Unit 4/ Week 3

Title: Concrete Mixers (poem 1 of 3 from Collection 3)

Suggested Time: 2 days (45 minutes per day)

Common Core ELA Standards: RL.8.1, RL.8.3, RL.8.4; W.8.1, W.8.4, W.8.9; SL.8.1; L.8.1, L.8.2, L.8.4, L.8.5

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

Patricia Hubbell creates an extended metaphor where the concrete mixers of an urban environment are elephants with their trunks “raising a city”.

Synopsis

In “Concrete Mixers,” Patricia Hubbell compares concrete mixers to elephants as they go about their job of building a city. She uses this metaphor to show how machines have become as important to humans as animals once were.

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. Teach/reengage the idea of metaphor and simile with your students. Make it very clear that a metaphor *describes one thing as if it were something else* and that a simile *uses like or as to compare two unlike things.*
2. Students read the entire selection independently; give them a guide or something to look for: difficult vocabulary, identifying images, or sensory detail, etc.
3. Teacher reads the text aloud while students follow along or students take turns reading aloud to each other.
4. 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** |
| Reread lines 1-8. Which context clues help reveal the meaning of “muck”?  | The fact that the trucks are being washed means that they were probably dirty. The water from the hoses may get the ground muddy, or mucky. The muck is collected around the trucks’ tires. Muck is wet, muddy dirt.  |
| A mahout is a person who cares for and rides an elephant. How are the drivers of the concrete mixers like mahouts?  | They wash down their trucks like a mahout would do for their elephant and they also get on the backs of the truck like a mahout would stand on the back of their elephant (lines 1/7) |
| The poet uses a metaphor in line 3. What is being compared and what is the image she is trying to create? | The poet compares concrete mixers and elephants to show their similarities. Like elephants, they are round so that their sides look like big bellies. The mixers also have long troughs that are like elephant trunks. |
| Reread lines 8-11. Who is involved in the action of these lines? What is happening in these lines? | In these lines, the drivers of the concrete mixers are cleaning the mixers, getting rid of the concrete and getting the mixers ready to be used again. |
| In line 11, the poet used the metaphor “monsters moving”. What is the meaning of this metaphor? | The writer is comparing the concrete mixers to a “monster” to show how large they are and how difficult it is for them to move around in their environment. |
| The poet uses similes in lines 12-15. What is being compared? Be specific. What is the effect of these similes? | The poet uses similes to show that the concrete mixers move and sound very similar to elephants. The effect of these similes is to reinforce the idea that concrete mixers are urban “animals.” |
| The entire poem relates concrete mixers to elephants and shows their similarities. What is the poet’s purpose behind making these comparisons? | The poet is trying to show that the concrete mixers are like city animals that use their powerful strength to do jobs humans cannot do. This is like elephants that can lift heavy objects and carry humans 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** | Line 5: MuckLine 7: PerchLine 9: Rid | Line 2: Tenders |
| **Meaning needs to be provided** | Line 3: PonderousLine 7: Mahout Line 9: TroughLine 10: BulgingLine 14: Bellow | Line 16: UrbanLine 18: Raising |

Culminating Writing Task

* Prompt

*We often imagine the wilderness and cities as being removed from one another. Patricia Hubbell’s poem “Concrete Mixers” creates a comparison between the two environments through the use of simile and metaphor. Identify how she uses figurative language in order to draw parallels between concrete mixers and elephants. How does she show how the two are linked or alike? What effect does the use of figurative language have on the poem? Be sure to cite specific lines from the text.*

* Teacher Instructions
1. Students identify their writing task from the prompt provided.
2. Students will 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 if this process is new.

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| ***Evidence******Quote or paraphrase*** | ***Page number*** | ***Elaboration / explanation of how this evidence supports ideas or argument*** |
| Like elephant tenders they hose them down | Line 2 | Simile, comparison of drivers taking care of their trucks like an elephant tender would care for his elephants  |
| Standing in muck up to their wheel caps | Line 5  | The concrete mixer is “standing” in mud covered half way up its wheels/ elephants like to take mud/dirt baths in the wild.  |
| Concrete mixersMove like elephantsBellow like elephantsSpray like elephants | Lines 12-15 | These similes increase the effect of showing how similar concrete mixers are to elephants. It shows that humans have begun to treat their machines as if they were living, breathing animals. |
| Their trunks are raising a city | Line 17 | The trunks (trough) of the concrete trucks are working to build up and industrialize (raise) a city |

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/reading 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

The poem “Concrete Mixers” by Patricia Hubbell compares concrete mixers to elephants to show humans have created relationships with their machines in much the same way as with animals under their care. The poet shows how the drivers of the concrete mixers wash and tend to their mixers just as the mahout take care of their elephants. This comparison is set up at the beginning of the poem with this simile: “Like elephant tenders they hose them down.” (L. 2) To continue this relationship, the poet describes the concrete drivers as “mahouts” (L. 7), the name for people who take care of elephants in other countries. The poem also describes how the concrete mixers “stand in muck” (L. 5), meaning that these machines are in muddy environments similar to the environments of elephants who stand in mud or muck.

In the end the poet describes how the concrete mixers are like elephants working to do humans’ work by lifting, moving and helping to create new structures in a city. In lines 12-15 the poet uses several similes to describe concrete mixers as if they were alive: “Concrete mixers/Move like elephants/Bellow like elephants/Spray like elephants” She further strengthens the effect by writing that they “…are urban elephants/Their trunks are raising a city.” (L. 16-17) This metaphor means that just as elephants work for humans in other countries, the machines in the poem are doing the labor of building a city. The poet uses the word “raising” to show that the city is being built up, becoming taller and taller with skyscrapers. Through the effective use of figurative language the poet shows how humans have begun to treat their machines as if they were living, breathing animals.

Note to Teacher

* Make sure that your students use the proper literary terms (simile, metaphor, etc.) in their responses.

Unit 4/ Week 3

Title: “Harlem Night Song” (poem 2 of 3 from Collection 3)

Suggested Time: 2 days (45 minutes per day)

Common Core ELA Standards: RL.8.1, RL.8.3, RL.8.4, RL.8.6; W.8.2, W.8.4, W.8.9; SL.8.1; L.8.1, L.8.2, L.8.4, L.8.5

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

Langston Hughes uses sensory details to create the image of two sweethearts experiencing a night in Harlem.

Synopsis

In “Harlem Night Song,” Langston Hughes invites his sweetheart and the reader to come with him to experience the beauty of nighttime Harlem. It sounds like a song because of the repeated lines like a chorus. He uses simile, metaphor and sensory details to create his image.

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. Teach/reengage the idea of metaphor and simile with your students. Make it very clear that a metaphor *describes one thing as if it were something else* and that a simile *use like or as to compare two unlike things.*
2. Students read the entire selection independently; give them a guide or something to look for: difficult vocabulary, identifying images, or sensory detail, etc.
3. Teacher reads the text aloud while students follow along or students take turns reading aloud to each other.
4. 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** |
| The poem begins with the word, “Come”. What is the effect for the reader by starting the poem this way? | By using this word, the speaker invites someone to come with him to experience Harlem. This word makes it seem that not only is the speaker talking to his sweetheart or companion but also to the reader, inviting the reader to come into the world of the poem as well. |
| From what point of view is this poem told? What effect does this have on the poem? | This poem is told from the first person point of view demonstrated with the used of the word “I”. This point of view has the effect of making the poem seem to be spoken directly to the reader, that the poet is taking the reader with him on his journey. |
| In line 2 the poet says “Let us roam the night together.” What image does this metaphor create in the reader’s mind? | By using the metaphor of traveling the night, the poet makes the night seem to be a journey in itself. It becomes a “road” for the speaker and reader to walk through. The night becomes more than a time of day. |
| There are two sets of lines that are repeated in the poem. What are they and what do they mean? What effect does the repetition have on the poem? | The two sets of repeated lines are: “Come,/Let us roam the night together/Singing. (L. 1-3 and L. 14-16) and “I love you.” (L. 4 and L. 13). These examples of repetition create a song-like quality with these lines being like the chorus of a song. |
| The poet uses the metaphor “Stars are great drops/Of golden dew.” (L. 9-10) What effect does this metaphor have on the meaning of the poem? | By comparing stars to something liquid, he creates an image of the stars flowing or dropping down around the night. This makes it seem as if the people and the entire city are bathed in gold light, creating a glowing, peaceful mood. |

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** | Line 2: RoamLine 10: Dew |  |

Unit 4/ Week 3

Title: “The City is So Big” (poem 3 of 3 from Collection 3)

Suggested Time: 2 days (45 minutes per day)

Common Core ELA Standards: RL.8.1, RL.8.3, RL.8.4; W.8.2, W.8.4, W.8.9; SL.8.1, L.8.1, L.8.2, L.8.4, L.8.5

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

Richard Garcia describes events in a big city to create the image of an urban environment that is not always inviting to humans.

Synopsis

In “The City is So Big” Richard Garcia describes machines of an urban environment as if they are alive to show how a large city can be overwhelming and frightening because they are bigger than human scale.

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. Teach/reengage the idea of **personification**, metaphor and simile with your students. Make it very clear that personification uses human qualities to describe a non-human object, a metaphor *describes one thing as if it were something else* and that a simile *use like or as to compare two unlike things.*
2. Students read the entire selection independently; give them a guide or something to look for: difficult vocabulary, identifying images, or sensory detail, etc.
3. Teacher reads the text aloud while students follow along or students take turns reading aloud to each other.
4. 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** |
| Reread lines 1-2. Which context clues help reveal the meaning of “quake”? According to the poem, why might the bridges quake? | The fact that the bridges are described as being afraid helps the reader figure out that quake means shake or tremble. Literally bridges shake from the many vehicles that travel over them. Figuratively this image creates the idea that there are so many people moving about the city that this becomes frightening. |
| In lines 5-6 the poet uses the simile “And trains pass with windows shining/Like a smile full of teeth.” What effect does the image have on the poem? | This simile compares the train windows to rows of teeth in a person’s smile. This simile might make the trains seem inviting or happy, but since it comes after the image of a bridge quaking, the reader is left questioning whether this is a happy image or one that is more menacing. |
| Personification is a type of figurative language in which the writer gives human characteristics to non-human objects. In lines 8-9 what is being personified and what effect does this figurative language have in the poem?  | The poet uses personification to describe machines that are eating and stairways that walk. These descriptions make the machines seem alive. These images make it seem as if humans are no longer able to control the machines they have created. |
| The poet ends the poem with “And people disappear.” (L. 10) What interpretation could be made of this line?  | This line creates the image of a city that is threatening to human beings. The huge machines and structures are so large that they dwarf the people living in the city. |

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** | Line 2: quake |  |

Culminating Writing Task

* Prompt

*In our modern world, cities have become very important in humans’ lives. People often have varying perceptions of cities. In the poems “Harlem Night Song” and “The City is So Big”, Langston Hughes and Richard Garcia present very different images of the communities they describe. Analyze the imagery and figurative language in these two poems and discuss how that imagery affects the meaning of each poem. Compare how the poets’ use of language helps to create the mood and meaning in their poems. Be sure to cite specific lines from the text.*

* Teacher Instructions
1. Students identify their writing task from the prompt provided.
2. Students will 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 if this process is new.

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| ***“Harlem Night Song”*** |
| ***Evidence******Quote or paraphrase*** | ***Page number*** | ***Elaboration / explanation of how this evidence supports ideas or argument*** |
| Let us roam the night together | Line 2 | Metaphor, suggesting that the night is a road to walk down on a journey through the city.  |
| Moon is shining/Night sky is blue. | Line 7-8 | These lines create a peaceful mood. The night is described as beautiful. |
| Stars are great drops of golden dew | Lines 9-10 | Metaphor, comparing the stars to dew creates an image of the stars “raining” down or flowing over the night.  |

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| ***“The City is So Big”*** |
| ***Evidence******Quote or paraphrase*** | ***Page number*** | ***Elaboration / explanation of how this evidence supports ideas or argument*** |
| Its bridges quake with fear. | Line 2 | Personification, the image creates a feeling that big cities are frightening.  |
| Like a smile full of teeth | Line 6  | Simile, comparing the rows of lighted windows in a train to the rows of teeth in a person’s mouth.  |
| I have seen machines eating houses. | Line 7 | Personification, describes how cranes demolishing houses could look like animals eating them which creates a sense of fear. |
| And stairways walk by themselves | Line 8 | Personification, describes escalators as something strange, moving by themselves as if they are human. |

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/reading 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:

The poems “Harlem Night Song” by Langston Hughes and “The City is So Big” by Richard Garcia present very different images of large modern cities. In the opening of Hughes’ poem, the speaker invites the reader into the poem with the words “Come, /Let us roam the night together…” (L.1). The reader is immediately taken into the world of Harlem, experiencing the pleasures of a beautiful night as the “Moon is shining. /Night sky is blue.” (L. 7-8). The poet also uses a metaphor to describe the night sky, stating, “Stars are great drops/Of golden dew.” (L. 9-10). This metaphor makes the stars seem as if they are falling down around the reader and speaker, creating a golden light to walk through.

On the other hand, the city described in Garcia’s poem is a more menacing place. He uses personification to describe how “bridges quake with fear” (L. 2) from the burden of the many cars and trucks that travel over them. Even though in lines 5-6 “…trains pass with windows shining/Like a smile full of teeth”, the reader is left wondering if that smile is a welcoming smile or masks a less friendly feeling. Other personification used by the poet is: “I have seen machines eating houses/And stairways walk all by themselves.” (L. 7-8) These two images have the effect of making the machines seem to be taking over from the humans and “living” themselves.

The way imagery and figurative language are used in these poems create divergent moods and meaning. Langston Hughes’ use of language creates a joyous place, a city he wants to roam in at night. The city he describes has bands playing (L. 12); this is a city of music and joy. Conversely, Garcia’s city is menacing, a frightening place where “people disappear” (L. 10). They have been taken over by machines that seem to “live on their own.” Through the effective use of language, these two poems present two sides of life in an urban environment.

Additional Tasks

* This poetry collection includes three poems that contain similes and metaphors. Identify the figurative language and compare its use across all three poems. Analyze and explain how the use of this figurative language helps to further the meaning of the poems.
	+ Sample answer: In these three poems the poets effectively use similes and metaphors to create strong images for the reader. In both “Concrete Mixers” and “The City is So Big” the poets compare machines to animals and also people to make those machines seem as if they are living creatures. In “Concrete Mixers” those machines are seen as helpful but in other poem, the machines become threatening. On the other hand, in “Harlem Night Song” the poet uses a metaphor to describe the stars as drops of dew. The effect this has is to make the stars seem as if they are falling around the people, surrounding the city with light. The overall effect of figurative language in this poem makes the city seem inviting and full of pleasures.
* Create original metaphors or similes. Students should try and compare two seemingly unlike ideas/things. You could leave it open-ended or focus it with a theme (ex. nature, school, etc.).

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.