



GRADE
5

**WIT &
WISDOM®**

Multilingual Learner Resource

Multilingual Learner Resource: Introduction





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

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

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

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

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

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

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

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

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

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

WHAT DOES EACH MULTILINGUAL LEARNER RESOURCE INCLUDE?

Each resource includes the following:

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

WHAT TYPES OF SUPPORT DOES EACH RESOURCE PROVIDE?

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

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

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

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

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

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

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

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

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

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

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

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

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

HOW MIGHT EDUCATORS USE THE RESOURCES?

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

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

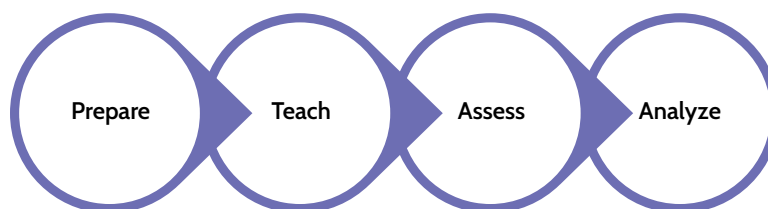
Classroom teachers and support specialists work together to prepare for instruction. Because of schools' different contexts and staffing and scheduling configurations and because multilingual learners need different types of supports, the resources are designed for flexible use. Educators can use the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

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

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

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

Great Minds® recommends a four-part preparation process.



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

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

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

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

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

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

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

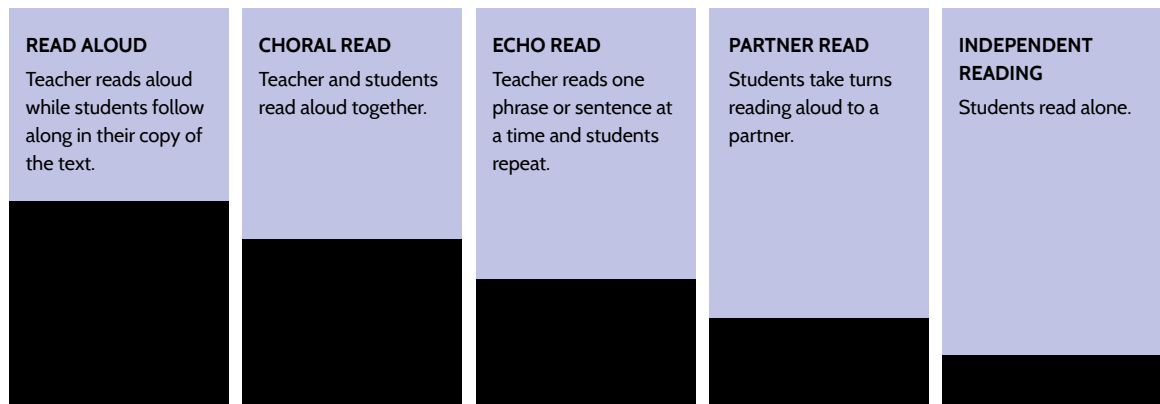
Students who are newcomers to the English language, or students with limited or interrupted formal education, may require additional support in foundational literacy skills outside of the *Wit & Wisdom* curriculum.

WHAT ARE ADDITIONAL BEST PRACTICES FOR SUPPORTING MULTILINGUAL LEARNERS?

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

In these cases, we recommend the following:

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



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

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

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

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

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

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

Multilingual Learner Resource

Grade 5 Module 1:

Cultures in Conflict



Grade 5 Module 1

Multilingual Learner Resource

Module Map

Lesson	Support
Focusing Question 1: How did U.S. westward expansion impact Native American cultures in the West?	
4	Existing Writing Scaffold
Focusing Question 2: How did the Nez Perce's homeland sustain their lifestyle and culture?	
5	Fluency Practice Recommended Deep Dive Sentence Deconstruction
7	Additional Writing Scaffold Recommended Deep Dive
Focusing Question 3: What roles do stories play in the Nez Perce culture?	
10	Fluency Practice
12	Socratic Seminar Support
Focusing Question 4: How does the conflict between the Nez Perce and the U.S. government reveal differing cultural beliefs and values?	
13	Fluency Practice Reading Support: <i>Thunder Rolling in the Mountains</i>
14	Reading Support: <i>Thunder Rolling in the Mountains</i> Recommended Deep Dive
15	Reading Support: <i>Thunder Rolling in the Mountains</i>
16	Existing Writing Scaffold Additional Writing Scaffold

Focusing Question 5: What important beliefs and values guide Chief Joseph and his daughter, Sound of Running Feet?

- | | |
|----|---|
| 18 | Fluency Practice
Additional Writing Scaffold
Recommended Deep Dive
Sentence Deconstruction |
| 21 | Fluency Practice
Sentence Deconstruction |
| 25 | Fluency Practice |
| 27 | Additional Writing Scaffold |
| 28 | Existing Writing Scaffold |

Focusing Question 6: What important Nez Perce beliefs and values does Chief Joseph convey in his “Lincoln Hall Speech”?

- | | |
|----|---|
| 29 | Fluency Practice
Sentence Deconstruction |
| 30 | Recommended Deep Dive |
| 32 | Socratic Seminar Support |

Module 1 English Language Development (ELD) Standards

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

Module 1 Learning	WIDA Standards	ELP Standards
<p>Reading supports help students build background knowledge about westward expansion, analyze character perspectives and sequence events in narrative 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 1 Learning	WIDA Standards	ELP Standards
<p>Writing supports help students write informational essays by using a model, text evidence, elaboration, 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, expand sentences with prepositional phrases and transitions, 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 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 Words and Phrases to Preview
Handout 5C: Fluency Homework “Nimiipuu Homeland” Part of this fluency passage is used in a sentence deconstruction.	How does the author start the first sentence? Why do you think the author starts the sentence with a list of people and events? What does it mean that the Nez Perce were “well integrated into their environment” in the year 1805? What does the passage tell you about the Nez Perce?
Handout 10A: Fluency Homework “How Beaver Stole Fire from the Pines”	Who are the characters in this story? What is a sentinel? What is the problem in this part of the story? How does Beaver steal fire from the pines?
Handout 13B: Fluency Homework <i>Thunder Rolling in the Mountains</i>	How does Sound of Running Feet know that white people are on Nez Perce land? Who does the title <i>the Big Father</i> refer to? What clues lead you to that understanding? According to Sound of Running Feet, why have the white settlers arrived?

Fluency Passage	Recommended Words and Phrases to Preview
<p>Handout 18C: Fluency Homework</p> <p><i>Thunder Rolling in the Mountains</i></p> <p>Part of this fluency passage is used in a sentence deconstruction.</p>	<p>What does the phrase “Listen to me with your hearts” mean?</p> <p>What does Chief Joseph believe the Nez Perce people should do?</p> <p>Why does Chief Joseph believe the Nez Perce people should do this?</p>
<p>Handout 21A: Fluency Homework</p> <p><i>Thunder Rolling in the Mountains</i></p> <p>Part of this fluency passage is used in a sentence deconstruction.</p>	<p>What is the setting? Why is its description important?</p> <p>What does Sound of Running Feet think the Nez Perce should do?</p> <p>What is the gist of paragraph four? What does Chief Joseph value?</p>
<p>Handout 25B: Fluency Homework</p> <p><i>Thunder Rolling in the Mountains</i></p>	<p>What is happening in the first paragraph?</p> <p>What is the gist of Chief Joseph’s words in the second paragraph?</p> <p>What do her father’s words make Sound of Running Feet realize?</p>
<p>Handout 29C: Fluency Homework</p> <p>“Lincoln Hall Speech”</p> <p>Part of this fluency passage is used in a sentence deconstruction.</p>	<p>What will make Chief Joseph “obey every law” of the white man, or U.S. government?</p> <p>According to Chief Joseph, what needs to happen for there to be no more wars?</p> <p>What does Chief Joseph hope for?</p>

THUNDER ROLLING IN THE MOUNTAINS, SCOTT O'DELL AND ELIZABETH HALL

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: The authors of <i>Thunder Rolling in the Mountains</i> extensively researched the plight of the Nez Perce tribe before writing this historical novel. Through this book, students explore concepts such as culture, justice, beliefs, and values, as they experience the anguish of a proud tribe with a rich cultural life and history that lost everything in conflict with land-hungry settlers and their defenders, the United States Army.</p>	<p>Students may need support to help them understand that while there were shared cultural beliefs and values in the Nez Perce tribe, there were conflicting views about how to respond to the settlers and the army. This idea is important to the plot of the story and the analysis of Chief Joseph.</p>	<p>Lesson 15</p> <p>Conduct a Jigsaw to support the discussion about chapters 2–3. Form four groups of students. Assign each group a perspective: General Howard and his soldiers, Chief Joseph, Sound of Running Feet, and the Nez Perce Red Coats. Instruct each group to pay attention to the perspective of their character(s) and create a visual display to represent it. Ask each group to share their visual display, and invite students to compare the perspectives. Consider displaying the visuals in the class and adding more details while reading the novel.</p>
<p>Structure: The text is organized chronologically with a first-person narrator—Sound of Running Feet, daughter of Chief Joseph. The time period spans June–October, 1877. The book contains a Foreword, Afterword, and a map of the trail the Nez Perce traveled as they fled the U.S. Army, en route to Canada.</p>	<p>Students need to understand the chronology of events that affected the Nez Perce during this period.</p>	<p>Lessons 14–26</p> <p>Continue using the timeline created in Lesson 14 to help students sequence events from the novel. While reading, clarify which events happened historically and add them to the timeline.</p>
<p>Language: The authors use authentic language (e.g., “chieftain,” “ten snows,” “reservation”) and native expressions, many of which are used figuratively, (e.g., “The Earth is my mother,” “The settlers had broken their word,” “The bullets sang like bees”). Nez Perce idioms and folk tales add another layer of interest and complexity to the language.</p>	<p>Unfamiliar terms and figurative language could be confusing.</p>	<p>Lessons 13–28</p> <p>Display examples of a metaphor and a simile from the text, such as “The settlers had broken their word.” Instruct students to make a drawing illustrating the literal meaning of the sentence or phrase. Facilitate a discussion about the nonliteral meaning of the examples.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: Students must understand the context of U.S. westward expansion and its negative effect on the Nez Perce way of life in order to derive full meaning from the real-life events of this historical novel. Part of the pleasure—and the difficulty—of reading the novel involves getting students to see the world through the eyes of a character whose life is significantly different from life in the twenty-first century.	Students need to understand the concept of westward expansion.	<p>Before Lesson 13</p> <p>Show a video that explains westward expansion. Consider slowing the rate of the video, turning on English subtitles or, when possible, showing a version in the students’ home languages.</p>

Writing Support

EXISTING WRITING SCAFFOLDS

This module builds students' understanding of how to write explanatory paragraphs and essays, including informational text summaries and comparison-contrast paragraphs. This is taught through the Painted Essay, which guides students in crafting strong topic statements, supporting them with relevant text evidence, and elaborating on their ideas. Students may need help organizing a large amount of evidence by using a compare and contrast structure. At the sentence level, students need to use prepositional phrases and conjunctions to expand and connect ideas.

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

Scaffold	Support for Multilingual Learners
<p>Lesson 4</p> <p>Learn: Create Focusing Question Task 1</p> <p>For those students who you anticipate will struggle with translating main ideas and details into a written summary, consider providing cloze sentences to support students in organizing their writing. This kind of predictable frame will help students convey the content and meet all the requirements of the task.</p> <p>The main idea of “A New Nation Comes to the Indian Country” is that _____.</p> <p>First, in the section “New Settlers,” I learn that _____.</p> <p>The text says that _____.</p> <p>Second, in the section “Miners,” I learn that _____.</p> <p>The text says that _____.</p> <p>Finally, in the section “Ranchers,” I learn that _____.</p> <p>The text says that _____.</p> <p>In conclusion, _____.</p>	<p>Sentence frames model academic language and provide linguistic support so multilingual learners can focus on what they want to say rather than on how to say it.</p>

Scaffold	Support for Multilingual Learners
<p>Lesson 16</p> <p>Learn: Create a Contrast Paragraph for Focusing Question Task 4</p> <p>Work with a small group of striving writers to orally rehearse their paragraphs using their planners. Consider providing sentence frames that struggling writers can use to help them compose their contrast paragraphs. For example:</p> <ul style="list-style-type: none"> ▪ For the U.S. government, the Nez Perce homeland signified...however, for the Nez Perce... ▪ For the Nez Perce, their homeland means... <ul style="list-style-type: none"> ▪ We see evidence of this in <i>Thunder Rolling in the Mountains</i> when... ▪ This evidence shows that... ▪ It also shows that the Nez Perce value... ▪ In contrast, the U.S. government wants control of the Nez Perce homeland because... <ul style="list-style-type: none"> ▪ We see evidence of this in...when... ▪ This evidence shows... ▪ It also shows that the U.S. government values... ▪ In conclusion... 	<p>Multilingual learners benefit from working in small groups to orally process and rehearse content. Sentence frames support understanding of specific writing genres, like the compare and contrast paragraph.</p>
<p>Lesson 28</p> <p>Learn: Plan and Draft a Conclusion</p> <p>Display the exemplar compare-contrast essay on Handout 23B. Ask students to notice how the writer connects back to the thesis from the introduction paragraph and reflects on its significance in the final sentences. Ask: “According to the writer, why is her thesis important? What point does she leave her audience with at the end of her essay?”</p>	<p>Examining writing models helps students understand the structure of an essay, the purpose of each part, and the relationship between parts.</p>

ADDITIONAL WRITING SCAFFOLDS

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

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 7</p> <p>Execute: How do I use a topic statement in my explanatory paragraph?</p>	<p>As preparation for Focusing Question Task 2, complete Handout 7B by using one of the texts from Lesson 6 (Handouts 6A–6F). Display the criteria for a topic sentence from Lesson 7. Guide students to co-create a topic sentence by using the displayed Handout 7B. Alternately, conduct a Think-Aloud to show how you use the evidence and the criteria to draft a topic sentence. Highlight point 1 of the topic sentence in yellow. If there is a point 2, highlight it in blue.</p>
<p>Lesson 16</p> <p>Focusing Question Task 4</p>	<p>As students complete Handout 16B: Contrast Paragraph Planner for Focusing Question Task 4, provide a word bank of contrast transition words, such as <i>however</i>, <i>on the other hand</i>, <i>but</i>, and <i>unlike</i>.</p> <p>Form student pairs and direct them to the Topic Statement section of the handout. Instruct partners to choose two different contrast transitions to begin Point 2. Instruct partners to take turns reading aloud the two versions of their topic sentence, using their chosen contrast words. Invite partners to vote on the more effective transition and explain why. Clarify any misunderstandings on the use of contrast transition words.</p>
<p>Lesson 18</p> <p>Execute: How do I gather and elaborate on evidence to prepare for Focusing Question Task 5?</p>	<p>Provide sentence frames to support students' work with elaboration in Handout 18B: Evidence-Elaboration Guide for Chief Joseph and Sound of Running Feet. Direct students to the Elaboration column of the handout. Read Aloud the questions in the header. Display and Read Aloud the following sentence frames.</p> <p>This evidence shows that _____ is one of [the character's] most important beliefs/values because _____.</p> <p>The belief in/that _____ is important to [character] because _____.</p> <p>The value of _____ is important to [character] because _____.</p> <p>The belief that _____ guides [the character's] decision to _____ because _____.</p> <p>The value of _____ guides [the character's] actions when _____.</p> <p>Point out that the sentence frames reword the questions in the Elaboration column, making them into sentences. Emphasize that students can use this rewording strategy in their writing tasks. Explain that students should choose the most appropriate option when there are two words connected by a slash. Explain that they should insert their character's name when indicated by brackets.</p> <p>Model how to complete one of the sentence frames. Pair students, and instruct them to collaborate to complete one or more sentences and then read the sentences aloud. Alternately, invite partners to complete a sentence independently and then share them orally.</p>

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 27</p> <p>Execute: How do I develop my thesis in the supporting paragraphs of my comparison-contrast essay?</p>	<p>Instruct students to review the evidence in Handout 18A: Analyze a Character’s Word and Actions, and label three key similarities (“S”) and three key differences (“D”) between Chief Joseph’s and Sound of Running Feet’s beliefs and/or values. Then guide students in organizing their chosen evidence by using a Venn diagram, which will prepare students to compare and contrast the two characters’ most important beliefs and values in Focusing Question Task 5.</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 5 Vocabulary Deep Dive: Use Morphology to Determine Word Meaning and Relationships	This Deep Dive builds understanding of affixes as a tool to determine unknown word meaning. The explicit study of Latin roots/morphology facilitates vocabulary acquisition in English and the use of cognates for Latin-based languages, such as Spanish.
Lesson 7 Style and Conventions Deep Dive: Combine and Expand Sentences Using Prepositional Phrases	This Deep Dive builds understanding of sentence structure and prepositional phrases through the process of combining sentences. Multilingual learners benefit from understanding how a specific language feature connects ideas in a sentence. Practicing ways to expand ideas prepares students for their own informative writing in the End-of-Module Task.
Lesson 14 Style and Conventions Deep Dive: Examine Transition Words	This Deep Dive asks students to identify and sort transition words used for compare and contrast writing. These academic terms can be confusing or unfamiliar to students. Multilingual learners will benefit from explicit explanation on the purpose and type of transition words.
Lesson 18 Vocabulary Deep Dive: Interpret Figurative Language	This Deep Dive provides practice with determining the meaning of figurative language by using context clues. Many multilingual learners may not have the background knowledge to understand figurative and idiomatic language. Explicitly teaching strategies for interpreting figurative language supports comprehension.
Lesson 30 Vocabulary Deep Dive: Determine Word Meaning Using the Prefix Mis-	This Deep Dive builds understanding of the prefix <i>mis-</i> , which is a very common prefix in academic language. The explicit study of Latin roots/morphology facilitates vocabulary acquisition in English and the use of cognates for Latin-based languages, such as Spanish.

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 5C: Fluency Homework</p> <p>“Long before Meriwether Lewis and William Clark ventured West; before the English established a colony at Jamestown; before Christopher Columbus stumbled upon the ‘new world’; the Nez Perce, who call themselves the Nimiipuu, lived in the prairies and river valleys of north Central Idaho, Montana, northeastern Oregon, and southeastern Washington, an area of approximately seventeen million acres.” (U.S. Department of Interior/ National Park Service)</p>	<p>Identify and underline the subject and predicate of the sentence: “the Nez Perce” and “lived in the prairies and river valleys.”</p> <p>Point out that the rest of the sentence includes phrases and clauses. Put parentheses around each phrase or clause to chunk them.</p> <p>Circle the semicolons that punctuate the three dependent clauses at the beginning of the sentence. Read the sentence aloud, emphasizing the repetition of the word <i>before</i> in the dependent clauses.</p> <p>Read the sentence without the opening dependent clauses.</p> <p>Discuss how the dependent clauses and the repetition affect the meaning of the sentence.</p>

Sentence	Selected Elements to Unpack
<p>From Handout 18C: Fluency Homework</p> <p>“To escape them would be dodging hail in a hailstorm” (O’Dell and Hall 20).</p>	<p>Clarify that Chief Joseph is the speaker and <i>them</i> refers to U.S. soldiers.</p> <p>Show an image or brief video clip of a hailstorm.</p> <p>Ask: “How easy would it be to dodge hail in a hailstorm? What do you think <i>dodge</i> or <i>dodging</i> means?”</p> <p>If helpful, remind students of the game dodgeball.</p> <p>Highlight the phrases “escape them” and “dodging hail.”</p> <p>Remind students that the sentence is a metaphor that compares these two things.</p> <p>Ask: “What is Chief Joseph saying?”</p>
<p>From Handout 21A: Fluency Homework</p> <p>“My heart is sick, and I fear to die in a strange land, far from the bones of my father and mother” (O’Dell and Hall 45).</p>	<p>Clarify that Chief Joseph is the speaker.</p> <p>Identify the subject and verb of the introductory clause: “My heart is sick.”</p> <p>Ask: “What does this part mean? How does Chief Joseph feel?”</p> <p>Then identify the subject and verb in the next part of the sentence: “I fear.”</p> <p>Underline the two prepositional phrases that follow “I fear”: “to die” and “in a strange land.”</p> <p>Remind students that prepositional phrases expand ideas by adding important details. In this case, they explain what Chief Joseph fears.</p> <p>Cover up the phrase “in a strange land.”</p> <p>Ask:</p> <p>“Is the meaning of this part the same or different without this phrase?”</p> <p>“What important detail does this phrase add to the idea that Chief Joseph is afraid to die?”</p> <p>Confirm that Chief Joseph does not fear dying; he fears dying in a strange place away from his homeland.</p> <p>Point to the last phrase of the sentence: “far from the bones of my father and mother.”</p> <p>Ask: “How does this contribute to your understanding of why Chief Joseph fears dying in a strange place?”</p>

Sentence	Selected Elements to Unpack
<p>From Handout 29C: Fluency Homework</p> <p>“Let me be a free man—free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself—and I will obey every law or submit to the penalty” (Chief Joseph).</p>	<p>Read Aloud the sentence, and ask students which word is repeated.</p> <p>Reread the sentence aloud, omitting the word <i>free</i> in the dependent clauses between the dashes.</p> <p>Discuss how the repetition of the word <i>free</i> and the dependent clauses add meaning to the sentence.</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 Task 1: http://witeng.link/G5M1.VV1	culture, expansion, beliefs, values, impact
Focusing Question 2: http://witeng.link/G5M1.VV2	tribe, custom, natural resources, homeland, sustain
Focusing Question 3	<i>There is no video for Focusing Question 3 in the In Sync program.</i>
Focusing Question Task 4: http://witeng.link/G5M1.VV4	prosperity, settler, conflict, treaty, reservation
Focusing Question 5: http://witeng.link/G5M1.VV5	warrior, surrender, grieve, truce, betray

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 12 How did reading these stories help you understand the roles of stories in Nez Perce culture? How do these two stories play similar roles in Nez Perce culture?	What important knowledge can Nez Perce children gain from listening to these stories? What practical skills for survival are represented in both stories? What important cultural beliefs and values of the Nez Perce are reflected in both stories?
Lesson 32 What are some important Nez Perce beliefs or values, and how are they reflected in the words of Chief Joseph’s speech? Why is each belief or value so important to the Nez Perce?	What is one important Nez Perce belief or value? What specific phrases or sentences in Chief Joseph’s speech best represent this belief or value? How does this belief or value guide the actions of the Nez Perce?

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, _____.

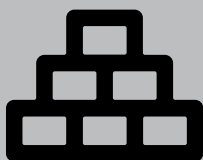
In the text, _____.

**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 5 Module 2:

Word Play



Grade 5 Module 2

Multilingual Learner Resource

Module Map

Lesson	Support
Focusing Question 1: How can wordplay create confusion and humor?	
1	Recommended Deep Dive
2	Fluency Practice
4	Existing Writing Scaffold Socratic Seminar Support
Focusing Question 2: How can writers use wordplay to develop a story's settings and characters?	
5	Fluency Practice Reading Support: <i>The Phantom Tollbooth</i> Sentence Deconstruction
6	Reading Support: <i>The Phantom Tollbooth</i>
7	Recommended Deep Dive
8	Fluency Practice Existing Writing Scaffold Sentence Deconstruction
12	Additional Writing Scaffold
13	Fluency Practice
15	Existing Writing Scaffold
Focusing Question 3: How can writers use wordplay to develop a story's plot?	
16	Fluency Practice
19	Fluency Practice Additional Writing Scaffold Recommended Deep Dive

23	Existing Writing Scaffold
26	Fluency Practice Sentence Deconstruction
Focusing Question 4: How is <i>The Phantom Tollbooth</i> a story of transformation?	
28	Recommended Deep Dive
29	Fluency Practice Sentence Deconstruction
30	Reading Support: <i>The Phantom Tollbooth</i>
31	Additional Writing Scaffold
32	Recommended Deep Dive Socratic Seminar Support
35	Additional Writing Scaffold
36	Existing Writing Scaffold

Module 2 English Language Development (ELD) Standards

Wit & Wisdom® core lessons engage students in many ways to interact with and through language and text that meet English Language Development (ELD) standards. The MLL Resource Pack 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
Reading supports help students analyze figurative language and wordplay while tracing character development, conflict, and themes in <i>The Phantom Tollbooth</i> .	ELD-LA.4-5.Narrate.Interpretive Multilingual learners will interpret language arts narratives by <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 	Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.
Writing supports help students write narrative texts using descriptive language, dialogue, and wordplay.	ELD-LA.4-5.Narrate.Expressive Multilingual learners will construct language arts narratives that <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 	Standard 3: An ELL can speak and write about grade-appropriate complex literary and informational texts and topics. Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing. Standard 9: An ELL can create clear and coherent grade-appropriate speech and text.

Module 1 Learning	WIDA Standards	ELP Standards
<p>Language supports help students unpack figurative language, expand sentences with introductory elements, 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.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>
<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 (ELD) time. The fluency passages were strategically chosen to represent important 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 3–5 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 2A: Fluency Homework “Who’s on First?”	What are the two speakers discussing? What information is Costello asking for? What are the names of the players in this passage? Why is this language confusing for the two speakers?
Handout 5A: Fluency Homework <i>The Phantom Tollbooth</i> Part of this fluency passage is used in a sentence deconstruction.	In the first paragraph, what is the problem? What does Milo like to do or not like to do? Why does Milo say he cannot see the point in learning?
Handout 8B: Fluency Homework <i>The Phantom Tollbooth</i> Part of this fluency passage is used in a sentence deconstruction.	According to the watchdog Tock, why did Milo get stuck in the Doldrums? What does Milo need to do to start moving again? How does Milo change in the passage?

Fluency passage	Recommended text-dependent questions
Handout 13B: Fluency Homework <i>The Phantom Tollbooth</i>	Why does everyone love the Princesses Rhyme and Reason? Why do the two brothers call upon the princesses? What does <i>disputes</i> mean in the second paragraph? What happens to the brothers' disputes?
Handout 16B: Fluency Homework <i>The Phantom Tollbooth</i>	What gift does the king give Milo? What do you think this object is? What can Milo do with a "box" of words?
Handout 19C: Fluency Homework <i>The Phantom Tollbooth</i>	What advice does Alec give Milo? What gift does Alec give Milo? How is Alec's gift connected to the advice he gives Milo?
Handout 26A: Fluency Homework <i>The Phantom Tollbooth</i> Part of this fluency passage is used in a sentence deconstruction.	What does <i>discouraged</i> mean? Why is Milo discouraged? How does the Mathemagician respond to Milo when Milo tells the Mathemagician what's wrong? What does <i>melancholy</i> mean? Why might the Mathemagician be feeling melancholy?
Handout 29B: Fluency Homework <i>The Phantom Tollbooth</i> Part of this fluency passage is used in a sentence deconstruction.	What does Princess Rhyme tell Milo about learning in the beginning of this passage? In the second paragraph, how does Milo still feel about learning new things? In her response, what does Princess Reason tell Milo about the effect of learning?

THE PHANTOM TOLLBOOTH, NORTON JUSTER

First published in 1961, this imaginative novel follows a discontented and purposeless young Milo on an unexpected journey to the Lands Beyond, where he encounters unusual settings and characters that behave just like their names. Milo forms unlikely friendships and attempts to return the princesses Rhyme and Reason to their rightful place in the Kingdom of Wisdom. The story provides an excellent opportunity for students to analyze how authors play with words to create meaning and engage readers. As Milo’s experiences transform him, so too do students discover both the importance of using precise language and the positive impact of taking responsibility for their own learning and experience of the world.

Qualitative analysis	Potential challenges for multilingual learners	Recommended support for multilingual learners
Meaning/Purpose: While the story appeals to a wide range of students and is grade-level appropriate, it is a fantasy, rich in challenging vocabulary and complex ideas, which may need explanation and explicit instruction.	Understanding how the novel’s complex ideas are conveyed through character and place names based on wordplay will be challenging for multilingual learners.	Beginning in Lesson 6 Instruct students to sketch each of the places Milo visits and the major characters he meets by using the illustrations in the text as models. Tell students to label each setting and character with a name and a brief explanation of the name’s meaning, guiding them as needed.
Structure: Structure is straightforward and grade-level appropriate. The narrative voice is consistent, and events proceed chronologically.	The novel’s length may be challenging. Students may have trouble keeping track of the multiple conflicts Milo encounters.	Beginning in Lesson 5 Before starting a new chapter, ask students to recap what occurred in the last chapter. Ask: “What problem or conflict did Milo face? Was the problem resolved? If yes, how? If not, why not?” Direct students to a chapter’s illustrations to support their thinking.

Qualitative analysis	Potential challenges for multilingual learners	Recommended support for multilingual learners
<p>Language: Character and place names, idioms, adages/proverbs, puns, and complex vocabulary may present challenges to some students.</p>	<p>Students must understand numerous idioms, proverbs, and puns, many of which will be unfamiliar, to understand the plot.</p>	<p>Beginning in Lesson 5</p> <p>Create one or more anchor charts to record the names and definitions (see Lesson 1) of different types of figurative language, such as idioms, puns, and proverbs.</p> <p>As examples of each type appear in the novel, record them and explain the meaning. Throughout the reading of the novel, review examples, guiding students toward explanations of their meanings. Encourage students to refer to these resources as they draft their own narratives.</p> <p>Spend ample time with Deep Dives that focus on understanding wordplay and idiomatic language, such as those in Lessons 1, 7, and 29.</p> <p>If possible, help students build their conceptual understanding of figurative language by finding examples of idioms, puns, or proverbs in their home language.</p>
<p>Knowledge Demands: Many students will identify with Milo's attitude toward school and learning. The character and place names and vocabulary will present challenges to students, especially students reading below grade level and English Language Learners.</p>	<p>Students may struggle to understand the larger meaning of the story because the change in Milo's attitude toward school and learning is subtle.</p>	<p>Lesson 30</p> <p>Read aloud Handout 29B: Fluency Homework. Ask students to summarize the princess's message about learning. If students need additional support, review the text-dependent questions about this passage from the Fluency Practice section of this resource.</p> <p>Read aloud <i>The Phantom Tollbooth</i>, from the last paragraph on page 255 to the end of page 256 (the end of the novel).</p> <p>Facilitate a discussion about how Milo's new attitude toward knowledge connects to the Princess's message about learning. Ask students to find evidence from pages 255–256 that shows Milo's new understanding that learning something new makes the whole world richer.</p>

Writing Support

EXISTING WRITING SCAFFOLDS

This module builds students’ understanding of narrative writing. Students practice using descriptive language and dialogue in snapshots and exploded moments to create vivid settings and characters. Students practice alternating between dialogue and description to develop setting and a conflict as well as to show characters’ responses to the conflict. Multilingual learners may struggle with incorporating wordplay to enhance meaning and humor. At the sentence level, students need to vary their sentences and use interjections, tag questions, and nouns of direct address.

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: Create a Written Response to Focusing Question Task 1</p> <p>For striving readers and writers, you might provide a paragraph frame to support students in articulating how words create confusion and humor in “Who’s on First?”</p> <p>Start by providing the first sentence frame below. If students need more support, provide additional frames as needed.</p> <p>For example:</p> <p>The main source of confusion and humor in “Who’s on First?” is over _____. The reason for this confusion is because _____. We see this confusion in the skit when Abbott says _____, and Costello thinks that _____. Another example is when _____. This shows how words can create confusion because _____. It also shows how wordplay creates humor because _____.</p>	<p>Sentence frames model academic language and provide linguistic support that allows multilingual learners to focus on what they want to say rather than on how to say it.</p>
<p>Lesson 8</p> <p>Learn: Experiment with Description</p> <p>Students who have little to no background knowledge of what a marketplace might be like may struggle to add sensory details. Consider displaying pictures of marketplaces and encouraging all students to draw on these visuals, their background knowledge, as well as the sensory details in Juster’s writing, to help them brainstorm other, appropriate details to describe this scene.</p>	<p>Even if multilingual learners are familiar with what a marketplace is, they may struggle to identify specific sensory details because of the variety of vocabulary in the passage. By identifying details in an image, students can build their understanding of both marketplaces and sensory details before working with the complex text.</p>

Scaffold	Support for multilingual learners
<p>Lesson 15</p> <p>Learn: Excel with Writing a Character Snapshot</p> <p>Consider modeling, using a Think-Aloud, how you would read a student's snapshot to assess for these criteria. Choose a student's snapshot to display for the class. Turn the three criteria into questions such as:</p> <ul style="list-style-type: none"> ▪ Is my partner's character a student, teacher, principal, or other school employee at Abandon Elementary School? ▪ Is my partner's character's name a play on the meaning of <i>abandon</i>? Can I tell, through reading my partner's snapshot, how he/she is playing with the meaning of <i>abandon</i> in his/her description of the character? ▪ Does my partner's snapshot convey his/her character's attitude and beliefs about school and learning? Do these beliefs relate to the meaning of <i>abandon</i>? <p>Model how you would ask and answer these questions about the student's snapshot as you read, to determine whether the student met these key criteria under Reading Comprehension.</p>	<p>Teacher modeling supports multilingual learners' understanding of task expectations. Reviewing task criteria with an example clarifies priorities and helps students self-check their work.</p>
<p>Lesson 23</p> <p>Learn: Execute an Exploded Moment Introduction</p> <p>As needed, provide sentence frames such as the following as examples of how students might begin their exploded moments:</p> <ul style="list-style-type: none"> ▪ Milo parked the little car at the curb next to a half-painted sign that read "Abandon Elementary." As he approached the building, he observed _____. ▪ Inside the front doors of Abandon Elementary School, Milo bumped smack into _____. ▪ In the overgrown grass outside of Abandon Elementary School lay _____. ▪ Finding the front office empty, he peeked his head into a dim classroom where he saw _____. 	<p>Sentence frames model the type of writing found in the narrative genre and help ensure that students include the important elements: character, setting, and situation.</p>
<p>Lesson 36</p> <p>Learn: Execute an Exploded Moment Narrative</p> <p>For striving students, encourage them to think about the beginning, middle, and end of their narrative. Ask them to consider how the characters and conflict are developing, or changing, from the beginning when Milo meets the demon, the middle when the two characters interact, to the end when Milo leaves the demon with a new way of thinking.</p>	<p>Providing an outline of the structure for the writing type helps multilingual learners diagram and organize their ideas in manageable chunks.</p>

ADDITIONAL WRITING SCAFFOLDS

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

Craft instruction	Recommended support for multilingual learners
<p>Lesson 12</p> <p>Execute: How do I plan a character snapshot of a Juster-like character?</p>	<p>To help prepare students for Focusing Question Task 2, create a word wall for <i>abandon</i> using students’ synonyms from Handout 12A: Frayer Model. Use a dictionary or thesaurus to find other synonyms to add.</p> <p>Direct students to Handout 12B: Character Snapshot Planner. As a whole group, or in pairs or small groups, choose a word to use as a character name. Then decide if the character is a student, teacher, principal, or other school employee.</p> <p>To support students’ completion of Handout 12B, display and hand out the following sentence frames to be completed in pairs:</p> <ul style="list-style-type: none">▪ [Character name] thinks English class is _____. because _____.▪ [Character name] wears [description of clothing, shoes, accessories] to school. The most noticeable thing about their appearance is _____.▪ During English class, [character name] always [action]. At lunchtime, they [action].▪ At the end of every school day, [character name] says, “_____.” <p>Invite volunteers to share their sentences. Collaborate to elaborate on ideas, adding descriptive details.</p> <p>Direct students to the categories of Inner Qualities, Outer Qualities, Actions, and Words on Handout 12B, and point out how each sentence frame relates to one of those categories. Model how to complete one of the boxes on Handout 12B by using the class-generated content.</p>

Craft instruction	Recommended support for multilingual learners
<p>Lesson 19</p> <p>Execute: How do I use narrative structure to help me plan a Juster-like “exploded moment” scene?</p>	<p>As preparation for Focusing Question Task 3, collaborate to develop ideas about setting. Tell students to review Handout 12A, Focusing Question Task 2, and any other ideas they have gathered on the meaning of <i>abandon</i>.</p> <p>Display the following places and questions:</p> <p>Abandon Elementary School hallway, cafeteria, classroom, principal’s office</p> <ul style="list-style-type: none"> ▪ What color are the walls? ▪ What shape is the room? ▪ Is the ceiling high or low? ▪ Are the lights bright or dim? ▪ There’s a sign on the wall. What does it say? ▪ What do you smell? ▪ What do you hear? <p>Assign pairs or small groups to choose a place and answer as many questions as they can, connecting their responses to the meaning of <i>abandon</i>. Model an example, by saying something like: “My place is the cafeteria. The walls are painted light blue, but only up to head height. Above that, no one has bothered to paint the walls.”</p> <p>Invite pairs or small groups to share responses.</p> <p>Instruct individuals to choose the best descriptions and complete the setting section of Handout 19B: Exploded Moment Planner.</p>
<p>Lesson 31</p> <p>Execute: How do I use theme statements and supporting character change statements in Focusing Question Task 4?</p>	<p>To help prepare students for Focusing Question Task 4, conduct the Lesson 31 Welcome activity with the whole group. Read aloud pages 9–11 and instruct students to use sticky notes to record a quality, belief, or trait that Milo no longer has. Invite students to share responses.</p> <p>Direct students to the responses they wrote at the end of Lesson 28. Facilitate a brief discussion about Milo’s biggest change from the beginning of the book.</p> <p>Display the following theme topics from the Scaffold in the Learn: Execute a Topic Statement about Theme section of Lesson 31:</p> <ul style="list-style-type: none"> ▪ knowledge ▪ learning ▪ teamwork ▪ belief in oneself ▪ the value of time <p>Help students connect Milo’s biggest change to one or more of these ideas. Encourage students to explain their choice to a partner.</p> <p>Display the sentence frame from the Learn: Describe Milo’s Transformation section of Lesson 31:</p> <p>Milo has changed from a kid who _____ to a kid who now _____.. For example, _____..</p> <p>Model how to complete the sentence frame by using class-generated responses or one of your own.</p>

Craft instruction	Recommended support for multilingual learners
<p>Lesson 35</p> <p>Execute: How do I use narrative techniques, such as snapshots and dialogue, in an “exploded moment” narrative?</p>	<p>After students complete page 1 of Handout 35A: Dialogue Planner for End-of-Module Task, direct them to the speech bubbles on pages 2–4. Tell students that they will use their ideas from page 1 to draft the following three lines of dialogue in the first three bubbles on their handout:</p> <ol style="list-style-type: none">1. Demon: states the problem2. Milo: offers wisdom about the problem3. Demon: shares something they learned from Milo <p>Tell students to write the feeling the character is experiencing in parentheses after each line. For example, in line 1, a student might write “(worry)” or “(anger).”</p> <p>When students finish drafting, form pairs. Instruct pairs to take turns reading aloud each student’s dialogue, with one student reading Milo’s line and the other reading the Demon’s lines. Emphasize that students should express the feeling indicated in parentheses as they perform the dialogue.</p> <p>After partners read both dialogues, tell them to discuss whether the current lines match the stated feeling. Encourage students to share at least one suggestion with their partner to improve the dialogue.</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: Explore Homophones and Homographs	This Deep Dive reviews the definitions of <i>homophone</i> and <i>homograph</i> and provides examples of each. Clarifying potentially confusing word types prepares multilingual learners for encountering wordplay in module texts.
Lesson 7 Vocabulary Deep Dive: Interpret and Analyze Idioms	This Deep Dive provides practice determining the meaning of idioms. Explicit teaching of strategies for interpreting idioms supports multilingual learners, many of whom may not have the background knowledge to understand English idiomatic language.
Lesson 19 Style and Conventions Deep Dive: Examine Introductory Elements	This Deep Dive builds understanding of the use of introductory elements to add detail and clarity. Multilingual learners benefit from understanding how a specific language feature expands an idea in a sentence.
Lesson 28 Vocabulary Deep Dive: Apply Suffix <i>-ous</i> to Define Words	This Deep Dive builds understanding of affixes as a tool to determine the meaning of unknown words. The explicit study of Latin roots and morphology facilitates comprehension of English and is especially helpful for multilingual learners because the morphology of their home language may differ from that of English.
Lesson 32 Style and Conventions Deep Dive: Experiment with Introductory Elements	This Deep Dive deepens understanding of how to use introductory elements to add background information to a sentence. Experimenting with sentence expansion, combination, and variety prepares students to employ sentence variety in their 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 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 a sentence like this.

Sentence	Selected elements to unpack
From Handout 5A: Fluency Homework “Wherever he was he wished he were somewhere else, and when he got there he wondered why he’d bothered.” (Juster 9)	Underline the word <i>wherever</i> . Explain that in this sentence <i>wherever</i> functions as a conjunction. It is used to show that something is true in any place or situation. Ask: “In this sentence, what is true in any place or situation?” “What does this sentence, and the use of <i>wherever</i> , tell you about Milo’s attitude?”

Sentence	Selected elements to unpack
<p>From Handout 8B: Fluency Homework</p> <p>“‘Help you! You must help yourself,’ the dog replied, carefully winding himself with his left hind leg.” (Juster 30)</p>	<p>Underline the interjection in the first sentence: “Help you!”</p> <p>Remind students that an interjection is a word or phrase that expresses strong emotion or feeling. It’s often an exclamation.</p> <p>Model fluent reading of the sentence, conveying a strong emotion, like displeasure or annoyance, when you read aloud the interjection.</p> <p>Ask: “What strong emotion is Tock expressing here?”</p> <p>Read the sentence without the interjection, starting with “You must help yourself.”</p> <p>Discuss how the interjection contributes to the meaning of the sentence. Ask questions like: “What does the interjection tell you about Tock’s role? What does it tell you about Milo’s behavior? What does it tell you about the relationship between the two characters?”</p>
<p>From Handout 26A: Fluency Homework</p> <p>“‘Why is it,’ he said quietly, ‘that quite often even the things which are correct just don’t seem to be right?’” (Juster 198)</p>	<p>Underline the words <i>correct</i> and <i>right</i>.</p> <p>Ask: “Are these words synonyms or antonyms?”</p> <p>As needed, remind students that synonyms are words with similar meanings, and antonyms are words with opposite meanings.</p> <p>Display a brief definition of <i>correct</i>, such as: containing no errors; factual. Provide an example sentence: She knew the correct answer.</p> <p>Tell students that <i>right</i> can also mean containing no errors. Provide an example sentence: She knew the right answer.</p> <p>Emphasize that <i>right</i> has an additional meaning. Display a brief definition, such as: morally good or acceptable. Clarify unfamiliar words. Provide an example sentence: I hope we’re doing the right thing.</p> <p>Reread the sentence. Ask: “What is the gist of the question? What is Milo wondering?”</p> <p>Facilitate a brief discussion of how the use of <i>correct</i> and <i>right</i> is an example of wordplay.</p>

Sentence	Selected elements to unpack
<p>From Handout 29B: Fluency Homework</p> <p>“Why, when a housefly flaps his wings, a breeze goes round the world; when a speck of dust falls to the ground, the entire planet weighs a little more; and when you stamp your foot, the earth moves slightly off its course.” (Juster TK)</p>	<p>Underline the word <i>why</i>. Point out that <i>why</i> usually starts a question, such as: Why did the fly flap its wings?</p> <p>Explain that there’s no question mark at the end of this sentence from the text, so it is not a question.</p> <p>Tell students that <i>why</i> functions as an interjection. Remind students that interjections express strong feeling or emotion. The Princess of Pure Reason is expressing excitement or wonder at what she says next. Provide another example: “Why, the dog stood on its back legs and danced around the room.”</p> <p>Point out that the rest of the sentence is a list of things that make the princess excited or curious. Point out the semicolons that connect the items in the list. Instruct students to draw slashes to separate the three parts of the list.</p> <p>Read aloud the first part, and explain that it’s an example of cause and effect. Tell students that the part before the comma is the cause.</p> <p>Ask: “What does a fly flapping its wings cause?”</p> <p>Use body gestures to act out wing-flapping and then a huge swirling breeze. Confirm that the princess is saying that when a fly flaps its wings, a breeze goes around the whole world.</p> <p>Ask: “What other examples of cause and effect can you find in this sentence? What pattern connects the examples? How are they similar?”</p> <p>Guide students to understand that every action, even small ones, can make much larger things happen.</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/G5M2.VV1	humor, pun, audience, wordplay, confusion
Focusing Question 2: http://witeng.link/G5M2.VV2	wisdom, ignorance, abandon, idiom, rhyme or reason
Focusing Question 3: http://witeng.link/G5M2.VV3	quest, plot, dialogue, conflicting, point of view

Speaking and Listening Support

SOCRATIC SEMINAR SUPPORT

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

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

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

Socratic seminar	Recommended scaffolding questions
Lesson 4 How can wordplay create humor and confusion?	What is wordplay? How does the example show confusion or humor? How are the examples of wordplay we’ve studied similar? How are they different?
Lesson 32 What are the central themes in <i>The Phantom Tollbooth</i> ?	How has Milo changed from the beginning of the story to the end? What challenges and conflicts did Milo face on his journey? How did he overcome them? What important lesson has Milo learned from his journey?

DISCUSSION SUPPORT

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

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

See Teacher Resources for the K-2 Talking Tool.

See Teacher Resources for the 3-5 Talking Tool.

Name _____

Date _____ Class _____

Talking Tool

**Share What You Think**

I think _____ because _____.

First, _____.

Also, _____.

**Support What You Say**

For example, _____.

According to the author, _____.

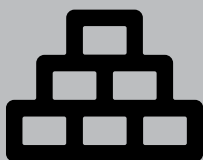
In the text, _____.

**Ask for More
Information**

What do you mean by _____?

Can you tell me more about _____?

Can you give an example?

**Build on Others' Ideas**

I agree and will add that _____.

I disagree because _____.

Multilingual Learner Resource

Grade 5 Module 3:

A War Between Us



Grade 5 Module 3

Multilingual Learner Resource

Module Map

Lesson	Support
Focusing Question 1: What factors led to the start of the Civil War?	
2	Reading Support: <i>The Boys' War</i>
4	Existing Writing Scaffold Recommended Deep Dive Socratic Seminar Support
Focusing Question 2: How did the Civil War impact boy soldiers?	
7	Fluency Practice Reading Support: <i>The Boys' War</i> Additional Writing Scaffold
8	Reading Support: <i>The Boys' War</i> Existing Writing Scaffold Recommended Deep Dive
11	Reading Support: <i>The Boys' War</i>
12	Existing Writing Scaffold Additional Writing Scaffold
13	Fluency Practice Reading Support: <i>The Boys' War</i> Sentence Deconstruction
Focusing Question 3: How did the Civil War impact girls and women?	
16	Reading Support: <i>The River Between Us</i>
17	Fluency Practice Reading Support: <i>The River Between Us</i> Recommended Deep Dive Sentence Deconstruction

- | | |
|----|--|
| 21 | Fluency Practice
Sentence Deconstruction |
| 23 | Recommended Deep Dive |
| 24 | Fluency Practice
Sentence Deconstruction |
| 25 | Recommended Deep Dive |
| 26 | Reading Support: <i>The River Between Us</i> |
| 27 | Additional Writing Scaffold |
| 29 | Socratic Seminar Support |

Focusing Question 4: How did the Civil War impact free people of color in the South?

- | | |
|----|--|
| 30 | Fluency Practice
Reading Support: <i>The River Between Us</i> |
| 31 | Reading Support: <i>The River Between Us</i> |
| 32 | Existing Writing Scaffold |

Focusing Question 5: How did the Civil War impact the Pruitt family from the historical-fiction novel *The River Between Us*?

- | | |
|----|-----------------------------|
| 36 | Additional Writing Scaffold |
|----|-----------------------------|

Module 3 English Language Development (ELD) Standards

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

Module 3 Learning	WIDA Standards	ELP Standards
<p>Reading supports help students build background knowledge about the Civil War, analyze character and events in narrative text, identify main ideas and details in informational text, 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 3 Learning	WIDA Standards	ELP Standards
<p>Writing supports help students write opinion essays by using an opinion statement, reasons, and textual evidence.</p>	<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, use a variety of verb tenses, 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 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, phrasing, and prosody in their oral language. This can be done in small groups or during an English Language Development time.

Use this fluency protocol for additional practice.

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

Fluency Passage	Recommended Words and Phrases to Preview
Handout 7C: Fluency Homework <i>The Boys' War: Confederate and Union Soldiers Talk About the Civil War</i>	What reasons did the Northern boys have to sign up to fight in the war? What reasons did the Southern boys have to sign up to fight in the war? How are their reasons similar? How are they different?
Handout 13B: Fluency Homework <i>The Boys' War: Confederate and Union Soldiers Talk About the Civil War</i> Part of this fluency passage is used in a Sentence Deconstruction.	What were the boy soldiers like when they first enlisted, or signed up, to fight in the Civil War? What were the boy soldiers like when they first started fighting? How did the boy soldiers change?
Handout 17A: Fluency Homework <i>The River Between Us</i> Part of this fluency passage is used in a Sentence Deconstruction.	What are the local boys doing? What does the narrator think about the boys' pretending to be soldiers? What conflict does the narrator reveal?

Fluency Passage	Recommended Words and Phrases to Preview
Handout 21A: Fluency Homework <i>The River Between Us</i> Part of this fluency passage is used in a Sentence Deconstruction.	Who is the narrator? What is happening in this passage? What does the narrator realize about Noah and Curry going to war?
Handout 24B: Fluency Homework <i>The River Between Us</i> Part of this fluency passage is used in a Sentence Deconstruction.	Who is the narrator? What is the narrator feeling at the beginning of the passage? What kind of sicknesses did the boy soldiers have?
Handout 30A: Fluency Homework <i>The River Between Us</i>	Who are the two characters in this passage? Why does Tilly think Delphine is brave? Why did Delphine really come to Grand Tower?

THE BOYS’ WAR, JIM MURPHY

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: The author of <i>The Boys’ War</i> gives voice to an often-unheard perspective—young, enlisted soldiers—of the horrors of war. By including the varying perspectives of both Southern and Northern boy soldiers, Murphy helps the reader understand the grim realities of the Civil War and develop a sense of empathy for the harsh challenges faced by these young boys.	Students may need support to understand the reasons a boy would be motivated to fight in a war.	Lesson 7 Extend the Welcome activity by creating a Motivations chart with one column for Southern Boys and one for Northern Boys. As students read chapter 1, pause in key places and ask students to share evidence that supports why boys from either side would join a war. Record responses on the class chart. As helpful, continue to use this resource for the duration of Focusing Question Arc 2.

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Structure: The text follows a loose chronology of the Civil War topically organized. Each chapter delves into a different aspect of war, such as the beginning of the war, enlisting, being far from home, later battles, and the end of the war. Additionally, the use of vivid photographs enriches the text even further by capturing the unforgiving aspects of war and providing a unique perspective of the war's impact. The book contains a Table of Contents, an Introduction, Afterword, Bibliography, and Index.	Students may need support to follow the chronology of the text.	<p>Lesson 8</p> <p>Before reading chapter 2, ask students to consider the title of chapter 1, "The War Begins." Facilitate a brief discussion about how the title applies to what they learned as they read that chapter.</p> <p>Explain that each chapter examines a different aspect or part of the war through the experiences of boy soldiers.</p> <p>Form pairs. Tell them to scan the table of contents and the remaining chapter titles. Assign pairs different chapters and instruct them to discuss what they think each chapter will cover based on its title, using key words from the title as evidence.</p> <p>Sample answers might include:</p> <p>Chapter 2: "Marching Off to War"—"Marching Off" suggests that this chapter could be about how the boys traveled to the war.</p> <p>Chapter 3: "What a Foolish Boy"—"Foolish" suggests that this chapter might tell how the boys regretted joining once the fighting started.</p> <p>Guide students to understand that the chapters examine key experiences in chronological order.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: Chunks of narrative-style writing from both the author and the primary sources help to bring the dense historical narrative to life. Terms specific to the battles of the area, such as <i>ball</i>, <i>volley</i>, and <i>batteries</i>, provide many opportunities to determine the meaning of vocabulary in context. Academic Vocabulary such as <i>analytical</i> and <i>retool</i> also populate the text, exposing students to words that can be used across disciplines and are likely to be encountered in other texts. The primary-source letters and diary entries preserved in their original varieties of nineteenth-century English add another layer of interest and complexity.</p>	<p>Students may have difficulty with the varied and complex vocabulary in this text.</p>	<p>Lessons 11 and 13</p> <p>Move the teaching of each lesson's Deep Dive to before the core lesson to preview challenging vocabulary before engaging with the text. Deep Dives examine words such as <i>amputate</i> and <i>naïve</i> that support student work throughout the module.</p>
<p>Knowledge Demands: Students must have a general understanding of the Civil War, its causes, and its effects on the United States. Adequate background knowledge includes terms specific to this war, such as Union and Confederate, knowledge of which states fought for the North and for the South, and terms having to do with geographic and political divisions in the United States, such as <i>Southern interests</i> and <i>States' rights</i>.</p>	<p>Students may not have a sufficient understanding of the causes of the Civil War on the United States.</p>	<p>Lesson 2</p> <p>Display the Option 1: Sectional Differences static maps from the alternative resources recommended in the Prepare box of Lesson 2.</p> <p>Explain that students will look at a series of maps to identify and summarize some major differences between the North and the South in 1860.</p> <p>Create a two-column chart labeled North and South.</p> <p>Guide students to compare the North and the South on the Free Population,</p> <p>Slave Population, Manufacturing, and Agriculture maps. Record key ideas on the chart.</p> <p>Instruct students to use this chart to help them complete Handout 2A: Differences between the North and South.</p> <p>Continue to display this resource for the duration of Focusing Question Arc 1.</p>

THE RIVER BETWEEN US, RICHARD PECK

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: <i>The River Between Us</i> depicts what life was like in the throes of one of the bloodiest and most difficult times in American history, the Civil War. Peck weaves in information and history about the free people of color of New Orleans, an often-overlooked part of our nation's history. While the time and setting are far removed from the real-life experiences of contemporary students, Peck tells a haunting and universal story about humanity and the impact we have on one another. Students gain different perspectives and build empathy as they learn how war impacts the characters, their families, and the choices they make.</p>	<p>Students may need support in understanding the dynamics of the Pruitt and Hutchings families and how the war affects them.</p>	<p>Lesson 16</p> <p>Create a class family tree by using students' explanations of how the characters are related to each other. Display the family tree for the duration of the module.</p> <p>As students continue to read the novel, create a two-column chart labeled <i>Family Member</i> and <i>Effects of War</i>. At key points in the reading, ask students how the war affects each member of the Pruitt family and add those responses to the chart.</p> <p>Continue to use these resources for the duration of the module, which will also support students' work on the End-of-Module Task.</p>
<p>Structure: This book, while written in engaging narrative prose, takes twists and turns through time, switching narrators and employing flashback. The majority of the novel takes place in 1861 while the first and final chapters take place in 1916. The book ends with "A Note on the Story" that explores the author's research into the Civil War and the free people of color of New Orleans.</p>	<p>Students may need support in understanding the jump backward in time, which employs a flashback and a flash-forward.</p>	<p>Lesson 17</p> <p>Before starting the Learn section of Lesson 17, read aloud the last three sentences of chapter 1. Ask students to predict what the author might do next. Review foreshadowing if needed.</p> <p>Then read the first two sentences of chapter 2. Ask students what they think has happened and how they know. If needed, prompt them to consider what has happened with the timeline of the story.</p> <p>Facilitate a brief discussion about why the author used a flashback here instead of narrating chapter 2 from Tilly's point of view, as he did in chapter 1. Revisit this discussion before and after reading chapter 15, when the book returns to 1916.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Language: The text is peppered with dialects and idioms, and the large amount of domain-specific vocabulary, specifically some military words and nineteenth-century slang, increase the complexity of the language throughout the book. Sentence structure is fairly simple, and dialogue throughout the novel helps to develop the plot's momentum.	Unfamiliar terms and figurative language could be confusing.	<p>Lessons 16, 26, and 31</p> <p>Move the teaching of each lesson's Deep Dive to before the core lesson to preview challenging vocabulary before engaging with the text. Deep Dives examine words such as <i>expedition</i> and <i>etiquette</i> that support student work throughout the module.</p> <p>Spend ample time with Deep Dives that focus on understanding dialect, idioms, and figurative language, such as Deep Dives 17–21 and 26.</p>
Knowledge Demands: While students would benefit from opportunities to consult and explore other sources in order to build the background knowledge needed to access this story with depth, the structure of the novel and the perspective of its narrators allow students immediate access to its content with little background knowledge.	Students may be unfamiliar with the culture of free people of color in New Orleans.	<p>Before Lesson 30</p> <p>Use the instruction in the Learn–Reread to Deepen Understanding section of Lesson 30 to build students' understanding of the culture of free people in New Orleans.</p> <p>Display a map that shows the states of Louisiana, Illinois, and Missouri, and share the information about the locations mentioned in the Lesson 30 instruction.</p> <p>Then provide a brief historical and cultural background on New Orleans, displaying bullet points such as those provided in Lesson 30. Allow time for students to ask questions about this information.</p> <p>Next, display and define the term <i>gens de couleur</i>, connecting the term and its definition to the information presented above.</p> <p>Ask: "What does this information help you understand about Delphine and her family, life, and culture?"</p>

Writing Support

EXISTING WRITING SCAFFOLDS

This module builds students’ knowledge of opinion writing by pairing the structure of the Painted Essay® with the OREEO and HI-OREE-CO models. Students learn to form effective opinion statements, create reasons to support their opinions, and gather evidence to support the reasons. Multilingual learners may have difficulty linking their opinions with reasons and textual evidence. At the sentence level, students need to know how to use verb tenses to convey times, sequences, and conditions.

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—Create a Written Response to Focusing Question Task 1</p> <p>Provide the following sentence frames for striving students:</p> <p>One factor that led to the start of the Civil War was _____. The North believed _____ because _____. The South believed _____ because _____. This conflict led to war because _____. In conclusion, _____.</p>	<p>Sentence frames model academic language and provide linguistic support that allows multilingual learners to focus on what they want to say rather than how to say it.</p>
<p>Lesson 8</p> <p>Learn—Experiment with Opinion Statements</p> <p>Ask further scaffolding questions for each statement, such as: “Is this statement a fact or someone’s opinion?” or “Are you able to agree or disagree with this statement?”</p>	<p>Prompting students with guiding questions helps support them as they think about a concept by using different entry points. These questions can be answered individually, in pairs, or in small groups—providing more opportunities for oral language rehearsal and practice using academic vocabulary, such as <i>fact</i>, <i>opinion</i>, and <i>statement</i>.</p>

Scaffold	Support for Multilingual Learners
<p>Lesson 12</p> <p>Learn–Gather Evidence for Focusing Question Task 2</p> <p>Provide the following page numbers for students to find evidence to support both opinions (note that this is not an exhaustive list):</p> <p>Affected boys for the better: pages 2, 37, or 77.</p> <p>Affected boys for the worse: pages 29, 31, or 77.</p> <p>For students who struggle to find evidence to support either opinion, ask them to close their book and tell you what they remember reading from the text that helps prove one of the opinion options. Then, use what students share with you to direct them to a specific chapter or page range to find evidence that supports their idea.</p>	<p>Preselecting text pages allows students to focus on how evidence supports an opinion. Oral processing of ideas helps students organize their thinking, breaks the task into manageable steps, and facilitates linking evidence and opinions.</p>
<p>Lesson 32</p> <p>Learn–Experiment with a Focused Revision</p> <p>Provide the following sentence frames to help students organize their thoughts:</p> <p>Free people of color are like an island because _____.</p> <p>A lapping sea represents the institution of slavery because _____.</p>	<p>Multilingual learners may benefit from using sentence frames even after they have been removed for most students. Students with beginning English proficiency may benefit from dictating and then copying the sentence.</p> <p>Sentence stems support students in responding in the form of a complete sentence. Stems also provide scaffolding that allows students to focus on the content of their response rather than the structure of the sentence.</p>

ADDITIONAL WRITING SCAFFOLDS

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

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 7</p> <p>Examine: Why is opinion writing important?</p>	<p>Display the Painted Essay®. Display and read aloud Handout 7A: Exemplar Opinion Essay. Guide students to color-code the essay on Handout 7A according to the colors of the Painted Essay.</p> <p>Display the HI-OREE-CO chart from Lesson 7. Point to the Opinion Statement and Reason boxes. Emphasize that these elements are the main differences between opinion writing and informative/explanatory writing.</p> <p>Instead of completing Handout 7B, guide students in labeling each part of the HI-OREE-CO structure of the sample essay on Handout 7A.</p> <p>Facilitate a brief discussion about the main differences between an opinion essay and an explanatory essay. Ask questions such as the following:</p> <p>“How is writing an opinion essay different from writing an explanatory essay?”</p> <p>“What excites you about writing an opinion essay?”</p> <p>“What might be challenging about writing an opinion essay?”</p>
<p>Lesson 12</p> <p>Examine and Experiment: Why are reasons important, and how does creating reasons to support an opinion statement work?</p>	<p>Provide additional opportunities for students to understand the terms <i>opinions</i>, <i>reasons</i>, and <i>evidence</i>. Before Lesson 12, display a question that will interest students, such as, “Should cell phones be allowed in school?”</p> <p>Guide students to create opinion statements and reasons for both possible responses. Facilitate a brief discussion about what type of evidence may help support various reasons. For example:</p> <p>Opinion statement: Cell phones should not be allowed in school.</p> <p>Reason: Cell phones distract students from learning.</p> <p>Evidence: Facts about what apps students usually use on their phones</p>
<p>Lesson 27</p> <p>Focusing Question Task 3</p>	<p>Focusing Question Task 3 offers an additional challenge because students must write from Tilly’s point of view. Collaboratively write the hook and introduction sections of the introductory paragraph on Handout 27A. This collaboration provides support for students so they can focus their attention on the opinion statement, reasons, and evidence. The teacher-led collaboration also provides a model for writing in first-person point of view.</p>

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 36</p> <p>End-of-Module Task</p>	<p>Remind students that they will gather evidence for each side before choosing the opinion they will support for their End-of-Module Task essay.</p> <p>Display and direct students to Handout 33A: End-of-Module Task Evidence Organizer.</p> <p>Explain that students gathered evidence to support an opinion about the positive impact of war. Now, they will gather evidence to support an opinion about the negative impact of war.</p> <p>Form pairs or small groups.</p> <p>Display these suggested page numbers to find evidence of negative impact:</p> <p>Noah—pages 135–137, 143–145, and 157</p> <p>Tilly—pages 95 and 143–145</p> <p>Mama—pages 95, 99–100, and 143–145</p> <p>Cass—pages 143–145</p> <p>Assign each pair or small group a character and instruct them to reread their assigned pages to find the specific evidence of the negative impact of war. Tell pairs to record the evidence in the appropriate Evidence box on Handout 33A. You may choose to narrow the list of characters or divide up the page numbers for a particular character.</p> <p>Model how to find evidence by using an example from the chart in Lesson 34 (Learn—Gather Evidence for the EOM Task) or one of your own.</p> <p>If time allows, use some of the students’ responses to model how to complete the Elaboration box on Handout 33A.</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 4 Style and Conventions: Experiment with Verb Tenses–Time, Sequence, Condition	This Deep Dive builds understanding of the function of verb tenses and provides students practice with applying these tenses. Multilingual learners may struggle to use different verb tenses correctly and may benefit from explicit instruction and repeated practice in preparation for Focusing Question Tasks 2 and 3 and the End-of-Module Task.
Lesson 8 Style and Conventions: Examine the Perfect Tenses	This Deep Dive provides students the opportunity to consider the importance of the three perfect tenses and practice identifying each one. This skill is necessary for students to accurately sequence events. Multilingual learners may struggle to use different verb tenses correctly. Practice with identifying perfect tenses provides additional exposure that supports their preparation for Focusing Question Tasks 2 and 3 and the End-of-Module Task.
Lesson 17 Style and Conventions: Examine Dialects	This Deep Dive provides students the opportunity to examine regional speech patterns through pronunciation and usage and consider how authors use dialect to make their writing more realistic. Many multilingual learners may be familiar with the concept of dialects but may not have the background knowledge to understand specific American English dialects. Practice with noticing dialect in a text facilitates comprehension of complex text and helps students develop a deeper understanding of a text's meaning.
Lesson 23 Style and Conventions: Experiment with Correcting Inappropriate Shifts in Tense	This Deep Dive builds understanding of the function of verb tenses and provides students practice with evaluating when a shift in tense is appropriate and when it is not. Repeated practice with identifying verb shifts prepares students to use correct verb tenses in Focusing Question Tasks 2 and 3 and the End-of-Module Task.
Lesson 25 Vocabulary Deep Dive: Explore Academic Vocabulary–quagmire	This Deep Dive allows students to practice using context clues in the text to better understand an unknown word that has multiple meanings. Multilingual learners benefit from using transferable strategies to understand words. Explicit vocabulary instruction for words central to understanding the text provides practice by using 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
<p>From Handout 13B: Fluency Homework</p> <p>“Fighting in a war changes any soldier, but it especially changed the boys who fought in the Civil War” (Murphy 67).</p>	<p>Instruct students to identify and underline the verbs in the sentence: <i>changes</i>, <i>changed</i>, and <i>fought</i>. If students choose <i>fighting</i>, point out that <i>fighting</i> does not act as a verb here. Instead it functions as a noun that represents the conflict.</p> <p>Remind students of their learning about verbs from the module’s Deep Dives: Verbs come in three tenses: past, present, and future and each tense can be simple, progressive, or perfect. Review this concept as necessary, referring to the Verb Tenses box at the beginning of the Lesson 3 Deep Dive.</p> <p>Ask: “What is the tense of each verb?”</p> <p>Highlight the shift in the verb <i>change</i> from simple present (<i>changes</i>) to simple past (<i>changed</i>).</p> <p>Point out that “a war” is the focus of the first part of the sentence, but “the Civil War” is the focus of the second part.</p> <p>Ask: “Why do you think the verb shifts from present tense in the first part to past tense in the second part?”</p> <p>Guide students to the understanding that the sentence begins with a general statement about war: war can occur any time and <i>changes</i> any soldier who fights in one. Emphasize that the author wants to show the specific effects of fighting in the Civil War. The Civil War was in the past, so the verb tense shifts to past tense: <i>changed</i>. Emphasize that the shift in tense is appropriate.</p> <p>Remind students that verbs convey time, sequence, and condition.</p> <p>Ask: “Do the verbs <i>changes</i> and <i>changed</i> convey time, sequence, or condition?”</p> <p>Confirm that the verbs convey time. If helpful, refer to the Verb Function chart from the Lesson 3 Deep Dive.</p>

Sentence	Selected Elements to Unpack
<p>From Handout 17A: Fluency Homework</p> <p>“Down the road by the old stone structure that served as a schoolhouse, a bigger bunch of boys drilled” (Peck 25–26).</p>	<p>Identify the subject and verb of the sentence: “bunch of boys” and “drilled.” Instruct students to underline the verb.</p> <p>Ask: “What tense is this verb, and what does it show?” Confirm understanding that this past tense verb shows time. Clarify as needed that this meaning of <i>drill</i> is to practice procedures, not to make a hole.</p> <p>Explain that the rest of the sentence is made up of phrases and a clause that all give more information about what the boys are doing. Place parentheses around “Down the road” and “by the old stone structure.” Instruct students to do the same on their copies.</p> <p>Ask: “What information do these prepositional phrases provide?” Confirm understanding that these phrases tell the reader where the boys did their drills. Draw an arrow from these phrases to the verb <i>drilled</i> and instruct students to do the same.</p> <p>Place brackets around “that served as a schoolhouse” and instruct students to follow suit. Ask: “What does this clause tell us more about?” Confirm understanding that the clause tells more about the stone structure—that it was used as a school. Draw an arrow from the clause back to “stone structure” and instruct students to do the same. Point out that a phrase or clause can come before or after the part it is expanding upon.</p> <p>Ask: “How would this sentence be different if it just said, ‘A bigger bunch of boys drilled’?”</p> <p>Facilitate a discussion about how authors use phrases and clauses to expand sentences and provide more details and information.</p>

Sentence	Selected Elements to Unpack
<p>From Handout 21A: Fluency Homework</p> <p>“I didn’t know what to make of that great world she come from, but she made me want more in my small one” (Peck 70).</p>	<p>Identify the subjects and verbs of this sentence: “I” and “didn’t know,” and “she” and “made.” Ask: “Which word connects these two thoughts?”</p> <p>Clarify that the coordinating conjunction <i>but</i> connects the two thoughts—that even though Tilly doesn’t know how to make sense of Delphine’s world, Tilly realizes that she wants to make her own world bigger and better like Delphine’s. Point out the comma that is used with the coordinating conjunction to join the two ideas.</p> <p>Ask: “What are the two adjectives the author uses to describe Delphine’s and Tilly’s worlds?” Confirm that the adjectives <i>great</i> and <i>small</i> are used for this purpose. Clarify that <i>great</i> in this case means “very large.”</p> <p>Ask: “What do you notice about these words?” Confirm understanding that these words are antonyms, or words with opposite meanings.</p> <p>Form pairs. Ask: “Why do you think the author uses antonyms, or opposites, to describe Delphine’s and Tilly’s worlds?”</p> <p>Facilitate a whole class discussion about how the author uses the opposite words to convey how small Tilly’s life feels in her town compared to Delphine’s life. Delphine shows her that there is more to life than what Tilly knows and has experienced.</p>
<p>From Handout 24B: Fluency Homework</p> <p>“The cold of the floor climbed my legs. My heart was frozen” (Peck 101).</p>	<p>Identify the subject and verb of the first sentence: “Cold” and “climbed.” Ask: “Can cold really climb? What kind of language is this?”</p> <p>Confirm understanding that this is figurative language. Explain that cold does not literally climb because it does not have arms or legs. The feeling of cold moving up from the floor and spreading to Tilly’s legs and then heart is described as if the cold is living and capable of climbing.</p> <p>Ask: “Why do you think the author uses this figurative language to describe Tilly in this moment?”</p> <p>Instruct pairs to examine the second sentence, discussing why it is figurative and what the author is trying to convey about Tilly by using this language.</p> <p>Facilitate a whole class discussion of the figurative language of “frozen heart.”</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/G5M3.VV1	slavery, industrial, agricultural, abolish, secede
Focusing Question 2: http://witeng.link/G5M3.VV2	enlist, reality, primitive, motivation, primary source
Focusing Question 3: http://witeng.link/G5M3.VV3	idle, transfixed, landmark, point of view, metaphor
Focusing Question 4: http://witeng.link/G5M3.VV4	society, vanished, customs, lap, analogy

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 4 What factors ultimately led to the start of the Civil War? Why?	Which factor is the most important? The least important? Why? Which difference between the North and South caused the biggest conflict? Why? Was the Union justified in responding to the Confederate attack on Fort Sumter? Why?
Lesson 29 How did the roles and experiences of males and females differ during the Civil War? How do you think people’s experiences of the war shaped their points of view, or perspectives, on the war?	What is similar and different about the experiences of soldiers and their loved ones at home? What is similar and different about the experiences of female nurses and females at home? How did different characters’ experiences of the war—including what they saw, felt, and heard—influence their feelings about the war?

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, _____.

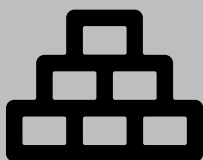
In the text, _____.

**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 5 Module 4:

Breaking Barriers



Grade 5 Module 4

Multilingual Learner Resource

Module Map

Lesson	Support
Focusing Question 1: How can sports affect the way we view others?	
1	Recommended Deep Dive
2	Fluency Practice Sentence Deconstruction
3	Existing Writing Scaffold
4	Additional Writing Scaffold
Focusing Question 2: How can sports create opportunities for change?	
5	Fluency Practice Reading Support: <i>We Are the Ship: The Story of Negro League Baseball</i> Recommended Deep Dive
6	Reading Support: <i>We Are the Ship: The Story of Negro League Baseball</i>
9	Fluency Practice
12	Recommended Deep Dive
13	Fluency Practice Existing Writing Scaffold Sentence Deconstruction
14	Additional Writing Scaffold
15	Existing Writing Scaffold
Focusing Question 3: How can people challenge or overcome barriers through sports?	
18	Fluency Practice Sentence Deconstruction

21 Fluency Practice
Recommended Deep Dive

24 Fluency Practice
Sentence Deconstruction
Socratic Seminar Support

25 Existing Writing Scaffold

26 Additional Writing Scaffold
Recommended Deep Dive

Focusing Question 4: How can sports influence individuals and societies?

33 Existing Writing Scaffold
Additional Writing Scaffold

Module 4 English Language Development (ELD) Standards

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

Module 4 Learning	WIDA Standards	ELP Standards
<p>Reading supports help students build background knowledge about baseball and the Negro Leagues, understand the structure of literary nonfiction, identify main ideas and details in informational text, 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"> Analyzing how character attributes and actions develop across event sequences <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>
<p>Writing supports help students write an explanatory paragraph, speech, and essay by using direct quotations and paraphrased information.</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 5: An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <p>Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.</p> <p>Standard 9: An ELL can create clear and coherent grade-appropriate speech and text.</p>

Module 4 Learning	WIDA Standards	ELP Standards
<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"> 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>
<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 "Raymond's Run" Part of this fluency passage is used in a Sentence Deconstruction.	Who are the characters in this excerpt? Which character is the narrator? How do you know? What's happening in this part of the story?
Handout 5A: Fluency Homework <i>We Are the Ship</i>	What happened to the Black baseball players by the late 1800s? Why were Black baseball players no longer being accepted onto teams by the late 1800s? How did Black baseball players respond?
Handout 9B: Fluency Homework <i>We Are the Ship</i>	Who are the three baseball players people may know from the Negro Leagues? What is the author's point about athletes in the Negro Leagues? What does <i>recognition</i> mean in the second paragraph?

Fluency Passage	Recommended Text-Dependent Questions
<p>Handout 13A: Fluency Homework</p> <p><i>We Are the Ship</i></p> <p>Part of this fluency passage is used in a Sentence Deconstruction.</p>	<p>Who does the narrator represent in this story?</p> <p>What might <i>bitter</i> mean?</p> <p>Why did many of the players in the Negro Leagues feel fortunate even though they didn't get to play in the major leagues?</p>
<p>Handout 18B: Fluency Homework</p> <p>"Afghan Sprinter Tahmina Kohistani Shows What's Possible for Muslim Women"</p> <p>Part of this fluency passage is used in a Sentence Deconstruction.</p>	<p>Who is this excerpt about? What is she doing?</p> <p>What barriers, or difficult things, has she had to face?</p> <p>Why do you think this short race is called her "longest of journeys"?</p>
<p>Handout 21B: Fluency Homework</p> <p>"Refugees Find Hope, Film Deal on Soccer Field"</p>	<p>Who are the Fugees in this excerpt? What is the name short for?</p> <p>Where do the Fugees live now?</p> <p>How has being on a soccer team together helped these boys?</p>
<p>Handout 24B: Fluency Homework</p> <p>"About the Paralympics: Paralympic History"</p> <p>Part of this fluency passage is used in a Sentence Deconstruction.</p>	<p>What is the setting of this excerpt?</p> <p>What did Dr. Guttman realize about his patients with spinal injuries?</p> <p>How did sports help these patients?</p>

WE ARE THE SHIP: THE STORY OF NEGRO LEAGUE BASEBALL, KADIR NELSON

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: <i>We Are the Ship: The Story of Negro League Baseball</i> brings history to life through informative narrative and multiple large-scale oil paintings. It depicts what life was like for Black baseball players during the first half of the twentieth century—the age of segregated baseball. While Jackie Robinson integrated baseball, the book provides a broader context and more inclusive narrative to explain his roots in segregated baseball and the many anonymous men upon whose shoulders he stood. There is a dual portrayal of the Negro League woven throughout the text. The voice of the narrator is an accessible “Everyman,” a ballplayer who lived through the era and can tell the history in a plainspoken, conversational manner. The secondary portrayal is through the art distributed throughout the book. The full-color paintings invite analysis, extension, and commentary to build on information provided in the narrative.</p>	<p>Students may need more background information about segregation.</p>	<p>Lesson 5</p> <p>Display and read aloud the terms <i>segregation</i> and <i>desegregation</i>. Ask: “What do you notice about these two words?”</p> <p>Confirm that both words include <i>segregation</i>, and that one starts with the prefix <i>de-</i>.</p> <p>Remind students that during the time of the Negro Leagues, players were segregated, or separated because of their skin color. This meant that Black players were not allowed to play with White players. White players played in one league, and Black players played in another league.</p> <p>Explain that baseball was not the only area where people were segregated. Tell students that schools, restaurants, movie theaters, and other areas of society were also once segregated.</p> <p>Emphasize that during the civil rights movement baseball teams, schools, and other areas of society became desegregated. This means that all people were allowed access no matter their skin color. Point out that this is the opposite of <i>segregated</i>. The prefix <i>de-</i> makes the word mean the opposite.</p> <p>Ask: “Why is it important that all people be allowed the same experiences and opportunities—no matter their skin color, beliefs, or orientation?”</p> <p>Note: The Lesson 11 Deep Dive explores the terms <i>segregate</i> and <i>integrating</i>.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Structure: Chapters are divided by innings, including “Extra Innings,” and relate the history of the Negro Leagues in the collective voice of its players. The paintings that illustrate the book are outsized, rich portrayals of players and games, offering opportunities for inference.</p>	<p>Students may need help distinguishing between the general voice of the narrator and other representative people or groups and specific quotations from real figures. Students may also become confused about who is pictured in the images if they do not see the captions, especially when the text discusses several people on the same page.</p>	<p>Lesson 6</p> <p>Direct students to the foreword in the front of the book. Explain that this introduction is written by a real baseball player who was first in the Negro Leagues and then the major leagues. Point out his name, Hank Aaron, at the bottom of the page and his image to the left.</p> <p>Contrast this with the narrator of this story, who was not a specific player in the Negro Leagues but whose “Everyman” voice represents this group. Explain that beginning on page 1 when the narrator says, “Seems like we’ve been playing,” he is speaking as the collective voice of players in the Negro Leagues based on the extensive research the author did about the players and that time in history.</p> <p>Share additional examples, including the real quotations under the title of each chapter that include players’ names and the real quotations in the book, such as Rube Foster’s quotation in the first paragraph on page 9 and Satchel Paige’s quotations at the bottom of page 38 and near the top of page 51. Contrast these with the more general quotations in the third paragraph on page 18 and the last paragraphs on pages 21 and 29 meant to represent groups such as umpires, ballplayers, and other people.</p> <p>Explain that author Kadir Nelson is also the illustrator of this book. He painted the images based on photographs of real players and settings. Point out the captions that include the players’ names and other information, either on the same page or on the bottom of the opposite page.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Language: The book has a lot of baseball jargon integrated into the text. The collective narrator speaks in vernacular and in a tone that evokes someone reminiscing.	Students may need some background information about the game of baseball and its terminology.	<p>Lesson 5</p> <p>Display a diagram of a baseball diamond and label the parts, including first, second, third, and home bases; batter's box; pitcher's mound; and infield and outfield.</p> <p>You may also play a short video about baseball to help orient students to the game and its terminology.</p> <p>Create a glossary of baseball terms from the text to help orient students. Include words such as <i>spiked</i> (page 2) and <i>bunt</i> (5).</p> <p>Add to the glossary in Lessons 6–16 as students continue reading. Include terms such as the following: <i>double header</i> (24); <i>fly ball</i> (38); <i>choking the bat</i>, <i>curveball</i>, and <i>batting stance</i> (41); <i>fastball</i> (47); and <i>pinch hit</i> (69). Activate prior knowledge by encouraging students familiar with baseball to define terms. Add images as needed to reinforce understanding.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: Prior knowledge of the rules and language of baseball is helpful but not required. The book is set in the context of world events, such as the racial discrimination of the period and World War II.	Students may need more context about the time and other surrounding events depicted in this text.	<p>Lesson 5</p> <p>Create a timeline of the major events in the text, such as “c. 1850–baseball believed to be invented (1)” and “1887–Black players no longer accepted onto professional teams (2).”</p> <p>Explain that <i>circa</i>, as shown on page 7 and others, means “estimated” or “around.” Explain that this term is sometimes abbreviated as <i>c.</i> or <i>ca.</i></p> <p>As students read the text in Lessons 6–16, display and continue to add dates to the timeline, such as the following: 1920–Rube Foster created the Negro Leagues (9); 1929–stock market crashed, causing the Great Depression (31); 1930–first night game played (37); 1941–US entered World War II (63); 1944–commissioner said Black players could make it in the major leagues if they could make it in war (70); 1945–Jackie Robinson joined the major leagues (74); and 1948–Negro Leagues ended.</p> <p>Emphasize the role World War II played in opening the door to Black players being accepted into the major leagues.</p>

Writing Support

EXISTING WRITING SCAFFOLDS

This module builds students’ understanding of how to write an explanatory paragraph, speech, and essay—including a topic statement or introductory paragraph with a thesis statement; text-based evidence and elaboration; and a concluding statement or paragraph. Students also create a research presentation with evidence-based text, visuals, and sources. Students may be unfamiliar with the research process or with writing structures or individual parts. At the sentence level, students practice paraphrasing and directly quoting information from research sources and synthesize information from a variety of sources to support a point. Students are also guided in expanding and enriching their writing by drafting sentences that vary in length and structure and in including items correctly punctuated in a series. 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–Gather and Elaborate on Evidence of Perspective Change</p> <p>Allow striving students to work with a stronger partner who is focused on the same character. Alternatively, work with a small group of the most striving students to support them in gathering and elaborating on evidence.</p>	<p>Working with a partner provides students with opportunities for interactional, task-based use of language, as well as peer-to-peer learning. Breaking a task into smaller parts reduces cognitive load for each student, making the task manageable.</p>
<p>Lesson 13</p> <p>Learn–Experiment with Sequencing Ideas Logically</p> <p>For students who struggle to develop three unique points to support their thesis, ask and/or display prompting questions such as:</p> <ul style="list-style-type: none">▪ How did the Negro Leagues help Jackie Robinson integrate baseball?▪ Why are the Negro Leagues and its players just as important to baseball as Jackie Robinson?▪ Why should we celebrate and honor the Negro Leagues?▪ What important accomplishments did the Negro Leagues and its players achieve?	<p>Prompting students with guiding questions encourages an inquiry-based approach and allows students time to process their thinking by using different points of access. These questions can be answered individually, in pairs, or in small groups—providing more opportunities for oral language rehearsal and practice.</p>

Scaffold	Support for Multilingual Learners
<p>Lesson 15</p> <p>Learn–Plan a Response to Focusing Question Task 2</p> <p>Work with a group of striving students who have a hard time finding supporting evidence. Consider working together to find evidence for the same point, or provide page numbers or ranges to limit students' evidence searches. If more support is needed, provide two excerpts for students to choose between in support of a point, then work together to choose a direct quotation to support that point.</p>	<p>Multilingual learners benefit from working in small, intentional groups and orally processing and rehearsing content with guidance. Breaking a task into smaller parts reduces cognitive load for each student, making the task manageable. Preselecting text pages allows students to focus on how evidence supports a specific point.</p>
<p>Lesson 25</p> <p>Learn–Learn about a Topic</p> <p>Pair striving students with a stronger group member to explore sources together. If needed, reconvene the whole group and think aloud to model how you might answer the questions under “Source Description” about a sample source.</p>	<p>Working with a partner provides students with opportunities for interactional, task-based use of language, as well as peer-to-peer learning. Repeated modeling and practice provide an abundance of language learning opportunities.</p>
<p>Lesson 33</p> <p>Learn–Plan a Response to the EOM Task</p> <p>Consider pulling a group of striving writers to further analyze the exemplar EOM Task essay on Handout 31B. Focus on one section of the essay planner on Handout 33B and show students what this element looks like in practice on Handout 31B. Then, ask guiding questions to support students in planning their response specific to their sports organization.</p>	<p>Examining writing exemplars helps students understand the structure of a paragraph and essay, the purpose of each part, and the relationship between parts. Prompting students with guiding questions encourages them to process their thinking by using different points of access.</p>

ADDITIONAL WRITING SCAFFOLDS

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

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 4</p> <p>Focusing Question Task 1</p>	<p>Direct students to Handout 3A on which they gathered evidence and elaboration about Squeaky's change of perspective toward Raymond or Gretchen.</p> <p>Explain that before they can write a paragraph about Squeaky's change of heart, students need to draft a topic statement. Remind students that the topic statement comes near the beginning of the paragraph and tells the reader what the piece of writing is about. Tell students that often there is an introductory sentence before the topic statement to draw in the reader and provide context, or background information.</p> <p>Model how you would take information from Handout 3A and draft an introductory sentence and a topic statement.</p> <p>Form student groups and instruct them to discuss ideas for their introductory sentence and topic statement. As needed, provide a sentence frame for the topic statement:</p> <ul style="list-style-type: none"> ▪ Squeaky used to think _____, but at the end she realizes _____. <p>You may repeat this process with the other parts of the paragraph, including relevant, text-based evidence; elaboration; and a concluding statement. Remind students of the order of these items. You may provide a graphic organizer to help students draft their paragraph in the correct order for Focusing Question Task 1.</p>
<p>Lesson 14</p> <p>Execute: How do I logically sequence my ideas as I plan my speech for Focusing Question Task 2?</p>	<p>Using the suggested topic from the Teacher Note in Lesson 15: Learn–Develop Note Cards for a Speech, model how you would create a thesis and three points about why Jackie Robinson should continue to be honored on April 15. Think aloud as you place your points in the ideal order. Use Handout 14A to organize and display your thinking.</p> <p>Model how you would find evidence from <i>We Are the Ship</i> (pages 69–75) to support your points about Jackie Robinson. Think aloud as you paraphrase two pieces of evidence and choose one direct quotation. You may also model how you would elaborate on the evidence. As needed, refer to the Lesson 7 instruction to review the characteristics of paraphrasing.</p> <p>Form student pairs and instruct them to discuss the difference between paraphrasing and directly quoting from a text in preparation for Focusing Question Task 2.</p>

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 26</p> <p>Focusing Question Task 3</p>	<p>Direct students to Handout 25A on which they have been gathering research information. Display and read aloud the five category questions in Part 3 of Assessment 23A: Focusing Question Task 3 to focus their thinking.</p> <p>Form groups according to athletes and instruct students to discuss the five categories of their research (Background, Goals, Barriers, Challenging Barriers, and Impact and Significance) and report on the information they have found so far for each. Tell students they will also discuss ideas for how they could show each element visually for their presentation.</p> <p>Instruct students to Mix and Mingle to share one piece of information and one visual idea related to their athlete with a student who has a different athlete in preparation for Focusing Question Task 3.</p> <p>As students progress through the research process, you may revisit Assessment 23A and read aloud the criteria for each section.</p>
<p>Lesson 33</p> <p>Execute: How do I use what I know about the research process and informative/explanatory writing to plan my response for my EOM Task essay?</p>	<p>Organize groups comprised of students researching the same organization. Read aloud one of the research sources for each group. Model how you would take notes on Handout 33B. You may also play a video multiple times, including captions if possible, and model how to take notes from that source.</p> <p>Read aloud the exemplar on Handout 31B and think aloud as you annotate parts of the essay. Identify examples of direct quotations and paraphrased evidence. Review how to paraphrase and directly quote from sources.</p> <p>Form student pairs and instruct them to discuss ideas for an introductory paragraph with a hook, introduction, and thesis that includes two supporting points. To help students break the task into smaller pieces, provide guiding questions such as the following:</p> <ul style="list-style-type: none"> ▪ (Hook) How can you get your reader interested in the topic? ▪ (Introduction) What background information should you give the reader about the organization? ▪ (Thesis) What are two important points about this organization? <p>Instruct student pairs to share ideas with the whole class in preparation for the End-of-Module Task.</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: Explore Morphemes <i>crat/cracy</i>	This Deep Dive builds understanding of word parts and origins. The study of affixes provides a strategy for students to determine the meaning of unfamiliar words and builds a fuller understanding of the word <i>democracy</i> .
Lesson 5 Style and Conventions Deep Dive: Examine Punctuating Items in a Series	This Deep Dive examines how commas add clarity to items in a series. It provides modeling and pair and individual practice on inserting commas. Examining multiple examples of a new concept and continual practice with that concept help multilingual learners grasp the purpose and meaning of punctuation to use in their own writing.
Lesson 12 Vocabulary Deep Dive: Explore <i>barrier</i> Using the Frayer Model	This Deep Dive explores definitions, examples, synonyms, and antonyms of <i>barrier</i> by using a Frayer Model. Explicit vocabulary instruction for words central to understanding the text helps students make meaning of complex text and concepts and use newly acquired vocabulary in discussions and writing.
Lesson 21 Style and Conventions Deep Dive: Execute with Correlative Conjunctions	This Deep Dive reinforces understanding of different types of conjunctions and when and how to use them in a sentence. After the teacher models how to change from coordinating to correlative conjunctions for more sentence variety and connection of ideas, students work in pairs to do the same task and then work individually to insert correlative conjunctions into their own writing. Students benefit from graphic organizers such as the Conjunctions Chart and multiple opportunities to practice new skills.
Lesson 26 Style and Conventions Deep Dive: Experiment with Sentence Variety	This Deep Dive guides students to explore simple, compound, and complex sentences and how authors add variety to writing by varying sentence length and by using phrases and clauses. Examining multiple examples of a new concept and continual practice with that concept help prepare students to expand, vary, and revise their own 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
<p>From Handout 2C: Fluency Homework</p> <p>"In the second place, she's got short legs. In the third place, she's got freckles. In the first place, no one can beat me and that's all there is to it" (Bambara 3).</p>	<p>Ask: "What do you notice about these three sentences?"</p> <p>Point out that all three start with the phrase "in the X place." Instruct students to underline this introductory phrase.</p> <p>Emphasize that the sentences seem out of order because second place comes first, then third place, and first place is last.</p> <p>Ask: "What do you think the narrator is trying to say about the other girl?"</p> <p>Confirm understanding that the narrator, Squeaky, is providing three reasons Gretchen cannot win the race. Point out that having freckles seems like the least likely reason for losing a race, but that this shows part of Squeaky's quirky personality and that she doesn't like Gretchen.</p> <p>Ask: "What do you infer about Squeaky's personality from the language and style the author uses here?"</p> <p>Clarify that Squeaky comes across not only as very confident but also as funny. She is so sure she will win the race that she lists her number one reason last. Explain that this surprises the reader and builds the emphasis toward the end of the list.</p>

Sentence	Selected Elements to Unpack
<p>From Handout 13A: Fluency Homework</p> <p>“These guys stand on our shoulders” (Nelson 78).</p>	<p>Ask: “Who are ‘these guys’ in this sentence?”</p> <p>Confirm that Black baseball players who became superstars in the major leagues over several decades are the guys referred to in this sentence.</p> <p>Ask: “Who is the narrator?” Confirm understanding that the “Everyman” narrator is the collective voice of all the baseball players in the Negro Leagues.</p> <p>Ask: “Why do you think the author uses the idiom ‘stand on our shoulders’? What do you think this figurative language means?”</p> <p>Emphasize that this idiom shows that in the decades after the Negro Leagues, Black baseball players in the major leagues benefited from the experiences and actions of the players in the Negro Leagues. Those players would not have reached the status they deserved without the athletes in the Negro Leagues who came before them, worked hard, and challenged barriers.</p> <p>Challenge students to use this idiom in a sentence to explain how a person or group of people benefit from the experiences or actions of others who came before them.</p>
<p>From Handout 18B: Fluency Homework</p> <p>“One more sprint of less than 15 seconds, this time in front of 60,000 people who boomed with applause as her name was called over the stadium’s loudspeaker, and Kohistani would complete the longest of journeys for the shortest of races” (Wise).</p>	<p>Instruct students to underline the numbers in the sentence.</p> <p>Explain that the number <i>one</i> together with <i>more</i> describes this Olympic race as Kohistani’s final sprint after many practice sprints. Point out that this number is spelled out as a word because it starts the sentence.</p> <p>Ask: “What do you notice about the difference between 15 and 60,000?”</p> <p>Confirm that one number is much smaller than the other. Emphasize that “15 seconds” describes the short duration of the race, and “60,000” describes the multiple people in the crowd at this prestigious event.</p> <p>Ask: “What do you think the author means by the ‘longest of journeys’ even though the sprint is the ‘shortest of races’?”</p> <p>Confirm that Kohistani’s journey from her home in Afghanistan to the Olympics in London was long because of all the barriers she had to overcome to make it that far.</p>

Sentence	Selected Elements to Unpack
<p>From Handout 24B: Fluency Homework</p> <p>“Patients lived and thrived, and the idea of competitive sports for people with physical disabilities took hold” (WGBH, PBS).</p>	<p>Identify the subject and verbs of the first part of the sentence: “Patients” and “lived” and “thrived.” Instruct students to underline the two verbs.</p> <p>Ask: “What do you notice about these two verbs?”</p> <p>Confirm that they are both written in the past tense because they end with <i>-ed</i>. Explain that <i>thrived</i> means they did well.</p> <p>Direct students to the second part of the sentence.</p> <p>Explain that the literal meaning of <i>take hold</i> is to grasp or hold on to something, such as a hand or rope.</p> <p>Clarify that the author is using the phrase figuratively in the sentence.</p> <p>Ask: “What do you think it means that an idea ‘took hold’?”</p> <p>Confirm that “took hold” means that the idea grasped onto or gripped people’s minds and changed the way they did things. Emphasize that this new thinking—that people with physical disabilities could benefit from sports—resulted in the Paralympics.</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/G5M4.VV1	influence, unite, perspective, rival, societies
Focusing Question 2: http://witeng.link/G5M4.VV2	integration, segregation, barrier, research, opportunities
Focusing Question 3	<i>There is no video for Focusing Question 3 in the Wit & Wisdom In Sync program.</i>

Speaking and Listening Support

SOCRATIC SEMINAR SUPPORT

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

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

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

Socratic Seminar	Recommended Scaffolding Questions
<p>Lesson 24</p> <p>How does studying Henri Matisse's cutouts and Mark di Suvero's sculptures build our knowledge of how people can challenge and overcome barriers through art?</p> <p>In what ways do these artists remind you of the other people you have studied who have challenged or overcome barriers through sports?</p>	<p>What is a barrier?</p> <p>What do the verbs <i>challenge</i> and <i>overcome</i> mean?</p> <p>What other people have challenged or overcome barriers through sports? How have they done this?</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, _____.

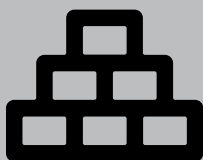


Ask for More
Information

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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GRADE

5

MODULES

1. *Cultures in Conflict*

2. *Word Play*

3. *A War Between Us*

4. *Breaking Barriers*

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ON THE COVER

*The White Cloud, Head Chief
of the Iowas, 1844–1845*

George Catlin, American, 1796–1872

Oil on canvas

National Gallery of Art, Washington, DC

Credit: Paul Mellon Collection,
Courtesy of The National Gallery of Art

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