



**WIT &  
WISDOM®**

**Multilingual Learner Resource**

# Multilingual Learner Resource: Introduction





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

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

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

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

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

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

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

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

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

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



## WHAT DOES EACH MULTILINGUAL LEARNER RESOURCE INCLUDE?

Each resource includes the following:

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

## WHAT TYPES OF SUPPORT DOES EACH RESOURCE PROVIDE?

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

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

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

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

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

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

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

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

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

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

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

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

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

## HOW MIGHT EDUCATORS USE THE RESOURCES?

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

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

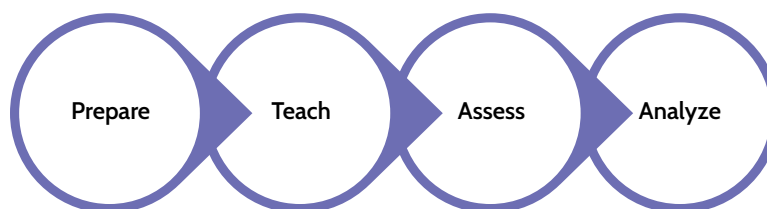
Classroom teachers and support specialists work together to prepare for instruction. Because of schools' different contexts and staffing and scheduling configurations and because multilingual learners need different types of supports, the resources are designed for flexible use. Educators can use the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

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

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

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

Great Minds® recommends a four-part preparation process.



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

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

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

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



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

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

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

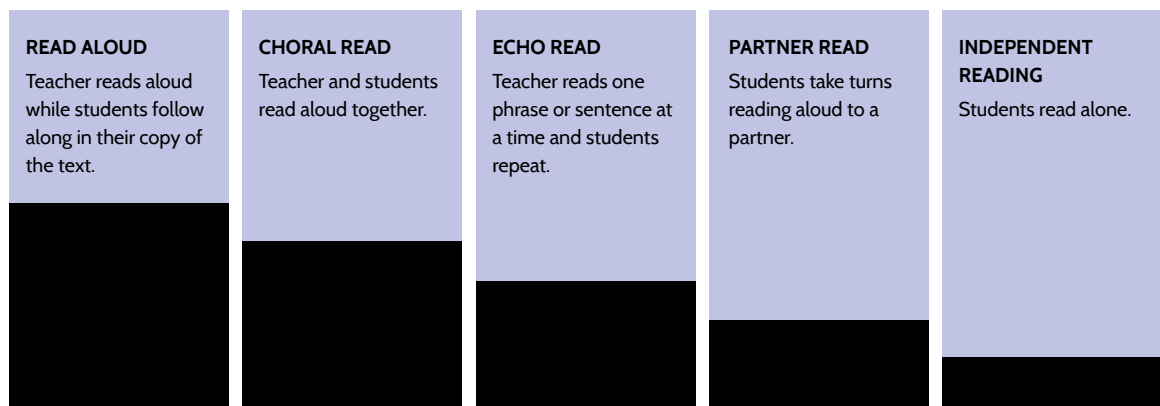
Students who are newcomers to the English language, or students with limited or interrupted formal education, may require additional support in foundational literacy skills outside of the *Wit & Wisdom* curriculum.

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

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

In these cases, we recommend the following:

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



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

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

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

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

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

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





# Multilingual Learner Resource:

## Grade K Module 1:

### *The Five Senses*





# Grade K Module 1

## Multilingual Learner Resource

### Module Map

Lesson	Support
<b>Focusing Question 1: What are our Five Senses?</b>	
1	Reading Support: <i>My Five Senses</i> , Margaret Miller
2	Reading Support: <i>My Five Senses</i> , Margaret Miller
3	Additional Writing Scaffold Recommended Deep Dive
4	Reading Support: <i>My Five Senses</i> , Margaret Miller Existing Writing Scaffold
<b>Focusing Question 2: How do people use their senses to learn about the world?</b>	
6	Reading Support: <i>My Five Senses</i> , Akile Fluency Practice Recommended Deep Dive
8	Reading Support: <i>My Five Senses</i> , Akile Additional Writing Scaffold
9	Existing Writing Scaffold Sentence Construction
<b>Focusing Question 3: How does CJ use his senses to learn about the world in <i>Last Stop on Market Street</i>?</b>	
11	Reading Support: <i>Last Stop on Market Street</i> Fluency Practice
12	Reading Support: <i>Last Stop on Market Street</i> Recommended Deep Dive
13	Reading Support: <i>Last Stop on Market Street</i>
14	Additional Writing Scaffold

15 Reading Support: *Last Stop on Market Street*  
Sentence Construction

16 Socratic Seminar Support

#### Focusing Question 4: How do our senses help us learn from *Chicka Chicka Boom Boom*?

17 Fluency Practice  
Recommended Deep Dive

18 Reading Support: *Chicka Chicka Boom Boom*  
Additional Writing Scaffold

19 Reading Support: *Chicka Chicka Boom Boom*

21 Reading Support: *Chicka Chicka Boom Boom*  
Sentence Construction

#### Focusing Question 5: How do our senses help us learn from *Rap a Tap Tap*?

23 Reading Support: *Rap a Tap Tap*  
Fluency Practice

24 Reading Support: *Rap a Tap Tap*

26 Additional Writing Scaffold  
Existing Writing Scaffold  
Sentence Construction

#### EOM 1: How do our senses help us learn?

29 Socratic Seminar Support

# Module 1 English Language Development (ELD) Standards

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

Module 1 Learning	WIDA Standards	ELP Standards
<p><b>Reading supports</b> help students build alphabetic knowledge through exploring their senses in concrete ways, analyzing how text and illustrations work together, and inferring the meaning of academic and figurative language.</p>	<p>ELD-LA.K.Narrate.Interpretive</p> <p>Multilingual learners will interpret language arts narratives (with prompting and support) by</p> <ul style="list-style-type: none"> <li>Identifying key details</li> <li>Identifying characters, settings, and major events</li> <li>Asking and answering questions about unknown words in a text</li> </ul> <p>ELD-LA.K.Inform.Interpretive</p> <p>Multilingual learners will interpret informational texts in language arts (with prompting and support) by</p> <ul style="list-style-type: none"> <li>Identifying main topic and key details</li> <li>Asking and answering questions about descriptions of familiar attributes and characteristics</li> <li>Identifying word choices in relation to topic or content area</li> </ul>	<p>Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p> <p>Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</p>
<p><b>Writing supports</b> help students compose complete sentences by using sentence frames and label their drawings with beginning letter sounds.</p>	<p>ELD-LA.K.Inform.Expressive</p> <p>Multilingual learners will construct informational texts in language arts (with prompting and support) that</p> <ul style="list-style-type: none"> <li>Introduce topic for audience</li> <li>Describe details and facts</li> </ul>	<p>Standard 3: An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.</p> <p>Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.</p> <p>Standard 9: An ELL can create clear and coherent grade-appropriate speech and text.</p>



Module 1 Learning	WIDA Standards	ELP Standards
<p><b>Language supports</b> help students build and expand content-rich sentences.</p>	<p>ELD-LA.K.Inform.Expressive</p> <p>Multilingual learners will construct informational texts in language arts (with prompting and support) that</p> <ul style="list-style-type: none"> <li>▪ Introduce topic for audience</li> <li>▪ Describe details and facts</li> </ul>	<p>Standard 10: An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>
<p><b>Speaking and Listening supports</b> help students use academic language in discussions and provide opportunities for students to rehearse their ideas before participating in Socratic Seminars.</p>	<p>ELD-SI.K-3.Narrate</p> <p>Multilingual learners will</p> <ul style="list-style-type: none"> <li>▪ Share ideas about one's own and others' lived experiences and previous learning</li> <li>▪ Ask questions about what others have shared</li> </ul> <p>Recount and restate ideas</p> <p>ELD-SI.K-3.Inform</p> <p>Multilingual learners will</p> <ul style="list-style-type: none"> <li>▪ Summarize information from interaction with others and from learning experiences</li> </ul>	<p>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
Lesson 6 <i>My Five Senses</i> , Alike	see, hear, smell, taste, touch
Lesson 11 <i>Last Stop on Market Street</i>	wheels, bus, round and round, all day long
Lesson 17 <i>Chicka Chicka Boom Boom</i>	chicka, boom, enough room
Lesson 23 <i>Rap a Tap Tap</i>	rap, tap, think of that

## MY FIVE SENSES, MARGARET MILLER

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: The text offers a straightforward explanation of the five senses, using photographs to connect readers to sensory experiences.	The book suggests more than one layer of meaning, which are subtle and revealed over the entirety of the text. Students will need to use photographs and words to understand the author's purpose.	Lesson 4  To address this challenge, support learners in using details in the photographs to explore how we use senses to “enjoy our world.” Choose one section of the book for a small group of students to consider. Together, find clues that show how the child experiences the world with their senses. Use the clues to categorize the experiences as enjoyable and not enjoyable. Emphasize how all senses help us understand the world.
Structure: A repeated sentence pattern helps students follow along easily and offers opportunities to practice fluent reading.	Sentence patterns are defined by series of phrases/clauses extended across pages. This may make it challenging for students to organize their thinking.	Lesson 1  Help students follow along by using nonverbal signals for each sense as the text is read aloud. Consider using the nonverbal signals on pages 1– 2.
Language: Simple text conveys accessible concepts as supported by photographs.	Students may be unfamiliar with the variety of vocabulary such as <i>city</i> , <i>garbage</i> , <i>fire engine</i> , <i>rabbit</i> , etc.	Lesson 2  After reading the text once, build knowledge of and reinforce Tier I vocabulary by referring to challenging words ( <i>city</i> , <i>garbage</i> , <i>fire engine</i> , <i>rabbit</i> , etc.). Echo Read each word while pointing to the corresponding photograph. Multilingual learners may benefit from sharing the word in their home language as well.
Knowledge Demands: The content of the text is largely familiar to kindergarteners and is supported by photographs.	The text introduces a perspective of sensory experiences that may be unlike what students have experienced or know.	Lesson 1  To introduce language and sensory experiences, play What Am I? Use clues to describe objects or experiences from <i>My Five Senses</i> . Invite students to guess what you are describing. When students get the gist of the game, have them take turns describing objects for others.

MY FIVE SENSES, ALIKI

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: The text provides a straightforward explanation of the five senses, yet also addresses more nuanced ideas such as using multiple senses at once, and awareness.	The text's purpose is implicit until the end. The idea of awareness may be obscure for some students.	Lesson 6  Make the concept of awareness concrete by providing opportunities for students to practice using one sense at a time. For example, invite students to close their eyes and “hear all there is to hear.” Write students’ responses on a chart.
Structure: The book employs sections of patterned language with illustrations to support meaning.	Large sections of the book include complex sentences.	Lesson 8  Foster awareness of complex sentences by offering opportunities to use similar structures in conversation with peers.  <ol style="list-style-type: none"><li>1. Write the sentence frames on sentence strips.</li><li>2. Add an image/word bank (each image/word on its own sentence strip) to help students complete the sentence frame.</li><li>3. Model how to complete the sentence frame with a word/ image.</li><li>4. Invite students to use sentence frames to explain how they use their senses.</li><li>5. Repeat for additional practice.</li><li>6. Sample sentence and frame:  “When I laugh and play with my puppy, I use four senses.” (Alikì 22)  When I _____ and _____ with my _____, I use four senses.</li></ol>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Language: The sentence structure and vocabulary are simple and accessible. The text uses multiple forms of words (e.g., “I use my sense of taste. I am tasting.”) to enhance sensory vocabulary.	The text uses multiple forms of sensory words (e.g., <i>taste</i> , <i>tasting</i> , <i>see</i> , <i>seeing</i> ).	<p>Lesson 6</p> <p>Introduce a simple word web to increase students’ awareness of word parts. Explore morphology with a few familiar words from the text. Make the chart accessible to students to encourage use.</p> <p>To start, create a word web with the following:</p> <ul style="list-style-type: none"><li>▪ play</li><li>▪ plays</li><li>▪ playing</li><li>▪ played</li><li>▪ playful</li></ul> <p>Add sample sentences to the chart, and Echo Read the sentences to demonstrate how to use the new forms of words.</p> <p>I play outside.</p> <p>She/he plays outside.</p> <p>We are playing outside.</p> <p>We played outside.</p> <p>We are feeling playful.</p>



Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: The text's content is largely familiar and explains unfamiliar concepts (such as awareness) through examples and explanation.	Experiences portrayed may be common to multilingual learners, but concepts such as guessing and awareness may be unfamiliar.	<p>Lesson 8</p> <p>Provide frequent opportunities for students to practice using their senses.</p> <p>Give each student one or two Sensory Word Cards from Handout 4A.</p> <p>Call out things like food, flowers, or water that students can experience with more than one sense. Ask students to hold up an appropriate card.</p> <p>Choose a few students to explain their Sensory Word Card choice.</p> <p>Extend this activity by asking students to count how many different senses the class uses at once. Prompt students to notice how using multiple senses helps raise awareness of the environment.</p>

## LAST STOP ON MARKET STREET, MATT DE LA PEÑA

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: The book lauds living in the moment and appreciating daily pleasures: smells, sounds, tastes, sights, and companionship. The story contains multiple levels of meaning, and students may require support identifying the text's message.	The text's meaning and purpose are inferred by tracing complex details.	<p>Lesson 15</p> <p>Reread the text to focus on one essential topic (awareness, beauty, companionship, gratitude). After each page, invite students to point to the details in illustrations and words that help them understand the essential topic.</p> <p>Write the details and words on chart paper to help students refine an essential meaning.</p>
Structure: The book is a narrative with chronological structure.	The story line is challenging to predict.	<p>Lesson 12</p> <p>Select up to five illustrations that reflect key events from the text. Encourage students to use the sentence frame: CJ and Nana _____. Write the sentence frame and student responses on chart paper. Echo Read the completed sentences.</p> <p>Consider using the following illustrations from the book:</p> <ul style="list-style-type: none"> <li>▪ Pages 2–3</li> <li>▪ Pages 9–10</li> <li>▪ Pages 17–18</li> <li>▪ Pages 21–22</li> <li>▪ Pages 27–28</li> </ul>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: The rich verbs are mimetic of the message that no opportunity—even the opportunity to describe something—should be wasted. Figurative language enhances the visual experience and sparks the reader’s imagination. Limited colloquial language shows CJ’s casual, warm relationship with his grandmother.</p>	<p>Figurative language expresses connotation nuances that may be new to students.</p>	<p>Lesson 13</p> <p>Explain that authors sometimes use creative language to help readers understand the text by using their senses.</p> <ul style="list-style-type: none"> <li>▪ Provide opportunities for students to reread and draw examples of figurative language from <i>Last Stop on Market Street</i>.</li> <li>▪ Offer opportunities for students to present their drawings and talk about meaning.</li> </ul> <p>Consider the figurative language on the following pages:</p> <ul style="list-style-type: none"> <li>▪ Pages 3–4</li> <li>▪ Pages 17–18</li> </ul>
<p>Knowledge Demands: The text requires some knowledge of urban life such as riding a bus and visiting a soup kitchen. Clean transitions and clear illustrations support meaning in the story.</p>	<p>While the experiences described may be familiar to some, students will need knowledge of riding a city bus, walkable neighborhoods, and visiting soup kitchens to fully comprehend this text.</p>	<p>Lesson 11</p> <p>After reading the text once, show short videos of experiences that may be unfamiliar to students (riding a city bus, etc.) to clarify key events in the story.</p>

## CHICKA CHICKA BOOM BOOM, BILL MARTIN JR. AND JOHN ARCHAMBAULT

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: The purpose is to provide delight with and practice of the alphabet. The story anthropomorphizes each letter and is funny, giving students the opportunity to practice recognizing letters and associating the written form, both lowercase and uppercase, with the name of the letter.</p>	<p>While anthropomorphism adds joy to alphabet practice in <i>Chicka Chicka Boom Boom</i>, it may be confusing for students who are developing English proficiency.</p>	<p>Lesson 21</p> <p>Approach reading this text with a clear purpose for students developing English proficiency. Connect to the delight of reading the text by focusing on one of these elements:</p> <ul style="list-style-type: none"> <li>▪ 26 letters in the alphabet</li> <li>▪ uppercase and lowercase letters in alphabet</li> <li>▪ letter names</li> <li>▪ visual features</li> </ul> <p>Guide students to create a list of details in the text and illustrations that connect to the element of focus above.</p>
<p>Structure: The story has a straightforward narrative structure. Repeated language throughout gives readers an opportunity to make predictions and actively engage in fluent reading.</p>	<p>The characters (uppercase and lowercase letters) are anthropomorphized and abstract. The intricate details about the characters may make it challenging for students to sequence events.</p>	<p>Lesson 18</p> <p>To help students see the straightforward narrative structure, cocreate a storyboard to sequence key events in the story.</p> <p>Consider emphasizing the following key events:</p> <ul style="list-style-type: none"> <li>▪ Pages 1–2: The lowercase letters begin to climb up the tree.</li> <li>▪ Pages 11–12: The whole lowercase alphabet climbs the tree. It is too many, so the letters fall out.</li> <li>▪ Pages 13–14:</li> </ul> <p>The uppercase letters come to the rescue.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: The muscular verbs describing the varying modes of motion and the injuries sustained by the letters lend depth, personality, and joy to what could have been just another alphabet book.</p>	<p>The abundance of literary language (descriptive rhyming words, alliteration, onomatopoeia) may be challenging for multilingual learners.</p>	<p>Lesson 19</p> <p>Co-illustrate and label examples of literary language with students. Discuss connections between the illustrations and the text.</p> <p>Consider illustrating the following examples with students:</p> <p>“Chicka chicka boom boom! Will there be enough room?”</p> <p>“Skit Skat skoodle doot. Flip flop flee.”</p> <p>“Skinned-knee D, and stubbed-toe E and patched-up F. Then comes G, all out of breath.”</p> <p>“M is looped, N is stooped. O is twisted alley-oop.”</p>
<p>Knowledge Demands: Having prior knowledge of the alphabet is useful for students but the story will activate background knowledge and reinforce or provide familiarity throughout the text.</p>	<p>Knowledge of the alphabet and of uppercase and lowercase letters are needed to fully comprehend the text.</p>	<p>Lesson 18</p> <p>To build knowledge of the alphabet, provide opportunities for students to recognize letter concepts:</p> <p>visual features of uppercase and lowercase letters</p> <p>letter names</p> <p>Set up a letter hunt.</p> <p>Prepare the hunt by writing each letter on a sheet of paper. Make two sets: one uppercase and one lowercase.</p> <p>Hide one set of letters around your classroom (uppercase or lowercase).</p> <p>Give one letter from the other set to each student.</p> <p>Tell students to walk around to find the letter’s match.</p>



## RAP A TAP TAP, LEO DILLON AND DIANE DILLON

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: The text shares a perspective on Bill “Bojangles” Robinson’s life by chronicling his infectious vibrancy and the joy he brought to members of his community, often in the throes of economic hardship and discrimination.	The sophisticated illustrations communicate essential meaning beyond what is directly stated.	Lesson 23  Before the first read, invite students to preview the illustrations to make predictions. Pause after every few pages to discuss predictions.
Structure: The text contains a chronological and informational narrative with characteristics of an illustrated poem.	The text structure is complex and unconventional because it includes features from different text types. This may make it challenging for students to determine the relationship between ideas.	Lesson 23  After reading the text once, build understanding of the chronological structure by rereading each left-hand page aloud. Co-generate a list of key ideas.  Sample key ideas: <ul style="list-style-type: none"> <li>▪ Pages 1–6: He danced and made people happy.</li> <li>▪ Pages 7–12: He danced in lots of different places.</li> <li>▪ Pages 13–14: He made kids laugh when he danced.</li> <li>▪ Pages 19–20: He danced no matter what the weather was like.</li> <li>▪ Pages 21–26: People would look for him to see his dancing. His dancing made him famous.</li> </ul>
Language: The text contains some unfamiliar words that are scaffolded by context and illustrations. The patterned rhythmic and rhyming verses that repeat throughout create opportunities for students to participate in reading the story.	The text includes both content-specific ( <i>tap dance, art, rhyme</i> ) and academic vocabulary ( <i>fancy, weather, rhyme</i> ).	Lesson 23  Unpack the meaning of unknown words with students. Consider using a children’s bilingual dictionary or translation tool to provide student-friendly definitions. Generate examples of the words with students.
Knowledge Demands: To understand the content of this text, knowledge of the Great Depression and Harlem Renaissance are helpful.	Understanding dense concepts (economic conditions and race discrimination) linked to the Great Depression and the Harlem Renaissance are critical to comprehension.	Lessons 24–25  Use a visual aid like a short video to add to the discussion about the Great Depression and the Harlem Renaissance.

# Writing Support

## EXISTING WRITING SCAFFOLDS

Students learn the essentials of explanatory writing: unpack a prompt, construct sentences, and search the text for evidence to support ideas. Students are expected to use their own drawings and label with letters to express their thinking. Multilingual learners will benefit from additional support and practice by employing knowledge of matching letters to sounds.

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: Execute Focusing Question Task 1</p> <p>Consider highlighting a few words from the Word Wall that students may use to complete these frames. In future modules, students will be encouraged to use specific words in their Focusing Question Tasks. However, at this point, it is enough to look for natural opportunities to bring these words into speech and writing.</p>	<p>Multilingual learners may need extra practice recognizing and reading high-frequency words during language and literacy development. Word Walls can also be used to promote internalization of spelling patterns and orthographic mapping.</p>
<p>Lesson 9</p> <p>Learn: Execute Focusing Question Task 2</p> <p>Model using the Evidence Organizer to complete the sentence frames. Students act out the completed sentence frame, pretending to be the boy. Write the answer down in front of the class to provide a model of a completed frame.</p>	<p>Acting out a completed sentence frame improves concentration and comprehension. It allows students to draw from their own experience to physically explore what they read and wrote, which helps them better understand the sentence.</p>
<p>Lesson 26</p> <p>Learn: Collect Evidence for Focusing Question</p> <p>The purpose of this is to record evidence, but there is also an opportunity for students to practice letter sounds. If time allows, students can label their own index cards with the beginning letter sounds of their evidence. In addition, if student drawings are difficult to decipher, pair their evidence with an image in order to allow for easy reference later on.</p>	<p>Labeling with initial sounds supports students as they build phonemic awareness and letter-sound recognition skills. Multilingual learners may need extra practice with phonemic awareness if the sounds of their home language differ greatly from English.</p>

## ADDITIONAL WRITING SCAFFOLDS

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

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 3</p> <p>Examine: Why is responding to the prompt important?</p>	<p>Prepare questions and sentence frames for additional practice.</p> <p>Consider the following questions and sentence frames:</p> <p>What is your favorite color? My favorite color is _____.</p> <p>How do you feel today? I feel _____.</p>
<p>Lesson 8</p> <p>Execute: How do I use text evidence in my Focusing Question Task?</p>	<p>For additional support, model completing the sentence frame with connecting evidence from the class Evidence Anchor Chart. Prepare to model with one sentence frame and two evidence options written on sticky notes. Show students how to use the evidence on sticky notes to complete the sentence frame. Practice your sentence orally. Invite students to practice completing the same sentence frame with the other evidence option.</p>
<p>Lesson 14</p> <p>Experiment: How does adding details work?</p>	<p>Define text-critical vocabulary from pages 21–22 to improve comprehension of the text before students add details to Handout 14A: Drawing of a City Street. Discuss the meaning of words in the context of how they are used in <i>Last Stop on Market Street</i>. Use the illustrations in the book to aid in comprehension. Create simple illustrations for concept-rich vocabulary that is not visually represented in the text.</p> <p>Words:</p> <ul style="list-style-type: none"> <li>▪ <i>crumbling</i></li> <li>▪ <i>broken-down</i></li> <li>▪ <i>graffiti</i></li> <li>▪ <i>boarded-up</i></li> </ul>
<p>Lesson 18</p> <p>Experiment: How does labeling with letters work?</p>	<p>Guide students in labeling pictures from Lesson 17. Provide magnetic or plastic letters for students to label their drawings.</p> <ol style="list-style-type: none"> <li>1. Have students identify one detail to label.</li> <li>2. Say the selected detail and invite students to echo after you.</li> <li>3. Prompt students to label the detail with the initial letter.</li> </ol>
<p>Lesson 26</p> <p>Execute: How do I use labeling with letters in my Focusing Question Task?</p>	<p>Invite students to work in small groups to create sentences.</p> <ol style="list-style-type: none"> <li>1. Write “I see” and “I hear” on sentence strips. As students suggest evidence in Learn – Collect Evidence for the Focusing Question, write pieces of evidence on sentence strips.</li> <li>2. Give each sentence strip to a different student.</li> <li>3. Ask students to hold up the sentence strip and move around to arrange themselves to create a completed sentence.</li> <li>4. Read the completed sentence. Invite students to Echo Read.</li> <li>5. Repeat this process to make two new sentences together before students write their own for Focusing Question Task 5.</li> </ol>

# Language Support

## RECOMMENDED DEEP DIVES

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

The Deep Dives below should be prioritized for multilingual learners.

Deep Dive	Support for Multilingual Learners
Lesson 3 Style and Conventions Deep Dive: Experiment with Responding to a Prompt	This Deep Dive builds the skill of using a sentence frame to produce and expand complete sentences. Tools like sentence frames allow multilingual learners to focus on building content knowledge while supporting them in explaining their ideas.
Lesson 6 Vocabulary Deep Dive: Ask and Answer Questions about Key Vocabulary	This Deep Dive builds on the skill of using sentence frames and offers tools to practice asking questions about vocabulary. The skill of asking questions allows learners to initiate inquiry and work collaboratively.
Lesson 12 Vocabulary Deep Dive: Multiple Meaning Words	In this Deep Dive students study new meanings of commonly used words from <i>The Last Stop on Market Street</i> .  A study of multiple-meaning words builds word power and promotes literacy.
Lesson 27 Style and Conventions Deep Dive: Experiment with Prepositions	This Deep Dive offers collaborative practice with adding a preposition to expand a sentence. Explicit guidance on style and conventions builds conversation and writing competence.

## SENTENCE CONSTRUCTION

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

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

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

Optional Variations:

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

Suggested Noun and Verb	Possible Expanded Sentences
Focusing Question Task 2	The boy sees the world.
The boy	The smiling boy sees the world.
sees	The smiling boy sees the world with his senses.

Suggested Noun and Verb	Possible Expanded Sentences
Focusing Question Task 3 CJ hears	CJ hears the guitar music. CJ hears rhythmic guitar music. CJ hears rhythmic guitar music on the bus.
Focusing Question Task 4 I see	I see letters. I see colorful letters. I see colorful letters on a coconut tree.
Focusing Question Task 5 I hear	I hear words. I hear short words. I hear short words in the book.

## VOCABULARY VIDEOS

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

Video	Terms
Focusing Question 1: <a href="http://witeng.link/GKM1.VV1">http://witeng.link/GKM1.VV1</a>	senses, see, hear, enjoy
Focusing Question 2: <a href="http://witeng.link/GKM1.VV2">http://witeng.link/GKM1.VV2</a>	smell, taste, touch, aware, world
Focusing Question 3: <a href="http://witeng.link/GKM1.VV3">http://witeng.link/GKM1.VV3</a>	author, illustrator, illustration, character
Focusing Question 4: <a href="http://witeng.link/GKM1.VV4">http://witeng.link/GKM1.VV4</a>	alphabet, label, whole, enough
Focusing Question 5: <a href="http://witeng.link/GKM1.VV5">http://witeng.link/GKM1.VV5</a>	tap dancer, passion, pleasure, joy, pause

# Speaking and Listening Support

## SOCRATIC SEMINAR SUPPORT

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

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

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

Socratic Seminar	Recommended Scaffolding Questions
Lesson 16 How does CJ use his senses to learn about the world in <i>Last Stop on Market Street</i> ?	What did you learn about the senses from <i>Last Stop on Market Street</i> ? How does CJ use his sense of hearing on the bus? What does CJ learn about his senses and the world at the end of the book?
Lesson 29 How did the children in <i>My Five Senses</i> (Miller) use their senses to learn about the world?	What did the girl in <i>My Five Senses</i> learn from using her sense of sight? What kind of sounds did the boy hear in <i>My Five Senses</i> ? What did the boy learn about the world through his sense of hearing?



## DISCUSSION SUPPORT

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

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

Name \_\_\_\_\_

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

# Talking Tool

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



# Multilingual Learner Resource:

## Grade K Module 2:

### *Once Upon a Farm*





# Grade K Module 2

## Multilingual Learner Resource

### Module Map

Lesson	Support
Focusing Question 1: What is true about real farm animals?	
1	Fluency Practice Reading Support: <i>Farm Animals</i>
2	Reading Support: <i>Farm Animals</i>
3	Additional Writing Scaffold
4	Recommended Deep Dive
5	Sentence Construction
Focusing Question 2: How do authors create settings?	
7	Fluency Practice Reading Support: <i>The Year at Maple Hill Farm</i> Recommended Deep Dive
8	Additional Writing Scaffold
11	Sentence Construction
12	Reading Support: <i>The Year at Maple Hill Farm</i> Recommended Deep Dive
Focusing Question 3: How do authors create characters?	
13	Fluency Practice Reading Support: <i>Three Little Pigs</i>
14	Reading Support: <i>Three Little Pigs</i>
15	Existing Writing Scaffold

- 16 Additional Writing Scaffold  
Sentence Construction

**Focusing Question 4: How do authors create problems and resolutions?**

- 18 Fluency Practice  
Reading Support: *The Little Red Hen*
- 19 Reading Support: *The Little Red Hen*  
Existing Writing Scaffold  
Additional Writing Scaffold
- 21 Reading Support: *The Little Red Hen*
- 22 Sentence Construction

**Focusing Question 5: How do authors sequence events?**

- 23 Socratic Seminar Support
- 24 Reading Support: *The Three Billy Goats Gruff*
- 25 Reading Support: *The Three Billy Goats Gruff*  
Additional Writing Scaffold  
Recommended Deep Dive
- 26 Reading Support: *The Three Billy Goats Gruff*  
Recommended Deep Dive
- 27 Reading Support: *The Three Billy Goats Gruff*  
Sentence Construction

**Essential Question: What makes a good story?**

- 29 Socratic Seminar Support

# Module 2 English Language Development (ELD) Standards

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

Module 2 Learning	WIDA Standards	ELP Standards
<p><b>Reading supports</b> help students identify and analyze story elements; build knowledge and vocabulary about animals, farms, and other important text topics; and explore the academic and figurative language used in the texts.</p>	<p>ELD-LA.K.Narrate.Interpretive</p> <p>Multilingual learners will interpret language arts narratives (with prompting and support) by</p> <ul style="list-style-type: none"> <li>Identifying key details</li> <li>Identifying characters, settings, and major events</li> <li>Asking and answering questions about unknown words in a text</li> </ul> <p>ELD-LA.K.Inform.Interpretive</p> <p>Multilingual learners will interpret informational texts in language arts (with prompting and support) by</p> <ul style="list-style-type: none"> <li>Identifying main topic and key details</li> <li>Asking and answering questions about descriptions of familiar attributes and characteristics</li> <li>Identifying word choices in relation to topic or content area</li> </ul>	<p>Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p> <p>Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</p>
<p><b>Writing supports</b> help students write narratives with characters, setting, problem, and resolution linked by a logical sequence of events.</p>	<p>ELD-LA.K.Narrate.Expressive</p> <p>Multilingual learners will construct language arts narratives (with prompting and support) that</p> <ul style="list-style-type: none"> <li>Orient audience to story</li> <li>Describe story events</li> </ul>	<p>Standard 3: An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.</p> <p>Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.</p> <p>Standard 9: An ELL can create clear and coherent grade-appropriate speech and text.</p>



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

# Reading Support

## FLUENCY PRACTICE

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

Use this fluency protocol for additional practice.

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

Fluency Passage	Recommended Words and Phrases to Preview
Lessons 1–6 <i>Farm Animals</i>	farm, hay, around, farmyard
Lessons 7–12 “The Seasons Song”	seasons, year, here comes
Lessons 13–17 “Old MacDonald Had a Farm”	everywhere, oink, moo, quack, neigh
Lessons 18–23 “Morning Is Come”	morning is come, night is away, rise with the sun

## FARM ANIMALS, WADE COOPER

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: Accessible facts and realistic photos provide straightforward information about farm animals, with an emphasis on the sounds they make and how they are helpful to humans.	Implicit facts and clues are essential to uncovering the book's meaning.	Lessons 1–6  Provide frequent opportunities for students to ask questions about the animals and the facts they learn from the books. Encourage students to use the Question Cube introduced in Lesson 1. Use additional photos and videos to address questions that are not answered in the text.
Structure: The book's structure is conventional for a low-complexity informational text. Text boxes and simple graphics support the meaning of the text. In addition to main text and graphics there are a dictionary, key words, and a quiz.	The text includes many common informational text features and provides information essential to making meaning. The main text includes poetic features that include line form and rhyme.	Lesson 2  Focus attention on the key details in the text by playing Which Animal Am I? (a version of the game Who Am I?)  1. Tape the name and picture of an animal featured in the book on the back of each student.  2. Tell students to ask their classmates yes-or-no questions to try to guess which animal they have.
Language: The book is written in first person, rhyming text, and uses limited Tier II words.	A wide range of subject-specific and conversational vocabulary and phrases may be unfamiliar to students.	Lessons 1–6  Offer additional practice with the vocabulary explicitly taught in this arc and add other words as needed. Use additional photos to build word knowledge. Classify words into groups according to categories, such as homes, sounds, and movements, to help multilingual learners deepen their understanding.
Knowledge Demands: Ideally a young reader would have some background knowledge of farm animals before exposure to this book. It requires students to understand personification of animals and the fact that animals do not speak despite the text being in first person.	The book requires knowledge of farm animal habitats.	Lesson 2  Create a photo library of animals in their habitats. Provide opportunities for students to match animals with their homes. Encourage students to talk with each other about their observations.

## THE YEAR AT MAPLE HILL FARM, ALICE AND MARTIN PROVENSEN

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p><b>Meaning/Purpose:</b> This informational text about animals and farm life presents multiple layers as it observes the seasons and the changes that are made, and it provides a marvelous tool for explaining setting (defined as place and time of a story).</p>	<p>The meaning about farm life and animals is indirectly communicated through complex details and illustrations.</p>	<p>Lesson 7</p> <p>Emphasize setting throughout the text by displaying the illustrations and reading the text at the top of key pages in the book. After each two-page spread, ask students to describe how seasons change over time.</p> <ul style="list-style-type: none"> <li>▪ winter: pages 2–3</li> <li>▪ spring: pages 8–9</li> <li>▪ summer: pages 12–13</li> <li>▪ fall: pages 20–21</li> </ul>
<p><b>Structure:</b> Illustrated throughout, this book is chronologically organized throughout the months of the year.</p>	<p>The book's layout features pages with several illustrations and written descriptions that are intended to provide details about a topic. Students may need support navigating the structure and understanding how it aids comprehension.</p>	<p>Lessons 7–12</p> <p>Show the illustrations first, and then read the text. Ask students what they notice and wonder about the details in the illustrations.</p> <p>Use paper or a large index card to cover parts of the page to help students focus on the area being discussed. Reveal illustrations and text as needed while you read.</p>
<p><b>Language:</b> Strong verbs and vivid character descriptions work well with illustrations to convey ideas and meaning of new vocabulary.</p>	<p>The abundance of new language, especially the strong verbs and vivid character descriptions, may be challenging for multilingual learners.</p>	<p>Lessons 7–12</p> <p>Introduce a charades game to help students process new language.</p> <ol style="list-style-type: none"> <li>1. Write out words and phrases from <i>The Year at Maple Hill Farm</i>, adding images as necessary.</li> <li>2. Invite individuals or small groups to take turns acting out and guessing the selected words and phrases.</li> <li>3. Allow students to make sounds and use props, if available.</li> </ol> <p>Sample <u>w</u>ords and phrases:</p> <ul style="list-style-type: none"> <li>▪ “The fields are <u>hopping</u> with insects.” (14)</li> <li>▪ “Wild birds are restless and begin to <u>flock</u> together.” (25)</li> <li>▪ “The bare branches <u>rattle</u>.” (27)</li> </ul>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: Some knowledge of farm animals is helpful, and some knowledge of farmers' work is needed.	Students may have experienced seasons in different parts of the world.	Lesson 12  Emphasize that the text explores seasons as they occur for many areas in North America, but other parts of the world may experience seasons differently. Provide opportunities for students to compare and contrast the climate at Maple Hill Farm with the climate in other parts of the world. If students have knowledge or experience with other climates, invite them to share. Consider creating a visual to hang in your classroom.

## THREE LITTLE PIGS, RAINA MOORE

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: This cautionary tale supports a study of characterization as it explores different traits exhibited by the pigs and the wolf. It contains more than one level of meaning but is a relatively straightforward moral tale.	The story suggests a purpose that can be inferred by tracking characters and various settings.	Lesson 14  Extend the story map introduced in this lesson by adding descriptions of characters in a Character Traits column. As students describe other characters, continue to add to the story map for the duration of the arc.
Structure: This story has a conventional structure of problem and solution. Illustrations clearly support the text.	The text features a subplot and shifts in time and setting that make the otherwise conventional structure complex.	Before Lesson 14  Reread the book. Emphasize the sequence/order (e.g., <i>first</i> , <i>minutes later</i> ) and cause/effect (e.g., <i>then</i> , <i>so</i> ) words to highlight the relationship between events.
Language: The book has clear and straightforward language.	The text features many sentences with transition words that may be new to students.	Lesson 13  Use the story's rhythmic refrain to aid multilingual learners in focusing on the problem and solution structure. Invite learners to chant or sing lines with agreed-upon body movements.
Knowledge Demands: Knowledge of the qualities of materials for building sturdy structures would be beneficial though not necessary.	Students may have varying knowledge of building structures and the qualities of materials mentioned in the story.	Lesson 14  Provide opportunities to engage in hands-on, interactive activities designed to build background knowledge. For example, re-create the houses in <i>Three Little Pigs</i> with the following materials, if available: <ul style="list-style-type: none"> <li>▪ easily breakable hay-like objects like thin uncooked spaghetti</li> <li>▪ slightly stronger stick-like objects like pretzels</li> <li>▪ sturdy, brick-like objects like sugar cubes</li> </ul> Invite students to share their observations and make connections to <i>Three Little Pigs</i> . Ask: "What did you notice about each building material? Which house is safe and strong?"

## THE LITTLE RED HEN, JERRY PINKNEY

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: This relatively straightforward story carries a clear message about the golden rule and the qualities of rigor versus laziness.	Anthropomorphic animal characters carry out the story's message.	Lesson 18  Emphasize that sometimes authors and storytellers use animals to help humans learn a lesson. Invite students to provide other examples or names of stories that feature animals as main characters. Explain that <i>The Little Red Hen</i> is a fictional story, while <i>Farm Animals</i> is informational.
Structure: This story has a conventional structure with illustrations that clearly support the text.	The narrative arc is driven by dialogue between characters. Multilingual learners may need more practice with how narrative elements work together to tell a story.	Lesson 19  By this point in the module, students have been introduced to narrative elements: setting, characters, problem, and resolution. Use the Shared Narrative Story Map in Lesson 19 to reinforce how the elements are connected and lead to the resolution for the characters. For example, the setting for the shared story is Maple Hill Farm. Guide students in generating a list of possible characters (e.g., farmer, pig, horse) for the story. To emphasize the connection between characters and setting, ask:  “Would it make sense for a bear to be a character at Maple Hill Farm? Why or why not?”  “Would it make sense for an elephant to be a character at Maple Hill Farm? Why or why not?”

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Language: The book is written in literal, clear, contemporary, and conversational language.	The text employs some unfamiliar and conversational language that gives the effect that the characters are human.	<p>Lesson 21</p> <p>Reinforce what students learn from the repeated phrases to help them understand the conversational language and problem-solution language structure.</p> <ol style="list-style-type: none"><li>1. Write the repeated phrases on a chart.</li><li>2. Invite students to chorally chant the phrases while you reread the text.</li><li>3. Add an agreed-upon body movement.</li><li>4. Ask questions to check comprehension.</li></ol> <p>Repeated phrases to chart:</p> <p>“Who will help me _____?” asked the little red hen.</p> <p>“Not I,” said the _____.</p> <ul style="list-style-type: none"><li>▪ “Very well then,” said the little red hen, “I will do it myself.”</li></ul> <p>Ask:</p> <p>“What problem did the little red hen have? How did she try to solve it? How did she solve it in the end?”</p>
Knowledge Demands: It would be most useful to understand steps in the process of making bread, from the wheat seeds to plant growth to flour making to the baking of bread.	Knowledge of bread making and farm life enhances students’ understanding of the text.	<p>Lesson 18</p> <p>Show a short video that highlights the steps of bread making.</p>



## THE THREE BILLY GOATS GRUFF, PAUL GALDONE

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: Relatively straightforward story with an underlying message of working together to achieve a common goal.	The essential message is centered on symbolic characters.	<p>Before Lesson 27</p> <p>Co-generate a list of evidence for one essential message of the text: Be happy with what you have.</p> <ol style="list-style-type: none"> <li>1. Review the student-generated list of descriptions from <i>The Three Billy Goats Gruff</i> in Lesson 26.</li> <li>2. Reread the book.</li> <li>3. Instruct multilingual learners to use sticky notes to annotate details (text and illustrations) that relate to the essential message.</li> <li>4. Invite students to explain their annotations.</li> </ol> <p>Consider focusing on pages 13, 17, and 26 for evidence.</p>
Structure: The book has a chronological narrative structure. Illustrations support the text, though some are “close up” and require the reader to envisage a fuller picture.	The book includes full-page illustrations that show close-ups of characters’ expressions. Students may need support using the text to “fill in” the other details that are omitted from the illustrations and are essential for comprehension.	<p>Lessons 25</p> <p>Invite students to create their own illustrations of key points in the story. Provide students with an opportunity to talk about which parts of the text are emphasized in their drawings and in illustrations from the text.</p> <p>Consider suggesting that students focus on pages 11, 15, and 19.</p>
Language: This book is written in literal, clear, contemporary, and conversational language.	The alliteration and onomatopoeia create a fun, lyrical effect, but this language may be challenging to interpret.	<p>Lessons 25-26</p> <p>Invite the class to use intonation and pitch to show the meaning of common onomatopoeic words, such as <i>trip</i>, <i>trap</i>, and <i>roared</i>. Encourage students to use the sound of the word to help them remember what it means.</p>
Knowledge Demands: Background knowledge about what a troll is (and the fact that trolls don’t actually exist) could be useful.	Background knowledge about trolls is required to unpack layers of meaning in this story. Trolls are popular in stories from a range of communities, but students may be unfamiliar with them.	<p>Lesson 24</p> <p>Share background information about trolls in literature by using a children’s encyclopedia entry to highlight how trolls are mythological creatures that live under bridges or in caves.</p>

# Writing Support

## EXISTING WRITING SCAFFOLDS

In this module students write narratives with characters, setting, problem, and solution. They are introduced to two parts of a sentence (who and what he/she/it is doing) and the importance of organizing their ideas before they write. Then students learn to use prepositions to expand sentences and to use adjectives to describe characters. As students move toward independence, they use alphabet strips and word lists to write sounds and words.

Multilingual learners, especially students with beginning English proficiency, may need additional scaffolds to form complete sentences, first using sentence frames and then independently. They may also benefit from support with adjectives to describe characters and prepositional phrases to narrate setting.

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 15</p> <p>Learn: Collect Evidence for Focusing Question Task</p> <p>If students need support with finding text evidence, display the Writing Anchor Chart: Using Text Evidence. Students Echo Read steps for finding text evidence.</p>	<p>An anchor chart reminds students of prior knowledge and processes. Anchor charts offer multilingual learners an opportunity to focus on communicating new content rather than the steps to complete a task.</p>
<p>Lesson 15</p> <p>Learn: Experiment with Describing Characters</p> <p>Provide a sentence frame for students to use. For example:</p> <p><b>The man/woman is _____.</b></p> <p>Model choosing a descriptive word from the chart to complete the frame.</p>	<p>Sentence frames model academic language and provide linguistic support that allows multilingual learners to focus on what they want to say rather than on how to say it. Oral rehearsal provides an opportunity for multilingual learners to express their ideas in English before writing them down.</p>
<p>Lesson 19</p> <p>Learn: Execute Writing Characters and Setting in a Story</p> <p>If students struggle with generating descriptive words, ask guiding questions such as:</p> <p>“Is the animal big or small?”</p> <p>“What color is the animal?”</p> <p>“What is the animal like? Are they happy, sad, sleepy, lazy, playful, smart, etc.?”</p>	<p>Multilingual learners benefit from orally processing and rehearsing content with guidance as needed. The guiding questions in this lesson scaffold language learning and help students see how newly acquired vocabulary can be applied to the narrative writing task.</p>

## ADDITIONAL WRITING SCAFFOLDS

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

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 3 Deep Dive</p> <p>Experiment: How do we plan a sentence before we write?</p>	<p>Collaboratively experiment with planning and writing new sentences about animals. Provide students with one part of the sentence (<i>who</i> or <i>did what?</i>) in a sentence frame for additional support.</p>
<p>Lesson 8</p> <p>Examine: Why is it important to expand sentences?</p>	<p>Provide multilingual learners with additional models to see how the expanded sentences provide more detail. Consider using the following example from <i>The Year at Maple Hill Farm</i>:</p> <p>The horse found a little grass. (7)</p> <p>The horse found a little grass under the last patches of snow. (7)</p>
<p>Lesson 16 Deep Dive</p> <p>Experiment: How do I use a high-frequency word resource?</p>	<p>Offer additional practice with high-frequency word resources. Provide opportunities for students to orally rehearse in small groups before completing the sentence frames.</p>
<p>Lesson 19</p> <p>Execute: How do I create characters and a setting in a story?</p>	<p>Add a short list of descriptive words and settings (with images, as needed) that were previously taught in this module in the Shared Narrative Story Map for visual reference. Invite students to select words from the list to use in their own narratives. Encourage students to orally rehearse ideas before executing this writing task.</p>
<p>Lesson 25</p> <p>Examine: Why is it important to write responses to a problem in a story?</p>	<p>Provide students with one or two new responses to the conflicts in <i>Three Little Pigs</i>, <i>The Little Red Hen</i>, or <i>The Three Billy Goats Gruff</i>. Reread the relevant part of the text and replace the character's main response with the one you wrote. Ask students to consider how the new response changes the story.</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 Vocabulary Deep Dive: Categorizing Animal Actions	In this Deep Dive, students describe the actions of farm animals and then categorize these actions. The study of word relationships with other words deepens students' knowledge of a range of words and increases their use.
Lesson 7 Vocabulary Deep Dive: Describing Seasons' Weather	This Deep Dive deepens students' understanding of the four seasons. The collaboration in this Deep Dive provides the opportunity for multilingual learners to increase content knowledge and academic language.
Lesson 12 Style and Conventions Deep Dive: Excel at Using Prepositions	In this Deep Dive, students learn to use prepositions to improve sentences. Multilingual learners benefit from understanding how a specific language feature connects ideas in a sentence.
Lesson 25 Vocabulary Deep Dive: Multiple Meanings: <i>Trip</i> and <i>Trap</i>	In this Deep Dive, students explore multiple meanings of the words <i>trip</i> and <i>trap</i> . Learning multiple meanings of words correlates with comprehension and allows multilingual learners to use language flexibly.
Lesson 26 Vocabulary Deep Dive: Exploring Size Adjectives	This Deep Dive builds knowledge of words to describe size. The study of adjectives aids multilingual learners in using language to describe, separate, and group subjects.

## SENTENCE CONSTRUCTION

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

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

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

Optional Variations:

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

Suggested Noun and Verb	Possible Expanded Sentences
Focusing Question Task 1	The chicken struts.
chicken	The loud chicken struts.
struts	The loud chicken struts on the grass.

Suggested Noun and Verb	Possible Expanded Sentences
Focusing Question Task 2 horse eats	The horse eats hay. The brown horse eats hay. The brown horse eats hay in the summer.
Focusing Question Task 3 pig waves	The pig waves. The kind pig waves. The kind pig waves to the other pigs.
Focusing Question Task 4 hen makes	The hen makes bread. The little hen makes bread. The little red hen makes bread with wheat.
Focusing Question Task 5 cat ran	The cat ran. The big black cat ran. The big black cat ran behind the mouse.

## VOCABULARY VIDEOS

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

Video	Terms
Focusing Question 1: <a href="http://witeng.link/GKM2.VV1">http://witeng.link/GKM2.VV1</a>	farm, give, help
Focusing Question 2: <a href="http://witeng.link/GKM2.VV2">http://witeng.link/GKM2.VV2</a>	story, setting, season
Focusing Question 3: <a href="http://witeng.link/GKM2.VV3">http://witeng.link/GKM2.VV3</a>	lazy, playful, smartest
Focusing Question 4: <a href="http://witeng.link/GKM2.VV4">http://witeng.link/GKM2.VV4</a>	problem, resolution, events
Focusing Question 5: <a href="http://witeng.link/GKM2.VV5">http://witeng.link/GKM2.VV5</a>	heavy, meadow, sequence

# 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 23  What is different about how the little red hen and the third little pig solve their problems?	How is the way the hen solved her problem the same as the way the third pig solved his problem?  What was the little red hen’s problem? What did she do to solve it?  What was the third pig’s problem? What did the pig do to solve it?
Lesson 29  What story element makes <i>Three Little Pigs</i> a good story?  What story element makes <i>The Little Red Hen</i> a good story?  What story element makes <i>The Three Billy Goats Gruff</i> a good story?	What is the setting in <i>Three Little Pigs</i> ? Who are the characters?  What is the problem in <i>Three Little Pigs</i> ? How is this problem solved?  What is your favorite part of <i>Three Little Pigs</i> : the character, setting, problem, or resolution?  (Repeat with the other texts if needed.)



## DISCUSSION SUPPORT

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

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

Name \_\_\_\_\_

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

# Talking Tool

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



# Multilingual Learner Resource:

## Grade K Module 3:

### *America, Then and Now*





# Grade K Module 3

## Multilingual Learner Resource

### Module Map

Lesson	Support
<b>Focusing Question 1: How was Cynthia Rylant's life different from your life?</b>	
1	Fluency Practice
2	Reading Support: <i>When I Was Young in the Mountains</i>
3	Reading Support: <i>When I Was Young in the Mountains</i> Additional Writing Scaffold
4	Reading Support: <i>When I Was Young in the Mountains</i> Existing Writing Scaffold
5	Sentence Construction
6	Existing Writing Scaffold Recommended Deep Dive
<b>Focusing Question 2: How has life at home and at school changed in America?</b>	
7	Fluency Practice Reading Support: <i>Home Then and Now</i> Reading Support: <i>School Then and Now</i>
8	Reading Support: <i>Home Then and Now</i> Reading Support: <i>School Then and Now</i>
9	Reading Support: <i>Home Then and Now</i> Reading Support: <i>School Then and Now</i> Additional Writing Scaffold
10	Sentence Construction
<b>Focusing Question 3: What changes does the Little House see in her neighborhood?</b>	
12	Reading Support: <i>The Little House</i> Recommended Deep Dive

13 Fluency Practice  
Reading Support: *The Little House*  
Existing Writing Scaffold

14 Reading Support: *The Little House*  
Recommended Deep Dive

15 Reading Support: *The Little House*  
Additional Writing Scaffold

16 Sentence Construction

17 Socratic Seminar Support

#### Focusing Question 4: How have transportation and communication changed in America?

18 Fluency Practice  
Reading Support: *Transportation Then and Now*  
Reading Support: *Communication Then and Now*

19 Reading Support: *Transportation Then and Now*  
Reading Support: *Communication Then and Now*  
Additional Writing Scaffold  
Recommended Deep Dive

21 Sentence Construction

#### Focusing Question 5: How did Benjamin Franklin's inventions make life in America easier?

22 Fluency Practice  
Reading Support: *Now & Ben: The Modern Inventions of Benjamin Franklin*

24 Reading Support: *Now & Ben: The Modern Inventions of Benjamin Franklin*

25 Reading Support: *Now & Ben: The Modern Inventions of Benjamin Franklin*  
Additional Writing Scaffold  
Recommended Deep Dive  
Sentence Construction

#### Essential Question: How has life in America changed over time?

27 Fluency Practice  
Existing Writing Scaffold  
Additional Writing Scaffold  
Socratic Seminar Support

30 Existing Writing Scaffold

# Module 3 English Language Development (ELD) Standards

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

Module 3 Learning	WIDA Standards	ELP Standards
<p><b>Reading supports</b> help students build knowledge about American life in the past, sequence events in literary texts, use text features to identify main ideas and details in informational texts, and explore the academic and figurative language used in the texts.</p>	<p>ELD-LA.K.Narrate.Interpretive</p> <p>Multilingual learners will interpret language arts narratives (with prompting and support) by</p> <ul style="list-style-type: none"> <li>Identifying key details</li> <li>Identifying characters, settings, and major events</li> <li>Asking and answering questions about unknown words in a text</li> </ul> <p>ELD-LA.K.Inform.Interpretive</p> <p>Multilingual learners will interpret informational texts in language arts (with prompting and support) by</p> <ul style="list-style-type: none"> <li>Identifying main topic and key details</li> <li>Asking and answering questions about descriptions of familiar attributes and characteristics</li> <li>Identifying word choices in relation to topic or content area</li> </ul>	<p>Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p> <p>Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</p>
<p><b>Writing supports</b> help students write informative paragraphs with a topic sentence, facts and details from the text, and a conclusion sentence.</p>	<p>ELD-LA.K.Inform.Expressive</p> <p>Multilingual learners will construct informational texts in language arts (with prompting and support) that</p> <ul style="list-style-type: none"> <li>Introduce topic for audience</li> <li>Describe details and facts</li> </ul>	<p>Standard 3: An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.</p> <p>Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.</p> <p>Standard 9: An ELL can create clear and coherent grade-appropriate speech and text.</p>



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

# Reading Support

## FLUENCY PRACTICE

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

Use this fluency protocol for additional practice.

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

Fluency Passage	Recommended Words and Phrases to Preview
Lessons 1–6 “Now We Are Six”	begun, nearly, hardly, clever
Lessons 7–11 “You’re a Grand Old Flag”	grand old, high flying, forever in peace, emblem
Lessons 13–17 <i>The Little House</i>	day followed day, different, before
Lessons 18–21 “Engine on the Track”	engine, track, coal car, freight, caboose
Lessons 22–26 “This Land Is Your Land”	California, New York island, redwood forest, Gulf Stream waters
Lessons 27–30 “This Land Is Your Land”	ribbon of highway, endless, skyway, golden, valley

## WHEN I WAS YOUNG IN THE MOUNTAINS, CYNTHIA RYLANT

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: The purpose of this memoir-style remembrance geared at children is to prompt them to consider what they remember from their own childhood, and what they will remember in the future, and to point out how some things change over time, but many feelings associated with summer, home, nature, and family remain consistent across time.</p>	<p>The several layers of meaning may be challenging for students to identify.</p>	<p>Lesson 4</p> <p>To reinforce the essential meaning, invite students to Echo Read the key details from the Evidence Organizer.</p> <p>Repeat each piece of evidence by using these sentence frames:</p> <ul style="list-style-type: none"> <li>▪ <b>When she was young in the mountains, she _____.</b></li> <li>▪ <b>Today, I _____.</b></li> </ul> <p>After you Echo Read each piece of evidence, ask students to use the Evidence Organizer to discuss this question: “Is life today the same as it was when Cynthia Rylant was young?”</p>
<p>Structure: The structure is that of an illustrated memoir with information about the author’s life. The author frequently begins sentences with “When I was young in the mountains,” helping the readers to understand what the author is saying, and ultimately, the meaning of her story.</p>	<p>The illustrations are essential to understanding the text and require students to use background knowledge to fully interpret.</p>	<p>Lesson 2</p> <p>After reading the text once through, stop on each page and ask: “What do you notice about the object in the illustration? Have you seen something like this before?”</p> <p>Provide opportunities for students to share observations by using this sentence frame: <b>I notice _____.</b> Use the context in the book to explain the objects and bring in real photos to support knowledge building as needed.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: Repeated language grounds readers and listeners in the story. Drawings reinforce the storyline.</p>	<p>The abundance of complex sentence structures may be challenging for multilingual learners.</p>	<p>Lesson 3</p> <p>Explicitly teach students the sentence structures and provide opportunities for students to use them frequently.</p> <p>For example, during the Learn: Examine Writing in the Past section, tell students that the author uses the phrase “the past” to remind us that she is writing about something that happened before or a long time ago.</p> <p>To reinforce the concept of the phrase “the past” share one or two things you remember when you were younger. Model using the sentence frame, <b>When I was young, I _____</b>. Then ask students to think about one fun thing they may remember from the past. Encourage students to use the sentence frame to share.</p>
<p>Knowledge Demands: The text describes a childhood in the mountains. No prior knowledge is required to understand this text, despite the description of some unusual experiences.</p>	<p>The experiences that are portrayed in <i>When I Was Young in the Mountains</i> are uncommon to students.</p>	<p>Lesson 2</p> <p>Discuss the uncommon items from the illustrations.</p> <p>Use Handout 2A to set up a picture sort. Invite students to illustrate two or three comparable items that we use <i>now</i> and match them with the item from <i>long ago</i>. Return to this learning when students co-create the Evidence Organizer in Lesson 4.</p> <p><i>Oil lamp</i> (dedication page)</p> <p><i>Johnny-house</i> 6</p> <p><i>Candle</i> 6</p> <p><i>Swimming hole</i> 7–8</p> <p><i>Scale</i> 9</p> <p><i>Well</i> 12</p> <p><i>Black stove</i> 14</p>

## HOME THEN AND NOW, ROBIN NELSON

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: Text matched to photos illuminates how home life has changed in the United States.	The purpose of the text is to show how advancements have made home life easier. This idea is not directly stated in the text and may be subtle for multilingual learners.	<p>Lesson 7</p> <p>Show the images before reading the text. Explain that the images are real photographs. Invite students to say what they notice and wonder about the photographs. Build on student responses to emphasize how home life is much easier now.</p> <p>Reinforce the purpose of the book by introducing the game <i>Would You Rather?</i></p> <ul style="list-style-type: none"> <li>Use the photographs from the book to provide scenarios. (For example, would you rather keep your ice cream in an icebox or a refrigerator?)</li> <li>Ask students to decide between the two choices.</li> <li>Invite a few students to explain their answers.</li> </ul>
Structure: The book's structure is conventional for a low-complexity informational text. The structure, color scheme, and theme appears in four books in this module. A one-to-one ratio of photos to statements supports meaning. In addition to the main text and graphics, there is a timeline, a list of facts, and a glossary.	Students may need support with understanding the structure of this text, the alternating pattern of "long ago" and "now."	<p>After Lesson 7</p> <p>After you read the text once through, pause on each page to call attention to the structure of the text, the alternating pattern of "long ago" and "now."</p> <p>Create agreed-upon movements to help students process the structure of the book. Invite students to chorally read the phrases "long ago" and "now" and use the agreed-upon movements while reading.</p>
Language: The book uses Tier I and Tier II words, along with a few low-frequency words.	While language is largely explicit, there are many essential words that may be unfamiliar to students and require explicit instruction and frequent practice. Students who are developing English proficiency may know the words in their home language, but not in English.	<p>Before Lesson 8</p> <p>After you read the text once through, model how to use the glossary to find the definitions of bolded words.</p> <p>Then co-create an illustrated glossary to record the meanings of two or three unfamiliar words (e.g., <i>oil lamps</i>, <i>refrigerators</i>, <i>wood-burning stove</i>). Encourage students to use this as a resource while reading and writing.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: Any young reader will have some knowledge of current home life, and life in the past is clearly explained through simple text and photos. No prior knowledge is necessary.	Current home life may be recognizable to many students. Students will need knowledge of home life in the past, including how inventions changed the way people lived.	Before Lesson 9  Use a brief children's encyclopedia entry about the home items used in the past (e.g., <i>history of electricity</i> ) to build knowledge. Emphasize how the advancements in technology changed the way people lived.

## SCHOOL THEN AND NOW, ROBIN NELSON

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: Text matched to photos illuminates how schools have changed in the United States.	The purpose is not directly stated in the text and may be subtle for multilingual learners.	<p>Before Lesson 9</p> <p>To address this challenge, support learners in using details in the photographs to explore how schools have changed in America.</p> <p>Choose one section of the book for a small group of students to consider.</p> <p>Together, find clues that show how schools have changed.</p> <p>Add clues to a Venn diagram to reinforce key ideas.</p>
Structure: The book's structure is conventional for a low-complexity informational text. The structure, color scheme, and theme appear in four books in this module. A one-to-one ratio of photos to statements supports meaning. In addition to the main text and graphics, there is a timeline, a list of facts, and a glossary.	Students will need support with using informational text features to locate important information.	<p>Lesson 8</p> <p>Reintroduce informational text features to students before reading. After reading the book once through, explicitly model how you would use one or two text features. Then set up a guided hunt to help students practice by using text features.</p> <p>For example, reread page 2. Then invite students to turn to the glossary to put their finger on the meaning of <i>school</i>. Show an image of a school and Echo Read the definition to reinforce new vocabulary.</p> <p>Emphasize that the glossary helps us to understand the meaning of important words in the book. Repeat this process with other words defined in the glossary. When students are able to do this independently, reinforce practice with a different text feature.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: The book uses Tier I and Tier II words, along with a few low-frequency words.</p>	<p>While language is largely explicit, there are many essential words included in the main text and informational text features that may be unfamiliar to students and require explicit instruction and frequent practice.</p>	<p>Lesson 8</p> <p>Invite students to add on to their illustrated glossary (recommended support for <i>Home Then and Now</i>, before Lesson 8) to record the meanings of two or three unfamiliar words (<i>public school</i>, <i>college</i>, <i>computer</i>).</p> <p>Encourage students to use this as a resource while reading and writing.</p>
<p>Knowledge Demands: Any young student will have some knowledge of school, and school in the past is clearly explained through simple text and photos. No prior knowledge is necessary.</p>	<p>Current school life is recognizable. Students will need knowledge of school in the past, including how the changes may have affected how students learned.</p>	<p>Lessons 7–11</p> <p>Support students by providing opportunities to engage in hands-on, interactive activities designed to build background about how school has changed.</p> <p>If available, provide opportunities to use chalk and chalkboards throughout this arc of learning. Invite students to talk about how writing with chalk is different from writing with pencils.</p>



## THE LITTLE HOUSE, VIRGINIA LEE BURTON

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: Students make some inferences about how the house/author feels. Illustrations help with that process. There are sections in which figurative language and word choice will need explanation.	The text explores many topics (industrialization, happiness), and the layers of meaning may be difficult for multilingual learners to identify.	<p>Before Lesson 15</p> <p>Reread a key excerpt in small groups. Pause after each page to allow for students to notice the physical changes in the neighborhood represented in the illustrations. Discuss how the little house's feelings change after each page.</p> <p>Consider pages 2, 14–20 or 2, 22–28.</p>
Structure: Narrative structure is appropriate for a read-aloud. The narrative voice is consistent, and events proceed chronologically. The story personifies the Little House, which may seem confusing to some students.	The organization of the text includes many time shifts that may be confusing to some students.	<p>Before Lesson 14</p> <p>Build on the previous module's learning about narrative structure. Teach the function and importance of sequence and time transitions. Encourage students to use phrases when they retell the story with manipulatives in Lesson 14.</p> <p>Phrases:</p> <ul style="list-style-type: none"> <li>▪ <i>In the (spring, fall, winter, summer)</i></li> <li>▪ <i>Now</i></li> <li>▪ <i>Pretty soon</i></li> <li>▪ <i>One day</i></li> </ul>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: The narrative language is familiar, but there are some text-critical vocabulary words which require support.</p>	<p>In this book, the house is the main character and acts like a person. This concept may be challenging for multilingual learners.</p>	<p>Lesson 13</p> <p>Explain that authors sometimes use creative language to help readers understand and relate to the text.</p> <p>Reinforce while reading that the house in the book is the main character and acts like a human.</p> <p>Provide opportunities for students to reread and sketch examples of personification from <i>The Little House</i>. Ask students to present their drawings and talk about how personification makes objects, like the main character of this book, relatable.</p> <p>Consider the following pages:</p> <p>“The Little House was curious” (4)</p> <p>“She watched the grass turn green” (6)</p> <p>“One day the Little House was surprised” (14)</p> <p>“She missed the field of daisies” (20)</p> <p>“The Little House was very sad and lonely” (31)</p>
<p>Knowledge Demands: The story takes place in both a rural and urban setting. Some vocabulary, settings, and concepts of change will not be familiar to some students.</p>	<p>The different settings, rural and urban, may be unfamiliar to multilingual learners.</p>	<p>After Lesson 12</p> <p>Use the illustrations to help students point out the aspects of rural and urban areas represented in the book.</p> <p>Invite students to share their own experiences. Use short video clips to introduce unfamiliar ideas.</p>

## TRANSPORTATION THEN AND NOW, ROBIN NELSON

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: Text matched to photos illuminates how transportation has changed in the United States.	The purpose of the text is to show how advancements have made transportation easier and faster. This idea is not directly stated in the text and may be subtle for multilingual learners.	Lesson 19  Assign pairs a two-page spread to revisit. Ask students to compare their assigned mode of transportation. Use student responses to reinforce the following essential ideas: <ul style="list-style-type: none"> <li>Transportation now is used to move people just like transportation long ago.</li> <li>Transportation now is faster.</li> <li>It is easier to get around now.</li> </ul>
Structure: The book's structure is conventional for a low-complexity informational text. The structure, color scheme, and theme appear in four books in this module. A one-to-one ratio of photos to statements supports meaning. In addition to the main text and graphics, there is a timeline, a list of facts, and a glossary.	Students may need additional support with understanding the structure of this text, the alternating pattern of "long ago" and "now."	Lesson 18  After you read the text once through, pause on each page to call attention to the structure of the text, the alternating pattern of "long ago" and "now."  Create agreed-upon movements to help students process the structure of the book. Invite students to chorally read the phrases "long ago" and "now" and use the agreed-upon movements while reading.
Language: The book uses Tier I and Tier II words, along with a few low-frequency words.	While language is largely explicit, there are many essential words that may be unfamiliar to students and require explicit instruction and frequent practice.	Lesson 18  Invite students to add on to their illustrated glossary  to record the meanings of other text-critical words, such as <i>wagons</i> , <i>ships</i> , and <i>tracks</i> .  Encourage students to use this as a resource while reading and writing.

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: Any young reader will have some knowledge of current home life, and life in the past is clearly explained through simple text and photos. No prior knowledge is necessary.	Current modes of transportation may be recognizable to many students. Students will need knowledge of past modes of transportation, including how inventions changed the way people lived.	<p>Before Lesson 19</p> <p>Build on students’ knowledge of what transportation is like now. Select a few pages to revisit with students. Ask students to use the details in the photographs and their experience to compare transportation now and long ago.</p> <p>For example, display pages 6–7. Ask students what they notice about the streetcars and subways.</p> <p>Sample responses:</p> <ul style="list-style-type: none"><li>▪ <i>Streetcars</i> travel on tracks.</li><li>▪ <i>Streetcars</i> travel above ground.</li><li>▪ <i>Subways</i> can carry more people than a streetcar.</li></ul> <p>Ask: “How did subways change the way people live?”</p>

## COMMUNICATION THEN AND NOW, ROBIN NELSON

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: Text matched to photos illuminates how communication continues to change over time.	The text requires students to construct meaning from a series of historical events over time.	<p>Before Lesson 19</p> <p>Create a simple timeline to introduce chronology and show the progression of communication over time.</p> <p>Use key words and images to represent the different forms of communication.</p> <p>When students revisit the text to identify the main topic and key details in Lesson 19, ask students what they learned about communication. Instruct students to compare past and present forms of communication by using these sentence frames:</p> <p><b>Long ago</b> _____.</p> <p><b>Now</b> _____.</p>
Structure: The book's structure is conventional for a low-complexity informational text. The structure, color scheme, and theme appear in four books in this module. A one-to-one ratio of photos to statements supports meaning. In addition to the main text and graphics, there is a timeline, a list of facts, and a glossary.	The book's text features are integral to comprehension of the text.	<p>Lesson 18</p> <p>Review informational text features with students before reading. After reading the book once through, explicitly model how you would use one or two text features. Set up a guided hunt to help students practice using text features.</p> <p>For example, go to page 5 and point out the caption. Tell students that the captions give more information about an image. Invite students to flip through the book and find other images with captions.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: The book uses Tier I and Tier II words, along with a few low-frequency words.</p>	<p>The text includes many vocabulary word that are critical to understanding the text. Multilingual learners may know the words in their home language to describe the picture but may not know the words in English.</p>	<p>After Lesson 18</p> <p>Use the photographs to guide discussions about new vocabulary words and their meanings.</p> <ul style="list-style-type: none"> <li>▪ Review the photographs that are captioned. Read the caption.</li> <li>▪ Ask a student to repeat the caption.</li> <li>▪ Provide a sentence frame to expand students' language: <b>Long ago, people used _____ to communicate.</b></li> </ul>
<p>Knowledge Demands: Any young reader will have some knowledge of the ways people communicate, and communication techniques in the past are clearly explained through simple text and photos. No prior knowledge is necessary.</p>	<p>Many students, including multilingual learners will have some knowledge of communication, but the idea that communication now is faster and reaches more people relies on students' knowledge of how people communicated long ago.</p>	<p>Before Lesson 18</p> <p>Use a brief children's encyclopedia entry about the forms of communication in this book (e.g., newspapers) to build knowledge. Emphasize how the advancements in technology improved communication.</p>

## NOW & BEN: THE MODERN INVENTIONS OF BENJAMIN FRANKLIN, GENE BARRETTA

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: The story is straightforward and grade-level appropriate. There are sections in which further explanation might be helpful for students to gain a full understanding, but surprise and delight is a motivating factor.</p>	<p>Complex details may make it challenging for students to distill meaning.</p>	<p>Lesson 25</p> <p>Reread a specific excerpt in small groups to build additional understanding of the text.</p> <p>For example, consider rereading pages 29–32. Ask: “Will Ben Franklin’s contributions help the future?”</p> <p>Then invite students to select two or three details from the <i>Now &amp; Ben</i> Key Details Chart or illustrations from pages 29–32 to explain their answers.</p>
<p>Structure: The structure is straightforward and grade-level appropriate for a read-aloud. At times the text and illustrations leap across the page, but it is easy for the reader to follow and does not cause confusion.</p>	<p><i>Now &amp; Ben</i> is an informational text, but it features very detailed cartoonish illustrations to talk about Benjamin Franklin’s achievements.</p>	<p>Lesson 22</p> <p>Emphasize that the purpose of the book is to share information about Benjamin Franklin, who was a real person.</p> <p>Use a children’s resource like a brief online encyclopedia entry to show real photos of Benjamin Franklin and a few of his inventions. Build on students’ understanding of informational texts by comparing the two structures. Discuss how certain text features help readers understand the text better.</p>
<p>Language: The language is standard, but there are text-critical vocabulary words that need to be defined during the read to help students understand what the text is describing.</p>	<p>The abundance of new academic and text-critical words may be challenging for multilingual learners.</p>	<p>Lessons 24–26</p> <p>To extend word knowledge, provide additional practice with words that are explicitly taught in the arc and are closely related to the text’s essential meaning.</p> <p>For example, repeat the activity in the Lesson 24 Deep Dive so that students have more opportunities to connect the related words.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: Students do not need a deep knowledge of early American history to understand the text. The book enables students to use their own lives to make sense of the past.	This book will introduce many new ideas to multilingual students, such as trial and error and exploration.	<p>Lessons 22–26</p> <p>Support students by providing opportunities to engage in hands-on, interactive activities designed to build background knowledge.</p> <p>Make the concepts of trial and error and exploration concrete. For example, create a space in your classroom for students to use recyclable materials (e.g., paper, cardboard) to create a product of their choice.</p> <p>To reinforce vocabulary, ask students whether their products are designs, creations, or inventions. Make connections to Ben Franklin’s achievements in the book.</p>



# Writing Support

## EXISTING WRITING SCAFFOLDS

In this module students learn to write informative paragraphs. They use the TopIC sandwich writing model to structure their paragraphs with a topic statement, information, and a conclusion. Students practice producing informative writing while continuing their practice of expanding sentences using details from the text. There are many opportunities for students to produce and label drawings to add detail to their writing.

In this module students are encouraged to rely less on sentence frames as they move toward greater independence. Some multilingual learners may need the structure and guidance that sentence frames provide to craft their sentences and paragraphs.

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

Scaffold	Support for Multilingual Learners
<p>Lesson 4</p> <p>Learn – Experiment with Writing about the Past</p> <p>If needed, create a version of the “Who, Did What, When” sentence organizer from Module 2 Lesson 10. Insert the word <i>I</i> in place of <i>who</i> to create a new organizer: <i>I Did What? When?</i></p>	<p>Sentence organizers support students in responding in the form of a complete sentence. Organizers also provide scaffolding that allows students to focus on the content of their response rather than the structure of the sentence.</p>
<p>Lesson 6</p> <p>Analyze –Next Steps</p> <p>If students have difficulty writing their sentences, provide support by revisiting the Evidence Organizer and having students practice their sentence verbally. Support students by helping them find the evidence in the “Today” column on the organizer. If students struggle to craft their sentence, ask questions such as</p> <ul style="list-style-type: none"> <li>▪ “What do you do now that is different from Cynthia Rylant? Do you go swimming in a swimming hole?”</li> </ul> <p>Group students with similar needs, and plan small-group support for these skills to set students up for success with their Focusing Question Task.</p>	<p>Multilingual learners benefit from working in small, intentional groups and orally processing and rehearsing content with guidance as needed. Additionally, scaffolded questions help students make connections and apply knowledge to their writing.</p>

Scaffold	Support for Multilingual Learners
<p>Lesson 13</p> <p>Learn – Examine the Importance of Topic Statements</p> <p>Write this paragraph on a large version of a sandwich, with the different parts of the sentence written in the corresponding sections of the sandwich. For example, the topic statement is written in the top piece of bread. This will help students associate specific sentences with the different parts of the TopIC Sandwich model.</p>	<p>Examining writing models helps students understand the structure of a paragraph, the purpose of each part, and the relationship between sentences.</p>
<p>Lesson 27</p> <p>Learn – Introduce the EOM Task</p> <p>Model choosing evidence from the “Long Ago” and the “Now” column that is connected. Then, model choosing evidence that is not connected.</p>	<p>Showing learners how to do a skill while thinking out loud supports multilingual learners in understanding what is expected.</p>
<p>Lesson 30</p> <p>Learn – Present the EOM Task Poster (Teacher Note)</p> <p>This presentation is a chance for students to demonstrate mastery of <u>SL.K.5</u> as well as <u>L.K.1.b</u> and <u>L.K.1.c</u>. They will use a visual aid, such as their drawings, to add detail to their spoken words. If needed, model how to reference a drawing as you read the sentence. Listen to the way students structure their sentences and the words that they use. If students do not naturally use plural nouns in their presentation, ask the follow-up question:</p> <ul style="list-style-type: none"> <li>▪ “What did you add to your poster to give more detail?”</li> </ul> <p>Encourage them to answer in a complete thought or sentence. A correct response would be:</p> <ul style="list-style-type: none"> <li>▪ <i>I use drawings.</i></li> </ul>	<p>Multilingual learners may need additional prompting to use various language features. They also may need additional models and follow-up questions to clarify the language expectations.</p>

## ADDITIONAL WRITING SCAFFOLDS

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

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 3</p> <p>Examine: Why do people write about the past?</p>	<p>Provide additional time to examine a model. For example, reread pages 11–12 in <i>When I Was Young in the Mountains</i>. Ask students what the text and illustration teach us about the past.</p> <p>Invite pairs of students to find their own example in <i>When I Was Young in the Mountains</i>. If students need additional guidance, direct them to pages 13–16.</p>
<p>Lesson 9</p> <p>Experiment: How do I create a piece of informative writing?</p>	<p>Invite a small group to collaboratively experiment with writing an informative paragraph by calling on students to select new details from the Home Details Chart. Echo Read the completed paragraph.</p>
<p>Lesson 15</p> <p>Experiment: How do I support a topic statement?</p>	<p>Practice creating detail sentences to support a topic sentence. Call on a student to select a new detail from the Changes Chart. Collaboratively write a new detail sentence.</p>
<p>Lesson 19</p> <p>Examine: Why is it important to write a conclusion sentence?</p>	<p>Provide an additional opportunity to examine a conclusion sentence. Write a new sample paragraph about <i>Home Then and Now</i> on sentence strips. Invite students to sequence the sentence strips to create an informational paragraph. Emphasize the qualities of the conclusion sentence.</p>
<p>Lesson 25</p> <p>Execute: How do I use drawings to add details to my Focusing Question Task?</p>	<p>Invite a small group of students to orally rehearse their Focusing Question Task sentences. Students take turns showing their drawings and explaining the details they used to respond to the question, “How do people use Benjamin Franklin’s inventions now?”</p> <p>Encourage students to use a sentence frame as needed,</p> <p><b>“Ben Franklin invented _____. Now we can _____.”</b></p>
<p>Lesson 27</p> <p>Execute: How do I explain my evidence with drawings in my End-of-Module Task?</p>	<p>Provide a short list of vocabulary words taught in this module (with images, as needed) that would support students in explaining the evidence in their drawings. Invite students to orally rehearse before executing the writing 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 6 Vocabulary Deep Dive: Part 2: Finding Meaning with the -ed Ending	This Deep Dive builds understanding of word parts and origins. Building knowledge of morphology increases students' awareness of the structure and meaning of English words.
Lesson 12 Vocabulary Deep Dive: Exploring Verbs with Opposites: <i>Built, rise, grow, cover</i>	This Deep Dive builds understanding of verbs with opposite meanings. To determine meanings and opposites, students use illustrations, context, and background knowledge. Multilingual learners benefit from this abundant exposure to academic vocabulary and from repeated oral practice in pairs and groups.
Lesson 14 Vocabulary Deep Dive: Shades of Meaning: <i>Grow, swell, burst</i>	This Deep Dive explains some words that have nuanced meanings. This is a challenging aspect of the English language, and the explicit instruction will benefit multilingual learners, especially those with beginning proficiency levels.
Lesson 19 Vocabulary Deep Dive: Concept Sort: Transportation and communication	This Deep Dive builds understanding of content-specific and academic vocabulary. Students sort words to demonstrate understanding of transportation and communication. Multilingual learners benefit from this abundant exposure to content and from repeated practice in pairs and groups.
Lesson 25 Style and Conventions Deep Dive: Experiment with Using Plural Nouns	In this Deep Dive students experiment with adding /s/ and /es/ to form plural nouns. Multilingual learners benefit from understanding how a specific language feature connects ideas in a sentence.

SENTENCE CONSTRUCTION

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

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

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

Optional Variations:

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

Suggested Noun and Verb	Possible Expanded Sentences
Focusing Task 1	Cynthia swam.
Cynthia	Young Cynthia swam.
swam	Young Cynthia swam in the swimming hole.

Suggested Noun and Verb	Possible Expanded Sentences
Focusing Task 2 Children wrote	Children wrote. Children wrote with chalk. Children wrote with white chalk. Long ago, children wrote with white chalk.
Focusing Task 3 The neighborhood changed	The neighborhood changed. The quiet neighborhood changed. The quiet neighborhood changed over time.
Focusing Task 4 Families watched	Families watched. Families watched TV. Families watched TV in the living room.
Focusing Task 5 Ben invented	Ben invented. Ben invented bifocals. Ben invented bifocals in the past.

## VOCABULARY VIDEOS

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

Video	Terms
Focusing Question 1: <a href="http://witeng.link/GKM3.VV1">http://witeng.link/GKM3.VV1</a>	young, main topic, key details
Focusing Question 2: <a href="http://witeng.link/GKM3.VV2">http://witeng.link/GKM3.VV2</a>	changed, home, shelter
Focusing Question 3: <a href="http://witeng.link/GKM3.VV3">http://witeng.link/GKM3.VV3</a>	city, grow, country
Focusing Question 4: <a href="http://witeng.link/GKM3.VV4">http://witeng.link/GKM3.VV4</a>	transportation, communication, subway
Focusing Question 5: <a href="http://witeng.link/GKM3.VV5">http://witeng.link/GKM3.VV5</a>	invention, modern, create

# 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 17  What changes does the Little House see in her neighborhood?	Where does the Little House live at the beginning of the book?  How does the Little House change throughout the story?  How does the Little House feel about the changes in her neighborhood?
Lesson 27  How did _____ in America change over time?	What was _____ like long ago? (e.g., transportation, communication, school)  What is _____ like now? (e.g., transportation, communication, school)  How did the inventions make life easier?



## DISCUSSION SUPPORT

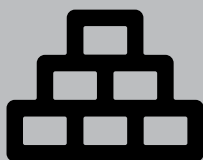
Students need strong oral language skills to develop strong reading comprehension skills. Multilingual learners need additional practice to develop oral language skills, and teachers should prioritize time for students to engage in purposeful speaking and listening interactions with peers.

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

Name \_\_\_\_\_

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

# Talking Tool

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



# Multilingual Learner Resource:

## Grade K Module 4:

### *The Continents*





# Grade K Module 4

## Multilingual Learner Resource

### Module Map

Lesson	Support
<b>Focusing Question 1: What interesting things can people do in Europe and Asia?</b>	
1	Fluency Practice Reading Support: <i>Africa, Antarctica, Asia, Australia, Europe, South America</i>
2	Recommended Deep Dive
3	Reading Support: <i>The Story of Ferdinand</i>
4	Reading Support: <i>Africa, Antarctica, Asia, Australia, Europe, South America</i> Additional Writing Scaffold
5	Reading Support: <i>The Story of Ferdinand</i>
7	Sentence Construction
8	Reading Support: <i>Africa, Antarctica, Asia, Australia, Europe, South America</i> Reading Support: <i>World Atlas</i>
<b>Focusing Question 2: What interesting natural features can people see in Africa and Antarctica?</b>	
9	Fluency Practice
11	Existing Writing Scaffold
12	Additional Writing Scaffold
13	Recommended Deep Dive Sentence Construction
14	Reading Support: <i>World Atlas</i> Recommended Deep Dive
15	Socratic Seminar Support

**Focusing Question 3: How can a story transport you to a different place?**

- |    |   |
|----|---|
| 16 | Reading Support: <i>Why Mosquitos Buzz in People's Ears</i>   |
| 17 | Fluency Practice<br>Reading Support: <i>Why Mosquitos Buzz in People's Ears</i><br>Existing Writing Scaffold  |
| 19 | Reading Support: <i>Why Mosquitos Buzz in People's Ears</i><br>Recommended Deep Dive<br>Sentence Construction |
| 21 | Additional Writing Scaffold   |

**Focusing Question 4: What amazing animals can people see in South America and Australia?**

- |    |   |
|----|---|
| 22 | Fluency Practice<br>Additional Writing Scaffold |
| 23 | Reading Support: <i>Moon Rope</i>               |
| 25 | Reading Support: <i>Moon Rope</i>               |
| 26 | Sentence Construction                           |

**Focusing Question 5: Why might people want to visit North America?**

- |    |  |
|----|--|
| 28 | Reading Support: <i>Introducing North America</i><br>Existing Writing Scaffold   |
| 29 | Reading Support: <i>Introducing North America</i><br>Additional Writing Scaffold |
| 30 | Reading Support: <i>Introducing North America</i><br>Sentence Construction       |

**Essential Question: What makes the world fascinating?**

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

# Module 4 English Language Development (ELD) Standards

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

Module 4 Learning	WIDA Standards	ELP Standards
<p><b>Reading supports</b> help students build knowledge about the continents, sequence events in literary texts, use text features to identify main ideas and details in informational texts, and explore the academic and figurative language used in the texts.</p>	<p>ELD-LA.K.Narrate.Interpretive</p> <p>Multilingual learners will interpret language arts narratives (with prompting and support) by</p> <ul style="list-style-type: none"><li>▪ Identifying key details</li><li>▪ Identifying characters, settings, and major events</li><li>▪ Asking and answering questions about unknown words in a text</li></ul> <p>ELD-LA.K.Inform.Interpretive</p> <p>Multilingual learners will interpret informational texts in language arts (with prompting and support) by</p> <ul style="list-style-type: none"><li>▪ Identifying main topic and key details</li><li>▪ Asking and answering questions about descriptions of familiar attributes and characteristics</li><li>▪ Identifying word choices in relation to topic or content area</li></ul>	<p>Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p> <p>Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</p>



Module 4 Learning	WIDA Standards	ELP Standards
<p><b>Writing supports</b> help students write opinion paragraphs with an opinion statement, text-based reasons, and a conclusion sentence.</p>	<p>ELD-LA.K.Inform.Expressive</p> <p>Multilingual learners will construct informational texts in language arts (with prompting and support) that</p> <ul style="list-style-type: none"> <li>▪ Introduce topic for audience</li> <li>▪ Describe details and facts</li> </ul> <p>ELD-SI.K-3.Argue</p> <p>Multilingual learners will</p> <ul style="list-style-type: none"> <li>▪ Support own opinions with reasons</li> </ul>	<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><b>Language supports</b> help students build and expand content-rich sentences.</p>	<p>ELD-SI.K-3.Inform</p> <p>Multilingual learners will</p> <ul style="list-style-type: none"> <li>▪ Describe characteristics, patterns, or behavior</li> <li>▪ Summarize information from interaction with others and from learning experiences</li> </ul> <p>ELD-LA.K.Inform.Expressive</p> <p>Multilingual learners will construct informational texts in language arts (with prompting and support) that</p> <ul style="list-style-type: none"> <li>▪ Introduce topic for audience</li> </ul>	<p>Standard 10: An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>

Module 4 Learning	WIDA Standards	ELP Standards
<p><b>Speaking and Listening supports</b> help students use academic language in discussions and provide opportunities for students to rehearse their ideas before Socratic Seminars.</p>	<p>ELD-SI.K-3.Narrate</p> <p>Multilingual learners will</p> <ul style="list-style-type: none"><li>▪ Share ideas about one’s own and others’ lived experiences and previous learning</li><li>▪ Ask questions about what others have shared</li><li>▪ Recount and restate ideas</li></ul> <p>ELD-SI.K-3.Inform</p> <p>Multilingual learners will</p> <ul style="list-style-type: none"><li>▪ Summarize information from interaction with others and from learning experiences</li></ul> <p>ELD-SI.K-3.Argue</p> <p>Multilingual learners will</p> <ul style="list-style-type: none"><li>▪ Ask questions about others’ opinions</li><li>▪ Support own opinions with reasons</li><li>▪ Clarify and elaborate ideas based on feedback</li></ul>	<p>Standard 2: An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p> <p>Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.</p>

# Reading Support

## FLUENCY PRACTICE

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

Use this fluency protocol for additional practice.

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

Fluency Passage	Recommended Words and Phrases to Preview
Lessons 1–8 “The Seven Continents Song”	North America, South America, Africa, Europe, Asia, Australia, Antarctica
Lessons 9–15 “Penguin Song”	penguin, sea, swim, catch, proud
Lessons 17–21 “Lions Roar”	growl, prowl, heap, cheep, stalk
Lessons 22–27 <i>Moon Rope</i>	mole, anything, world, worms, moon

## AFRICA, ANTARCTICA, ASIA, AUSTRALIA, EUROPE, SOUTH AMERICA, REBECCA HIRSCH

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: Simple, engaging text and colorful, mesmerizing pictures teach about land features, populations, native animals, technological advances, and more—including how to find each continent on a map.	The purpose of the text is concrete but not directly stated. Readers may need additional support seeing the connection between each part of the text to determine an essential meaning.	<p>Lesson 8</p> <p>Reinforce that each text was written to introduce one of the seven continents of the world.</p> <p>Provide frequent opportunities for students to share their ideas from their Passport Journals in small groups. Then ask: “What more do you want to learn about this continent?”</p> <p>Consider using this strategy in Lesson 14 with <i>Africa</i> and Lesson 27 with <i>Australia</i>.</p>
Structure: The books employ a predictable structure with photographs on the left and text on the right, making these texts very accessible. Each photo has a caption under it to explain what is happening in the photo. Headings are in blue font.	Important information is provided in headings and captions. Students may need support using the text features to enhance their reading of the text.	<p>Lesson 1</p> <p>After reading <i>Europe</i> once through, display a photograph and ask: “What do we learn about the continent from this photograph?”</p> <p>Read the captions to confirm knowledge and provide additional information. Repeat with <i>Asia</i>.</p> <p>Consider using this strategy in Lesson 9 with <i>Antarctica</i> and <i>Africa</i> and Lesson 22 with <i>South America</i> and <i>Australia</i>.</p>
Language: Simple sentence structure with two or three sentences on a page allows students to process the information presented to them.	Students will be introduced to an abundance of new vocabulary words, some of which are not supported in photographs but are essential to processing the information presented on each page.	<p>Lesson 4</p> <p>Co-create a Words You Know chart to hang in your classroom. Consider creating one for each continent students visit. Provide frequent opportunities for students to reference charts and use the words in sentences. Students can also use the chart as a writing resource.</p> <p>Consider repeating this strategy with <i>Antarctica</i> and <i>Africa</i> in Lesson 9 and <i>South America</i> and <i>Australia</i> in Lesson 22.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: As students learn the definition of a continent and where it is in relationship to the others, they may require support to help compare and categorize new information.	Students may need additional support with understanding key geographical concepts.	<p>Before Lesson 1</p> <p>Introduce the concept of a map by cocreating a classroom map. Start with Europe and Asia in Arc 1 and add in other continents in Arcs 2 and 4.</p> <p>Show students other maps to reinforce their purpose. Make connections to the maps that are introduced in the texts.</p>

## THE STORY OF FERDINAND, MUNRO LEAF

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: This story is not only enchanting and entertaining but conveys the message that it is acceptable, and perhaps even desirable, to be different. Along with a few other fictional tales from around the world, this storybook adds some cultural enhancement to the informational texts, which form the structure of the module.</p>	<p>Understanding the essential meaning of the text is dependent on understanding traditional bullfighting.</p>	<p>Lesson 5</p> <p>Reread the text. Co-generate a list of evidence that relates to the key idea of accepting differences. Use the key details in the words and illustrations to distill an essential meaning. To build on students' understanding of bullfighting rituals, consider the following pages:</p> <ul style="list-style-type: none"> <li>▪ 10-13</li> <li>▪ 14-15</li> <li>▪ 20-30</li> </ul>
<p>Structure: The text has a simple chronological structure and is well-supported by detailed black and white illustrations that help to tell the story in greater detail.</p>	<p>The illustrations and words work together to support learners in understanding the essential meaning. Students may need support with noticing and interpreting the detail in the illustrations.</p>	<p>After Lesson 3</p> <p>After reading the text once, ask students what they notice and wonder about the illustrations on these pages:</p> <ul style="list-style-type: none"> <li>▪ 8-9</li> <li>▪ 10-11</li> <li>▪ 19-20</li> <li>▪ 21-22</li> </ul> <p>Invite students to use sticky notes to annotate the details in the illustrations. Discuss how the details share more about Ferdinand and the characters in the book.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Language: Conversational language engages the reader, though some vocabulary is specific to Spanish culture: <i>cork tree, bullfight, Madrid, Banderilleros, Matadors, and Picadores.</i>	There is an abundance of vocabulary that may be unfamiliar to students.	<p>Lesson 3</p> <p>Select words to teach explicitly that are critical to understanding the text. Provide opportunities for students to act out the words to reinforce meaning.</p> <p>For example, provide student-friendly definitions and examples for the verbs <i>snorting, butting, leaping, and jumping</i> (14). Invite students to safely act out the verbs. To reinforce meaning, contrast the other bulls' actions with Ferdinand's.</p> <p>Repeat the process for other related words, such as the superlatives <i>biggest, fastest, and roughest</i> (13).</p>
Knowledge Demands: Students likely will not have background knowledge about the tradition and violence of bullfighting. Without teacher support, they may not understand why all the other bulls would want to go to a bullfight or be able to understand why Ferdinand is not interested.	Knowledge of traditional bullfighting is essential to comprehension of this text and may be unfamiliar to students.	<p>After Lesson 3</p> <p>Share background information about traditional bullfighting in Spain. Use an encyclopedia entry and related images. To make concrete connections to <i>The Story of Ferdinand</i>, consider collecting photographs that reinforce these actions on pages 22–26:</p> <ul style="list-style-type: none"> <li>▪ “They had a parade.”</li> <li>▪ “First came the Banderilleros.”</li> <li>▪ “Next came the Picadores.”</li> <li>▪ “Then came the Matador.”</li> <li>▪ “Then came the bull.”</li> </ul>

## WORLD ATLAS, NICK CRANE

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: The text provides a counterpoint to the smaller individual continent books used in the module, reinforcing some information, providing new information in some instances, and giving a different visual perspective through drawn maps.</p>	<p>Multilingual learners may feel overwhelmed with the abundance of new information provided on the maps.</p>	<p>Lesson 8</p> <p>Focus your instruction on the features that students learned about in the informational books <i>Asia</i> and <i>Europe</i>. If possible, show one part of the map at a time.</p> <p>Point out three or four things students have already learned about, referencing the Evidence Organizers and the books as needed. Then share one or two new features or places not mentioned in the book.</p> <p>Note: Consider repeating this instruction in Lesson 14 with <i>Africa</i> and <i>Antarctica</i> and Lesson 27 with <i>South America</i> and <i>Australia</i>.</p>
<p>Structure: The text contains complex sentences and punctuation. Labels and map features make the information more accessible to students.</p>	<p>The written text includes an abundance of information and may be challenging for students.</p>	<p>Lesson 8</p> <p>Instruction with <i>World Atlas</i> is focused on the maps and illustrations. Use bold headings, such as physical features and climate and weather, to guide your discussion about the maps.</p> <p>Consider using the bold headings as students engage with this text throughout the module.</p>
<p>Language: Complex language (such as with the suffixes <i>-est</i>: <i>largest</i>, <i>remotest</i>) as well as directional words such as <i>southeast</i> and <i>north</i> may challenge students.</p>	<p>The written text includes directional words that may be unfamiliar to students.</p>	<p>Lesson 14</p> <p>Teach students directional words (<i>north</i>, <i>south</i>, <i>east</i>, and <i>west</i>). Provide frequent practice with using the words to describe where things are on the map.</p> <p>For example, ask:</p> <p>“Which animals or places can be found in North Africa?”</p> <p>Use a sentence frame to support students’ language needs: <b>In North Africa, there are _____.</b></p> <p>Display directional words on the walls of your classroom for reference.</p>



Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: The text references some concepts that may require teacher support, such as continents, population, and landforms such as plateau, fertile belt, plain, desert, and peaks. The scale of maps and landforms might also need to be addressed.	Students may need additional support with understanding key geographical concepts.	<p>Lesson 8</p> <p>Use <i>World Atlas</i> to define and provide examples of important geographical concepts.</p> <p>For example, introduce the concept of scale. Tell students that artists use scale to help us see the size of an object compared to another object. As an example, reference and show past module art that illustrates this concept, such as <i>Cornell Farm</i> (Module 2).</p> <p>For practice, instruct students to compare the scale of two or more objects.</p> <p>Throughout the module, consider focusing on the following concepts:</p> <ul style="list-style-type: none"><li>▪ cardinal directions</li><li>▪ countries</li><li>▪ map symbols and illustrations</li><li>▪ physical features</li></ul>

## WHY MOSQUITOES BUZZ IN PEOPLE'S EARS, VERNA AARDEMA

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p><b>Meaning/Purpose:</b> This origin story told through an unbelievable chain of events attempts to explain why mosquitoes buzz in people's ears and sheds light on the amazing animals and landscape of Africa.</p>	<p>Students may need support sequencing the chain of events.</p>	<p><b>Lesson 16</b></p> <p>After reading the text once through, write out the events of the story on sentence strips. King Lion recounts all of the events on page 21.</p> <p>Reread the text. As you read each event in the sequence, add the appropriate sentence strip to the board. Invite students to Echo Read.</p>
<p><b>Structure:</b> This text presents a common narrative situation where one misunderstanding leads to a series of events. The solution comes about when the problem is better understood. The illustrations add detail to the text and provide readers with an exaggerated perspective of each animal. Brilliant colors with arresting patterns reflect the richness of African animal diversity as well as storytelling.</p>	<p>Students may need additional support with identifying the narrative structure.</p>	<p><b>Before Lesson 17</b></p> <p>Reinforce previous learning about story structure and the key events in the text. Cocrete a story map by rereading key passages or referring to key illustrations, as needed.</p>
<p><b>Language:</b> This narrative text includes dialogue between the iguana and the other animals in the story. The author also uses unfamiliar words to describe the way that each animal moves: <i>mek, mek, mek; wasawusu, wasawusu, wasawusu</i>. Vivid vocabulary adds urgency to the story.</p>	<p>The onomatopoeia creates a fun, lyrical effect, but this language may be challenging to interpret.</p>	<p><b>Lesson 16</b></p> <p>Invite the class to use intonation, pitch, and agreed-upon movement to show the meaning of new onomatopoeic words, such as <i>mek, mek, mek</i>. Encourage students to use the sound of the word to help them remember what it means.</p>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Knowledge Demands: Students may need support reversing the sequence of events to understand the underlying cause of all the turmoil in the jungle—and also perceiving that this is a fiction text. Students use the illustrations to make sense of the events, but also learn how illustrations can represent a character’s perspective and exaggerate the story.	The illustrations do not match the words but are pieces of artwork that are interpretations of the characters and events.	<p>Lesson 19</p> <p>Use the information behind the title page and knowledge of the illustrators, Leo and Diane Dillon, to share information about the artwork in <i>Why Mosquitoes Buzz in People’s Ears</i>.</p> <p>“The art for this book was prepared in full color using watercolor applied with an airbrush.”</p> <p>“The cutout effect was achieved by actually cutting the shapes out of vellum and frisket masks at several different stages.”</p> <p>Invite pairs of students to examine one or two illustrations closely.</p> <p>Ask: “What do you notice about the illustrations? How do they tell us more about how the animals feel?”</p>

## MOON ROPE, LOIS EHLERT

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
Meaning/Purpose: This folktale addresses the theme of achieving a goal; it also explains why moles stay underground. Students add this tale to their banks of origin stories and analyze the Peruvian art in the illustrations.	The meaning of the folktale is implicit and is revealed after reading the entire text.	Before Lesson 25  Invite students to work in pairs to annotate evidence related to the theme of achieving a goal. Ask: “What is Fox’s goal? How does Fox try to achieve his goal?”  Students may consider pages 7–8, 9–10, and 15–16.
Structure: This follows a conventional story structure with characters that want something and must solve problems to achieve a goal.	Illustrations are abstract interpretations of the characters and events.	Lesson 23  Show the illustrations first, and then read the text. Invite students to say what they notice and wonder about the details in the illustrations.
Language: This is a bilingual English/Spanish book. The English throughout is straightforward and age appropriate.	Multilingual learners that speak Spanish could benefit from hearing the text read in both languages.	Lesson 23  If you are able, read both the English and Spanish texts or find a read-aloud online.  Draw attention to the following key words: <ul style="list-style-type: none"> <li>▪ <i>el Topo</i> (mole)</li> <li>▪ <i>el Zorro</i> (fox)</li> <li>▪ <i>el lazo</i> (rope)</li> <li>▪ <i>la luna</i> (moon)</li> <li>▪ <i>los animales</i> (animals)</li> </ul>
Knowledge Demands: The unusual illustrations are inspired by Peruvian textiles, jewelry, ceramics, sculpture, and architecture. Students will use their exposure to South America and Peruvian textiles to better understand the story.	Understanding the illustrations will enhance multilingual learners’ understanding of the text.	After Lesson 23  Support students by providing opportunities to engage in hands-on, interactive activities designed to build background knowledge.  For example, invite students to create and label their own art by using a variety of textiles, if available. Students may refer to pages 9–10 and decide to create a grass rope and crescent moon.

## INTRODUCING NORTH AMERICA, CHRIS OXLADE

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Meaning/Purpose: This nonfiction text, through its differing structure, gives another angle on learning about what is likely to be the most familiar continent of all for young students.</p>	<p>Students may need support with seeing how the different sections of the book work together to describe a diverse continent.</p>	<p>Lesson 30</p> <p>Show the relationship between the sections of the book and related evidence from the Evidence Organizer. Together, sort the sections under the three columns in the Evidence Organizer.</p> <p><u>Animals</u></p> <ul style="list-style-type: none"> <li>Animals</li> </ul> <p><u>Natural Features</u></p> <ul style="list-style-type: none"> <li>Geography</li> <li>Plants</li> <li>Natural Resources and Products</li> <li>Weather</li> </ul> <p><u>Things to Do</u></p> <ul style="list-style-type: none"> <li>Famous Places</li> <li>Sports and Culture</li> <li>Cities and Countryside</li> <li>Countries</li> </ul>
<p>Structure: Text features such as bolded words, headings, map inserts, and captions are set apart from the text itself. Photographs offer concrete examples of information discussed in the text.</p>	<p>Text features are essential to students' understanding of the content, but the abundance of features and concepts may overwhelm learners.</p>	<p>After Lesson 28</p> <p>Reread key sections to provide an opportunity for students to process new information and use text features (bold words, headings, map inserts, and captions). In between each section, invite students to share or illustrate key ideas they learned. Instruct students to consider how text features supported their learning.</p> <p>Consider the following sections:</p> <ul style="list-style-type: none"> <li>Geography</li> <li>Animals</li> <li>Plants</li> <li>Countries</li> </ul>

Qualitative Analysis	Potential Challenges for Multilingual Learners	Recommended Support for Multilingual Learners
<p>Language: The text uses many possibly unfamiliar words in context, including <i>plains</i>, <i>swamps</i>, <i>prairie</i>, and <i>mountain range</i>. Proper nouns and descriptive words such as <i>variety</i>, <i>tropical</i>, <i>vast</i>, and <i>famous</i> may prove difficult.</p>	<p>Students may need additional support with content vocabulary.</p>	<p>Before Lesson 29</p> <p>Before reading a section, preview two or three unfamiliar words or concepts that are essential to comprehension. Use the glossary and provide photos as needed.</p> <p><u>Famous Places</u></p> <ul style="list-style-type: none"> <li>▪ landmark</li> <li>▪ famous</li> <li>▪ modern</li> </ul> <p><u>Geography</u></p> <ul style="list-style-type: none"> <li>▪ lake</li> <li>▪ river</li> <li>▪ ocean</li> </ul> <p><u>Animals</u></p> <ul style="list-style-type: none"> <li>▪ plains</li> <li>▪ swamps</li> </ul>
<p>Knowledge Demands: Some places are mentioned but not pictured. It will be difficult for students to picture unfamiliar places without an illustration or photo. Students may require support understanding how the text's many sections work together to describe a diverse continent.</p>	<p>The text assumes some knowledge of North American features and culture that may be unfamiliar to students.</p>	<p>Lesson 28</p> <p>One of the key ideas of the text is that North America is diverse in many ways—its climate, natural features, people, and languages.</p> <p>Invite students to share what is familiar to them and what is new. Use your knowledge of students and their backgrounds to converse about similarities. Use photographs to add to students' knowledge.</p>

# Writing Support

## EXISTING WRITING SCAFFOLDS

In this module, students learn to gather evidence from texts to form opinions. They use the Opinion Sandwich writing model to structure their paragraphs with an opinion statement and information from texts. Students continue their practice of expanding sentences by using details from the text. There are many opportunities for students to write, draw, and dictate.

In this module, students learn to share their writing and provide feedback to their peers. Some multilingual learners may benefit from routine oral rehearsals and a framework to aid in clearly expressing feedback.

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 11</p> <p>Learn–Experiment with Supporting an Opinion</p> <p>Display the Opinion Sandwich Anchor Chart and reinforce the “opinion statement, reasons, opinion conclusion” sequence of writing an opinion paragraph. Point to the matching cookies at the top and bottom confirming that these are the opinion sentences that tell readers what you think. Point to the cream filling in the middle of the cookie sandwich and confirm this represents the reason sentences. The reason sentences support the opinion by answering the question: “Why do you think that?”</p>	<p>Experimenting with writing models helps students understand the structure of an opinion paragraph, the purpose of each part, and the relationship between parts.</p>
<p>Lesson 17</p> <p>Learn–Experiment with Sharing a Piece of Writing (Teacher Note)</p> <p>Encourage students to share something they notice about their partner’s writing by using the <b>I notice</b> sentence frame. The goal in this lesson is for students to be attentive to one another’s writing and to practice responding to a specific aspect of someone’s writing. Instruction on how to give compliments and suggestions about a peer’s writing will appear in subsequent lessons.</p>	<p>Working with a partner provides students with opportunities for task-based, interactional use of language, as well as peer-to-peer learning.</p>

Scaffold	Support for Multilingual Learners
<p>Lesson 28</p> <p>Learn–Examine the Importance of Restating an Opinion (Teacher Note)</p> <p>Prior to the lesson, prepare an example opinion paragraph with the conclusion sentence missing, similar to example below.</p> <ul style="list-style-type: none"><li>▪ Alligators are the most amazing animals in North America.</li><li>▪ They live in the swamp.</li><li>▪ They have big, sharp teeth.</li></ul>	<p>Examining writing examples helps students understand the structure of a paragraph, the purpose of each sentence, and the relationship between sentences.</p>
<p>Lesson 33</p> <p>Analyze: Next Steps</p> <p>If students have difficulty writing an opinion statement for their brochure, engage in a role-playing activity with small groups to provide additional opportunities for verbal rehearsal. For example, use puppets to role-play a conversation between two friends, trying to decide which continent to visit:</p> <ul style="list-style-type: none"><li>▪ Puppet 1: “I can’t decide which continent to visit, they are all so interesting! Which continent should I visit?”</li><li>▪ Puppet 2: “You should visit Australia. Then you could see beautiful coral reefs!”</li></ul> <p>After watching the puppets, have students take turns role-playing the conversation themselves.</p>	<p>Multilingual learners benefit from working in small, intentional groups and orally processing and rehearsing content with guidance as needed.</p>



## ADDITIONAL WRITING SCAFFOLDS

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

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 4</p> <p>Experiment: How do I write an opinion statement?</p>	<p>Provide additional practice experimenting with opinion statements.</p> <p>For example, before moving on to crafting opinion statements about Asia, offer an additional opportunity for partners to practice creating opinion statements by answering each other's questions. Invite a few students to share their answers.</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> <li>▪ What is your favorite animal?</li> <li>▪ What is your favorite place to visit?</li> </ul>
<p>Lesson 12</p> <p>Experiment: How do I support an opinion with reasons from the text?</p>	<p>Collaboratively write an opinion statement and reasons.</p> <p>Encourage students to find at least one reason why they would want to visit and one reason they would not want to visit Antarctica. Invite students to share their reasons before recording their ideas in their Response Journals.</p> <p>Alternatively, pair up students who have different opinions so that students can hear different perspectives and possible evidence.</p>
<p>Lesson 21</p> <p>Execute: How do I respond to my peer's Focusing Question Task?</p>	<p>Provide clarification and support to guide revisions.</p> <p>Students share one reason sentence and a supporting drawing with a partner from Focusing Question Task 3. Partners offer one compliment and one suggestion about something that could be added to the drawing. Use sentence frames and a short checklist, generated from the one introduced for the End-of-Module Task, to help students share a compliment and a suggestion.</p> <p>For example,</p> <p><b>I notice that you _____.</b></p> <ul style="list-style-type: none"> <li>▪ wrote a reason sentence</li> <li>▪ drew a picture</li> </ul> <p><b>One suggestion would be _____.</b></p> <ul style="list-style-type: none"> <li>▪ add a reason to explain your opinion</li> <li>▪ add details to your picture</li> </ul>
<p>Lesson 22</p> <p>Examine: Why do writers add to their writing?</p>	<p>Model the process of adding details to a new piece of writing by engaging in a Think-Aloud about a prewritten Response Journal entry.</p>

Craft Instruction	Recommended Support for Multilingual Learners
<p>Lesson 29</p> <p>Experiment: How can I restate my opinion?</p>	<p>Collaboratively experiment with restating an opinion.</p> <p>Before students write, ask them to review their Response Journal and underline one word to change to restate their opinion. Then provide a word bank of vocabulary to support their writing. Consider the following vocabulary words or variations, from current and past modules, to build a resource:</p> <ul style="list-style-type: none"><li>▪ amazing</li><li>▪ enjoyable</li><li>▪ fascinating</li><li>▪ fun</li><li>▪ joyful</li><li>▪ unique</li></ul>

# Language Support

## RECOMMENDED DEEP DIVES

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

The Deep Dives below should be prioritized for multilingual learners.

Deep Dive	Support for Multilingual Learners
Lesson 2 Vocabulary Deep Dive: Demonstrating Meaning of Adjectives with Opposites	In this Deep Dive, students work in groups to build an understanding of opposites. Multilingual learners benefit from this abundant exposure to content and from repeated oral practice in pairs and groups.
Lesson 13 Style and Conventions Deep Dive: Experiment with Expanding a Sentence	This Deep Dive builds the skill of using adjectives to expand complete sentences. Multilingual learners benefit from frequent opportunities to practice crafting clear, meaningful sentences and from exposure to the writing process.
Lesson 14 Vocabulary Deep Dive: Describing Africa with <i>-ful</i>	This Deep Dive builds understanding of word parts and origins. Multilingual learners benefit from a study of word parts to build language knowledge and increase ability to determine the meaning of unknown words in context.
Lesson 19 Vocabulary Deep Dive: Finding Meaning with the Prefix <i>un-</i>	This Deep Dive builds understanding of word parts and origins. The frequent study of word parts supports multilingual learners in solving unknown words and in the comprehension of texts.

SENTENCE CONSTRUCTION

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

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

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

Optional Variations:

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

Suggested Noun and Verb	Possible Expanded Sentences
Focusing Question Task 1	People walk.
People	Big crowds of people walk.
walk	Big crowds of people walk across the Great Wall of China.

Suggested Noun and Verb	Possible Expanded Sentences
Focusing Question Task 2 Antarctica has mountains	Antarctica has mountains. Antarctica has tall mountains. Antarctica has tall snowy mountains on the Antarctic Peninsula.
Focusing Question Task 3 The python slithered	The python slithered. The purple python slithered. The purple python slithered into the rabbit's burrow.
Focusing Question Task 4 Koalas sleep	Koalas sleep. Koalas sleep in trees. Koalas sleep in tall trees.
Focusing Question Task 5 Cactuses grow	Cactuses grow. Giant cactuses grow. Giant cactuses grow in North America.

## VOCABULARY VIDEOS

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

Video	Terms
Focusing Question 1: <a href="http://witeng.link/GKM4.VV1">http://witeng.link/GKM4.VV1</a>	continent, map, opinion
Focusing Question 2: <a href="http://witeng.link/GKM4.VV2">http://witeng.link/GKM4.VV2</a>	amazing, country, natural features
Focusing Question 3: <a href="http://witeng.link/GKM4.VV3">http://witeng.link/GKM4.VV3</a>	lumbered, transport, burrow
Focusing Question 4: <a href="http://witeng.link/GKM4.VV4">http://witeng.link/GKM4.VV4</a>	travel, island, pair
Focusing Question 5: <a href="http://witeng.link/GKM4.VV5">http://witeng.link/GKM4.VV5</a>	geography, lake, culture

# Speaking and Listening Support

## SOCRATIC SEMINAR SUPPORT

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

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

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

Socratic Seminar	Recommended Scaffolding Questions
<b>Lesson 15</b>  Imagine you are visiting Antarctica. Which natural feature would you explore? Why?	What makes Antarctica's natural feature unique and interesting?  What would you pack in your suitcase to take on your trip to Antarctica? Why?  Why might you need _____ to explore Antarctica?
<b>Lesson 35</b>  Think about your home continent, North America. How is North America similar to the continent in your brochure?	How is North America different from the continent in your brochure?  Which natural features and animals can be found in North America and in the continent in your brochure?  What interesting things can people do in North America and the continent in your brochure?

## DISCUSSION SUPPORT

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

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





Name \_\_\_\_\_

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

# Talking Tool

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



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GRADE

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MODULES

1. *The Five Senses*
2. *Once Upon a Farm*
3. *America, Then and Now*
4. *The Continents*

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### ON THE COVER

*Washington Crossing the Delaware*, 1851  
Emanuel Leutze, German-American,  
1816–1868  
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