

Focused Readings

Teacher's Guide



Education

English (American)



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Introduction

Welcome to Rosetta Stone's *Focused Readings Teacher's Guide*. We are pleased to offer as a supplement to the Foundations Course this collection of texts selected to support learners as they advance their reading skills.

Focused Readings includes five sets of paired texts, each designed to exemplify a literary or informational genre for study. The sets open with an explanation of the genre, defining key concepts and vocabulary as applied to the overall theme. Supplemental background materials provide background knowledge to enrich and inform learners' understanding of the text. Expertly crafted reading comprehension questions lead learners through the passages, opening minds to deeper understanding and greater awareness of language. The final set of extended-response writing questions asks learners to consider the texts as a pair to evaluate similarities and differences in the authors' approaches to the topic or theme, as well as to formulate their own perspectives based on the knowledge they have built through their reading. Each item is carefully designed to follow best practices in reading pedagogy and to support alignment with English Language Arts (ELA) standards, as represented by the Common Core State Standards (CCSS).

This collection was created to bridge English as a Second Language (ESL) objectives and ELA competency standards, such as CCSS. As such, its activities and items are a hybrid of what may typically be found in an ESL or ELL textbook and an ELA content curriculum. You will find, for example, more emphasis on literal understanding than in typical language arts programs. Yet the intent of these reading passages is not for learners to decipher every word, but rather for them to strive for comprehension of complex texts through more thoughtful, text-based answers to deeper questions. The pedagogy is learner-centered English Language Development (ELD), while the lesson structure and items are designed to maximize alignment with ELA CCSS. And while the items are not specifically designed as an assessment tool or for test preparation, successful completion of this program will better equip students to perform well on exams.

How to Use These Materials

Rosetta Stone Focused Readings is a collection of five sets, each comprising four or five lessons. Each set contains the following components:

- a genre-based selection of two texts that form the core of the set;
- reading comprehension questions that follow each reading passage;
- extended-writing prompts that ask learners to consider the texts together.

The notes that follow include helpful information you'll need to get started. They explain the content organization, lesson plans, item types, relevant vocabulary, and more.

Choosing the Set

For your learners to gain the most from this material, we recommend that you plan your lessons around an entire set: each paired selection is intended to be studied together. However, the sets may be taught in any order, as each is self-contained. You may decide to teach the sets in the order presented, or instead choose sets based on student grade level, Foundations Course Unit level, or by the CCSS covered in the lessons.

Choosing by grade level

All set activities align to standards across grade levels 5–12. With the exception of the “Folktales” set, which is appropriate for middle school and higher, most content is thematically best suited for high school-level students. The “Historical Documents and Biography – Speech” set specifically targets Grades 9–12 CCSS as they contain US historical and foundational primary texts.

Choosing by Foundations Course Unit level

Each story or text corresponds to a Unit of the Rosetta Stone Foundations Course; that is, the vocabulary and grammar used in the passage is most easily understood by a student who has completed the Foundations Course through a particular target Unit. When choosing a set, note how many Units of online content your students have completed, and compare it to the target. If you choose to use a set before they have completed the target Unit, you may find it necessary to precede the stories with additional preteaching, scaffolding, and support.

Choosing by standards covered

In the appendix you will find the Standards Alignment Table, where each CCSS standard to which set activities align is charted by grade level. If you have particular teaching or institutional objectives to meet, you can use these lists to identify the texts whose aligned standards will best target those goals.

Set Content

In addition to the paired texts, supplemental materials, and items found in the Focused Readings student materials, the Teacher’s Guide contains further information to support you in the classroom:

- Learning objectives and introduction
- Lesson plans
- Vocabulary lists
- Item key
- Common Core State Standards alignments
- Extra activity
- Appendix tables

Most of this content, such as the learning objectives, vocabulary lists, answer keys, and CCSS alignment notes, is essential for working through texts and items with your students. The lesson plans and extra activities are suggestions designed to smoothly integrate the material into the interactive classroom and strengthen the target learning objectives for each lesson. The lesson plans also assure that the CCSS alignments are met as intended through the items.

Learning Objectives and Introduction

Opening each set is a list of learning objectives describing what learners will accomplish through the process of completing this set of lessons. Conceived with CCSS as a primary consideration, these objectives guided the text selection, reading comprehension items development, and lesson plan conception. Objectives will be met upon successful completion of the items.

A brief introduction describes the genre concept(s) to be taught in the set. Next it explains the topic of the paired selection, its significance, and how it will be used as the vehicle for learners to acquire academic knowledge. Further, it describes how the content relates to larger social and cultural contexts that are directly relevant to learners.

Using the Lesson Plans

Every classroom, class level, class time, and class personality is unique; therefore, we appreciate that each teacher will approach this material according to the qualities of his or her group. Because the lessons scaffold and build the genre and background knowledge necessary for understanding the texts, **it's important to read through each set completely before planning your lesson to be assured of understanding how the texts work independently and as pairs.**

For your convenience, we have designed lesson plans to help guide you through the materials. Detailed steps introduce concepts, preview readings, reinforce vocabulary, integrate background material, work through the items, and wrap up with class feedback discussions. The structural pattern of the plans is similar throughout the sets, with some variation to accommodate the special nature of a particular genre or set. Each set contains four to five lessons. A lesson may take more than one class session, depending on the lesson content, the class time available, and the needs of your learners.

We encourage you to adapt these plans to meet the level and nature of your class. They're designed to bring out the most from the readings and items while still offering flexibility, allowing you to determine how best to apply them in your classroom. Learners may respond to questions individually, but many items are conducive to pair and group work and will prompt stimulating discussion. Evaluate a set as a whole, then decide how to use the material to maximize your learners' full potential.

Teaching Genre Concepts

Each set is selected to exemplify a literary or informational genre, representing the two Reading strands of the ELA CCSS. The target genre(s) are defined for each set to equip learners with the basic conceptual understanding to read CCSS-adherent texts in general and the paired selections in particular. The lesson plans use brainstorming sessions, mind maps, and charts to elicit from learners what they know about a genre, then compare these to information provided in their materials. When presented with the genre concepts, learners are introduced to content they will be engaged in for the next several class periods.

Stories, Texts, Essays, and One Poem!

We think you'll find the Focused Readings a wonderfully diverse collection of texts. Eliciting topical concepts and making predictions are among the functions used to introduce and preview the text. We recommend that learners then read the text twice, alternating between reading aloud with a partner and reading independently. Between readings, learners may discuss the genre, background information, or basic comprehension concepts. Before rereading, it's important to review the Text Vocabulary **in blue**.

Learners should be encouraged to work for reading fluency and general comprehension. As they work through the items, questions will be clarified, and a deeper understanding of the text will evolve. During reading, dictionaries and other reference tools should be put away.

Supplemental Notes

For most texts there are supplemental notes that give various kinds of background information. This might include a map of the region where a story takes place; a brief synopsis of a text's cultural and historical context; or an expansion on the genre, such as an explanation of a dialect used in a reading. The use of these notes is incorporated into the lesson plans.

As geographical setting is mentioned for many of the texts, it's recommended that you have visual aids available to show the locations noted in the Supplemental Notes.

Vocabulary

There will be unknown and unfamiliar language in these texts. That's OK! Vocabulary that learners will need to know is provided at the beginning of each lesson. Students should be assured that they don't need to understand every word, as long as they understand the gist. It's essential that they work toward reading fluency and general comprehension and not stall because of a strange term. Vocabulary lists for your reference are divided into the following categories:

General academic vocabulary

General academic (or Tier 2) words are found across many types of texts in academic settings. These words have been incorporated into the lessons and materials to support and promote learners' general academic proficiency.

Domain-specific vocabulary

Domain-specific (or Tier 3) words are specific to a particular field or domain of study (such as history, biology, etc.). Domain-specific words are often important for understanding concepts in more complex informational texts. These words have been incorporated into the lessons and materials in order to support learners' proficiency in academic subject domains.

Text vocabulary

Text vocabulary consists of words appearing in the paired selection that are beyond the target unit's vocabulary level. Some of these words are already defined and explained for students in the paired selections and their supporting background texts. We recommend that you explain the words **printed in blue** at the beginning of the Reread step in Lessons One and Two (instructions are provided in the lesson). **The blue words are important for text comprehension and responding to reading comprehension items.**

Vocabulary taught in items

Some vocabulary will be addressed in reading comprehension items that ask students to determine meaning based on clues in the text. For optimal effectiveness, we recommend you do not review these vocabulary words before learners respond to the items.

Art gloss vocabulary

Some words are visually defined for learners in a picture glossary in the margins of the text.

The Items

The reading comprehension items comprise multiple-choice, short-answer, and extended-response question types. We recommend students have access to the full text when working through the accompanying questions. Various combinations of individual, pair, group, and class work are suggested for assigning items in the lesson plans. The last items for each lesson and those for the paired-selection activity are extended-response writing prompts. Plan enough time to allow for thoughtful, complete responses.

In the key, the correct multiple-choice option is underlined, and sample responses are provided for short-answer and extended-response prompts. The CCSS alignments for each item follow the question and key.

Common Core State Standards Alignments

Listed below the **Learning Objectives** in each set are CCSS reference numbers. These numbers align globally to the entire set, as they incorporate those aspects of language interaction throughout the activities. Particular standards at grade levels 5–12 align with individual reading comprehension questions and are referenced beneath the key of each item. A table with full descriptions of the standards is found in the appendix.

Extra Activity

After the last lesson plan for each set is an extra activity for learners to synthesize what they have gleaned from the two readings and their genre concept and to apply it to a new task. Activities range from group discussions to research topics and presentations. The target learning objective and CCSS alignments are given for each activity.

Appendix Tables

Two reference tables are appended, listing the Common Core State Standards to which the lessons in this publication align. The first, "Common Core State Standards," gives the description of each standard by grade level. The second, "Standard Alignment Table," is a quick reference representing standard alignments by grade level. It divides a set into five lesson segments and bullets the standards met. The resulting graphic enables you to quickly evaluate how a set targets your teaching objectives.

Paired Selection: Folktales

"The Crows Are in the Corn: A Folktale from Georgia" "Gluskabe Changes Maple Syrup: An Abenaki Tale"

Learning objectives:

Through completing this set of lessons, learners will

- recognize the genre characteristics of folktales;
- identify the central idea of a story;
- compare and contrast the characters, plots, and themes of two texts;
- learn conversational and general academic vocabulary in context;
- cite textual evidence to support ideas;
- explore the ethic of hard work from different cultural perspectives;
- activate connections between texts and their own experiences.

Global CCSS alignments:

RF.5.3, RF.5.4

SL.5.1, SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1

L.5.3, L.6.3, L.7.3, L.8.3, L.9-10.3, L.11-12.3

L.5.6, L.6.6, L.7.6, L.8.6

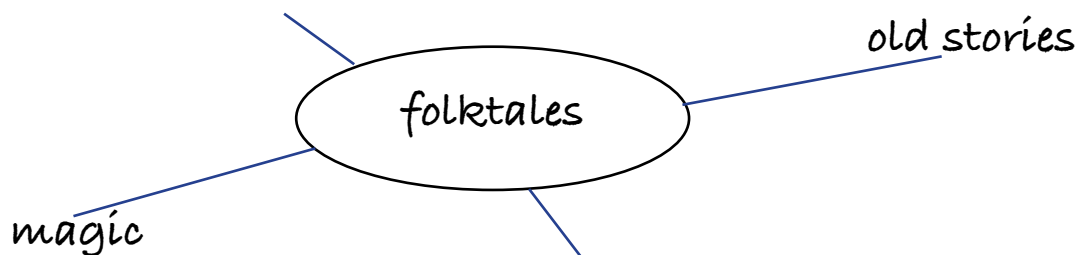
Introduction

In this paired selection, learners will explore different perspectives on the ethic of hard work, as represented in two folktales from distinct regional and cultural contexts of the United States. The first folktale reflects the farming heritage of the rural South. The second reflects historical traditions of the Native American Abenaki tribe of New England. The paired selection provides a vehicle for learners to acquire academic knowledge of literary concepts and to learn techniques for constructing text-based meaning, vital for academic success. The materials also invite a larger conversation about values surrounding work that can be deeply enriched through diverse contributions of learners in the class.

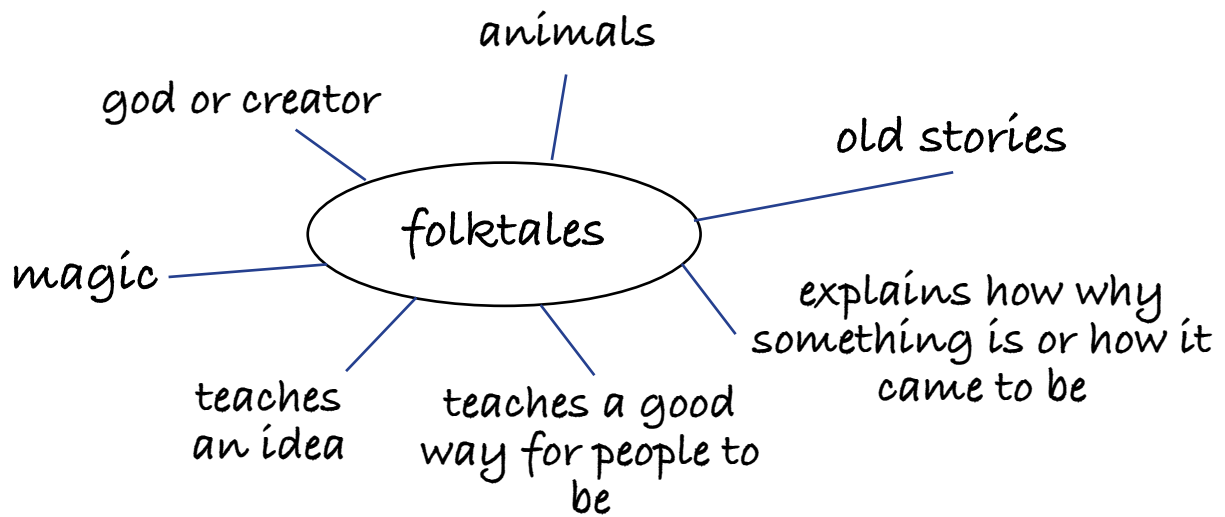
Introductory Lesson: What Is a Folktale?

General Academic Vocabulary: folktale, story

- 1. Introduce genre concept:** Create a mind map on board with "folktales" in the center circle. Before they look at the set material, elicit from learners what they know about folktales. Add words to the mind map as they call out their ideas.



2. As a class, read *What Is a Folktale?*, comparing the list of genre characteristics to the mind map. Add new ideas from the list to the mind map.



3. Explain to learners that for this set, they will read two folktales from different places in the United States.

What Is a Folktale?

A **folktale** is an old story that was told by the people of a place. Most folktales were not written down until much later. People shared the stories by telling them to their children. When their children grew, they told the stories to their children.

- Folktales may have animals that talk or act like people.
- Folktales may have magic (something that could not really happen).
- Folktales may have gods or a Creator (someone who makes the world).
- Folktales may explain how something came to be.
- Folktales may explain why something is as it is.
- Folktales may teach an idea that is important to the people of a place.
- Folktales may teach a good way for people to be.

Lesson One: “The Crows Are in the Corn: A Folktale from Georgia”

Target Unit: 17

General Academic Vocabulary: folktale, story, state, 20th century, education, culture, **sentence**,

How do/does X feel?, main idea

Text Vocabulary: **work hard, task**, room (space), shoo, **noise**, satisfied

Vocabulary Taught in Items: barn, wave, past, gather, guard

Art Gloss Vocabulary: weeds, field, crow, turkey, kernel, Georgia

Lesson Plan

1. **Review the genre concept:** Review the material from *What Is a Folktale?*
2. **Introduce story concepts:** Before they look at the story, elicit from learners what they know about farming, different types of crops, and the planting cycle. Ask if being a farmer is easy work. Why or why not? Ask what difficulties farmers might have.
3. **Preview the story:** Have learners look at the illustration above the story's title. With partners, have them discuss what they see in the picture, then read the story title. Based on the illustration and the title, ask them to predict what the story will be about. Briefly discuss their predictions as a class.
4. **Read the story:** Have learners read the story independently or aloud in pairs.
5. **Establish basic understanding:** After reading the story, ask the class general comprehension questions such as *What is the story about? What happens in the story?*
6. **Establish geographical-cultural context:** Ask learners where Georgia is. Have them turn to *Geography and Culture* following the story. Look at the map and read the information together as a class. Discuss how it relates to the story they just read.
7. **Reread the story:** Reinforce the blue-highlighted Text Vocabulary words with the class. Then have learners reread the story. If learners read to themselves the first time, have them read aloud in pairs. If they read in pairs, have them read to themselves.
8. **Respond to reading comprehension items:** Review the instructions together as a class. Make sure learners understand what to do for different item formats. If necessary, reinforce the blue-highlighted General Academic Vocabulary word *sentence*. Then ask learners to answer the first question independently or with a partner. They should have the story available to help them answer the questions. Discuss the answer together as a class. Then have learners answer questions 2-13. Ask learners to compare their answers with a partner. Check the answers together as a class. Refer to the story to clarify any questions or confusion. Next, reinforce the blue-highlighted General Academic Vocabulary *How do/does X feel?* and main idea with the class. Ask learners to answer the remaining questions (14-16) independently.
9. **Discuss in groups and as a class:** Have learners discuss their answers to questions 14-16 in small groups. Have them take turns reading their answers to their group and discussing the responses. Then have a volunteer from each group read the answer for each question, and discuss as a class.



The Crows Are in the Corn: A Folktale from Georgia

The farmer and his wife worked very hard every day. While the sun still slept they would get out of bed to feed the animals and carry water. They did many tasks under the hot sun. They cleaned the barn where the animals slept. They planted seeds in the garden. They pulled out **weeds** from the **fields** so the corn would have room to grow. When **crows** came, the farmer's wife would wave her broom to shoo them away from the corn. The farmer and his wife worked until the sun went to bed. For twenty years they worked this way and were happy.

One evening after a long day of hard work the farmer said to his wife, "Today I am very tired."

"I am tired, too," said his wife, "It would be so nice to sleep late, just once."

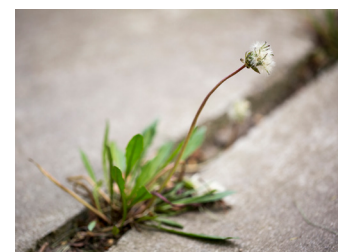
"Let's do that tomorrow," the farmer said, "It will be okay."

The farmer and his wife slept through the sunrise and long past when it was time to feed the animals and make breakfast. The animals in the barn began to worry and make noise. The cows said, "mooooooo!" the goats cried, "baaaaaaaah!" and the rooster sang out, "cock-a-doodle-do!" but the farmer and his wife slept on.

Soon crows began to gather in the apple tree near the cornfield. They saw no farmer with his tractor, and no farmer's wife with her broom.

One crow said, "It looks like the farmer isn't here to guard the corn."

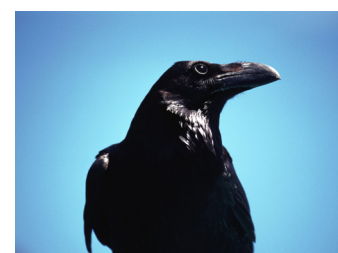
"Yes," said another crow, "and where is the farmer's wife with her broom?"



weeds



field



crow

The Crows Are in the Corn: A Folktale from Georgia (continued)

"I don't know," said the first crow, "but I'm going to eat some corn."

The crow flew down to the cornfield and started to eat. When nothing happened, more crows flew down, at first eating far from the house, but slowly getting nearer. Now there were hundreds of crows in the corn.

"Oh no!" said the cow, "The crows will eat all the corn!" "We must wake the farmer and his wife!" the rooster said.

The rooster turned toward the sun and began to sing his morning song. Louder and louder he sang to get the farmer and his wife out of bed, but they still didn't wake up.

Now the rooster sang a different song. "The crows are in the corn!" he sang. Still the farmer and his wife slept on. The rooster sang his song louder and louder, but nothing helped.

The animals were very worried. The old **turkey** walked into the yard and looked at the crows in the field. "Oh no," he said. "The crows have eaten all the corn."

And it was true; there was not one **kernel** of corn left in the field. The satisfied crows flew off slowly toward the tall trees of the forest to go sleep.

When at last the farmer and his wife woke up and saw the empty cornfield, they began to cry.

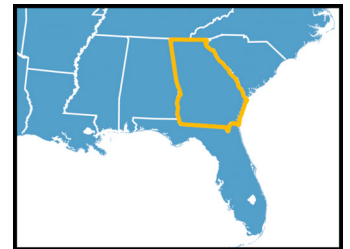
That's why in **Georgia** we say, "The crows are in the corn!" when it's time to get out of bed.



turkey



kernel



Georgia

“The Crows Are in the Corn: A Folktale from Georgia” - Geography and Culture



Georgia is a state in the southeastern United States. Georgia became a state in 1788. For most of Georgia's history, many people were farmers. They lived on small farms. There was a lot of work to do on a farm. People had to work very hard.

Before the 20th century, many of the people who worked on small farms had very little education. Most could just read and write in a simple way. Telling stories and using spoken language was very important in teaching children how to work on the farms. There were many sayings, folktales, and stories in the culture to help the people remember things that were important.

"The Crows Are in the Corn" - Reading Questions

Instructions:

- Some questions have answer choices next to the letters A, B, C, and D. Circle the correct answer.
- Other questions have a place for you to write your answer. Remember to use complete sentences and check your spelling.

Correct answers for multiple choice questions are underlined and in blue

1. The story says that the farmer and his wife worked very hard. Find *three* sentences in the story that show that they worked hard. Write the sentences.

Acceptable responses:

- While the sun still slept they would get out of bed to feed the animals and carry water.
- They did many tasks under the hot sun.
- They cleaned the barn where the animals slept.
- They planted seeds in the garden.
- They pulled out weeds from the fields.
- The farmer and his wife worked until the sun went to bed.

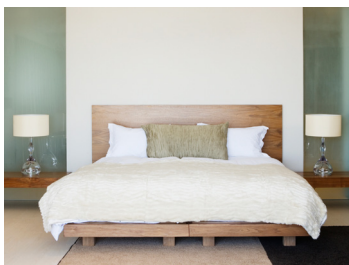
CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

2. They cleaned the barn where the animals slept.

What is a barn?

A.



B.



C.



D.



CCSS Alignments:

L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4, L.11-12.4

L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a, L.11-12.4a

3. *When crows came, the farmer's wife would wave her broom to shoo them away from the corn.*

What does wave mean in this sentence?

- A. to clean or wash something
- B. to find something that is lost
- C. to repair something that is broken

D. to hold something up so it can be seen

CCSS Alignments:

L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4, L.11-12.4

L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a, L.11-12.4a

4. *The farmer and his wife worked until the sun went to bed.*

This means that they worked until

- A. they were tired.
- B. it was hot outside.

C. it was dark outside.

- D. they finished their tasks.

CCSS Alignments:

RL.5.4, RL.6.4, RL.7.4, RL.8.4, RL.9-10.4, RL.11-12.4

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.5.5a

5. *While the sun slept they would get out of bed to feed the animals and carry water.*

This means that they would get out of bed

- A. in the winter.
- B. in bad weather.
- C. early in the evening.

D. early in the morning.

CCSS Alignments:

RL.5.4, RL.6.4, RL.7.4, RL.8.4, RL.9-10.4, RL.11-12.4

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.5.5a

6. **Why do the farmer and his wife want to sleep late?**

- A. They are sad.
- B. They are tired.**
- C. They do not like to work.
- D. They want to feel like a king and queen.

CCSS Alignments:

RL.5.3, RL.6.3, RL.7.3, RL.8.3, RL.9-10.3

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

7. *The farmer and his wife slept through the sunrise and long past when it was time to feed the animals and make breakfast.*

What does *past* mean in this sentence?

A. after

B. until

C. before

D. toward

CCSS Alignments:

L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4, L.11-12.4

L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a, L.11-12.4a

8. *What do the farm animals do when the farmer and his wife don't arrive to feed them?*

A. They run away.

B. They eat the corn.

C. They try to wake them up.

D. They tell the crows to come.

CCSS Alignments:

RL.5.3, RL.6.3, RL.7.3, RL.8.3, RL.9-10.3

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

9. *Soon crows began to gather in the apple tree near the cornfield. They saw no farmer with his tractor, and no farmer's wife with her broom.*

What does *gather* mean?

A. to cry from sadness

B. to speak angry words

C. to come together in one place

D. to get away from something bad

CCSS Alignments:

L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4, L.11-12.4

L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a, L.11-12.4a

10. One crow said, "It looks like the farmer isn't here to guard the corn."
"Yes," said another crow, "and where is the farmer's wife with her broom?"

What does *guard* mean?

- A. to eat food that is ripe
- B. to grow food from seeds

C. to watch so that nothing bad comes

- D. to take something that is not yours

CCSS Alignments:

L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4, L.11-12.4

L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a, L.11-12.4a

11. As they eat more corn, the crows begin to be

A. less afraid.

- B. less happy.
- C. more sorry.
- D. more careful.

CCSS Alignments:

RL.5.3, RL.6.3, RL.7.3, RL.8.3, RL.9-10.3

12. As the time gets later, the rooster's singing gets

A. sadder.

B. louder.

- C. more polite.
- D. more beautiful.

CCSS Alignments:

RL.5.3, RL.6.3, RL.7.3, RL.8.3, RL.9-10.3

13. How do the husband and his wife feel at the end of the story? Why?

Sample response:

They are sad because the crows ate all the corn.

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

RL.5.3, RL.6.3, RL.7.3, RL.8.3, RL.9-10.3

14. PART A. What is the main idea that the story teaches?

Acceptable responses:

- It is not good to sleep too long. It is better to work.
- It is good to watch always so nothing bad can happen.
- Even a little vacation is not okay.
- If you stop being careful, something bad may happen.

14. PART B. How does the story show this idea?

Sample Response:

The farmer and his wife work hard many years. They sleep late just one time. They are in bed. They are not outside. They do not watch the corn. The crows eat all the corn. The farmer and his wife are sad because there is no more corn.

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2

15. Which idea is most important in this story?

- A. having fun
- B. working hard**
- C. getting enough sleep
- D. helping other people

CCSS Alignments:

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2

16. What does it mean when people say “The crows are in the corn!”?

- A. It's time to eat!
- B. It's time to get up!**
- C. Something bad is here!
- D. There is much work to do!

CCSS Alignments:

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.5.5b

Lesson Two: “Gluskabe Changes Maple Syrup: An Abenaki Tale”

Target Unit: 17

General Academic Vocabulary: folktale, state, story, sentence, main idea, How do/does X feel?

Text Vocabulary: **become, thick, thin,** drip, **move, take something for granted, take care of**

Vocabulary Taught in Items: village, cornfield

Art Gloss Vocabulary: maple tree, syrup, twig, mice, hut, weed, branch, bark, trunk, sap, stone

Lesson Plan

1. **Review genre concept:** Ask learners what they remember about folktales. Elicit responses to cover points in *What Is a Folktale?* at the beginning of the set. Refer learners to the text if necessary. Ask them to think about the story they just read, “The Crows in the Corn,” and why it is a folktale. At the end of the discussion, explain that they are now going to read another folktale.
2. **Introduce story concepts:** Without looking at the material, ask learners if they know what maple syrup is and if they like it? Elicit any information they may know about where it comes from.
3. **Preview the story:** Have learners look at the illustration above the story’s title. Ask them what they see in the picture. Then ask them to read the story title. Based on the illustration and the title, ask them to predict what the story will be about. Briefly discuss their predictions as a class.
4. **Read the story:** Have learners read the story independently or aloud in pairs.
5. **Establish basic understanding:** After reading the story one time, ask the class general comprehension questions, such as What happens in the story? What happens at the beginning? What happens next? What happens at the end?
6. **Establish geographical-cultural context:** Ask learners if they have ever heard of the Abenaki people before reading this story. Have them turn to *Geography & Culture* that follows the story. Look at the map and read the information together as a class. Discuss how it relates to the story they just read.
7. **Reread the story:** Reinforce the blue-highlighted Text Vocabulary words with the class. Then have learners reread the story. If learners read to themselves the first time, have them read aloud in pairs. If they read in pairs, have them read to themselves.
8. **Respond to reading comprehension items:** Ask learners to answer the first 10 questions either by themselves or with a partner. They should use the story to help them answer the questions. Check the answers together as a class. Refer to the story to clarify any questions or confusion.
9. **Respond to graphic reading comprehension item.** Ask learners to answer question 11 independently or with a partner. Draw the chart in item 11 on the board, then discuss their responses as a class. Have volunteers complete the chart.
10. **Resume responding to reading comprehension items:** Ask learners to answer the remaining question (12) independently.
11. **Discuss in groups and as a class:** Have learners discuss their answers to question 12 in small groups. Ask them to take turns reading their answers to their group and discuss the responses. Then have a volunteer from each group read the answer to the question, and discuss as a class.



maple tree



syrup



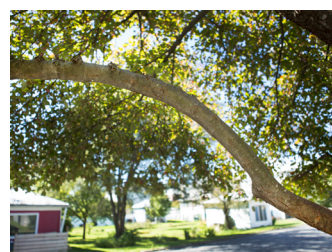
twig



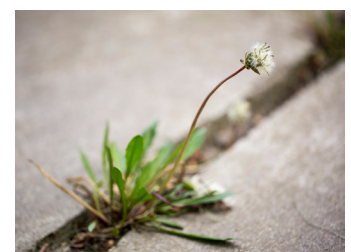
mice



hut



branch



weed

Gluskabe Changes Maple Syrup: An Abenaki Tale

Long ago the Great Spirit gave many gifts to the Abenaki people. The corn grew tall, the river was full of fish, and the forest was full of animals for meat. One of the best gifts the Great Spirit gave to the people was the **maple tree**. Thick, sweet **syrup** came out of the tree all year long. A person only had to break off any **twig** from the tree and the syrup would come out.

In those days Gluskabe helped the Great Spirit watch over the people. He used to walk from village to village to make sure that the people were well. One day Gluskabe came to a village with no people in it. **Mice** were living in the **huts**. The fires had all gone out. The cornfields were full of **weeds** and birds. Gluskabe wondered, "Where are all the people?"

He walked around but found no one. Then he walked into the forest where he found the people of the village lying half asleep under the maple trees. Broken **branches** dripping with syrup were all around. The people didn't move: They didn't walk, and they didn't work. They were still and heavy from eating so much syrup.

"Get up and go take care of your village!" said Gluskabe.

Gluskabe Changes Maple Syrup: An Abenaki Tale (continued)

"No, let us lie here," the people said. "We don't want to leave. We don't want to do anything. We only want to sleep and drink syrup."

Gluskabe went to the Great Spirit to tell him the news. The Great Spirit was not happy to hear that the people were taking his gifts for granted. It was time for them to remember how he wanted them to be.

"Go fill the maple trees with water," the Great Spirit told Gluskabe.

So Gluskabe made a bucket out of tree **bark** and went to the river to get some water. He came back to the maple tree and poured the water into its **trunk**. Gluskabe filled the bucket many times, one time for each day between two round moons. When he was done, the syrup in the tree had become a **sap** as thin as water.

Now the people became lighter because the syrup they drank was not so thick and sweet. They began to get up and walk around. "Where has our sweet syrup gone?" they asked.

"From now on," said Gluskabe, "it won't come so easily. The sap will only come in the spring time of the year," said Gluskabe, "and you'll have to work hard to turn it into a thick, sweet syrup."

"First you will need to make buckets from tree bark," Gluskabe told the people. "Then use a knife to make a small cut in the trunk of the tree. When the sap comes out, catch it in the buckets. Then you will have to make a large fire. You will need to carry many **stones** from the river and put them in the fire. You will need to cook the sap over the hot stones until all the water is gone. Only then will you will have thick, sweet syrup. You will need 40 buckets of sap to make just one bucket of syrup."

"And do not wait too long," said Gluskabe, "for once flowers grow on the tree, the sap will have a sour taste. Then there will be no more syrup until the next year."

Before he turned to go, Gluskabe said, "Remember that you did not take care of the gifts you were given. Now you will have to work hard to have a little of what the Great Spirit once gave you freely."

The people were sad, but they knew that Gluskabe was right. It was time for them to take care of the gifts the Great Spirit gave them.

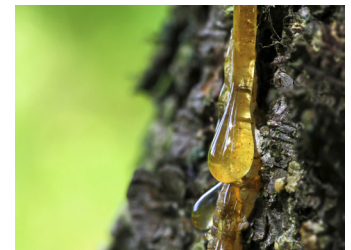
And so each spring as they go out into the forest to make maple syrup, the Abenaki people remember this story and what they were taught by the Great Spirit.



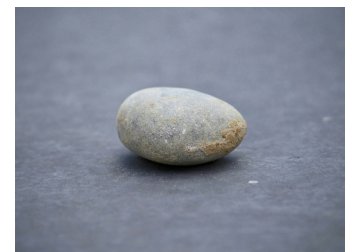
bark



trunk

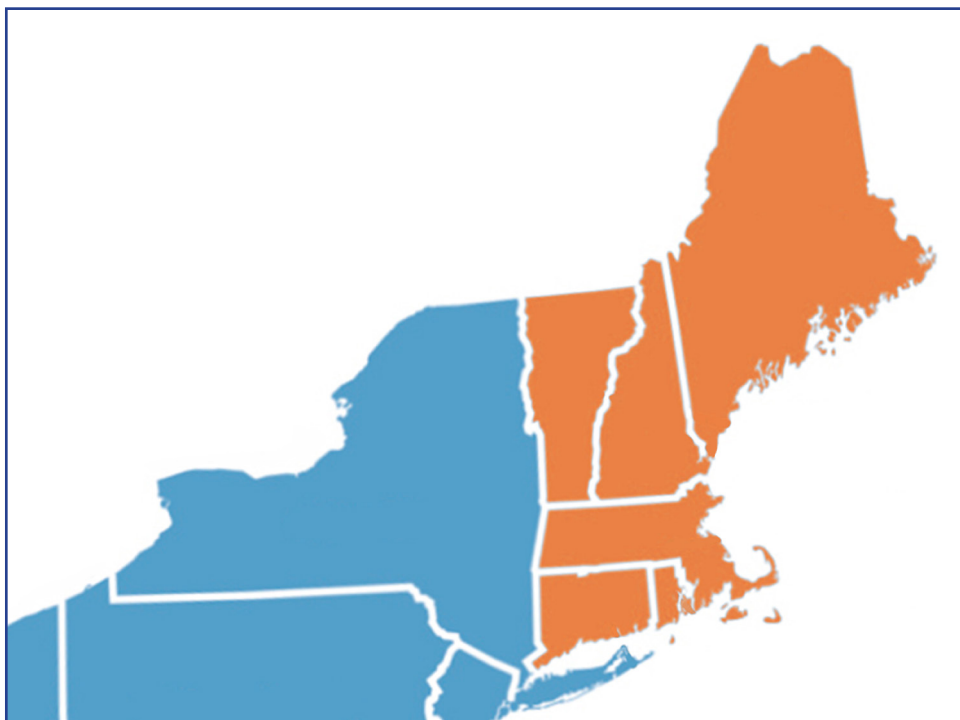


sap



stone

“Gluskabe Changes Maple Syrup: An Abenaki Tale” - Geography and Culture



The Abenaki people were already living in North America when explorers from Europe arrived in the 1400s. The Abenaki people lived in the place that is now called New England. New England has six states: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. Many Abenaki people still live in New England today.

New England has many maple trees and birch trees. The Abenaki people made things from these trees. They made sweet maple syrup from the sap of the maple trees. They used the bark of the birch trees to make boats, baskets, and the huts they lived in.

Stories have always been very important for the Abenaki people. The Abenaki people tell stories to teach their children how to live well. Two characters are in many Abenaki stories. One of these is the Great Spirit. The Great Spirit made everything in life. The other character is Gluskabe. Gluskabe helps and teaches the people.

“Gluskabe Changes Maple Syrup: An Abenaki Tale” - Reading Questions

1. What gifts did the Great Spirit give to the people? Write *four* different gifts.

Acceptable responses:

- fish
- river
- forest
- animals/meat
- corn
- maple tree/maple syrup

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

2. What is Gluskabe’s job?

- A. to make gifts for the people
- B. to give ideas to the Great Spirit
- C. to show the people where to find food

D. to help the Great Spirit watch the people

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

3. He used to walk from village to village to make sure that the people were well.

A *village* is probably a place where

- A. there are many tall buildings.
- B. people go when they are sick.
- C. farmers sell the food they grow.

D. there are many homes together.

CCSS Alignments:

L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4, L.11-12.4

L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a, L.11-12.4a

4. A *cornfield* is a place where corn is

- A. sold.
- B. eaten.

C. grown.

D. cooked.

CCSS Alignments:

L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4, L.11-12.4

L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a, L.11-12.4a

5. Gluskabe came to a village with no people in it. How do you know that the people had been gone for a long time?

Acceptable responses:

- Mice were living in the huts.
- The fires were out.
- The cornfields were full of weeds and birds.

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

6. Why are the people under the trees not walking or moving?

A. They are too full of syrup.

- B. They are tired from working hard.
- C. They are trying to catch animals for meat.
- D. They are hoping Gluskabe does not see them.

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

RL.5.3, RL.6.3, RL.7.3, RL.8.3, RL.9-10.3

7. *Gluskabe filled the bucket many times, one time for each day between two round moons.*

Probably how many times did Gluskabe fill the bucket?

- A. 7
- B. 30
- C. 100
- D. 365

CCSS Alignments:

RL.5.4, RL.6.4, RL.7.4, RL.8.4, RL.9-10.4, RL.11-12.4

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.7.5b

8. How is the sap different from the syrup?

Acceptable responses:

- It is less sweet.
- It has water in it. / It is more like water.
- It is not as heavy / thick. / It is thin.
- It does not taste as good.
- It is not as good to drink.

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

RL.5.3, RL.7.3

9. Why do the people get up from the forest floor?

A. They are not tired anymore.

B. They want to please Gluskabe.

C. They are sorry for not working.

D. They are afraid of the Great Spirit.

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

RL.5.3, RL.6.3, RL.7.3, RL.8.3, RL.9-10.3

10. How do the people feel when Gluskabe tells them what will be different?

A. They are sorry for what they did.

B. They are worried about their syrup.

C. They are angry with the Great Spirit.

D. They are surprised to learn the news.

CCSS Alignments:

RL.5.3, RL.6.3, RL.7.3, RL.8.3, RL.9-10.3

11. Write the correct information in the empty boxes.

	Before Gluskabe finds them	After Gluskabe finds them
How do the people get maple syrup?	<u>They break a twig from the tree and syrup comes out.</u>	<u>They have to make it from the sap.</u>
When can the people get maple syrup?	<u>Any time/ all the time/ when they want</u>	<u>only in the spring</u>

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

RL.5.3, RL.6.3, RL.7.3, RL.8.3, RL.9-10.3

12. PART A. What is the main idea that the story teaches?

Acceptable responses:

- It is good to work and take care of good things you have.
- It is bad to stop taking care of gifts.
- If you stop taking care of gifts you may not have them anymore.

12. PART B. How does the story show this idea?

Sample Response:

The can have syrup all the time. They eat it all day. They don't want to work. They don't take care of their home or their farms. The Great Spirit takes away the gift. The people can have syrup only in spring. They have to work a lot to make it.

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2

RL.9-10.6

Lesson Three: Paired Selection – Folktales

1. **Review the first folktale:** In either groups or as a class, ask learners to discuss "The Crows Are in the Corn." Prompt them with questions such as *What is it about? What lesson does the story teach?*
2. **Integrate genre concepts:** Referring to *What Is a Folktale?* at the beginning of the set, ask which aspects of a folktale are represented in "The Crows Are in the Corn."
3. **Review the second folktale:** In either groups or as a class, ask learners to discuss "Gluskabe Changes Maple Syrup." Prompt them with questions such as *What is it about? What lesson does the story teach?*
4. **Integrate genre concepts:** Referring to *What Is a Folktale?* again, ask which aspects of a folktale are represented in "Gluskabe Changes Maple Syrup."
5. **Respond to paired-passage items:** Ask learners to write their answers to the questions. Then in groups of three or four, have learners read what they wrote and discuss their answers. Encourage learners to ask each other questions to build on ideas.
6. **Share class feedback:** Wrap up the lesson by asking a member of each group to report to the class how its members responded to the questions. If appropriate, compare and contrast as a class the different responses among the groups.

Extra activity

LO: Activate connections between text and experiences

CCSS: SL.5.1, SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1

Ask learners to think of a folktale they learned from their family or culture and share it with their group. What lesson does it teach?

Your Writing: Thinking about the Folktales

Answer the questions. Remember to use complete sentences and check your spelling.

1. How are the farmer and his wife ("The Crows are in the Corn") *different* from the people Gluskabe sees ("Gluskabe Changes Maple Syrup")?

Sample response:

The farmer and his wife work a lot every day. They are tired from work. They want to sleep late just one time. The people Gluskabe sees do not want to work at all. They want to eat syrup and lie down all the time.

CCSS Alignments:

RL.5.9

RL.9-10.6

2. Think about the main idea in each story. Which idea do you agree with more? Why?

Answers will vary.

CCSS Alignments:

W.5.1

W.5.9

W.5.10.1, W.6.10, W.7.10, W.8.10, W.9-10.10, W.11-12.10

3. Think about the people you know. What are their ideas about work? How are their ideas the same or different from the ideas in the stories?

Answers will vary.

CCSS Alignments:

W.5.8

W.5.9

W.5.10.1, W.6.10, W.7.10, W.8.10, W.9-10.10, W.11-12.10

Paired Selection: Narrative and Poem

Narrative: "The Night on the Mountain"

Poem: "Yesterday and Today"

Learning objectives:

Through completing this set of lessons, learners will

- recognize and apply the genre concepts of narratives and poems;
- identify the central idea of a narrative and a poem;
- analyze the impact of setting in a text;
- apply close reading techniques to interpret texts more deeply;
- learn conversational and general academic vocabulary in context;
- cite textual evidence to support ideas;
- explore the theme of how past and present interact through memory;
- activate connections between texts and their own experiences.

Global CCSS alignments:

RF.5.3, RF.5.4

SL.5.1, SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1

L.5.3, L.6.3, L.7.3, L.8.3, L.9-10.3, L.11-12.3

L.5.6, L.6.6, L.7.6, L.8.6

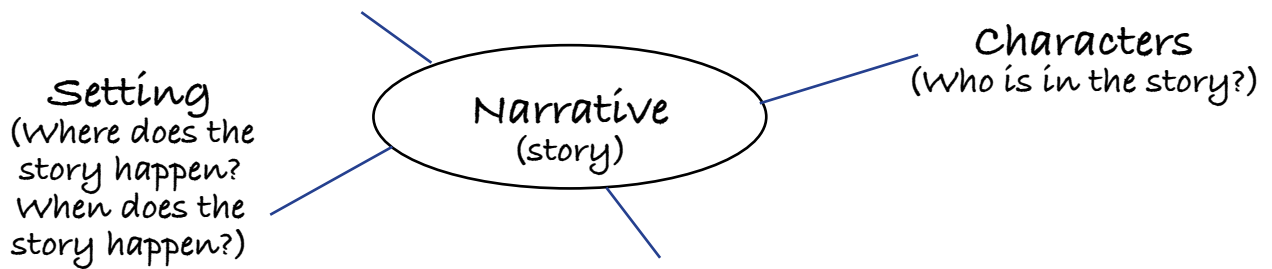
Introduction

In this set of lessons, learners will explore relationships between time, memory, and perspective, as represented in two works of different genres. The first text is set in the Sangre de Cristo Mountains of Santa Fe, New Mexico, during the 1950s. The text is a first-person narrative, in which the narrator-as-an-adult relates the memory of a formative childhood experience with his older brother. The second text is a lyric poem structured as a contrast between past and present ("yesterday" and "today"). The speaker of the poem reflects on the differences between her memories of childhood and her daily life as an adult. The paired selection provides a vehicle for learners to acquire academic knowledge of literary concepts and to learn techniques for constructing text-based meaning vital for academic success, including close reading skills, which support college readiness. The materials also invite a larger conversation about remembering the past that can be deeply enriched through diverse contributions of learners in the class.

Introductory Lesson: What Is a Narrative?

General Academic Vocabulary: story, narrative, characters, setting

1. Introduce genre concept: Create a mind map with "*Narrative (story)*" in the center circle. Tell learners that a story is sometimes called a narrative. Elicit from learners what they know about stories. Learners may talk about particular stories they know. Use learners' particular examples to ask them about the genre concepts characters and setting. Ask questions such as: *Where does that story happen? When does it happen? Who is in that story?* Write "*Setting (Where does the story happen? When does the story happen?)*" and "*Characters (Who is in the story?)*" as appropriate, on the mind map. Invite other learners to give examples of the genre concepts. *Who else knows a story?* When a learner responds, ask, *Who are the characters in the story? Say, Tell me about the setting.*



2. Explain to learners that they will be reading a narrative about two brothers. Tell them that they will also be learning more about what narratives have in them.

Lesson One: "The Night on the Mountain"

Target Unit: 18

General Academic Vocabulary: story, narrative, narrator, voice, author, characters, setting, feelings, main idea

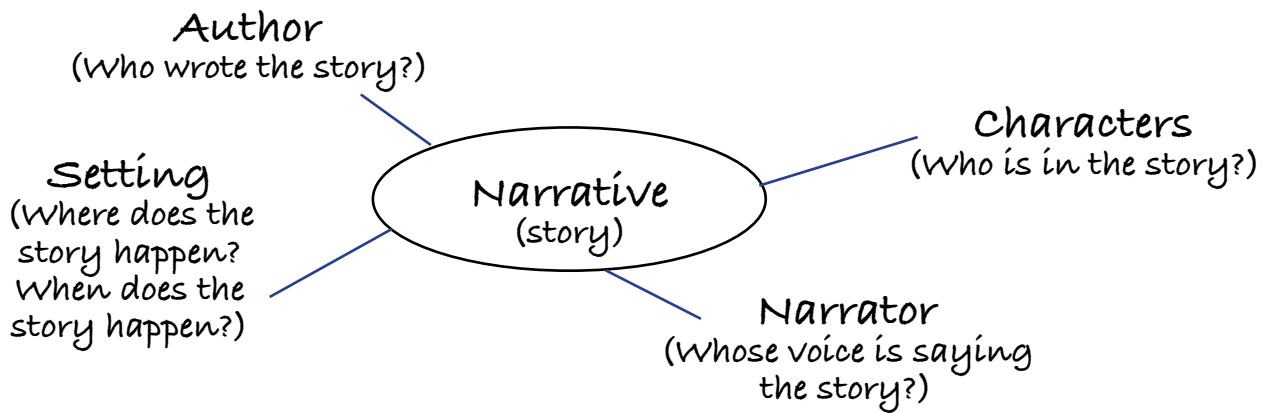
Text Vocabulary: things, the Old West, **long ago**, that ("that old"), **on their own, kid**, times, all the way, town, **leave (trans. v.), turn, air, pretty, picture, keep (aux. v.), still (not moving), hum, sweat**, farther, **top**, **"before the storm broke," seem, way, (be) gone, rustle, cry (wild sound), recognize**, serve, wrap, treat, light up, **roar**, gather, shelter, **wind, howl**, close, quiet down, brush away, sore, **clear, world**, make it back, **(be in) trouble, mostly, promise, go by (time)**, middle, overseas, sergeant, **save**, buddy, **funny, precious, trade**

Vocabulary Taught in Items: N/A

Art Gloss Vocabulary: swing, stone, peanut, canteen, road, back, shadow, leaves, magician, monster, stick, spotted owl

Lesson Plan

1. **Review the genre concept:** If *Introductory Lesson* was a previous day, review the genre concepts *narrative*, *characters*, and *setting*. Explain that the setting of the story they will be reading is the Sangre de Cristo Mountains near Santa Fe, New Mexico, and point out the location on a map.
2. **Introduce story concepts:** Before they look at the story, ask learners to remember when they were younger. What did they like to do? Where did they go? Do they have stories about what they did when they were younger? Invite learners to share memories of the past.
3. **Preview the story:** Have learners look at the illustration above the title of the story. With partners, have them discuss what they see in the picture, then read the story title. Based on the illustration and title, ask them to predict what the story will be about. Briefly discuss their predictions as a class.
4. **Read the story:** Have learners read the story independently or aloud in pairs.
5. **Establish basic understanding:** After reading the story, ask the class general comprehension questions, referring to the genre concepts *characters* and *setting*, as appropriate: *Who are the characters in the narrative? What do they do? Where do they go? What happens?*
6. **Apply genre concepts:** As a class, have learners read *What Is a Narrative?* As they read, discuss the genre concepts in terms of the story "The Night on the Mountain." For example, *Whose voice tells the story in "The Night on the Mountain?"* [Sam] *Who is the author of the story?* [Jaime Núñez] Reinforce that Jaime Núñez is the real person who wrote this story about Sam and Jake. If you like, recreate the mind map you used for *Introductory Lesson*, adding the new genre concepts *author* and *narrator*. Finally, discuss the various setting aspects and how they relate to the narrative.



7. **Reread the story:** Reinforce the blue-highlighted Text Vocabulary words with the class, then have learners reread the story. If learners read to themselves the first time, have them read aloud in pairs. If they read in pairs, have them read to themselves.
8. **Respond to reading comprehension items:** Review the instructions together as a class. Make sure learners understand what to do for different item formats. Ask learners to answer the first 11 questions either independently or with a partner. They should have the story available to help them answer the questions. Check the answers together as a class. Refer to the story to clarify any questions or confusion.
9. **Respond to graphic reading comprehension item:** Ask learners to answer question 12 independently or with a partner. Draw the chart in item 12 on the board, then discuss their responses as a class. Have volunteers complete the chart as the discussion progresses.
10. **Resume responding to reading comprehension items:** Ask learners to answer the remaining questions (13-15) independently. Review the answer to number 13 as a class.
11. **Discuss in groups and as a class:** Have learners discuss their answers to questions 14 and 15 in groups. Then have a volunteer from each group read his or her answer for each question and discuss as a class.

What Is a Narrative?

A **narrative** is a story that is told or written. The **voice** saying the story is called **the narrator**. The narrator is *not* the same as the person who made the story. That person is called the **author**. The author is always a real person. The author is the real person who wrote the story. The person who writes the story (author) can make any kind of voice (narrator) to tell the story.

Narratives have **characters**. They are the people in the story. What the characters say and do helps the reader know how the characters feel (for example, if they are sad, happy, afraid, worried, angry, embarrassed, or surprised). Characters might have different feelings at different times in the story.

Sometimes a character in a story is also the narrator. The character's voice tells the story. A narrator who is also a character in the story uses the words "I" and "we" to tell the story. A story that is told by one of the characters is called a **first-person narrative**.

Narratives have one or more **settings**. The setting is *when* and *where* the story happens. Anything about the time or the place of the story is part of the setting. A story can have more than one setting. The setting can become different in different parts of the story.

- The main setting of "Night on the Mountain" is Santa Fe, New Mexico in the 1950s.
- The time of day can also be part of the setting. "Night on the Mountain" has different times of day in it.
- The weather can also be part of the setting. In "Night on the Mountain," the weather is different in different parts of the story.
- The setting can also be the different places the characters go in the story. In "Night on the Mountain," the characters go from their home to the mountain. Then they return home again.

In some narratives, the setting is very important. Sometimes the setting has to do with what happens in the story. Sometimes the setting has to do with how the characters feel. As you read "Night on the Mountain," ask yourself:

What does the setting have to do with the characters' feelings in this story?

A narrative often has a main idea. This is the big idea that the reader understands from reading the story.



The Night on the Mountain By Jaime Núñez

(1) When I was a boy, you see, things were a lot different. What's that? The Old West? No, child, it wasn't that long ago. I'm not *that* old, you know. No, it was the 1950s, and I tell you, things were different than they are today. Children played on their own. The fathers were out working, and the mothers were home, but they were still busy. Not pushing their children on **swings** like they do today, not driving them to soccer practice or dance class. No, in those days, the mothers cooked and cleaned and had coffee with the other mothers. We kids went where we liked, exploring places that only we knew about. Sometimes we were out all day. As long as we were home for dinner it was okay. What's that? No, no, we weren't afraid. No, as I say, times were different back then.

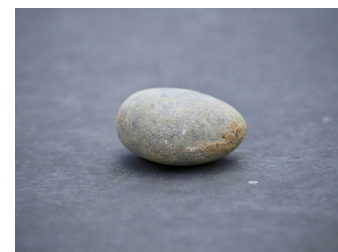
(2) Some days Jake and I would ride our bicycles way out past the city. Today the city runs all the way to the mountains, but it didn't then. In those days Santa Fe was only a little town, and everyone knew everyone else. We would explore the woods outside the town looking for ancient things in the dirt and **stones**. The woods were full of birds and animals back then, too. And Jake, he knew the names of everything. "Listen," he would say, getting quiet. "You hear that bird? That's a canyon wren."

(3) One day Jake said, "Sam, let's climb those mountains." Of course, Jake never needed to try to get me to agree. Almost anything he said, I would do.

(4) The next morning we got up while it was still dark. While our parents slept, we made cheese sandwiches and put them in a backpack along with apples, **peanuts**, and a **canteen** of water. We went out the door quietly. In the dark we rode our bicycles all the way to the mountain and left them beside the **road**.



swing



stone



peanut



canteen



road

The Night on the Mountain (continued)

(5) We began climbing just as the sky was beginning to turn a warm pink color. We were happy to be young, happy to have the whole day before us. In the morning light, we could see little diamonds of water on the leaves of the plants. The air was full of the songs of birds, and it smelled sweet and spicy from the pine trees. Now the sun began to warm our **backs** and slowly the sky turned a beautiful blue, with lots of pretty little white clouds. We had fun looking for pictures in those clouds. There was an elephant, I remember, and a flying horse, I think. A sailboat, too. As we climbed, we told each other the things we would do when we grew bigger. Then we got hungry and sat down to eat our lunch.



back

(6) After that, we kept going, but the climbing began to get more difficult. There were many stones in our way. The sun was getting very hot, and the air had become still. We could hear the loud humming of insects. Our shirts were wet from sweat, and Jake's face was red; mine probably was, too. My feet hurt and I wanted to go home, but Jake said, "Just a little farther, Sam. Let's see if we can get to the top." We drank some more water and kept climbing.



shadow

(7) As we climbed higher the clouds grew dark and became a heavy blanket across the sky. We could see that it was going to rain, maybe a lot. Now even Jake thought we should go back, so we turned around and started walking back down the mountain, to try to get home before the storm broke. After a long while, we were not where we thought we should be. We had taken a trail that seemed to go down, but then it began to go back up the mountain. Many times we went back to try a different way, but we were lost. We were tired and thirsty, and all our water was gone.



leaves

(8) The clouds made dark **shadows** over the trees, and then night came and it got even darker. Something was rustling the **leaves** near us. We heard cries that we didn't recognize. I thought about how our mother would be serving dinner right about now. I started to cry.



magician

(9) "Say, look what I found!" said Jake, his face in a wide smile. Like a **magician** he pulled a small slice of cake, wrapped in plastic, out of his pocket. "I forgot I had this. For you, Sam." I ate the sweet treat and forgot to be afraid for a little while.



monster

(10) The rain came, slow at first, but then fast and strong. The sky lit up and roared like an angry **monster**. Jake said we should make a fort to stay there for the night. We gathered **sticks** and leaves and made a shelter as best we could. Jake made the canteen stand between two stones so that the rain could go in it. We sat close together as the wind howled in the trees.



stick

The Night on the Mountain (continued)

(11) Finally the rain stopped and the wind quieted down. We could hear water falling from the trees. "Isn't this fun?" said Jake, "I think we should go camping every night! Listen! *Who-who-who*. That's a **spotted owl**." Jake seemed to be having a good time. Only later did I learn that he was afraid, too.



spotted owl

(12) We brushed away small stones to make our bed. We were wet and cold and hungry. To help me feel better, Jake told me stories. As hungry as I was, I was even more tired. I was soon sleeping. We slept hugging each other to stay warm.

(13) When we woke up the next morning, we were very sore, but the day was clear and beautiful like it was the first day of the world. We could see all the way down to Santa Fe.

(14) "Look at that," said Jake. "I think I can see our house!"

(15) We made it back to our bicycles and rode home. As we rode up our street we saw police cars at our house. Oh, yes, child, we were in trouble. But it wasn't too bad, not as bad as we thought it would be. Jake got the worst of it for being the oldest. But our parents were mostly very happy to see us. We had to promise never to do that again. And we never did.

(16) But as time went by, I began to remember different things about that night on the mountain: The stars that watched me when I woke up once in the middle of the night. The fresh, sweet smell of the rain in the pines. The quiet music of the wind as it sang its long goodbye. Mostly, though, I remember Jake, and how his face was smiling like everything was going to be okay.

(17) Six years later Jake went away and never came home. He became a soldier, and they sent him overseas. His sergeant said he died saving three of his buddies.

(18) It's a funny thing. That night on the mountain with my brother, I was afraid and cold and hungry. But as I got older that night became very important to me—more precious than diamonds. No, I wouldn't trade that night on the mountain for anything in the world.

“The Night on the Mountain” - Reading Questions

Instructions:

- Some questions have answer choices next to the letters A, B, C, and D. Circle the correct answer.
- Other questions have a place for you to write your answer. Remember to use complete sentences and check your spelling.

Correct answers for multiple choice questions are underlined and in blue

1. Who is the narrator of the story?

- A. the author
- B. Sam the child
- C. Jake the child

D. Sam the old man

CCSS Alignments:

RL.5.6, RL.6.6

2. The narrator is telling the story to

- A. a child.
- B. his mother.
- C. a police officer.
- D. his adult brother.

CCSS Alignments:

RL.5.6, RL.6.6, RL.7.6

3. When do Jake and Sam begin to climb the mountain?

- A. at noon
- B. at sunset
- C. at sunrise
- D. at midnight

CCSS Alignments:

RL.6.1

RL.5.3

4. The narrator says that when Sam and Jake begin to climb they feel happy.

Read paragraph 5. How does the setting help show they are happy? Write *three* things about the setting that show their happy feelings.

Acceptable responses:

- The sky was pink/pretty/nice.
- The air smelled sweet/spicy/good/like the trees.
- The birds were singing.
- The water on the plants looked like diamonds.
- There was sun.
- It was morning/they had the whole day.
- It was warm.

- The sky was beautiful/blue.
- There were pretty/white clouds.
- It was fun to look at the clouds.
- They saw nice pictures in the clouds.

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

RL.5.3, RL.7.3, RL.9-10.3

5. The narrator says that the climbing gets more difficult.

Read paragraph 6. What information shows that it is difficult? Write *three* things that show the climbing is difficult.

Acceptable responses:

- There are many stones.
- It is very hot.
- They are hot.
- They sweat.
- Jake has a red face.
- Sam has a red face.
- Sam's feet hurt.

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

RL.5.3, RL.6.3, RL.7.3, RL.9-10.3

6. Read paragraph 7. Why do Jake and Sam think that it will rain?

Acceptable responses:

- The clouds are dark.
- The clouds are heavy.

CCSS Alignments:

RL.6.1

7. Read paragraph 8. How does Sam feel when night comes? Which words help you know this?

Acceptable responses:

- Sam is afraid.
 - "dark shadows"
 - "it got even darker"
 - "something was rustling the leaves near us"
 - "cries we didn't recognize"
 - "I started to cry"
- Sam misses his mother and father.
 - "our mother would be serving dinner"
 - "I started to cry"
- Sam misses his home.
 - "our mother would be serving dinner"
 - "I started to cry"
- Sam is sad.
 - "our mother would be serving dinner"
 - "I started to cry"

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

RL.5.3, RL.6.3, RL.7.3, RL.9-10.3

8. Read this sentence from paragraph 9.

Like a magician he pulled a small slice of cake, wrapped in plastic, out of his pocket.

Jake is “like a magician” because he

A. is very good at climbing.

B. makes a good surprise for Sam.

C. knows what will happen in the future.

D. does not show Sam what he is thinking.

CCSS Alignments:

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2

RL.5.4, RL.6.4, RL.7.4, RL.8.4, RL.9-10.4, RL.11-12.4

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.5.5a

9. Read this sentence from paragraph 11.

“Isn’t this fun?” said Jake. “I think we should go camping every night!”

Why does Jake say this?

A. He loves the rain.

B. He loves to go camping.

C. He wants Sam to feel good.

D. He wants Sam to stay awake.

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2

RL.6.3, RL.7.3, RL.8.3, RL.9-10.3

RL.6.6, RL.7.6, RL.8.6, RL.11-12.6

10. Read this part of paragraph 13.

... the day was clear and beautiful like it was the first day of the world.

“Like it was the first day of the world” means that the day was

A. cold and wet.

B. fresh and new.

C. warm and windy.

D. empty and boring.

CCSS Alignments:

RL.5.4, RL.6.4, RL.7.4, RL.8.4, RL.9-10.4, RL.11-12.4

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.5.5a

11. How does Jake help Sam in the story? Write two things Jake does to help Sam. Write how they help Sam.

Acceptable responses:

- Jake gives Sam cake. It helps Sam feel better. / It makes Sam forget to be afraid.
- Jake smiles a lot. It makes Sam think they will be okay.
- Jake puts the canteen under the rain to get more water.
- Jake tells stories to Sam. It makes Sam feel better.
- Jake does not show Sam he is afraid. It makes Sam feel safe.
- Jake tries to be happy so Sam will be happy.
- Jake hugs Sam to make him warm at night.

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1,

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2

RL.9-10.3

12. How is the setting different in different parts of the story? How do the characters feel in those parts of the story? Put the right information in the empty boxes.

Part of the Story	Setting	Characters' Feelings
when Jake and Sam begin climbing (paragraph 5)	It is sunrise. The birds sing. The air smells good. The sky turns blue. The clouds are pretty.	happy
when the climbing becomes more difficult (paragraph 6)	There are many stones. It is very hot. Insects hum. The air is still.	tired thirsty hot
when Jake and Sam try to go back down the mountain (paragraph 7)	They are higher on the mountain. The clouds are dark. The clouds are heavy. It looks like it will rain. The trail does not go down far enough.	lost tired thirsty worried
when night comes (paragraph 8)	The clouds make shadows. It gets dark. Something rustles the leaves. Something cries.	afraid sad
during the rain storm (paragraph 10)	It rains a lot. The sky is loud. The sky is angry. It is very windy. The wind howls. The wind is loud.	afraid cold wet
when they wake up the next day (paragraph 13)	It is morning. It is a beautiful day. There are no more clouds. It is easy to see far.	happy

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

RL.5.3, RL.6.3, RL.7.3, RL.9-10.3

13. Read these sentences from paragraph 16.

But as time went by, I began to remember different things about that night on the mountain: The stars that watched me when I woke up once in the middle of the night. The fresh, sweet smell of the rain in the pines. The quiet music of the wind as it sang its long goodbye.

How are these things *different* from what the narrator remembers in paragraphs 8 and 10?

A. They are funny instead of boring.

B. They are beautiful instead of scary.

C. They are dangerous instead of fun.

D. They are real instead of being a dream.

CCSS Alignments:

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2

RL.5.3, RL.6.3, RL.7.3, RL.8.3, RL.9-10.3

RL.5.4, RL.6.4, RL.7.4, RL.8.4, RL.9-10.4, RL.11-12.4

RL.9-10.5, RL.11-12.5

RL.5.6, RL.6.6, RL.7.6

14. Read this sentence from paragraph 16.

Mostly, though, I remember Jake, and how his face was smiling like everything was going to be okay.

Why do you think the narrator remembers this most?

Sample responses:

- because his brother always tried to make him safe
- because his brother always tried to make him happy
- because he wants to remember his brother happy
- because later his brother died
- because his brother was not okay after he went to the war

CCSS Alignments:

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2

RL.6.3, RL.9-10.3

RL.6.5

RL.5.6, RL.6.6

15. In the last paragraph, the narrator says the night on the mountain became very important to him. Why did that night become so important to the narrator? Write about it.

Sample response: It was important because later his brother died. Then it was very good to remember the night on the mountain with his brother. The brothers were together all day and all night. They were afraid but they also had fun.

CCSS Alignments:

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2

RL.6.3, RL.7.3, RL.8.3, RL.9-10.3

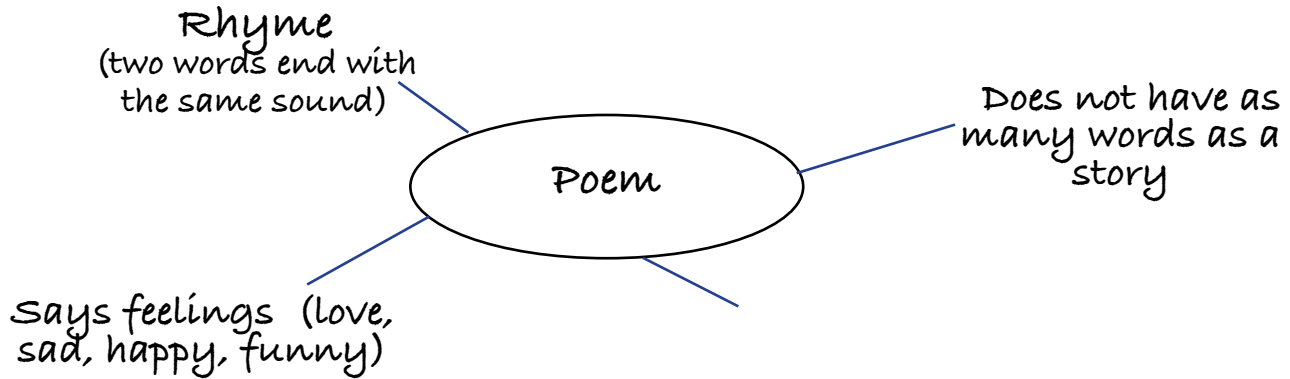
RL.6.5

RL.6.6

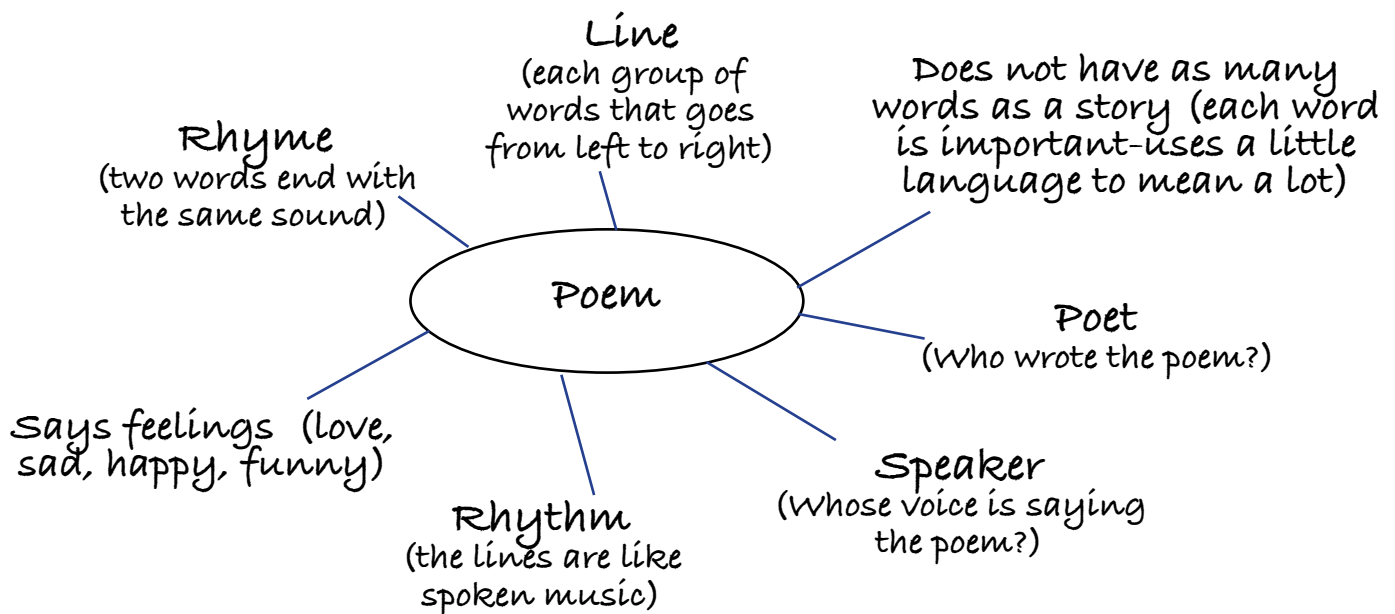
Introductory Lesson: What Is a Poem?

General Academic Vocabulary: poem, rhythm, poet, speaker of the poem, speaker, line, rhyme

- 1. Introduce genre concept:** Create a mind map with "Poem" in the center circle. Before learners look at the material, elicit what they know about poems. Ask learners how poems are different from stories. Add words to the mind map as they call out their ideas.



- 2. Explore genre concepts:** As a class, read *What Is a Poem?* and discuss. If you like, initiate discussion using prompts such as Is a poem more like a story or more like a song? Why? How is the speaker of a poem like the narrator of a narrative? During the discussion, add appropriate ideas to the mind map. Based on what they read in *What Is a Poem?*, ask learners to suggest further ideas to add to the mind map.



- 3. Explain to learners that they will be reading a poem about the past and the present. Tell them that they will also be learning how reading a poem is different from reading a story.**

Lesson Two: “Yesterday and Today”

Target Unit: 18

General Academic Vocabulary: poem, poet, speaker, voice, line, rhythm, rhyme, main idea, How do/does X feel? / What feelings does X have?, **How is x like y?**

Text Vocabulary: **rise (out of bed), dress, scatter, chase, wind, tangle, air, beauty, dream (two meanings: during sleep, aspiration), round and round**

Vocabulary Taught in Items: stretch (figurative), rise (the sun comes up)

Art Gloss Vocabulary: stretch (literal), butterfly, leaves, wink, curled up, mice

Lesson Plan

1. **Review the genre concept:** Ask learners what they remember about poems. Elicit responses to cover points in *What is a Poem?* Refer learners to that text if necessary.
2. **Introduce poem concepts:** Before learners look at the poem, ask them to think about when they were younger and compare it to their lives now. Elicit how they have changed, and how what they do each day is different now from when they were younger.
3. **Preview the poem:** Have learners look at the illustration above the poem’s title. Ask them what they see in the picture. Then ask them to read the poem title. Based on the illustration and the title, have them predict what the poem will be about. Briefly discuss their predictions as a class.
4. **Introduce the poem’s structure:** Explain that this poem has two parts. The name of the first part is “Yesterday.” The name of the second part is “Today.” Instruct learners to think about each of the two parts as they read the poem. How are they the same? How are they different? Why are the two parts together in the poem?
5. **Read the poem:** Have learners read the poem independently or aloud in pairs.
6. **Establish basic understanding:** After reading the poem one time, ask the class general comprehension questions, such as What do you know about the speaker of the poem? With a partner, have them answer the three questions about the poem’s structure in Step 4 above. Discuss their answers as a class.
7. **Reread the poem:** Reinforce the blue-highlighted Text Vocabulary words with the class. Then have learners reread the poem. If learners read to themselves the first time, have them read aloud in pairs. If they read in pairs, have them read to themselves.
8. **Respond to reading comprehension items:** Ask learners to answer the first question. They should have the poem available to help them answer the question. Discuss the answer together as a class. Before having learners answer more questions, remind them that each word is important in a poem. Explain that the questions will ask them to think carefully about the words used in the poem. Then have learners work with a partner to answer questions 2-16. Check the answers together as a class. Refer to the story to clarify any questions or confusion.
9. **Respond to graphic reading comprehension item:** Ask learners to answer question 17 independently or with a partner. Draw the chart in item 17 on the board, then discuss their response as a class. Have volunteers complete the chart as the discussion progresses.
10. **Resume responding to reading comprehension items:** Ask learners to answer the remaining questions (18-21) independently.
11. **Discuss in groups and as a class:** Have learners discuss their answers to questions 18-21 in small groups. Then have a volunteer from each group read the answer for each question and discuss as a class.

What Is a Poem?

A **narrative** is a story.

A **poem** is writing that uses very little language to mean a lot. A poem does not use as many words as a story, but each word is important. In a poem, some words may have more than one meaning. Poems are like spoken music because they have **rhythm**.

- The person who writes the poem is called the **poet**.
- The voice speaking in a poem is called the **speaker of the poem** or the **speaker**. The speaker of the poem is *not* the same as the poet. The person who writes the poem (poet) can make any kind of voice (speaker) for the poem. The person who writes the poem can make the poem have the voice of anything—another person, an animal, a car, the moon, etc. The speaker of the poem can be any person or any thing. One poet may write many poems. Each poem may have a different speaker, but the poet is always the same person.
- In a poem, each group of words that goes from left to right on the page is called a **line**.
- Poems may use words that **rhyme**. Words rhyme if they end with the same sounds. *Cat* and *hat* are words that rhyme. *Outside* and *tried* also rhyme.



stretch



butterfly



leaves

Yesterday and Today By Monica Tan

Yesterday

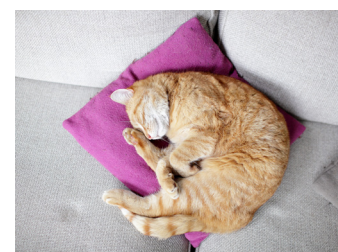
the morning bird sings—
we open our eyes
we **stretch** and rise
like the sun
jumping out of bed to dress
as fast as we can
we run across the tall grass
scattering small animals
we chase purple **butterflies**
the wind laughs with us
and tangles our hair
it makes the **leaves** dance
we pick white flowers
their seeds fly in the air
before they come down
one day they too will grow
into beauties
at night
we sit under the sky
we share our dreams with the stars
they **wink** and smile at us

Today

The round clock rings—
Sun and songbird
To my days.
It rings again. I should get up.
I get dressed as fast as I can;
I have to run to catch the bus.
I chase the day's tasks
As a cat chases its tail
Round and round
As minutes chase hours
And months chase years.
At night
I sit with the television
Like a cat **curled up**
After a good dinner
While the wind outside
Sings a lonely song
Of dreams scattered
Like **mice** in the grass;
Of hopes lost in the wind
Like seeds that won't grow.



wink



curled up



mice

"Yesterday and Today" - Reading Questions

1. PART A: Look at the two parts of the poem. What wakes up the speaker in "Yesterday"?

Acceptable responses:

- the sun
- a bird singing

1. PART B. What wakes up the speaker in "Today"?

Acceptable responses:

- the clock
- the clock ringing

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

2. Which words from "Yesterday" rhyme?

A. eyes and rise

B. sun and can

C. dress and grass

D. night and sky

CCSS Alignments:

RL.7.4

3. Which words from "Yesterday" rhyme?

A. animals and butterflies

B. down and grow

C. hair and air

D. flowers and beauties

CCSS Alignments:

RL.7.4

4. PART A. Read these lines from "Yesterday."

we stretch and rise

like the sun

What does it mean to say that the children in the poem "stretch"?

Acceptable responses:

- They make their arms/legs long.
- They make their arms/legs straight.
- They put their arms up high above them.

4. PART B. What does it mean to say that the sun “stretches”?

Acceptable responses:

- The light of the sun goes far.
- The light of the sun goes on everything.

CCSS Alignments:

RL.5.4, RL.6.4, RL.7.4, RL.8.4, RL.9-10.4, RL.11-12.4

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.5.5a, L.6.5a

5. PART A. What does it mean to say that the children “rise”?

Acceptable responses:

- They get out of bed.
- They get up

5. PART B. Think about a word you know: *sunrise*. What does it mean to say that the sun “rises”?

Acceptable responses:

- The sun comes up.
- It is morning.
- It is a new day.
- There is light because it is morning.

CCSS Alignments:

RL.5.4, RL.6.4, RL.7.4, RL.8.4, RL.9-10.4, RL.11-12.4

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.5.5a, L.6.5a

6. Read these lines from “Yesterday.”

*jumping out of bed to dress
as fast as we can*

What do these lines tell you about the children?

- A. They are still very tired.
- B. They have a lot of work to do.

C. They are happy to start their day.

- D. They are worried they might be late.

CCSS Alignments:

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2

7. Read these lines from "Yesterday."

*the wind laughs with us
and tangles our hair
it makes the leaves dance*

In *the wind laughs with us*, "the wind" is most like a

A. toy.

B. cat.

C. friend.

D. teacher.

CCSS Alignments:

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2

RL.5.4, RL.6.4, RL.7.4, RL.8.4, RL.9-10.4, RL.11-12.4

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.6.5a

8. Instead of writing that the wind blows the leaves, the poet wrote that the wind "makes the leaves dance." What did the poet want to show?

A. The day is beautiful and fun.

B. The weather is getting worse.

C. It is almost time to return home.

D. Winter is gone and spring is here.

CCSS Alignments:

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2

RL.5.4, RL.6.4, RL.7.4, RL.8.4, RL.9-10.4, RL.11-12.4

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.6.5a

9. Read these lines from "Yesterday."

*we pick white flowers
their seeds fly in the air
before they come down
one day they too will grow
into beauties*

In these lines, how are the seeds of the white flowers like the children?

A. They are not ready to start living yet.

B. They will become something different.

C. They have no power over where they go.

D. They will travel far from where they are now.

CCSS Alignments:

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2

RL.5.4, RL.6.4, RL.7.4, RL.8.4, RL.9-10.4, RL.11-12.4

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.6.5a

10. Read these lines from "Yesterday."

*we share our dreams with the stars
they wink and smile at us*

In these lines, the stars are most like

A. nice people.

B. little animals.

C. an interesting book.

D. a beautiful painting.

CCSS Alignments:

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2

RL.5.4, RL.6.4, RL.7.4, RL.8.4, RL.9-10.4, RL.11-12.4

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.6.5a

11. Read these lines from "Today."

*The round clock rings—
Sun and songbird
To my days.*

11. PART A. How is the clock like the sun?

Acceptable responses:

- It is round
- It wakes the speaker in the morning.

11. PART B. How is the clock like a songbird?

Acceptable responses:

- It makes noise in the morning.
- It wakes the speaker in the morning.

CCSS Alignments:

RL.5.4, RL.6.4, RL.7.4, RL.8.4, RL.9-10.4, RL.11-12.4

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.5.5a, L.6.5a

12. Read this line from "Today."

It rings again. I should get up.

The word "should" tells you that the speaker

A. likes morning best.

B. is hungry for breakfast.

C. would prefer to stay in bed.

D. does not know what time it is.

CCSS Alignments:

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2

RL.5.4, RL.6.4, RL.7.4, RL.8.4, RL.9-10.4, RL.11-12.4

13. Why does the speaker get dressed fast?

Acceptable responses:

- The speaker is late for the bus.
- The speaker is late for work.
- The speaker has to go to work.
- The speaker has a lot to do.
- The speaker has many tasks.

CCSS Alignments:

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2

14. Read these lines from "Today."

*I chase the day's tasks
As a cat chases its tail
Round and round*

These lines tell you that the work of the day

A. is difficult.

B. has no end.

C. begins early.

D. is a fun game.

CCSS Alignments:

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2

RL.5.4, RL.6.4, RL.7.4, RL.8.4, RL.9-10.4, RL.11-12.4

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.5.5a

15. Read these lines from "Today."

*I chase the day's tasks
As a cat chases its tail
Round and round
As minutes chase hours
And months chase years.*

What do these lines tell you about the speaker's life?

A. The speaker's past was a happy time.

B. The speaker likes to plan for the future.

C. Time goes by fast because the days are fun.

D. Time is passing without anything new happening.

CCSS Alignments:

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2

RL.5.4, RL.6.4, RL.7.4, RL.8.4, RL.9-10.4, RL.11-12.4

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.5.5a

16. What are the two different parts of the poem about?

A. day and night

B. summer and winter

C. being a child and being an adult

D. an ancient century and a modern century

CCSS Alignments:

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2, RL.11-12.2

RL.5.5, RL.6.5, RL.7.5

17. Read these lines from the two parts of the poem.

"Yesterday"

at night

we sit under the sky

we share our dreams with the stars

they wink and smile at us

"Today"

At night

I sit with the television

Like a cat curled up

After a good dinner

How is night the same or different for the speaker in the two parts of the poem?

Write the information in the empty boxes.

At night...	in "Yesterday"	in "Today"
Where is the speaker?	The speaker is outside.	The speaker is inside.
Who is with the speaker?	The speaker is with her/his sister/ brother/cousin/friend/etc. The speaker is with the stars.	The speaker is alone. / The speaker is with the television.
What is the speaker doing?	The speaker is sitting. / The speaker is looking at the stars. / The speaker is telling her dreams to the stars. /The speaker is sharing his/her dreams with his/ her sister/brother, cousin/friend/ etc. and the stars.	The speaker is sitting. / The speaker is watching television
How does the speaker feel at night? Which words help you know this?	The speaker feels happy/ good/ safe/is having fun; "dreams" "the stars smile and wink"	The speaker feels full/good/ happy/safe/bored; "like a cat after a good dinner"

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2, RL.11-12.2

RL.5.5, RL.6.5, RL.7.5

RL.5.6, RL.6.6, RL.7.6

18. PART A. "The wind" is in both parts of the poem. What does the wind do in each part?

Acceptable responses:

In "Yesterday":

- The wind plays with the children.
- The wind tangles their hair.
- The wind makes the leaves dance.
- The wind laughs.
- The wind makes the seeds fly.

In "Today":

- The wind sings a lonely song.
- The wind sings about dreams that are scattered.
- The wind carries lost hopes.
- The wind sings about lost hopes.

18. PART B. What feelings does the speaker have about the wind in each part?

Acceptable responses:

In "Yesterday":

- The speaker is happy.
- The speaker likes the wind.
- The speaker has fun in/with the wind.

In "Today":

- The speaker is/feels sad.
- The speaker is/feels lonely.
- The speaker is/feels sorry.
- The speaker remembers her/his old hopes.
- The speaker remembers her/his old dreams.

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2, RL.11-12.2

RL.5.5, RL.6.5, RL.7.5

RL.5.6, RL.6.6, RL.7.6

19. "Seeds" are in both parts of the poem. What does the speaker say about the seeds in each part of the poem?

Acceptable responses:

In "Yesterday":

- The seeds fly in the air.
- The seeds will come down to the ground.
- The seeds will grow.
- The seeds will become beautiful flowers.
- The seeds are like the children.

In "Today":

- The seeds will not grow.
- The seeds are like hopes that do not happen.

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2, RL.11-12.2

RL.5.5, RL.6.5, RL.7.5

RL.5.6, RL.6.6, RL.7.6

20. The words “run” and “chase” are in both parts of the poem. How is the running and the chasing *different* in each part of the poem? Which words help you know? Write about it.

Sample responses: In “Yesterday” the children run and chase because they are happy. They run across the grass. They chase purple butterflies. In “Today,” the speaker has to go fast but it is not fun. She/he has to work. She/he runs to catch the bus. She/he chases tasks.

In “Yesterday,” the children run across the grass. They chase purple butterflies. They are having fun. In “Today,” time runs fast. Months chase years. The speaker works and gets old.

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2, RL.11-12.2

RL.5.5, RL.6.5, RL.7.5

RL.5.6, RL.6.6, RL.7.6

21. What is the poem “Yesterday and Today” about? What is the main idea of the poem? How do the two parts of the poem show you the main idea? Write about it.

Sample response: The poem is about getting older. The main idea is that the child is more happy/happier than the adult. The children love what they do. They are together. They have fun all day. They have fun at night. The adult is not as happy. She/he works in the day. She/he is alone at night.

CCSS Alignments:

RL.5.1, RL.6.1, RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1

RL.5.2, RL.6.2, RL.7.2, RL.8.2, RL.9-10.2, RL.11-12.2

RL.5.5, RL.6.5, RL.7.5

RL.5.6, RL.6.6, RL.7.6

Lesson Three: Paired Selection – Narrative and Poem

- 1. Review the narrative:** In either groups or as a class, ask learners to discuss "The Night on the Mountain." Prompt them with questions such as *Who are the characters? What is the story about? What happens?*
- 2. Integrate genre concepts:** Referring to *What Is a Narrative?*, ask learners questions such as *How is the setting important in the story? What does the setting have to do with the characters' feelings? How do the narrator's feelings about the night on the mountain change as he gets older?*
- 3. Review the poem:** In either groups or as a class, ask learners to discuss "Yesterday and Today." Prompt them with questions such as *What is the poem about? Why are there two parts? What is each part about?*
- 4. Integrate genre concepts:** Referring to *What Is a Poem?*, ask learners what makes this a poem.
- 5. Respond to the paired-passage items:** Have learners read the first question and write their answer. Then ask them to share their answer with a partner. Have volunteers read their responses to the class and discuss the answers. Then ask learners to write their answers to questions 2 and 3. In small groups, have learners read what they wrote, then discuss their answers with the group. Encourage learners to ask each other questions to build on ideas.
- 6. Share class feedback:** Wrap up the lesson by asking a member of each group to report to the class how its members responded to the questions. If appropriate, compare and contrast as a class the different responses among the groups.

Extra activity

LO: Recognize and apply genre concepts of genre concepts of poems or narratives

CCSS: W.5.3, W.6.3, W.7.3, W.8.3, W.9-10.3, W.11-12.3

W.5.10, W.6.10, W.7.10, W.8.10, W.9-10.10, W.11-12.10

Ask learners to write "Yesterday and Today" as a story or to write "The Night on the Mountain" as a poem. If you like, do this activity together as a class, with learners volunteering lines or sentences as you write them on the board.

Your Writing: Thinking about the Narrative and Poem

Answer the questions. Remember to use complete sentences and check your spelling.

1. The poem ("Yesterday and Today") and the story ("Night on the Mountain") are both about *remembering* the past.

Write about the speaker of the poem and the narrator of the narrative. Write about how each one remembers the past. Write about how each one feels about the past. Use information from the poem and the narrative to help show what you mean.

Sample response: The speaker of the poem remembers when she was young. She was happy. She ran outside with her sister. They had fun. She misses those times. Now she is by herself. The narrator of the story remembers when he was a boy. He had fun outside with his brother. They went to the mountain. They got lost. It rained a lot there. He was afraid. They had to sleep there all night. They went home the next day. He misses his brother now. His brother is gone. He likes to remember the time on the mountain. He likes to remember his brother.

CCSS Alignments:

RL.6.9

2. Write about a time in the past that you remember well. What were your feelings at the time? Did your feelings become different later? Write about them.

Answers will vary.

CCSS Alignments:

W.5.3

W.5.8

W.5.9

W.5.10, W.6.10, W.7.10, W.8.10, W.9-10.10, W.11-12.10

3. Write your own short poem about the past.

Answers will vary.

CCSS Alignments:

W.5.8

W.5.9

W.5.10, W.6.10, W.7.10, W.8.10, W.9-10.10, W.11-12.10

Paired Selection: Argumentative Essays

"Why We Still Need Coal" "Green Power"

Learning objectives:

Through completing this set of lessons, learners will

- recognize and apply the genre concepts of argumentative essays;
- examine and evaluate the reasoning, claims, and evidence in an argumentative essay;
- analyze how rhetoric is used to support an author's perspective;
- learn conversational, general academic, and domain-specific vocabulary in context;
- cite textual evidence to support ideas;
- deepen their understanding of the energy debate in the United States;
- activate connections between texts and their own experiences.

Global CCSS alignments:

RI.5.10

RF.5.3, RF.5.4

SL.5.1, SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1

L.5.3, L.6.3, L.7.3, L.8.3, L.9-10.3, L.11-12.3

L.5.6, L.6.6, L.7.6, L.8.6

Introduction

In this paired selection, learners will explore central issues in the energy debate over fossil fuels and renewables, as represented by a pro and a con essay on the proposition of whether the United States should continue to rely on coal for energy. The first essay presents arguments in favor of the continued use of coal; the second essay presents arguments against using coal and in favor of switching to alternative forms of energy. The paired selection provides a vehicle for learners to acquire academic knowledge of the elements of argumentative texts, and to learn techniques for constructing text-based meaning, vital for academic success. In addition to promoting college and career readiness, these materials support learners' ability to participate as critical thinkers in a global society. Finally, the materials invite a larger conversation about energy and sustainability that can be deeply enriched through diverse contributions of learners in the class.

Introductory Lesson: What Is an Argumentative Essay?

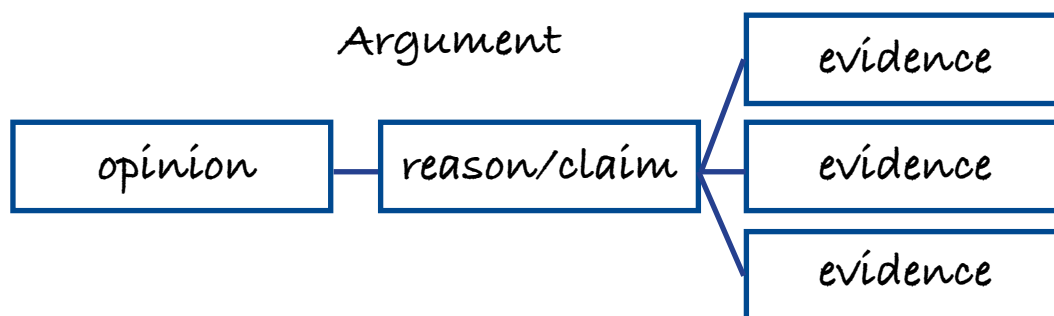
General Academic Vocabulary: essay, argumentative essay, argument, opinion, reason, persuade, claim, evidence

1. Introduce genre concept: Before learners look at the material, make a statement that is likely to elicit a difference of *opinion* among learners in the class. It could be about a school issue or a topic in current events. Write the word *opinion* on the board. Elicit learners' opinions with a prompt that explains the genre term *opinion*, such as *What do you believe about [topic or issue]?* (Point to the word *opinion* on the board.) *What is your opinion about it?* Listen to learners' comments, encouraging different opinions within the class. Reinforce the term *opinion* when learners give responses. (For example: *I see. So Ana's opinion is that students should not have cell phones at school.*) Next, write the word *reasons* on the board. Elicit learners' reasons for their opinions with a prompt that explains the genre term *reasons*, such as *Why do you have that opinion?* (Point to the word *reasons* on the board.) *What reasons do you have for that opinion?* Reinforce the term *reasons* when learners give their responses. (For example: *I see. One reason why Ana thinks students shouldn't have cell phones at school is that it is not nice for students who don't have them.*) On the board, add

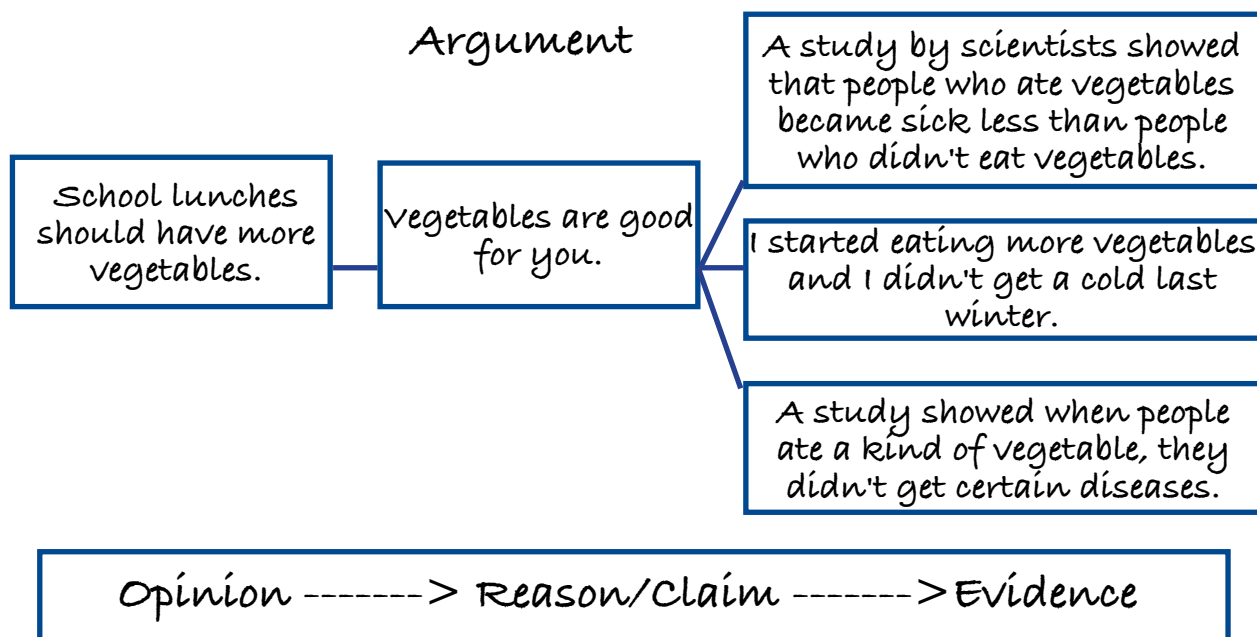
a plus sign between opinion and reasons and write an equal sign after reasons. After the equal sign write *Argument*. Tell learners that when someone gives their opinion and the reasons for it, they are making an argument.

$$\text{opinion} + \text{reasons} = \text{Argument}$$

- Have learners turn to *What Is an Argumentative Essay?* Read the information as a class. Confirm comprehension of the genre term essay. Then draw the following Argument diagram on the board.



- Discuss the genre concepts in terms of the vegetables example in the third paragraph of *What Is an Argumentative Essay?* Return to the Argument diagram on the board and replace the word opinion with "School lunches should have more vegetables." As you do this, explain that this might be the writer's opinion. Next, write, "Vegetables are good for you." in the Reason/Claim box. Say, Here is one of the writer's reasons for his opinion. This reason is also a claim because it is something that the writer is saying is true so he can make his argument. Next, ask learners what should go in the remaining boxes titled Evidence. As learners respond, write in the evidence they offer from the vegetable example. Ask learners which piece of evidence they think is best for persuading people to believe the writer's claim. Discuss as a class. If you wish, after the discussion, erase the content and complete the chart again using the argument presented in step 1.



- With regard to either the vegetable example or the argument you presented in step 1, remind learners that an opposite argument could also be made. *Someone who disagrees with this opinion might make a different argument.* Explain to learners that for this set, they will read two argumentative essays by two writers who disagree.

Lesson One: “Why We Still Need Coal”

Target Unit: 17

General Academic Vocabulary: argumentative essay, essay, opinion, reason, claim, evidence, debate, persuade, fossil fuel, matter (ancient matter) energy debate, transport, however, production, paragraph, **outline, Roman numeral**

Domain-Specific Vocabulary: energy, renewable (n.), fossil fuel, coal, oil, natural gas, clean, renewable, green, solar, hydroelectric, geothermal, CO₂, clean coal, Carbon Capture and Storage (CCS), gas, kilowatt hour, system, plant

Text Vocabulary: **air, warm, future**, away, **deep**, for one thing, kind, pass on, **high (price)**, charge, **make up for something, have a hard time doing something, work hard**, keep, **few**, might, large, even, **as much as possible, depend on**, own, way, of course, however

Vocabulary Taught in Items: Carbon Capture and Storage (CCS), low (prices), production

Art Gloss Vocabulary: planet, ground, cent, wind

Lesson Plan

- 1. Review genre concepts:** Review the material from *What Is an Argumentative Essay?* Ask learners to recall the class discussion about the topic or issue you presented in step 1 of Introductory Lesson. Ask them to recall the different opinions and reasons that the class gave about the topic or issue. How did different members of the class disagree? Explain that when two or more people who disagree about something present their arguments, it is called a *debate*.
- 2. Introduce text concepts:** Before learners look at the material, elicit what they know about the energy debate and discuss their responses.
- 3. Establish background knowledge:** Have learners open their books to the supplementary resource, The Energy Debate: Fossil Fuels vs. Renewables. Read the information together as a class and discuss to confirm comprehension, reinforcing new vocabulary as needed. Tell learners they will be reading two argumentative essays by writers with different opinions about the energy debate. Tell learners that as they read the essays, they should think about the writers' arguments, including their claims and evidence.
- 4. Preview the essay:** Have learners look at the illustration above the essay's title and ask them what they see in the photograph. Then ask them to read the essay title and predict what the essay will be about. Briefly discuss their predictions as a class.
- 5. Read the essay:** Have learners read the essay independently or aloud in pairs.
- 6. Establish basic understanding:** After reading the essay one time, ask the class general comprehension questions that incorporate genre terms, such as *What is the writer's opinion about energy? What are some claims that the writer makes? What evidence does the writer give for the claims?*
- 7. Reread the essay:** Reinforce the blue-highlighted Text Vocabulary words with the class. Then have learners reread the essay. If learners read to themselves the first time, have them read aloud in pairs. If they read in pairs, have them read to themselves. While they read, learners should ask themselves if the writers' argument persuades them to agree with the writer's opinion or not.
- 8. Respond to the reading comprehension items:** Review the instructions together as a class. Make sure learners understand what to do for different item formats. Reinforce the blue-highlighted General Academic Vocabulary word paragraph if necessary. Then ask learners to answer the first question (both parts) independently. They should have the essay available to help them answer the questions. Check the answers together as a class. Refer to the essay to clarify any questions or confusion. Then in pairs, have learners answer questions 2–8. Check and discuss the answers together as a class.

9. **Respond to graphic reading comprehension item:** Write the blank outline from question 9 on the board. Read question 9 together as a class. Clarify the blue-highlighted General Academic vocabulary terms outline and Roman numeral as necessary. Then have different volunteers fill in each line of the outline until it is complete. Discuss as a class, referring to the essay as needed. Have learners make corrections to the outline on the board, as necessary, during the discussion.
10. **Resume responding to reading comprehension items:** Ask learners to answer the remaining questions (10-12) independently. They should write full sentences and check their spelling. They should have the essay available to help them answer the questions. Allow enough time for learners to give considered responses.
11. **Discuss in groups and as a class:** Have learners discuss their answers to questions 10-12 in small groups. Then ask volunteers from each group to read answers for each question, and discuss as a class.

What Is an Argumentative Essay?

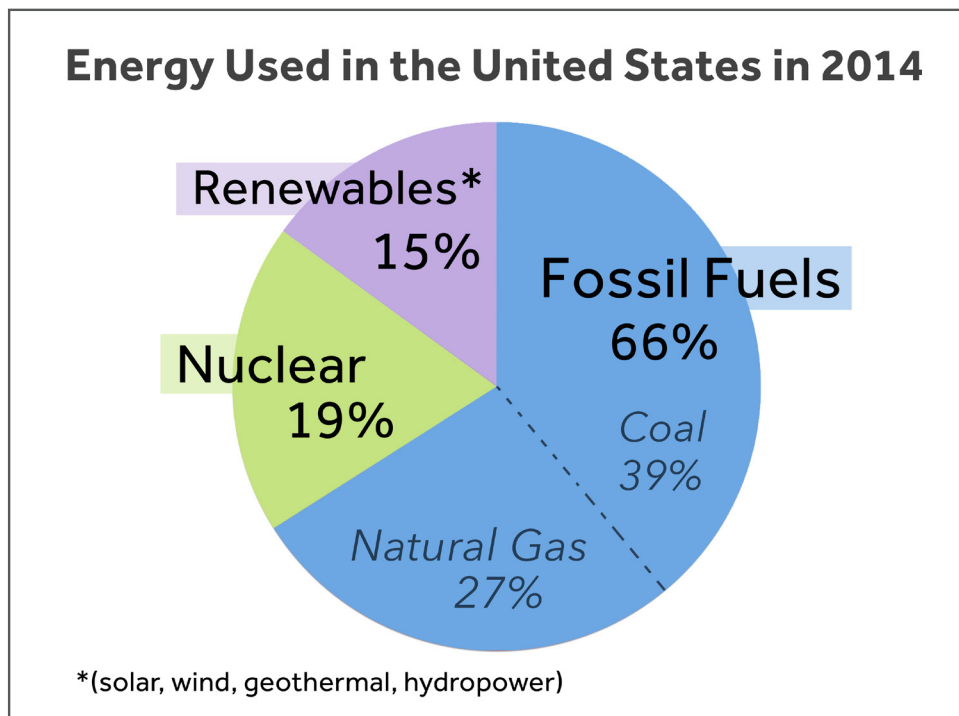
An **essay** is writing that tells a person's thoughts or ideas about something. An essay is usually a short piece of writing (not as many pages as a book).

One type of essay is called an **argumentative essay**. In an argumentative essay, the writer makes an **argument**. An argument is saying what you believe (your **opinion**) and why you believe it (your **reasons**). In an argumentative essay, the writer tries to **persuade** readers to agree with his or her opinions. To *persuade* means to give someone good reasons and information so they will agree with you.

In an argumentative essay, a writer makes **claims**. A claim is something that you say is true. "Vegetables are good for you" is a claim. "Sugar is bad for you" is also a claim. A very important part of any argument is **evidence**. Evidence is the information a writer gives to show readers why they should believe the writer's claim. For example, if a writer makes the claim "Vegetables are good for you," the writer might give evidence to show why readers should believe this claim. To give evidence, the writer might talk about a study by scientists in which people who ate more vegetables did not get sick as much as people who ate almost no vegetables. Or, the writer might give evidence about himself. He might say that after he started eating more vegetables, he was able to run faster. The writer might give the evidence that in countries where people eat mostly vegetables, almost no one gets some types of sicknesses.

Has the writer persuaded you to agree that school lunches should have more vegetables?

The Energy Debate - Fossil Fuels vs. Renewables



We use energy to make electricity. Electricity is important in homes, stores, offices, businesses, and schools. We use it to power machines and computers, to make light, and to make the temperature inside warmer or colder.

In the United States, we get most of our energy by burning *fossil fuels*. Fossil fuels are ancient matter inside the earth. Fossil fuels are from animals and plants that died millions of years ago. Coal, oil, and natural gas are fossil fuels. People say there are two problems with using fossil fuels for energy. The first problem is that we have used fossil fuels so much that they will soon run out. The second problem is that burning fossil fuels makes dangerous gases. Scientists say that these gases will soon make it more difficult for many plants, animals, and people to live.

Because of these two problems, some people are talking about "clean," *renewable energy*, sometimes called "green power." Renewable energy is energy that will not run out. Energy that comes from the sun (*solar*) or wind is *renewable* because there will always be enough sun and wind. Renewable energy can also come from moving water (*hydroelectric*) or from the hot temperatures inside the earth (*geothermal*). Renewable energy is also called "clean" energy because it does not make dangerous gases. There are some problems with renewable energy, though. We are still learning how to get renewable energy. We do not have as much practice with it as we have with fossil fuels. Scientists are still trying to make renewable energy work better and be less expensive.



Why We Still Need Coal

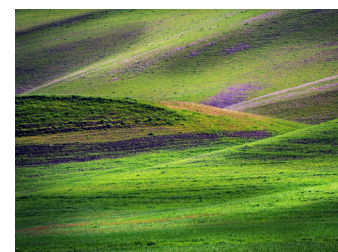
(1) These days, a lot of people like to talk about the problems that come from using coal to produce energy. They say that burning coal makes the air and water dirty and makes people sick. They say that it puts too much CO₂ into the air and that this is making the **planet** warmer, which will bring problems in the future. However, not many people have really thought about what would happen if we stopped using coal. If we really did stop using coal, not many people would be happy about it.

(2) First, it is important to know that we can make coal cleaner. "Clean coal" puts almost no CO₂ into the air. To make clean coal, power plants use what is called Carbon Capture and Storage (CCS). Before the dangerous gases from burning coal (such as CO₂) go into the air, the CCS catches them. The dangerous gases are then put away deep under the **ground** or deep into the ocean. CCS can catch 80-90% of all the CO₂ that comes from burning coal and make sure it doesn't get into the air.

(3) So why would most people be unhappy if we stopped using coal? For one thing, energy prices would be very high. Coal is much less expensive than most other types of power. A 2011 study by the Brookings Institution found that it cost only about 3.2 **cents** per kilowatt-hour to produce coal power in today's coal plants. The study said it cost about 4.9 cents to produce natural gas. It said it would cost about 8.6 cents to produce **wind** power, and about 11.8 cents to produce power from the sun.* The extra costs from using other kinds power instead of coal would be passed on to everyone. If energy gets more expensive, then everything will be more expensive. Not only will people have to pay higher energy bills at home, but businesses will have higher energy bills, too. Then they



planet



ground



cent



wind

Why We Still Need Coal (continued)

will have to charge their customers more to make up for it. Many people in the United States are already having a hard time putting food on the table for their families. They cannot work any harder, and they cannot pay any more than they are already paying to live. They need energy prices to stay low.

(4) There is another important reason why the United States should keep using coal, and it may surprise you. If the United States stopped using coal, there would be more dirty air and more dangerous CO₂, not less. Here is the reason why: Any coal the United States doesn't use, it will sell to other countries, like China and India. As long as coal is less expensive than other kinds of power, other countries will buy coal from the United States. Very few of these countries have laws that are as good as United States laws for keeping the air and water clean. The countries buying coal from the United States will not build plants for clean coal like the United States. That means that while the United States might make less dirty air and CO₂, other countries would make much more. The large ships needed to transport the coal to other countries would make the air and water even dirtier. If we don't want more CO₂ going into the air, then we should keep as much coal power production as possible inside the United States.

(5) Finally, about 1/4 of the world's coal is in the United States. We have enough coal in the ground to make energy for more than 200 years. We do not need to buy it from other countries. This large amount of coal makes our country safer because we do not have to depend on any other countries to get our energy. We can always make our own.

(6) For all of these reasons, coal is still the best way for us to produce power in the United States. Of course, it is still a good idea for scientists to study better ways to make energy from the sun and the wind. In the future, scientists may learn to make energy that is both less expensive and cleaner than even clean coal. However, that time is still far in the future. For now, coal is the best energy for our country.

“Why We Still Need Coal” - Reading Questions

Instructions:

- Some questions have answer choices next to the letters A, B, C, and D. Circle the correct answer.
- Other questions have a place for you to write your answer. Remember to use complete sentences and check your spelling.

Correct answers for multiple choice questions are underlined and in blue

1. PART A. In paragraph 1, the writer talks about people who do not agree that we should use coal. What does the writer say their worries are about coal? Write *three* of their worries.

Acceptable responses:

- It makes the air dirty.
- It makes the water dirty.
- It puts too much CO₂ in the air.
- It makes people sick.
- It makes the planet warmer.

1. PART B. How does the writer answer these people’s worries about coal? What does the writer say in the essay to show them that using coal is better instead of worse? Write *two* claims the writer makes to answer people’s worries about coal.

Acceptable responses:

- Coal can be cleaner with CCS.
- CCS can catch 80-90% of all the CO₂ from burning coal.
- If the United States did not use coal, the problem would be worse because the US would sell the coal to other countries that do not make clean coal.
- If the United States did not use coal, the US would sell the coal to other countries across the sea and the ships would make the air and water dirtier.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1

RI.6.6, RI.7.6, RI.8.6

2. What is Carbon Capture and Storage (CCS)? What is it for and what does it do? Write your answers.

Sample response: Carbon Capture and Storage is to make coal cleaner. When the coal burns, the CCS catches the CO₂ before it can go into the sky. The CCS puts the CO₂ somewhere else safer so that it does not make problems.

CCSS Alignments:

RI.5.1

RI.5.3

RI.5.4

RI.5.6, RI.6.6, RI.7.6, RI.8.6, RI.9-10.6, RI.11-12.6

3. Read this claim from paragraph 2.

We can make coal cleaner.

Which sentence does the writer use as evidence for this claim?

A. If we really did stop using coal, not many people would be happy about it.

B. "Clean coal" puts almost no CO₂ in the air.

C. CCS can catch 80-90% of all the CO₂ that comes from burning coal and make sure it doesn't go into the air.

D. Countries buying coal from the United States will not build plants for clean coal like the United States.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1

RI.5.8, RI.6.8, RI.7.8

4. Read these sentences from paragraph 3.

So why would most people be unhappy if we stopped using coal? For one thing, energy prices would be very high.

What evidence does the writer give to show that energy prices would be higher if we stopped using coal?

A. the words of a government officer

B. the words of a coal plant worker

C. information from a study by scientists

D. information from the writer's own energy bills

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1

RI.5.8

5. Read these sentences from paragraph 3.

Many people in the United States are already having a hard time putting food on the table for their families. They cannot work any harder, and they cannot pay any more than they are already paying to live. They need energy prices to stay low.

In the sentence above, *low* means

A. quiet.

B. simple.

C. unhappy.

D. inexpensive.

CCSS Alignments:

L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4

L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a

6. Read these sentences from paragraph 3.

Many people in the United States are already having a hard time putting food on the table for their families. They cannot work any harder, and they cannot pay any more than they are already paying to live. They need energy prices to stay low.

What does the writer want the reader to understand by reading these sentences?

[A. There are a lot of people who will not be able to live well if we stop using coal.](#)

B. Coal is still too expensive and needs to be made cheaper.

C. Most people in the United States do not think there are problems with coal.

D. There is enough coal in the United States if families use only what they need.

CCSS Alignments:

RI.6.5, RI.8.5, RI.9-10.5,

RI.6.6, RI.8.6, RI.9-10.6

7. Read these sentences from paragraph 4.

If we don't want more CO₂ going into the air, then we should keep as much coal power production as possible inside the United States.

What does *production* mean?

A. getting money for selling something

B. talking that has many people disagreeing

C. studying something that is difficult to understand

[D. making something for many people to use or buy](#)

CCSS Alignments:

RI.5.4

L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4

L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a

L.5.4b, L.6.4b, L.7.4b, L.8.4b, L.9-10.4b

L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

8. Read the last paragraph of the essay.

For all of these reasons, coal is still the best way for us to produce power in the United States. Of course, it is still a good idea for scientists to study better ways to make energy from the sun and the wind. In the future, scientists may learn to make energy that is both less expensive and cleaner than even clean coal. However, that time is still far in the future. For now, coal is the best energy for our country.

Think about the underlined sentence. What does this sentence do in the paragraph?

A. It makes the essay more fun and interesting for people to read.

[B. It helps the writer be nice to people who disagree with the writer's ideas.](#)

C. It shows that the writer is not sure that coal is the best way to make energy.

D. It helps readers remember that science is an important answer to the problem.

CCSS Alignments:

RI.6.5, RI.8.5, RI.9-10.5,

RI.6.6, RI.7.6, RI.8.6, RI.9-10.6

9. Below is an *outline* of the essay. An outline is used to understand an essay better. It tells what the main ideas and the smaller ideas of the essay are. This outline has a special kind of number, called a Roman numeral ("I-VI"), for each of the six paragraphs of the essay "Why We Still Need Coal."

Do the parts of the outline that are not finished. On the empty lines after the Roman numerals, write the main idea of the paragraph. On the empty lines after the letters ("A" and "B") write smaller ideas in the paragraph that help to tell about the main idea.

Sample Responses below

I. Many people say there are problems with coal, but they would not be happy if we stopped using coal.

A. People say that coal makes people sick.

B. People say that coal is making the planet warmer.

II. We can make clean coal.

A. Power plants can use CCS.

B. CCS can catch 80-90% of the CO₂.

III. If we stopped using coal, many things would become more expensive.

A. Coal is the least expensive type of energy.

B. If energy gets more expensive, businesses will have to charge people more money.

IV. If we stopped using coal, there would be more dangerous gases, not less.

A. The US would sell the coal we don't use to China and India.

B. China and India would not make clean coal like the United States would.

V. We have enough coal, so we do not need to get it from other countries.

A. The US has ¼ of all the coal.

B. The coal in the US can make energy for more than 200 years.

VI. Coal is the best way to make energy in the US.

A. Scientists should still study energy from the sun and wind.

B. Energy from the sun and wind will not be ready for many years.

CCSS Alignments:

RI.5.2, RI.6.2, RI.7.2, RI.8.2, RI.9-10.2, RI.11-12.2

10. What do you think is the writer's best reason for why we should use coal? Write what the reason is. Then write why you think it is the best.

Sample responses:

The writer says that many families in the United States do not have enough money to live. It would be bad for these families if the United States stopped using coal. I agree. I think this reason is important. I don't like that coal makes the air dirty, but people need to give food to their families. That is the most important thing for people.

The writer says that it is possible to make clean coal and catch 80-90% of the bad gases. If the writer is right that we can do this, then it would not be bad to burn coal. It would be clean and it would not be expensive.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1

RI.5.8, RI.6.8, RI.7.8, RI.8.8, RI.9-10.8

11. What do you think is the writer's worst reason for why we should use coal? Write what the reason is. Then write why you think it is the worst.

Sample responses:

The writer says that if the United States stopped using coal then there would be more problems with dangerous gases than now. The reason is that the United States would sell the coal to other countries. The other countries would not make clean coal like the United States. I think this is a bad reason because the United States does not have to sell its coal. The United States could leave the coal in the ground. Then there would be less dangerous gases, not more.

The writer says that coal makes the United States safer. I think this is wrong. Maybe the US doesn't have to buy coal from other countries, but burning coal makes the planet warmer. This does not make anyone safer. It is more dangerous for the US and for people in other countries, too.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1

RI.5.8, RI.6.8, RI.7.8, RI.8.8, RI.9-10.8

12. Read paragraph 5 of the essay.

Finally, about ¼ of the world's coal is in the United States. We have enough coal in the ground to make energy for more than 200 years. We do not need to buy it from other countries. This large amount of coal makes our country safer because we do not have to depend on any other countries to get our energy. We can always make our own.

In this paragraph, the writer says that the large amount of coal in the United States makes the country safer. Does the writer give a reason or evidence for this claim? If so, what reason or evidence does the writer give? Do you think the reason or evidence is good enough? Why or why not? Write your answers.

Sample responses:

The writer says the country is safer because it has enough coal so it doesn't have to try to get it from other countries. I think the writer means that the United States doesn't have to try to be friends with countries that do bad things. This is a good reason but the writer doesn't say it is the reason. The writer doesn't give evidence for the claim.

The writer says the country is safer with so much coal because it doesn't have to use the coal of another country. I do not understand how buying coal from another country is dangerous. The writer does not give evidence to show that buying coal from another country would make the country not safe.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1

RI.5.8, RI.6.8, RI.7.8, RI.8.8, RI.9-10.8

Lesson Two: “Green Power”

Target Unit: 17

General Academic Vocabulary: argumentative essay, opinion, reason, debate, fossil fuel, matter (ancient matter) energy debate, 21st century, 19th century, essay, paragraph, argument, opinion, reason, claim, evidence, persuade, system, however, for example

Domain-Specific Vocabulary: energy, coal, clean, green, solar, CO₂, kilowatt-hour, Carbon Capture and Storage (CCS) system

Text Vocabulary: way, grandchildren, **future**, **air**, let, **melt**, fill, away, **completely**, **warm (adj.)**, thing, harder, avoid, **pollute**, **create**, worker, often, take down, high, lower (lower rivers), unsafe, **power**, **cheap**, wrong, **law**, spend, **part**, **real**, **per**, **wind**, **plant**, **solar**, keep, chemical, **become**, **longer**, **run out**, **life**

Vocabulary Taught through Items: in the long run

Art Gloss Vocabulary: Earth, ground, West Virginia, rock, cent, wind, planet

Lesson Plan

1. **Review genre concepts:** Ask learners what they remember about argumentative essays. Confirm their understanding of the genre concepts *debate*, *persuade*, *argument*, *reason*, *claim*, and *evidence*. Elicit responses to cover points in *What is an Argumentative Essay?*
2. **Review background knowledge:** Ask learners questions about the energy debate, such as *What is energy used for?* *What are fossil fuels?* *What are renewables?* Refer to the supplementary resource, The Energy Debate: Fossil Fuels vs. Renewables if necessary.
3. **Preview the essay:** Have learners look at the illustration above the essay's title. Ask them if they can identify the subject of the photograph. Then have them read the title. Ask learners if they can predict anything about the essay from the photograph. Discuss their predictions.
4. **Read the essay:** Have learners read the essay independently or aloud in pairs.
5. **Establish basic understanding:** After reading the essay, ask the class general comprehension questions that incorporate genre terms, such as *What is the writer's opinion about energy?* *What are some claims that the writer makes?* *What evidence does the writer give for the claims?*
6. **Reread the essay:** Reinforce the blue-highlighted Text Vocabulary words with the class. Have learners reread the essay. If learners read to themselves the first time, have them read aloud in pairs. If they read in pairs, have them read to themselves. While they read, learners should ask themselves if the writers' argument *persuades* them to agree with the writer's opinion or not.
7. **Respond to reading comprehension items:** Then ask learners to answer the first question, either by themselves or with a partner. They should have the essay available to help them answer the question. Discuss the answer together as a class. Then have learners answer questions 2-10, either independently or with a partner. Check the answers together as a class. Refer to the essay to clarify any questions or confusion. Then ask learners to answer the remaining questions (11 and 12).
8. **Discuss in groups and as a class:** Ask learners to form small groups to discuss their answers to questions 11 and 12. Then have a volunteer from each group read the answer for each question and discuss as a class.



Green Power

(1) "Green power" is a type of energy that can be produced without polluting the air with CO₂ and other dangerous gases. Green power is **clean** power. Green power is more than a nice idea. It is something we need very badly. We are living at a very important and difficult time in history. We have to do something different from what we have been doing. We have to stop burning coal, oil, and gas. They are making our planet very sick by giving it a fever that is getting higher very fast. Green power is the only medicine that will work to bring down the fever. It is the only way we can leave our children and grandchildren with any hope for the future.

(2) Since 1880, the **earth** has been getting hotter because our industries and factories have put too much CO₂ into the air. The CO₂ stays in the air and won't let hot air from the sun leave the earth. Because the earth's temperature today is higher, there is less ice and snow on Earth than there was 50 years ago. The ice that is left is melting into the ocean, making the oceans fill higher with water. Today the ocean water is 8 inches higher than it was a century ago. This is already creating problems. People from the Tuvalu islands in the South Pacific Ocean had to move away from their home because it was flooded with ocean water. Scientists say these islands may soon be completely under water. Scientists think that if we don't stop putting CO₂ into the air, much more ice will melt, and then the oceans will flood many cities in many places. The warmer temperature on Earth is also creating weather that is stronger and more dangerous. All these things are making it harder for many plants and animals to live. Scientists think that by the end of the 21st century, 70% of the different types of plants and animals on Earth will be gone. We are leaving a dead garden to the children of the future.



Earth

Green Power (continued)

(3) When did all these problems start? They started when industries began burning large amounts of coal at the end of the 19th century. Today, a third of all the CO₂ put into the air by people is from burning coal. Scientists say that if we want to avoid the worst problems, we have to put 50% less CO₂ into the air by 2020. We can only do this if we stop burning coal.

(4) Coal creates many more problems than just warming the earth. It pollutes the air and makes people and animals sick. It is bad for the workers who work in the coalmines and often do not live as long as other people. Getting coal out of the **ground** is very dangerous and creates many problems. In some states, coal companies mine coal by taking whole mountains down. **West Virginia** once had many beautiful mountains that are now just dirt and **rocks**. The trees and animals are gone from these places. The high mountain rivers are gone, and instead the water has flooded people's homes. The dirt from the mountains has gone into lower rivers and polluted the drinking water, making it unsafe for both people and animals.

(5) With all these problems, why do we still get our energy from coal? Coal companies tell us that green power is too expensive. They say that coal is much cheaper than any other kind of power. However, they are wrong. The money that people spend on their energy bills is not the whole cost of coal. The only reason coal is cheap is because the coal industry has very few laws that stop it from hurting the planet. The coal industry does not have to pay for the problems that come from burning coal. They do not have to pay the doctors' bills that people pay when they get sick from polluted air. They do not have to pay to clean up the rivers and oceans. They do not have to pay for weather problems. Although the coal companies don't have to pay for these problems, people do. These costs are all part of the real price of coal.

(6) If we add all these costs to the price of coal, then green power is less expensive than coal. For example, if we add the costs that other people will have to pay later, then coal really costs not 3.2 **cents** per kilowatt-hour, but 8.8 cents. This is more than the cost of **wind** power from new plants, which is only 8.6 cents. While solar power is still more expensive at 11.8 cents, the costs of getting usable energy from the sun are beginning to decrease.

(7) What about "clean coal"? Coal companies say that they can wash the dangerous gases and chemicals out of the coal and keep them out of the air using a Carbon Capture and Storage (CCS) system. The "clean coal" that you hear about in newspapers and on television is something that makes coal easier for people to like, but it has not really made coal any cleaner. While CCS is a future hope of the industry, it will not be ready until 2030. The **planet** cannot wait that long for "clean coal."



ground



West Virginia



rock



cent



wind



planet

Green Power (continued)

(8) Also, building new clean coal plants will make coal much more expensive. Coal power from new plants will cost more because it is expensive to build these plants. Coal power from new plants will cost 11.5 cents per kilowatt-hour. This is more than wind power and almost as much as solar power. By the time the new clean coal plants are built, solar power will have become much less expensive. The longer we have green power plants, the cheaper green power will become. With coal, the longer we have it, the more expensive it will become, as the problems it creates get bigger and bigger.

(9) In the long run, green power is cheaper because it doesn't make expensive new problems for us. It does not pollute the air and water, make people sick, or make the planet warmer. Solar and wind power are safe and clean, and we will never run out of them. Most importantly, green power will let us leave the gift of life to our children and grandchildren.

“Green Power” - Reading Questions

1. What is “green power”?

Acceptable response:

- energy that doesn't pollute the air
- energy that doesn't put dangerous gases into the air
- energy that doesn't make the people sick
- energy that doesn't make the planet warmer

CCSS Alignments:

RI.5.4, RI.6.4, RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4

L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4

L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a

L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

2. Read these sentences from the first paragraph of the essay.

We have to stop burning coal, oil, and gas. They are making our planet very sick by giving it a fever that is getting higher very fast. Green power is the only medicine that will work to bring down the fever.

Think about what the underlined part of the sentence means. What does the writer want to show?

A. Soon the worst may happen and it will be too late.

- B. When coal is gone we will need new types of energy.
- C. It is getting difficult to breathe because the air is dirty.
- D. People are disagreeing about energy much more now.

CCSS Alignments:

RI.6.4, RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4

RI.6.5, RI.8.5, RI.9-10.5

RI.6.6, RI.9-10.6

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.5.5a, L.6.5a, L.7.5a, L.8.5a, L.9-10.5a, L.11-12.5a

L.6.5b, L.7.5b, L.8.5b,

L.6.5c

3. The writer calls green power a “medicine” to show that green power

- A. is not pleasing to many people.
- B. can make the planet well again.
- C. will be not always be so expensive.
- D. has problems that are not so important.

CCSS Alignments:

RI.6.4, RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4

RI.6.5, RI.8.5, RI.9-10.5

RI.6.6, RI.9-10.6

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.5.5a, L.6.5a, L.7.5a, L.8.5a, L.9-10.5a, L.11-12.5a

L.6.5b, L.7.5b, L.8.5b,

L.6.5c

4. In paragraph 2, what evidence does the writer give to show that the earth has been getting hotter?

Write *three* answers.

Acceptable responses:

- There is less ice and snow than there was 50 years ago.
- The ocean water is 8 inches higher than it was 100 years ago.
- The Tuvalu islands are almost under water.
- There is stronger weather now.
- Scientists think the oceans may soon flood the cities in many places.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1

RI.5.8

5. In the essay, what evidence does the writer give to show that coal is a main reason why the earth is getting hotter?

Acceptable responses:

- The earth started getting hotter when factories started burning coal.
- A third of all the CO₂ put into the air by people is from burning coal.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1

RI.5.8

6. Read this sentence from paragraph 2.

We are leaving a dead garden to the children of the future.

How does the writer want readers to feel when they read this sentence?

Acceptable responses:

- sorry
- sad
- worried
- afraid
- bad

CCSS Alignments:

RI.6.4, RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4

RI.6.5, RI.8.5, RI.9-10.5

RI.6.6, RI.9-10.6

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.5.5a, L.6.5a, L.7.5a, L.8.5a, L.9-10.5a, L.11-12.5a

L.6.5b, L.7.5b, L.8.5b, L.9-10.5b, L.11-12.5b

L.6.5c

7. PART A. In paragraph 5, the writer talks about the claims of coal companies. What does the writer say the coal companies' claims are? Write their two claims.

Acceptable responses:

- Green power is too expensive.
- Coal is the cheapest power.

7. PART B. How does the writer answer the coal companies' claims? What does the writer say to show readers that the coal companies are wrong? Write the answer. Use information from the essay to show what you mean.

Sample responses: The writer says that coal is not as inexpensive as the coal companies say it is. The writer says that coal makes expensive problems. Coal makes people sick so they have to pay for a doctor.

Coal pollutes the air and water. It costs money to clean the air and water. Because of this, coal is really more expensive than wind power.

The writer says that green power is less expensive than coal. The writer says that coal is more expensive than the coal companies say. Coal really costs 8.8 cents because it is 3.2 cents for the coal and also some money for the problems of sick people and bad weather and cleaning the dirty air. Wind power costs less than coal because it costs 8 cents per kilowatt-hour.

The writer says that the real cost of coal is 8.8 cents. The writer says that the cost of clean coal is more than that. It is 11.5 cents. The writer says that by the time clean coal is ready, solar power will be less expensive than it is now. It is 11.8 cents now. The writer says that solar and wind power will be less expensive than clean coal.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1

RI.6.6, RI.7.6, RI.8.6

8. Read this sentence from paragraph 7.

Coal companies say that they can wash the dangerous gases and chemicals out of the coal and keep them out of the air using a Carbon Capture and Storage (CCS) system.

What is the writer's answer to this claim of the coal companies?

- A. CCS cannot really take CO₂ out of the air.
- B. Building CCS plants will put CO₂ in the air.

C. It will take too much time for CCS to be ready.

- D. It is too dangerous to put CO₂ in the sea or ground.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1

RI.6.6, RI.7.6, RI.8.6

9. Read this sentence from the last paragraph.

In the long run, green power is cheaper because it doesn't make expensive new problems for us.

What does "in the long run" probably mean in the sentence?

- A. before now
- B. never again
- C. sometimes but not very much

D. from now to a much later time

CCSS Alignments:

RI.5.4

L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4

L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a

L.7.4b

L.5.5,

L.5.5b

10. Read these three sentences from the essay.

Scientists think that if we don't stop putting CO₂ into the air, much more ice will melt, and then the oceans will flood many cities in many places. (paragraph 2)

Scientists think that by the end of the 21st century, 70% of the different types of plants and animals on Earth will be gone. (paragraph 2)

Scientists say that if we want to avoid the worst problems, we have to put 50% less CO₂ into the air by 2020. (paragraph 3)

What do these sentences do in the essay?

- A. They show why coal may be gone sooner than some people think.
- B. They show that scientists do not agree about what will happen later this century.

C. They show that it is important to find an answer to the energy problem very soon.

- D. They show how green power can repair most of the problems that coal has made.

CCSS Alignments:

RI.6.2, RI.8.2, RI.9-10.2

RI.6.5, RI.8.5, RI.9-10.5

RI.6.6, RI.9-10.6

11. What do you think is the writer's best reason for why we should use green power instead of coal?

Write what the reason is. Then write why you think it is the best.

Sample responses: The best reason is that using coal is too dangerous. The writer says that more CO₂ will make the planet too warm. I think this is the best reason because if this happens, then many bad things may happen that will stay like that. The islands will go under the water and they will be gone. The plants and animals will be gone and they will never come back.

The best reason is that green power will be less expensive. It may be more expensive now, but it will not always be more. Coal will get more expensive and green power will get less expensive. It is the best reason because people will want to use green power if it is less expensive than coal. Most people want to save money.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1

RI.5.8, RI.6.8, RI.7.8, RI.8.8, RI.9-10.8

12. What do you think is the writer's worst reason for why we should green power instead of fossil fuels?

Write what the reason is. Then write why you think it is the worst.

Sample responses: The worst reason is that coal is bad for workers who work in the coalmines. This is not a good enough reason to stop using coal. Many jobs are dangerous but people do them because they are important jobs. Flying an airplane is dangerous but no one says we should not go on airplanes.

The worst reason is that the writer says the problems are worse than they really are. The writer says what only some scientists think. The writer says that 70% of the plants and animals will be gone. The writer says that many cities will be flooded. But these problems are not happening. The problems are smaller. Not all the scientists agree that these big problems will happen. They are only the worries of some people. They are not good reasons to stop using coal.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1

RI.5.8, RI.6.8, RI.7.8, RI.8.8, RI.9-10.8

Lesson Three: Paired Selection – Argumentative Essays

- 1. Review the narrative:** In either groups or as a class, ask learners to discuss "Why We Still Need Coal." Prompt them with questions such as *What does the writer believe and why?*
- 2. Integrate genre concepts:** Referring to *What is an Argumentative Essay?* ask questions such as *What argument does the writer make? What are some of the claims and evidence the writer gives?*
- 3. Review the second essay:** In either groups or as a class, ask learners to discuss "Green Power." Prompt them with questions such as *What does the writer believe and why?*
- 4. Integrate genre concepts:** Referring to *What is an Argumentative Essay?*, ask questions such as *What argument does the writer make? What are some of the claims and evidence the writer gives?*
- 5. Respond to paired-passage items:** Ask learners to write their answers to the questions independently. Then, have learners read their answers in small groups, and discuss their responses. Encourage learners to ask each other questions to build on ideas.
- 6. Share class feedback:** Wrap up the lesson by asking a member of each group to report to the class how its members responded to the questions. If appropriate, compare and contrast as a class the different responses among the groups.

Extra activity

LO: Recognize and apply the genre concepts of argumentative essays.

CCSS: W.5.1, W.6.1, W.7.1, W.8.1, W.9-10.1, W.11-12.1

W.5.7, W.6.7, W.7.7, W.8.7, W.9-10.7, W.11-12.7

W.5.8, W.6.8, W.7.8, W.8.8, W.9-10.8, W.11-12.8

W.5.9, W.6.9, W.7.9, W.8.9, W.9-10.9, W.11-12.9

SL.5.1, SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1

In groups, have learners brainstorm topics for argumentative essays. Assign each group a section of the board and have them list the topics. If you wish, it can be a competition. As a class, compare the lists and narrow them down to unique topics that learners feel most strongly about. Have the class or each group choose a topic and position in order to write a simple argumentative essay. Allow the class or groups time to gather evidence for their argument through research. Then have the class or group write their argumentative essay, presenting an opinion, claims, and evidence to support the claims.

Your Writing: Thinking about the Argumentative Essays

Answer the questions. Remember to use complete sentences and check your spelling.

1. The writer of “Why We Still Need Coal” and the writer of “Green Power” both present information about “clean coal.”

How is the information the writers present the same? How is it different? What evidence do the writers give for their claims? Write about it. Use information from both “Why We Still Need Coal” and “Green Power” to show what you mean.

Sample response: Both writers say that there can be clean coal. They both say that CCS can take the bad gases from the air. But the writers also disagree about clean coal. The writer who wants coal says clean coal is a good idea. This writer doesn't say if clean coal is ready yet. This writer doesn't say if coal will still be inexpensive if it is clean coal. The writer who wants green power says that plants for clean coal will not be ready until 2030. This writer says that clean coal will be very expensive. It will be more expensive than wind power and almost as expensive as energy from the sun.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1

RI.5.6

RI.6.9, RI.7.9, RI.8.9

2. Both writers make the same argument about why they prefer one type of energy more:

- *The writer of “Why We Still Need Coal” says that renewable energy will not be ready for many years, so we need to use coal.*
- *The writer of “Green Power” says clean coal will not be ready for many years, so we need to use green power.*

Who do you think is right? Why? What reasons or evidence is there for your opinion?

Write about it. Use information from *both* “Why We Still Need Coal” and “Green Power” to show what you mean.

Answers will vary.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1

RI.5.6

RI.5.8, RI.6.8, RI.7.8, RI.8.8, RI.9-10.8

RI.6.9, RI.7.9, RI.8.9

L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

W.5.1

W.5.10, W.6.10, W.7.10, W.8.10, W.9-10.10, W.11-12.10

3. Write about the energy debate. What are the important ideas and information to know? What are the different types of energy? Why do people disagree about what types of energy to use?

Write so that someone who doesn't know about the energy debate can learn about it. Use information from *both* "Why We Still Need Coal" and "Green Power" in your writing.

Answers will vary.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1

RI.5.7, RI.6.7

RI.5.9

L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

W.5.8

W.5.9, W.6.9, W.7.9, W.8.9, W.9-10.9, W.11-12.9

W.5.9b

W.5.10, W.6.10, W.7.10, W.8.10, W.9-10.10, W.11-12.10

Paired Selection: Biography and Speech

Biography: "Sojourner Truth"

Speech: "Two Texts of Sojourner Truth's Speech at the Ohio Women's Rights Convention"

Learning objectives:

Through completing this set of lessons, learners will

- recognize and apply the genre concepts of biographies and speeches;
- analyze the themes, purposes, and rhetorical features of a speech;
- understand how texts and their meanings may change through history;
- understand how uses of English vary historically and regionally;
- learn conversational, general academic, and domain-specific vocabulary in context;
- cite textual evidence to support ideas;
- deepen their knowledge of the enduring American struggle for freedom and equality;
- activate connections between texts and their own experiences.

Global CCSS alignments:

RI.5.10

RF.5.3, RF.5.4

SL.5.1, SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1

L.5.3, L.6.3, L.7.3, L.8.3, L.9-10.3, L.11-12.3

L.5.3b

L.5.6, L.6.6, L.7.6, L.8.6

Introduction

In this paired selection, learners will explore the life and words of the 19th century abolitionist and civil rights activist Sojourner Truth. The first text is a biography of Truth, which traces her journey from a slave to a celebrated orator in the rights movements for African Americans and women. The second text presents two versions of Truth's iconic speech "Ain't I a Woman?," transcribed at different times by different writers. The text highlights some challenges of interpreting historical texts and illustrates how such texts can have multi-layered authorship. The paired selection provides a vehicle for learners to think more deeply about how language is used differently at different times, in different places, and for different purposes. The focus on meta-textual questions supports learners' college readiness. The materials also invite a larger conversation about foundational American values that can be deeply enriched through diverse contributions of learners in the class.

Introductory Lesson: What Is a Biography?

General Academic Vocabulary: fiction, nonfiction, text, biography, author

1. Introduce genre concept: Create a T chart on the board with the headings "Fiction (imagined)" and "Nonfiction (real)." Before looking at the material, ask learners whether folktales or fairy tales are true stories or imagined? (If they have completed the "Folktales" set, you may refer to those stories.) Confirm that as folktales they are not true stories about something real; they are imagined. Write "folktales" under "Fiction." Ask whether learners can think of any other examples of types of texts that tell about something imagined rather than something real. Add any ideas to the chart as appropriate. Then ask learners if they can think of any types of writing that give true information about something real. Add their ideas to the chart as appropriate.

Fiction (imagined)	Nonfiction (real)
folktales science fiction	newspaper stories history book

- In groups, have learners read *What Is a Biography?* Continue the discussion about fiction vs. nonfiction, adding to the chart. Ask learners if they have ever read a biography and if so, whom it was about.
- Explain to learners that they will be reading a biography about a woman named Sojourner Truth who lived in the 1800s.

Lesson One: "Sojourner Truth"

Target Unit: 20

General Academic Vocabulary: biography, slavery, slave, sojourner, deliver, religious, rights, ahead of her time, voice (political sense), however, master, illegal, the law, escape, freedom, including, states, court, case, although, 19th century, black, white, legal, religion, colored, example, live up to the promise of, Thirteenth Amendment, speech, quotation, text, dictionary entry

Domain-Specific Vocabulary: abolitionist, the South, the North

Text Vocabulary: slavery, slave, **free, religious, message, rights, speech**, unpopular **wise, voice (political sense)**, fail, **promise**, freedom, Dutch, **master**, forever, age, set [someone] free, **keep a promise**, including, **fight**, even, God, Congress, prayer, equal, association, **a great stir, speak up for**, land, **right (fair), live up to the promise of**

Vocabulary Taught in Items: sojourner, voice (physical sense), escape, abolitionist, however

Art Gloss Vocabulary: N/A

Lesson Plan

- Review the genre concept:** If *Introductory Lesson* was a previous day, review the material from *What Is a Biography?* Tell learners that the woman they will be reading about—Sojourner Truth—was born a slave.
- Introduce text concepts:** Before learners look at the material, elicit what they know about slavery. Discuss their responses.
- Establish historical context:** Have learners look at *Historical Background* and the map. As a class, read and discuss this material, clarifying the meaning of new vocabulary as necessary. Confirm basic comprehension with questions such as *What was slavery and when was it legal in the United States? How did slavery become illegal? How did slavery change some people's thinking about rights? After slavery became illegal, what rights did they want to get next?*
- Preview the text:** Have learners look at the illustration above the text's title. Explain that this is a painting of Sojourner Truth. Ask learners if they can predict anything about her from the painting.
- Read the text:** Have learners read the text independently or aloud in pairs.
- Establish basic understanding:** After reading the text, ask the class general comprehension questions, such as *Who was Sojourner Truth? What happened in her life? What did she do that was important?*

7. **Review text vocabulary:** Reinforce the blue-highlighted Text Vocabulary words with the class. Then ask learners to find the part of the biography that has Sojourner Truth's words. Explain that words taken from someone's writing or speaking are called a *quotation*. Have a volunteer read the quotation to the class. Point out that in the quotation, Sojourner Truth uses the word "colored" instead of "African American" or "black" to say what group of people she is talking about. Explain that this use of the word "colored" is from the past and it is almost never used as a name for a group of people today. If you like, refer to the supplemental resource *A Note about Historical English* following the main text.
8. **Reread the text:** Have learners reread the text. If learners read to themselves the first time, have them read aloud in pairs. If they read in pairs, have them read to themselves.
9. **Respond to reading comprehension items:** Review the instructions together as a class. Make sure learners understand what to do for different item formats. Ask learners to answer the first question, either by themselves or with a partner. They should have the text available to help them answer the question. Discuss the answer together as a class. Then have learners answer questions 2-8, either independently or with a partner. Check the answers together as a class. Refer to the text to clarify any questions or confusion. Ask learners to answer the remaining questions (9 and 10).
10. **Discuss in groups and as a class:** Ask learners to form small groups to discuss their answers to questions 9 and 10. Then have a volunteer from each group read the answer for each question and discuss as a class.

What is a Biography?

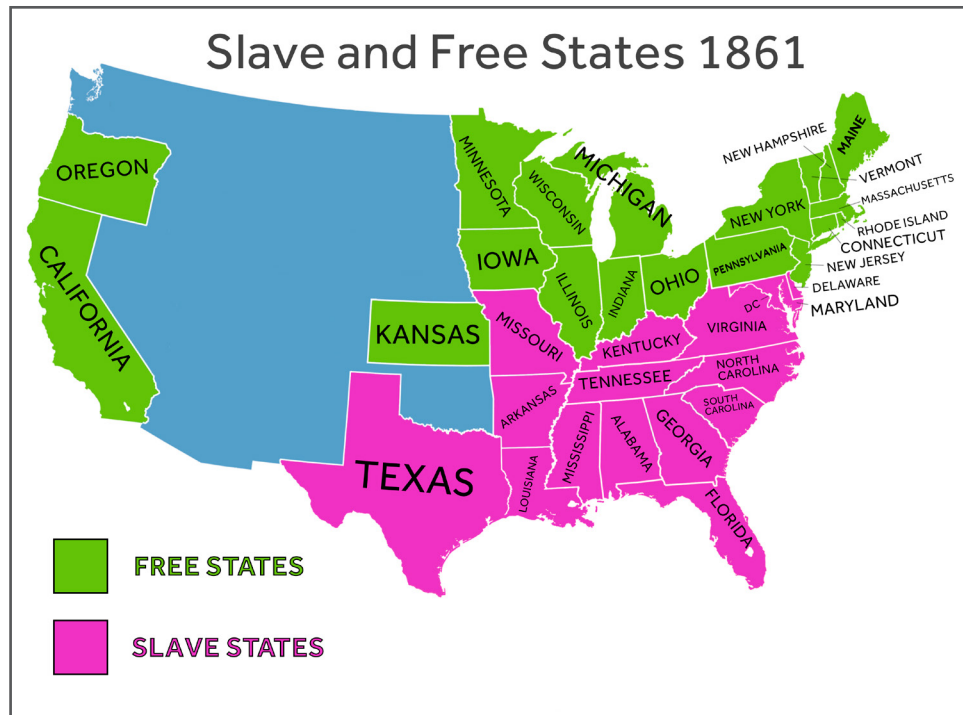
Written texts are often called either **fiction** or **nonfiction**.

Fiction is writing that *imagines* something. Novels, folktales, and poems are examples of fiction. Novels and folktales are not true stories; they are imagined stories. Poems are written to show feelings and ideas; they are not written to give people information.

Nonfiction, however, is writing to give people information. Nonfiction is writing about a real person or something that really happened. Authors of nonfiction try to give true information about something real. For example, this writing (*What Is a Biography?*) is a nonfiction text because it gives information about types of writing. A book that tells you what baseball is and how it is played would also be an example of a nonfiction text.

A **biography** is a nonfiction text about the life of a real person. The English word biography comes from two Greek words: *bio* = life, and *graphia* = writing. The author of a biography tries to tell the true story of a person's life. A biography may be less than a page long, or it may be a book of hundreds of pages. The author of a biography must learn about the person's life and choose what is most important to write about.

“The Life of Sojourner Truth” - Historical Background



In the United States, **slavery** was legal until 1865. Slavery is when people own other people and make them work without pay. A person who is owned by another person is called a **slave**. A slave's owner is called a **master**. When slavery was **legal**, slaves could be bought and sold by their masters, and slaves had no **rights**.

When the United States first became a country in 1776, slavery was legal in each of the first thirteen states. One by one, the states in the **North** made slavery **illegal**. However, in the 1800s, the United States was growing into a bigger country. By 1860, there were more slaves than ever before—almost four million African Americans were slaves. Most of them lived in the South, but even in the “free states” of the North, many Americans were not free. Most of the laws that made slavery illegal in Northern states said that slavery would end very slowly. Many slaves had to work until they were in their twenties before they could be free.

Many people—both **black** and **white**—wanted slavery to end, and fought to make it illegal in the South. The North and South disagreed about slavery. This disagreement led to the Civil War (1861-1865), a war between the North and the South. The North won the war in 1865, and Congress passed a **law** that made slavery illegal in the United States. The law is called the Thirteenth Amendment. The Thirteenth Amendment changed the Constitution of the United States. Because the Constitution is so difficult to change, the Thirteenth Amendment means that slavery will never become legal again in the future.

Although the Thirteenth Amendment made the slaves free, it did not give African Americans the same rights as white Americans. The people who had worked and fought to end slavery had thought a lot about the importance of rights. Fighting to end slavery changed their thinking about many things. Some people who had fought against slavery now wanted to fight for black people's rights. Many white women who had fought against slavery now wanted more rights for themselves, too. After the Civil War, all of these people worked to make the country better for more Americans. They were able to make many changes happen. Some of the changes happened quickly. Other changes took many years. Today, some people are still trying to make the country a better place for more Americans.



The Life of Sojourner Truth

Isabella Baumfree was born into slavery in New York in about 1797. She was a slave for 29 years before she became free. After she became free, she took a new name, Sojourner Truth. A *sojourner* is a person who travels from place to place. Sojourner Truth traveled through the United States delivering religious messages and speaking about the need for rights for black people and women. Some of Sojourner Truth's ideas were "ahead of her time"—people did not understand them or agree with them at first. During her speeches, some people would call out angry words. However, Sojourner Truth was not afraid to speak about ideas that were unpopular or unusual. Slowly, people began to listen to her words and think about them. As time passed, more people wanted to hear Sojourner Truth speak. Sometimes, she would even sing her message. She became famous for her wise words and her strong, beautiful voice. Today Sojourner Truth is remembered as a clear voice of truth during a time when America failed to keep its promises of freedom and rights for all people.

Isabella Baumfree was born in New York into a family owned by a Dutch-speaking man, so Isabella and her brothers and sisters grew up speaking only Dutch. When she was nine years old, Isabella was sold to a different master and had to leave her family forever. Her new master spoke only English and treated her very badly. He often hurt her because she could not understand what he told her to do. After she was sold again, Isabella learned English by listening to people speak. However, she never learned to read or write, because it was illegal for slaves to learn these things.

At about age 18, Isabella fell in love with a man named Robert who was a slave from another farm. Robert's master did not want Robert and Isabella to marry because he would not own any children born to them. The law said that children

The Life of Sojourner Truth (continued)

born to slaves became the slaves of their mother's owner. One day when Robert visited Isabella, his master became so angry that he hurt Robert very badly. Robert died soon after, before his and Isabella's daughter was born later that year. Then Isabella's master made her marry another of his slaves so that she would have more children to be his slaves. Isabella had five children altogether, and every day she worried that they might be sold.

When Isabella was about 28, her master told her he was going to set her free the next year. However, he did not keep his promise. So Isabella escaped on her own. She walked away from the farm, taking her youngest baby with her. She had to leave her other children behind. She went to the home of some neighbors who were *abolitionists*—people who wanted slavery to end. They kept her safe and helped Isabella begin her new life in freedom.

A year later—in 1827—slavery became illegal in New York for some slaves, including Isabella. However, the new law did not make her children free. Then Isabella learned that her old master had sold her five-year-old son to a man in Alabama. Alabama was in the South, where slaves were often treated worse than in the North. Isabella fought to get her son back. In New York, it was illegal to sell slaves to people in other states, so Isabella went to court. With the help of her abolitionist friends, she won her case and got her son back. This surprised many people. It was very unusual for a black woman to take a white man to court in the 19th century. It was even more unusual for her to win!

As a free person, Isabella wanted to help others become free, too. Slavery was still legal in many states, especially in the South. Isabella's religion had always been very important to her. She believed that God had given all people the same rights. By 1843, Isabella believed the best way for her to work for God was to speak God's message to people. She began to work with other abolitionists, and she started a new life as "Sojourner Truth." With her new name, she traveled to different parts of the United States, giving speeches about God's love and the need to end slavery. Sojourner Truth became well known and loved by many people.

In 1865, Congress passed a law to make slavery illegal in the United States. Sojourner Truth said God had answered her prayers. But black people still had very few rights in America. At the same time, women were also fighting for more rights. Sojourner Truth worked with others to win rights for black people and rights for women.

At that time, "rights for black people" often meant rights for black *men*, and "rights for women" often meant rights for *white* women. Sojourner Truth was one of very few people in the country to speak about the rights of *black women*. In 1867, Sojourner Truth gave a speech at the Equal Rights Association meeting in New York. The Equal Rights Association was a group of people—many of whom had been abolitionists—who were now trying to get voting rights for white women and black men. In her speech, Sojourner Truth said,

The Life of Sojourner Truth (continued)

There is a great stir about colored men getting their rights, but not a word about the colored women; and if colored men get their rights, and not colored women theirs, you see the colored men will be masters over the women, and it will be just as bad as it was before.

Sojourner Truth understood that giving rights only to some groups of people would not solve the country's problems. All during her life, anytime people talked about rights, Sojourner Truth spoke up for the people who were forgotten. Her thinking about rights was many years—even centuries—ahead of her time.

For much of her life, Sojourner Truth fought for the rights of all people. She helped slaves escape. She helped the newly freed slaves begin their new life and find jobs. She tried to get the government to give land to black people to start their lives, just as the government had given land to white people. She fought to change laws that were unfair to black citizens. In addition, she fought for women's right to vote. She never stopped speaking up for what was right, both in her speeches and in her work with others. In so many ways, Sojourner Truth lived up to the promise of her name. By the end of her life, her words had become part of the history of America. When she died in 1883, more than a thousand people came to her funeral.

A Note about Historical English

Historical English is English that was used at an earlier time in history but is not used anymore. The quotation from Sojourner Truth's speech has an example of historical English in it. In the quotation, Sojourner Truth uses the word "colored" instead of "African American" or "black" to say what group of people she is talking about. This use of the word "colored" is an example of historical English. Today, the word "colored" is almost never used as a name for a group of people.

The different words used for Americans whose families came from Africa long ago are an example of how language changes over time.

After the Civil War, freed slaves called themselves "colored people." Using the word "colored" showed that they had good feelings about themselves. However, during the Civil Rights movement of the 1960s, many Americans did not want to be called "colored" anymore. They began to use the word "black" instead. Today, "black" or "African American" are most often used. In the United States, the using the word "colored" as a name for a group of people is not nice or polite anymore.

"The Life of Sojourner Truth" - Reading Questions

Instructions:

- Some questions have answer choices next to the letters A, B, C, and D. Circle the correct answer.
- Other questions have a place for you to write your answer. Remember to use complete sentences and check your spelling.

Correct answers for multiple choice questions are underlined and in blue

1. What does Sojourner Truth's name mean? Why did she change her name from Isabella Baumfree to Sojourner Truth? Write about it. Use information from the text to show what you mean.

Sample response: "Sojourner Truth" means a person who travels to different places speaking about the truth. Sojourner Truth changed her name because she wanted to travel to speak to people. She wanted to say why women and black people should have the same rights as white men.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI. 9-10.1, RI.11-12.1

RI.5.2, RI.6.2, RI.7.2, RI.8.2, RI. 9-10.2, RI.11-12.2

RI.5.3, RI.6.3, RI.7.3

RI.5.4, RI.6.4, RI.7.4, RI.8.4, RI. 9-10.4, RI.11-12.4

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.6.5b, L.7.5b, L.8.5b

L.5.5c

L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

2. Read these sentences from the biography.

Sometimes, she would even sing her message. She became famous for her wise words and her strong, beautiful voice.

Look at the dictionary entry for the word **voice**. Which meaning is used in the sentence above?

voice - n.

1. what people hear when a person talks or sings
2. a person or group's right to say what they want or think
3. a person who speaks about a wish or idea that is important to other people, too
4. thoughts that are like words inside a person's head

A. 1

B. 2

C. 3

D. 4

CCSS Alignments:

L.5.4

L.5.4a

L.5.4c

3. Read these sentences from the biography.

When Isabella was about 28, her master told her he was going to set her free the next year. However, he did not keep his promise. So Isabella escaped on her own. She walked away from the farm, taking her youngest baby with her. She had to leave her other children behind.

What does the verb to *escape* mean?

A. to do what you say you will do

B. to get free from a place or person

C. to stop being angry with someone

D. to do what is best for other people

CCSS Alignments:

RI.6.4, RI.7.4, RI.8.4, RI. 9–10.4, RI.11–12.4

L.5.4

L.5.4a

4. The biography says that an *abolitionist* is a person who

A. wants slavery to end.

B. helps people who need help.

C. thinks it is okay to break a bad law.

D. wants women to have the same rights as men.

CCSS Alignments:

RI.5.1

L.5.6, L.6.6, L.7.6, L.8.6, L.9–10.6, L.11–12.6

5. A main idea in the biography is that slaves had very difficult lives. How does the writer use information about Sojourner Truth's life to show that life was difficult for slaves? Give *three* examples from Sojourner Truth's life that help to show how difficult life was for slaves.

Acceptable responses:

- Sojourner Truth was sold away from her family when she was a girl.
- Her master hurt her because she did not know his language.
- She could not learn to read or right because it was illegal.
- She had to work for her master.
- She could not marry the man she loved.
- The man she loved died because his master hurt him very badly.
- She had to marry the man her master wanted.
- Her master owned her children.
- Her children could be sold.
- Her master lied to her. He said she would be free but he did not make her free.
- She could not make her children free.
- She could not be with her children.

CCSS Alignments:

RI.6.1, RI.7.1, RI.8.1, RI. 9–10.1, RI.11–12.1

RI.5.2, RI.6.2, RI.7.2, RI.8.2, RI. 9–10.2, RI.11–12.2

RI.5.3, RI.6.3, RI.7.3, RI.8.3, RI. 9–10.3, RI.11–12.3

6. PART A. Read the quotation from Sojourner Truth's speech at the 1867 Equal Rights Association meeting in New York.

There is a great stir about colored men getting their rights, but not a word about the colored women; and if colored men get their rights, and not colored women theirs, you see the colored men will be masters over the women, and it will be just as bad as it was before.

What does Sojourner Truth say will happen if black women do not get rights?

A. Black women will become the slaves of black men.

- B. Black men will not be able to have the same rights as white men.
- C. Black men will use their new rights to help black women get rights.
- D. Black women will not be able to help white women fight for women's rights.

6. PART B. Why is Sojourner Truth's message about what will happen a good way to make the people at the meeting understand that black women need rights, too?

A. The people at the meeting thought women's rights were more important than men's rights.

B. The people at the meeting had believed that slavery was wrong and would not want it to return.

- C. The people at the meeting were happy that slavery had ended and were tired of fighting for rights.
- D. The people at the meeting had fought to win rights for black men that were the same as white men's rights.

CCSS Alignments:

RI.6.6, RI.7.6, RI.8.6, RI.9-10.6, RI.11-12.6

RI.5.8, RI.6.8, RI.7.8, RI.8.8, RI.9-10.8, RI.11-12.8

RI.9-10.9, RI.11-12.9

7. Read these sentences from two different parts of the biography.

During her speeches, some people would call out angry words. However, Sojourner Truth was not afraid to speak about ideas that were unpopular or unusual.

A year later—in 1827—slavery became illegal in New York for some slaves, including Isabella. However, the new law did not make her children free.

Which of these words means the same as *however*?

A. but

- B. first
- C. always
- D. instead

CCSS Alignments:

L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

8. Read these sentences from the biography.

For much of her life, Sojourner Truth fought for the rights of all people. She helped slaves escape. She helped the newly freed slaves begin their new life and find jobs. She tried to get the government to give land to black people to start their lives, just as the government had given land to white people. She fought to change laws that were unfair to black citizens. In addition, she fought for women's right to vote.

Which of these words means the same as *in addition*?

[A. also](#)

B. soon

C. except

D. because

CCSS Alignments:

L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

9. Read this sentence from the text.

Today Sojourner Truth is remembered as a clear voice of truth during a time when America failed to keep its promises of freedom and rights for all people.

What does this sentence mean? How does the information in the text help show that Sojourner Truth was a "clear voice of truth during a time when America failed to keep its promises of freedom and rights for all people"? Write about it. Use information from the text to help you make your answers.

Sample response: It means that people think Sojourner Truth was an important person in history because she said America has to be a free country for everyone. All people should have rights in America, but some people did not have rights. Sojourner Truth said slavery should stop. She said black people and women need rights, too.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI. 9-10.1, RI.11-12.1

RI.5.2, RI.6.2, RI.7.2, RI.8.2, RI. 9-10.2, RI.11-12.2

RI.5.3, RI.6.3, RI.7.3, RI.8.3, RI. 9-10.3, RI.11-12.3

RI.5.4, RI.6.4, RI.7.4, RI.8.4, RI. 9-10.4, RI.11-12.4

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.6.5b, L.7.5b, L.8.5b

10. Read this sentence from the biography.

In so many ways, Sojourner lived up to the promise of her name.

Give two examples of how Sojourner Truth “lived up to the promise of her name.”

Acceptable responses:

- She spoke the truth when it was not popular.
- She gave speeches about God's love.
- She gave speeches to say that slavery was wrong.
- She traveled to different places to speak about rights.
- She gave speeches to get rights for black people.
- She gave speeches to get rights for women.
- She gave speeches to get rights for black women.
- She spoke about rights for all people instead of only some people.
- She showed that some ideas about women were lies.
- She always said what was right and what was wrong.
- She spoke the truth to many people.
- She became famous for her words of truth.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI. 9-10.1, RI.11-12.1

RI.5.4, RI.6.4, RI.7.4, RI.8.4, RI. 9-10.4, RI.11-12.4

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.5.5b, L.6.5b, L.7.5b, L.8.5b

L.5.5c

L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

Introductory Lesson: What Is a Speech?

General Academic Vocabulary: speech, speaker, audience, dialect, text

- 1. Introduce genre concept:** Before learners look at the material, present to the class a one-to-two-minute speech about something that is important to you. It should include an introduction, two or three important points, and a conclusion. Then elicit from learners what they know about *speeches*. Who gives them? Why do people give them? Have learners turn to *What Is a Speech?* Have a volunteer read the first paragraph. Ask learners to share any experiences they have had with speeches, either as a speaker or as a member of the audience.
- 2.** Next read the *Knowledge of Language: Dialects* section as a class. Ask learners if they can think of examples of the use of different dialects in English or other languages they may know. Prompt them with questions such as, *Are there different ways of speaking the same language in the country where your family is from? Do you know people who speak the same language differently from you?*
- 3.** Explain to learners that they will be reading a speech by Sojourner Truth. Tell them that because Sojourner Truth never wrote the words of her speech on paper, they will be reading the speech as it was written down by two different people in the audience. Even though both people in the audience listened to the same speech, they each wrote it down in a different dialect! Explain that learners will be reading what each of the two audience members wrote down when they listened to the speech.

Lesson Two: "Two Texts of Sojourner Truth's Speech at the Ohio Women's Rights Convention"

Target Unit: 20

General Academic Vocabulary: speech, audience, dialect, text, 19th century,

Domain-Specific Vocabulary: plough/plow, reap, husk, mow

Text Vocabulary: minister, even though, great, **power**, poet, historian, everywhere, gather **bear (have borne) children, grief, be for (in favor of), the sexes, equal, bear (endure), lash**, nobody

Vocabulary Taught in Items: heard, no man can head me

Art Gloss Vocabulary: carriage, ditch, mud-puddle, ploughed, barn, muscle, reap, husk, chop, mow

Lesson Plan

- 1. Review the genre concept:** Ask learners questions to confirm their understanding of the genre concepts *speech*, *speaker*, *audience*, and *dialect*. Elicit responses to cover points in *What is a Speech?*, including the section *Knowledge of Language: Dialects*. Refer learners to that reading if necessary.
- 2. Introduce text concepts:** Ask learners if they have ever played the game "telephone." Arrange the class in a circle and explain how to play the game. Explain that you will whisper a message in the ear of the person at your right, and that that person will whisper the same message to the next person in the circle, and so on, until the last person has listened to the message. Then the last to hear the message person will say it aloud. Play the game. When the last learner has spoken the message aloud, tell the class the original message you whispered to the person on your right. As a class, compare the two messages and discuss how and why they are different. Now pair learners with partners and ask them to write down what they remember of the speech you gave earlier. Elicit their responses and jot them on the board, noting the accuracy of what they remember. Ask learners to imagine how difficult it must be to remember what someone said days or years later, and to keep this in mind while they read the text.
- 3. Preview the text:** As a class, view the illustration above the text's title, then read the title of the passage. Clarify the meaning of *convention*. Ask learners how the illustration and title go together.

4. **Read the text:** Have learners read the story independently or aloud in pairs.
5. **Establish basic understanding:** After reading the text one time, ask the class general comprehension questions, such as *Why did Sojourner Truth give a speech at the convention? Why are there two texts of Sojourner Truth's speech? How are they different from each other? Why are they so different? Which text is more famous?* Then have learners read *Reading Historical Texts* with a partner and discuss how it relates to the text they just read. Share responses as a class.
6. **Reread the story:** Reinforce the blue-highlighted Text Vocabulary words with the class. Then have learners reread the story. If learners read to themselves the first time, have them read aloud in pairs. If they read in pairs, have them read to themselves.
7. **Respond to reading comprehension items:** Ask learners to answer the first 6 questions either by themselves or with a partner. They should have the text available to help them answer the questions. Check the answers together as a class. Refer to the text to clarify any questions or confusion. Ask learners to answer the remaining questions (7-12) individually. They should write full sentences, and check their spelling. Allow enough time for learners to give considered responses.
8. **Discuss in groups and as a class:** Have learners form groups, take turns reading their answers to questions 7-12, and discussing their responses. Then ask volunteers from each group to read answers for each question, and discuss as a class.

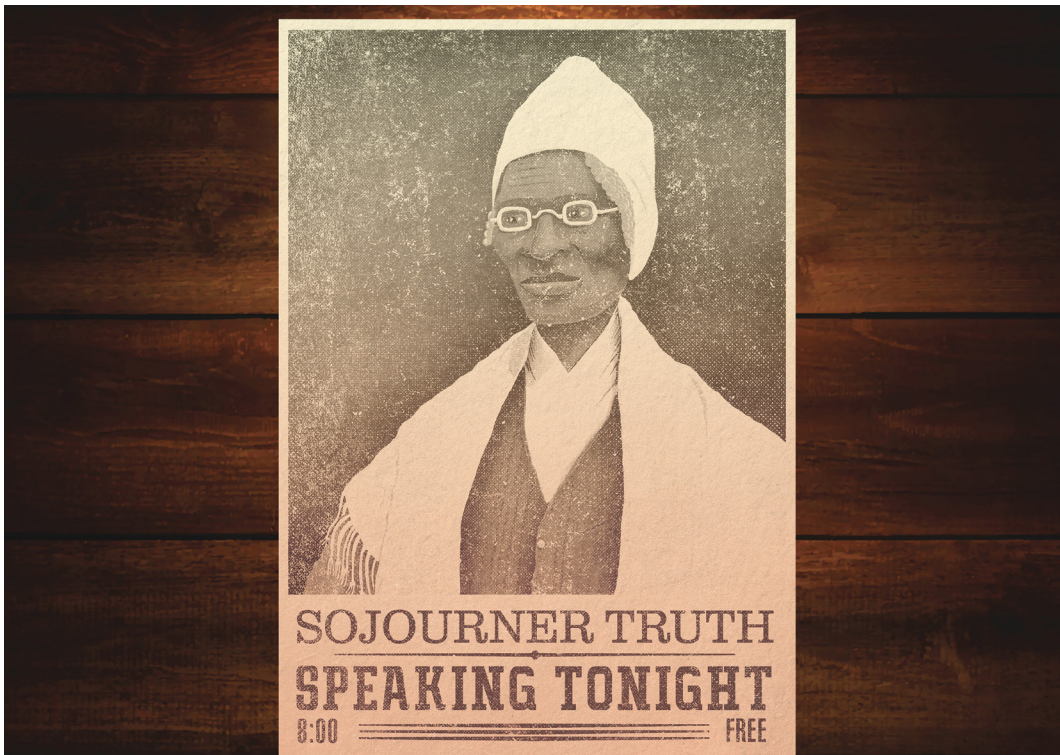
What is a Speech?

Written texts are often called either **fiction** or **nonfiction**.

A **speech** is a spoken presentation that a person delivers to a big group of people. The person delivering the speech is called **the speaker**. The group of people listening to the speech is called **the audience**.

Knowledge of Language: Dialects

Spoken English has many different **dialects**. A dialect is how a language is spoken by people who live in one part of the country (or world) or who are part of one group of people. Because the United States is so big, there are many different parts of the country that have their own way of speaking English. Different dialects may pronounce the same words differently. They may also use different grammar. Different dialects may also use different words to say the same thing. For example, in the Western part of the United States and on the East Coast, most people use the word *soda* for a type of drink. In the Northern and Midwestern parts of the country, most people use the word *pop* to mean the same type of drink. In parts of the South, people use the word *coke* instead.



Two Texts of Sojourner Truth's Speech at the Ohio Women's Rights Convention

In 1851, Sojourner Truth gave a speech at the Women's Rights Convention in Akron, Ohio. Sojourner Truth had not planned to give a speech at the convention, but she wanted to say what she thought about some ideas she had heard there. Some ministers from the town came to the convention to say that women should not have rights. They said that women were not strong enough to have the same rights as men, and that women needed men to do things for them. They said that women could not think as well as men, so they should not have the right to vote. Sojourner Truth decided to give a speech so she could tell the ministers why she did not agree with what they said. Even though her speech was unplanned, many people thought it was a great speech. Newspapers from 1851 say that Sojourner Truth's words that day carried much power and that the audience loved the speech.

Some people who listened to the speech tried to write it on paper, but different people wrote it differently. Today, we have two different texts of Sojourner Truth's speech. One text was written by a newspaper writer named Marius Robinson one month after he listened the speech. The other text of the speech was written by Frances Gage, a poet and story writer who was also the president of the convention. Gage wrote Sojourner Truth's speech on paper in 1863—12 years after she heard it!

The two texts are very different from each other. The text written by Gage became very famous. It is the one most Americans know. It is written in a dialect that was spoken by Southern slaves in the 19th century.

Two Texts of Sojourner Truth's Speech at the Ohio Women's Rights Convention (continued)

However, Sojourner Truth did not speak in a Southern dialect. She grew up in the North and spoke in a Northern dialect. No one knows for sure why Gage wrote Sojourner Truth's speech differently from how Sojourner Truth really spoke.

Also, in Gage's text, Sojourner Truth says she had thirteen children. However, historians are sure that Sojourner Truth had only five children.

Robinson's text is written in a Northern dialect, but his text did not become well known. Very few people know about this text.

Today, we don't know for sure what Sojourner Truth really said at the convention. We only know that her speech became important to many people and is very famous today.

Here is part of her speech from each of the two different texts.

"Ain't I a Woman?" speech by Sojourner Truth

(written on paper by Frances Gage in 1863)

That man over there says that women need to be helped into **carriages**, and lifted over **ditches**, and to have the best place everywhere. Nobody ever helps me into carriages, or over **mud-puddles**, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have **ploughed** and planted, and gathered into **barns**, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?



carriage



ditch



mud-puddle



ploughed



barn

Two Texts of Sojourner Truth's Speech at the Ohio Women's Rights Convention (continued)

Sojourner Truth's Speech at the Ohio Women's Rights Convention of 1851

(written on paper by Marius Robinson in 1851)

I want to say a few words about this matter. I am for woman's rights. I have as much **muscle** as any man, and can do as much work as any man. I have plowed and **reaped** and **husked** and **chopped** and **mowed**, and can any man do more than that? I have heard much about the sexes being equal; I can carry as much as any man, and can eat as much too, if I can get it. I am as strong as any man that is now.



muscle



reap



husk



chop



mow

A Note About Reading Historical Texts

Like most people who grew up as slaves, Sojourner Truth never learned to read or write, so she never wrote any of the words she spoke. We have information about her words only because people who listened to her speak wrote her words on paper. However, some of her words were not written as soon as she said them. They were written days—or even years—later. The people who wrote her words may not have remembered everything right. They may have changed some of her words. Because of this, we can never be sure about what Sojourner Truth really said.

However, the texts of Sojourner Truth's speeches have become important even though we do not know how real the texts are.

Today, we read these texts to help us understand the past, but we also read them to help us understand things about ourselves today. It is almost impossible for us to understand how people in the past really thought. We look at the past through ideas we have today, though many of these ideas didn't exist in the past.

Today, we read the texts of Sojourner Truth's speeches and think about what they mean. We still call them Sojourner Truth's speeches even though the words in the speech have changed from what she really said. We talk about the words and ideas even though the meanings may be different for different people at different times in history.

"Two Texts of Sojourner Truth's Speech..." - Reading Questions

1. The writer says that "many people thought it was a great speech."

What information does the writer give to show that people at the convention liked the speech?

- A. The writer presents the texts of the speech.
- B. The writer says that the speech is very famous today.
- C. The writer uses a quotation from an audience member.

D. The writer tells what the newspapers said about the speech.

CCSS Alignments:

RI.5.1

RI.5.8

2. Here are some sentences from what you read.

Sojourner Truth had not planned to give a speech at the convention, but she wanted to say what she thought about some ideas she had heard there. Some ministers from the town came to the convention to say that women should not have rights.

Gage wrote Sojourner Truth's speech on paper in 1863—12 years after she heard it!

I have heard much about the sexes being equal; I can carry as much as any man, and can eat as much too, if I can get it. I am as strong as any man that is now.

What does heard mean?

Acceptable responses:

- listened
- listen
- past tense of hear
- hear

CCSS Alignments:

L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4, L.11-12.4

L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a, L.11-12.4a

3. Read this sentence from the Gage text.

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere.

Who is Sojourner Truth talking about when she says "that man over there"?

- A. Jesus
- B. her old master
- C. a newspaper writer

D. one of the ministers

CCSS Alignments:

RI.5.3, RI.6.3, RI.7.3

RI.5.7, RI. 6.7

4. Read these sentences from the Gage text.

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman?

What does Sojourner Truth most want the audience to understand when she says these words?

A. Her life has been difficult.

B. Women do not need extra help.

C. People should be more polite to black women.

D. She is not really free even though slavery ended.

CCSS Alignments:

RI.6.2 RI.8.2, RI.9-10.2

RI.5.4, RI.6.4, RI.7.4, RI.8.4, RI. 9-10.4, RI.11-12.4

RI.6.5 RI.8.5, RI.9-10.5

RI.6.6, RI.7.6, RI.8.6, RI. 9-10.6, RI.11-12.6

RI. 9-10.9, RI.11-12.9

5. Read this sentence from the Gage text.

Look at me! Look at my arm!

What does Sojourner Truth want the audience to see?

A. how angry she is

B. how strong she is

C. that she has been hurt

D. that she is telling the truth

CCSS Alignments:

RI.6.2 RI.8.2, RI.9-10.2

RI.6.5 RI.8.5, RI.9-10.5

RI.6.6, RI.7.6, RI.8.6, RI. 9-10.6, RI.11-12.6

RI. 9-10.9, RI.11-12.9

6. Read this sentence from the Gage text.

I have ploughed and planted, and gathered into barns, and no man could head me!

What does "head me" mean in this sentence?

A. hurt me

B. hear me

C. tell me what to do

D. do better than me

CCSS Alignments:

RI.6.4, RI.7.4, RI.8.4, RI. 9-10.4, RI.11-12.4

L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4, L.11-12.4

L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a, L.11-12.4a

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.5.5a, L.6.5a, L.7.5a, L.8.5a, L.9-10.5a, L.11-12.5a

L.6.5b, L.7.5b, L.8.5b

7. Read this sentence from the Gage text.

I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me!

Use your own words to write what this sentence means. Try to write about all the important ideas that are in the sentence.

Sample response: She had many children. Her children were slaves. Her children were sold away from her. She was very sad that this happened to her children. No one helped her or listened to her cry for her children. She had only Jesus.

CCSS Alignments:

RI.5.2, RI.6.2, RI.7.2, RI.8.2, RI. 9-10.2, RI.11-12.2

RI.5.4, RI.6.4, RI.7.4, RI.8.5, RI. 9-10.4, RI.11-12.4

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.6.5b, L.7.5b, L.8.5b

L.5.5c

L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

8. In the Gage text, Sojourner Truth asks the question "Ain't I a woman?" four times during the speech.

Why does she repeat this question and what does she mean by it? What message does she want the audience to understand? Think carefully about these questions and write full answers.

Sample response: She repeats this question because it is the main idea she wants to say. She means that she is a woman, and she has done many things that are very difficult. Her life has been full of work and sadness, but she is still very strong, as strong as a man or more. She wants the audience to understand that what the ministers say is wrong. Her message is that a woman can be very strong and do many difficult things. A woman is not less than a man.

CCSS Alignments:

RI.5.2, RI.6.2, RI.7.2, RI.8.2, RI. 9-10.2, RI.11-12.2

RI.6.4, RI.7.4, RI.8.4, RI. 9-10.4, RI.11-12.4

RI.6.5 RI.8.5, RI.9-10.5

RI.6.6, RI.7.6, RI.8.6, RI. 9-10.6, RI.11-12.6

RI. 9-10.9, RI.11-12.9

9. What information tells you that the Gage text is probably different from what Sojourner Truth really said? Write *three* things that tell you this.

Acceptable responses:

- The text is written in Southern dialect, but Sojourner Truth spoke in a Northern dialect.
- The text says she had thirteen children, but she only had five children.
- The text was written twelve years after Sojourner Truth gave the speech.
- Gage was a story writer and a poet, so maybe she wanted to make the speech more interesting than it was.
- Gage was the president of the convention, so maybe she wanted to make the speech say the ideas better than it did.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI. 9-10.1, RI.11-12.1

RI.5.6

RI.6.9, RI.7.9, RI.8.9, RI. 9-10.9, RI.11-12.9

10. Which of these *best* tells the *main ideas* of the Robinson text?

A. I want women's rights. I am as strong as any man and have worked as hard as any man.

B. I want to speak. I think that men and women should have the same rights. I have heard that men and women are the same. I am even stronger than most men.

C. When was a slave, I worked as hard as the men. I was as hungry as they were, too, but I was given less food because I am a woman. Often, I did not get enough to eat.

D. I have done many different things in my life. I have plowed, reaped, husked, chopped, and mowed. I have worked a lot, and I am tired. Now I think I should have the right to live as I want.

CCSS Alignments:

RI.5.2, RI.6.2, RI.7.2, RI.8.2, RI. 9-10.2, RI.11-12.2

11. How are the two texts of Sojourner Truth's speech the same? How are they different? Write about it.

Use examples from both texts to show what you mean.

Sample responses: The two texts say many things that are the same. For example, the Gage text says, "I could work and eat as much as a man." The Robinson text says, "I have as much muscle as any man, and can do as much work as any man." In both texts, Sojourner Truth says she can eat as much as a man when she can get food.

But the Gage text says more sad things that the Robinson text does not say. In the Gage text, Sojourner Truth says she had to "bear the lash." She does not talk about the lash in the Robinson text. There is another thing, too. In the Gage text, she says she is the mother of children who are not free. She says that she cried because her children were sold away. In the Robinson text, Sojourner Truth mostly talks about how much she worked like the men. She does not talk about her children.

The two texts both have the same ideas. They both say that Sojourner Truth is as strong as a man and can do what a man can do. However, the Robinson text is simpler. It says, "I am as strong as any many that is now." The Gage text says, "Look at me! Look at my arm!" This is how Sojourner Truth shows she is strong. In the Gage text, Sojourner Truth speaks in a more interesting and unusual way than in the other text. For example, she asks "Ain't I a woman?" many times. This is the way she tells the audience that a women can do anything. But in the Robinson text, Sojourner Truth just says, "I am for women's rights."

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI. 9-10.1, RI.11-12.1

RI.5.5

RI.5.6, RI.6.6, RI.7.6, RI.8.6, RI. 9-10.6, RI.11-12.6

RI.5.8, RI.6.8, RI.7.8, RI.8.8, RI. 9-10.8, RI.11-12.8

RI.6.9, RI.7.9, RI.8.9, RI. 9-10.9, RI.11-12.9

12. Which of the two texts of Sojourner Truth's speech do you prefer? Why? Write about it. Use information from both texts to explain what you mean.

Sample responses: I like "Ain't I a Woman?" better. The speaking is stronger. It shows more how bad slavery is and how strong Sojourner Truth was. It says how bad it was for her when her children were sold. I was sad when I read this sentence: "I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me." This speech makes people feel sorry. It makes people understand more that black women need the rights the most of all. The other speech is good, but it does not have as much power. It says, "I want to speak about this matter." It is more polite but it does not make the ideas have the same power.

I prefer the Robinson text because I believe it is more real. It was written near the time Sojourner Truth gave her speech. It was written in the dialect Sojourner Truth spoke in her life. She did not speak in a Southern dialect. The Robinson text does not say things that did not happen, either. It does not say that Sojourner Truth had thirteen children. I think Sojourner Truth speaks well in the speech. Her ideas are easy to understand. She says, "I am for women's rights." She says, "I am as strong as any man that is now." The other speech is not her words. It is the words of Frances Gage.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI. 9-10.1, RI.11-12.1

RI.5.5

RI. 9-10.6, RI.11-12.6

RI.11-12.8

RI.6.9, RI.7.9, RI.8.9, RI. 9-10.9, RI.11-12.9

Lesson Three: Paired Selection – Biography and Speech

- 1. Review the first text:** In either groups or as a class, ask learners to discuss "Sojourner Truth." Prompt them with questions such as *Who was Sojourner Truth? What did she do?*
- 2. Integrate genre concepts:** Referring to *What is a Biography?*, ask learners to explain why "Sojourner Truth" is nonfiction and why it is a biography.
- 3. Review the second text:** In either groups or as a class, ask learners to discuss "Two Texts of Sojourner Truth's Speech." Prompt them with question such as *How are the two texts the same? How are they different?*
- 4. Integrate genre concepts:** Referring to *Reading Historical Texts* ask learners how Sojourner Truth's speech is like the game of telephone that the class played. Ask learners what we can and cannot know about Sojourner Truth's speech.
- 5. Respond to paired-passage items:** Ask learners to write their answers to the questions. Then in groups of three or four, have learners read what they wrote and discuss their answers with the group. Encourage learners to ask each other questions to build on ideas.
- 6. Share class feedback:** Wrap up the lesson by asking a member of each group to report to the class how its members responded to the questions. If appropriate, compare and contrast as a class the different responses among the groups.

Extra activity

LO: Recognize and apply the genre concepts of biographies and speeches

CCSS: W.5.2, W.6.2, W.7.2, W.8.2

W.5.4, W.6.4, W.7.4, W.8.4, W.9-10.4, W.11-12.4

W.5.5, W.6.5, W.7.5, W.8.5, W.9-10.5, W.11-12.5

W.5.10, W.6.10, W.7.10, W.8.10, W.9-10.10, W.11-12.10

SL.5.1, SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1

SL.5.4, SL.6.4, SL.7.4, SL.8.4

SL.5.5, SL.6.5, SL.7.5, SL.8.5

SL.5.6, SL.6.6, SL.7.6, SL.8.6, SL.9-10.6, SL.11-12.6

Pair learners with partners. Ask partners to interview each other about their lives and take notes on the responses. Then have learners draft a biography of their partner. Partners should then review and discuss each other's drafts, offering feedback and suggestions for revisions and edits. Once partners have revised and edited their drafts, have learners present the biography of their partner to the class as a prepared speech. Encourage learners use visual displays (e.g., photographs, illustrations, maps) to add interest to their presentation.

Your Writing: Thinking about the Biography and Speech

Answer the questions. Remember to use complete sentences and check your spelling.

1. Read this sentence from the biography "Sojourner Truth."

At that time, "rights for black people" often meant rights for black men, and "rights for women" often meant rights for white women. Sojourner Truth was one of very few people in the country to speak about the rights of black women.

How do the texts of Sojourner Truth's speech in "Two Texts of Sojourner Truth's Speech at the Ohio Women's Rights Convention" show Sojourner Truth speaking about the rights of black women? Write about it. Use information from both texts of Sojourner Truth's speech to show what you mean.

Sample response: In her speech, Sojourner Truth tells the audience that a woman can be as strong as a man and they should have the same rights as men. In the Robinson text, she says, "I have heard much about the sexes being equal; I can carry as much as any man." In the Gage text, she says, "No man can head me." She shows the audience that slave women have to do all things that men do. In both texts, she tells the audience all the hard jobs that black slave women do. She shows that black women are as strong as men and should have the same rights as men.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI. 9-10.1, RI.11-12.1

RI.5.6

RI.6.9, RI.7.9, RI.9-10.9

2. If someone asked you who Sojourner Truth was, what would you tell them? Write to a friend to say who Sojourner Truth was and what her life was about. Tell your friend the information you think is important to tell someone who does not know who Sojourner Truth is.

Answers will vary.

CCSS Alignments:

RI.5.9

W.5.8

W.5.9, W.6.9, W.7.9, W.8.9, W.9-10.9, W.11-12.9

L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

3. Sojourner Truth fought for people's freedom and rights. If you were going to fight for something, what would you want to fight for? Why do you think it is important?

Answers will vary.

CCSS Alignments:

W.5.1

W.5.10, W.6.10, W.7.10, W.8.10, W.9-10.10, W.11-12.10

Paired Selection: Historical Documents

"What Is the United States Constitution?" "What Are the Constitutional Amendments?"

Learning objectives:

Through completing this set of lessons, learners will

- identify the purposes, themes, and rhetorical features of foundational documents of the United States;
- understand how the English used in historical documents varies from modern and informal uses;
- learn conversational, general academic, and domain-specific vocabulary in context;
- cite textual evidence to support ideas;
- explore the foundational American principles of independence, unity, freedom, and equality;
- activate connections between texts and their own experiences.

Global CCSS alignments:

RF.5.3, RF.5.4

SL.5.1, SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1

L.5.3, L.6.3, L.7.3, L.8.3, L.9-10.3, L.11-12.3

L.5.6, L.6.6, L.7.6, L.8.6

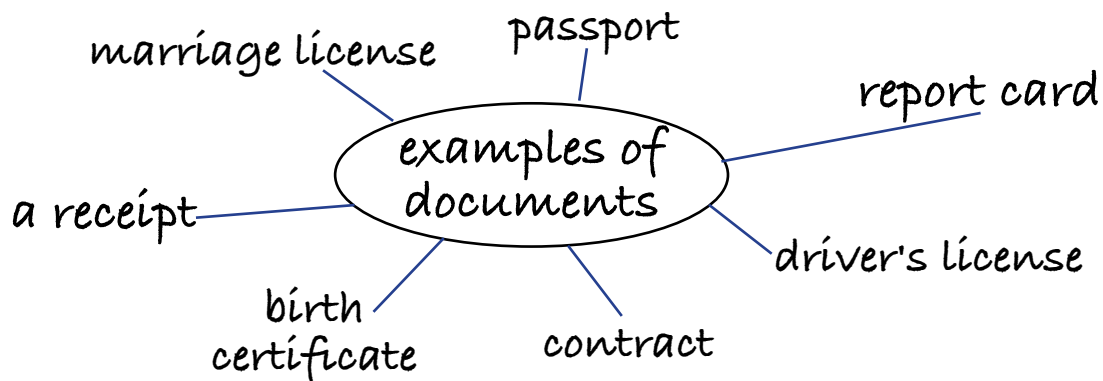
Introduction

In this paired selection, learners will explore the foundational American values of independence, unity, freedom, and equality, as represented in a selection of seminal documents of the United States: the United States Constitution and the Constitutional Amendments. This selection of historical documents provides a vehicle for learners to acquire historical knowledge of the United States government and to learn techniques for interpreting formal English in historical and legal documents. These materials support not only career and college readiness, but also their ability to participate as informed citizens of American democracy. The pairing also invites a larger conversation about American values that can be deeply enriched through diverse contributions of learners in the class.

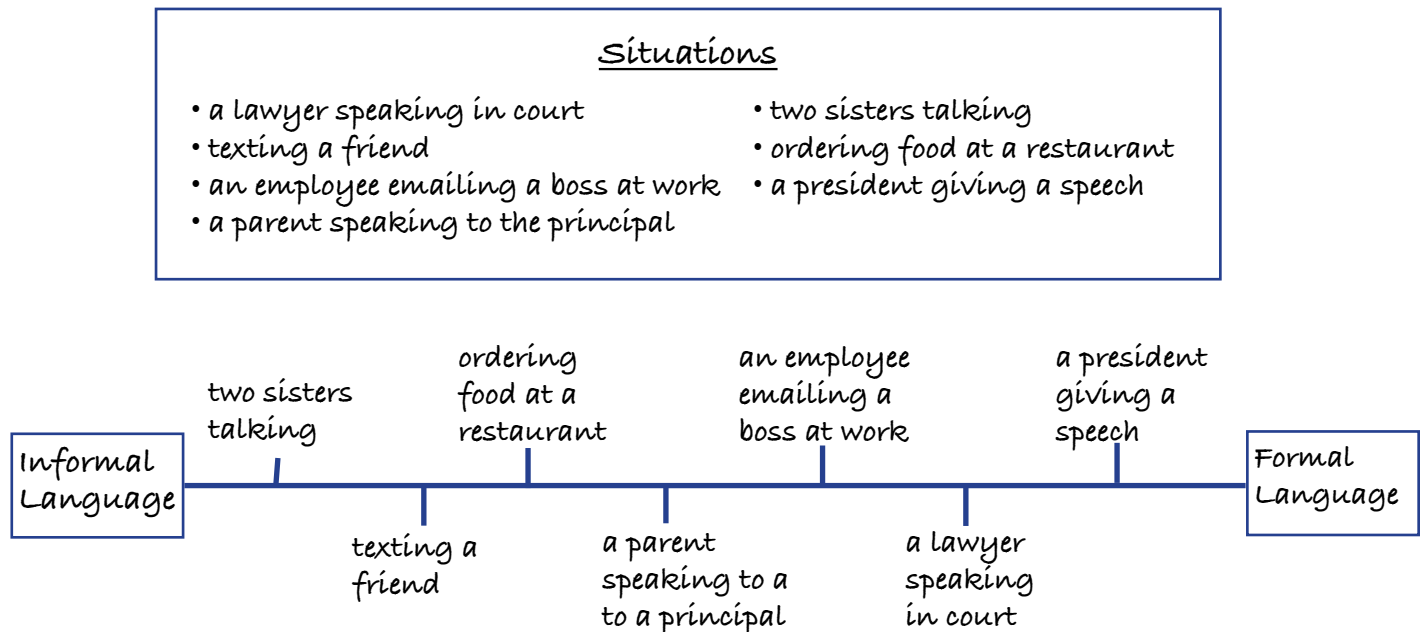
Introductory Lesson: What Is a Historical Document?

General Academic Vocabulary: document (v., n.), legal document, formal English, informal English, historical document

- 1. Introduce genre concept:** As a class, have learners read the first paragraph of *What Is a Historical Document?* Draw a mind map on the board with "Examples of documents" in the center circle. Have learners add examples from the paragraph. Then ask them to think of additional examples of documents. Use any incorrect or borderline suggestions (e.g., library card) to clarify and refine the genre concept (e.g., A library card by itself is not quite a document. A library record is a document because it shows a list of the books a person has borrowed and when.) Add their ideas to the mind map as appropriate.



2. Have a volunteer read the second paragraph of *What Is a Historical Document?* Discuss the differences between formal and informal language. Encourage learners to think of informal words or phrases they use (e.g., slang, etc.) When do they usually use those words and phrases? When would they choose to use more formal language instead? If you like, draw a continuum, with the headings *Informal language* at one end and *Formal language* at the other end. Ask learners to think about situations (when, where, with whom) in which each type of language might be used. Then call out situations and ask for volunteers to make a mark along the continuum to indicate where each situation should be placed. Discuss as a class if necessary to gain general consensus and write the situations in at the appropriate places along the continuum. Below is one possible order, but not the only correct way.



3. Have volunteers read each of the remaining paragraphs of *What Is a Historical Document?* Discuss as a class to confirm basic comprehension.
4. Explain to learners that for this set, they will read about two historical documents that are also important legal documents of the United States: the *United States Constitution* and the *Constitutional Amendments*. They will also be reading parts of these documents.

What is a Historical Document?

The verb **to document** means to represent true and correct information about something very clearly so that people know the information is true, without any doubts.

A **document** is writing that presents true and correct information about something that has happened or to show that something is legal. For example, a document called a *birth certificate* shows a person's legal name, and when and where the person was born. A *marriage license* shows that two people are married. Some documents say that the government will let a person to do something such as drive (a driver's license), or travel to another country (a passport). Other documents might show that two people made a legal agreement (a contract). For example, an employee at a company has to sign a contract to show that she agrees to do the work. The company has to sign the contract to show that it agrees to pay the employee. Both have to sign their name to the document to make it a legal agreement.

Many documents are legal documents. They carry the power of the law. Legal documents usually use language that is different from the language people speak every day to each other. Legal documents use **formal** English. This language may be difficult to understand because most people are not used to it. It is different from **informal** English, the language used for talking to friends, family, neighbors, and other people in normal life.

A **historical** document is writing from an earlier time in history. When people study a time in history, sometimes they read historical documents—documents written by people who lived during that time.

Historical documents may be very difficult to understand. They are often difficult even for people who know the language well, because of the way language changes over time. If the historical document was written a long time ago, its language may be very different from the language people use today.

The language may also be written differently. The handwritten form of the letters may difficult to read and the use of punctuation and capitals may be different. For example, in 17th and 18th century English text, it is not unusual to see some nouns begin with a capital letter.

Lesson One: "What Is the United States Constitution?"

Target Unit: 20

General Academic Vocabulary: colony, state, power over, United States Constitution, document, power, government, right, law, independent, state, voice (political sense), citizen, free (political sense), vote (v.), explain, reason, Congress, court, rule (v.)

Domain-Specific Vocabulary: thirteen British Colonies, Declaration of Independence, American War of Independence, Founding Fathers, Preamble, branches of government

Text Vocabulary: set up, **power, right, independent, rule (v.), voice (political sense), decide, list, promise,** land, **large, reason, order, make sure, leader,** last (v.), **rule (n.), explain,** even though

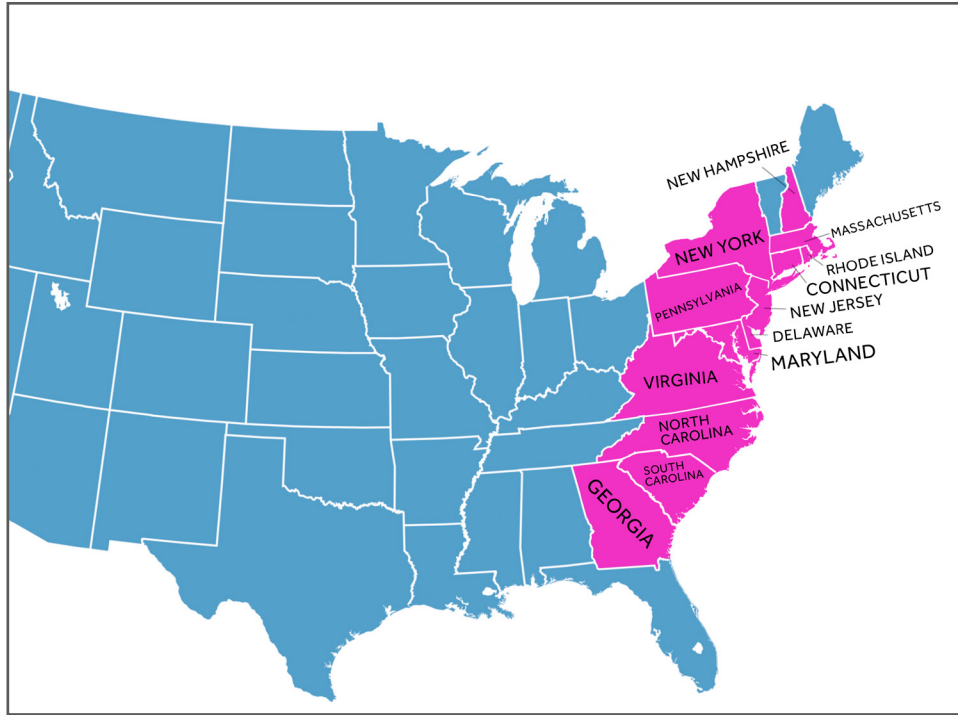
Vocabulary Taught in Items: free (political sense), secure, blessing, liberty, posterity

Art Gloss Vocabulary: N/A

Lesson Plan

1. **Review genre concepts:** As a class, review the definition of *historical documents* from *What Is a Historical Document?*
2. **Establish historical background:** Ask learners what they know about how the United States became a country. Have them look at the map in Historical Background and read the information together as a class.
3. **Preview the text:** Have learners look at the illustration above the text's title. Ask them what they see in the picture and then have them read the title. What can they tell about the historical document based on the picture and title? [Possible Answers: The document is very old, was handwritten with a feather pen, is from the United States, etc.].
4. **Read the text:** Have learners read the text independently or aloud in pairs.
5. **Establish basic understanding:** After they read the text, ask the class general comprehension questions such as: *When was the United States Constitution written? What type of information is in the Constitution?*
6. **Reread the text:** Reinforce the blue-highlighted Text Vocabulary words with the class. Then have learners reread the text. If learners read to themselves the first time, have them read aloud in pairs. If they read in pairs, have them read to themselves.
7. **Respond to reading comprehension items:** Review the instructions together as a class. Make sure learners understand what to do for different item formats. Ask learners to answer the first six questions, either by themselves or with a partner. They should have the text available to help them answer the questions. Discuss their answers together as a class. Refer to the text to clarify any questions or confusion. Ask learners to complete items 7 and 8.
8. **Discuss in groups and as a class:** Put learners in small groups. Ask them to take turns reading their answers to items 7 and 8. Have them discuss their responses in their groups. Then have a volunteer from each group read the answer for each question, and discuss as a class.
9. **Resume responding to the reading comprehension questions:** Tell learners that the remaining questions are about the Preamble of the Constitution. Pair learners with partners and have them read the Preamble and answer questions 9-15. They will need a dictionary to answer some of the questions. Have volunteers read their written responses aloud and discuss as a class.

“What is the United States Constitution?” - Historical Background



Before the United States became a country it was a group of colonies. A colony is a place that is not its own state or country. Instead, another country owns it or has power over it. In the 1600s and 1700s, some people from England came to live in America. They lived in the British colonies in America. There were thirteen British colonies in America. In 1776, the people in these colonies wrote a famous document called the Declaration of Independence. It said that the people did not want to be British colonies anymore. They wanted to be their own American country. They fought a war with Great Britain to try to become their own country. 1783, the Americans won their war—the American War of Independence. Then it was time for them to build their new country.

One of the first things they did was write a document called a constitution. The United States Constitution was written in 1787. It became law in 1788.



What Is the United States Constitution?

The United States Constitution is one of the country's most important documents. It was written when the United States first became a country. The Constitution sets up the powers of the government and the rights of the people. It is the highest law of the United States.

The Constitution was written after the American War of Independence, when the thirteen British colonies in America became free and independent states. The thirteen states needed a government that would hold them together as one. They needed a written set of laws and ideas—a constitution—to make them one country.

The United States Constitution was written by a group of men called the Founding Fathers. The Founding Fathers had fought to be free from the King of Great Britain. They did not want to be ruled by a king ever again. They wanted a country where the people could have a voice in the laws. In 1787, the Founding Fathers met in Philadelphia, Pennsylvania to decide how the government of the new country should work. They wanted it to be strong enough to hold the thirteen states together but not so strong that its citizens were not free.

It was difficult for the Founding Fathers to agree about what the Constitution should say. When they finally did agree, all the states also had to agree to the new Constitution. Some of the states worried that the Constitution gave the government too much power over the people. They did not want to vote for the Constitution unless it also had a list of the people's rights. The Founding Fathers promised to add that list later if the states agreed to the Constitution. It took a long time, but by 1788, all the states had voted to make the Constitution the law of the land.

What Is the United States Constitution? (continued)

The Constitution begins with a section called the Preamble. The Preamble is the most famous part of the Constitution. It explains why the Constitution was written. The first words of the Preamble—"We the people"—are much larger than all the other words on the page.

We the People *of the United States, in order to form a more perfect union, establish justice, insure domestic Tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.*

The Preamble says that the Constitution was written for many reasons: to make one country from many states; to have law and order; to make sure there is peace between the citizens; to make the country safe; to make sure the people have what they need; and to let the people be free to make their own lives.

The rest of the Constitution tells how the government will work. It divides the power of government into three parts or "branches": the President, the lawmakers (the Congress), and the courts. The three branches have to share power so that no part becomes too strong. The Constitution tells how the people will vote for leaders, how laws will be made, and how the courts will work. One part of the Constitution even tells how the Constitution can be changed.

“What Is the United States Constitution?” - Reading Questions

Instructions:

- Some questions have answer choices next to the letters A, B, C, and D. Circle the correct answer.
- Other questions have a place for you to write your answer. Remember to use complete sentences and check your spelling.

Correct answers for multiple choice questions are underlined and in blue

1. Who wrote the Constitution?

- A. the king of England
- B. the people of America

C. the Founding Fathers

- D. the first United States president

CCSS Alignments:

R1.5.1

R1.5.3

2. Read this sentence from the text.

The Constitution was written after the American War of Independence, when the thirteen British colonies in America became free and independent states.

Look at the dictionary entry for the word *free*. Which meaning is used in the sentence?

free - *adj.*

- 1. not costing any money
- 2. not having something bad in it
- 3. not under the power of someone or something else
- 4. not busy; having time to do something

A. 1

B. 2

C. 3

D. 4

CCSS Alignments:

L.5.4

L.5.4a

L.5.4c

3. What did the Founding Fathers do?

- A. They discovered the continent of America.
- B. They helped the King of England fight a war.
- C. They made the churches in the colonies in America.

D. They helped make the United States its own country.

CCSS Alignments:

L.5.1

L.5.3

L.5.4

4. The text says a constitution is “a set of laws and ideas.” Which of these ideas is in the United States Constitution?

- A. It is wrong for any country to have colonies.

B. The people have a voice in how the country works.

- C. All the people in the country have the same rights.
- D. The President is the most important part of the government.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI. 9-10.1, RI.11-12.1

RI.6.6, RI.8.6, RI. 9-10.6

5. Some states did not want to agree to the Constitution at first. What did the Founding Fathers say to the states so that they would vote for the Constitution?

- A. The states could make the laws.
- B. The states could have more money.

C. A list of the people’s rights would be added later.

- D. Only the states that agreed could be in the new country.

CCSS Alignments:

RI.5.1

RI.5.3

6. What is the Preamble?

- A. the last section of the Constitution

B. the first section of the Constitution

- C. a part of the Constitution that was added later
- D. a part of the Constitution that was taken out later

CCSS Alignments:

RI.5.6, RI.6.6, RI.7.6, RI.8.6, RI. 9-10.6, RI.11-12.6

7. Why is the Constitution called a “living document?” Write about it. Use information from the text to show what you mean.

Sample response: It can change and grow like something that lives. It does not have to be the same all the time. It has changed 27 times.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI. 9-10.1, RI.11-12.1

RI.6.2, RI.8.2, RI. 9-10.2

RI.5.3, RI.8.3

RI.5.4, RI.6.4, RI.7.4, RI.8.4, RI. 9-10.4, RI.11-12.4

8. Read this sentence from the text.

The United States Constitution is one of the country's most important documents.

Why is the Constitution so important? Write about it. Use information from the text to show what you mean.

Acceptable responses:

- It is the highest law of the country.
- It holds the states together.
- It sets up the rights of the people.
- It sets up the powers of the government.
- It helped to make the country.
- It has the ideas and laws of the country.
- It says how the country works.
- It says how the government works.
- It says how the people can have a voice in the laws.
- It says what kind of country the United States is.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI. 9-10.1, RI.11-12.1

RI.6.2, RI.8.2, RI. 9-10.2

RI.5.3, RI.7.3, RI.8.3

L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

9. Read this sentence from the text.

The first words of the Preamble — “We the people” — are much larger than all the rest of the words on the page.

Why do you think the Founding Fathers made these words bigger than the other words? Use information from the text to help show what you mean.

Sample response: The Founding Fathers did not like to have a king. They wanted the people to have power in the new country. They wrote the words bigger because the people are important in the new country.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI. 9-10.1, RI.11-12.1

RI.6.5, RI.8.5, RI.9-10.5

RI.6.6, RI.7.6, RI.8.6, RI.9-10.6, RI.11-12.6

RI.9-10.9, RI.11-12.9

10. The Preamble is a legal document written in 1787. The Preamble gives reasons why the Constitution was written. Some of those reasons are written below on the left. On the right, they are translated into simple English that is spoken today.

English from the Preamble...	translated into simple English of today
"to form a more perfect union"	to make one country from many states
"to establish justice"	to have law and order
"to insure domestic Tranquility"	to make sure there is peace between citizens
"to provide for the common defense"	to make the country safe
"to promote the general welfare"	to make sure the people have what they need

Choose one of the reasons on the left that is written in the Preamble. Draw a circle around that reason. Use a dictionary to look up the words you don't know. What do they mean? What is their connection to the words on the right? Write about it.

Sample response: "To insure" means to make sure. "Domestic" means in the country. "Tranquility" means peace. It means to make sure there is peace inside the country, between the people who live in the country. This is almost the same as the words on the right.

CCSS Alignments:

L.9-10.3, L.11-12.3
 L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4, L.11-12.4
 L.5.4c, L.6.4c, L.7.4c, L.8.4c, L.9-10.4c, L.11-12.4c
 L.6.4d, L.7.4d, L.8.4d, L.9-10.4d, L.11-12.4d
 L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5
 L.6.5b, L.7.5b, L.8.5b
 L.5.5c
 L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

11. Read this part of the Preamble.

...and secure the blessings of liberty to ourselves and our Posterity, ...

Use a dictionary. What does the verb to secure mean?

- A. to help something grow
- B. to fight for something important

C. to make something safe so it won't be lost

- D. to ask for something that is difficult to have

CCSS Alignments:

RI.5.4, RI.6.4, RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4
 L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4, L.11-12.4
 L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a, L.11-12.4a
 L.5.4c, L.6.4c, L.7.4c, L.8.4c, L.9-10.4c, L.11-12.4c
 L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

12. Use a dictionary. What does *blessings* mean?

- A. difficult jobs
- B. good things**
- C. simple ideas
- D. expensive things

CCSS Alignments:

RI.5.4, RI.6.4, RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4
L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4, L.11-12.4
L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a, L.11-12.4a
L.5.4c, L.6.4c, L.7.4c, L.8.4c, L.9-10.4c, L.11-12.4c
L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

13. Use a dictionary. What does *liberty* mean?

- A. being free**
- B. being happy
- C. working hard
- D. having money

CCSS Alignments:

RI.5.4, RI.6.4, RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4
L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4, L.11-12.4
L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a, L.11-12.4a
L.5.4c, L.6.4c, L.7.4c, L.8.4c, L.9-10.4c, L.11-12.4c
L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

14. Use a dictionary. What does *posterity* mean?

- A. people who will be born in the future**
- B. people who all believe the same ideas
- C. countries that are near to the United States
- D. countries that are friends with the United States

CCSS Alignments:

RI.5.4, RI.6.4, RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4
L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4, L.11-12.4
L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a, L.11-12.4a
L.5.4c, L.6.4c, L.7.4c, L.8.4c, L.9-10.4c, L.11-12.4c
L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

15. What does “to secure the blessings of liberty to ourselves and our Posterity” mean?

Sample responses:

- to make sure the people are free and the people who come later are also free
- to make sure we are free and people in the future are free
- to make being free safe for us and our children and grandchildren
- to have the good things of being free now and in the future
- to be free is good; we will get it for ourselves and the people after us
- we will be free now and people will be free in the future

CCSS Alignments:

RI.5.4, RI.6.4, RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4

RI.9-10.9, RI.11-12.9

L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4, L.11-12.4

L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a, L.11-12.4a

L.5.4c, L.6.4c, L.7.4c, L.8.4c, L.9-10.4c, L.11-12.4c

L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

Lesson Two: “What Are the Constitutional Amendments?”

Target Unit: 20

General Academic Vocabulary: historical document, United States Constitution, amendment, national, last, longer, reason, law, Congress, step, vote (v.), vote (n.), pass, government, respect, freedom, abridge, press, on account of, punishment, crime, shall, underlined

Domain-Specific Vocabulary: constitutional amendments, Bill of Rights, Founding Fathers

Text Vocabulary: **reason**, way, further, must, **right, rule (n.), shall, religion, race, slavery**, skin, **age**

Vocabulary Taught in Items: last, longer, step, respect, abridge, press, freedom, punishment, crime, on account of

Art Gloss Vocabulary: N/A

Lesson Plan

1. **Review genre concepts:** Ask learners what they remember about historical documents. Elicit responses to cover points in *What Is a Historical Document?* Ask them what makes the United States Constitution a historical document. At the end of the discussion, explain they are now going to read about another historical document that became part of the Constitution.
2. **Introduce text concepts:** Before looking at the material, ask learners if the Constitution can be changed? If necessary refer them to the last paragraph of “What is the United States Constitution?”
3. **Preview the text:** Have learners look at the illustration above the text’s title. Then ask them to read the title. Elicit what they think the Constitutional Amendments are. Explain that amendment means a small change made to a document. Explain they will read about some amendments that were made to the Constitution. They will also read six of those amendments.
4. **Read the text:** Have learners read the text independently or aloud in pairs.
5. **Establish basic understanding:** After reading the text one time, ask the class general comprehension questions such as Is it easy to change the constitution? Why have change been made then? What is the Bill of Rights?
6. **Reread the text:** Reinforce the blue-highlighted Text Vocabulary words with the class. Then have learners reread the text. If learners read to themselves the first time, have them read aloud in pairs. If they read in pairs, have them read to themselves.
7. **Respond to reading comprehension items:** Ask learners to answer the first 8 questions with a partner. They should have the text available to help them answer the questions. Check the answers together as a class. Refer to the text to clarify any questions or confusion. Tell learners they will need to use a dictionary to answer the next two questions. Have them answer questions 9 and 10 with a partner. Discuss answers as a class. Ask learners to answer the remaining questions (11 and 12) independently. Review the answer to number 11 as a class.
8. **Discuss in groups and as a class:** Have learners take turns reading their answers to question 12 their group and discussing their responses. Then have a volunteer from each group read the answer to the question and discuss as a class.



What Are the Constitutional Amendments?

The United States Constitution has lasted for more than 225 years—longer than any other national constitution in the world. One reason why the Constitution is still here today is that it can be repaired if it is not working well. Written into the Constitution is a way to make changes. Changes to the Constitution are called amendments. An amendment can be a new law added to the Constitution, or it can be a change to a law that is already in the Constitution. An amendment can also take a law out of the Constitution.

It takes two steps to change the Constitution. First, Congress has to vote on the amendment. At least 2/3 of the Congress has to vote for it, or the amendment cannot go any further. If the amendment does get enough votes to pass through Congress, the states then have to vote on it. At least 3/4 of the states must vote for the amendment. Only then can the change become part of the Constitution. The Constitution is not easy to change. More than 11,000 amendments have been voted on, but only 27 have passed.

The first ten amendments were added to the Constitution in 1791. They are called the Bill of Rights. They were written by the Founding Fathers to make sure that the government would respect the rights of the people. Later, other amendments were added. Some amendments gave new rights to the people. Others added a new rule about how the government works. On the next page you'll find several important Constitutional amendments.

1st AMENDMENT (1791)

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

13th AMENDMENT (1865)

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

14th AMENDMENT (1868)

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

15th AMENDMENT (1870)

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

19th AMENDMENT (1920)

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

26th AMENDMENT (1971)

The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

The 1st Amendment is probably the most famous. It says that people do not need to be afraid of the government. The government cannot have a religion and the people can have any religion; the people can say or write what they think; they can meet together in large groups; and they can ask the government to change what they do not like.

The 13th amendment makes slavery illegal. Slavery is when someone owns another person or makes a person work without pay.

The 14th amendment says that all people born in the United States or who later become citizens of the United States have all the rights of citizens.

The 15th amendment says that the right to vote cannot be taken away because of a person's skin color.

The 19th amendment says that the right to vote cannot be taken away because a person is a woman.

The 26th amendment makes 18 the legal voting age.

“What are the Constitutional Amendments?” - Reading Questions

1. Read this sentence from the text.

The United States Constitution has lasted for more than 225 years—longer than any other national constitution in the world.

In the sentence, to *last* means

- A. to change a lot.
- B. to make problems.

C. to stay or be in the world.

- D. to be famous or well known.

CCSS Alignments:

RI.5.4, RI.6.4, RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4

L.5.4

L.5.4a

L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

L.11-12.5a

L.6.5b, L.7.5b, L.8.5b

L.5.5c

2. Read this sentence from the text.

The United States Constitution has lasted for more than 225 years—longer than any other national constitution in the world.

In the sentence, *longer* means

- A. more help.

B. more time.

- C. more pages.
- D. more inches.

CCSS Alignments:

RI.5.4, RI.6.4, RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4

L.5.4

L.5.4a

3. Describe what a constitutional amendment is.

Acceptable responses:

- a change that is made to the Constitution
- a new law in the Constitution
- when the words in the Constitution are changed
- when something new is put in the Constitution or something is taken out of it

CCSS Alignments:

RI.5.1

RI.5.3

L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

4. Read this sentence from the text.

It takes two steps to change the Constitution.

Look at the dictionary entry for the word step. Which meaning is used in the sentence?

step - *noun*

1. one part of some stairs; a stair
2. one part of walking; when the foot touches the ground
3. one part of doing something
4. one part of a dance

A. 1

B. 2

C. 3

D. 4

CCSS Alignments:

L.5.4

L.5.4a

L.5.4c

L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

5. Read this sentence from the text.

They were written by the Founding Fathers to make sure that the government would respect the rights of the people.

To respect means

A. to say something more than one time.

B. to show that something is wrong or not good.

C. to be afraid of someone or something that has a lot of power.

D. to do or say things to show that something is very important.

CCSS Alignments:

L.5.4

L.5.4a

6. Which amendment in the text is part of the Bill of Rights?

A. the 1st Amendment

B. the 13th Amendment

C. the 14th Amendment

D. the 26th Amendment

CCSS Alignments:

RI.5.3

RI.5.7, RI.6.7, RI.11-12.7

RI.5.9

7. Read this part of the 1st Amendment.

Congress shall make no law ... abridging the freedom of speech, or of the press.

"The freedom of speech" means the people's right to say anything they want to say. Look at the dictionary entry for the verb to *abridge*.

abridge - *verb*

1. to make a book shorter by taking out some parts
2. *formal*: to take away all or some of someone's rights or power

Which meaning of the verb to *abridge* is used in the 1st Amendment? How do you know the answer? Write about it.

Sample responses:

- Meaning 2 says "formal." The amendment has formal English because it is a law. The formal meaning is the right one.
- The second one. The amendment is about the people's right to speak. The second meaning is to take away rights.
- 2 because 1 does not work. The 1st Amendment is about rights. It is not about a book.

CCSS Alignments:

RI.5.4, RI.6.4, RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4

L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4, L.11-12.4

L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a, L.11-12.4a

L.5.4c, L.6.4c, L.7.4c, L.8.4c, L.9-10.4c, L.11-12.4c

L.5.5, L.6.5, L.7.5, L.8.5

L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

8. Look at the dictionary entry for the word *press*.

press - *noun*

1. a machine that can push on something to make it flat or to get juice or oil from it
2. all the people who write or make the newspapers and the books

press - *verb*

1. to push on something
2. to iron clothes
3. to try to make something happen
4. to ask for something more than one time

In the 1st Amendment, *freedom of the press* means being free to

- A. make helpful machines.
- B. take care of things at home
- C. try to do things that are difficult.

D. share ideas and information in writing.

CCSS Alignments:

RI.5.4, RI.6.4, RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4
L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4, L.11-12.4
L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a, L.11-12.4a
L.9-10.4b, L.11-12.4b
L.5.4c, L.6.4c, L.7.4c, L.8.4c, L.9-10.4c, L.11-12.4c
L.5.5, L.6.5, L.7.5, L.8.5, L.9-10.5, L.11-12.5

9. Read this part of the 13th Amendment.

Neither slavery nor involuntary servitude, except as a punishment for crime ... shall exist within the United States.

Look at the underlined words. Look up the ones you do not know. The sentence says it is legal to make a person work without pay *only* if the person

- A. is younger than age 18.
- B. is not a citizen of the United States.

C. did not follow the laws of the United States.

- D. has a family that needs help in its business.

CCSS Alignments:

RI.5.4, RI.6.4, RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4
L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4, L.11-12.4
L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a, L.11-12.4a
L.5.4c, L.6.4c, L.7.4c, L.8.4c, L.9-10.4c, L.11-12.4c
L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

10. Read this part of the 14th Amendment.

No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States....

Use a dictionary to look up the words you do not know. What does this part of the 14th Amendment mean?

Acceptable responses:

- No state can make a law to take away power from citizens of the United States.
- No state can take away rights from citizens of the United States.
- A state has to treat the citizens well.
- A state has to let the citizens be safe.
- A state has to let the citizens have rights.
- The government cannot take away the rights of the citizens.
- The government has to let the citizens be safe.

CCSS Alignments:

RI.5.4, RI.6.4, RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4

RI.9-10.9, RI.11-12.9

L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4, L.11-12.4

L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a, L.11-12.4a

L.5.4c, L.6.4c, L.7.4c, L.8.4c, L.9-10.4c, L.11-12.4c

L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

11. Look at the 15th, 19th, and 26th Amendments.**15th AMENDMENT (1870)**

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

19th AMENDMENT (1920)

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

26th AMENDMENT (1971)

The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

In the 15th, 19th, and 26th Amendments, "on account of" means

A. part of.

B. outside of.

C. instead of.

D. because of.

CCSS Alignments:

RI.5.4, RI.6.4, RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4

L.5.4, L.6.4, L.7.4, L.8.4, L.9-10.4, L.11-12.4

L.5.4a, L.6.4a, L.7.4a, L.8.4a, L.9-10.4a, L.11-12.4a

L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

12. How are the 15th, 19th, and 26th Amendments the same? How are they different? Write about it.

Sample response: They all say that no one can take away the right to vote from citizens of the United States. The 15th Amendment says the right to vote is for people of any color. The 19th Amendment says the right to vote is for men and women. The 26th Amendment says the right to vote is for anyone who is 18 years or older.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1

RI.5.2, RI.6.2, RI.7.2, RI.8.2, RI.9-10.2, RI.11-12.2

RI.5.3, RI.6.3, RI.8.3, RI.11-12.3

RI.6.5, RI.8.5, RI.9-10.5

RI.9-10.9, RI.11-12.9

L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

Lesson Three: Paired Selection – Historical Documents

- 1. Review the first text:** In either groups or as a class, ask learners to discuss “What is the United States Constitution?” Prompt them with questions such as *Why was the Constitution written? What information is in it?*
- 2. Integrate genre concepts:** Referring to *What Is a Historical Document?*, ask learners to describe the language used in the Constitution.
- 3. Review the second text:** Ask learners to discuss “What are the Constitutional Amendments?” Prompt them with questions such as *Why were amendments made to the Constitution? What are some examples of constitutional amendments? What do they say?*
- 4. Integrate genre concepts:** Referring to *What Are the Constitutional Amendments?*, ask learners to point out some examples of formal language used in the amendments.
- 5. Respond to the paired-passage items:** Ask learners to answer questions 1-3 independently. Then in groups of three or four, have learners read what they wrote, then discuss answers with the group. Encourage learners to ask each other questions to build on ideas. Ask a member of each group to report to the class how its members responded to the questions. If appropriate, compare and contrast as a class different responses among the groups. Then ask learners to answer question 4 independently.
- 6. Share personal responses:** Wrap up the lesson by having learners share their answers to question 4 with the class.

Extra activity

LO: Activate connections between texts and their own experiences.

CCSS: W.5.1, W.6.1, W.7.1, W.8.1

W.5.3, W.6.3, W.7.3, W.8.3

W.5.9, W.6.9, W.7.9, W.8.9, W.9-10.9, W.11-12.9

W.5.10, W.6.10, W.7.10, W.8.10, W.9-10.10, W.11-12.10

Ask each learner to choose an amendment that is especially significant to him or her from “What Are the Constitutional Amendments?”, and then write about why it is important. Alternatively, ask each one to write a story about how life in America might be without that particular amendment.

Your Writing: Thinking about the Historical Documents

Answer the questions. Remember to use complete sentences and check your spelling.

1. What is the Bill of Rights? Write about it. Use information from *both* “What Is the United States Constitution?” and “What Are the Constitutional Amendments?” to show what you mean.

Sample response: The Bill of Rights has the first ten amendments of the Constitution. The Founding Fathers added these rights because some of the states wanted them. They did not want the Constitution if it did not have rights for the people. The Bill of Rights is a list of rights for the people.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1

RI.5.3, RI.6.3, RI.7.3, RI.8.3

RI.5.7, RI.6.7, RI.11-12.7

RI.5.9

L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

2. How do amendments help to make the Constitution a “living document”? Write about it. Use information from *both* “What Is the United States Constitution?” and “What Are the Constitutional Amendments?” to show what you mean.

Sample response: The amendments let the Constitution change if it is not working anymore. If people have new ideas that are important for the country, they can try to make an amendment to change the Constitution. If enough people vote for it, then the Constitution will have the new idea. The Constitution can live a long time because it can change.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1

RI.5.3, RI.6.3, RI.7.3, RI.8.3

RI.5.7, RI.6.7, RI.11-12.7

RI.5.9

L.5.6, L.6.6, L.7.6, L.8.6, L.9-10.6, L.11-12.6

W.5.8

W.5.9, W.6.9, W.7.9, W.8.9, W.9-10.9, W.11-12.9

W.5.9b

3. Write how it is possible, but not too easy, to change the Constitution. Use information from “What Are the Constitutional Amendments?” to show what you mean.

Sample response: At least 2/3 of the Congress has to vote yes to the change. Then ¾ of the states have to say yes, too. Then there is a new amendment and the Constitution is changed. It does not happen often. It is not easy for so many to vote for a change. People tried to make 11,000 changes but there are only 27 changes so far.

CCSS Alignments:

RI.5.1, RI.6.1, RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1

RI.5.3, RI.6.3, RI.7.3, RI.8.3

RI.5.7, RI.6.7, RI.11-12.7

RI.5.9

W.5.8

W.5.9, W.6.9, W.7.9, W.8.9, W.9-10.9, W.11-12.9

W.5.9b

4. If you could write an amendment to the Constitution, what would it say? Why would your amendment be a good idea? Write about it.

Answers will vary.

CCSS Alignments:

W.5.1

W.5.10, W.6.10, W.7.10, W.8.10, W.9-10.10, W.11-12.10

Grade 5 CCSS for English Language Arts Alignments

Grade 5 Reading Literature

CCSS.ELA-Literacy. RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy. RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CCSS.ELA-Literacy. RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
CCSS.ELA-Literacy. RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
CCSS.ELA-Literacy. RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
CCSS.ELA-Literacy. RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
CCSS.ELA-Literacy. RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Grade 5 Reading Information

CCSS.ELA-Literacy. RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy. RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CCSS.ELA-Literacy. RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
CCSS.ELA-Literacy. RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CCSS.ELA-Literacy. RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CCSS.ELA-Literacy. RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CCSS.ELA-Literacy. RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
CCSS.ELA-Literacy. RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CCSS.ELA-Literacy. RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CCSS.ELA-Literacy. RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Grade 5 Reading Foundations

CCSS.ELA-Literacy.	Know and apply grade-level phonics and word analysis skills in decoding words.
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RF.5.3	
CCSS.ELA-Literacy. RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
Grade 5 Writing	
CCSS.ELA-Literacy. W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-Literacy. W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy. W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy. W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CCSS.ELA-Literacy. W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)
CCSS.ELA-Literacy. W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CCSS.ELA-Literacy. W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CCSS.ELA-Literacy. W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy. W.5.9b	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
CCSS.ELA-Literacy. W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Grade 5 Speaking & Listening	
CCSS.ELA-Literacy. SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
CCSS.ELA-Literacy. SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCSS.ELA-Literacy. SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
CCSS.ELA-Literacy. SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to the task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)
Grade 5 Language	
CCSS.ELA-Literacy. L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy. L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy. L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CCSS.ELA-Literacy. L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy. L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy. L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).
CCSS.ELA-Literacy. L.5.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CCSS.ELA-Literacy. L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy. L.5.5a	Interpret figurative language, including similes and metaphors, in context.
CCSS.ELA-Literacy. L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.
CCSS.ELA-Literacy. L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CCSS.ELA-Literacy. L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).

Grade 6 CCSS for English Language Arts Alignments

Grade 6 Reading Literature

CCSS.ELA-Literacy. RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy. RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-Literacy. RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CCSS.ELA-Literacy. RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
CCSS.ELA-Literacy. RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CCSS.ELA-Literacy. RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
CCSS.ELA-Literacy. RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Grade 6 Reading Information

CCSS.ELA-Literacy. RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy. RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-Literacy. RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CCSS.ELA-Literacy. RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CCSS.ELA-Literacy. RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CCSS.ELA-Literacy. RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
CCSS.ELA-Literacy. RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CCSS.ELA-Literacy. RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
CCSS.ELA-Literacy. RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Grade 6 Writing

CCSS.ELA-Literacy. W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-Literacy. W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-Literacy. W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-Literacy. W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy. W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
CCSS.ELA-Literacy. W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CCSS.ELA-Literacy. W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
CCSS.ELA-Literacy. W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy. W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 6 Speaking & Listening

CCSS.ELA-Literacy. SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy. SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-Literacy. SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
CCSS.ELA-Literacy. SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Grade 6 Language

CCSS.ELA-Literacy. L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy. L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy. L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy. L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
CCSS.ELA-Literacy. L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word.
CCSS.ELA-Literacy. L.6.4d	Verify the preliminary determination of the meaning of a word (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS.ELA-Literacy. L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy. L.6.5a	Interpret figures of speech (e.g., personification) in context.
CCSS.ELA-Literacy. L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
CCSS.ELA-Literacy. L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
CCSS.ELA-Literacy. L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7 CCSS for English Language Arts Alignments

Grade 7 Reading Literature	
CCSS.ELA-Literacy. RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy. RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
CCSS.ELA-Literacy. RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CCSS.ELA-Literacy. RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CCSS.ELA-Literacy. RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
CCSS.ELA-Literacy. RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Grade 7 Reading Information	
CCSS.ELA-Literacy. RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy. RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CCSS.ELA-Literacy. RI.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CCSS.ELA-Literacy. RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CCSS.ELA-Literacy. RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
CCSS.ELA-Literacy. RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
CCSS.ELA-Literacy. RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Grade 7 Writing	
CCSS.ELA-Literacy. W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-Literacy. W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-Literacy. W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-Literacy. W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CCSS.ELA-Literacy. W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language

	standards 1-3 up to and including grade 7 here.)
CCSS.ELA-Literacy. W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
CCSS.ELA-Literacy. W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CSS.ELA-Literacy. W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy. W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 7 Speaking & Listening

CCSS.ELA-Literacy. SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy. SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-Literacy. SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
CCSS.ELA-Literacy. SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)

Grade 7 Language

CCSS.ELA-Literacy. L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy. L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy. L.7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy. L.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
CCSS.ELA-Literacy. L.7.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
CCSS.ELA-Literacy. L.7.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS.ELA-Literacy. L.7.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CCSS.ELA-Literacy. L.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
CCSS.ELA-Literacy. L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
CCSS.ELA-Literacy. L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8 CCSS for English Language Arts Alignments

Grade 8 Reading Literature

CCSS.ELA-Literacy. RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy. RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CCSS.ELA-Literacy. RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCSS.ELA-Literacy. RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy. RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Grade 8 Reading Information

CCSS.ELA-Literacy. RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy. RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CCSS.ELA-Literacy. RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
CCSS.ELA-Literacy. RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy. RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
CCSS.ELA-Literacy. RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
CCSS.ELA-Literacy. RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
CCSS.ELA-Literacy. RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Grade 8 Writing

CCSS.ELA-Literacy. W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-Literacy. W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-Literacy. W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-Literacy. W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CCSS.ELA-Literacy. W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language

	standards 1-3 up to and including grade 8 here.)
CCSS.ELA-Literacy. W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CCSS.ELA-Literacy. W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy. W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy. W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 8 Speaking & Listening

CCSS.ELA-Literacy. SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy. SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-Literacy. SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
CCSS.ELA-Literacy. SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

Grade 8 Language

CCSS.ELA-Literacy. L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy. L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy. L.8.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy. L.8.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
CCSS.ELA-Literacy. L.8.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
CCSS.ELA-Literacy. L.8.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS.ELA-Literacy. L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy. L.8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context.
CCSS.ELA-Literacy. L.8.5b	Use the relationship between particular words to better understand each of the words.
CCSS.ELA-Literacy. L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 9-10 CCSS for English Language Arts Alignments

Grades 9-10 Reading Literature

CCSS.ELA-Literacy. RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy. RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy. RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CCSS.ELA-Literacy. RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CCSS.ELA-Literacy. RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CCSS.ELA-Literacy. RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Grades 9-10 Reading Information

CCSS.ELA-Literacy. RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy. RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy. RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CCSS.ELA-Literacy. RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CCSS.ELA-Literacy. RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
CCSS.ELA-Literacy. RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
CCSS.ELA-Literacy. RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
CCSS.ELA-Literacy. RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Grades 9-10 Writing

CCSS.ELA-Literacy. W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy. W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy. W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CCSS.ELA-Literacy. W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
CCSS.ELA-Literacy. W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy. W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy. W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy. W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grades 9-10 Speaking & Listening

CCSS.ELA-Literacy. SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy. SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

Grades 9-10 Language

CCSS.ELA-Literacy. L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-Literacy. L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy. L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy. L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
CCSS.ELA-Literacy. L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
CCSS.ELA-Literacy. L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS.ELA-Literacy. L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy. L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
CCSS.ELA-Literacy. L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 11-12 CCSS for English Language Arts Alignments

Grades 11-12 Reading Literature

CCSS.ELA-Literacy. RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-Literacy. RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CCSS.ELA-Literacy. RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
CCSS.ELA-Literacy. RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
CCSS.ELA-Literacy. RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Grades 11-12 Reading Information

CCSS.ELA-Literacy. RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-Literacy. RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-Literacy. RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
CCSS.ELA-Literacy. RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CCSS.ELA-Literacy. RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
CCSS.ELA-Literacy. RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-Literacy. RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
CCSS.ELA-Literacy. RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Grades 11-12 Writing

CCSS.ELA-Literacy. W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy. W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-Literacy. W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CCSS.ELA-Literacy. W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
CCSS.ELA-Literacy. W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy. W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-Literacy. W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy. W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grades 11-12 Speaking & Listening

CCSS.ELA-Literacy. SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy. SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

Grades 11-12 Language

CCSS.ELA-Literacy. L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-Literacy. L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy. L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy. L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
CCSS.ELA-Literacy. L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
CCSS.ELA-Literacy. L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS.ELA-Literacy. L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy. L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
CCSS.ELA-Literacy. L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.
CCSS.ELA-Literacy. L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Standards Alignment Table – Grade 5

Grade 5	Folktales					Narrative – Poem					Biography – Speech					Historical Documents					Argumentative Essay				
	Global	Story 1 Items	Story 2 Items	Paired-Selection Items	Extra Activity	Global	Narrative Items	Poem Items	Paired-Selection Items	Extra Activity	Global	Biography Items	Poem Items	Paired-Selection Items	Extra Activity	Global	Text 1 Items	Text 2 Items	Paired-Selection Items	Extra Activity	Global	Essay 1 Items	Essay 2 Items	Paired-Selection Items	Extra Activity
CCSS.ELA-Literacy.RL.5.1		x	x				x	x																	
CCSS.ELA-Literacy.RL.5.2		x	x				x	x																	
CCSS.ELA-Literacy.RL.5.3		x	x				x																		
CCSS.ELA-Literacy.RL.5.4		x	x				x	x																	
CCSS.ELA-Literacy.RL.5.5								x																	
CCSS.ELA-Literacy.RL.5.6							x	x																	
CCSS.ELA-Literacy.RL.5.9				x																					
CCSS.ELA-Literacy.RI.5.1												x	x	x			x	x	x			x	x	x	
CCSS.ELA-Literacy.RI.5.2												x	x					x				x			
CCSS.ELA-Literacy.RI.5.3												x	x				x	x	x			x			
CCSS.ELA-Literacy.RI.5.4												x	x				x	x				x	x		
CCSS.ELA-Literacy.RI.5.5													x												
CCSS.ELA-Literacy.RI.5.6													x	x			x					x		x	
CCSS.ELA-Literacy.RI.5.7													x					x	x					x	
CCSS.ELA-Literacy.RI.5.8												x	x						x			x	x	x	
CCSS.ELA-Literacy.RI.5.9														x				x	x						
CCSS.ELA-Literacy.RI.5.10												x										x			
CCSS.ELA-Literacy.RF.5.3	x						x					x					x					x			
CCSS.ELA-Literacy.RF.5.4	x						x					x					x					x			
CCSS.ELA-Literacy.W.5.1				x										x					x	x				x	x
CCSS.ELA-Literacy.W.5.2															x										
CCSS.ELA-Literacy.W.5.3									x	x										x					
CCSS.ELA-Literacy.W.5.4															x										
CCSS.ELA-Literacy.W.5.5															x										
CCSS.ELA-Literacy.W.5.7																									x
CCSS.ELA-Literacy.W.5.8				x					x					x					x					x	x
CCSS.ELA-Literacy.W.5.9				x					x					x					x	x				x	x
CCSS.ELA-Literacy.W.5.9b																			x					x	
CCSS.ELA-Literacy.W.5.10				x					x	x				x	x				x	x				x	
CCSS.ELA-Literacy.SL.5.1	x				x		x					x			x	x						x			x
CCSS.ELA-Literacy.SL.5.4															x										
CCSS.ELA-Literacy.SL.5.5															x										
CCSS.ELA-Literacy.SL.5.6															x										
CCSS.ELA-Literacy.L.5.1																		x							
CCSS.ELA-Literacy.L.5.3	x						x					x					x	x				x			
CCSS.ELA-Literacy.L.5.3b												x													
CCSS.ELA-Literacy.L.5.4		x	x									x	x				x	x				x	x		
CCSS.ELA-Literacy.L.5.4a		x	x									x	x				x	x				x	x		
CCSS.ELA-Literacy.L.5.4b																						x			
CCSS.ELA-Literacy.L.5.4c												x					x	x							
CCSS.ELA-Literacy.L.5.5		x	x				x	x				x	x				x	x					x		
CCSS.ELA-Literacy.L.5.5a		x					x	x					x					x					x		
CCSS.ELA-Literacy.L.5.5b		x										x	x										x		
CCSS.ELA-Literacy.L.5.5c												x	x				x	x							
CCSS.ELA-Literacy.L.5.6	x						x					x	x	x	x		x	x	x	x		x	x	x	x

Standards Alignment Table – Grade 6

Grade 6	Folktales					Narrative – Poem					Biography – Speech					Historical Documents					Argumentative Essay				
	Global	Story 1 Items	Story 2 Items	Paired-Selection Items	Extra Activity	Global	Narrative Items	Poem Items	Paired-Selection Items	Extra Activity	Global	Biography Items	Poem Items	Paired-Selection Items	Extra Activity	Global	Text 1 Items	Text 2 Items	Paired-Selection Items	Extra Activity	Global	Essay 1 Items	Essay 2 Items	Paired-Selection Items	Extra Activity
CCSS.ELA-Literacy.RL.6.1		x	x				x	x																	
CCSS.ELA-Literacy.RL.6.2		x	x				x	x																	
CCSS.ELA-Literacy.RL.6.3		x	x				x																		
CCSS.ELA-Literacy.RL.6.4		x	x				x	x																	
CCSS.ELA-Literacy.RL.6.5							x	x																	
CCSS.ELA-Literacy.RL.6.6							x	x																	
CCSS.ELA-Literacy.RL.6.9									x																
CCSS.ELA-Literacy.RI.6.1												x	x	x				x	x	x			x	x	x
CCSS.ELA-Literacy.RI.6.2												x	x					x	x				x	x	
CCSS.ELA-Literacy.RI.6.3												x	x						x	x					
CCSS.ELA-Literacy.RI.6.4												x	x					x	x					x	
CCSS.ELA-Literacy.RI.6.5													x					x	x				x	x	
CCSS.ELA-Literacy.RI.6.6												x	x					x					x	x	
CCSS.ELA-Literacy.RI.6.7													x						x	x					x
CCSS.ELA-Literacy.RI.6.8												x	x										x	x	x
CCSS.ELA-Literacy.RI.6.9													x	x											x
CCSS.ELA-Literacy.W.6.1																				x					x
CCSS.ELA-Literacy.W.6.2															x										
CCSS.ELA-Literacy.W.6.3									x											x					
CCSS.ELA-Literacy.W.6.4															x										
CCSS.ELA-Literacy.W.6.5															x										
CCSS.ELA-Literacy.W.6.7																									x
CCSS.ELA-Literacy.W.6.8																									x
CCSS.ELA-Literacy.W.6.9									x					x					x	x				x	x
CCSS.ELA-Literacy.W.6.10				x					x	x				x	x				x	x				x	
CCSS.ELA-Literacy.SL.6.1	x				x	x					x				x	x						x			x
CCSS.ELA-Literacy.SL.6.4															x										
CCSS.ELA-Literacy.SL.6.5															x										
CCSS.ELA-Literacy.SL.6.6															x										
CCSS.ELA-Literacy.L.6.3	x					x					x					x						x			
CCSS.ELA-Literacy.L.6.4		x	x										x				x	x					x	x	
CCSS.ELA-Literacy.L.6.4a		x	x										x				x	x					x	x	
CCSS.ELA-Literacy.L.6.4b																							x		
CCSS.ELA-Literacy.L.6.4c																	x	x							
CCSS.ELA-Literacy.L.6.4d																	x								
CCSS.ELA-Literacy.L.6.5		x	x				x	x				x	x				x	x						x	
CCSS.ELA-Literacy.L.6.5a								x					x											x	
CCSS.ELA-Literacy.L.6.5b												x	x				x	x						x	
CCSS.ELA-Literacy.L.6.5c																								x	
CCSS.ELA-Literacy.L.6.6	x					x					x	x	x	x		x	x	x	x		x	x	x	x	

Standards Alignment Table – Grade 7

Grade 7	Folktales					Narrative – Poem					Biography – Speech					Historical Documents					Argumentative Essay				
	Global	Story 1 Items	Story 2 Items	Paired-Selection Items	Extra Activity	Global	Narrative Items	Poem Items	Paired-Selection Items	Extra Activity	Global	Biography Items	Poem Items	Paired-Selection Items	Extra Activity	Global	Text 1 Items	Text 2 Items	Paired-Selection Items	Extra Activity	Global	Essay 1 Items	Essay 2 Items	Paired-Selection Items	Extra Activity
CCSS.ELA-Literacy.RL.7.1		x	x				x	x																	
CCSS.ELA-Literacy.RL.7.2		x	x				x	x																	
CCSS.ELA-Literacy.RL.7.3		x	x				x																		
CCSS.ELA-Literacy.RL.7.4		x	x				x	x																	
CCSS.ELA-Literacy.RL.7.5								x																	
CCSS.ELA-Literacy.RL.7.6							x	x																	
CCSS.ELA-Literacy.RI.7.1											x	x	x			x	x	x			x	x	x		
CCSS.ELA-Literacy.RI.7.2											x	x					x				x				
CCSS.ELA-Literacy.RI.7.3											x	x				x		x							
CCSS.ELA-Literacy.RI.7.4											x	x				x	x						x		
CCSS.ELA-Literacy.RI.7.6											x	x				x					x	x			
CCSS.ELA-Literacy.RI.7.8											x	x									x	x	x		
CCSS.ELA-Literacy.RI.7.9												x	x											x	
CCSS.ELA-Literacy.W.7.1																			x						x
CCSS.ELA-Literacy.W.7.2														x											
CCSS.ELA-Literacy.W.7.3									x										x						
CCSS.ELA-Literacy.W.7.4															x										
CCSS.ELA-Literacy.W.7.5															x										
CCSS.ELA-Literacy.W.7.7																									x
CCSS.ELA-Literacy.W.7.8																									x
CCSS.ELA-Literacy.W.7.9														x					x	x				x	x
CCSS.ELA-Literacy.W.7.10				x					x	x				x	x				x	x				x	
CCSS.ELA-Literacy.SL.7.1	x				x	x					x				x	x					x				x
CCSS.ELA-Literacy.SL.7.4															x										
CCSS.ELA-Literacy.SL.7.5															x										
CCSS.ELA-Literacy.SL.7.6															x										
CCSS.ELA-Literacy.L.7.3	x					x					x					x					x				
CCSS.ELA-Literacy.L.7.4		x	x										x				x	x				x	x		
CCSS.ELA-Literacy.L.7.4a		x	x										x				x	x				x	x		
CCSS.ELA-Literacy.L.7.4b																						x	x		
CCSS.ELA-Literacy.L.7.4c																	x	x							
CCSS.ELA-Literacy.L.7.4d																	x								
CCSS.ELA-Literacy.L.7.5		x	x				x	x				x	x				x	x					x		
CCSS.ELA-Literacy.L.7.5a													x										x		
CCSS.ELA-Literacy.L.7.5b			x									x	x				x	x					x		
CCSS.ELA-Literacy.L.7.6	x					x					x	x	x	x		x	x	x	x		x	x	x	x	

Standards Alignment Table – Grade 8

Grade 8	Folktales					Narrative – Poem					Biography – Speech					Historical Documents					Argumentative Essay				
	Global	Story 1 Items	Story 2 Items	Paired-Selection Items	Extra Activity	Global	Narrative Items	Poem Items	Paired-Selection Items	Extra Activity	Global	Biography Items	Poem Items	Paired-Selection Items	Extra Activity	Global	Text 1 Items	Text 2 Items	Paired-Selection Items	Extra Activity	Global	Essay 1 Items	Essay 2 Items	Paired-Selection Items	Extra Activity
CCSS.ELA-Literacy.RL.8.1		x	x				x	x																	
CCSS.ELA-Literacy.RL.8.2		x	x				x	x																	
CCSS.ELA-Literacy.RL.8.3		x	x				x																		
CCSS.ELA-Literacy.RL.8.4		x	x				x	x																	
CCSS.ELA-Literacy.RL.8.6							x																		
CCSS.ELA-Literacy.RI.8.1												x	x	x			x	x	x			x	x	x	
CCSS.ELA-Literacy.RI.8.2												x	x				x	x				x	x		
CCSS.ELA-Literacy.RI.8.3												x					x	x	x						
CCSS.ELA-Literacy.RI.8.4												x	x				x	x					x		
CCSS.ELA-Literacy.RI.8.5													x				x	x				x	x		
CCSS.ELA-Literacy.RI.8.6												x	x				x					x	x		
CCSS.ELA-Literacy.RI.8.8												x	x									x	x	x	
CCSS.ELA-Literacy.RI.8.9													x											x	
CCSS.ELA-Literacy.W.8.1																				x					x
CCSS.ELA-Literacy.W.8.2														x											
CCSS.ELA-Literacy.W.8.3										x										x					
CCSS.ELA-Literacy.W.8.4															x										
CCSS.ELA-Literacy.W.8.5															x										
CCSS.ELA-Literacy.W.8.7																									x
CCSS.ELA-Literacy.W.8.8																									x
CCSS.ELA-Literacy.W.8.9														x					x	x				x	x
CCSS.ELA-Literacy.W.8.10				x					x	x				x	x				x	x				x	
CCSS.ELA-Literacy.SL.8.1	x				x	x					x				x	x						x			x
CCSS.ELA-Literacy.SL.8.4															x										
CCSS.ELA-Literacy.SL.8.5															x										
CCSS.ELA-Literacy.SL.8.6															x										
CCSS.ELA-Literacy.L.8.3	x					x					x					x						x			
CCSS.ELA-Literacy.L.8.4		x	x										x				x	x				x	x		
CCSS.ELA-Literacy.L.8.4a		x	x										x				x	x				x	x		
CCSS.ELA-Literacy.L.8.4b																						x			
CCSS.ELA-Literacy.L.8.4c																	x	x							
CCSS.ELA-Literacy.L.8.4d																	x								
CCSS.ELA-Literacy.L.8.5		x	x				x	x				x	x				x	x					x		
CCSS.ELA-Literacy.L.8.5a													x										x		
CCSS.ELA-Literacy.L.8.5b												x	x				x	x					x		
CCSS.ELA-Literacy.L.8.6	x					x					x	x	x	x		x	x	x	x		x	x	x	x	

Standards Alignment Table – Grades 9-10

Grades 9-10	Folktales					Narrative – Poem					Biography – Speech					Historical Documents					Argumentative Essay				
	Global	Story 1 Items	Story 2 Items	Paired-Selection Items	Extra Activity	Global	Narrative Items	Poem Items	Paired-Selection Items	Extra Activity	Global	Biography Items	Poem Items	Paired-Selection Items	Extra Activity	Global	Text 1 Items	Text 2 Items	Paired-Selection Items	Extra Activity	Global	Essay 1 Items	Essay 2 Items	Paired-Selection Items	Extra Activity
CCSS.ELA-Literacy. RL.9-10.1		x	x				x	x																	
CCSS.ELA-Literacy. RL.9-10.2		x	x				x	x																	
CCSS.ELA-Literacy. RL.9-10.3		x	x				x																		
CCSS.ELA-Literacy. RL.9-10.4		x	x				x	x																	
CCSS.ELA-Literacy. RL.9-10.5							x																		
CCSS.ELA-Literacy. RI.9-10.6			x	x																					
CCSS.ELA-Literacy. RI.9-10.1												x	x	x			x	x	x			x	x	x	
CCSS.ELA-Literacy. RI.9-10.2												x	x				x	x				x	x		
CCSS.ELA-Literacy. RI.9-10.3												x													
CCSS.ELA-Literacy. RI.9-10.4												x	x				x	x					x		
CCSS.ELA-Literacy. RI.9-10.5													x				x	x				x	x		
CCSS.ELA-Literacy. RI.9-10.6												x	x				x					x	x		
CCSS.ELA-Literacy. RI.9-10.8												x	x									x	x	x	
CCSS.ELA-Literacy. RI.9-10.9												x	x	x			x	x							
CCSS.ELA-Literacy. W.9-10.1																									x
CCSS.ELA-Literacy. W.9-10.3									x																
CCSS.ELA-Literacy. W.9-10.4															x										
CCSS.ELA-Literacy. W.9-10.5															x										
CCSS.ELA-Literacy. W.9-10.7																									x
CCSS.ELA-Literacy. W.9-10.8																									x
CCSS.ELA-Literacy. W.9-10.9														x					x	x				x	x
CCSS.ELA-Literacy. W.9-10.10				x					x	x				x	x				x	x				x	
CCSS.ELA-Literacy. SL.9-10.1	x				x	x					x				x	x					x				x
CCSS.ELA-Literacy. SL.9-10.6															x										
CCSS.ELA-Literacy. L.9-10.3	x					x					x					x	x				x				
CCSS.ELA-Literacy. L.9-10.4		x	x										x				x	x				x	x		
CCSS.ELA-Literacy. L.9-10.4a		x	x										x				x	x				x	x		
CCSS.ELA-Literacy. L.9-10.4b																		x				x			
CCSS.ELA-Literacy. L.9-10.4c																	x	x							
CCSS.ELA-Literacy. L.9-10.4d																	x								
CCSS.ELA-Literacy. L.9-10.5		x	x				x	x				x	x				x	x					x		
CCSS.ELA-Literacy. L.9-10.5a													x										x		
CCSS.ELA-Literacy. L.9-10.6												x	x	x			x	x	x			x	x	x	

Standards Alignment Table – Grades 11-12

Grades 11-12	Folktales					Narrative – Poem					Biography – Speech					Historical Documents					Argumentative Essay				
	Global	Story 1 Items	Story 2 Items	Paired-Selection Items	Extra Activity	Global	Narrative Items	Poem Items	Paired-Selection Items	Extra Activity	Global	Biography Items	Poem Items	Paired-Selection Items	Extra Activity	Global	Text 1 Items	Text 2 Items	Paired-Selection Items	Extra Activity	Global	Essay 1 Items	Essay 2 Items	Paired-Selection Items	Extra Activity
CCSS.ELA-Literacy. RL.11-12.1		x	x				x	x																	
CCSS.ELA-Literacy. RL.11-12.2								x																	
CCSS.ELA-Literacy. RL.11-12.4		x	x				x	x																	
CCSS.ELA-Literacy. RL.11-12.5							x																		
CCSS.ELA-Literacy. RL.11-12.6							x																		
CCSS.ELA-Literacy. RI.11-12.1												x	x	x			x	x	x			x	x	x	
CCSS.ELA-Literacy. RI.11-12.2												x	x					x				x			
CCSS.ELA-Literacy. RI.11-12.3												x						x							
CCSS.ELA-Literacy. RI.11-12.4												x	x				x	x					x		
CCSS.ELA-Literacy. RI.11-12.6												x	x				x					x			
CCSS.ELA-Literacy. RI.11-12.7																		x	x						
CCSS.ELA-Literacy. RI.11-12.8												x	x												
CCSS.ELA-Literacy. RI.11-12.9												x	x				x	x							
CCSS.ELA-Literacy. W.11-12.1																									x
CCSS.ELA-Literacy. W.11-12.3									x																
CCSS.ELA-Literacy. W.11-12.4														x											
CCSS.ELA-Literacy. W.11-12.5														x											
CCSS.ELA-Literacy. W.11-12.7																									x
CCSS.ELA-Literacy. W.11-12.8																									x
CCSS.ELA-Literacy. W.11-12.9														x					x	x				x	x
CCSS.ELA-Literacy. W.11-12.10				x					x	x				x	x				x	x				x	
CCSS.ELA-Literacy. SL.11-12.1	x				x	x					x				x	x					x				x
CCSS.ELA-Literacy. SL.11-12.6														x											
CCSS.ELA-Literacy. L.11-12.3	x					x					x					x	x				x				
CCSS.ELA-Literacy. L.11-12.4		x	x										x				x	x							
CCSS.ELA-Literacy. L.11-12.4a		x	x										x				x	x							
CCSS.ELA-Literacy. L.11-12.4b																		x							
CCSS.ELA-Literacy. L.11-12.4c																	x	x							
CCSS.ELA-Literacy. L.11-12.4d																	x								
CCSS.ELA-Literacy. L.11-12.5		x	x				x	x				x	x				x	x					x		
CCSS.ELA-Literacy. L.11-12.5a													x					x					x		
CCSS.ELA-Literacy. L.11-12.5b																							x		
CCSS.ELA-Literacy. L.11-12.6												x	x	x			x	x	x			x	x	x	



Education

About Rosetta Stone

Rosetta Stone is a global leader in technology-driven language and learning solutions for individuals, classrooms, and entire organizations.

Our scalable, interactive solutions have been used by over 12,000 businesses, 9,000 public sector organizations, and 22,000 education institutions worldwide, and by millions of learners in over 150 countries.

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