Literacy Institute for Newcomers
Session II: Working Towards Grade Level Standards: Developing Newcomer’s Reading and Writing Skills (Gr. 4-12)

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How did you do?

LISTENING AND SPEAKING TECHNIQUES
MULTILINGUAL LITERACY
SIFE SCREENER FOR THE IDENTIFICATION OF SIFE ELLS

SIFE Resources
http://www.nysed.gov/bilingual-ed/students-interruptedinconsistent-formal-education-sife
Agenda

- SIFE Screener Presentation
- Understanding the Reading and Writing Abilities of Entering and Emerging ELLs
- Understanding and Planning For Important Differences Among Your Newcomers: Students With and Without Formal Schooling
- Introducing our Integrated ENL Content Area Unit on *The Bill of Rights*; Goals of Integrated ENL
- Ways Into the Unit for Low Proficiency ELLs
- Frontloading Language and Content/Preparing Newcomers for Social Studies Reading and Writing
Agenda (Continued)

- Building a Collection of Stair Step Books to Move Newcomer’s Skills Forward Toward Grade Level Expectations
- Building Emergent Reading Skills in English While Teaching Content (Decoding, Comprehension): An Integrated Approach
- Understanding the Academic Language of Social Studies (Content Area Registers)
- Building Reading Skills Newcomers Need for Integrated ENL Classes
- Building Writing Skills Newcomers Need for Integrated ENL Classes
Talk Moves

- [https://www.teachingchannel.org/videos/developing-communication-skills](https://www.teachingchannel.org/videos/developing-communication-skills)
- 5th grade Soc. St.-1:36 mins.
- 8th grade ELA-2:35 mins.

### Talk Moves

- **Add On:** More ideas, more details.
  - “I would like to add on to what ______ said”
- **Reasoning:** To defend an idea.
  - “I agree because…”
  - “I disagree because…”
  - “That is true because…”
- **Repeating:** To clarify what you heard someone say.
  - “I heard you say…”
  - “said…”
  - “Who can put this into their own words?”
  - “Who can restate what ______ said?”
  - “Who can repeat?”
- **Revoicing:** To verify your thinking. To make sense of. To put into your own words.
  - “So you are saying…”
  - “What I think you said was…”
  - “Did you mean…?”
- **Think Time:** To gather your ideas and thoughts.
  - “I would like some think time.”
  - “I would like to ponder on that question.”
- **Say More:** To understand another’s thinking.
  - “Can you say more about that?”
  - “Tell us more about your thinking.”
  - “Can you expand on that?”
  - “Can you give us an example?”
- **Press for Reasoning:** Explain reasoning.
  - “Why do you think that?”
  - “What is your evidence?”
  - “What convinced you that was the answer?”
  - “What makes you think that?”
  - “Why did you think that strategy would work?”
  - “How did you get that answer?”
  - “Can you prove that to us?”

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Kind, purposeful classroom discussion where everyone’s voice is heard and valued!
Understanding the Reading and Writing Abilities of Entering and Emerging ELLs

Quick Review from Our Last Session
ENL Progressions

Differentiated Instruction

Entering
Emerging
Transitioning
Expanding
Commanding

Amount of English and Degree of Dependence on Supports and Structures to Advance Academic Language Skills
Student Proficiency Levels Vary Across L, S, R, W: Understand Students’ Profiles

Receptive

Expressive
COMMUNICATIVE TASK

ACCURACY /CONTROL

LANGUAGE COMPLEXITY

VOCABULARY FOCUS

GROUPING SUPPORT

SCAFFOLDING—L1 AMOUNT/TTYPE
<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Expectations</th>
<th>Vocabulary Targets</th>
<th>Type of Support Scaffolds</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Identify a few words. Short phrases or predictable sentences (that signal important individuals, main ideas, key details, concepts, events, points of view, message; story or topic, description, sequence, relationships, connections, conclusions, and/or evidence)</td>
<td>Determine the literal meaning of some Tier 1 words</td>
<td>Organize pre-taught words and phrases on a table or graphic organizer; In new and/or home language</td>
<td>Partnerships Teacher-led small groups</td>
<td>Substantial support</td>
</tr>
<tr>
<td>Some ToMs don't apply</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emerging</td>
<td>Identify some words, phrases or a few simple sentences (that...)</td>
<td>Determine the literal meaning of some Tier 1 and a few Tier 2 words</td>
<td>Organize pre-identified words and phrases on a (partially completed) table or graphic organizer; In new and/or home language</td>
<td>Partnerships Teacher-led small groups Small groups</td>
<td>Limited support</td>
</tr>
<tr>
<td>Transitioning</td>
<td>Identify most phrases, simple sentences or a few expanded or complex sentences (that...)</td>
<td>Determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words and phrases</td>
<td>Organize phrases and sentences on a (partially completed) table or graphic organizer; In new and occasionally in the home language</td>
<td>Partnerships Small groups Whole class</td>
<td></td>
</tr>
<tr>
<td>Expanding</td>
<td>Identify most simple and some expanded or complex sentences (that...)</td>
<td>Determine most of the literal and some of the figurative or connotative meanings of Tier 1 and 2 words &amp; phrases</td>
<td>Organize sentences/information on a table or graphic organizer; In new language</td>
<td>Partnerships Small group Independent</td>
<td>Largely Independent</td>
</tr>
<tr>
<td>Commanding</td>
<td>Identify a variety of simple, expanded and complex sentences (that...)</td>
<td>Determine most of the literal, figurative or connotative meanings of Tier 1 &amp; 2 words and phrases</td>
<td>Organize information on a self-contained or graphic organizer; Independently In new language</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Use of L1**

- Have Charts for 5-6; 9-12

**Language Complexity**

- COMMUNICATIVE TASK
- GROUPING SUPPORT
- SCAFFOLDING—AMOUNT/TYPE
How much text can students read in their new language?

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Expectations</th>
<th>Vocabulary Targets</th>
<th>Type of Support Scaffolds</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>A few words, Short phrases, Predictable sentences that indicate, signal, refer to information, a claim, evidence, a message, theme, etc.</td>
<td>Determine the literal meaning of some Tier 1 words and their impact in text</td>
<td>Organize pre-taught words in a main idea web; graphic organizer In new or home language</td>
<td>Read aloud Partnerships Teacher-led groups</td>
<td>Substantial support</td>
</tr>
<tr>
<td>Emerging</td>
<td>Some words, phrases, Few simple sentences that...</td>
<td>Determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in text</td>
<td>Organize pre-identified words in main idea web; graphic organizer In new or home language</td>
<td>Read Aloud Partnerships Small groups</td>
<td>Moderate Support</td>
</tr>
<tr>
<td>Transitioning</td>
<td>Most phrases, simple sentences and a few expanded or complex sentences that...</td>
<td>Determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and phrases and their impact in text; use context clues &amp; textual information to determine meaning</td>
<td>Organize phrases and sentences on partially completed main idea web; graphic organizer In new or home language</td>
<td>Read Aloud Partnerships Small groups Whole class</td>
<td>Limited Support</td>
</tr>
<tr>
<td>Expanding</td>
<td>Most simple or some expanded or complex sentences that...</td>
<td>Determine most of the literal and some of the figurative or connotative meanings of Tier 1 &amp; 2 words and phrases and their impact in text; use imagery to find meaning</td>
<td>Organize main idea and supportive details after teacher modeling; with a glossary In new language</td>
<td>Partnership Small group Whole Class</td>
<td>Largely Independent</td>
</tr>
<tr>
<td>Commanding</td>
<td>A variety of simple, expanded and complex sentences that...</td>
<td>Determine most of the literal, figurative or connotative meanings of Tier 1 &amp; 2 words and phrases and their impact in text</td>
<td>Organize information on a note taking guide In new language</td>
<td>Partnership Small Group Whole Class Individually</td>
<td>No Support Needed</td>
</tr>
</tbody>
</table>

* Shaded columns come from the Progressions; Rest from the Performance Level Descriptions and Targets of Measurement
### How do language expectations change for writing across Entering, Emerging, Transitioning?

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Language Expectations</th>
<th>Errors</th>
<th>Organization</th>
<th>Vocabulary Targets</th>
<th>Type of Support Scaffolds</th>
<th>Teaching Arrangements</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entering</strong></td>
<td>A few words</td>
<td>Writing includes numerous errors; errors may totally obscure meaning</td>
<td>Writing lacks orientation, organized or connected ideas or closure; lacks development</td>
<td>Use common Tier 1 and grade level Tier 2 words and short phrases; give ideas and facts</td>
<td>Structure thoughts and ideas; Cloze paragraph New or home language</td>
<td>Partnerships Teacher-led groups</td>
<td>Substantial support</td>
</tr>
<tr>
<td></td>
<td>Short phrases Predictable sentences</td>
<td>Writing has frequent errors; errors may obscure meaning</td>
<td>Writing includes basic orientation, organized or connected ideas or closure; basic development</td>
<td>Use words and short phrases including common grade level Tier 2 words; Describe ideas and facts</td>
<td>Write one to two paragraphs; New or home language</td>
<td>Partnerships Small groups</td>
<td>Moderate Support</td>
</tr>
<tr>
<td><strong>Emerging</strong></td>
<td>Some words, phrases Few simple sentences</td>
<td>Writing includes frequent errors; errors may obscure meaning</td>
<td>Writing includes limited orientation, logically organized or connected ideas, and/or closure; limited development</td>
<td>Use words and phrases including a few grade level Tier 2 &amp; 3 words; Describe detailed ideas and facts</td>
<td>Use a word bank or graphic organizer to write a short essay; New or home language</td>
<td>Partnerships Small groups Whole class</td>
<td>Limited Support</td>
</tr>
<tr>
<td><strong>Transitioning</strong></td>
<td>Most phrases, simple sentences and a few expanded or complex sentences</td>
<td>Writing includes frequent errors; errors may obscure meaning</td>
<td>Writing includes partial orientation, logically organized and connected ideas and closure, partial development</td>
<td>Use level Tier 2 &amp; 3 words; Describe detailed ideas and facts</td>
<td>Use a teacher provided model and graphic organizers to write an essay; New language</td>
<td>Partnerships Small groups</td>
<td>Largely Independent</td>
</tr>
<tr>
<td><strong>Expanding</strong></td>
<td>Most simple or some expanded or complex sentences</td>
<td>Writing includes occasional errors; errors do not obscure meaning</td>
<td>Writing includes sufficient orientation, logically organized and connected ideas and closure</td>
<td>Use words and phrases including grade level Tier 2 &amp; 3 words; Give precisely detailed descriptions</td>
<td>Use knowledge of the topic independently to write a multiple-page essay; New language</td>
<td>Partnerships Small groups Independently</td>
<td>No Support Needed</td>
</tr>
<tr>
<td><strong>Commanding</strong></td>
<td>A variety of simple, expanded and complex sentences</td>
<td>Writing includes infrequent errors; errors do not obscure meaning</td>
<td>Writing includes sufficient orientation, logically organized and connected ideas and closure</td>
<td>Use words and phrases including grade level Tier 2 &amp; 3 words; Give precisely detailed descriptions</td>
<td>Use knowledge of the topic independently to write a multiple-page essay; New language</td>
<td>Partnerships Small groups Independently</td>
<td>No Support Needed</td>
</tr>
</tbody>
</table>
Understanding and Planning For Important Differences Among Your Newcomers: Students With and Without Formal Schooling
# Two Types of Newcomers

<table>
<thead>
<tr>
<th>Students with Formal Schooling</th>
<th>Students without Formal Schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have literacy in L1</td>
<td>• Are not literate, or have low literacy in L1</td>
</tr>
<tr>
<td>• Have study skills; Know how to learn</td>
<td>• Lack study skills; school habits</td>
</tr>
<tr>
<td>• Have knowledge of their country’s core curricula</td>
<td>• Have life skills/knowledge; but no exposure to core curricula taught in schools</td>
</tr>
<tr>
<td>• Have self-confidence as learners that allows them to take risks</td>
<td>• Lack the conformity required by schools</td>
</tr>
<tr>
<td>• Have non-academic school skills (social skills)</td>
<td>• May lack self-confidence as learners; may not take risks</td>
</tr>
</tbody>
</table>

**Traditional Beginner ESL Classes OK**

**Need Specialized SIFE ELA & Initial Literacy Classes**

**Two Types of Newcomers**
WHAT ELSE HAVE YOU NOTICED AS YOU COMPARE NEWCOMERS WITH AND WITHOUT FORMAL SCHOOLING?

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- 
-
OUR MODEL UNIT

New York City Social Studies Scope & Sequence 2014-2015

9-12 Social Studies Scope & Sequence 2014-2015

Part of Units in:
- Grade 4 (Federal, State and Local Governments)
- Grade 5 (Comparing Mexico, U.S. Canada, Brazil)
- Grade 7: U.S. and NYS History--Unit 3
- Grade II: U.S. History--Unit 1
- Grade 12: Foundations of Am. Govt.
Why Would This Topic—Learning About the Rights of Citizens in the US—Motivate Newcomer Students?
THE GOAL

To Access the Original Bill of Rights
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 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.


The Goal: Help Preliterate and Low Literacy ELLs Access the Original
## Teach Content

- Make sure your Newcomers are learning the essential content of the unit
- Help your newcomers acquire the valued dispositions, skills and strategies of the academic discipline
- Address the *Next Generation Grades 6-12 Learning Standards for Literacy in History/Social Studies*

## Teach Language & Develop Literacy

- Integrate the teaching of emergent literacy skills (decoding and reading comprehension skills, reading strategies; writing skills) into each unit
- Teach your Newcomers the academic language of Social Studies (words, phrasing, grammar, discourse structures)
- Give systematic language and literacy practice

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**What are your goals in Integrated ENL?**
Ways In to Learn the Content

- L1 Versions (if literate); Audio or multimedia versions in L1
- Photo texts/visual presentations with limited literacy (PowerPoints)
- Simplified presentations of the Bill of Rights using Plain English (Storyboard; adapted versions)
- Stair-Step Books (progressively more demanding set of texts on same topic/subtopic)
- Audio/Multimedia Versions in L2
L1 Versions for Support

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

Polish
Romanian
Greek
Spanish
German
French
Russian
Latin
Hebrew
Arabic
Korean
Japanese
Chinese
Armenian
Videos on specific amendments

Annenberg Classroom: The Story of the Bill of Rights Resources
Short Videos with Subtitles
THE BILL OF RIGHTS

Created by Ms. Panasyan, Social Studies Coach

Presentation based on Grade 8 United States History Content Standard 8.2.6; California

The Bill of Rights

The first 10 amendments
To the U. S. Constitution
Amendment 1: Freedom of Speech, Religion, Press, and Assembly

- We can follow any religion
- We can say our thoughts
- Newspapers can publish any articles
- We can meet in groups
The first amendment—5 rights mentioned

- Freedom of Speech
- Freedom of Religion
- Freedom of the Press
- Freedom of Assembly
- Right to petition the government
<table>
<thead>
<tr>
<th>Can</th>
<th>Cannot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protest</td>
<td>Protest by throwing rocks and breaking windows</td>
</tr>
<tr>
<td>Parade (with a permit)</td>
<td>Hang out on private land against owners will—loitering</td>
</tr>
<tr>
<td>Parade chanting hate slogans</td>
<td>Gang members can congregate in public</td>
</tr>
<tr>
<td>Teen curfew</td>
<td></td>
</tr>
</tbody>
</table>
Photo Texts

Lexile 290
ELL Level 1

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

On Google Books
What Rights Do Citizens Have?

Citizens have rights. Citizens have freedom of speech.

Citizens have rights. Citizens have freedom of the press.

Freedom of speech is a right.

Freedom of the press is a right.

It’s a Fact

Rights are freedoms people have.
Key Amendments in the Bill of Rights


4th Amendment: Police cannot search your home or take your possessions without a search warrant from a judge

5th Amendment: A person is innocent until proven guilty
<table>
<thead>
<tr>
<th>Amendment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amendment 1</td>
<td>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.</td>
</tr>
<tr>
<td>Amendment 2</td>
<td>The government cannot stop citizens from keeping guns because the military is necessary to keep peace.</td>
</tr>
<tr>
<td>Amendment 3</td>
<td>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.</td>
</tr>
<tr>
<td>Amendment 4</td>
<td>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.</td>
</tr>
<tr>
<td>Amendment 5</td>
<td>No person can be charged with a crime unless the charges have been brought by a grand jury. A person cannot be charged with the same crime twice. A person does not have to testify against himself/herself. A person can't have his or her life, his or her property, or his or her freedoms taken...</td>
</tr>
</tbody>
</table>
The Bill of Rights—Simplified

First Amendment

The government cannot support any religion or prevent citizens from worshipping as they please; the government cannot censor people or the media; people have a right to gather peaceably; and people can complain to the government. There are exceptions to these rights.

Second Amendment
*Right to Bear Arms*

People have the right to own weapons.

Third Amendment
*Quarreling Troops*

Citizens cannot be forced to house soldiers in their homes during peacetime and only during wartime as the law requires.

Fourth Amendment
*Right to Privacy, Search Warrants*

Officers of the law must get a warrant from a judge to search and take property or persons. A judge must have a “reasonable cause” to issue a warrant to officers and the warrant must describe the place to be searched and the items or persons to be taken. There are exceptions to this amendment.

Fifth Amendment
*Rights of the Accused, Due Process, Right to Remain Silent*

A grand jury must determine if there is enough evidence to send to trial a person accused of a serious crime. A person cannot be put on trial more than once for the same crime (double jeopardy). A person has the right not to answer questions asked by officials. The government must follow certain fair procedures (due process) before it can take away life, liberty, or property.

Sixth Amendment
*Right to a Speedy and Fair Trial, Right to Face Accusers, Right to a Lawyer*

An accused person will not be held in jail for a long period of time before their trial begins. An accused person will also get a public trial before a fair jury. An accused person has a right to face their accusers. If an accused person cannot afford a lawyer, one will be provided to defend them.

Seventh Amendment
*Civil Suits*

A jury may be provided if one person sues another person and the case involves more than $20 (these cases are generally no longer heard in federal court).

Eighth Amendment
*Reasonable Bail and Punishment*

Bail will not be set unusually high as to make it impossible for someone to pay. No cruel or unusual punishment will be used against an accused or a convicted person.

Ninth Amendment
*People’s Rights*

Citizens have rights beyond those written in the Constitution and they cannot be taken away.

Tenth Amendment
*States’ Rights*

Those powers not given to the federal government are given to the states.

Bill of Rights

After the founders wrote the Constitution in 1787, they needed nine states to approve it before it became law. The Antifederalists, people who opposed the Constitution, feared a powerful national government. To get support from states like New York and Virginia, the Federalists, supporters of the Constitution, agreed to pass a bill or rights to limit government power. The Congress wrote twelve amendments but the states only passed ten. On December 15, 1791, Virginia became the last state to ratify the Bill of Rights making them a part of the Constitution.

Originally, the Bill of Rights applied only to limiting the power of the government of the United States and not state governments. However, by the mid-twentieth century, the courts began applying the Bill of Rights to state governments as well. The Bill of Rights contains the very core of American liberty: limited government and individual freedom.

Bill of Rights in Simple Language

The Bill of Rights is the first ten amendments to the United States Constitution.

Here are the amendments in simple language:

**Amendment 1**

Congress can't make any law that:

- Favors one religion over another religion, or no religion at all, or opposes any religion;
- Stops you from practicing your religion as you see fit;
- Keeps you from saying whatever you want, even if you are criticizing the President of the United States;
- Prevents newspapers, magazines, books, movies, radio, television or the internet from presenting any news, ideas, and opinions that they choose;
- Stops you from meeting peacefully for a demonstration or protest to ask the government to change something.

**Amendment 2**

Congress can't stop people from having and carrying weapons.

**Amendment 3**

You don't have to let soldiers live in your house, except if there is a war, and even then Congress needs to pass a law and set the rules.

**Amendment 4**

Nobody can search your body, or your house, or your papers and things, unless they can prove to a judge that they have a good reason for the search.

**Amendment 5**

Except during times of war or if you are in the military:

- You can't be tried for any serious crime without a Grand Jury meeting first to decide whether there's enough evidence against you for a trial;
- If at the end of a trial, the jury decides you are innocent, the government can't try you again for the same crime with another jury;
- You cannot be forced to admit you are guilty of a crime and if you choose not to, you don't have to say anything at your trial at all;
- You can't be killed, or put in jail, or fined, unless you were convicted of a crime by a jury and all of the proper legal steps during your arrest and trial were followed; and
- The government can't take your house or your farm or anything that is yours, unless the government pays for it at a fair price.

**Amendment 6**

If you are arrested and charged with a crime:

- You have a right to have your trial soon and in public, so everyone knows what is happening;
- The case has to be decided by a jury of ordinary people from where you are, if you wish;
- You have the right to know what you are accused of doing wrong and to see and hear and cross-examine the people who are witnesses against you;
- You have the right to a lawyer to help you. If you cannot afford to pay the lawyer, the government will.

**Amendment 7**

You also have the right to a jury when it is a civil case (a law case between two people rather than between you and the government).

**Amendment 8**

The government can't make you pay more than is reasonable in bail or in fines, and the government can't inflict cruel or unusual punishments (like torture) even if you are convicted of a crime.

**Amendment 9**

Just because these rights are listed in the Constitution doesn't mean that you don't have other rights too.

**Amendment 10**

Anything that the Constitution doesn't say that Congress can do, is left up to the states and to the people.
### Newsela Lexile Bands

<table>
<thead>
<tr>
<th>Grade</th>
<th>Lexile</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd</td>
<td>300-500</td>
</tr>
<tr>
<td>3rd</td>
<td>501-620</td>
</tr>
<tr>
<td>4th</td>
<td>621-780</td>
</tr>
<tr>
<td>5th</td>
<td>781-920</td>
</tr>
<tr>
<td>6th</td>
<td>921-1010</td>
</tr>
<tr>
<td>7th</td>
<td>1011-1109</td>
</tr>
<tr>
<td>8th</td>
<td>1110-1180</td>
</tr>
<tr>
<td>9th - 10th</td>
<td>1181-1260</td>
</tr>
<tr>
<td>11th - 12th</td>
<td>original lexile</td>
</tr>
</tbody>
</table>
Primary Sources: The Bill of Rights

By Original document from the public domain on 06.22.16
Word Count 716
Level MAX

The Bill of Rights, 12 articles of amendment to the U.S. Constitution proposed in 1789, 10 of which became part of the
Constitution in 1791. National Archives, Wikimedia Commons

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

THE Conventions of a number of the States, having at the time of their adopting the Constitution,
expressed a desire, in order to prevent misconstruction 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 offence 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.
Fuentes primarias: La Carta de Derechos

By Documento original del dominio público, adaptado por la redacción de Newsela on 09.21.16
Word Count 706
Level 610L

La Carta de Derechos, 12 artículos de enmiendas a la Constitución de Estados Unidos propuestos en 1789, 10 de los cuales se convirtieron en parte de la Constitución en 1791. Archivo Nacional, Wikimedia Commons

El Congreso de los Estados Unidos se reunió en la ciudad de Nueva York. La reunión fue el miércoles, 4 de marzo de 1789.

Los legisladores querían que la Constitución fuera más fácil de entender. Necesitaban palabras más claras. Querían que el pueblo confiara en el Gobierno.

El Congreso hizo varios cambios. Los miembros del Congreso votaron. La mayoría estuvo de acuerdo en añadir partes nuevas a la Constitución. Esas partes nuevas fueron enviadas a los estados. Tres cuartas partes de los estados tenían que decir que sí a los cambios. Si lo hacían, se convertirían en enmiendas, que son cambios a las leyes. Serían parte de la Constitución.

Enmienda I (1)

El Congreso no establecerá una religión para el país. No puede imprimir dinero con la imagen de ninguna religión. Ninguna ley puede parar la libertad de expresión. Ni el Congreso puede decirle a los periódicos que impriman noticias. Ninguna ley puede evitar que el pueblo pueda ir al Gobierno a quejarse.

Enmienda II (2)

Se puede establecer un ejército pequeño para la seguridad del país. La gente tiene derecho a tener una pistola. Las armas no se le pueden quitar.

Enmienda III (3)

Los soldados no tienen ningún derecho a vivir en la casa de alguien. El dueño está de acuerdo. Esta ley puede cambiar si hay una guerra.

Enmienda IV (4)

El pueblo tiene derecho a protegerse a sí mismo. Las personas pueden proteger sus hogares y cosas de los registros injustos. Si hay buenas razones para hacer los registros, deben ponerse por escrito. El permiso se dará solo para registrar un lugar determinado. Se podrán llevar solo personas o cosas que hayan sido nombradas.

Enmienda V (5)

No se pondrá a ninguna persona en la cárcel a menos que se le dé una copia por escrito diciendo cuál fue el crimen. Deben haber razones para el arresto. Esto puede cambiar durante una guerra. Puede cambiar si los Estados Unidos está en peligro. Ninguna persona será arrestada más de una vez por el mismo crimen. Ninguna persona puede ir a juicio más de una vez por el mismo crimen. La persona juzgada nunca será obligada a hablar. La persona no tiene que ser testigo. Una persona tiene el derecho de tener un juez o un jurado. No se le pueden quitar a nadie sus tierras o sus pertenencias para que las use el público. Si le quitan a alguien sus tierras o sus pertenencias, le deben dar dinero al dueño.

Enmienda VI (6)

La persona juzgada por un crimen tiene derecho a un juicio rápido. El juicio debe ser en público. La persona tiene derecho a tener un jurado justo. El juicio debe ser en el estado y el lugar donde ocurrió el crimen. A la persona le tienen que decir las razones por las que está siendo juzgada. La persona puede ver y escuchar los testigos en su contra. La persona puede tener testigos que lo ayuden. La persona también puede tener testigos para que expliquen los hechos. La persona puede tener un abogado que lo ayude a defenderse.
Primary Sources: The Bill of Rights

By Original document from the public domain, adapted by Newsela staff on 06.22.16

Word Count 624

Level 570L

Amendment II

A small army can be set up for the safety of a State. People have to be able to carry arms to protect themselves.

Amendment III

Soldiers have no right to live in anyone's house. It's OK if the owner of the house agrees. But the soldiers can change.

Amendment IV

The people have the right to protect themselves. They can protect themselves from unfair searches. Good reasons for searches must be in writing. People have a right to know why someone is going to a certain place. Only named people or things can be taken.

Amendment V

No person shall be put in jail unless given a written copy of what the crime was. There must be facts and reasons for the arrest. This may not happen during a war. This may not happen when the United States is in danger. No person can be arrested more than once for the same crime. No person can go to trial more than once for the same crime. The person on trial cannot be forced to speak. The person does not have to be a witness. A person has the right to have a judge or jury. Land and things owned by a person cannot be taken and used by the public. If land and things are taken, money must be given to the owner.

Amendment VI

The person on trial for a crime has the right to a speedy trial. It must be in public. The person has a right to have a fair jury. The trial must be in the State and place where the crime happened. The person has to be told the reasons for being on trial. The person can face and listen to the witnesses against him. The person can have his own witnesses to help him. The person can have witnesses to explain the facts. The person can have a lawyer to help him defend himself.

Amendment VII

In civil court, a person can be sued for money. If it is more than 20 dollars, he can have a jury trial. But this can happen only one time. There is no way to change the final result.
Simple Presentations in English

https://www.youtube.com/watch?v=6LJr0yXyCVE
Frontloading Language & Content: Preparing Newcomers for the Unit
WHAT MIGHT SIFE ELLS NOT KNOW ABOUT THE BILL OF RIGHTS TOPIC?

Activating Background Knowledge in English Language Learners
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 (history of; role of)
- 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
Bill of Rights Vocabulary; Basic Concepts

**Nouns**
- Document
- Constitution
- Bill of Rights
- Amendment(s)
- Change(s)
- Freedom
- Rights
- Citizens
- Speech
- Press
- Religion
- United States
- States
- Government
- Congress

**Verbs**
- Have the right to
- May/May not
- Promise
- Protects
- Meet
- Assemble
- (May) Choose
- Believe

**Statement**
- Ideals
- Meetings
- Beliefs
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Choosing **Academic Vocabulary** that appears frequently in academic texts

- Use the Academic Vocabulary List! (AVL, Gardner)
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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?
Building a Collection of Stair Step Books to Move Newcomer’s Skills Forward Toward Grade Level Expectations
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**

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
Find Stair Step Books

Lexile 290
ELL Level 1

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

On Google Books
Stair Step Books

Lexile 740 (Spa/Eng)
GRL O (N)
ATOS 4.9

Lexile 710
GRL = Q/S
Gr. .5.3

Lexile 850
GRL = O
Gr. 6
Select 3 “Stairstep” Texts

Student Text Samples
Bill of Rights
Look Across 3 Texts and Discuss:

Partner A

• What social studies (history/civics and government) concepts are reinforced across the texts?
• How do the ideas presented expand across the texts?

Partner B

• What core academic vocabulary is reinforced across the texts?
• How does text complexity—sentence length, complexity change across texts?
What makes texts complex?

- **Quantitative:** Reading level of texts in relation to the reading level of your ELLs
- **Qualitative aspects:** (number of pages, size of print, pictorial support, amount of text per page, layout, in text support, etc.)
- **Reader:** Background knowledge of learner, interest in topic; L1 literacy level, reading strategies known, etc.
- **Task:** What the learner is expected to do while/after reading

This is exactly what you can adjust to support learners!
Trade Books with Strong Visual Support: Tap Skills Low Readers Bring to Text

- Use of visuals to support understanding
- Reading bold text, titles, captions
- Reading charts/graphs/maps
**NEWSELA**

**reading comprehension with nonfiction**

**ADD PRINT-DENSE TEXTS TO YOUR SET**

**DOWNLOADABLE CONTROLLED READINGS THAT HAVE FEW VISUALS TO SUPPORT UNDERSTANDING, BUT ARE AT STUDENT’S LEXILE LEVELS**

NewseLa Lexile Bands

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Primary Sources: The Bill of Rights

By Original document from the public domain, adapted by Newsela staff on 06.22.16
Word Count 624
Level 570L

Amendment II
A small army can be set up for the safety of a State. People have the right to have a safe home. Their homes can't be taken away.

Amendment III
Soldiers have no right to live in anyone's house. It's OK if the owners agree. But the owner's permission can change.

Amendment IV
The people have the right to protect themselves. They can protect themselves from crimes. There are not unfair searches. Good reasons for searches must be in writing. People can't be arrested without being charged at a certain place. Only named people or things can be taken.

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No person shall be put in jail unless given a written copy of what the crime was. There must be facts and reasons for the arrest. This may not happen during a war. This may not happen when the United States is in danger. No person can be arrested more than once for the same crime. No person can go to trial more than once for the same crime. The person on trial cannot be forced to speak. The person does not have to be a witness. A person has the right to have a judge or jury. Land and things owned by a person cannot be taken and used by the public. If land and things are taken, money must be given to the owner.

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The Bill of Rights

PASSAGE

1610L Informational The Bill of Rights The Preamble to The Bill of Rights Congress of the United ... © 2015 ReadWorks®, Inc. All rights reserved. NEW U.S. History Civics & Government N/A The Bill of Rights 1 610 PDF: The Bill of Rights ...

American Government- The Bill of Rights Part I

PASSAGE

790L Informational 790_american_government_the_bill_of_rights_part_i--passage.pdf Friday, August 31, 2012 Non-fiction: American Government – The Bill of Rights: Part I American Government The Bill of ... these states objected that a Bill of Rights had not been included. They worried that without a Bill of ... 

American Government- The Bill of Rights Part II

PASSAGE

830L Informational 830_american_government_the_bill_of_rights_part_ii--passage.pdf Friday, August 31, 2012 Non-fiction: American Government – The Bill of Rights: Part II American Government The Bill ... amendments to the Constitution known as the Bill of Rights. The first 8 amendments cover fundamental 2 rights ...
American Government
The Bill of Rights: Part II

The founding fathers believed people are born with certain inalienable\(^1\) rights. These are rights we are born with that no one can take away. To protect these rights, they created 10 amendments to the Constitution known as the Bill of Rights. The first 8 amendments cover fundamental\(^2\) rights and freedoms of every citizen. The 9th Amendment forbids the government to limit freedoms and rights not covered in the Constitution. The 10th Amendment limits the power of the federal government to the Constitution.

Three of the most important amendments from the Bill of Rights are listed below. Beside the amendment is a description of the right that it protects.

**Amendment I – Freedom of Speech**

In some countries, people cannot always say what they are thinking. Under United States law, people are not punished for speaking their opinions. Newspaper editors\(^3\) can print whatever opinions they want. They can even write criticisms of the government. A writer summarizing the philosopher Voltaire’s beliefs once wrote, “I disapprove of what you say, but I will defend to the death your right to say it.” This idea of protecting free speech helps strengthen our democracy.

**Amendment VI – Trial by Jury**

In the United States, people accused of a crime are innocent until proven guilty. They must have a trial to determine if they are guilty. This amendment guarantees everyone’s right to a trial by a jury. A jury is made up of men and women from all different backgrounds. The jury listens to evidence\(^4\) in a case.

The jury decides whether a person is guilty or innocent of a crime. The person’s fate\(^5\) 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.

---

\(^1\) inalienable – cannot be given away or taken away

\(^2\) fundamental – basic and necessary

\(^3\) editors – people in charge or a newspaper or magazine

\(^4\) evidence – information and facts that help prove something or make you believe that something is true

\(^5\) fate – destiny, or what happens to someone because of things they cannot control
Building Emergent Reading Skills in English While Teaching Content: An Integrated Approach
TEACHING CONTENT WHILE TEACHING DECODING SKILLS AND READING STRATEGIES

Getting Literacy Off the Ground with Older Learners
Focus on Skills and Strategies

Practice Identifying:
- Background Knowledge
- Phonics
- Sight Words
- Reading Writing Strategies/Skills

Start with Initial Literacy Books: English Explorers

Bill of Rights: Lowest; Highest Levels

Also work on Academic Language
Focus on Skills and Strategies

Teach:
**Book Handling Skills**
- Book features (index, table of contents, captions)
- Page turning, directionality

**Reading Skills**
- Decoding
  - individual letter sounds,
  - letter clusters
- sight words and

**Reading Strategies**
- Predicting
- Rereading

Start with Initial Literacy Books: English Explorers

Bill of Rights: Lowest; Highest Levels

Also work on Academic Language
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 reading skill/strategy practice
  - Embedded spelling
  - Connected early writing
Teaching Decoding/Encoding

1. Sight Words/Instant Words
   a. Individually
   b. In Context
2. Phonograms/Onset-Rime (sound patterns)
3. Word Configurations/Word Shape
4. Phonics (Individual letter sounds and blending/synthesizing)
Three Researchers, Three Lists

Edward Dolch
1930-1940s

Edward Fry
1950s; Updated 1980s

Elrieda Hiebert
2000s
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<th>1000 Most Common Words</th>
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**DECODING**

- How Can You Decide Which List to Use?
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</tr>
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<td>ancient</td>
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</tr>
<tr>
<td>andrew</td>
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</table>

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| a  | came | found (ed) | large | off  | sometime (s) | very |
| able | can (s) | four | last (ed, ing) | often | soon | want (ed, ing, s) |
| about | certain | from | later | old | special | war (s) |
| across | change(s, ed, in) | get (s, ing) | learn (ed, ing) | on | state (d, s) | was |
| after | children (s) | give (n, s, ing) | left | once | still | water (s) |
| again | city (ies) | go (es, ing) | less | one (s, 's) | such | way (s) |
| against | come (s, ing) | good (s) | let (s, ing) | only | sun (s, 's) | we |
| air | could | got | life | or | sure | well |
| all | country (ies, 's) | government (s) | light (ed, ing, s) | order | system (s) | went |
| almost | course (s) | great | like (d, s) | other (s) | take (n, ing, s) | were |
| along | day (s, 's) | group (ed, s) | little | our | tell (ing, s) | what |
| also | did | had | live (d, s, ing) | out | than | when |
| always | didn't | hand (ed, s) | long | over | that (s, 's) | where |
| american (s) | different | hard | look (s, ed, ing) | own (ed) | the | which |
| among | do (ing) | has | made | part (s) | their (s) | while |
| an | does | have (ing) | make (s, ing) | people (s, 's) | them | white (s) |
| and | don't | he | man (s) | person (s, 's) | then | who |
| animal (s) | done | head (ed, ing, s) | many | place (d, s, ing) | there ('s, s) | why |
| another | door (s) | heard | may | plant (ed, ing) | these | will (ing) |
| any | down | help (ed, ing, s) | me | power (s) | they | with |
| are | during | her | mean (s, t) | put (s, ting) | thing (s) | without |
| around | each | here | men (s) | read (s, ing) | think (ing, s) | word (s) |
| as | early | high | might | really | this | work (ed, ing, s) |
| at | earth (s) | him | money | red | those | world (s) |
| away | end (ed, ing, s) | himself | more | right (s) | though | would |
| back (ed, s) | energy | his | morning | room (s) | thought (s) | year (s, 's) |
| be | enough | home (s) | most | said | three | yet |
| became | even (ing) | house (s, ing) | mother (s, 's) | same | through | you |
| because | ever | how | move (d, s, i) | saw | time (s) | young |
| become (s, in) | every | however | much | say (s, ing) | to | your (s) |
| been | example (s) | I | must | school (s) | today (s) | |
| before | eye (s) | if | my | second (s) | together | |
| began | face (d, s, ing) | important | name (d, s) | see (ing, n, s) | told | |
| being (s) | family (ies) | in | near | set (s, ting) | too | |
| best | far | into | need (s, ed) | several | took | |
| better | father (s, 's) | is | never | she (s) | toward (s) | |
| between | feel (s) | it | new (s) | should | two | |
| big | feet | it's | next | show (ed, ing, s) | under | |
| black (s) | felt | its | night (s) | side (s) | united | |
| body (ies) | few | just | no | since | until | |
| book (s) | find (s) | keep (ing, s) | not | small | up | |
| both | first | kind(s) | nothing | so | upon | |
| boy (s, 's) | food (s) | knew | now | some | us | |
| but | for | know (ing, n, s) | number (s, ed) | something | use (d, s, ing) | |
| by | form (ed, ing, s) | land (ed, ing, s) | of | usually | |
what
do	right
have
of
the
to
Captions:
are
people
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a

What Rights Do Citizens Have?
Citizens have rights. Citizens have freedom of speech.

Freedom of speech is a right.

It's a Fact
Rights are freedoms people have.

Citizens have rights. Citizens have freedom of the press.

Citizens have rights. Citizens have freedom of religion.

Freedom to meet is a right.
Beyond Flashcards: How to Teach Sight Words Creatively

http://www.bluemangolic.com/beyond-flashcards-how-to-teach-sight-words-creatively/

“Sight words are boring!” They certainly can be… but they don’t have to be.

When children are learning to read a huge emphasis is placed on the alphabet – working on letters and their corresponding sounds (think phonics).

However, another very important component of developing a successful reader is learning sight words.

You may know them by many other names such as Dolch, fry, high-frequency, trick, snap, red, and word wall words.

Google any of these words and you’re sure to come across lists upon lists of words.

My goal is not to provide you with yet another list of words, but to answer the important questions:

What are sight words?
Why are they important?
What effective methods can I use to make sure my child learns these words?
How can I make sight words fun and engaging?

I’ll show you why these words are so important (and why they’re called so many things!) and how to teach sight words in a way that’s fun for your child (and you) and effective.

What Are Sight Words?

Children are taught how to read by learning to recognize symbols (letters and group of letters) and associating them with sounds (phonemes). Students can then sound out words and have a strategy to figure out unfamiliar words that they come across – phonics!

However, alongside this approach children also learn to memorize certain words to facilitate their fluency as a reader. These are called sight words. Students memorize these words for a variety of reasons:

- they are irregular – don’t follow phonics rules – and cannot be sounded out (of, the, was)
- they commonly occur in books (be, to, are, that, have) so knowing them instantly will
  - save a child time when reading by not having to “figure out” frequently occurring words
  - allow a child to read a significant % of books/texts by knowing only a handful of words

There is not one list of words that your child must absolutely know (see below), but most educators would agree on the vast majority of words students should learn and in roughly the same order (simple to complex words).

Are They Sight Words or Dolch Words… or Wait, High-Frequency Words?

As mentioned above, sight words can be called by many different names. What you call them is up to you, or your child’s teacher, or the reading program that your child’s school is following.

Partner A:
Read—Page 1 & 2
What Are Sight Words/Which List is Best

Partner B:
Read from Bottom of Page 2—”Method for Deciding What Words are Important” through the end of the article (How to Teach)
Sight word apps


www-iosnoops-com/appinfo/fry-words-for-iphone-and-ipad/470926345
Word Families
Here are the 37 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.

--ab cab, lab, blab, crab, flab, grab, scab, slab, stab
--ack back, pack, quack, rack, black, crack, shack, snack, stack, track
--ag bag, rag, tag, brag, flag
--ail fail, mail, jail, nail, pail, rail, sail, tail, snail, trail
--ain main, pain, rain, brain, chain, drain, grain, plain, Spain, sprain, stain, train
--ake bake, cake, fake, lake, make, quake, rake, take, wake, brake, flake, shake, snake
--am ham, Sam, clam, slam, swam
--an can, fan, man, pan, ran, tan, van, bran, plan, than
--ank bank, sank, yank, blank, crank, drank, thank
--ap cap, lap, map, nap, rap, tap, clap, flap, scrap, slap, snap, strap, trap, wrap
--at bat, cat, fat, hat, mat, rat, sat, brat, chat, flat, spat, that
--ay day, may, pay, say, clay, play, pray, spray, stay, tray
--eed feed, need, seed, weed, bleed, freed, greed, speed
--ell bell, fell, sell, tell, well, yell, shell, smell, spell, swell
--est best, guest, nest, pest, rest, test, vest, west, chest, crest
--ew dew, few, knew, new, blew, chew
--ick kick, lick, pick, quick, sick, brick, chick, click, stick, thick, trick
--ight knight, light, might, night, right, sight, tight, bright, flight, fright, slight
--ill fill, hill, pill, will, chill, drill, grill, skill, spill, thrill
--in bin, fin, pin, sin, win, chin, grin, shin, skin, spin, thin, twin
--ine fine, line, mine, nine, pine, vine, wine, shine, spine, whine
--ing king, ring, sing, wing, bring, cling, spring, sting, string, swing, thing
--ink link, pink, sink, wink, blink, drink, shrink, stink, think
--ip dip, hip, lip, rip, sip, tip, chip, clip, drip, flip, grip, ship, skip, strip, trip, whip
--ob knob, mob, rob, blob, slob, snob
--ock knock, lock, dock, rock, sock, block, clock, frock, shock, stock
--op cop, hop, mop, pop, top, chop, crop, drop, flop, plop, shop, stop
--ore bore, more, sore, tore, wore, chore, score, shore, snore, store
--ot got, dot, hot, knot, lot, not, plot, shot, spot
--out grout, scout, shout, spout, sprount
--ow cow, how, now, brow, chow, plow
--uck buck, duck, luck, cluck, stuck, truck
--um gum, hum, drum, plum, slum
--unk junk, chunk, drunk, shrink, stunk, trunk
--y by, my, cry, dry, fly, fry, shy, sky, spy, try, why

Informal Phonics Inventory

Directions for Administration

Consonant Sounds
Point to S. Say, “What sound does this letter say?” Go from left to right, repeating this question. It is fine if the child reads across a line without prompting. For G and H, have the child give both sounds. [Note: If the child cannot pass this subtest, consider giving an alphabet inventory.]

Consonant Digraphs
Point to Th. Say, “What sound do these letters say?” Go from left to right, repeating this instruction. It is fine if the child reads all five without prompting.

Beginning Consonant Blends
Point to Bl. Say, “What sound do these letters say?” Allow child to proceed with or without prompting.

Final Consonant Blends
Point to Bank. Say, “What is this word?” Allow child to proceed with or without prompting.

Short Vowels in CVC Words
Point to fit. Say, “What is this word?” Allow child to proceed with or without prompting.

The Rule of Silent e
Point to cap. Say, “If this is cap, what is this?” Point to Cape as you say the second part of this sentence. Go from left to right, repeating the question for each pair.

Vowel Digraphs, Diphthongs, r-controlled Vowels, and -al
Have the child read each word across each line, from left to right.

Scoring

For all subtests and for the total test, use the following criteria:

- Mastery 80%+
- Needs Review 60-79%
- Needs Systematic Instruction Below 60%

The table below gives the number of correct answers that roughly correspond to these percentages.

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<th>Subtest</th>
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<th>Mastery</th>
<th>Review</th>
<th>Systematic Instruction</th>
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<td>0-4</td>
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<td>10-12</td>
<td>8-9</td>
<td>0-7</td>
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<td>6-7</td>
<td>0-5</td>
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<td>The Rule of Silent e</td>
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<td>2-3</td>
<td>0-1</td>
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<td>6-7</td>
<td>0-5</td>
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<td>4</td>
<td>0-3</td>
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<td>5-6</td>
<td>4</td>
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<tr>
<td>Total</td>
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<td>75-93</td>
<td>56-74</td>
<td>0-55</td>
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Informal Phonics Inventory

Name _____________________ Date ______

__/20  Consonant Sounds
S D F G H J
K L Z P C V
B N M Qu W R
T Y

__/5  Consonant Digraphs
th sh ch wh ph

__/20  Beginning Consonant Blends
bl fl fr gl
br gr pl pr
cr sn sp tr
dr st str sw

__/12  Final Consonant Blends
bank apt limp
band pact lilt
bang lift lisp
bask lint list

__/10  Short Vowels in CVC Words
fit led sup lap hug
rot tin rag wet job

def tin rag wet job
cape tote cube kite
Long Vowel Digraphs
loaf heat aim weed ray
gain fee coal leaf due

Diphthongs
town loud joy threw oil law

r-controlled Vowels and -al
tar hall sir port hurt fern

Total

S D F G H J fit led sup lap huge
K L Z P C V rot tin rag wet job
B N M Qu W R
cap tot cub kit
t T Y
cape tote cube kite

th sh ch wh ph

bl fl fr gl loaf beat sail need way
gain feet coal leaf sue
br gr pl pr
town loud boy threw oil law
cr sn sp tr

dr st str sw
tar hall sir port hurt fern
Phonograms & Phonics You Can Teach for Pages 6-9

Who Wrote the Bill of Rights?

A group of men wrote the Bill of Rights. The lead writers were George Mason and James Madison, with Madison often referred to as “The Father of the Bill of Rights.”

The Bill of Rights

These ten amendments became the first amendments to the Constitution and make up the Bill of Rights. They were added to the Constitution in 1791. This was just four years after the Constitution had been written.

An Example for You!

The First Amendment

The First Amendment says that people have a right to meet and discuss things. People have the right to believe in the religion of their choice. People have the right to say and write what they think.
Phonograms

- *en*
  - men
  - ten
  - amendments
  - written

Phonics

a-e long vowel rule
- state
- became
- make

o-e long vowel rule
- wrote
- vote
/ee/  freedom, speech, meetings, meet
Beginning Consonant blends: **fr, pr, tr** (freedom, press, trial)
Hard and soft sounds of /c/: can vs. citizen
Building Reading Skills
Newcomers Need for Integrated ENL Classes
Reading Standards for Literacy in History/Social Studies 6-8

Key Ideas and Details
RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

Integration of Knowledge and Ideas
RH 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Standards for Literacy in History/Social Studies 11-12

Key Ideas and Details
RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH 9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Reading Strategies: What Do Good Readers Do? What Can You Do to Become a Better Reader? (Based on information in Expanding Expectations: Reading; (http://www.fcps.k12.va.us/NewingtonForestES/pages/)

Before Reading
Set a Purpose for Reading
Think if you will you be reading to find out what happens in a story or to learn specific information.
Preview the Text
Look at the title, pictures, captions under pictures, headings, bold-faced print and other graphics.
Activate Background Knowledge
Think about what you already know about the content of what you will read.
Predict
Think what might happen in the story, what words may be used, or what information the text might contain.

During Reading
Cross-check
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
Ask yourself, "What word do I expect to see?", "What do I think will happen next?", "Did that make sense?", or "Am I finding the answers to my questions about this topic?"
Skip, Read On, and Go Back
Sometimes you can skip an unfamiliar word 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, event, or person. If you have many questions about the topic or the kind of book, you may need to ask someone for 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 the 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.

After Reading
Retell and Summarize
Tell someone or write what happened in the story, including characters, plot, and important events. If you read a nonfiction piece, review what information was presented.
Use a Graphic Organizer
Use a story 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.)
Draw Conclusions
Think about what predictions you made before and during reading. Look back and think about what you have read. Consider how the information read relates to what you already knew about the topic. Were your questions answered? Do you have more questions about the subject?
Reread
Reread the text or a section of the text to help you understand it better.
Discuss and Respond
Talk with someone about what you have read. Ask each other questions. Look back at the book to defend your opinions.
Write to Support Understanding
Write about what you have read, telling what it made you think of or what you learned.

Other Learner Strategies for Reading
Be careful on these sites: Make sure are Learning Strategies; Not Teaching Strategies/Methods

- Word Identification Strategy
- Self-Questioning Strategy
- Visual Imagery Strategy
- Inference Strategy
- Fundamentals of Paraphrasing and Summarizing
- Paraphrasing Strategy
- Word Mapping Strategy

http://www.kucrl.org/sim/strategies.shtm

Survey, Question, Review
Sticky Notes
Think Alouds
QAR (Question Answer Relationships)
Reciprocal Teaching
Selective Underlining

Reading Comprehension Strategies for English Language Learners

By: Colorín Colorado (2007)

Explicit teaching of reading comprehension skills will help English Language Learners apply these strategies to all subject matter.

In this article:

- Why reading comprehension skills are particularly important for ELLs
- Classroom strategies: Steps for explicitly teaching comprehension skills
- Other ideas

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

- Summarizing
- Sequencing
- Inferencing
- Comparing and contrasting
- Drawing conclusions
- Self-questioning
- Problem-solving
- Relating background knowledge
- Distinguishing between fact and opinion
- Finding the main idea, important facts, and supporting details

These skills are particularly important for comprehending what is generally known as information reading or expository reading.

Why reading comprehension skills are particularly important for ELLs

English language learners (ELLs) often have problems mastering science, math, or social studies concepts because they cannot comprehend the textbooks for these subjects. ELLs at all levels of English proficiency and literacy, will benefit from explicit instruction of comprehension skills along with other skills. Here is a way of thinking about the support your ELLs will need:

- 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>
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<tbody>
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<td>Blending</td>
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<tr>
<td>Chunking</td>
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</tr>
<tr>
<td>Finding meaning of new word</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making mind movies as I read</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Rereading</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Reading ahead</td>
<td></td>
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</tr>
</tbody>
</table>

- Celebrate each ELL's 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
Reading Skills and Strategies to Teach

- Set a purpose for reading
- Preview the Text
- Turn titles and subtitles into questions
- Highlight important information as you read or put a checkmark in the margin
- Underline key new terms
- Reread if you don’t understand
- Stop and Review (GIST)
- Summarize as you Go (GIST)
The First Three Amendments

The 10 amendments that were ratified became the Bill of Rights we know today. Many of these amendments developed out of the conditions before the Revolutionary War. People had seen their rights violated, and they wanted to be sure this never happened again.

Freedom of religion
In the 1600s, the Pilgrims and other early settlers came to North America to worship as they pleased. In England, they were not allowed to attend their own church, and they were forced to support the Church of England.

The First Amendment (see box) states that the government cannot establish a national religion, and it must let all citizens choose to worship or not worship as they wish. Under the protection of the First Amendment, everyone can practice their religion with their own beliefs. A person who has no religion is also protected.

Controversy over the First Amendment
Since the Bill of Rights was passed, the boundaries of the First Amendment have been tested, especially in schools. People who worship as Jehovah’s Witnesses feel that saluting the flag goes against their beliefs. In 1943, the U.S. Supreme Court ruled that students of the Jehovah’s Witness faith do not have to salute the flag or say the “Pledge of Allegiance.”

When people objected to daily prayers recited by students in public school, the U.S. Supreme Court ruled that the organized classroom prayers had to stop. Students were still allowed to gather for prayers if they wanted, but forcing all to pray the same prayer was against the First Amendment.
What Reading Strategies Could You Teach and Practice with this Text?

Set a purpose for reading
Preview the text
Turn titles and subtitles into questions
Highlight important information as you read or put a checkmark in the margin
Underline key new terms
Reread if you don’t understand
Stop and review (GIST)
Summarize as you go (GIST)
Be sure to teach text features to SIFE ELL
All the books have Table of Contents, Index, Glossary

Contents
What Is the Bill of Rights? ........................................ 4
The U.S. Constitution ............................................. 6
History of the Constitution .................................... 8
Adding the Bill of Rights ....................................... 12
Who Wrote the Bill of Rights? ............................... 14
The Bill of Rights .................................................. 16
Other Amendments .............................................. 26
Why Is the Bill of Rights Important? ....................... 28
Glossary ............................................................... 30
Find Out More ....................................................... 31
Index .................................................................... 32

Glossary
amend change a piece of text. You can amend the Constitution by adding a new law.
amendment change made to a piece of writing. The change could be a text change or something that has been added to the text. An amendment to the Constitution is when you add a new law.
approve agree with something
article part or piece of writing in a text. There are seven articles in the US Constitution.
Articles of Confederation document that stated how the government would lead all the states.
Bill of Rights first ten amendments. These changes were added to protect the rights (freedoms) of people who live in the United States.
citizen person who is born in the United States. People who have moved to the United States from another country can become citizens by taking a test.
Constitutional Convention meeting held in the city of Philadelphia. The men at this meeting decided to write the US constitution.
document written text or paper. The US Constitution is a document.
executive branch part of the United States federal government. This branch makes sure the laws in the United States are followed.
federal government group of leaders who run the entire country. In a federal government, the country is made up of many states.
judicial branch part of the United States federal government. This branch makes sure the laws in the country are understood.
law rule people must obey in a state or country
legislative branch part of the United States federal government that makes laws. Congress is the legislative branch.
preamble first part of a text. It is written to tell why the paper was written.
ratify agree with something
rights freedoms that people have. Rights include the right to say and write what you think.
state government group of leaders who run a state. Each state in the United States has a state government.

Index
Amendments .......... 7, 15, 22, 26 Hamilton, Alexander .......... 13
Articles of Confederation . . 10-12, 14 Madison, James .......... 13
Bill of Rights .......... 26 Preamble .......... 16-17
citizen .......... 7, 23 Washington, D.C. .... 5, 16, 20, 29
Franklin, Benjamin .......... 13 Washington, George .......... 13
freedom .......... 6, 26
Enhance Fluency

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

RECYCLE & PRACTICE

What Fluency Practice Will You Give?
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 any 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—when we met him in the English literacy development (ELD) program in 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...
Understanding the Academic Language of Social Studies
Subject Area Registers

- **Specific Technical Vocabulary**
- Particular Grammatical Features
- Particular Phrasing
- Subject-Specific Writing Style
- Particular Text Structures (sequential/chronological, comparison/contrast, etc.)
Terminology specific to the discipline:

- **General academic vocabulary** ("discuss", "search," "change")
- **Technical academic vocabulary** ("delegate, " "amendment", "citizen")
- **Everyday language with specialized meanings** ("right" "press," "bill")

(Halliday, 1978; Khisty, 1995; Slavit & Ernst-Slavit, 2007)
Reinforce or Expand and Refine Vocabulary as Students Progress Across Texts on the Same Topic
Subject Area Registers

- Specific Technical Vocabulary
- **Particular Grammatical Features**
- Particular Phrasing
- Subject-Specific Writing Style
- Particular Text Structures (sequential/chronological, comparison/contrast, etc.)
Syntactic Features

- **Simple past; past perfect** (had passed), past perfect progressive (had been arguing for…)
- **Verb + Infinitive** refused to obey; offered to write
- **Temporal and relative clauses** (In March of….; Immediately after…During the summer of….)
- **Passive voice** (was finalized; were passed)
Subject Area Registers

- Specific Technical Vocabulary
- Particular Grammatical Features
- **Particular Phrasing**
- Subject-Specific Writing Style
- Particular Text Structures (sequential/chronological, comparison/contrast, etc.)
Phrasing in Social Studies

Transition Markers/Cohesive Ties
• As a result,
• By the late 1800’s..
• However, because, finally
• Not long after, when, until, during

Lexical Bundles
• At the same time…
• Had the right to….
• Became known as…
• As a result of…
Subject Area Registers

- Specific Technical Vocabulary
- Particular Grammatical Features
- Particular Phrasing
- Subject-Specific Writing Style
- Particular Text Structures (sequential/chronological, comparison/contrast, etc.)
Subject-Specific Writing Style

- Long, complex sentences
- Complex verbs
- Passive voice
- Lots of proper nouns and later pronouns to connect to the right proper noun
- Prepositional phrases
- Relative clauses (which, who, that...)
- Adjectival phrases; adverbs
Subject Area Registers

- Specific Technical Vocabulary
- Particular Grammatical Features
- Particular Phrasing
- Subject-Specific Writing Style
- Particular Text Structures (sequential/chronological, comparison/contrast, etc.)
Common Text Structures

- Chronological (Sequential)
- Cause-Effect
- Problem-Solution
- Description
- Enumeration
- Comparison-Contrast

How Might These Apply to the Bill of Rights Unit?
# Academic Language of Social Studies

## TEXT/TALK FEATURES
- complex sentences with independent and dependent clauses; descriptions of related events and effects
- verb plus infinitive (refused to obey, offered to write)
- time references; temporal phrases
- third-person pronouns that refer to actors previously named in the passage (he, she, they)
- causative words

## MAJOR TEXT STRUCTURES/FEATURES OF TALK
- compare and contrast; generalization-example; enumerative; cause and effect; sequential/chronological; problem-solution

## SUBJECT MATTER-SPECIFIC VOCABULARY
- e.g., continent, landform, goods, services, raw material; consumption, patriotism, rebel, boycott, taxes, delegates

## WORDS USED IN NEW WAYS
- e.g., party; capital; assembly; press (as noun); lobby

## COGNATES (SPANISH/ENGLISH)
- e.g., historía/history; extinto/extinct; patriots/patriotism; partido/party; estado/state; dinastía/dynasty; nación/nation; same word, both languages: colonial; capital; local; global

## PHRASES/LEXICAL BUNDLES
- e.g., at the same time; had the right to; became known as; one of the most; had the right to; as a result of; the fact that the

## COMMON TRANSITION WORDS; LOGICAL CONNECTORS
- from that time forward; after the war had begun; furthermore, he thought that; by the nineteenth century; as a result; finally; so; never before

## COMMON COMMUNICATIVE FUNCTIONS
- explain; describe; define; justify; give examples; sequence; compare; answer questions; clarify/restate

## HELPFUL READING/WRITING SKILLS AND STRATEGIES
- use the resources in textbooks (index, table of contents, glossary, etc.); find the main idea and supporting details; present an oral report; write a cause-and-effect essay; use note-taking strategies; use graphic organizers to record information; conduct research; prepare reports; summarize; paraphrase; use timelines, graphs, maps, and charts

---

**Chart 4.2 Academic Language of Social Studies**
Look at the Packet of Student Texts

Student Text Samples!

Bill of Rights!
WORK WITH YOUR PARTNER

FIND EXAMPLES OF THE FOLLOWING FEATURES OF THE SOCIAL STUDIES REGISTER:

- **Particular Grammatical Features** (e.g. past tense, past perfect, relative clauses, 3rd person singular, passive voice)

- **Subject-Specific Writing Style** (e.g. long complex sentences, introductory or medial clauses; prepositional phrases)

- **Particular Text Structures** (sequential/chronological, comparison/contrast, description, enumeration, etc.)
Freedom of the Press

In 1734, New York was a colony. John Peter Zenger was a local newspaper printer in the colony. Some of his stories criticized the colony’s British governor. The stories said that the governor was unfair to colonists. The governor arrested Zenger and sent him to jail to stop the criticisms.

The next year, John Peter Zenger went on trial so that a jury of citizens could decide if he deserved to be in jail. The jury, guided by a judge, decided that Zenger should be freed. They felt he was allowed to print whatever he wanted as long as it was true.

- John Peter Zenger was tried in a court before a judge and jury.

Reporting the news

When it was time to write the Bill of Rights, Americans remembered this trial and wanted to add freedom of the press as an amendment. The “press” now includes anything that people use to report the news, such as radio, TV, newspapers, and the Internet. In many countries, the government stops the news from being reported. The Bill of Rights does not allow this in the United States.
Freedom of Religion

The First Amendment of the Bill of Rights also promises freedom of religion. This allows Americans to believe and worship in any religion, or none at all. Also, the United States government cannot support any one religion. In 1776, Britain supported a religion called the Church of England. The King of England was the head of the church. People who did not belong to this religion could lose their jobs or homes, or be put in jail.

It shall not happen again

Many people moved to America because they wanted freedom of religion. They did not have this in Britain. However, in the early days of the colonies, some people were punished for their religious beliefs. Freedom of religion was added to the Bill of Rights to stop such things from happening.

The trial

In 1637, a woman named Anne Hutchinson was leader of the Puritan religion in Massachusetts. Some of her beliefs were different from the other Puritans. Massachusetts leaders forced Anne Hutchinson out of the colony because of her different beliefs.
ENGAGING ACTIVITIES FOR CONCEPT REINFORCEMENT AND LANGUAGE PRACTICE
Songs for Practice

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

Smart Songs
https://www.youtube.com/watch?v=Mp3tgW5MIPU

Rap/Flocabulary
https://www.youtube.com/watch?v=bUHmJSoYbl8
New York State Next Generation Grades 6-12 Learning Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Goal of Integrated ENL Instruction
Reading Standards for Literacy in History/Social Studies 6-8

Key Ideas and Details
RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

Craft and Structure
RH 4: Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
RH 5: Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

Integration of Knowledge and Ideas
RH 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Reading Standards for Literacy in History/Social Studies 11-12

Key Ideas and Details

RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Craft and Structure

RH 4: Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH 5: Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.

Integration of Knowledge and Ideas

RH 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH 9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Madison suggested several amendments. From these, Congress reduced the list to 12 amendments and sent them to the states. For the amendments to pass, nine states needed to vote in favor of them. Ten of the 12 amendments were approved by the states. Those 10 amendments became the original U.S. Bill of Rights.

The First Amendment gives Americans the right to choose any religion, or no religion.

The First Amendment guarantees freedoms of religion, speech, and the press. It also gives people the rights to assemble peacefully and to complain directly to the government.

The Fight for Rights

1776: The American colonies declare independence from Britain.
1787: The Constitution is written.
1789: The Bill of Rights is approved without a bill of rights.
1791: The Bill of Rights is added to the Constitution.
### TEACHING WORDS AND PHRASES

#### Verb Study:
- Approve
- Require
- Ratify
- Propose
- Protect
- Maintain
- Guarantee

#### Assemble
- Complain

#### Lexical bundles:
- “take the lead”
- “vote in favor”

---

**Craft and Structure (6-8)**
RH 4: Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.

**Craft and Structure (11-12)**
RH 4: Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Integration of Knowledge and Ideas (6-8)
RH 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Integration of Knowledge and Ideas (11-12)
RH 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
Building Writing Skills
Newcomers Need for
Integrated ENL Classes
and providing needed support
Early Writing Skills

- Copying and Tracing (words, phrases, sentences)
- Writing words and short phrases (with and without word boxes)
- Completing sentences; Using writing frames
- Writing original sentences
- Writing simple paragraphs (3 sentences)
- Using paragraph frames
- Writing short essays of several paragraphs
Content Area Writing Options

• Definitions
• Descriptions
• Retelling of Facts
• Summaries
• Short Explanations
• Discussing/Telling Importance
• Comparing (e.g. Amendments; Historic figures)
• Giving Opinions
• Arguing a Position
Solutions:
*Models, Demonstrations*

- Drawing Out/Storyboard
- Word Boxes; Vocabulary Notebooks
- Graphic Organizers
- Sentence Frames; Sentence Starters
- Paragraph/Essay Frames
- Guides and Checklists
WRITING TO ILLUSTRATIONS

Name of Project: _____________________________

Group Members: _____________________________

☐ _____________________________ ☐ _____________________________ ☐ _____________________________

_________________________________________ ____________________________________________

_________________________________________ ____________________________________________

_________________________________________ ____________________________________________

_________________________________________ ____________________________________________

_________________________________________ ____________________________________________

_________________________________________ ____________________________________________
Word Cards

Sentence Frames

- Window
- Quiet
- Dark
- Meditate
- Calm
- Alone
- Trapped
- Frantic
- Busy
- Cold
- Subdued

I like _____

_____ am/is/are going to _____

I like _____ with _____

My favorite _____ is _____

_____ have

_____ don't have
The Bill of Rights has _________________.

The ________________ is about _____________.

    first amendment

The Bill of Rights protects _________________.

Citizens have the right to _________________.

SUPPORT EARLY WRITING WITH SENTENCE FRAMES
**MAIN IDEA; FACTS, DETAILS**
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
http://www.eduplace.com/graphicorganizer/
Create Writing Supports for Newcomers:

Summary Checklist

**Summary Do’s**
- I included the title of the text
- I included the names of the main characters/ideas/concepts
- I wrote 1-2 small sentences, paragraphs about the beginning of the text
- I wrote 1-2 small sentences, paragraphs about the middle of the text
- I wrote 1-2 small sentences, paragraphs about the end of the text
- I used present tense

**Summary Don’ts**
- Do not write, “I think...” “I feel...” or “In my opinion...”
- Do not use entire phrases, sentences, paragraphs copied from text
- Do not use unnecessary details such as:
  - lots of dates
  - processes, or steps in a process
  - long descriptions
  - dialogues between characters
<table>
<thead>
<tr>
<th>Structure</th>
<th>Definition</th>
<th>Signal Words</th>
<th>Graphic Organizers</th>
<th>Summary Questions</th>
<th>Paragraph Frames</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>The author explains a topic, idea, person, place, or thing by listing characteristics, features, and examples. Focus is on one thing and its components.</td>
<td>For example Characteristics are Such as Looks like Consists of For instance Most important *Look for topic word (or synonym) to be repeated throughout the text.</td>
<td>Concept Map</td>
<td>What specific person, place, thing, event, or concept is being described?</td>
<td>A ______ is a type of ______. It is made up of ______ and looks like __________. Some ______ have __________ such as ______. For example, __________. ______ has several characteristics. One characteristic is ______. Another is ____, which is important because __________.</td>
</tr>
<tr>
<td><strong>Sequence</strong></td>
<td>The author lists items or events in numerical or chronological order. Describes the order of events or how to do or make something.</td>
<td>First, second, third Next Then, after Before, prior to Not long after While, meanwhile Simultaneously At the same time Following Finally At last In the end On (date) At (time) Directions</td>
<td>Timeline</td>
<td>What sequence of events is being described?</td>
<td>Here is how a ______ is made. First, ______. Next, ______. Then, ______. Finally, ______. On (date) ______ happened. Prior to that ______ was ______. Then ______. After that ______. In the end, ______.</td>
</tr>
<tr>
<td><strong>Compare and Contrast</strong></td>
<td>The author explains how two or more things are alike and/or how they are different.</td>
<td>Differs from Similar to In contrast Alike Same as As well as On the other hand Both Either, or Not only, but also Yet, although, but, However On the other hand * Also look for “-est” words: best, fewest, tallest, etc.</td>
<td>Venn Diagram</td>
<td>What items are being compared?</td>
<td>______ and ______ are alike in several ways. Both ______ and ______ have similar ______. Both also ______ as well as ______. On the other hand, one way they differ is ______. Another difference is ______. Although they share ______, only ______ is the ______-est.</td>
</tr>
<tr>
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<td></td>
<td>T-Chart</td>
<td>What is it about them that is being compared?</td>
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<tr>
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<td></td>
<td></td>
<td>What characteristics of items form the basis of the comparison?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>What characteristics do they have in common; how are these items alike?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In what way are these items different?</td>
<td></td>
</tr>
</tbody>
</table>
How Would You Support Newcomers in Writing a Comparison/Contrast Essay?

<table>
<thead>
<tr>
<th>What Is the Same?</th>
<th>What Is Different?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ThinkCERCA** Compare and Contrast Chart

Compare: Fifth and Sixth Amendments
Create a checklist for writing a comparison contrast essay:

Compare/Contrast DOs

- 
- 
- 
- 
- 

Compare/Contrast DON’Ts

- 
- 
- 
- 
- 
-
<table>
<thead>
<tr>
<th>Structure</th>
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<th>Summary Questions</th>
<th>Paragraph Frames</th>
</tr>
</thead>
</table>
| Cause and Effect  | The author lists one or more causes or events and the resulting consequences or effects. Effect = What happened? Cause = What made it happen? Purpose is to explain why or how something happened, exists, or works. *Often there will be an “if/then” pattern | Reasons why Reasons for If…then As a result of Therefore Because of So Since In order to Leads or leads to Effects of Cause by Result Outcome Impact Influenced by Brought about by | ![Cause and Effect Diagram](image) | - What happened?  
- Why did it happen? What was the reason for…?  
- What was the effect(s) of the event? What happened as a result of…?  
- What were the results or outcomes caused by the event?  
- In what ways did prior event(s) cause or influence the main event?  
- Will this result always happen from these causes? | The reason why _______ happened was because of _______. If _______ hadn’t happened, then _______. Due to _______ occurring. _______. This explains why _______.  

The cause of _______ is not easy to define. Some people think the cause is _______. Others believe the main cause is _______. Understanding the cause of _______ is important because _______.  

The effects of _______ are significant because _______. One effect of _______ is _______. Another result is _______. Because of these outcomes, it important that _______. |
| Problem and Solution | The author states a problem and lists one or more possible solutions to the problem. May also include the pros and cons for the solutions. | Problem is…  
Dilemma is…  
Puzzle is…  
Solved Question  
Answer  
Because  
Since  
This led to  
The main difficulty  
One possible solution is…  
One challenge…  
Therefore,  
This led to, so that  
If…then, thus | ![Problem and Solution Diagram](image) | - What is the problem(s)?  
- Who had the problem?  
- What is causing the problem?  
- Why is this a problem?  
- What is wrong and how can it be taken care of?  
- What solutions are recommended or attempted?  
- What can be improved, changed, fixed, or remedied?  
- What are the pros and cons of the solutions offered? | _______ had/is a problem because _______. One possible solution is _______. This answer is good because _______. Therefore, _______.  

As a result, _______.  

The problem of _______ really boils down to the issue of _______. In the past, the common solution was to _______. However, this was only effective in terms of _______. There are now other solutions that might work. One option would be to _______. |

*All five text structures are tested on Kansas Reading Assessment*  

C.Simoneau, K.Orcutt, T.Konrade © ESSDACK
Which Tools Are You Using?

- Word boxes, word capturing tools (e.g. Vocabulary notebook, word maps)
- Graphic organizers; other types of visual tools (plot lines, etc.)
- Sentence frames, starters
- Essay/Paragraph frames
- Checklists
- Guides (Do’s and don’ts reminders)
- Step-by-step guides/supports
THE GOAL

Get Students to Use These Tools on Their Own

- Give Strategies
- Tactics
- Make Active
- Give Confidence
Extend the Text Set Into Biographies: Informational Texts with a Narrative Text Structure

GRL = N
Lexile 470

http://bearportpublishing.com/shop/show/10028

https://www.teachercreatedmaterials.com/librarians/p/james-madison/8908/

Grade Level 4th (4.7)
Guided Reading = L
Lexile 500
Creating the Constitution

After the war, Americans had to decide how to run their new country. Madison met with other leaders in Philadelphia. They wrote a text called the Constitution. It was a plan for the government and its laws.

Madison and other leaders met in 1787 to write the Constitution.

Madison also helped write ten amendments. These were added to the Constitution. They are called the Bill of Rights. They protect important freedoms.

Giving Practice with Text Features: bolding, titles, captions
Giving practice with reading dates
Giving practice with extracting the main idea and key details
Give Practice with Reading Timelines; Speaking Practice as a Warm Up for Writing Activities
Reading Standards for Literacy in History/Social Studies 6-8

Key Ideas and Details

RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

Integration of Knowledge and Ideas

RH 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Standards for Literacy in History/Social Studies 11-12

Key Ideas and Details

RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH 9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
President James Madison Biography

James Madison was born in Port Conway, Va., on March 16, 1751 (March 5, 1750/1, old style). A Princeton graduate, he joined the struggle for independence on his return to Virginia in 1771. In the 1770s and 1780s he was active in state politics, where he championed the Jefferson reform program, and in the Continental Congress. Madison was influential in the Constitutional Convention as leader of the group favoring a strong central government and as recorder of the debates; and he subsequently wrote, in collaboration with Alexander Hamilton and John Jay, the Federalist papers to aid the campaign for the adoption of the Constitution.

Serving in the new Congress, Madison soon emerged as the leader in the House of the men who opposed Hamilton's financial program and his pro-British leanings in foreign policy. Retiring from Congress in 1797, he continued to be active in Virginia and drafted the Virginia Resolution protesting the Alien and Sedition Acts. His intimacy with Jefferson made him the natural choice for Secretary of State in 1801.

In 1809, Madison succeeded Jefferson as president, defeating Charles C. Pinckney. His wife, Dolley Payne Todd, whom he married in 1794, brought a new social sparkle to the executive mansion. In the meantime, increasing tension with Britain culminated in the War of 1812—a war for which the United States was unprepared and for which Madison lacked the executive talent to clear out incompetence and mobilize the nation's energies. Madison was re-elected in 1812, running against the Federalist De Witt Clinton. In 1814, the British actually captured Washington and forced Madison to flee to Virginia.

Madison's domestic program capitulated to the Hamiltonian policies that he had resisted 20 years before and he now signed bills to establish a United States Bank and a higher tariff.

After his presidency, he remained in retirement in Virginia until his death on June 28, 1836.

Died: 6/28/1836

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