Unit 1

Title: All Summer in A Day

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.6.1, RL.6.2, RL.6.4, RL.6.5; W.6.2, W.6.4, W.6.9; SL.6.1; L.6.1, L.6.2, L.6.4, L.6.5

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

Envy can lead people to commit awful acts and cause internal shame.

Synopsis

“All Summer in A Day” takes place on the planet Venus in a future world where people have come to set up a civilization. On the planet Venus, as imagined by the author, the sun appears for only two hours every seven years. A class of nine-year-olds eagerly awaits a brief glimpse of the sun, especially one student named Margot.

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 reverse the order of steps 1 and 2 (\*See Note to Teacher #1). During this step students may use metacognitive markers to track responses to text and use those responses as a point of departure for talking or writing about the text; cueing system: use (?) for questions, use (!) for reactions, and (\*) for comments.
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** |
| On page 155, Bradbury provides a vivid description of life on Venus. Describe the setting and how it affects the mood. Why does the author begin the story this way?\*See Note to Teacher #2 and #3.  | It was “non-stop rain for 7 years, thousands upon thousands of days” on Venus. “Storms are so heavy they were tidal waves” that “came over the islands”. The mood is dreary/ gloomy. The author begins the story this way to show how the setting contributes to the kids misery because of the constant influx of rain. |
| In the beginning of the story, on page 155, “the children are pressed to each other like so many roses, so many weeds, intermixed peering out for a look at the hidden sun” through the window. How do these words by the author convey tone? Why does the author create this tone? | There is gloom on Venus but the children are excited to see the sun. All of the children are excited about seeing the sun. In the beginning of the story the children are discussing the hope of being able to see the sun. By gathering so close together, the author creates a tone of excitement and high anticipation. The tone creates a similar reaction for readers. It creates a high anticipation. Readers want to know if the students on Venus are going to be able to see the sun. |
| Reread paragraph 13 on page 155 beginning with “Margot stood apart”. What does the reader learn about Margot’s character? What does the author imply about Margot's character?\*See Note to Teacher #6/7. | Margot is depressed and feels alone. She has been “weakened” by lack of sun. She is emotionally distraught because of nature, and her inner struggle with contending with her surroundings and peers. |
| Reread paragraph 13 on page 157 beginning with “Margot stood alone”. Bradbury states, "She was an old photograph". What can the reader infer about how the other students view Margot based on the metaphor? | This paragraph explains how Margot looks to others, including the narrator. She is not like the other children who are vibrant, excited for their first glimpse at the sun. She is like an old photograph with no color. She continues to stand, “separate”. This is the author's 2nd time repeating the sentence of “Margot stood alone”. |
| On page 156, “Aw, you didn’t write that!” and “What’re *you* looking at?” are the first responses that William utters to Margot. Why does William have these reactions? \*See Note to Teacher #8. | William is jealous of Margot’s experiences on Earth and her history of the sun. He is angry that he isn’t able to specifically articulate his feelings about the sun like she can because he never experienced the sun. |
| On page 157, what evidence shows that it is *vital* for Margot to return to earth even though it may result in the loss of thousands of dollars to her family?  | Margot is frail, depressed, doesn’t want to play games, stands alone silently and as a result has no friends. Even when songs are sang about the sun, she doesn’t raise her voice in singing; she only moves her lips.  |
| On page 157*, consequence* in the context means “importance”. The levels of importance vary. Bradbury states, "and the children hated Margot for all the big and little consequences”. Some were not very important reasons while one was especially an important reason to the children. What are these “big and little consequences?” | Little consequence/importance – pale snow face, waiting, silence, thinnessBig consequence/importance – her possible future; she will be able to escape life without sun and return to Earth where she will grow. They will be left behind. |
| On page 157, Bradbury states," the students surge about her" to shove Margot into the closet. What motivates them to do this act? \*See Teacher Note #4  | The big and little consequence –her possible future. She remembers life on Earth, where she could see the sun most days and where rain wasn’t always pouring down the way it is on Venus. The other children are jealous of her memories, they don’t like her because she is different from them because of those memories. |
| Bradbury carefully chooses his words. Connotation means the emotional feeling attached to a word. What is the connotation of the words **surge**, **bore** and **protesting** as used on page 158? \*See Teacher Note #5 | Bradbury's use of vocabulary creates intensity. For example, surge creates more intensity than flood, gush, or flow; bore creates intensity rather than surrounded; and protesting creates intensity rather than yelling or disputing. |
| On page 158, the students are “smiling”. What theme can be inferred by the students’ wicked smiling?\*See Note to Teacher #9. | Students are wickedly happy to have Margot locked away by their own hands. Envy can lead people to commit awful acts. |
| Compare how the children walk away from the door when they push Margot into the closet with how the children walk back to the closet to let her out at the end. See pages 158, first paragraph and 160, last paragraph. | They stood back, wickedly smiling, proud of their actions after shoving her in the closest. At the end of the story, they walk hesitantly to the door, stood at it with “lightning on their faces, blue and terrible, and slowly opened the door.” They realize the gravity of their actions. |
| Why are the children able to empathize with Margot at the end of the story on page 160, 2nd column, first paragraph?  | They were able to experience the joy that the sun brought into their lives. \*Students should reference the bottom of page 160 to the top of page 161. They could also empathize with her noting “the girl”[…] “began to cry looking at it (rain)” once the sun vanishes. Additionally, on page 160 the children stand in similar stance as Margot “like so many stakes, into the floor”. Now, “their faces were solemn and pale and they looked at their hands and feet, their faces down”. |
| (MC) The children have lived without the sun for 7 years. Why did “a boom of thunder startle them”? What is the **BEST** answer? (p.160)1. It shocks them back to the reality of their situation.
2. It makes them realize that lightning is dangerous.
3. They were afraid of the rain.
4. The thunder made them sad.
 | It shocks them back to the reality of their situation. It helps them to be able to share the same external conflict with Margot. |
| Differences between people often cause conflict. How does Margot contribute the conflict she is having with the other children? (p.156 and throughout the story) | Margot refuses to play games like tag with the other students, she does not sing songs in class about happiness and life, she responds to social situation awkwardly such as her shower incident, her depression doesn’t make her much fun to be around. |

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 156 – slackeningPage 157 – seizedPage 158 - protestedPage 158 – muffled | Page 156 – crushedPage 157 – savagelyPage 160 – savoredPage 160 – solemn |
| **Meaning needs to be provided** | Page 155 – concussionPage 155 – civilizationPage 155 – stirPage 155 – compounded Page 156 – frailPage 157 – vitalPage 158 - surgedPage 159 – resilientPage 159 – tumultuously | Page 157 – consequencePage 158 – borePage 158 – apparatusPage 158 – repercussions |

Culminating Writing Task

* Prompt
	+ *The theme of this story is that envy can lead people to commit awful acts and cause internal shame. Write an explanatory essay about how the conflicts the characters face develop that theme.*
* Teacher Instructions
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******Quote or paraphrase*** | ***Page number*** | ***Elaboration / explanation of how this evidence supports ideas or argument*** |
| "Margot stood apart” | 155 | Margot is depressed and feels alone. She has been “weakened” by lack of sun. She is emotionally distraught because of nature, and her inner struggle with contending with her surroundings and peers. Her behavior causes her peers to ostracize her. |
| "so after that, {…} she sensed it, she was different and they knew her differences and kept away” | 156 | Margot is depressed and feels alone. She has been “weakened” by lack of sun. She is emotionally distraught because of nature, and her inner struggle with contending with her surroundings and peers. Her behavior causes her peers to ostracize her. |
| "Margot stood alone" "They edged away from her; they would not look at her." | 156 | She is not like the other children who are vibrant, excited for their first glimpse at the sun. Instead, she continues to stand, “separate”. |
| “Aw, you didn’t write that!” and “What’re *you* looking at?”  | 156 | William is jealous of Margot’s experiences on Earth and her history of the sun. He is angry that he isn’t able to specifically articulate his feelings about the sun like she can because he never experienced the sun. |
| “They surged about her, caught her up and bore her, protesting, and then pleading, and then crying, back into a tunnel, a room, a closet, where they slammed and locked the door.” | 158 | At the end of the story the children regret locking Margot in the closet. The children felt remorseful about locking Margot in the closet but they could not change their actions or give Margot the experience they had with sun.  |
| "They walked over to the closet door slowly and stood by it." | 160 | The children felt remorseful about locking Margot in the closet but they could not change their actions or give Margot the experience they had with sun.  |

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

“So after that, dimly, dimly, she sensed it, she was different, and they knew her difference and kept away. (p. 156) Can you imagine living on a planet where the sun only comes out for a few hours every seven years? The children who grew up on Venus were used to this, but for Margot who remembers something very different, life is unbearable. The differences between Margot and her peers lead to envy, awful acts, and internal shame.

Margot is a nine year old girl who was born on Earth and moves to Mars at the age of four. Unlike the other children on the planet, Margot remembers the sun. This vivid memory causes her to experience deep depression, which leads to isolation from her peers. Bradbury states, “Margot stood apart from them, from these children who could never remember a time when there wasn’t rain and rain and rain.” (p. 155)

Margot has become so depressed that she refuses to interact with the other children. The children attempt to play tag with her and all she is able to do is stand there and blink after them. When the other students are singing songs about happiness and life, her lips barely move. “They edged away from her; they would not look at her. She felt them go away.” (p. 156)

When Margot shares her memories of the sun in a poem, the other children become jealous. “Aw you didn’t write that!” (p. 156) When it is time for the sun to come out the children decided to lock Margot up in a closet. “They surged about her, caught her up and bore her, protesting, and then pleading, and then crying, back into a tunnel, a room, a closet, where they slammed and locked the door.” (p. 158)

After the children experience the sun for themselves, they are better able to understand Margot. When they realize they’ve forgotten about her and she is still locked in the closet they feel shame. "They walked over to the closet door slowly and stood by it." (p. 160) They realize that their jealousy has allowed them to commit a terrible act.

Additional Tasks

* *Authors use figurative language to make readers see familiar things in a new way. Given a list of quotations from the figurative language Bradbury used, choose three that expresses how Margot sees the sun. Then, explain what Margot means by each statement.*
	+ Answer

On page 156 and 157, Margot describes the sun in various ways: She states, **“I think the sun is a flower that blooms for just one hour”**. This means that she thinks the sun is beautiful and brings something lovely into her life similar to how a flower will make someone feel when they see it or get it. The sun only stays for an hour (a short period of time) and this isn’t enough time for Margot. She is used to the sun shining brightly for a longer amount of time because she is from Earth. The other quote is **“It’s just like a penny”.**  Pennies are round and copper colored. This is probably what Margot is referring to when she says this. Margot also says that **“It’s just like a fire in a stove”.** Margot knows the sun is hot and can she can get really warm because of it. It has sun rays that are very hot. Maybe she can remember a time when her ice cream melt when she was in the hot sun.

* *Considering the conflicts that Margot & the other students face, argue whether or not the reader should empathize with the students at the end of “All Summer In A Day”.*
	+ Answer

Yes Response – I think the reader should empathize with the students. The students have to live with the consequences of their actions. They know that if Margot stays on Venus she will not be able to experience the wonders and joy of the sun for another 7 years. After having that experience themselves, they now understand how Margot feels and why she is so sad without the sun.

No Response – I don’t think that the reader should empathize with the students. The students knew what they were doing and were happy in doing so. They smiled as she pleaded, cried, and threw herself against the closet door trying to get out. They knew how much this day meant to her and they purposely took it away from her. Because of this, not only should the reader not empathize with them, but the students should be receive consequences for their actions. Internal conflict is not enough.

* Compare and contrast your experience of All Summer in A Day using the short story and a short movie. Provide text evidence to support your expressions. Video [Note: the original link included is no longer accessible; there are short movies available for use on [www.youtube.com](http://www.youtube.com).]
	+ Answer: In the short story, the reader was moved to pity Margot due to her pitiful state. William was not a likable character and the children appeared to lacking natural affection. The teacher, with only one line, and parents were minor characters in the story. The teacher was a more integral part and the parents were not referenced in the movie. Although poised with unique experiences as a child from Earth, Margot didn’t apply that knowledge very lucidly in the story. In the short movie, the music played a role in the development of the tone/mood. Margot was only a “black spot” on the video for the first five minutes showing how she “stood alone”. Her unwillingness to be “touched” by the rain was evident when she appeared clearly after the bell on her way to school. She exited the cover and walking side ways she tried to avoid it. Margot was very talkative, spoke her mind and was not quiet, timid or reserved as she was in the short story. The teacher had more of a responsibility and acted as an anchor for William’s behavior. Through the reactions of the teacher’s lack of professional care and courtesy and her favoritism towards Margot, it was clear why William “hated her so much”. Margot had Paula in the movie that she could talk to, versus having no friends in the short story. All of the students gathered flowers when they noticed the weather beginning to change. The flowers were a representation of their memory in the sun for the day. Paula realized that Margot was not with them. The children banned together to show their separation from William’s idea of putting her in the closet. In the movie, William walked and opened the door while the children were waiting in the distance; whereas in the short story, all the children went to release Margot from her captivity. The children willingly gave Margot their flowers while William stood alone. Margot walked over to William, indicating her empathy for his feelings. She took his flowers for herself, as a subtle ode to her “being right”. The movie ends with all of the children connecting with Margot as never before. The short story ends with much to be left to the imagination.

Note to Teacher

1. During this step students may use metacognitive markers to track responses to text and use those responses as a point of departure for talking or writing about the text; cueing system: use (?) for questions, (!) for reactions, and (\*) for comments.
2. Share how the rain could affect the view of “time” on Venus. There is a saying that “time” can be your friend, usually because you are able to do what you want to do, enjoy yourself and have fun. Is “time” a friend on Venus?
3. “Storms are so heavy they were tidal waves” suggests that the rain is unbearable and difficult to endure.
4. If the theme can be summed up in one word – what word would you use? Encourage students to share the reason for their choice.
5. The image of a class full of students surrounding Margot, a frail student, can be compared to a wolf-pack surrounding its prey. How does Bradbury’s word choice develop the intensity of the conflict?
6. Highlight the 2nd column on page 155 paragraph 7 - the sentence: “Margot stood apart from them, from these children who could never remember a time when there wasn’t rain”. Explain to students that the connotation provided through the phrase, “from these children” provide details of Margot’s feelings of separation. As the paragraph unfolds, Bradbury provides details as to why Margot feels as if she is unable to connect to them. Her longing for her past distances her from her peers.
7. Use question #3 to teach students how to count paragraphs in a fiction text with dialogue.
8. Margot is sad although “today” there is talk about seeing the sun. Encourage students to infer how the strong possibility of seeing the sun has not helped internally and the conflict within still haunts her. Utilize Margot’s poem “the sun is a flower that blooms for *just* one hour”. Discuss how Margot’s expression *just* impacts her feelings. Additionally, Margot is familiar with the work of scientists. On page 157, Margot states “but this is the day, the scientists predict […]”. Again she should be happy…why not?
9. On page 158, 2nd column, 1st paragraph explain to students the metaphor connection of the atmosphere to the 1st column 1st paragraph across the page that relates to Margot’s cries, muffles, feelings of being left in the closet. Highlight the vocabulary words – apparatus and repercussions and how they relate to the context.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**All Summer in a Day**

1. On page 155, Bradbury provides a vivid description of life on Venus. Describe the setting and how it affects the mood. Why does the author begin the story this way?
2. In the beginning of the story, on page 155, “the children are pressed to each other like so many roses, so many weeds, intermixed peering out for a look at the hidden sun” through the window. How do these words by the author convey tone? Why does the author create this tone?
3. Reread paragraph 13 on page 155 beginning with “Margot stood apart”. What does the reader learn about Margot’s character? What does the author imply about Margot's character?
4. Reread paragraph 13 on page 157 beginning with “Margot stood alone”. Bradbury states, "She was an old photograph". What can the reader infer about how the other students view Margot based on the metaphor?
5. On page 156, “Aw, you didn’t write that!” and “What’re *you* looking at?” are the first responses that William utters to Margot. Why does William have these reactions?
6. On page 157, what evidence shows that it is *vital* for Margot to return to earth even though it may result in the loss of thousands of dollars to her family?
7. On page 157*, consequence* in the context means “importance”. The levels of importance vary. Bradbury states, "and the children hated Margot for all the big and little consequences”. Some were not very important reasons while one was especially an important reason to the children. What are these “big and little consequences?”
8. On page 157, Bradbury states," the students surge about her" to shove Margot into the closet. What motivates them to do this act?
9. Bradbury carefully chooses his words. Connotation means the emotional feeling attached to a word. What is the connotation of the words **surge**, **bore** and **protesting** as used on page 158?
10. On page 158, the students are “smiling”. What theme can be inferred by the students’ wicked smiling?
11. Compare how the children walk away from the door when they push Margot into the closet with how the children walk back to the closet to let her out at the end. See pages 158, first paragraph and 160, last paragraph.
12. Why are the children able to empathize with Margot at the end of the story on page 160, 2nd column, first paragraph?
13. The children have lived without the sun for 7 years. Why did “a boom of thunder startle them”? What is the **BEST** answer? (p.160)
14. It shocks them back to the reality of their situation.
15. It makes them realize that lightning is dangerous.
16. They were afraid of the rain.
17. The thunder made them sad.
18. Differences between people often cause conflict. How does Margot contribute the conflict she is having with the other children? (p.156 and throughout the story)

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.