Unit 3

Title: “In Trouble”

Suggested Time: 5-6 days (45 minutes per day)

Common Core ELA Standards: RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6; W.8.2, W.8.4, W.8.9; SL.8.1; L.8.1, L.8.2, L.8.4

Teacher Instructions

**Preparing for Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings:

Assumptions can be misleading.

Synopsis:

In this short autobiographical text, Gary Paulson narrates experiences he had in the bitter cold of the North which taught him to respect all animals. Within these experiences the narrator observes interactions between his sled dogs. These interactions make him realize that the dogs have more human qualities than he previously assumed. This realization helps him decide to stop hunting and trapping. Furthermore, after Paulsen finds himself injured on a desolate uninhabited trail, he realizes that his hypothesis about the nature of dogs is incorrect.

1. Read the entire selection, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the text while noting the stopping points for the Text Dependent Questions and teaching Tier II/academic vocabulary.

**During Teaching**

1. Students read the entire selection independently.
2. Teacher reads the text aloud while students follow along or students take turns reading aloud to each other. Depending on the text length and student need, the teacher may choose to read the full text or a passage aloud. For a particularly complex text, the teacher may choose to reverse the order of steps 1 and 2.
3. Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| In the first three paragraphs of the text Paulsen focuses on the cold’s severity and beauty. Using specific evidence from the text, describe why Paulsen begins with this. (page 252) | He uses imagery such as, “steel becomes brittle, and breaks, shatters; breath taken straight into your throat will freeze the lining and burst blood vessels; eyes exposed too long will freeze, fingers and toes freeze, turn black and break off.” in the opening paragraph to show common experiences that a reader might have with the cold. This helps to dispel the reader’s assumption that the cold is not just a place of discomfort but a place of danger. |
| In the second column of page 252 and the first column of page 253, how does Paulsen describe and characterize the dogs? Cite specific evidence to demonstrate this characterization.  | Overall, Paulsen characterized the majority of the dogs as competitive and territorial. The use of words, “they get bored with being tied up,” “they look at each other, raise their hair, and start growling at each other, posturing and bragging about their bones.” demonstrates that they are territorial. Columbia is characterized as “methodical,” “primitive,” “basic,” and “relatively passive.” Paulsen describes Olaf as “very aggressive” and reactionary because the text states “he was scarred from much fighting.”  |
| How does Paulsen’s view of animals change after seeing Columbia interact with Olaf? Cite specific evidence from the text to support your answer. (page 253) | Paulson originally recognizes the compassion and emotions that dogs are capable of, but when he recognizes humor with Columbia, his assumption that ‘dog’s emotions and motivations are simplistic’ is challenged. He then considers how this relates to other animals with the use of the line, “If Columbia could do that, I thought, if a dog could do that, then a wolf could do that. If a wolf could so that, then a deer could do that. If a deer could do that, then a beaver, and a squirrel, and a bird, and, and, and . . . And I quit trapping them.” |
| What does the first paragraph on page 254 reveal about the narrator’s character? Cite specific examples and evidence to support your answer.  | He believes that whatever he does must be done for a reason, so much so that he pretends to trap even though he has stopped. “Somehow the phony trappings gave me a purpose for running the dogs and would until I began the Iditarod” reveals Paulsen’s need to have a purpose for his actions.\*Note to teacher: Some students might see a conflict in Paulsen’s character with the line “until writing this, I have never told another person about this” because the act of practicing killing is hypocritical. |
| What is the purpose of the author putting the word “trapping” in quotations in the line “But it was on one of these ‘trapping’ runs that I got the third lesson, or awakening?” (page 254) | He uses quotations to clue in the reader that trapping is not being used literally. Paulsen is pretending to trap, not actually trapping. The word “trapping” is referring to the act of trapping, the phony trapping that Paulson is running the dogs through.  |
| On page 254 Paulsen becomes injured. Cite two mistakes that led to this injury. Use specific evidence from the text to support your answer.  | Possible answers may include:-Going down an ice covered trail that Paulsen was not familiar with.-Not riding the slide break to slow down.-Catching his knee on a sharp snag.-Paulsen takes his new understanding of the dog’s nature to an extreme and allows them to take the reins. They are capable of maneuvering the terrain on their own, but unable to pull him without guidance. It is almost a naïve appreciation for their newly discovered capacity. |
| At the bottom of page 254, when Paulsen lands on a frozen stream and cannot see the dogs he says, “As these things often seem to happen, the disaster snowballed.” How does this event add to the tone of the text? | The tone of the text at this point is uncertainty. The beginning three paragraphs warn the reader of the perils of the cold and set the mood of danger. Paulsen’s isolation after the fall contributes to the tone of uncertainty. \*Further into the text on page 256, when Paulsen discusses the typical behavior of sled dogs, the tone of uncertainty is further developed when the reader learns that sled dogs typically “do not stop and wait for a musher who falls off.”  |
| In the text Paulsen explains, “I don’t think I passed out so much as my brain simply exploded.” Explain the meaning of this phrase. (page 256) | “Exploding” is not used literally here. It could mean that he is in so much pain that he is unable to contain it. Due to shock, his brain has compartmentalized the pain. It could be a way to show that passing out was not a choice; the severity of his injury caused his body to give out. |
| How are the dog’s actions after the fall different than how Paulsen assumed the dogs might respond? Cite specific evidence from the text to clarify Paulsen’s assumptions. (page 256) | Paulsen assumes that the dogs will keep going because “dog teams generally do not stop and wait for a musher who falls off. They keep going, often for many miles.” However, the dogs don’t abandon their musher. He also fears infection when being licked, but recovers.Paulsen also mentions a general assumption that dogs will eat a wounded prey and that “she [Duberry] was licking not with the excitement that prey blood would cause but with the gentle licking that she would use when cleaning a pup, a wound lick.”  |
| On page 252, Paulsen alludes to upcoming events with the line, “That change- as with many changes- occurred because of the dogs . . . And then it was a simple thing, almost a silly thing, that caused the change.” After reading the text, what changes was the author referring to? | 1. Animals are more complicated than Paulsen thought. He realizes this when he sees Columbia mocking Olaf.
2. “It was wrong for me to kill.” After seeing the emotional capacity of the dogs, Paulsen contemplates how it relates to all animals and determines that killing is wrong.
3. One must consider outcome before setting on new trails. Paulsen falls because he does not anticipate the conditions of the trails and overestimates his dog’s capacity.
4. “The dogs could teach me.” Animals, though primitive, have instinct. The dogs stay as a pack, they get off of the ice and maneuver down the snow bank, they lick his wounds, and they are able to get him on the sled again.
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Tier II/Academic Vocabulary

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|  | **These words require less time to learn**(They are concrete or describe an object/event/process/characteristic that is familiar to students) | **These words require more time to learn**(They are abstract, have multiple meanings, are a part of a word family, or are likely to appear again in future texts) |
| **Meaning can be learned from context** | Page 252 – mystifiedPage 252 – alleviatePage 253 – passivePage 253 – blusterPage 253 – whipPage 253 – compassionPage 253 – triggeredPage 256 – welling Page 256 – dwellingPage 256 – chagrinPage 256 – scrabblingPage 257 – wadded | Page 252 – contentionPage 252 – posturingPage 252 – primitive |
| **Meaning needs to be provided** | Page 253 - caught his fancyPage 253 – notchedPage 253 – muzzlePage 253 – bulged Page 254 – phonyPage 254 - tuned upPage 254 - fairly smokingPage 256 – slitheredPage 256 – jaggedPage 256 – musherPage 256 – contrary to popular demandPage 257 – literallyPage 257 - on the scramble down  | Page 253 – trap (trap line)Page 253 - state of exaltationPage 253 – justifyPage 254 –snowballedPage 256 – lobe |

Culminating Writing Task

* Prompt
	+ *In a two-paragraph response, consider the following: Paulson concludes with the awakening, “. . .they [the dogs] had great, old knowledge; they had something we had lost. And the dogs could teach me.” What does Paulson mean by this quote and how do the lessons he has learned contribute to his awakening? Provide evidence from the text to support your opinion. Your response should include a valid claim, evidence for that claim, and a conclusion that summarizes your thoughts. Use the evidence chart to organize your thoughts and evidence before you begin writing.*
* Teacher Instructions
1. Students identify their writing task from the prompt provided.
2. Come up with a possible thesis statement or a few of them and decide on the one that you can best support. Students should identify what the quote *“. . .they [the dogs] had great, old knowledge; they had something we had lost. And the dogs could teach me” means.*

*Possibilities:*

-Paulsen changes through his experiences and comes to the realization that dogs, though often stereotyped as primitive, are more compassionate, connected, and loyal than their human counterparts.

-Humans are often so set on purpose and reason that they lose connection with the surrounding world; the dogs innately seek companionship and connection with their surroundings.

1. Students complete an evidence chart as a pre-writing activity. Teachers should guide students in gathering and using any relevant notes they compiled while reading and answering the text-dependent questions earlier. Some students will need a good deal of help gathering this evidence, especially when this process is new and/or the text is challenging!

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| ***Evidence (Lessons learned that contribute to thesis)******Quote or paraphrase*** | ***Page number*** | ***Elaboration / explanation of how this evidence supports ideas or argument*** |
| “Sometimes dogs clear across the kennel will hold their bones up in the air, look at each other, raise their hair, and start growling at each other, posturing and bragging about their bones.” | 252 | This quote shows the stereotypical view of dogs and their need for territory. The imagery descriptions lead the reader to initially believe that these dogs often fight for ranking and reinforce the idea of a “dog eat dog” world. |
| “I always thought him [Columbia] as simple- perhaps a primitive- dog, basic and very wolf like . . .” | 252 | Paulsen initially characterizes Columbia as primitive and basic.  |
| “get involved in Bone Wars” | 252 | The use of the phrase Bone Wars is somewhat sarcastic and reflects Paulsen’s initial feeling of superiority over the dogs. |
| “It wouldn’t be fair to call Olaf dumb- dogs don’t measure those things like people- but even in the dog world he would not be known as a whip.” | 253 | Paulsen identifies his belief that dogs and animals are very different and humans are not capable of understanding the reasoning/motivations of animals and vice versa.  |
| “It was so complicated. To make the joke up in his mind . . . then laugh and walk away . . . If Columbia could do it, then a wolf could do that. If a wolf could do that, then a deer could do that . . . And I quit trapping then.” | 252 | After Paulsen sees the interaction between Olaf and Columbia, he realizes the deep connection and humor that animal possess: qualities that he thought animals were incapable of. He stops trapping because he realizes that animals and human are more similar than he was previously aware and trapping is like killing a human. |
| “I wanted to study. I wanted to run them and learn from them.” | 253 | Paulsen realizes that the dogs have something to offer him, not just that he has something to offer them. His role as master is morphing into a companionship. |
| “I thought I had to have a trap to justify running the dogs, so I kept the line.” | 253 | Paulsen’s need to continue trapping indicates his human need to have a purpose for his study. He feels that the dogs need purpose as well. |
| “Somehow the phony trapping gave me a purpose for running the dogs and would until I began to train them for the Iditarod.” | 254 | Though Paulsen indicates his realization that the phony trappings are not necessary, he has a human need for them. Even when the trappings are no longer a part of his life, he replaces them with another purpose, the Iditarod.” |
| “Contrary to popular belief, dog teams generally do not stop and wait for a musher who falls off. They keep going, often for many miles.” | 256 | Paulsen again emphasizes dog stereotypes and tell the reader the typical behavior of dogs. |
| “I looked up, and there was Obeah looking over the top of the waterfall, down at me. I couldn’t at first believe it . . . I heard some more whining and growling. . . “ | 256 | The dogs show compassion and connection by coming back for Paulsen. |
| “He pulled them up to me, concern in his eyes and making a soft whine, and I reached into his ruff and pulled his head down.” | 257 | The dog shows compassion with the concern in his eyes and helps Paulsen up. These actions dispel Paulsen’s initial descriptions of the dogs with the Bone Wars. |
| “She [Duberry] was licking not with the excitement that prey blood would cause but the gentle licking that she would use when cleaning a pup, a wound lick. I brushed her head away, fearing infection, but she persisted.” | 257 | Duberry tends to Paulsen as she would a pup of her species. Their interaction also indicates this “old knowledge” that Paulsen refers to in the last sentence. Paulsen uses his scientific knowledge and beliefs in the situation, and Duberry instinctively knows that she must clean Paulsen’s wound. |

1. Once students have completed the evidence chart, they should look back at the writing prompt in order to remind themselves what kind of response they are writing (i.e. expository, analytical, argumentative) and think about the evidence they found. (Depending on the grade level, teachers may want to review students’ evidence charts in some way to ensure accuracy.) From here, students should develop a specific thesis statement. This could be done independently, with a partner, small group, or the entire class. Consider directing students to the following sites to learn more about thesis statements: http://owl.english.purdue.edu/owl/resource/545/01/ OR http://www.indiana.edu/~wts/pamphlets/ thesis\_statement.shtml.
2. Students compose a rough draft. With regard to grade level and student ability, teachers should decide how much scaffolding they will provide during this process (i.e. modeling, showing example pieces, sharing work as students go).
3. Students complete final draft.
* Sample Answer

In Paulsen’s text, “In Trouble”, Paulsen changes through his experiences and comes to the realization that dogs, though often stereotyped as primitive, are more compassionate, connected, and loyal than their human counterpart. Paulsen reflects,“. . .they [the dogs] had great, old knowledge; they had something we had lost. And the dogs could teach me.”

 At first, Paulsen orients the reader by reminding them of the stereotypical view of dogs and their need for territory, first on a broader knowledge level and then more specifically by referencing his own dogs. “Sometimes dogs clear across the kennel will hold their bones up in the air, look at each other, raise their hair, and start growling at each other, posturing and bragging about their bones…I always thought him [Columbia] as simple- perhaps a primitive- dog, basic and very wolf like . . .” (p. 252) The imagery descriptions lead the reader to initially believe that these dogs often fight for ranking and reinforce the idea of a “dog eat dog” world.

 Paulsen continues setting the stage for the reader by identifying his belief that dogs and animals are very different and humans are not capable of understanding the reasoning/motivations of animals and vice versa. “It wouldn’t be fair to call Olaf dumb- dogs don’t measure those things like people- but even in the dog world he would not be known as a whip.” (p. 253) Paulsen’s belief change as he bonds with and studies the dogs.

 As Paulsen observes his dogs interacting, the reader begins to see his awakening, “It was so complicated. To make the joke up in his mind . . . then laugh and walk away . . . If Columbia could do it, then a wolf could do that. If a wolf could do that, then a deer could do that . . . And I quit trapping then…I wanted to study them. I wanted to run them and learn from them.” (p. 253) After Paulsen sees the interaction between Olaf and Columbia, he begins to realize the deep connection and humor that animals possess: qualities that he thought animals were incapable of. Furthermore, Paulsen realizes that the dogs have something to offer him, not just that he has something to offer them. His role as master is morphing into a companionship.

 Just as Paulsen thinks the stereotypes about dogs could be true, he informs the reader, “Contrary to popular belief, dog teams generally do not stop and wait for a musher who falls off. They keep going, often for many miles.” (p. 256) His new realization is confirmed when his dogs return to help him and he observes, “I looked up, and there was Obeah looking over the top of the waterfall, down at me. I couldn’t at first believe it . . . I heard some more whining and growling. . . She [Duberry] was licking not with the excitement that prey blood would cause but the gentle licking that she would use when cleaning a pup, a wound lick. I brushed her head away, fearing infection, but she persisted.” (p. 256). The dogs show compassion and the ability to connect by coming back for Paulsen. Moreover, Duberry instinctually tends to Paulsen as she would a pup of her species. Their interaction highlights this “old knowledge” that Paulsen refers to in the last sentence; stereotypes are just assumptions and one should not take that for granted.

Additional Tasks

* Using Paulsen’s opening three paragraphs as a model, zoom-in on the setting of a moment in your life.

Zooming in: Start with a large detail/idea and slowly move inward to focus on a specific detail/idea that showcases a moment in your life. You can use the book Zoom to give students a visual of what this might look like or explain it like focusing a camera lens (Idea taken from Barry Lane.)

* Create a Mandala- Using the Imagery worksheet (provided below) and identify words of imagery that Paulsen uses in the text that are based on the five senses. Decide on one theme from the text and come up with a symbol that represents that theme. Draw a circle and your symbol in the middle of that circle. Outline the symbol with the words of imagery that were identified from within the text. On the outside circle of the Mandala, include the best sentence of imagery that you feel that Paulsen has created.

Theme: destruction Symbol: hazard warning



Note to Teacher

* The shifts in setting and narrative (reflective thoughts and descriptive events) might cause confusion for some students. Have students draw a physical map of the settings to aide in comprehension.
* Watching an excerpt from the movie 8 Below could help build background knowledge for the setting.
* Based on your students’ background knowledge, the words: brittle, exposed, and clarity might need to be added to your vocabulary list.
* You might explain Paulsen’s intention behind putting the word “trappings” in quotations to students by giving them the example of the sentence: Is that the “friend” you were telling me about. When you use quotations in this sense, they are often used sarcastically, as an inside joke, or a double meaning.

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**“In Trouble”**

1. In the first three paragraphs of the text Paulsen focuses on the cold’s severity and beauty. Using specific evidence from the text, describe why Paulsen begins with this. (page 252)
2. In the second column of page 252 and the first column of page 253, how does Paulsen describe and characterize the dogs? Cite specific evidence to demonstrate this characterization.
3. How does Paulsen’s view of animals change after seeing Columbia interact with Olaf? Cite specific evidence from the text to support your answer. (page 253)
4. What does the first paragraph on page 254 reveal about the narrator’s character? Cite specific examples and evidence to support your answer.
5. What is the purpose of the author putting the word “trapping” in quotations in the line “But it was on one of these ‘trapping’ runs that I got the third lesson, or awakening?” (page 254)
6. On page 254 Paulsen becomes injured. Cite two mistakes that led to this injury. Use specific evidence from the text to support your answer.
7. At the bottom of page 254, when Paulsen lands on a frozen stream and cannot see the dogs he says, “As these things often seem to happen, the disaster snowballed.” How does this event add to the tone of the text?
8. In the text Paulsen explains, “I don’t think I passed out so much as my brain simply exploded.” Explain the meaning of this phrase. (page 256)
9. How are the dog’s actions after the fall different than how Paulsen assumed the dogs might respond? Cite specific evidence from the text to clarify Paulsen’s assumptions. (page 256)
10. On page 252, Paulsen alludes to upcoming events with the line, “That change- as with many changes- occurred because of the dogs . . . And then it was a simple thing, almost a silly thing, that caused the change.” After reading the text, what changes was the author referring to?

Supports for English Language Learners (ELLs) to use with Anthology Alignment Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Anthology Alignment Lessons to ensure ELLs can engage fully with the lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before reading:**

* Read passages, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide explicit instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, and are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Complete a [Know, Want to Learn, Learned (KWL) graphic organizer](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about the text.
* Have students research the setting or topic and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for that objective.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher order thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Provide explicit instruction, using multiple modalities, on selected vocabulary words (e.g., 5–8 for a given text) that are central to understanding the text. During reading, you should continue to draw attention to and discuss the words that you taught before the reading.

**Examples of Activities:**

* Have students include the example from the text in a student-created glossary.
* Create pictures that represent how the word was used in the passage.
* Create sentences using the word in the way it was used in the passage.
* Have students discuss the author’s word choice.
* Examine important sentences in the text that contribute to the overall meaning of the text.
* Examine sentence structure of a particular sentence. Break down the sentence to determine its meaning. Then determine how this sentence contributes to the overall meaning of the passage. Determine if there is any figurative language in the sentence and have students use context clues to determine the meaning of the figurative language.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* While reading the text, have students fill in a story map to help summarize what has happened.
* Have students fill in an evidence chart while they read to use with the culminating writing activity. Make sure to model with the students how to fill in the evidence chart by filling in the first couple of rows together as a class. Go over the prompt that the evidence should support, making sure to break down what the prompt means before having the students get to work. If some of your students frequently struggle to understand directions, have the students explain the directions back to you.
* Provide somewhere for students to store new words that they encounter. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students start a KWL before reading, have them fill in the “L” section as they read the passage.

**After reading:**

* Reinforce new vocabulary using multiple modalities.

**Examples of activities:**

* Using the words that you had students work with before the reading, require students to include the words in the culminating writing task.
* Create Frayer models with the words. Then cut up the Frayer models and have the students put the Frayer models back together by matching the pieces for each word.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* When completing the writing assignments after reading, consider using these scaffolds to support students depending on their English proficiency.

**Examples of Activities:**

* For all students, go over the prompt in detail making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.