration set (yellow instead of yellow and blue). (In revision, students can expand, adding elaboration and/or a second point.)</p>	<p>Multilingual learners benefit from orally processing and rehearsing content with a partner and then by using sentence frames in their writing to structure their ideas.</p>
<p>Lesson 17</p> <p>Learn: Gather and Record Evidence</p> <p>If needed, complete the first row of the Evidence Organizer as a class. Have students turn to page 13. Think aloud to show students how you find, paraphrase, and elaborate on evidence in support of the focus statement.</p>	<p>Modeling and collaborative work help multilingual learners process directions and concepts for independent work. Graphic organizers support students as they organize their thinking in preparation for Focusing Question Task 2.</p>

Scaffold	Support for Multilingual Learners
<p>Lesson 28</p> <p>Learn: Complete Focusing Question Task 3</p> <p>Consider working with a small group of the writers who need the most support, especially those who struggled with writing paragraphs about theme and Jack’s changes in Lessons 24 and 25. Model how you compose a focus statement about theme. Then, provide support as students develop their own focus statements, continuing this process for a supporting point, evidence and elaborate sentences, and a conclusion. Or, decide upon the strongest theme as a small group and collaboratively write a focus statement; then provide support as students develop the rest of their paragraphs.</p>	<p>Modeling and collaborative work help multilingual learners process directions and concepts, especially when inferring abstract concepts such as theme.</p>
<p>Lesson 32</p> <p>Learn: Complete the EOM Task</p> <p>Provide sentence frames to structure students’ work with the supporting paragraphs:</p> <p>First, a great heart can be a [literal/ figurative] great heart. One way that a person can have a [literal/figurative] great heart is [evidence from the core text]. This evidence from [core text] is important because it shows that _____.</p> <p>A great heart can also be a [literal/figurative] great heart. One way that a heart can be a [literal/figurative] heart is [evidence from the core text] This evidence from [core text] is important because it shows that _____.</p>	<p>Sentence frames help multilingual learners organize their thinking and apply transition words and important concepts, especially when writing two paragraphs about related points for their informative essay.</p>

ADDITIONAL WRITING SCAFFOLDS

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

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 2</p> <p>Examine: Why is each part of a Painted Essay important?</p>	<p>Show students the paragraph template from Lesson 5, Learn: Review the Parts of an Informative Paragraph. Explain how the colors from the Painted Essay apply to a single paragraph, which they will have a lot of practice writing before they write a full essay. Instruct students to make a copy of the template, and invite them to use watercolors, highlighters, colored pencils, or crayons to apply red, green, yellow, and blue to the parts of the template. In subsequent lessons, encourage students to add these colors to their drafts as they discuss each part and work toward completing Focusing Question Task 1.</p>
<p>Lesson 17</p> <p>Execute: How do I use evidence from <i>The Circulatory Story</i> in my Focusing Question Task 2 response?</p>	<p>Assign individuals, pairs, or small groups a part of the circulatory system from Handout 17A: Evidence Organizer for <i>The Circulatory Story</i>. Invite students to act out their part in keeping a literal heart working and healthy. Provide sentence frames as needed, such as the following: I am _____. My job is to _____. This helps the heart stay healthy because _____.</p> <p>Guide students to stand in relation to others to show how the parts of the circulatory system are arranged.</p>
<p>Lesson 28</p> <p>Execute: How do I write a well-developed informative paragraph to analyze theme?</p>	<p>As preparation for Focusing Question Task 3, review <i>theme</i> as the central message of a literary work. Display the ongoing themes of <i>Love That Dog</i>, and read them aloud. Instruct pairs or small groups to discuss an assigned theme and how it relates to Jack's character.</p> <p>Support students' thinking and discussion about themes before Focusing Question Task 3 by providing sentence frames, such as the following:</p> <ul style="list-style-type: none"> ▪ The theme that writing helps us better understand our feelings is shown when Jack _____. ▪ Jack shows the theme that others can help us understand our feelings when he communicates with _____. ▪ Jack shows the theme that reading poetry helps us better understand our feelings when _____. ▪ Jack shows the theme that it takes courage and determination to express one's feelings when he _____.

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 32</p> <p>Execute: How do I use my informative writing skills to respond to the End-of-Module Task?</p>	<p>Create a collaborative Venn diagram to compare and contrast a literal and figurative great heart. For example, a literal heart is an organ in the body, it can be seen on a scan, and it keeps a person physically alive. In contrast, a figurative heart is made up of abstract qualities, such as being determined, generous, inspiring, or brave; it can be seen by someone’s words and actions; and it can make someone feel alive in spirit. Both a literal and figurative great heart (captured in the middle section of the Venn diagram) are important parts of being human; they can help a person survive and live a more fulfilled life, and they can be made stronger.</p> <p>Direct students to the Painted Essay Template in Lesson 2. Remind students that the yellow and blue colors indicate the two supporting points. Point out the two body paragraphs that blend to make green as represented by the thesis, or focus statement, in the introduction and by the conclusion.</p> <p>Point out that the ways a literal and figurative great heart are different on the Venn diagram would most likely be used in the body paragraphs—one for literal and one for figurative. The ways the two are similar may be interesting information for the introduction and conclusion.</p> <p>Model how you would take information from the Venn diagram to apply to parts of the essay template. Instruct pairs or small groups to work together to follow suit with additional information or template sections.</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: Content Vocabulary: Etymology of <i>heart</i>	This Deep Dive builds understanding of word parts and origins by having students excavate and apply meaning to <i>cardi</i> and <i>cor</i> . Study of Latin roots builds knowledge of academic vocabulary in English and facilitates the use of cognates for Latin-based languages like Spanish. Multilingual learners benefit from group discussions, especially when they pertain to figurative language.
Lesson 4 Style and Conventions Deep Dive: Experiment with Punctuation for Quotations	This Deep Dive allows for practice with punctuating quotations to prepare students for writing a paragraph for Focusing Question Task 1. This is a new skill introduced in Grade 4, and the conventions used vary across languages.
Lesson 13 Style and Conventions Deep Dive: Examine Commas in Compound Sentences	This Deep Dive examines the purpose and placement of commas in compound sentences in preparation for Focusing Question Task 2. Multilingual learners benefit from understanding how a specific language feature connects ideas in a sentence.
Lesson 19 Style and Conventions Deep Dive: Experiment with Ordering Adjectives	This Deep Dive builds understanding of adjective order in English. Students review rules and practice identifying examples. Multilingual learners benefit from understanding how a specific language feature connects ideas and supports fluent writing in preparation for Focusing Question Task 3. The explicit instruction is beneficial, as adjective order varies across languages.
Lesson 28 Vocabulary Deep Dive: Words That Reflect a Great Heart	This Deep Dive reinforces understanding of a figurative great heart by having students generate a list of adjectives that describe a person with great heart. Generating synonyms expands vocabulary, supports understanding of content and parts of speech, and prepares students 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 2C: Fluency Homework</p> <p>John Muir said, “Keep close to Nature’s heart...and break clear away, once in a while, and climb a mountain or spend a week in the woods. Wash your spirit clean.”</p>	<p>Ask: “Who is John Muir speaking to?”</p> <p>Help students understand that Muir is speaking directly to the reader, and that <i>you</i> is understood as the subject.</p> <p>Point out the commas in the sentence and explain that this is a series of directions.</p> <p>Ask: “What does Muir command, or tell, the reader to do in the first sentence?”</p> <p>Ask: “What do all of these actions have in common?”</p> <p>Help students understand that all of the actions involve spending time in nature.</p> <p>Direct students to the second sentence. Ask: “What do you notice about this sentence?”</p> <p>Help students notice that the second sentence is also a command but just one, short direction. Explain that sometimes authors write a very short sentence after a long sentence to emphasize an idea.</p> <p>Ask: “What do you think this sentence means? How is this sentence connected to spending time in nature?”</p>

Sentence	Selected Elements to Unpack
<p>From Handout 8A: Fluency Homework</p> <p>“The blood traveling through the aorta will eventually branch off to reach the rest of the body, including the lungs, kidneys, stomach, intestines, and legs” (Corcoran and Czekaj 16–17).</p>	<p>Identify and underline the main subject and verb of the sentence: “blood” and “will branch.”</p> <p>Show an image of a tree with branches. Explain that <i>branch</i> can be both a noun and a verb.</p> <p>Ask: “What does the verb <i>to branch</i> mean?”</p> <p>In the last phrase, point out the list and read aloud the different parts of the body. Instruct students to circle the commas, and remind them that commas are used to link items in a list.</p> <p>Ask: “How are the items in the list related to the verb <i>branch</i>?”</p> <p>Help students understand that the blood travels, or branches out, to all these parts of the body.</p> <p>Ask: “How do this sentence and the illustration on pages 16–17 of <i>The Circulatory Story</i> show how blood travels, or branches out, to different parts of the body?”</p>
<p>From Handout 12A: Fluency Homework</p> <p>“An unhealthy diet, especially lots of fatty foods, can cause plaque to build up in people’s arteries, which can lead to a clog in a coronary artery.” (Corcoran and Czekaj 36–37)</p>	<p>Ask: “What can an unhealthy diet cause?”</p> <p>Put a box around the word <i>plaque</i> as the object and instruct students to do the same.</p> <p>Put parentheses around the phrase, “especially lots of fatty foods.” Point out the commas that set off this phrase, and instruct students to circle them.</p> <p>Ask: “How does this phrase expand this sentence and give more detail about an unhealthy diet?”</p> <p>Put parentheses around the clause, “which can lead to a clog in a coronary artery.” Point out the comma that sets off this clause, and instruct students to circle it.</p> <p>Ask: “What does this added information tell the reader about plaque?”</p> <p>Ask: “How would this sentence be different if it just said, ‘An unhealthy diet can cause plaque?’”</p>
<p>From Handout 18A: Fluency Homework</p> <p>“Stopping by Woods on a Snowy Evening”</p>	<p>Identify and underline the main subject and verb of the first line of the poem: <i>I think</i>.</p> <p>Explain that it is very common to start a sentence with “I think.”</p> <p>Rearrange, display, and read aloud the sentence in simpler syntax: “I think [that] I know whose woods these are.”</p> <p>Explain that sometimes a writer does not start a sentence with the subject but may instead start with a phrase or clause, such as “Whose woods.”</p> <p>Ask: “Why do you think the poet starts the poem this way?”</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/G4M1.VV1	literal, figurative, courageous, generous, greathearted
Focusing Question 2: http://witeng.link/G4M1.VV2	blood, circulatory system, chamber, transport, valve
Focusing Question 3: http://witeng.link/G4M1.VV3	poetry, element, rhyme, rhythm, imagery

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 16 What is the essential meaning of <i>The Circulatory Story</i> ?	What is the theme, or the lesson, in this book? Who would benefit from reading this book, and why? Why does this book matter?
Lesson 26 What does a deeper exploration of Miss Stretchberry reveal in <i>Love That Dog</i> ?	How do Miss Stretchberry's actions help Jack change his attitude about poetry? How do her actions help Jack grow as a poet? How is she helping Jack change as a person?
Lesson 31 What does it mean to have a great heart, literally and figuratively?	What does it mean to have a great heart, literally? What does it mean to have a great heart, figuratively? How might a person have a great heart, both literally and figuratively?

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, _____.

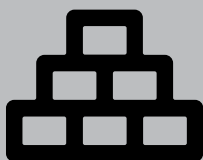
In the text, _____.

**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 4 Module 2:

Extreme Settings



Grade 4 Module 2

Multilingual Learner Resource

Module Map

Lesson	Support
Focusing Question 1: How does the setting affect the characters or speakers in the text?	
1	Fluency Practice Reading Support: “All Summer in a Day” Sentence Deconstruction
2	Reading Support: “All Summer in a Day”
3	Reading Support: “All Summer in a Day”
4	Reading Support: “All Summer in a Day” Existing Writing Scaffold
5	Socratic Seminar Support
7	Fluency Practice Reading Support: “Dust of Snow”
8	Reading Support: “Dust of Snow”
9	Reading Support: “Stopping by Woods on a Snowy Evening” Existing Writing Scaffold Recommended Deep Dive
10	Additional Writing Scaffold
Focusing Question 2: What makes a mountainous environment extreme?	
11	Fluency Practice Reading Support: <i>Mountains</i> Sentence Deconstruction Recommended Deep Dive
12	Reading Support: <i>Mountains</i> Additional Writing Scaffold

13 Recommended Deep Dive

14 Reading Support: *Mountains*

Focusing Question 3: How does setting influence character and plot development?

17 Reading Support: *Hatchet*

18 Fluency Practice
Sentence Deconstruction

19 Additional Writing Scaffold

20 Existing Writing Scaffold

21 Reading Support: *Hatchet*

22 Recommended Deep Dive

25 Fluency Practice
Reading Support: *Hatchet*
Sentence Deconstruction

Essential Question: How does a challenging setting or physical environment change a person?

31 Existing Writing Scaffold
Additional Writing Scaffold

32 Socratic Seminar Support

Module 2 English Language Development (ELD) Standards

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

Module 2 Learning	WIDA Standards	ELP Standards
<p>Reading supports help students build background knowledge about a variety of extreme environments, analyze characters and themes in literary texts, identify main ideas and details in informational text, and infer the meaning of figurative language.</p>	<p>ELD-LA.4-5.Narrate.Interpretive</p> <p>Multilingual learners will interpret language arts narratives by</p> <ul style="list-style-type: none">▪ Identifying a theme from details▪ Analyzing how character attributes and actions develop across event sequences▪ Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes <p>ELD-LA.4-5.Inform.Interpretive</p> <p>Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none">▪ Identifying and summarizing main ideas and key details▪ Analyzing details and examples for key attributes, qualities, and characteristics▪ Evaluating the impact of key word choices in a text	<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 narrative text by using story elements and descriptive language and write informative text by using text features.</p>	<p>ELD-LA.4-5.Narrate.Expressive</p> <p>Multilingual learners will construct language arts narratives that</p> <ul style="list-style-type: none"> ▪ Orient audience to context ▪ Develop and describe characters and their relationships ▪ Develop story with complication and resolution, time and event sequences ▪ Engage and adjust for audience <p>ELD-LA.4-5.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 ▪ Establish objective or neutral stance ▪ Add precision and 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.4-5.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 used in texts, including figurative language, such as metaphors and similes <p>ELD-LA.4-5.Inform.Interpretive</p> <p>Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> ▪ Evaluating the impact of key word choices in a text <p>ELD-LA.4-5.Narrate.Expressive</p> <p>Multilingual learners will construct language arts narratives that</p> <ul style="list-style-type: none"> ▪ Orient audience to context 	<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.4-12.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▪ Identify and raise questions about what might be unexplained, missing, or left unsaid▪ Recount and restate ideas to sustain and move dialogue forward <p>ELD-SI.4-12.Inform</p> <p>Multilingual learners will</p> <ul style="list-style-type: none">▪ Summarize most important aspects of information <p>ELD-SI.4-12.Argue</p> <p>Multilingual learners will</p> <ul style="list-style-type: none">▪ Generate questions about different perspectives▪ Support or challenge an opinion, premise, or interpretation▪ 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 Homework “All Summer in a Day” Part of this fluency passage is used in a sentence deconstruction.	What’s happening in this excerpt? Who are the characters? What are some sensory details of the setting—or things you can imagine seeing, hearing, touching, smelling, and tasting? At the end of the excerpt, who is speaking? How do you know this is dialogue?
Handout 7A: Fluency Homework “Dust of Snow”	In the first stanza of the poem, what happens between the crow and the speaker? In the second stanza, how does the speaker change from ruing, or regretting, the day? What kind of dust is this poem about? Why do you think it’s called dust?
Handout 11A: Fluency Homework Mountains Part of this fluency passage is used in a sentence deconstruction.	What is being described in this excerpt? Which part of a mountain has nothing growing there? Why? How could you draw an image to show the three slopes of a mountain?

Fluency Passage	Recommended Text-Dependent Questions
Handout 18A: Fluency Homework Hatchet Part of this fluency passage is used in a sentence deconstruction.	What is happening in this scene? Who are the characters? Why is the hatchet so important in this story?
Handout 25B: Fluency Homework Hatchet Part of this fluency passage is used in a sentence deconstruction.	What is happening in this scene? What gives Brian hope? Why does Brian lose hope of ever getting out of the wilderness? Which detail best represents how Brian is feeling? Why?

“ALL SUMMER IN A DAY,” RAY BRADBURY

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: A short science-fiction story with a driving plot; relatively straightforward story line; emphasizes the role of an extreme setting in the shaping of a plot; illustrates how desperation leads to unkindness.</p>	<p>Understanding the motivations and state of mind of the children that result in unkindness may be challenging.</p>	<p>Lesson 4</p> <p>Read aloud parts of the story where Margot contrasts herself with the other children because of their different backgrounds.</p> <p>Clarify that the children struggle to understand or believe Margot, and this—in addition to the ongoing drudgery of the rain—may contribute to their unkind actions.</p>
<p>Structure: A narrative structure told chronologically; backstory woven seamlessly into the plot.</p>	<p>Much of the dialogue does not include speaker tags. There are often several lines of dialogue in a row from different unidentified speakers. The story begins with this unidentified dialogue.</p>	<p>Lesson 1</p> <p>Point out the quotation marks used for dialogue at the beginning of the story and throughout. Explain that the unidentified speakers are different children who are not named in the story.</p> <p>Explain that the author may have chosen to leave out the names because there are so many children, and they are not main characters. Omitting names also helps the story flow and sound more like real dialogue with different voices chiming in.</p>
<p>Language: Variety of sentence length but some long sentences with multiple phrases and clauses; wide variety of word choice; occasional use of figurative language; some challenging academic vocabulary.</p>	<p>Figurative language could be confusing, especially as it is used to describe the sun in many ways.</p>	<p>Before Lesson 3</p> <p>Discuss examples of figurative language, such as the sun as a lemon, flower, penny, and fire, while rereading the story. Clarify that these abstract comparisons create descriptive imagery.</p> <p>Invite students to create their own drawings and similes or metaphors of the sun or other setting elements, such as the rain or the jungle.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: A cursory understanding of the planets in relation to the sun; the impact of the sun on a planet's climate. <i>Note: This is science fiction, so it does not hold strictly to the way a day is measured on Venus.</i>	The habitable setting of Venus is imaginary in this story, which is what makes it science fiction. Students may be unfamiliar with this genre.	Lesson 2 Display images of Venus and share a description of the planet as the hottest in the solar system because of its atmosphere. Clarify that because of its very hot climate, Venus is an unlikely place for living things to exist.

“DUST OF SNOW,” ROBERT FROST

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning: This short poem by Robert Frost illustrates the importance of mindfulness, small moments, and positive thinking.</p>	<p>Students need to understand the setting of this poem and how being in nature can help alter one's mood.</p>	<p>Lesson 7</p> <p>Play a short video with sights and sounds of nature, such as forests, flowers, birdsong, running water, mountains, or beaches.</p> <p>Explain that people often go into nature to connect with life in a positive way.</p>
<p>Structure: This short poem has two stanzas, and each stanza uses an alternating rhyme scheme.</p>	<p>To understand what is happening in this poem, students need to identify the main subject and verbs.</p>	<p>Lesson 7</p> <p>Display the poem. Point out the period at the end, and explain that this poem is one sentence. Point out the capital letters at the start of each line, and explain that this is a traditional style of poetry that is not as common today.</p> <p>Write the sentence out with just the first word and pronoun <i>I</i> capitalized. Underline the subject <i>way</i> and circle the verbs <i>has given</i> and <i>saved</i>.</p> <p>Summarize the poem with a statement, such as “The way the crow shook the snow down (from the tree) (onto the speaker) changed his mood and helped save the day.”</p>
<p>Language: The rhythm and rhyme of the poem make it fun to read. However, the poetic form may provide a challenge to readers as it varies from more familiar prose pieces of text. Readers will need to know the meaning of the word <i>rue</i>d in order to understand what is happening in the poem.</p>	<p>Students need to understand the meaning of <i>rue</i>d and what it signifies at the end of the poem.</p>	<p>Lesson 7</p> <p>Model fluent reading by reading aloud the poem with expression and phrasing. Then Echo Read it.</p> <p>Explain that when you rue something, you regret it or feel sorry about it. Display and read aloud an example, such as “She rue'd the day she quit the team!” Encourage students to create their own examples.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: Symbolism of the hemlock and crow; background knowledge about country life and winter.	Students must first understand literal meanings before they can attach figurative meaning to fully understand the poem.	<p>Lesson 8</p> <p>Display a color image of an evergreen hemlock tree with a dusting of snow. Explain that though the hemlock tree is not poisonous, the plant of the same name can be deadly. Tell students that the mention of hemlock puts the idea of death into the reader's mind.</p> <p>Display an image of a crow. Explain that in myths and other stories the crow often symbolizes change. Clarify that the inclusion of the crow and hemlock helps convey the speaker's mood and change of heart.</p>

“STOPPING BY WOODS ON A SNOWY EVENING,” ROBERT FROST

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning: This short poem by Robert Frost describes the thoughts of a busy, responsible man who has stopped to watch snow fall in the isolated woods. He feels the beauty and pull of the woods but realizes he must keep moving to meet his obligations.</p>	<p>Understanding the ideas of busyness and obligation will help students fully absorb the significance of the poem.</p>	<p>Lesson 9</p> <p>Invite students to ponder tasks they must do every day and activities they like or want to do.</p> <p>Explain that the speaker in this poem is struggling with the balance between obligations, or “promises to keep,” and spending time in nature.</p>
<p>Structure: This poem has four stanzas with an interesting rhyming pattern. The first, second, and fourth lines in each stanza rhyme, while the third line sets up the rhyme for the next stanza.</p>	<p>Students may need guidance to understand the challenging syntax of this poem.</p>	<p>Lesson 9</p> <p>Display the poem and point out the rhyme pattern (a, a, b, a) of the first three stanzas, and the different pattern in the fourth.</p> <p>Reorder the syntax of the first sentence: “I think I know whose woods these are.”</p> <p>Point out and discuss the repetition in the last stanza that emphasizes the many things the speaker still needs to do.</p>
<p>Language: Vocabulary is not complex, with the exception of <i>queer</i>, which is used in a dated sense. The sentence structure does not follow familiar oral language patterns and students may need support to understand the poetic organization of the words within each line. An example of this is found in the first line of the first stanza, “Whose woods these are, I think I know.”</p>	<p>Students need to understand the meaning of the word <i>queer</i> as it is used in the poem.</p>	<p>Lesson 9</p> <p>Model fluent reading by reading aloud the poem with expression and phrasing. Then Echo Read it. Explain that an outdated meaning of <i>queer</i> is “odd or unusual.”</p> <p>Facilitate a discussion about why the horse would find it unusual for the narrator to stop in the middle of the woods.</p>
<p>Knowledge Demands: Readers must understand the meaning of the word <i>queer</i> to recognize the significance of the speaker’s decision to stop and watch the snow fall in the woods. They must ponder why he would take the time to do something that does not make sense if he is so busy and has so many “miles to go” and “promises to keep.”</p>	<p>Students would benefit from understanding the symbolism of the word <i>sleep</i> and the phrase “miles to go” to grasp the figurative meaning of the poem.</p>	<p>Lessons 9</p> <p>Point out that “miles to go” could also mean the years the speaker has left in his life and all the things he still needs and wants to do along his journey.</p> <p>Explain that sleep is often used as a metaphor for death.</p>

MOUNTAINS, SEYMOUR SIMON

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning: Complex account of what mountains are, how they compare to other mountains, how they form in different ways, how they weather and erode, varieties of life in mountain regions, and the challenge to human habitation.	Students who do not live near mountains may need more visuals to understand the extreme nature of this setting.	<p>Lessons 11-16</p> <p>Create a Gallery Walk of photographs of extreme mountain settings. Include local or nearby mountains, if applicable. Invite students to draw mountains to add to the gallery, adding descriptive labels.</p> <p>Help students understand how mountains can be both dangerous and inspirational.</p>
Structure: New topics are signaled with a blue uppercase letter at the beginning of a page of text; illustrations include breathtaking photographs, a topographical map, a color-coded map, mountain-formation diagrams; the book is organized logically but without the aid of headings.	The complex text may be difficult to organize and comprehend.	<p>Lessons 12-13</p> <p>Read aloud sections of text and model how to add headings that organize key details.</p> <p>Encourage pairs or groups to add headings to sections after rereading and discussing them. Invite students to add headings in their home language.</p>
Language: Heavy use of domain-specific vocabulary; vocabulary supported with in-text explanations, illustrations, and diagrams.	The complex text includes many unfamiliar words.	<p>Lesson 14</p> <p>Create a chart of all the different types of trees in the text. Show images of these trees and point out where on the mountain slopes each type lives. Define the words <i>habitat</i>, <i>life zone</i>, and <i>timberline</i>.</p> <p>Help students understand why the highest mountain slope is the most extreme.</p>
Knowledge Demands: High demand for background knowledge about rock formation, weather, and erosion; helpful to know about the plates and how movement creates mountain formation.	Background knowledge about mountains may be lacking.	<p>Before Lesson 11</p> <p>Show a video about how weather and erosion affect mountain plates and their formation.</p>

HATCHET, GARY PAULSEN

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning: Straightforward story line with a driving, motivational plotline; familiar survival theme; one main character sharing his thoughts and showing resulting action.	Reading a novel can be challenging because of its length.	<p>Lessons 17–30</p> <p>Create a storyboard to keep track of important events in <i>Hatchet</i>. Reread aloud key passages, such as pages 53–54 when Brian makes a shelter; page 117 when disappointment changes him; and page 149 when he finds the plane wreckage. Invite pairs or groups to draw quick sketches to summarize events.</p> <p>Lesson 25</p> <p>Create a Themes Anchor Chart to track ongoing patterns, including visuals as needed. Add to this chart as you continue reading the novel.</p>
Structure: Conventional structure as a novel with chapters in chronological order; a few flashbacks as family issues live in the protagonist's memories.	Students may need more support distinguishing between current events and flashbacks.	<p>Lesson 21</p> <p>Begin a Flashbacks Anchor Chart to track memories that Brian describes. Discuss how these past events affect him in the wilderness.</p>
Language: Style and structure of language consistent throughout novel; some possibly unfamiliar vocabulary but well supported in context.	Students may need support with numerous unfamiliar vocabulary words.	<p>Lessons 17–30</p> <p>Create a word wall using the vocabulary words in the chart in Appendix B. Add images and encourage students to create their own sketches to illustrate the words. Invite students to add words in their home language.</p>
Knowledge Demands: Canadian wilderness geography; the vegetation and animals in the taiga biome; life experiences with parental struggles.	Background knowledge about the Canadian wilderness may be lacking.	<p>Before Lesson 17</p> <p>Show a video depicting the boreal forest, or taiga, of the Canadian wilderness, including animal and plant life. Encourage students to predict why it would be difficult to survive in this setting.</p>

Writing Support

EXISTING WRITING SCAFFOLDS

This module builds students’ understanding of how to write narrative paragraphs and stories. This is taught through the ESCAPE chart as well as a Mountain Chart for rising action, climax, and falling action. Students may be unfamiliar with these structures or individual parts. At the sentence level, students need to describe settings and characters by using snap shots and thought shots with sensory details. Students are guided in expanding their writing by using exploded moments, prepositional phrases, and relative clauses.

In addition, students write informational text about mountains for a visual display and a skit about Brian’s character that they will perform. Students with beginning English proficiency may need additional support for the informational and skit writing, as this instruction is not as thorough as the narrative writing instruction.

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
Lesson 4 Learn: Analyze Characters Compile a list of adjectives to describe each setting, and help students connect the settings to the character descriptions and behavior. Provide images of sunny and rainy settings as needed to help support the descriptions.	Identifying and reviewing descriptive vocabulary and connecting it to images helps reinforce the settings and character motivations for multilingual learners.
Lesson 4 Learn: Write a Snap Shot If students are having difficulty thinking of a scene to write about, have them draw a scene first. Then students can look at the drawing they created to start their writing.	Drawing helps multilingual learners express their thinking without words. Students could also add labels to their drawing in their home language as a bridge to their narrative writing.
Lesson 12 Analyze: Next Steps If students were unable to generalize how mountains were described on pages 1–7, spend time in the beginning of the next lesson color coding the details on Handout 12A based on climate, length, altitude, and age. They can search through pages 1–7 to see if more details can be added to Handout 12A based on the common descriptors of mountains. These descriptions will help students organize information on the types of mountains.	Organizing complex information helps multilingual learners process text, and color-coding adds clarity as a visual aid. Students could also add labels to the handout in their home language.

Scaffold	Support for Multilingual Learners
<p>Lesson 20</p> <p>Style and Conventions Deep Dive</p> <p>Pull a small group of students and use Handout 19B: Prepositional Phrases Resource to expand sample sentences. Refer to the list of prepositions to show students how to expand a sentence. Write the following example for students, underlining the prepositional phrases:</p> <p><u>“As I wandered around the bend of the river, behind the bushes I saw a bear wandering outside his den.”</u></p>	<p>Practice with expanding sentences helps multilingual learners read and write more complex text. Identifying and applying prepositional phrases prepares students to meet this criterion on their narrative End-of-Module Task.</p>
<p>Lesson 31</p> <p>Learn: Create a Skit</p> <p>When grouping students for this project, think about grouping by similar levels of understanding. Try to include a strong writer in each group. It is also important that students know how to respond to a direction time signal. To support groups that are struggling, ask students to identify places in the text where Brian’s survival was at stake or when he faced and solved a particular problem. Look up these contexts in the <i>SAS Survival Handbook</i> and read for more information. Provide an oral model of how this might influence a character’s dialogue in the skit and ask students to give it a try. Encouraging oral rehearsal will help students organize information prior to writing the script.</p>	<p>Multilingual learners benefit from working in small, intentional groups and orally processing and rehearsing content with guidance as needed. Specific guidance in cross-referencing texts helps students make connections and apply knowledge to their skit.</p>

ADDITIONAL WRITING SCAFFOLDS

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

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 10</p> <p>Execute: How do I use snap shots and thought shots in a narrative exploded moment?</p>	<p>Form groups according to the character or speaker students have chosen from “All Summer in a Day,” “Dust of Snow,” or “Stopping by Woods on a Snowy Evening.” Instruct students to act out a key moment from their text as oral rehearsal for Focusing Question Task 1. Encourage students to use facial expressions, dialogue and tone of voice, and body language to show how the character or speaker feels. Help students connect one feeling the character or speaker experiences to at least one sensory detail to help prepare students to write an exploded moment, including snap shots and thought shots, for Focusing Question Task 1. This work may also support the skit creation and performance in Focusing Question Task 3.</p>
<p>Lesson 12</p> <p>Examine: What makes the text descriptions in <i>Mountains</i> engaging to read?</p>	<p>Provide one or more additional texts about mountains that include headings, subheadings, diagrams, illustrations, and captions. Point out these text features, and encourage students to discuss the information they convey as well as why a mountainous environment is extreme to help prepare students to create and present a visual display about mountains for Focusing Question Task 2.</p>
<p>Lesson 19</p> <p>Examine: How does setting influence character development?</p>	<p>In Learn: Read and Organize, use the ESCAPE chart to talk through the key points of a well-known story, such as <i>Cinderella</i> or <i>The Three Little Pigs</i>. Create cards with the ESCAPE icons and hold them up as you identify each part of the story: Establish, Setting, Characters, Action, Problem, and Ending. Create a card with a triangle on it and hold it up together with the Action card. As you point to the left side, top, and right side of the triangle, explain that this triangle, like a mountain, symbolizes the rising action, climax, and falling action. Highlight these parts of the action in the example story. Retell the story and have pairs or groups hold up the appropriate icon card or point to the part of the Mountain Chart to illustrate the action.</p>
<p>Lesson 31</p> <p>Focusing Question Task 3</p>	<p>Instruct pairs to create cartoon strips or storyboards to visually portray the characters as rehearsal for writing and performing their skit. (Students create storyboards in Lesson 7 for “Dust of Snow.”) Help students use dialogue bubbles and images to portray key parts of Brian’s conversation or interview. Encourage students to practice reading and acting out the parts of the skit with partners. Students may benefit from creating cue cards for their performance.</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 9 Style and Conventions Deep Dive: Experiment: Words and Phrases to Convey Ideas	This Deep Dive builds understanding of the settings of three texts by using three-column charts and Venn diagrams that help multilingual learners organize information and reinforce connections across content. The inclusion of visual art helps illustrate descriptive vocabulary.
Lesson 11 Vocabulary Deep Dive: Words That Describe Mountains	This Deep Dive builds understanding of inspirational and extreme mountain settings with quotations, a video, and a collaborative Graffiti Wall of descriptive words. Multilingual learners benefit from this abundant exposure to content and from repeated oral practice in pairs and groups.
Lesson 13 Vocabulary Deep Dive: Etymology: <i>Exposed</i>	This Deep Dive builds understanding of word parts and origins by having students excavate the meaning of the root <i>pos</i> . Study of Latin roots facilitates the use of cognates for Latin-based languages like Spanish. Drawing provides another avenue of expression for multilingual learners, which could also include home language labels.
Lesson 22 Style and Conventions: Experiment: Relative Pronouns	This Deep Dive builds understanding of relative pronouns and clauses and how they can be used to expand a sentence to be more descriptive and varied. Multilingual learners benefit from the modeling of specific examples, practice with a partner, and then individual application in preparation for their own narrative writing 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 1C: Fluency Practice Homework</p> <p>“It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain, with the drum and gush of water, with the sweet crystal fall of showers and the concussion of storms so heavy they were tidal waves come over the islands.” (Bradbury 1)</p>	<p>Identify and underline the main subjects and verbs of the sentence: “It had been raining” and “thousands (of days) compounded and filled.”</p> <p>Explain that this sentence includes many phrases separated by commas or words like <i>for</i>, <i>of</i>, <i>from</i>, <i>to</i>, and <i>with</i>. Put parentheses around these groupings to chunk them. Read aloud each part.</p> <p>Prompt students to identify the different senses evoked in each part.</p> <p>Ask: “What might <i>compounded</i> mean?”</p> <p>Ask: “How does the use of so many descriptive phrases make the reader feel?”</p>

Sentence	Selected Elements to Unpack
<p>From Handout 11A: Fluency Homework</p> <p>“On the middle slopes, it is colder and the kinds of trees found change to conifers, such as pine or spruce, which gradually become stunted and fewer in number.” (Simon 24)</p>	<p>Tell students that this is a complicated sentence with many parts. Identify and underline the main subjects and predicates of the sentence: “It is colder” and “kinds (of trees) change.”</p> <p>Instruct students to circle each comma and the words <i>and</i> and <i>which</i>. Explain that the commas and conjunctions connect smaller groupings of words. Read aloud each part.</p> <p>Rewrite the passive clause “the kinds of trees found change” in active voice for clarity: “the kinds of trees change.”</p> <p>Create a collaborative drawing to illustrate the middle slope of a mountain. As you discuss each part of this sentence, add to the drawing—with more trees at the bottom and fewer at the top.</p>
<p>From Handout 18A: Fluency Homework</p> <p>“The first faint light hit the silver of the hatchet and it flashed a brilliant gold in the light. Like fire.” (Paulsen 80)</p>	<p>Identify and underline the main subjects and verbs of the first sentence: “light hit” and “it flashed.” Point out and circle the coordinating conjunction <i>and</i> that connects the two complete thoughts in this compound sentence.</p> <p>Ask: “What does <i>it</i> refer to in the second part of the first sentence?”</p> <p>Explain that <i>it</i> refers to <i>light</i>, which occurs earlier in the sentence.</p> <p>Ask: “What do you notice about the second ‘sentence’?”</p> <p>Clarify that the second “sentence” is just a phrase because it doesn’t have a subject or verb. Explain that sometimes writers treat a word or phrase like a sentence for emphasis.</p> <p>Encourage students to think about the simile <i>like fire</i>. Guide them as needed to an understanding of what is being compared in this figurative language, and why.</p>
<p>From Handout 25B: Fluency Homework</p> <p>“He put all of his life into his legs, jumped logs, and moved through brush like a light ghost, swiveling and running, his lungs filling and blowing and now the sound was louder, coming in his direction . . .” (Paulsen 110–111)</p>	<p>Identify and underline the main subjects and predicates of the sentence: “He put . . . jumped . . . and moved” and “sound was louder.”</p> <p>Point out the words <i>swiveling</i>, <i>running</i>, <i>filling</i>, and <i>blowing</i>.</p> <p>Ask: “How do these words paint a picture in your mind of the character?”</p> <p>Ask: “Why do you think the author uses the simile ‘like a light ghost’ to describe Brian as he rushes toward the sound of the airplane?”</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/G4M2.VV1	frail, sensory details, mood, civilization, perspective
Focusing Question 2: http://witeng.link/G4M2.VV2	survive, shelter, exposed, mountain range, extreme
Focusing Question 3: http://witeng.link/G4M2.VV3	wilderness, challenge, disappointment, overcome, resilience

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 5 How does the setting affect the characters in "All Summer in a Day"? What is the theme of the story?	What is the setting like on Venus? How does this setting make the characters feel? What behaviors do the characters demonstrate that show how they are feeling?
Lesson 32 How does a challenging setting or physical environment change a person?	What is a setting or physical environment? What can make a setting or physical environment challenging, or difficult? How does the challenging wilderness change Brian?

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.

K-2 Talking Tool

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, _____.

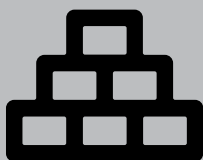
In the text, _____.

**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 4 Module 3:

The Redcoats Are Coming!



Grade 4 Module 3

Multilingual Learner Resource

Module Map

Lesson	Support
Focusing Question 1: What were the perspectives of the two main sides of the American Revolution?	
1	Fluency Practice Reading Support: <i>George vs. George: The American Revolution as Seen from Both Sides</i> Recommended Deep Dive Sentence Deconstruction
3	Additional Writing Scaffold
4	Existing Writing Scaffold
5	Reading Support: <i>George vs. George: The American Revolution as Seen from Both Sides</i> Recommended Deep Dive
8	Socratic Seminar Support
Focusing Question 2: How did different people's experiences affect their perspectives on the American Revolution?	
9	Reading Support: <i>Colonial Voices: Hear Them Speak</i>
10	Reading Support: <i>Colonial Voices: Hear Them Speak</i> Recommended Deep Dive
12	Fluency Practice Reading Support: <i>Colonial Voices: Hear Them Speak</i> Additional Writing Scaffold Sentence Deconstruction
14	Existing Writing Scaffold

Focusing Question 3: How did different people's perspectives affect their actions during the American Revolution?

- | | |
|----|---|
| 16 | Fluency Practice
Reading Support: <i>The Scarlet Stockings Spy</i>
Sentence Deconstruction |
| 17 | Reading Support: <i>The Scarlet Stockings Spy</i> |
| 18 | Reading Support: <i>The Scarlet Stockings Spy</i>
Existing Writing Scaffold
Additional Writing Scaffold |

Focusing Question 4: What drove the Patriots to fight for their independence from Britain?

- | | |
|----|---|
| 21 | Fluency Practice
Reading Support: <i>Woods Runner</i>
Sentence Deconstruction |
| 23 | Existing Writing Scaffold
Recommended Deep Dive |
| 25 | Reading Support: <i>Woods Runner</i> |
| 26 | Fluency Practice
Recommended Deep Dive |
| 29 | Socratic Seminar Support |
| 30 | Additional Writing Scaffold |

Essential Question: Why is it important to understand all sides of a story?

- | | |
|----|---|
| 34 | Additional Writing Scaffold
Socratic Seminar Support |
|----|---|

Module 3 English Language Development (ELD) Standards

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

Module 3 Learning	WIDA Standards	ELP Standards
<p>Reading supports help students build knowledge about the American Revolution, analyze characters and themes in literary texts, identify main ideas and details in informational texts, and infer the meaning of figurative language.</p>	<p>ELD-LA.4-5.Narrate.Interpretive</p> <p>Multilingual learners will interpret language arts narratives by</p> <ul style="list-style-type: none">▪ Identifying a theme from details▪ Analyzing how character attributes and actions develop across event sequences▪ Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes <p>ELD-LA.4-5.Inform.Interpretive</p> <p>Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none">▪ Identifying and summarizing main ideas and key details▪ Analyzing details and examples for key attributes, qualities, and characteristics▪ Evaluating the impact of key word choices in a text	<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 write explanatory and opinion essays by using text evidence, graphic organizers, and models.</p>	<p>ELD-LA.4-5.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 Establish objective or neutral stance Add precision and details to define, describe, compare, and classify topic and/or entity Develop coherence and cohesion throughout text <p>ELD-LA.4-5.Argue.Expressive</p> <p>Multilingual learners will construct language arts arguments that</p> <ul style="list-style-type: none"> Introduce and develop a topic clearly; state an opinion Support opinions with reasons and information Use a formal style Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section 	<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, expand sentences, and analyze both the form and meaning of complex sentences from core texts.</p>	<p>ELD-LA.4-5.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 used in texts, including figurative language, such as metaphors and similes <p>ELD-LA.4-5.Inform.Interpretive</p> <p>Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> Evaluating the impact of key word choices in a text <p>ELD-LA.4-5.Argue.Expressive</p> <p>Multilingual learners will construct language arts arguments that</p> <ul style="list-style-type: none"> Support opinions with reasons and information 	<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.4-12.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▪ Identify and raise questions about what might be unexplained, missing, or left unsaid▪ Recount and restate ideas to sustain and move dialogue forward <p>ELD-SI.4-12.Inform</p> <p>Multilingual learners will</p> <ul style="list-style-type: none">▪ Summarize most important aspects of information <p>ELD-SI.4-12.Argue</p> <p>Multilingual learners will</p> <ul style="list-style-type: none">▪ Generate questions about different perspectives▪ Support or challenge an opinion, premise, or interpretation▪ 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 1B: Fluency Homework <i>George vs. George: The American Revolution as Seen from Both Sides</i> Part of this fluency passage is used in a Sentence Deconstruction.	Which two groups of people are described in this excerpt? Who are the two Georges? What do we learn about the two Georges? Why do you think the excerpt begins with questions? What effect does this have on the reader?
Handout 12B: Fluency Homework <i>Colonial Voices: Hear Them Speak</i> Part of this fluency passage is used in a Sentence Deconstruction.	What items are in the milliner's shop? What might <i>mantua maker</i> mean? What do these descriptions tell you about the milliner?
Handout 16A: Fluency Homework <i>The Scarlet Stockings Spy</i> Part of this fluency passage is used in a Sentence Deconstruction.	Who is the character in this excerpt? What is the setting? What different messages does Maddy send by using her petticoats and stockings? How is this secret code helpful?

Fluency Passage	Recommended Text-Dependent Questions
Handout 21A: Fluency Practice Homework <i>Woods Runner</i> Part of this fluency passage is used in a Sentence Deconstruction.	Who is the character in this excerpt? What is the setting? What might <i>canopy</i> mean? What does the last sentence “A wild world” refer to? Why?
Handout 26A: Fluency Practice Homework <i>Woods Runner</i>	Who are the characters in this excerpt? What might <i>frantic</i> mean? What does Samuel decide in this excerpt? Why?

GEORGE VS. GEORGE: THE AMERICAN REVOLUTION AS SEEN FROM BOTH SIDES, ROSALYN SCHANZER

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning: The text is dense both in terms of overall scope of the information covered (twenty plus years of history) and specific details, which elaborate on specific concepts and events. The description of government both old and new, philosophical differences, and the volume of important historical figures generates a lot of information to recall and integrate. However, the overall purpose of the text is explicit and important ideas are often marked and restated for readers.</p>	<p>Students may need more support in understanding the motivation for the Revolutionary War.</p>	<p>Lesson 1</p> <p>Define <i>independence</i> as “freedom from being controlled.” Explain that when someone is independent, they can make their own decisions.</p> <p>Tell students that another name for the American Revolution is the Independence War or War for Independence.</p> <p>Point out the word parts <i>in</i> and <i>dependence</i>. Explain that <i>dependence</i> means “the state of needing someone else for support.” Instruct pairs or small groups to discuss how they think the parts work together. Clarify that the prefix <i>in-</i> makes <i>dependence</i> take on the opposite meaning.</p> <p>Facilitate a discussion about why a group of people would fight a war to have independence.</p>
<p>Structure: Transition words and phrases, along with headings that state main ideas, create a coherent and organized text. The illustrations and captions further help readers organize information and support the details in the text.</p>	<p>Students may be overwhelmed by the many modes of content, including sidebars, illustrations, dialogue bubbles within the illustrations, and the afterword. They may also need direction in how to parse the information for evidence for their research essay.</p>	<p>Lessons 1–8</p> <p>Guide students to focus only on the sections of text on pages 1–22 addressed in the first arc. You may instruct students to place a bookmark at the end of this section.</p> <p>In subsequent lessons (Lessons 11, 14, 17–18, 23, 26, and 33–35), guide students to refer to pages beyond 23 only as needed for evidence.</p> <p>Model how you would find one piece of relevant evidence, and then instruct pairs or small groups to find one for their research essays, providing a page number to narrow their search as needed.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: The language is fairly straightforward. Longer sentences provide elaboration of shorter main sentences. In the section “A New Nation,” the Declaration of Independence is translated into modern language.</p>	<p>Students may need more context around understanding the Declaration of Independence.</p>	<p>Lesson 5</p> <p>Read aloud the summary of the Declaration of Independence on page 36 of the text. Then display and read aloud just the first two sentences of the original Declaration of Independence, beginning with “When in the Course” and ending with “pursuit of Happiness.”</p> <p>Explain that the version in the text is simplified and summarized for their understanding. Point out the image in Lesson 5 of the original document and clarify that the primary document written in 1776 is much longer than the summary.</p> <p>Reinforce understanding that this historical document expresses why the colonists believed it was their right to fight for independence from Great Britain and to govern themselves as a free people.</p>
<p>Knowledge Demands: Background knowledge and vocabulary demands are high, and some words represent complex ideas that may be difficult for this age group. Other words represent familiar concepts with an unfamiliar label/word.</p>	<p>Students may need to reinforce their understanding of the causes of the Revolutionary War and how it affected everyday life.</p>	<p>Lesson 1</p> <p>Show a short video about the causes of the American Revolution.</p> <p>When showing the video, use the English subtitles or, as possible, subtitles in students’ home languages.</p> <p>To help support this historical content, encourage students to take notes as they watch the video. Model how you would take notes that summarize key points. As relevant to the selected video, highlight the issue of taxation without representation as a key motivation for this War for Independence.</p>

COLONIAL VOICES: HEAR THEM SPEAK, KAY WINTERS

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning: Complex ideas must be inferred through integration of background knowledge and the text. Readers frequently encounter symbolism, metaphors, and irony, which explore critical ideas in the text. For example, the patriots are fighting for liberty, yet we meet the Blacksmith's slave who will not be granted his freedom.</p>	<p>Some viewpoints are limited in this text and warrant more discussion and exploration. Students may need more explanation about the sad irony of some people's situation.</p>	<p>Lesson 12</p> <p>Reread aloud <i>The Basket Trader</i> and <i>The Blacksmith's Slave</i> vignettes.</p> <p>Facilitate a discussion about why a Native American girl and a man who was enslaved may not choose the Patriot's or Loyalist's side.</p> <p>Clarify that many people in these groups felt they had already lost and would never truly have freedom—no matter the outcome of the Revolutionary War.</p>
<p>Structure: The reader must recognize frequent shifts in narration and viewpoints as they move to each new vignette. Text features like headings, font changes, and bold words help readers attend to and infer important ideas. The use of vignettes provides a challenge to following the normal story line. The author builds anticipation of the “secret” that is revealed at the end, but the introduction of the plot is subtle and could be easily missed by readers.</p>	<p>Students may need guidance in connecting instances of foreshadowing to the final event.</p>	<p>Lesson 10</p> <p>Read aloud the first two sentences of the text in the <i>Errand Boy</i> vignette. Explain that the phrase “about to explode” tells the reader that something is going to happen in Boston, but it's not stated what that is. Clarify that this is a figurative use of <i>explode</i>, meaning something big is going to happen to bring change—but it is not a literal explosion.</p> <p>Tell students that these hints about what's going to happen are called foreshadowing. Point out the word parts <i>fore</i> and <i>shadow</i>. Explain that <i>fore</i> means “before,” so these instances are hints that come before the main event, like a shadow of the real thing.</p> <p>Assign pairs or small groups a vignette—such as <i>The Baker</i>, <i>The Mistress of the Dame School</i>, and <i>A Son of Liberty</i>—and instruct students to find an instance of foreshadowing that helps them understand what is going to happen.</p> <p>Facilitate a brief discussion about why the author uses foreshadowing throughout the vignettes leading to the final event.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: Unfamiliar, or historical, syntax is found in a few of the vignettes, for example, “who comes” and “I never want for work.”</p>	<p>Syntax and figurative language could be challenging for some students.</p>	<p>Lesson 10</p> <p>Point out examples of figurative language in the vignettes, such as liberty bubbling up and rising like dough in <i>The Baker</i>, moccasins walking “between two worlds” in <i>The Basket Trader</i>, and Boston Harbor described as a teapot in <i>A Son of Liberty</i>.</p> <p>Remind students that figurative language is not literal and is used to make comparisons to add description to a text.</p> <p>Assign pairs or small groups a vignette that has figurative language (<i>Errand Boy</i>, <i>Clockmaker</i>, <i>Tavern Keeper</i>, <i>Silversmith’s Apprentice</i>, in addition to the examples above). After clarifying the meaning, instruct students to illustrate the figurative language with a drawing, tableau, or short skit.</p>
<p>Knowledge Demands: Demands on the reader extend past personal experiences and require an understanding of life far removed from the current world of social media and video games. Some vocabulary used by specific characters is connected to their trade or business, but the context clues and glossary are clear. Often these words do not carry the primary meaning of the text. Knowledge of opposing political views, historical figures and the events of the Boston Tea Party are helpful in maintaining the gist throughout the text. The historical notes contain helpful background information, but readers may need support with words like <i>indignation</i>.</p>	<p>Students may need more context about colonial life and how it was different from today.</p>	<p>Lesson 9</p> <p>Form small groups and assign each an illustration or two from the text.</p> <p>As students look closely at the art, ask questions such as the following: “What do you notice about the images? What looks different from life today? What seems important or common in this time period based on the illustrations?”</p> <p>Facilitate a whole group discussion about everyday colonial life compared to life today.</p>

THE SCARLET STOCKINGS SPY, TRINKA HAKES NOBLE

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning: This text illustrates how important even the smallest citizen was to the birth of a new nation. Historical facts come alive as Maddy and her brother use a childhood game to rise above suspicion and provide important information to the American army about the British forces. Maddy's determination to honor and remember her brother reminds us of the ultimate human cost of liberty and freedom.</p>	<p>Students may need to review what they have learned thus far to connect to new learning and contexts.</p>	<p>Lesson 16</p> <p>Leverage the knowledge students have gained about the Revolutionary War by referring to page 6 of the text and asking: "Who is Washington's army?"</p> <p>Confirm that the Patriots were fighting in George Washington's army against Great Britain and the Loyalists. Show the For Independence/In-Between/Against Independence Anchor Chart to solidify understanding as needed.</p> <p>Direct students to the Liberty tea described on page 6 of the text. Ask: "Why do you think this tea that Maddy and other Patriots made had this name?"</p>
<p>Structure: The narrative structure opens by describing the setting and context of Philadelphia in 1777. It quickly moves to the main character, Maddy Rose, and introduces her patriot perspective and role in the American Revolution. The story takes place over a year of fighting but is clearly marked with transitions and dates. The final page strays a bit from a traditional ending and young readers may need help to comprehend the author's final message.</p>	<p>Students may need more context to understand the ending on page 48 and the significance of the flag in the trunk.</p>	<p>Lesson 18</p> <p>Reread aloud the ending of the story on page 48. Review pages 42 and 43 as needed to clarify that the flag in the trunk on page 48 is the one Maddy made by using her brother's coat, which had a musket hole in it from the war.</p> <p>Show the flag on the inside flap of the back cover. Count the stars together and explain that the 13 stars symbolize the 13 colonies that made up America at that time. Explain that the larger star at the top stands for Pennsylvania. Clarify that this state was set apart from the others because it was the location of the first capitol, where the United States began.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: The text contains unfamiliar, older English sentence structures which may challenge young readers. Some vocabulary will be unfamiliar as it describes items that were common in colonial households and commerce. It also contains frequent figurative language.</p>	<p>Students may need more support with understanding figurative language.</p>	<p>Lesson 17</p> <p>Point out examples of figurative language on pages 3 and 5, such as the city described as a “nervous mouse” and uncertainty “like soot.”</p> <p>Remind students that figurative language is not literal and is used to make comparisons to add description to a text.</p> <p>Instruct pairs or small groups to find one more example of figurative language and to discuss what they think it means and how it adds to the description in the text.</p> <p>Create a Figurative Language Anchor Chart with examples and add images as needed. Continue to add to this resource in Lessons 18–20.</p>
<p>Knowledge Demands: Students will need to understand the purpose of the American Revolution and the different perspectives of the Patriots and Loyalists. They will need to have some sense of the commerce and trade of the colonies. The illustrations will help them visualize colonial Philadelphia.</p>	<p>Students may need support in understanding the chronology of major American Revolution events as represented across the core texts.</p>	<p>Lesson 16</p> <p>Create a timeline of major events related to the American Revolution, including the Stamp Act in 1765, the Massacre on King Street in 1770, the Boston Tea Party in 1773, the first Continental Congress in 1774, the Battle at Lexington in 1775 as the official start of the war, the signing of the Declaration of Independence in 1776, and the signing of the Treaty of Paris as the end of the war in 1783. Add visuals to the timeline to help reinforce understanding.</p> <p>As students read and review each core text, guide them to refer to the timeline to orient each story in the context of history.</p>

WOODS RUNNER, GARY PAULSEN

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning: While the plot and theme of the text are easy to identify, the beginning description of the forest and Samuel's family is full of symbolism and complex ideas that are not explicitly stated.</p>	<p>Students who are unfamiliar with forests or city life may not fully understand why Samuel feels torn between them.</p>	<p>Lesson 21</p> <p>Facilitate a discussion about the “two worlds” Samuel feels torn between. Create a chart with two columns titled Green and Red.</p> <p>Continue to add to this resource in Lessons 22–32 as students read the text. Add details about the forest to the Green column and details about city life and war to the Red column.</p> <p>After students finish the text, you may create a collaborative Venn diagram, identifying details about Samuel's “two worlds” that overlap.</p> <p>Ask: “Why do you think Samuel returns to the woods at the end?”</p>
<p>Structure: The narrative structure is straightforward, and the historical inserts placed at the end of some chapters do not interfere with the flow of the story. They offer background knowledge necessary to understand the text. The excessive use of unidentified dialogue is sometimes tricky.</p>	<p>Some students may struggle to follow the flow of both the story and the nonfiction information when switching between genres.</p>	<p>Lesson 21</p> <p>Create a Revolutionary War Knowledge Chart from the nonfiction sections of the text, adding summaries and images for each as students read.</p> <p>Continue to add to this resource in Lessons 22–32.</p> <p>After students complete the text, facilitate a discussion of why the author included these informational sections and how they add to the overall story.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: Some non-standard language demands and colloquialisms in the dialogue may present a bit of a challenge for readers. However, the context support is high.</p>	<p>Students may become confused in some sections of dialogue when the speaker is not identified.</p>	<p>Lesson 25</p> <p>Reread sections of the text that have a lot of unidentified dialogue, such as the first words between Samuel and Coop on page 59.</p> <p>Point out where the speaker tags would go, helping students identify when Samuel or Coop is speaking.</p> <p>Guide students to see how the speaker can be identified by context and encourage them to go back and reread sections as needed.</p> <p>Facilitate a brief discussion about why an author may not want to use “said” tags every time dialogue is introduced.</p>
<p>Knowledge Demands: Readers will need background knowledge on the American Revolution to understand some of the events in the story. The historical sections provide necessary content information to help readers recognize the significance of specific events. Limited vocabulary demands.</p>	<p>Students may need to reinforce their understanding of the events preceding the Revolutionary War.</p>	<p>Lesson 21</p> <p>Point out the date on page 1 of the text: 1776. Remind students that this was the year the Declaration of Independence was signed after the American Revolution started in 1775. Clarify that this story begins as the war is happening.</p> <p>Leverage the knowledge students have gained about the events leading to the American Revolution. Form small groups and assign each a date or span from the timeline created earlier (1765–1776). Instruct students to discuss the event(s) and why war resulted. Refer students to <i>George vs. George</i> for evidence as needed: pages 18–22, 23–25, 26–27, 28–29, and 36–37.</p> <p>Revisit the question from earlier: “Why would a group of people fight a war to have independence?”</p>

Writing Support

EXISTING WRITING SCAFFOLDS

This module builds students' understanding of how to write an explanatory and opinion essay. This is taught by using the Painted Essay colors to write an introduction with a focus or opinion statement, supporting paragraphs with supporting points or reasons with evidence and elaboration, and a concluding paragraph. The OREEO model is also used. Students may be unfamiliar with these structures or individual parts of these opinion-writing models. At the sentence level, students need to describe the perspectives of Great Britain and American colonists in the Revolutionary War, write an opinion letter to the Sons of Liberty about the Boston Tea Party, explain how Maddy Rose's perspective influenced her actions during the war, support an opinion about which *Woods Runner* character best demonstrates American spirit, and support an opinion about whether the Patriots were justified in fighting Great Britain. Students are guided in expanding their writing by including compound sentences, progressive tense verbs, and relative adverb clauses. Multilingual students benefit from repeated modeling and practice of these skills.

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—Gather Evidence</p> <p>If students need more guidance, collaboratively complete one section of the evidence organizer together by asking guiding questions such as, "What did the British think about the taxes on the colonists?" or "How did the colonists react to the Sugar Act and Stamp Act?" Model how you would record the quotations and citations in each section of the evidence organizer.</p>	<p>Completing graphic organizers helps multilingual learners organize evidence and their thinking in preparation for Focusing Question Task 1. Collaborative discussion and modeling reinforce understanding of key ideas and illuminate areas where students may need more support.</p>
<p>Lesson 14</p> <p>Learn—Revise a Supporting Paragraph</p> <p>At this point in the process, students should be able to write this paragraph independently. If more support is needed, require students to orally rehearse sentences to create the paragraph before they write. It is also helpful to work with a small group of students who need more explicit instruction to generate sentences from the information on the Evidence Guide. Once main sentences are written, guide students to go back and add transitional words and phrases to connect the opinion to the reasons and explanations.</p>	<p>Breaking a task into smaller parts reduces cognitive load and makes the task more manageable. Working in a small group to put the sentences together provides an opportunity for scaffolded recall of the evidence and parts of the paragraph in preparation for Focusing Question Task 2.</p>

Scaffold	Support for Multilingual Learners
<p>Lesson 18</p> <p>Analyze: Context and Alignment</p> <p>Meet with students who had difficulty completing the What, So, So What Chart to help them organize their thinking so they will be better prepared to start drafting their essay.</p>	<p>Completing graphic organizers with guidance helps multilingual learners organize evidence and see the relationships among ideas in preparation for Focusing Question Task 3.</p>
<p>Lesson 23</p> <p>Learn–Explore Author’s Craft</p> <p>If more support is needed for students to complete Handout 23A, do the first entry with students in a Think Aloud. Read aloud the first two paragraphs of chapter 1 while students follow along in their books. Record information on the board or chart paper for students to see and use as an example.</p>	<p>Modeling and annotating help multilingual learners process directions and concepts to aid them in independent work in preparation for Focusing Question Task 4.</p>

ADDITIONAL WRITING SCAFFOLDS

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

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 3</p> <p>Examine: Why is the Painted Essay important?</p>	<p>Display the Painted Essay® template and review the introduction with a hook and thesis, or focus statement; the supporting paragraphs with evidence and elaboration; and a concluding paragraph.</p> <p>Instruct students to make a copy of the template and invite them to use watercolors, highlighters, colored pencils, or crayons to apply red, green, yellow, and blue to the parts of the template. As students add colors, encourage them to discuss each part and how they blend to create a cohesive essay.</p> <p>In subsequent lessons, encourage students to add these colors to their drafts as they work toward completing their explanatory essays for Focusing Question Task 1.</p>
<p>Lesson 12</p> <p>Execute: How do I write an opinion paragraph?</p>	<p>Direct students to the Who, So, So What Chart they have been adding to since Lesson 10.</p> <p>Form pairs or small groups according to the character students drew from the basket to write about. Instruct them to refer to their character on the chart and discuss their character's opinion about the Sons of Liberty dumping tea into Boston Harbor.</p> <p>Provide sentence frames for discussion to ensure students include their opinion statement and two reasons, such as the following:</p> <ul style="list-style-type: none"> ▪ I am the _____. [trade]. ▪ I think the Sons of Liberty were _____. [right/wrong] to dump the tea. ▪ I think this because _____. ▪ Another reason is that _____. <p>Encourage students to refer to the text for evidence as they discuss their opinions and reasons.</p> <p>Then instruct students to Mix and Mingle to discuss their opinions and reasons with other characters.</p> <p>In addition, as students begin drafting their letters for Focusing Question Task 2, you may adapt Handout 32B from Module 1: A Great Heart to explicitly show how the parts of an opinion essay correlate with the Painted Essay® (opinion statement in green in the introduction with a preview of two reasons in yellow and blue, and each reason starting a supporting body paragraph).</p>

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 18</p> <p>Excel: How do I use research in explanatory writing?</p>	<p>Display and read aloud the information gathered about Maddy's perspective and actions on the What, So, So What Chart in the Learn: Analyze Text section of Lesson 18.</p> <p>Model how you would select information to write an explanatory paragraph about how Maddy's perspective influences her actions during the war. To support the Learn: Research Historical Facts section of the lesson, show students how you would weave in one piece of research information from <i>George vs. George</i> or another source.</p> <p>Instruct pairs or small groups to draft a second explanatory paragraph about Maddy's perspective and actions by using information from the chart and one piece of research.</p>
<p>Lesson 30</p> <p>Execute: How do I use knowledge to support my opinion?</p>	<p>Reread aloud page 65 from <i>Woods Runner</i>. Review the terms <i>American spirit</i> and <i>morale</i> from Lesson 26. Remind students of the concept of a figurative great heart from Module 1 and guide them to connect those abstract ideas of courage, perseverance, and inspiration to <i>American spirit</i>.</p> <p>Form small groups and assign each a character from <i>Woods Runner</i>. Instruct students to create a short skit or tableau to depict their character's American spirit, or great heart, as depicted in the story.</p> <p>Facilitate a conversation about which character best demonstrates American spirit, or great heart, in <i>Woods Runner</i>, and why. Record responses to create a bank of options for students to refer to in preparation for Focusing Question Task 4.</p>
<p>Lesson 34</p> <p>Execute: How do I use knowledge to support my opinion?</p>	<p>Think Aloud to show how you would use information from Handout 33A and the Socratic Seminar to form an opinion about whether the Patriots were justified in fighting Great Britain.</p> <p>Instruct small groups to discuss their opinions in preparation for their End-of-Module Task. Remind them to use evidence from Handout 33A and the texts, and information from previous conversations, to help them form their opinion. Provide sentence frames to guide discussion, such as the following:</p> <ul style="list-style-type: none"> ▪ I think the Patriots _____. [were/were not] justified in fighting Great Britain because _____. ▪ Another reason is that _____. ▪ The text _____. shows that _____. ▪ This evidence is important because _____.

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: Content Vocabulary– <i>Revolution</i>	This Deep Dive builds understanding of word parts and origins. Study of Latin roots facilitates the use of cognates for Latin-based languages, such as Spanish. Explicit morphological instruction in context prepares students to make meaning of complex text and use vocabulary words in Focusing Question Task 1, the End-of-Module Task, and other assessments.
Lesson 5 Vocabulary Deep Dive: Content Vocabulary– <i>Independence/Independent</i>	This Deep Dive builds understanding of prefixes, synonyms, and antonyms. Students benefit from repeated practice with module vocabulary through modeling, discussion, and writing in preparation for using vocabulary words in Focusing Question Task 1, the End-of-Module Task, and other assessments.
Lesson 10 Vocabulary Deep Dive: Content Vocabulary– <i>Idioms</i>	This Deep Dive provides practice examining idioms from a core text and guides students in exploring and expressing meaning by using context, visuals, and reference materials as needed. Many multilingual learners may not have the background knowledge to understand figurative and idiomatic language. Explicitly teaching strategies for interpreting figurative language supports comprehension of key content.
Lesson 23 Style and Conventions Deep Dive: Experiment with Progressive Verb Tense	This Deep Dive builds understanding of three progressive tenses and provides students practice with applying and converting these tenses. Students benefit from working with the nuances of language and repeated practice in preparation for Focusing Question Task 4.
Lesson 26 Style and Conventions Deep Dive: Examine: Relative Adverbs	This Deep Dive builds understanding of relative adverbs and clauses and provides students practice with identifying these elements and discussing why they are important. Multilingual learners benefit from understanding how a specific language feature expands ideas in a sentence in preparation for Focusing Question Task 4 and 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 1B: Fluency Homework</p> <p>“Who could imagine that the fabric binding America to Great Britain was about to unravel ...?” (Schanzer 11)</p>	<p>Ask: “What two groups of people are described as being bound, or tied, together?”</p> <p>Point out the words <i>fabric</i> and <i>binding</i> and explain that the full clause “fabric [that was] binding” uses the progressive past tense, which has a helping verb and always ends in <i>-ing</i>.</p> <p>Ask: “Why do you think the author uses this tense?” Guide students to understand that the progressive past tense shows something that was ongoing, or continually happening.</p> <p>Point out the words <i>about to unravel</i>.</p> <p>Show students a piece of fabric that is unraveling, or a picture of such.</p> <p>Ask: “How does the writer use this figurative language to show that something was going to happen?”</p> <p>Guide students to understand that <i>about to</i> points to a future action. These two groups of people bound, or linked together, as one unit for a long time were going to start to separate.</p>

Sentence	Selected Elements to Unpack
<p>From Handout 12B: Fluency Homework</p> <p>“When we think of the milliner, we often think of hats” (Winters).</p>	<p>Ask: “What might <i>milliner</i> mean?” Guide students to use the word <i>hats</i> to connect to a person who designs, makes, decorates, or sells hats. Explain that the word <i>milliner</i> is somewhat outdated today.</p> <p>Identify and underline the main subject and predicate of the sentence: “We” and “often think of hats.”</p> <p>Ask: “According to this sentence, <i>when</i> do we often think of hats?”</p> <p>Explain that the clause “When we think of the milliner” is a relative adverb clause because it describes when the action of thinking about hats happens.</p> <p>Ask: “Why do you think the author uses this relative clause to begin this sentence?”</p> <p>Guide students to understand that this clause draws the reader in and makes them feel like one of the thinkers. It also connects the two ideas—thinking of the milliner and thinking of hats.</p>
<p>From Handout 16A: Fluency Homework</p> <p>“So once a week at dusk, using their secret code, Maddy Rose hung out her stockings and petticoats in the same order as the real ships along the wharf” (Hakes Noble 16).</p>	<p>Identify and underline the main subject and predicate of the sentence: “Maddy Rose” and “hung out her stockings and petticoats.”</p> <p>Show the illustration of the stockings and petticoats on page 16 of <i>The Scarlet Stockings Spy</i>.</p> <p>Ask: “<i>When</i> did Maddy Rose hang out her stockings and petticoats?” Explain that the phrases “once a week” and “at dusk” at the beginning of the sentence give the reader more information about when Maddy did this.</p> <p>Ask: “<i>Why</i> did Maddy Rose hang out her stockings and petticoats?” Guide students to make a connection to the words <i>their secret code</i> that describes how this system helped Maddy communicate with her brother and help the colonists.</p> <p>Ask: “What phrases does the author use near the end of the sentence to describe <i>how</i> Maddy Rose hung out her stockings and petticoats?”</p> <p>Show the illustration on page 16 again and have pairs discuss what each code in the picture means.</p> <p>Ask: “How would this sentence be different if it just said, ‘Maddy Rose hung out her stockings and petticoats?’”</p>

Sentence	Selected Elements to Unpack
<p>From Handout 21A: Fluency Homework</p> <p>“Some oak and elm and maple trees were four and five feet in diameter and so tall and thickly foliated their height could only be guessed.</p> <p>A wild world” (Paulsen 4).</p>	<p>Ask: “What types of trees are described in the first sentence?”</p> <p>Show images of large oak, elm, and maple trees. If possible, facilitate a walk among these types of trees.</p> <p>Ask: “What might <i>diameter</i> mean?”</p> <p>Show how you would measure the diameter of a tree, or the space across the trunk. Illustrate how big a tree would be with a diameter of four or five feet.</p> <p>Ask: “Why do you think the author includes these details about the trees—the width as well as the height so tall it can only be guessed?”</p> <p>Guide students to understand that the woods are a key part of the setting of this story, and the author wants the reader to feel as immersed in this world as Samuel is.</p> <p>Ask: “How does the phrase ‘A wild world’ capture this feeling?”</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/G4M3.VV1	revolution, perspective, liberty, independence, propaganda
Focusing Question 2: http://witeng.link/G4M3.VV2	defiance, Loyalist, Patriot, standoff, change is in the air
Focusing Question 3	<i>There is no video for Focusing Question 3 in the In Sync program.</i>
Focusing Question 4: http://witeng.link/G4M3.VV4	settlement, American Spirit, frontier, defend, intelligence

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 8 What were the perspectives of the two main sides of the American Revolution?	Who were the two main sides, or groups of people, in the American Revolution? What does <i>perspective</i> mean? What did the actions of people on each side reveal about their perspectives?
Lesson 29 How do artists depict important moments in history, and how can these depictions be used to affect public opinion?	What does <i>depict</i> mean? What does <i>public opinion</i> mean? How does studying artworks like <i>The Boston Massacre</i> , <i>Washington Crossing the Delaware</i> , and <i>Raising the Flag at Ground Zero</i> help us understand moments in history?

Socratic Seminar	Recommended Scaffolding Questions
Lesson 34 Why is it important to understand all sides of a story?	What actions did the British take against the American colonists? How did these actions show the British perspective? What actions did the American colonists take against the British? How did these actions show the American perspective? What perspectives are missing from this conversation? How would they be helpful in understanding <i>all</i> sides of the story?

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, _____.

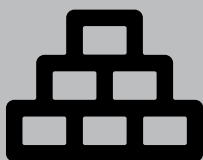
In the text, _____.

**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 4 Module 4:

Myth Making



Grade 4 Module 4

Multilingual Learner Resource

Module Map

Lesson	Support
Focusing Question 1: What are myths, and why do people create them?	
1	Reading Support: <i>Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology</i> Reading Support: <i>Understanding Greek Myths</i>
2	Fluency Practice Reading Support: <i>Understanding Greek Myths</i> Additional Writing Scaffold Sentence Deconstruction
3	Reading Support: <i>Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology</i> Reading Support: <i>Understanding Greek Myths</i> Existing Writing Scaffold Recommended Deep Dive
5	Reading Support: <i>Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology</i>
7	Existing Writing Scaffold
Focusing Question 2: What do myths and stories from different cultures have in common?	
8	Fluency Practice Reading Support: <i>Pushing Up the Sky: Seven Native American Plays for Children</i> Sentence Deconstruction
9	Reading Support: <i>Pushing Up the Sky: Seven Native American Plays for Children</i> Recommended Deep Dive
10	Reading Support: <i>Pushing Up the Sky: Seven Native American Plays for Children</i>
12	Additional Writing Scaffold
14	Existing Writing Scaffold

Focusing Question 3: How are Sal's and Phoebe's stories connected in *Walk Two Moons*?

- | | |
|----|---|
| 15 | Fluency Practice
Reading Support: <i>Walk Two Moons</i>
Sentence Deconstruction |
| 19 | Fluency Practice
Additional Writing Scaffold |
| 20 | Recommended Deep Dive |
| 21 | Reading Support: <i>Walk Two Moons</i>
Socratic Seminar Support |

Focusing Question 4: What does Sal learn in *Walk Two Moons*?

- | | |
|----|--|
| 23 | Fluency Practice
Sentence Deconstruction |
| 28 | Fluency Practice
Existing Writing Scaffold
Recommended Deep Dive |
| 30 | Additional Writing Scaffold
Socratic Seminar Support |
| 31 | Reading Support: <i>Walk Two Moons</i> |

Focusing Question 5: What can we learn from myths and stories?

- | | |
|----|--|
| 32 | Additional Writing Scaffold
Recommended Deep Dive |
| 33 | Socratic Seminar Support |
| 34 | Existing Writing Scaffold |

Module 4 English Language Development (ELD) Standards

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

Module 4 Learning	WIDA Standards	ELP Standards
<p>Reading supports help students build knowledge about Greek and Native American mythology, analyze story elements and themes in literary texts, use text structure to identify main ideas and details in informational texts, and infer the meaning of academic and figurative language.</p>	<p>ELD-LA.4-5.Narrate.Interpretive</p> <p>Multilingual learners will interpret language arts narratives by</p> <ul style="list-style-type: none">▪ Identifying a theme from details▪ Analyzing how character attributes and actions develop across event sequences▪ Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes <p>ELD-LA.4-5.Inform.Interpretive</p> <p>Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none">▪ Identifying and summarizing main ideas and key details▪ Analyzing details and examples for key attributes, qualities, and characteristics▪ Evaluating the impact of key word choices in a text	<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 explanatory paragraphs and essays by using text evidence from multiple sources, transitions, and compare and contrast language.</p>	<p>ELD-LA.4-5.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 Establish objective or neutral stance Add precision and 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, use modal auxiliaries, and analyze both the form and meaning of complex sentences from core texts.</p>	<p>ELD-LA.4-5.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 used in texts, including figurative language, such as metaphors and similes <p>ELD-LA.4-5.Inform.Interpretive</p> <p>Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> Evaluating the impact of key word choices in a text <p>ELD-LA.4-5.Inform.Expressive</p> <p>Multilingual learners will construct informational texts in language arts that</p> <ul style="list-style-type: none"> Add precision and 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.4-12.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▪ Identify and raise questions about what might be unexplained, missing, or left unsaid▪ Recount and restate ideas to sustain and move dialogue forward <p>ELD-SI.4-12.Inform</p> <p>Multilingual learners will</p> <ul style="list-style-type: none">▪ Summarize most important aspects of information <p>ELD-SI.4-12.Argue</p> <p>Multilingual learners will</p> <ul style="list-style-type: none">▪ Generate questions about different perspectives▪ Support or challenge an opinion, premise, or interpretation▪ 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 2C: Fluency Homework <i>Gifts from the Gods</i> Part of this fluency passage is used in a Sentence Deconstruction.	Who is this excerpt about? What happens to the main character? Which two groups of people fight in this battle? What does <i>Achilles' heel</i> mean today?
Handout 8A: Fluency Homework <i>Pushing Up the Sky</i> Part of this fluency passage is used in a Sentence Deconstruction.	What is the setting of this excerpt? Who are the characters? Why is Raven in the tree? Why did the village chief and the people move to a new village?
Handout 15A: Fluency Homework <i>Walk Two Moons</i> Part of this fluency passage is used in a Sentence Deconstruction.	Who are the characters in this excerpt? Why is Sal's father chipping away at the plaster wall in their old house? How is Phoebe's story like the plaster wall? How does this connect with Sal's story?

Fluency Passage	Recommended Text-Dependent Questions
Handout 19A: Fluency Homework <i>Walk Two Moons</i>	What does Sal see that Phoebe doesn't seem to? How does this relate to Sal's own mother? What does Mrs. Winterbottom do for her daughters, Phoebe and Prudence? Do Mrs. Winterbottom's daughters seem to listen to her? How can you tell?
Handout 23A: Fluency Homework <i>Walk Two Moons</i> Part of this fluency passage is used in a Sentence Deconstruction.	What is the setting in this excerpt? Who is Sal thinking about? What is she wondering? Why does Sal think of the Blackfoot story of Napi, the Old Man?
Handout 28A: Fluency Homework <i>Walk Two Moons</i>	What is Sal thinking about as she holds the puppy and prays for Gram? How does Sal's mother explain Moody Blue's behavior? What does Sal realize about her mother leaving to go to Idaho?

GIFTS FROM THE GODS: ANCIENT WORDS & WISDOM FROM GREEK & ROMAN MYTHOLOGY, LISE LUNGE-LARSEN

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: Presents rich vocabulary through brief and compelling stories of the myths associated with the words that find their roots in Greek and Roman words. These complex ideas may challenge students.</p>	<p>Complex ideas, vocabulary, and idioms may be confusing.</p>	<p>Lesson 1</p> <p>Read aloud “Achilles’ Heel” on pages 2–5.</p> <p>Pause to define unfamiliar words as needed, such as <i>mortal</i>, <i>nymph</i>, <i>immersed</i>, <i>ferocity</i>, <i>fateful</i>, <i>revered</i>, and <i>invincible</i>. Create a word wall and add images.</p> <p>Confirm understanding that Achilles’ heel was vulnerable because it is the one place on his skin that the sacred water of the river Styx did not touch.</p> <p>Read aloud the term <i>Achilles’ heel</i> and its definition on page 1. Echo Read the term and definition. Confirm understanding of the figurative use of this term today.</p> <p>You may repeat this process with each myth students read.</p>
<p>Structure: The text follows a distinct structural pattern that is easy to follow, and the illustrations illuminate the narrative in ways that help enliven and clarify the ideas presented in the text.</p>	<p>Students may need further guidance in connecting each myth’s introductory page with the term and definition to both the myth and today’s usage.</p>	<p>Lesson 3</p> <p>Read aloud the first four paragraphs of the Author’s Note on page 84. Confirm understanding of the author’s purpose and how the structure of this text helps achieve that purpose. Point out the additional terms used today.</p> <p>You may also read the rest of the Author’s Note and point out the chart on pages 86–87 that name and define each character in Greek and Latin (Roman). Emphasize that while the focus of this module is on the ancient Greeks, whose civilization preceded the Romans, it is helpful to see the correlation of the names as some myths alternate between them.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Language: Style and structure of language consistent throughout text; illustrations clarify text; vocabulary is accessible with some brief definitions provided in text.	Students may need support with review of plot details.	Lesson 5 Provide opportunities for pairs or small groups to retell myths while looking at the illustrations. Students may draw their own images to help tell the myth.
Knowledge Demands: Knowledge of ancient Greek culture and polytheistic beliefs.	Students may need guidance to understand the polytheistic beliefs of the ancient Greeks.	Lesson 1 Show a short video about ancient Greek gods and goddesses that conveys the idea that they are based on polytheistic beliefs. When showing the video, use the English subtitles or, as possible, subtitles in students' home languages. To help support this content, encourage students to take notes as they watch the video. Model how you would take notes that summarize key points. Emphasize evidence of polytheistic beliefs.

UNDERSTANDING GREEK MYTHS, NATALIE HYDE

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: The purposes of this text are clearly outlined and highlighted with the use of many text features. The text builds knowledge of myths and ancient Greece and continues on to show how mythology impacted every part of daily life.</p>	<p>Reading a new text independently and even with a partner may be challenging.</p>	<p>Lesson 1</p> <p>On pages 4–5, read aloud the section What Are Myths?</p> <p>Instruct pairs or small groups to use the glossary on page 46 to define words in bold. Define any additional unfamiliar words as needed.</p> <p>Echo Read the section titled Myth, Fable, or Legend.</p> <p>Choral Read the captions for the two images on page 5.</p> <p>Look up and display the FTD florist company's logo of Hermes. Instruct pairs to Partner Read the Link to Today section on page 5.</p> <p>Confirm understanding of the definition and purpose of Greek myths and how they are used today.</p> <p>You may repeat this process with each new section students read.</p>
<p>Structure: Informational text with summaries of important myths; small boxes with additional details; many photographs of Greek works of art, maps, and drawings accompany text.</p>	<p>Students may need help orienting to where Greece is on a world map.</p>	<p>Lesson 2</p> <p>Direct students to the map on page 7 of the text.</p> <p>Then display a modern world map. Encourage a volunteer to point out Greece in the context of the world map.</p> <p>Facilitate a discussion about why the author would include a map in the text.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: Mostly complex sentences with dependent clauses; vocabulary is domain-specific and academic but is supported by a glossary in the back of the book; bolded words in text are defined in the glossary; brief summaries of myths are accessible to most students.</p>	<p>Students may struggle to distinguish among the informational text, fictional text, and informational summaries of fictional myths.</p>	<p>Lesson 3</p> <p>Guide students to distinguish between the informational sections of the text and the summaries of myths, which are fictional.</p> <p>Ask: “How is the summary of ‘Pandora’s Box’ on page 27 similar to and different from the myth ‘Pandora’s Box,’ beginning on page 59 in <i>Gifts from the Gods</i>?”</p> <p>Confirm understanding that the summaries in <i>Understanding Greek Myths</i> are shorter and connected to real-life history of the ancient Greeks, whereas the myths in <i>Gifts from the Gods</i> are longer, are more focused on the details of the story, and include more illustrations.</p> <p>Facilitate a discussion about why an author would include both informational and fictional sections in a text.</p>
<p>Knowledge Demands: Understanding of aspects of a culture, including religious beliefs; how to read an informational text with multiple components.</p>	<p>Students may need guidance to understand the polytheistic beliefs of the ancient Greeks.</p>	<p>Lesson 3</p> <p>Show again the short video about ancient Greek gods and goddesses and polytheistic beliefs from the recommended supports for <i>Gifts from the Gods</i>.</p> <p>You may also teach the Lesson 3 Deep Dive before the core lesson to guide students to focus on the word <i>polytheism</i>.</p>

PUSHING UP THE SKY: SEVEN NATIVE AMERICAN PLAYS FOR CHILDREN, JOSEPH BRUCHAC

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: These traditional tales deal with themes and patterns of events that are similar to those found in Greek mythology. The tricksters and heroes entertained the young children in the tribe while explaining the natural world and teaching morals.</p>	<p>Students may struggle to identify and compare themes across myths.</p>	<p>Lesson 10</p> <p>Review <i>theme</i> as the lesson or message about life a text conveys.</p> <p>Create a Themes Anchor Chart on which you record the themes of each myth as students read them. Draw arrows between similar themes. Add images as needed to help reinforce understanding.</p>
<p>Structure: Each play starts with the cast of characters and ideas for props/scenery and costumes. Each scene is well marked, and all lines are tagged with the character's name.</p>	<p>The informational sections before each play may be difficult to understand; students may benefit from guidance in connecting them to each drama.</p>	<p>Lesson 9</p> <p>Reread aloud the Abenaki section on page 11. Define unfamiliar words, such as <i>homeland</i>, <i>birchbark</i>, <i>wigwams</i>, <i>domes</i>, <i>cones</i>, and <i>caribou</i>, as needed. Show visuals to help support understanding.</p> <p>Point out Vermont, New Hampshire, and Maine on a US map.</p> <p>Confirm understanding that the play “Gluskabe and Old Man Winter” was told by the Abenaki people, a Native American group.</p> <p>You may repeat this process with each introduction and play students read.</p>
<p>Language: The sentences and vocabulary are simple—almost too simple. In some parts of the text, the simplicity of the language leaves gaps that may cause confusion for the reader.</p>	<p>Students may have difficulty tracking between the descriptions and dialogue.</p>	<p>Lesson 9</p> <p>Model reading aloud “Gluskabe and Old Man Winter” by pausing between descriptions and dialogue and by using different voices for each character. You may also find or create an audio recording to play for students.</p> <p>As students listen, instruct them to draw a picture or series of pictures to illustrate what is happening. Students may then compare their drawings to those in the text.</p> <p>You may repeat this process with each new play students read.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: Knowledge of Native American traditions and the characteristics of traditional tales.	Students may be unfamiliar with the structure of a play.	Lesson 8 Display and read aloud a familiar Reader's Theater excerpt or familiar story in play form to help orient students to drama devices. Point out text details, such as scene, narrator, character tags and dialogue, and stage directions or descriptions.

WALK TWO MOONS, SHARON CREECH

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: <i>Walk Two Moons</i> has multiple important themes, which are revealed as the three storylines weave and finally fuse together. The author provides several idioms that highlight these themes, allowing the reader and the characters to uncover their meaning together. It is a perfect text to illustrate how much can be learned from myths, tales, and stories.</p>	<p>Students may struggle to understand the meaning of the idioms in this text, including some of the messages on Phoebe's porch.</p>	<p>Lesson 31</p> <p>Provide an opportunity for students to share an idiom they know or have heard. Encourage them to explain what the idiom means to them. Choose a few examples and show how the saying is used figuratively rather than literally.</p> <p>Instruct pairs or small groups to draw or act out a chosen idiom—either from the text or one they have heard or created. Have the rest of the class try to guess what the idiom is and what it means.</p>
<p>Structure: A narrative structure that tells multiple stories at the same time; stories are tied together by some commonality that becomes clear as the story progresses.</p>	<p>Students may need support in understanding the different stories and their timelines and geography.</p>	<p>Lesson 21</p> <p>Reread page 3 in which Sal describes her story like the fireplace behind the wall.</p> <p>Instruct pairs or small groups to create a poster illustrating a fireplace behind a wall with labels to indicate details of Sal's and Phoebe's stories. For example, each brick in the fireplace could be an event or person in Sal's life. Phoebe's plaster wall may have paintings hanging on it. You may show an example to guide students. Continue to add to their drawings in Lessons 22–31 as students read the text.</p>
<p>Language: Variety of sentence lengths; vocabulary is accessible for most students.</p>	<p>Students may need support with numerous unfamiliar vocabulary words.</p>	<p>Lessons 15–31</p> <p>Create a Word Wall by using the vocabulary words in the Appendix B chart. Add images and encourage students to create their own sketches to illustrate each word. Encourage students to add words in their home language.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: A cursory understanding of myths, both Greek and Native American; understanding of a map of the United States.	Students may become confused by the changing settings in the various story lines.	Lessons 15–31 Instruct pairs or small groups to create their own US map to label Sal’s hometown, her home with Phoebe, and her journey with her grandparents through several states. As you point out locations on the classroom map, instruct students to add them to their own maps.

Writing Support

EXISTING WRITING SCAFFOLDS

This module builds students' understanding of how to write an explanatory paragraph and essay. This skill is taught by using the Painted Essay colors to write an introduction with a focus statement, or thesis; supporting paragraphs with evidence and elaboration; and a concluding paragraph. Students are expected to synthesize evidence from texts and elaborate on that evidence. Students may need more support in these areas. Students need to explain the definition and purpose of myths, describe and compare the themes of myths and stories, explain how two characters are connected in a novel and what one character learns, and explain what we as readers can learn from myths and stories. At the sentence level, students are guided in expanding their writing by including vocabulary, transition and linking words, and modal auxiliary verbs. Multilingual students benefit from repeated modeling and practice of these skills.

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–Experiment with Evidence</p> <p>Provide students with a sentence frame to write the focus statement if more structure is needed:</p> <p>Myths are stories that _____, and the ancient Greeks created myths to _____.</p>	<p>Sentence frames support students in responding in the form of a complete sentence. Frames also provide scaffolding that allows students to focus on the content of their response rather than the structure of the sentence. Multilingual learners may benefit from using sentence frames even after they have been removed for most students. Students with beginning English proficiency may benefit from dictating and then copying the sentence.</p>
<p>Lesson 7</p> <p>Learn–Revise a Paragraph</p> <p>Provide a paragraph template (display file in TE) to students who need more guidance to write the paragraph. It may also be helpful to color code the different success criteria on Handout 7A and have students who need more guidance locate each criterion and underline it in the same color in their paragraphs. If a student cannot locate the criterion, it needs to be written into the paragraph.</p>	<p>Examining writing models helps students understand the structure of a paragraph, the purpose of each part, and the relationship between parts. Color-coding helps students organize their writing and meet the assessment criteria.</p>
<p>Lesson 14</p> <p>Learn–Revise and Edit an Essay</p> <p>If students are struggling with how to improve their work, support them to read aloud a section that needs improvement, identify one thing they could change, and orally rehearse a new sentence.</p>	<p>Oral rehearsal provides an opportunity for multilingual learners to express their ideas in English before writing them down. Students also benefit from reading aloud their ideas after writing them down to help them identify what they need to revise.</p>

Scaffold	Support for Multilingual Learners
<p>Lesson 28</p> <p>Learn–Write a Supporting Paragraph (Teacher Note)</p> <p>Some students may be able to write a supporting paragraph with no guidance, and others may need extra support in the form of sentence frames, one-on-one coaching, peer partnering, etc. Customize scaffolding for your class as needed.</p>	<p>Students working at different proficiency levels will need varying levels of support. Refer to your state’s English language proficiency standards to identify appropriate support to help students accomplish the task. Grouping students according to specific needs helps address the most immediate areas of need at a given time.</p>
<p>Lesson 34</p> <p>Learn–Write a First Draft of an Essay</p> <p>Elaboration work can often be challenging for students. Provide students with a sentence minimum, three or four, to force them to explain themselves, as many may think their work is complete after one sentence. Provide additional sentence frames on Handout 34A for striving learners such as the following:</p> <ul style="list-style-type: none">▪ The text says, “_____.”▪ In other words, _____.▪ This evidence shows _____.	<p>Sentence frames model academic language and provide linguistic support that allow multilingual learners to focus on what they want to say rather than how to say it. Practice with expanding ideas into multiple sentences prepares students to explain and elaborate on their thinking in discussion and writing.</p>

ADDITIONAL WRITING SCAFFOLDS

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

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 2</p> <p>Examine: Why is evidence in explanatory writing important?</p>	<p>Display and read aloud the two paragraphs on Handout 2B. Guide students to identify and label the sentences that are the same in each paragraph. Echo Read these sentences.</p> <p>Annotate one sentence in the second paragraph that is different and highlight how it provides more details and explains information about what a myth is or why the Greeks told myths. Echo Read this sentence.</p> <p>Instruct pairs to find another example in the second paragraph that adds more information and guide them to identify whether the information supports the definition or the purpose of a myth. Instruct the pairs to Partner Read the sentence, providing guidance as needed.</p> <p>Facilitate a discussion about why the second paragraph is an improvement upon the first in preparation for Focusing Question Task 1.</p>
<p>Lesson 12</p> <p>Experiment: How do I use an introduction in a compare/contrast essay?</p>	<p>Review <i>theme</i> as the lesson or message about life a text conveys. Review and display the chart from Lesson 6 as needed for examples of several myths and themes.</p> <p>Form pairs according to the two myths students chose for their essay. Instruct pairs to refer to their evidence organizers as they discuss the theme of their two myths and how the two myths are similar and different. Provide sentence frames as needed, such as the following:</p> <ul style="list-style-type: none"> ▪ Our myths are from the _____ and _____ cultures. ▪ The shared theme of our myths is _____. ▪ These myths are similar because _____. ▪ The myths are different because _____. <p>Facilitate a Mix and Mingle in which pairs discuss their thoughts with other groups who chose the same two myths.</p> <p>Instruct groups to share with the whole class and record some responses to create a bank of ideas for Focusing Question Task 2.</p>
<p>Lesson 19</p> <p>Execute: How do I use linking words and precise vocabulary in writing?</p>	<p>Display the Linking Words Anchor Chart from Lesson 15. Review the purpose of linking words: to connect words and ideas.</p> <p>Review three to five vocabulary words from students' Vocabulary Journals related to a journal entry Sal may write. Read aloud the words and definitions and provide examples.</p> <p>Form pairs or small groups and instruct students to rehearse for the Check for Understanding by discussing ideas about what Sal would write in her journal. Remind them to use linking words and at least three vocabulary words in their discussion as preparation for Focusing Question Task 3.</p> <p>You may choose to read aloud a section of the sample in Lesson 19 before or after students discuss their own journal entries.</p>

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 30</p> <p>Execute: How do I write a reflective conclusion at the end of an explanatory essay?</p>	<p>Remind students that the conclusion is the “so what” of the essay because it leaves the reader with something meaningful to ponder, or think about.</p> <p>Form small groups and assign each group one of the guiding questions from the Learn: Write an Introduction and Conclusion section of Lesson 30.</p> <p>Provide sentence frames for the guiding questions as needed, such as the following:</p> <ul style="list-style-type: none"> ▪ The messages on the porch and the lessons Sal learns are important because _____. ▪ Sal changes from the beginning of the novel to the end by _____. ▪ After reading this story, I now think that _____. ▪ As a reader, something I learned from the story is _____. <p>Model how you would turn one of these ideas into a sentence as part of a reflective conclusion in preparation for Focusing Question Task 4. Emphasize that the goal is to create a conclusion that expands upon the introduction and makes their readers think.</p>
<p>Lesson 32</p> <p>Execute: How do I gather the strongest evidence to explain what we can learn from myths and stories?</p>	<p>Review <i>theme</i> as the lesson or message about life a text conveys. Review examples from Lessons 6 and 13 as needed.</p> <p>Form pairs or small groups. Using Handout 32A, guide students to identify two themes they could focus on for their End-of-Module Task. Explain that once they identify their themes, they can find the strongest evidence in the myths to support those themes.</p> <p>Remind students that strong evidence must support one of the main points in their focus statement. The evidence should also be clear and specific. Share one or two examples of strong evidence from the Handout 32A exemplar in Appendix C and facilitate a discussion about what makes it strong.</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 Vocabulary Deep Dive: Morphology Lesson—Prefixes <i>poly-</i> , <i>a-</i> , and <i>mono-</i> and Root <i>theos</i>	This Deep Dive builds understanding of word parts and origins to further emphasize the polytheistic religions of the ancient Greeks. The study of Latin roots facilitates the use of cognates for Latin-based languages, such as Spanish. Explicit vocabulary instruction and increased familiarity with common affixes also help multilingual learners read complex text and expand their vocabulary.
Lesson 9 Style and Conventions Deep Dive: Examine Modal Auxiliaries	This Deep Dive introduces students to modal auxiliaries, verbs that show possible or probable action and function as helping verbs. Providing multiple examples of a new concept and continual practice with that concept help multilingual learners grasp nuanced forms and meanings. Students build their understanding of the purpose and function of these verbs in preparation for use in their own writing.
Lesson 20 Vocabulary Deep Dive: Idioms	This Deep Dive provides exposure to multiple idioms and examples of figurative language in the context of the core text as well as opportunities to discuss the purpose of this language. Many multilingual learners may not have the background knowledge to understand figurative and idiomatic language. Explicitly teaching strategies for interpreting figurative language supports comprehension and writing.
Lesson 28 Style and Conventions Deep Dive: Experiment with Formal and Informal English	This Deep Dive provides practice with distinguishing between formal and informal English—both in the context of the core text and in general circumstances. Students also discuss the purpose and audience of both modes. Multilingual learners benefit from partner and group discussion about these language nuances in preparation for their own formal writing.
Lesson 32 Vocabulary Deep Dive: Module Vocabulary Review	This Deep Dive reviews several key module vocabulary words in preparation for the End-of-Module Task. Explicit vocabulary instruction for words central to understanding the text helps students make meaning of complex text and use newly acquired vocabulary in discussions and writing.

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
From Handout 2C: Fluency Homework “We call a person’s weakness his or her Achilles’ heel, especially if that person seems otherwise invincible” (Lunge-Larsen 5).	Ask: “What might <i>invincible</i> mean?” Clarify that someone who is described as invincible does not seem to have any weaknesses, or areas where they could be hurt. Point out the prefix <i>-in</i> . Ask: “What does this prefix mean?” Clarify that <i>-in</i> makes a word mean the opposite. Explain that <i>vincible</i> comes from a Latin word meaning “conquerable.” If you are invincible, you are unable to be conquered, or beaten. Point out the clause beginning with the word <i>especially</i> . Ask: “How does this linking word expand the author’s idea?” Confirm understanding that the word <i>especially</i> and the additional information in the clause express a surprise or unexpected turn—that someone who would seem so strong could have a weakness. Ask: “Why is someone’s weakness called an Achilles’ heel? Is their area of weakness really part of their foot?” Confirm that this use Achilles’ heel is figurative language based on the Greek myth. When it is used today, it does not literally mean a heel. It points to an abstract place where someone is vulnerable.

Sentence	Selected Elements to Unpack
<p>From Handout 8A: Fluency Homework</p> <p>“The people of the village pantomime various activities such as carving wood, fixing fishing nets, working on canoes, and mixing food” (Bruchac 70).</p>	<p>Read aloud the sentence and remind students this is part of the stage direction to set up the play.</p> <p>Ask: “What might <i>pantomime</i> mean?”</p> <p>Clarify that this means to silently represent or act something out, as students may do in a Moving Tableaux.</p> <p>Ask: “What do you notice about the words <i>such as</i>? What comes after them?”</p> <p>Explain that the linking words <i>such as</i> introduce one or more examples of something. The word <i>like</i> may also be used. In this case, the examples after <i>such as</i> point back to the word <i>activities</i>.</p> <p>Ask: “How many activities are included?” Instruct students to underline the four examples.</p> <p>Ask: “Why do you think the commas are needed?”</p> <p>Clarify that the commas separate the items in this list, so the four activities are more easily read. Instruct students to circle the commas.</p> <p>Ask: “What do you notice about the four activities, or actions?”</p> <p>Guide students to recognize the <i>-ing</i> ending for each.</p> <p>Form pairs and instruct them to write a short sentence that includes a list of three actions ending in <i>-ing</i>.</p>
<p>From Handout 15A: Fluency Homework</p> <p>“On the night that we got the bad news—that she was not returning—he pounded and pounded on that wall with a chisel and a hammer” (Creech 3).</p>	<p>Ask: “What do you notice about the punctuation in this sentence?”</p> <p>Confirm that the dashes are used to set off and provide more information.</p> <p>Ask: “What additional information is included within the dashes?”</p> <p>Clarify that the fact that Sal’s mom is not returning points back to the words <i>bad news</i>. Instruct students to underline the words within the dashes and draw an arrow pointing back to <i>bad news</i>.</p> <p>Ask: “Why do you think the author expands this sentence by using the dashes and additional information?”</p> <p>Ask: “What might <i>pounded</i> mean? Why do you think the author repeated the verb <i>pounded</i>?”</p> <p>Guide students to understand that sometimes a word is repeated for emphasis or to show continual action. Sal’s father is so upset by the bad news that he spends the night pounding away at the wall, or hitting it over and over very hard, with his chisel and hammer.</p> <p>Show a visual of a chisel and hammer being used together.</p>

Sentence	Selected Elements to Unpack
<p>From Handout 23A: Fluency Homework</p> <p>“If you had been there, you could have made the rock float,” she said (Creech 141).</p>	<p>Identify the subject and verb of the dialogue: “You” and “could have made.”</p> <p>Ask: “What do you notice about this action?”</p> <p>Point out that this action has three words, including two helping verbs—<i>could</i> and <i>have</i>.</p> <p>Ask: “How is <i>could have made</i> different from just <i>made</i>?”</p> <p>Clarify that the modal auxiliary helping verbs <i>could have</i> indicate something that may have been able to happen. The phrase shows a possibility instead of a certain action.</p> <p>Ask: “What other word in this sentence helps us know that Sal did not actually make the rock float?”</p> <p>Guide students to see the transition word <i>if</i> in the introductory clause. Explain that Sal’s mom is talking about something that could have happened but that did not.</p> <p>Display and read aloud an example of the sentence without auxiliary verbs, such as the following: “You were there, and you made the rock float.”</p> <p>Ask: “How are the two sentences different?”</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/G4M4.VV1	quest, fate, creation, moral, polytheistic
Focusing Question 2: http://witeng.link/G4M4.VV2	drapery, grace, drama, universal, prose
Focusing Question 3: http://witeng.link/G4M4.VV3	foreshadowing, vivid, pandemonium, pitiful, idiom
Focusing Question 4: http://witeng.link/G4M4.VV4	Achilles' heel, Pandora's box, Herculean, evolve, adage

Speaking and Listening Support

SOCRATIC SEMINAR SUPPORT

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

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

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

Socratic Seminar	Recommended Scaffolding Questions
Lesson 21 How are Sal’s and Phoebe’s stories connected in <i>Walk Two Moons</i> ? What is the main thing they [the girls] have in common?	What does <i>connected</i> mean? What does <i>have in common</i> mean? How are Sal and Phoebe alike?
Lesson 30 Which message on Phoebe’s porch helps Sal the most on her journey toward learning more about herself, others, and the world?	What are the messages on Phoebe’s porch? What text evidence helps you understand that Sal is learning more about herself, others, and the world from the messages? Why do you think the author included these messages in this story?

Socratic Seminar	Recommended Scaffolding Questions
<p>Lesson 33</p> <p>What can we learn from reading myths and stories from different cultures? What beliefs and values are woven into these stories by the people who created them?</p>	<p>What does <i>cultures</i> mean?</p> <p>Which cultures did we read myths and stories from?</p> <p>What lessons appear in these myths and stories?</p>

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, _____.

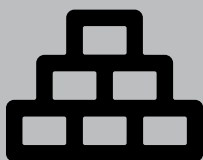
In the text, _____.

**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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Acknowledgments

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

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

GRADE

4

MODULES

1. *A Great Heart*
2. *Extreme Settings*
3. *The Redcoats Are Coming!*
4. *Myth Making*

LANGUAGE DEVELOPMENT FOR EVERY CHILD

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ON THE COVER

Portrait of Dr. Samuel D. Gross
(*The Gross Clinic*), 1875
Thomas Eakins, American, 1844–1916
Oil on canvas
Philadelphia
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ISBN 979-8-88588-855-4



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