Creating Units of Instruction for SIFE Students to Get Literacy Off the Ground and Move Literacy Skills Forward (Grades 5-12)

8:30 AM-2:30 PM
Fordham University
Lincoln Center

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Hosted by:

FORDHAM UNIVERSITY
THE JESUIT UNIVERSITY OF NEW YORK

NYS/NYC Regional Bilingual Education Resource Network
in Collaboration with the
NYS Language RBERN at New York University
The Bridges ELA and FLL Curriculum Design

**COURSE 1**
**ELA**
English Language Arts

For all LL SIFE reading at or below 3rd grade level in home language

**ELA Part 1**
Academic Concepts, Thinking & Language
Build new conceptual understanding and academic language using complex, rich text.

**ELA Part 2**
Application & Practice Centers
Learn to read and write in small groups through Guided Reading & Writing. Practice and apply ELA Part 1 skills & content at rotating literacy centers.

**COURSE 2**
**FLL**
Foundational Language & Literacy

For a subset of LL SIFE reading at or below 1st grade level in home language

**Foundational Language & Literacy**
Develop foundational oral English and foundational literacy skills.

Bridges to Academic Success

Website: [http://bridges.ws.gc.cuny.edu/](http://bridges.ws.gc.cuny.edu/)

Please see brochure for contact information
PARTNER SHARE

Agree or Disagree?

Goals for SIFE Students: Paula Markus
Toronto District School Board ESL Coordinator

http://www.colorincolorado.org/ell-basics/special-populations/students-interrupted-formal-education

Based on best practices in designing units of instruction for SIFE students, participants will:

- **Unpack units designed for SIFE students to see how effective units are created;** units that engage students and build foundational literacy skills, while respecting the age of learners. (Danielson’s Framework for Teaching, Domain 3)

- **Consider tools that are needed to guide instructional sequences** (for phonics, sight words, spelling, handwriting, and reading skills and strategies instruction).

- **Consider companies that publish appropriate materials for older learners with low level literacy skills** (Danielson’s Framework for Teaching, Domain 1; Knowledge of Resources)
Based on best practices in designing units of instruction for SIFE students, participants will.....

- **Plan a unit of instruction for SIFE ELLs**, by focusing on
  - A motivating topic
  - Foundational reading skills
  - Reading strategy practice
  - Early writing skills
  
  (Danielson’s Framework for Teaching, Domain 1: Planning Instruction)

- Using “stretch texts” with SIFE Students to practice close reading

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**Know the Learner**

The first step in planning effective instruction is knowing the learner. Gathering background information on students equips the school and teacher to better understand and meet the educational needs of their English learners. We must meet students where they are—and start with what they bring.
Kartika Ajeng A. and Rani Yusnita:
Language Two Powerpoint on Internal Processing

THE FILTER

It screens incoming language based on what psychologists call “affect”

Motivation

Emotional states

http://www.slideshare.net/kartikabee/08-internal-processing-final

Motivation and Language Acquisition
R. C. Gardner and W. Lambert, 1972

Integrative ⇔ Intrinsic

Instrumental ⇔ Extrinsic
Kartika Ajeng A. and Rani Yusnita: Language Two Powerpoint on Internal Processing

**MOTIVATION**

- **Integrative Motivation**
  - The desire to achieve proficiency in a new language in order to participate in the life of community that speaks the language

- **Instrumental Motivation**
  - The desire to achieve proficiency in a new language for utilitarian reasons, such as getting a job

- **Social Group Identification**
  - The desire to acquire proficiency in a language or language variety spoken by a social group with which the learner identifies

http://www.slideshare.net/kartikabee/08-internal-processing-final

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**Tie Your Unit to State Standards**

- **Including Foundational Literacy Skills**

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**COMMON CORE**

STATE STANDARDS INITIATIVE

PREPARING AMERICA’S STUDENTS FOR COLLEGE & CAREER
The Danielson Framework for Teaching

**Domain 1**
Planning and Preparation

1a Demonstrating Knowledge of Content & Pedagogy
1b Demonstrating Knowledge of Students
1c Setting Instructional Outcomes
1d Demonstrating Knowledge of Resources
1e Designing Coherent Instruction
1f Designing Student Assessment

**Domain 2**
Classroom Environment

2a Creating an Environment of Respect & Rapport
2b Creating a Culture of Learning
2c Managing Classroom Procedures
2d Managing Student Behavior
2e Managing Physical Space

**Domain 3**
Instruction

3a Communicating with Students
3b Using Questioning and Discussion Techniques
3c Engaging Students in Learning
3d Using Assessment in Instruction
3e Demonstrating Flexibility & Responsiveness

**Domain 4**
Professional Responsibilities

4a Reflecting on Teaching
4b Maintaining Accurate Records
4c Communicating with Families
4d Participating in a Professional Community
4e Growing and Developing Professionally
4f Showing Professionalism

A framework for influencing student achievement
Domain 1: The “Knowing” Components

1a: Demonstrating knowledge of content and pedagogy
- Strong teacher knowledge of content
- Solid understanding of Common Core Learning Standards (or NGSS)

1b: Demonstrating knowledge of students
- Learning styles, student interest, family life, proficiency and literacy levels, and cultures are considered

1d: Demonstrating knowledge of resources
- Materials align with objective and are appropriately scaffolded
- e.g., leveled library; real world artifacts

Domain 1: The “Doing” Components

1c: Setting instructional outcomes
- Teaching outcomes are aligned to the Common Core Standards (or NGSS)
- Objectives outline what students will learn, not the activities they will do

1e: Designing coherent instruction
- Teacher demonstrates knowledge of CCSS
- Curriculum maps are in place (sequenced and developmentally appropriate)
- Lessons include varying learning styles and student groupings

1f: Designing student assessments
- Assessment “for” and “of” learning
- Assessments are aligned to the objectives
- Teacher has adapted assessments for all learners
FEATURES OF COMPREHENSIVE LANGUAGE AND LITERACY INSTRUCTION FOR SIFE ELLS

PRINCIPLES OF INSTRUCTION:

1. Keep Language Whole; Work from Whole Text to Smaller Parts of Text
2. Choose Interesting and Important Topics
3. Integrate the Teaching of Skills and Strategies Into Meaning-Centered Instruction
4. Integrate All Content Areas into the Theme (connected academic instruction)
5. Connect with Standards (CCSS, ELD) & Differentiate Expectations
INTEGRATED SKILLS DEVELOPMENT

- Find Highly visual texts
- Use Thematic instruction/Text Sets for Practice
- Provide Language/Literacy Practice Opportunities
- Use a Meaning-Centered Approach with:
  - Embedded vocabulary development
  - Embedded phonics
  - Embedded sight word recognition
  - Embedded spelling
  - Connected early writing

Unpack Units Designed for SIFE Students

Units that:
- Engage students
- Build foundational literacy skills, while respecting the age of learners

(Danielson’s Framework for Teaching, Domain 3)
Let's Unpack a SIFE Unit

Take Notes

Motivation and Language Acquisition
R. C. Gardner and W. Lambert, 1972

Integrative
\[ \equiv \text{Intrinsic} \]
You will develop

Instrumental
\[ \equiv \text{Extrinsic} \]
I will model

The Bill of Rights

The US Constitution
Model Unit: The U.S. Constitution

Standard 1: History of the US and New York
Students:
• analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans
• describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents.

Standard 5: Civics, Citizenship and Government
Students:
• trace the evolution of American values, beliefs, and institutions

STEP 1: CHOOSE A THEME

Choose Valued Content

What are the graduation requirements for social studies?
According to Part 100 of the Regulations of the Commissioner of Education relating to general education and diploma requirements, students must have 4 units of credit in social studies, which includes:

- 1 unit in American history; and
- 1/2 unit of credit in Economics and 1/2 unit of credit in Participation in Government or their equivalent as approved by the local public school superintendent or his or her designee

In addition, students must pass the following Regents examinations:

- Global History and Geography or an approved alternative
- United States History and Government or approved alternative
What Was the Purpose of Writing a Constitution as the US became a new nation?

How did the Constitution ensure that no branch of government became too powerful?

Establish an Essential Question For the Theme

SELECTING READING MATERIAL
IN ADDITION TO USING A READABILITY FORMULA OR LEVELING SYSTEM, CONSIDER:

- Book length
- Book size
- Illustrations/graphics
- Type size/spacing
- Print layout

Carefully Stair Step Up the Lexile/GRL
USE TEXT SETS

- Provide students with opportunities to learn the same high-frequency vocabulary across a number of books, words that they can use in their own early writing.
- Permit students to develop schema associated with a particular theme and build networks of related concepts to talk and write about.
- Help students build confidence and fluency in reading; they have encountered these words and phrases before!
- Develop comprehension skills so they can tackle new books

WHY TEXT SETS?

- CCSS explicitly call for reading sets of related texts
- Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period (NGA + CCSSO, 2010)
- Standard 9 asks children to identify similarities in and differences between two texts on the same topic
- This includes informational text on children’s websites; recorded books and so forth

(Nell Duke, Educational Leadership November, 2013)
“STAIR-STEP” US CONSTITUTION TEXTS

STEP 2: FORM A TEXT SET

Early Text
- 1st/2nd by GRL
- Benchmark Lexile 150; GRL = F
- Capstone Lexile 250; GRL = I

3rd/4th by GRL
- Capstone Lexile 630; GRL = Q
- Heinemann/Raintree Grade Level (4.9) 5.2; GRL N

NEAR GRADE LEVEL TEXTS

4th/5th by GRL
- Power Kids Press Lexile 940; GRL = O
- Lexile; maybe 5th/6th
- Heinemann/Raintree Grade Level 7.4; GRL = S; Lexile 890
Building Language and Literacy Skills While Teaching Content: A Sample Sequence

Start with an Entry Text and Move Upward Carefully Scaffolding till you reach “Near Grade Level” texts
Introduction

The United States has a government. The United States has a government. The United States has a Constitution.

English Explorers
Benchmark Education
Patricia Brinkman
2006
Lexile 150

Words to Know

Constitution
document
environment
like
power
right

What Is the Constitution?
The Constitution is a document. The Constitution is a plan.

Lexile 150

Simple declarative sentences; high redundancy of language

Patterned text; Predictable text
USE GRAPHIC ORGANIZERS THAT MIRROR THE TEXT STRUCTURE AS A MEDIATOR TO HELP WITH READING COMPREHENSION AND WRITING

Concept Map

Plan/Document Government

Constitution Rights Separation of Powers

Focus on Skills and Strategies

STEP 3: PLAN THE BACKGROUND KNOWLEDGE; SKILLS AND STRATEGIES TO TEACH; INCLUDING ACADEMIC VOCABULARY

Identify Learning Targets:

- Background Knowledge
- Phonics
- Sight Words
- Reading Writing Strategies/Skills

Start with Initial Literacy Books: English Explorers (Benchmark Education)
BACKGROUND KNOWLEDGE/FRONTLOADING

Content-specific terms
- Government
- United States
- Constitution
- Plan
- Law(s)
- Leaders
- Rights
- Power (Separation of Powers)

Academic Word List Words
- Document
- Enforce

Teach Vocabulary While Teaching Concepts

DO LANGUAGE ANALYSIS: SEE WHAT OTHER LANGUAGE YOU COULD TEACH

NOUNS
- People
- Constitution
- Power
- Government
- Rights
- Document
- Plan
- Law(s)
- Meeting
- Parts
- Leaders
- Money
- President
- Property
- Outline

VERBS
- Freedom
- Ideas
- Strength
- Have/has
- Is/are/be/was
- Can
- Enforce
- Make
- Meet(s)
- Decide(s)
- Do/Does
- Spend
- Vote
- Choose
- Own

ARTICLES/PREPOSITIONS
- a/an
- The
- About
- With

ADJ/ADVERBS
- Three
- Important
- Not
- first
SELECT DECODING/ENCODING SKILLS

- Schwa /a/
- Short a

- an

-an as in can, plan

Other –an words
Can, fan, man, pan, ran, tan, van, bran, plan, than

WHERE CAN I GET HELPFUL LISTS OF SKILLS AND STRATEGIES?

The Reading Teacher’s BOOK OF LISTS
Jacqueline E. Kress, EdD
Edward B. Fry, PhD

WHERE CAN I GET HELPFUL LISTS OF SKILLS AND STRATEGIES?

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WHERE CAN I GET HELPFUL LISTS OF SKILLS AND STRATEGIES?

WHERE CAN I GET HELPFUL LISTS OF SKILLS AND STRATEGIES?

WHERE CAN I GET HELPFUL LISTS OF SKILLS AND STRATEGIES?
SELECT SIGHT WORDS
(DETERMINE BEST LIST TO USE)

the
has
a
is
about
of
an
three
can
make
with

Dolch List Words
USE SIGHT WORD APPS FOR PRACTICE


www.iosnoops.com/appinfo/fry-words-for-iphone-and-ipad/470926345

Prepare LFS Students for Academic Contexts As You Teach Initial Literacy Skills

Academic Words from the AWL that could be taught with this book:

- Document
- Enforce

Lexile 150; GRL=F
TEACH WORD LEARNING SKILLS
WORD WORK

- Plurals (-s)
  - Leaders
  - Rights
  - Laws

- Word parts (suffixes, prefixes)
  - -ment (document, amendment, government)
  - -tion (constitution, separation)

- Lexical Bundles
  - Is about
  - Separation of powers

Suffix “ment”
--the action or process of doing something
--the product or result of an action
--the state or condition caused by an action

https://www.learnthat.org/word_lists/view/1347
https://www.learnthat.org/word_lists/view/1373
The constitution is a document/plan
- The constitution is about rights/government/power (separation of powers)
- The government can make laws/enforce laws/meet with leaders

Use Lots of Models And Explicit Teaching of Text Structures
ENHANCE FLUENCY

- Rereading
- Choral reading
- Paired reading
- Recorded books/recording of reading
- Reader’s theater

RECYCLE & PRACTICE

Stair-Step Books
Scaffolding for Text Complexity

- introducing background knowledge
- immersing students in more complex language exposure and usage that makes a difference in their ability to access knowledge
- engaging students with carefully selected or constructed graphic organizers that make the structure of the text visible
- modeling how to interpret the meaning of texts that use more complex approaches, like satire or rhetorical argument
- engaging pairs or teams of students with more challenging texts as “buddies” and giving them opportunities to reflect on those texts through discussions with each other or through “buddy” journals
- making 20 percent of their class reading “stretch” texts that help them reach beyond their reading level
WHAT VOCABULARY GETS REPEATED ACROSS TEXTS?

Lexile 150

What Is the Constitution?
The Constitution is a document.
It is the basic law of the United States.

Lexile 250

The U.S. Constitution
Kathy Allen
Paxelle Bliss/Capstone Press

As you go across the texts, choose language to teach; recycle core vocabulary; keep adding words and phrases

In 1787, the country’s leaders met. They worked all summer long to write the Constitution.

A New Government
The U.S. Constitution was finished on September 17, 1787. Thirty-nine leaders signed it.
### WHAT WORDS FROM OUR FIRST BOOK REPEAT IN BOOK 2?

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>People</td>
<td>Choose</td>
</tr>
<tr>
<td>Constitution</td>
<td>Own</td>
</tr>
<tr>
<td>Power</td>
<td>Have/has</td>
</tr>
<tr>
<td>Government</td>
<td>Is/are/be/are not</td>
</tr>
<tr>
<td>Rights</td>
<td>Can/can not</td>
</tr>
<tr>
<td>Document</td>
<td>Enforce</td>
</tr>
<tr>
<td>Plan</td>
<td>Make</td>
</tr>
<tr>
<td>Law(s)</td>
<td>Meet(s)/Meet(me)</td>
</tr>
<tr>
<td>Meeting</td>
<td>Decide(s)</td>
</tr>
<tr>
<td>Parts</td>
<td>Do/Does</td>
</tr>
<tr>
<td>Leaders</td>
<td>Separates</td>
</tr>
<tr>
<td>Separation</td>
<td>Spend</td>
</tr>
<tr>
<td>Money</td>
<td>Vote</td>
</tr>
<tr>
<td>President</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td></td>
</tr>
<tr>
<td>Outline</td>
<td></td>
</tr>
</tbody>
</table>

#### Adjectives
- Equal
- Basic
- Fair
- Free

#### Words to Add If Students Are Ready:
- Important
- First
- Not
- first

### TAP SKILLS LOW READERS BRING TO TEXT

- Use of visuals to support understanding
- Reading bold text, titles, captions
- Reading charts/graphs/maps
Illustrations/Photographs with captions

The United States Constitution and the Bill of Rights
Lorin Metz
Power Kids Press (2014)

In 1783, the American Revolution officially ended. The United States had won its independence from Great Britain. To remain free, however, the people needed a stronger government to keep them united. They did not want another king. Instead, they created a new government, in which the people elected their leaders.

The US Constitution, created in 1787, sets out how our government works. For the first time in history, it limited the powers of the federal, or central, government. The Bill of Rights was added to the Constitution in 1791. It protects personal rights, such as freedom of speech and religion.

Illustrations/Photographs with captions

Timelines; inset illustrations

September 3, 1785
The Treaty of Paris is signed, ending the American Revolution.

September 17, 1787
After months of debate, 39 delegates sign the Constitution.

April 30, 1789
George Washington becomes the first president of the United States of America.

May 25, 1787
The Constitutional Convention starts in Philadelphia.

June 25, 1788
New Hampshire ratifies the Constitution, making it the 6th of the 13.

December 15, 1791
Virginia becomes the tenth state to ratify the Bill of Rights.

May 28, 1790
Rhode Island becomes the thirteenth state to ratify the Constitution.
INTEGRATED SKILLS DEVELOPMENT

- Find Highly visual texts
- Use Thematic instruction/Text Sets for Practice
- Provide Language/Literacy Practice Opportunities

Use a Meaning-Centered Approach with:
- Embedded vocabulary development
- Embedded phonics
- Embedded sight word recognition
- Embedded spelling
- Connected early writing

REMEMBER WE WANT TO TEACH ALL OF THIS WHEN WE TEACH THE TOPIC

EXPAND WORD WORK

DECODING/ENCODING

ACADEMIC VOCABULARY BUILDING
AS YOU ENTER A BOOK, DECIDE WHAT
DECODING/ENCODING SKILLS MAKE SENSE

**c-v-c-e Rule**
- wrote, vote
- state, make, gave

/ee/
/ea/ phoneme variants
- lead, least, leader
- freedom, agree, speech, between
CHOOSE ACADEMIC VOCABULARY

- Academic Word List (AWL, Coxhead)
- Academic Vocabulary List (AVL, Gardner)

ACADEMIC WORD LIST WORDS IN THE TEXT

- Create
- Enforce
- Convince
- Amend(ments)

Lexile 630
GRL = Q
ACADEMIC VOCABULARY LIST WORDS ARE IN THE TEXT

- State
- National (Nation)
- Government (Govern)
- Plan
- Include
- Lead (leader)
- Legislate
- Enforce
- Split
- Representative (represent)
- Population

Lexile 630
GRL = Q

KEEP ADDING TO STUDENT’S VOCABULARIES ACROSS BOOKS

1. Country; State
2. Government
3. Experiment
4. Last(ed)
5. Decide(ed)
6. Legislature
7. Law(s)
8. Equal
9. Split
10. Population
11. Delegate
12. Approve/Gain Approval
13. Right(s)
14. Protect
15. Freedom

Lexical Bundles:

was based on
became known as
is known as

Academic Word & Phrase Building
<table>
<thead>
<tr>
<th>NOUNS</th>
<th>VERBS</th>
<th>ADJ/ADVERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country (ies)</td>
<td>Control</td>
<td>Oldest</td>
</tr>
<tr>
<td>King/queen</td>
<td>Delegates</td>
<td>Shortest</td>
</tr>
<tr>
<td>Experiment</td>
<td>States</td>
<td>Historic</td>
</tr>
<tr>
<td>Government</td>
<td>Legislation</td>
<td>American</td>
</tr>
<tr>
<td>Leader</td>
<td>Branch</td>
<td>Unfair</td>
</tr>
<tr>
<td>Law</td>
<td>Representatives</td>
<td>Many</td>
</tr>
<tr>
<td>Colonist</td>
<td>Number</td>
<td>Smaller</td>
</tr>
<tr>
<td>Revolutionary War</td>
<td>Senate, etc.</td>
<td>Equal</td>
</tr>
<tr>
<td>Independence</td>
<td></td>
<td>Two</td>
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<tr>
<td>Articles of Confederation</td>
<td></td>
<td>Each</td>
</tr>
<tr>
<td>Rules</td>
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<tr>
<td>Nation</td>
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<td>States</td>
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<td>Command</td>
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<td>War</td>
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<td>Trade</td>
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<td>Taxes</td>
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<td>Formed</td>
<td>Rule(d)</td>
<td>Old</td>
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<td>Won</td>
<td>Wrote</td>
<td>Shortest</td>
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<tr>
<td>Struggled</td>
<td>Was/were</td>
<td>Historic</td>
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<tr>
<td>Met</td>
<td>Created</td>
<td>American</td>
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<td>Decided</td>
<td>Vote(d)</td>
<td>Unfair</td>
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<td>To Form</td>
<td>Could</td>
<td>Many</td>
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<tr>
<td>To lead</td>
<td>Passed</td>
<td>Smaller</td>
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<tr>
<td>Would</td>
<td>Broke Out</td>
<td>Equal</td>
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<tr>
<td>Wanted</td>
<td>Had</td>
<td>Two</td>
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<td>Compromised</td>
<td>Had Declared</td>
<td>Each</td>
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<td>Split</td>
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<td>Signed</td>
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<td>Thought</td>
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<td>etc.</td>
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<tr>
<td>PREPOSITIONS</td>
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<td>About</td>
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<td>At least</td>
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**FIND RAPS, SONGS**
To Practice; Recycle Language & Concepts

Rap 3:41 mins.
Preamble – 7 Articles explained
https://www.youtube.com/watch?v=UCJ2of4kx5E

Younger Kids We the People Song
6 minutes—Nice speed and vocabulary—only 4 mins. rest is credits
Helps Memorize the Preamble
HTTPS://WWW.YOUTUBE.COM/WATCH?V=PIF7UFAKKJC
TEACH ESSENTIAL READING COMPREHENSION STRATEGIES

Finding the Main Ideas; Summarizing a Text

Parts of the Constitution
The United States Constitution has three parts:
• the preamble (tells why the Constitution was written)
• the articles (tells how the federal government works)
• the amendments (lists changes to the Constitution)

The Preamble
The preamble is the first part of the Constitution.
It explains why the Constitution was written. It was written to form a strong federal government.
What do you think is the main idea of our section?

What facts and details would you list?

Graphic Organizers = Mediator Between Reading Comprehension and Writing
Strategy to Practice: ASKING QUESTIONS/SELF QUESTIONING (Turning headings into Questions)

Demonstrate fix-up strategies. For example: I need to think about this. Let me rethink what was happening. Maybe I’ll reread this. I’ll read ahead for a moment.

Partner ELLs with more dominant English speakers and ask each student to take a turn reading and thinking aloud with short passages.

After working with partners successfully, ask ELLs to practice independently by using a checklist such as the following. Be sure to explain all the terms and model each.

While I was reading, how did I do?

<table>
<thead>
<tr>
<th>Skill I used</th>
<th>Not very much</th>
<th>A little bit</th>
<th>Much of the time</th>
<th>All of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blending</td>
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<tr>
<td>Chunking</td>
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<tr>
<td>Finding meaning of new word</td>
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<td>Making mind movies as I read</td>
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<tr>
<td>Rereading</td>
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<tr>
<td>Reading ahead</td>
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Celebrate each ELLs’ progress with recognition notes, praise, and/or class applause.

For advanced ELLs

When students’ English proficiency and basic reading skills have increased, you can teach the following steps not just to ELLs, but to all students – because everyone will benefit.

In pairs, have students survey the text and use an idea map to record the main idea and details.

Ask partners to read the text.

Have partners restate the main idea and supporting details. At this point, they can add to their idea map or make necessary corrections.

Then ask students to reread the text and either develop their own questions (pretending to prepare a test for their partner) or write a short summary of what they just read.

After that, have partners check each other’s work.

Finally, partners can share their questions or summaries with other teams.

Other ideas

For building ELL comprehension

Teach students how to use these tools for informational or expository reading:

- Titles
- Headings
- Bold print
- Captions
- Side bars
- Maps
- Graphs
- Pictures
- Bullets

For building ELL comprehension

Teach students how to use these tools for informational or expository reading:

- Titles
- Headings
- Bold print
- Captions
- Side bars
- Maps
- Graphs
- Pictures
- Bullets

Questioning ELLs after reading

After the ELLs and/or whole class have completed the reading comprehension activities above, you can anchor or test their comprehension with carefully crafted questions, taking care to use simple sentences and key vocabulary from the text they just read.

These questions can be at the:

- Literal level (Why do the leaves turn red and yellow in the fall?)
- Interpretive level (Why do you think it needs water?)
- Applied level (How much water are you going to give it? Why?)

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http://www.adlit.org/donate

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Simple Procedure for SIFE ELLs—With or Without Reading Aloud

- Use the Text To Answer Questions.
- Gather Evidence From the Text.

CLOSE READING

**Anchor Chart**

**CLOSE READERS**

DO THESE THINGS

- ✔ Read the text slowly at least twice ➪ × 2
- ✔ Get the gist of what the text is about ★
- ✔ Circle words you aren’t sure of and try to figure them out
- ✔ Reread, annotate, and underline key vocabulary
- ✔ Use the text to answer questions
- ✔ Gather evidence from the text
- ✔ Talk with each other about what you think it means
- ✔ Read again to summarize or answer specific questions
QUESTIONS TO ANSWER

1. Which articles tell how the U.S. Government is structured?
2. Which article tells how the US Constitution can be amended?
3. Which articles talk about the states and their relationship to the federal government?
EARLY WRITING STRATEGIES FOR LOW LITERACY SIFES

LATER WRITING STRATEGIES TO ADVANCE THE WRITING SKILLS OF BELOW-GRADE-LEVEL SIFES

WHAT TO WORK ON:
- Use of paper/layout on a page
- Simple sentence patterns
- S-V agreement, singular-plural agreement
- Spacing
- Use of titles
- Forming paragraphs
- Mechanics (sentence level)
- Learning new words

WHAT STRATEGIES TO USE:
- Lined paper with guides
- Frontloading of vocabulary
- Brainstorming in L1
- Models and demonstrations
- Scaffolds: sentence frames; word boxes
- LEA; Class Writing
- Guided writing
- Peer support
What kind of sentences can you model?

What sentence frame could you create?

What do you notice about the verb structures? How could you use this to help your students?

In 1787, the country’s leaders met. They worked all summer to write the Constitution.

The Constitution set up the government. It gave the government three parts. Each part has an equal amount of power.

The Bill of Rights was added to the Constitution in 1791. It lists the rights that the government cannot take away.
**What to Work On:**
- Organization (paragraphing; lead sentence, closure)
- Expanding and refining student vocabulary (correct form of a word)
- Spelling of common words
- Grammatical difficulties
- Expanding complexity of sentence patterns
- Transitions and inter-sentential connections
- Use of pronouns

**What Strategies to Use:**
- 6 + 1 traits
- Thesaurus
- Spell check and other word document tools
- Author’s chair
- Writer’s workshop; conferencing
- Editing own work using checklists

---

**Modeling Varied Sentence Structures**

**What kind of sentences do you see?**
- Compound?
- Complex?

**What transitions and leads are used?**

**What dependent clause structures do you notice?**

---

In 1783, the American Revolution officially ended. The United States had won its independence from Great Britain. To remain free, however, the people needed a stronger government to keep them united. They did not want another king. Instead, they created a new government, in which the people elected their leaders.

The US Constitution, created in 1787, sets out how our government works. For the first time in history, it limited the powers of the federal, or central, government. The Bill of Rights was added to the Constitution in 1791. It protects personal rights, such as freedom of speech and religion.
Plan a unit of instruction for SIFE ELLs, by focusing on:
-- A motivating topic
-- Foundational reading skills (phonics, sight words, academic vocabulary)
-- Reading strategy practice
-- Early writing skills

Let's Try It!

Step One:
Choose a motivating topic
Find texts for your students
The Bill of Rights

The Preamble to The Bill of Rights

Congress of the United States began and held at the City of New-York, on Wednesday the fourth of March, one thousand seven hundred and eighty nine.

The Congress of the United States, believing that the general welfare requires the adoption of the Constitution, express to the desire, in order to prevent misconstrual or abuse of its powers, that further declaratory and restrictive clauses should be added. And as extending the ground of public confidence in the Government, will best ensure the beneficent ends of its Institution.

RESOLVED by the Senate and House of Representatives of the United States of America, in Congress assembled, two thirds of both Houses concurring, that the following Articles be proposed to the legislatures of the several States, as amendments to the Constitution of the United States, all, or any of which Articles, when ratified by three fourths of the said legislatures, to be valid to all intents and purposes, as part of the said Constitution; viz.

ARTICLES in addition to, and Amendment of the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant to the fifth Article of the original Constitution.

Amendment I
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II
A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III
No Soldier shall, in time of peace, be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.
Amendment IV
The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V
No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI
In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII
In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX
The enumeration in the Constitution of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X
The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.
The jury decides whether a person is guilty or innocent of a crime. The person’s fate does not rest with just one judge.

Amendment VIII – No Cruel and Unusual Punishment

Have you ever heard the phrase “cruel and unusual punishment”? That means punishment that is so terrible that not even criminals deserve it. This amendment protects people accused of crimes in the United States. They can’t be tortured or punished in painful ways. They can’t be treated in cruel or unusual ways that hurt them.

The Bill of Rights (Plain Text Version)
Ratified December 15, 1791

Amendment I
Congress cannot make a law that limits freedom of religion, free speech, free press, or the right of people to get together in groups, or the right of people to ask the government to correct things they don’t like.

Amendment II
The government cannot stop citizens from keeping guns because the military is necessary to keep peace.

Amendment III
No soldiers can be kept in people’s homes in time of peace, without the permission of the owner; if in time of war, certain laws have to be followed.

Amendment IV
Citizens have the right to be safe in their houses, their belongings, and their persons against unreasonable searches and seizures. If the government wants to search anything, they must have a search warrant which tells what they are looking for and where they can search.

The Bill of Rights Chart, Amendments in the United States Constitution, Elementary Version

Congress cannot make a law that limits freedom of religion, free speech, free press, or the right of people to get together in groups, or the right of people to ask the government to correct things they don’t like.

The government cannot stop citizens from keeping guns because the military is necessary to keep peace.

Citizens have the right to be safe in their houses, their belongings, and their persons against unreasonable searches and seizures. If the government wants to search anything, they must have a search warrant which tells what they are looking for and where they can search.

Search for Plain Text Versions Online
Fourth Amendment

Search Warrants

The government must get a warrant from a judge before it can search your home, your car, or your anything that is yours unless the government pays for it at a fair price.

Fifth Amendment

Right to Silence

You can’t be forced to admit you are guilty of a crime and if you choose not to, you can’t be fined, or put in jail, or have your property or bank accounts taken away.

Sixth Amendment

Right to a Lawyer

You have the right to a lawyer to help you. If you cannot afford to pay the lawyer, the government will provide you with one.

Seventh Amendment

Right to a Jury

A case has to be decided by a jury of ordinary people from where you are, if you ask for one.

Eighth Amendment

Right to be Free from Cruel and Unusual Punishments

You can’t be killed, or put in jail, or have your property or bank accounts taken away unless you were convicted of a crime.

Ninth Amendment

Right to New Rights

The Ninth Amendment says that the Bill of Rights doesn’t list all the rights that people have.

Tenth Amendment

States’ Rights

The Tenth Amendment says that the Bill of Rights applies only to the Federal government.

The Bill of Rights

The Bill of Rights was added to the Constitution in 1791.

L1 Versions for Support

http://jpfo.org/your10rights/bortranslate.html

Polish
Romanian
Greek
Spanish
German
French
Russian
Latin
Hebrew
Arabic
Korean
Japanese
Chinese
Armenian

Consider companies that publish appropriate materials for older learners with low level literacy skills

(Danielson’s Framework for Teaching, Domain 1; Knowledge of Resources)
How Do I Find “Stair-Step” Books?

- Permabound.com

LOOK AT:
- Capstone Books
- Millmark Education
- Benchmark Education Books
- Scholastic.com
- Heinemann/Raintree
- National Geographic books

Book Companies of Lower Literacy Materials that are Age Appropriate
- Capstone/Capstone Digital (MyON)
- Benchmark Books
- Millmark Books
- Heinemann/Raintree
  [http://www.heinemannraintree.com](http://www.heinemannraintree.com)
- National Geographic School Publishing

- Look up Books on Permabound.com
  - Gives reading levels
- How to Write Low Literacy Materials
  [http://www.readinga-z.com/](http://www.readinga-z.com/)
Benchmark Education

Administrators

Inspire a new generation of learners

Refine Your Search

Home / Administrators / Series (A-Z) / English Explorers

English Explorers

Make Science and Social Studies accessible while developing literacy and language.

192 language-leveled texts scaffold vocabulary development and reinforce comprehension.

- 85% new science and social studies vocabulary words
- 80% theme-based units
- Content reviews
- Multi-level writing and study guides
- Tests and assessments

Text-dependent comprehension questions for each book help students develop evidence-based answers.

For more information about the titles included in sets, visithere.

English Explorers

Level 1

- 125 unique vocabulary words
- 6-7 words per sentence
- Visual supports
- Picture glossary

Level 2

- 300 unique vocabulary words
- 9-12 words per sentence
- Visual supports
- Picture glossary

Level 1 books include:
- 3 sentence structures per chapter
- Direct image support
- Up to 6 words per sentence
- Picture glossary

Level 2 books include:
- 3 sentence structures per chapter
- Direct image support
- Up to 6 words per sentence
- Picture glossary
### Level 1: Discover Science

- Matter
- Organisms Past and Present
- Water and Weather
- Forces and Motion
- Habitats
- What Changes Our Earth
- The Human Body
- The Environment
- The Solar System
- Organisms
- Chemistry
- The Universe
- Life Cycles
- Light and Sound
- Rocks and Minerals
- Human Body Systems

### Level 1: Discover Social Studies

- Communities
- Early Explorers
- Ancient Civilizations
- Civilizations of the Americas
- Government and Citizenship
- The American Revolution
- Regions of the United States
- Early River Civilizations
- 19th Century Communities
- Native Americans
- The Civil War
- The Renaissance
- World Communities
- The Constitution
- World Geography
Find Stair Step Books

Lexile 290
ELL Level 1

Lexile 410 (390),
ELL Level 4,
GRL S, T, U

Discover the Bill
of Rights

Lead Book:
https://books.google.com/books/about/
Discover_the_Bill_of_Rights.html?id=iNDq_s6OiU

https://books.google.com/books?
id=iNDq_s6OiUC&printsec=frontcover&dq=The
+Bill+of+Rights+%2B+Patricia
+Brinkman&hl=en&q=X&ved=0ahUKEdWS4bfciZr
KAhUFazzKHC8D08Q6AEIHTAA#v=onepage&q=
The%20Bill%20of%20Rights%20%2B%20Patricia
%20Brinkman&f=false
The Bill of Rights

Lexile 410 (390),
ELL Level 4,
GRL S, T, U

https://books.google.com/books?id=291Rvua_EoC&printsec=frontcover&q=The+Bill+of+Rights+%2B+Patricia+Brinkman&hl=en&sa=X&ved=0ahUKEwiJ_q6shJrKAhUCi4KHpQCCE0Q6AElljAB#v=onepage&q=T
he%20Bill%20of%20Rights%20%2B%20Patricia
%20Brinkman&f=false

Stair Step Books

GRL 0 (N)
ATOS 4.9
Lexile NA

GRL S
ATOS 7.4
Lexile 990

GRL V
ATOS 5.9
Lexile 900
STEP TWO

- Establish an Essential Question
- Link to CCSS for Language, L/S, Reading and Writing

Essential Question:
What rights does the Bill of Rights give to U.S. citizens?
2nd Grade CCSS

CCSS.ELA.Reading Foundational Skills (RF.2.3)

Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words

Fluency (RF.2.4): Read with sufficient accuracy and fluency to support comprehension

8th Grade CCSS

CCSS.ELA-RI.8.1 and 8.2

Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas, provide an objective summary of the text.

Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Comprehension and Collaboration: Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts and issues, building on others’ ideas and expressing their own clearly.
**8th Grade CCSS**

CCSS.ELA-L.8.4

**Vocabulary Acquisition and Use:** Determine or clarify the meaning of unknown and multiple-meaning words, or phrases based on grade 8 reading and content, choosing from a range of strategies (e.g. context clues, affixes).

CCSS.ELA-L.8.6

**Vocabulary Acquisition and Use:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-W.8.1

**Text Types and Purposes:** Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-W.8.2

**Text Types and Purposes:** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.

---

**STEP THREE**

Determine the Background Knowledge to Build
What Might SIFE ELLs Not Know About Our Topic?

- History of the 13 US Colonies (ruled by Great Britain)
- Founding Fathers (James Madison); Federalism
- Continental Congress/Congress today
- US Constitution
- Location of Philadelphia
- What an amendment is
- Rights given to citizens in a democracy
- The role of the courts and law enforcement in the US; jury trials; grand juries, bail, witnesses
- Voting; voting rights

STEP FOUR

Determine the Foundational Reading Skills to Teach
(Sight Words; Phonics)

Analyze the Text
Use Tools That Can Help You Select Instructional Objectives

For sight words, phonics and reading skills and strategies instruction
<table>
<thead>
<tr>
<th>Word Zones™ for 6,886 Most Frequent Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORD COUNT™</td>
</tr>
<tr>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>1-250 Most Frequent</td>
</tr>
<tr>
<td>251-500 Most Frequent</td>
</tr>
<tr>
<td>501-1,000 Most Frequent</td>
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<td>1,001-2,000 Most Frequent</td>
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<td>2,001-4,000 Most Frequent</td>
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<td>4,001-6,000 Most Frequent</td>
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<tr>
<td>6,001-8,000 Most Frequent</td>
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<tr>
<td>8,001-10,000 Most Frequent</td>
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<tr>
<td>3,000 Words When Simple Inflected Endings Are</td>
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<tr>
<td>Inflected with Root word</td>
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<tr>
<td>1-100 Most Frequent</td>
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<tr>
<td>111-200 Most Frequent</td>
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<td>201-300 Most Frequent</td>
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<td>301-400 Most Frequent</td>
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<td>1,701-1,800 Most Frequent</td>
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<tr>
<td>1,801-1,900 Most Frequent</td>
</tr>
<tr>
<td>1,901-2,000 Most Frequent</td>
</tr>
</tbody>
</table>

Not to be used for commercial purposes without the expressed consent of Elda M. Zeno et al. (1995), *The Educator's Word Frequency Guide* TALK.
**Word Families**

Here are the 27 most common phonograms and some of the 500 words they make up. Remember that although this list contains only one-syllable words, these phonograms will help students decode longer words, too.

- ask, bat, get, pick, quick, red, black, crack, shock, stack, track
- bag, bag, tag, tag, drag, flag
- age, hail, mail, jail, paid, paid, walk, tell, small, trail
- aim, main, pain, barn, chain, train, grain, plain, Spain, span, slim, train
- able, table, tale, take, make, quite, raise, taste, wake, bake, break, snake, name
- arm, arm, exam, exam, exam
- cav, can, fan, man, ran, ran, van, train, plane, than
- ank, bank, ask, blink, crank, drank, thank
- ap, cap, lap, map, nap, rap, step, flap, scrap, open, snap, trap, snap, nap, map
- at, bat, cat, fat, hat, mat, rat, bat, bat, bat, apple, that
- any, any, any, any, day, play, stay, play, stay, stay, stay, stay, stay, stay, stay
- read, read, weed, weed, bleed, bleed, greed, speed
- all, bell, fell, tell, well, yell, shell, small, spell, spell, spell, spell, spell
- eat, beat, guest, rest, past, rest, rest, rest, rest, rest, rest, rest, rest, rest
- are, drew, knew, new, blue, chew
- ask, kid, lick, pick, quick, sick, brick, click, stick, thick, track

---

**Objective to Work On**

- ing: king, ring, sing, bring, cling, spring, string, swing, thing
- ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, ink, in
Phonics

Long Vowel Digraphs
- loaf, heat, aim, weed, ray
- gain, fea, coal, leaf, cue

Diphthongs
- town, loud, joy, threw, oil, law

Controlled Vowels and -al
- tar, hall, sir, port, hurt, fern

Test Items

STEP FIVE
Determine Academic Vocabulary to Teach

Determine Word Learning Skills to Feature (word parts; lexical bundles)
### Vocabulary in First 2 Texts

<table>
<thead>
<tr>
<th><strong>Nouns</strong></th>
<th><strong>Verbs</strong></th>
<th><strong>Articles</strong></th>
<th><strong>Prepositions</strong></th>
<th><strong>Adjectives</strong></th>
<th><strong>Adverbs</strong></th>
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<tbody>
<tr>
<td>United States</td>
<td>People</td>
<td>Wrote</td>
<td>A</td>
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<td>How</td>
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<td>Document</td>
<td>Congress Statement</td>
<td>Promise</td>
<td>The</td>
<td>Some, more,</td>
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<td>States</td>
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<td>In, of</td>
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<td>Ideas</td>
<td>Talk</td>
<td>To, about</td>
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<td>Part</td>
<td>Meetings</td>
<td>Listen</td>
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<td>Amendment(s)</td>
<td>Government</td>
<td>Meet</td>
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<td>Change(s)</td>
<td>Beliefs</td>
<td>Assemble</td>
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<td>Freedom</td>
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<td>Read</td>
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<td>Write</td>
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<td>Citizens</td>
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<td>(May) Choose</td>
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<td>Is, do, want, have</td>
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<td>Added</td>
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</tbody>
</table>

**What would you focus on?**

**What words would you add from the next few books?**

<table>
<thead>
<tr>
<th><strong>Nouns</strong></th>
<th><strong>Verbs</strong></th>
<th><strong>Adjectives</strong></th>
<th><strong>Adverbs</strong></th>
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<tr>
<td>Law/rule</td>
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<td>Belongings</td>
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<td>Weapons</td>
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<td>Guns</td>
<td>Think</td>
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<td>Groups</td>
<td>Modals must, can</td>
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<td>Complaints</td>
<td>Search</td>
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<td>Stuff</td>
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<td>Meet</td>
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Discuss  
Gather  
Go ahead  
Speak up  
Look for
CHOOSING ACADEMIC VOCABULARY

- Academic Word List (AWL, Coxhead)
- Academic Vocabulary List (AVL, Gardner)
Which of these words do you think will be on the AVL Word Family List?

- Government
- Document
- Part
- Citizen
- Rights
- Amend(ment)
- Change
- Constitution
- Prohibit
- Speech
- Protest
- Search
AVL Words:
- Government
- Document
- Part
- Citizen
- Rights
- Amend(ment)
- Change
- Constitution (constitute)
- Prohibit
- Speech
- Protest
- Search

Which would you choose to teach?

Suffix “ment”
--the action or process of doing something
--the product or result of an action
--the state or condition caused by an action

https://www.learnthat.org/word_lists/view/1347
Fun Activities for Language Practice

Songs
Raps

Music

https://www.youtube.com/watch?v=HWPTjFbBj10
Shake It Off tune

https://www.youtube.com/watch?v=FoqKjzuiB8k
Wrecking Ball

Rap:
https://www.youtube.com/watch?v=l7RxrQJrdh4
https://www.youtube.com/watch?v=bUHmJS0Ybl8

TED: (Background Knowledge)
https://www.youtube.com/watch?v=yYefLm5dLMQ

Bill of Rights
February 12: Teaching Vocabulary to Emergent Bilinguals: Research-Based Strategies that Work

STEP SIX
Plan for Reading Skill and Strategy Practice
Plan Fluency Building Activities
and literacy, will benefit from explicit instruction of comprehension skills along with other skills. Here is a way because they cannot comprehend the textbooks for these subjects. ELLs at all levels of English proficiency, English language learners (ELLs) often have problems mastering science, math, or social studies concepts.

Why reading comprehension skills are particularly important for ELLs

Examples of comprehension skills that can be taught and applied to all reading situations include:

- Activating Background Knowledge: Think about what you already know about the context of what you will read.
- Predicting: Think about what might happen in the story, what words may be used, or what information the text might contain.
- During Reading Strategies:
  - Check one cue with another: Ask yourself, “Does this word look right, sound right, and make sense?”
  - Reread: When problems occur, return to the beginning of a sentence or paragraph and read it again.
  - Predict and Confirm: “What would I expect to see?” “What do I think will happen next?” “Did that make sense?” “Am I finding the answers to my questions about this topic?”
  - Skip, Read On, and Go Back: Sometimes you can skip unfamiliar words and read to the end of the sentence or paragraph, thinking about what would make sense. Then, using the context, go back and reread to try to determine the word.
  - Connect Background Knowledge to the Information in the Text: Think about what you already know about the subject and the kind of material you are reading. Think about how the information is similar to what you already know about the topic or different. Ask yourself questions about the topic or the kind of book you may need to get someone to help.
  - Think About Explicit and Implicit Information: Think about what information is given directly. Also think about what you know from reading that is not directly stated in words such as how a character's actions show feelings or why things may have happened based on clues the author gave.
  - Stop and Review: If you are reading a longer text, stop and think about what has happened in the story so far or what information has been given.

Other Learner Strategies for Reading

Be careful on those who: Make sure are Learning Strategies: Not Teaching Strategies/Methods

- Word Identification Strategy
- Self-Questioning Strategy
- Visual Imagery Strategy
- Inference Strategy
- Underlining and Summarizing
- Topic
- Word Mapping Strategy

For advanced ELLs, ask ELLs to predict independently by using a checklist such as the following. Do they match what you've just read or what you will read?

- Matched
- Partially
- Not matched

Classroom strategies: Steps for explicitly teaching comprehension skills

When students' English proficiency and basic reading skills have increased, you can teach the following steps for more advanced ELLs:

1. Set a Purpose for Reading
2. Think About Explicit and Implicit Information
3. Think About Explicit and Implicit Information
4. Look at the title, pictures, captions under pictures, headings, bold-faced print, and other clues to the information.
5. Predict what might happen in the story, what words may be used, or what information the text might contain.
6. Reread if you are reading a longer text, stop and think about what has happened in the story so far or what information has been given.
7. Use a Graphic Organizer
8. Tell someone or write what happened in the story, including characters, plot, and setting.
9. Use a Context Map, Biography Wheel, Venn Diagram, or other way to show what was included in what you read. (You may need to check with your teacher for suggestions.)
10. Summarize the text or a section of the text to help you understand it better.
11. Do a Survey, Question, Review
12. Talk with someone about what you have read. Ask each other questions. Look back at your notes or chart. Write about what you have read, telling what it made you think of or what you learned.

Other ideas

For building ELL comprehension

- Teach students how to use these tools for informational or expository reading:
  - Word Mapping Strategy
  - Inference Strategy
  - Visual Imagery Strategy
  - Self-Questioning Strategy
  - Word Identification Strategy
  - Rereading
  - Partner ELLs with more dominant English speakers and ask each student to take a turn reading and rereading aloud with your assistance.
  - After working with partners successfully, ask ELLs to practice independently by using a checklist such as the following. Do they match what you've just read or what you will read?
  - Demonstrate fix-up strategies. For example, you can think about this. Each student will what was happening. What's it called? This is called because is a response.
  - Paraphrase. ELLs with more advanced English speakers and ask each student to take a turn reading and rereading aloud with your assistance.
  - After working with partners successfully, ask ELLs to practice independently by using a checklist such as the following. Do they match what you've just read or what you will read?
  - Regularly provide ELLs with opportunities to practice making inferences using the strategies listed below.
  - Encourage ELLs to practice making inferences using the strategies listed below.
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  - Encourage ELLs to practice making inferences using the strategies listed below.
  - Encourage ELLs to practice mak...
Enhance Fluency

- Rereading
- Choral reading
- Paired reading
- Recorded books/recording of reading
- Reader’s theater

RECYCLE & PRACTICE

Using “Stretch Texts” with SIFE Students to Practice Close Reading
No guns in Georgia schools, period, teachers and principals say

By Associated Press, adapted by Newsela staff on 07.10.14

Two Georgia district boards have made their decision: They decided against a gun program. Nobody asked for the power to arm teachers, said Mark Scott. He is the head of the Houston County School District. Board members in the district didn’t want to. They were more comfortable relying on police officers. “The risk far outweighed the benefit,” Scott said.

Fannin County is proud of its hunting and gun culture. But even there, school officials don’t like the plan. School Superintendent Mark Henson said officials haven’t had any talk about arming teachers. They will listen to what the community wants, he said.

Learning how to shoot a gun is one thing. But knowing when to shoot is a major problem, said Steve Smith. He is in charge of the Bibb County School District.

No Support For The Idea

Georgia’s school districts don’t have to do anything. Arming teachers is optional. Paul Battles also is a lawmaker. He has supported the idea since 2012. He said he’s not disappointed that districts aren’t taking guns, but he said school officials should consider the option. Some might not be able to afford to put police officers in schools. School officials have been taking to local districts. They said it’s unlikely that any board will start. No one wants to volunteer as a test case. Phillip Harley talked to a room of board members. Harley said he felt people wouldn’t support it. There is no serious push from parents.

No guns, say school teachers in Georgia. When some school attacks, the state wants to start arming teachers with guns. School leaders are turning the offer down. They argue that it doesn’t make kids any safer and creates more problems than it solves. Learning how to shoot a gun is one thing. But knowing when to shoot is a major problem, said Steve Smith. He is in charge of the Bibb County School District.

The offer was part of a new law. It allows Georgians to legally carry guns in more places. Guns are now allowed in bars and churches. The law took effect July 1.

The law gives every school district a choice. The districts could start arming teachers or staff. But so far, no districts in Georgia want to do it, education officials said.

Two School Districts Say No

School officials support people who legally carry guns. But they were uncomforatble at the idea of weapons inside school buildings. They weren’t convinced by recent gun violence at schools.

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There just hasn’t been that much support for giving guns to teachers and school staff. Harley said.

Word Count: 531

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Fannin County is proud of its hunting and gun culture. But even there, school officials don’t like the plan. School Superintendent Mark Henson said officials haven’t had any talk about arming teachers. They will listen to what the community wants, he said.

Some Scared By School Shootings

Georgia isn’t the first state to allow teachers to carry guns. People were frightened after some school shootings. At least nine states passed laws allowing armed school workers. By 2014, at least 11 more states introduced bills like it.

Alan Powell, a lawmaker in the legislature, said the state left the decision to school boards. He argued that weapon-free zones are targets. "You can’t control what bad people do," Powell said. He wants to make sure people have the right to protect themselves.

The idea isn’t bad, said Mike Corn. But it’s only useful for schools that are far away from a police station. Corn runs a school safety center.

Don’t said schools face smaller dangers. They aren’t likely to have to deal with gunmen.

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Don’t said schools face smaller dangers. They aren’t likely to have to deal with gunmen.

No Support For The Idea

Georgia’s school districts don’t have to do anything. Arming teachers is optional. Paul Battles also is a lawmaker. He has supported the idea since 2012. He said he’s not disappointed that districts aren’t taking guns, but he said school officials should consider the option. Some might not be able to afford to put police officers in schools. School officials have been taking to local districts. They said it’s unlikely that any board will start. No one wants to volunteer as a test case. Phillip Harley talked to a room of board members. Harley said he felt people wouldn’t support it. There is no serious push from parents.

There just hasn’t been that much support for giving guns to teachers and school staff. Harley said.
Court may say police need a judge’s permission to search cellphones
By McClatchy-Tribune, adapted by Newsela staff on 05.02.14

Word Count: 866

Washington — On Tuesday, the Supreme Court will consider the case of a California man whose smartphone got him in serious trouble. What they decide will affect everyone with a cellphone.

In 2009, David Leon Riley’s smartphone was searched by police. It was loaded with video clips and pictures. There were clips of gang fights and pictures of gang signs. Worst of all for Riley, there were clips of a violent scene. That car had allegedly been in an active gang shooting.

Riley was convicted on charges that included attempted murder. The 23-year-old was sentenced to 15 years to life, and his case has become a test for modern society. Riley was pulled over by a San Diego police officer on Aug. 22, 2009. Police seized his car and its contents, including his cellphone.

A police officer then scrolled through Riley’s phone. It was filled with video clips and pictures. There were clips of gang fights and pictures of gang signs. Worst of all for Riley, there were clips of a violent scene. That car had allegedly been in an active gang shooting.

Riley was convicted on charges that included attempted murder. The 29-year-old was sentenced to prison for 15 years to life.

The Riley case and Wurie’s case are different from each other, but the Supreme Court has decided to look at them at the same time.

In 2009, Brima Wurie’s cellphone was searched by police. It was loaded with video clips and information about who Wurie had been talking to. Police searched Wurie’s phone without a warrant. In other words, they looked through the phone without getting permission from a judge.

The Wurie case also involves a warrant-less search of a cellphone. Wurie was busted by Boston police on drug and gun charges. After his arrest, cops checked his phone’s call log. That allowed them to see who Wurie had been talking to.

Law enforcement officials say cellphones shouldn’t be given special protection. Police can search someone’s paper things that are in paper form. For example, photos, videos and letters can all be taken away and looked at. So why should these types of things be off-limits when they are in a cellphone?

“The Riley and Wurie cases will be argued on Tuesday morning,” Fisher said. “I think the Riley case, in particular, is incredibly important.”

Some are worried about what it would mean if the Court rules against Riley and Wurie. This kind of decision, they say, would make it too easy to find phone information. In the United States, almost all adults own a cellphone. More than half of adults own a smartphone. These new phones store much more information than older phones did.

The outcome of the two cases could be very important. Both police and phone users might be affected significantly.

The Supreme Court decisions will update rules made long ago. Those rules were written years before smartphones existed.

A modern smartphone, lawyer Jeffrey L. Fisher noted, contains a lot of information about who is using it. Information that we think of as deeply private.

“Putting all this together, you’re talking about a treasure trove of information,” Wydra said. “And it’s the kind of information that we think of as deeply private.”

The Supreme Court must decide if cellphones are covered by the Fourth Amendment. Amendments are changes to the U.S. Constitution. The Fourth Amendment provides protection against unreasonable searches.

Police searched Riley’s phone without a warrant. In other words, they looked through the phone without getting permission from a judge.

Riley’s case will address an important question: Should warrant-less searches of cellphones be allowed?

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STEP SEVEN
Build Academic Writing Skills

What to Work On:
- Use of paper/layout on a page
- Simple sentence patterns
- S-V agreement, singular-plural agreement
- Spacing
- Use of titles
- Forming paragraphs
- Mechanics (sentence level)
- Learning new words

What Strategies to Use:
- Lined paper with guides
- Frontloading of vocabulary
- Brainstorming in L1
- Models and demonstrations
- Scaffolds: sentence frames; word boxes
- LEA: Class Writing
- Guided writing
- Peer support

Early Writers
What to Work On:
- Use of paper/layout on a page
- Simple sentence patterns
- S-V agreement, singular-plural agreement
- Spacing
- Use of titles
- Forming paragraphs
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- Learning new words

What Writing Skills Will You Work On?
Fact Monster: Know Your Rights

http://www.factmonster.com/ipka/A0769450.html

Also includes the 1989 United Nations Rights of the Child
Persuasive Writing/Opinion

Let me PERSUADE you!

Topic/Point of View (ROSC)

Ladie Sentence:

Reason 1:

Evidence:

Reason 2:

Evidence:

Reason 3:

Evidence:

Conclusion:

The Most Important Right in the Bill of Rights

Persuasion Map

Directions: Write your position and the reasons that justify it in the boxes as indicated. Then, write the facts, details, and examples that support each reason in the dotted boxes. Share yourcompleted map with a classmate.

Helping Newcomer Students Succeed in Secondary Schools and Beyond

Supporting English Language Learners with Limited Prior Schooling

Grades 3 to 12

Helping Newcomer Students Succeed in Secondary Schools and Beyond

Deborah J. Short

Beverly A. Boyson
Exploring Early Reading Instructional Strategies to Advance the Print Literacy Development of Adolescent SLIFE

M. Kristiina Montero, Sharon Newmaster, & Stephanie Ledger

Guided reading can help adolescent refugee students with limited or interrupted formal schooling learn how to read. With developmentally appropriate instruction they can experience academic success in their resettlement countries.

Children and youth who have been forced into exile by armed conflict, communal violence (e.g., war, genocide), large-scale natural disasters, persecution (e.g., political, religious, ethnic), and social unrest in their homelands often face many years of displacement without access to the foundations of formal education—literacy and numeracy. Their academic success in resettlement countries is impaired because of gaps in formal schooling, poor quality education (e.g., in refugee camps), or no schooling at all. Consequently, they have not developed age-appropriate print literacy skills in their dominant language. In fact, many refugee children and youth do not have print literacy skills (Matthews, 2008; Woods, 2009). Take, for example, Jaabriil (pseudonym), a student we met through our study. He was born in a refugee camp in Yemen, yet he identifies with the language, culture, and ethnicity of his family’s Somali roots. Jaabriil came to Canada when he was 12 years old. Although he spent two years in elementary school—grades 7 and 8—he was not introduced to the English language. During his first year of high school he had limited knowledge of Roman alphabet letter names or sounds, and his oral language skills in English were underdeveloped. Despite his many rich life skills and experiences, without knowing how to read and write in English, Jaabriil and other students...
Newcomers Video
PBS

BRIDGES SIFE VIDEO
http://nysed.vpg.com/nysed_CC_videos/nysed_int1_lp_cls_sife_1_v6.mov

SIFE Resources for You!

http://www.colorincolorado.org/article/how-support-ell-students-interrupted-formal-education-sifes

http://www.colorincolorado.org/ell-basics/special-populations/students-interrupted-formal-education