

Language Studio

Teacher Guide

Grade 4

Volume 1

Grade 4

Language Studio 1-2

Volume 1

Teacher Guide



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Language Studio 1

Personal Narratives



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1

Introducing Personal Narratives

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will identify key ideas and events from the close reading of “A Good Lie.”

Speaking

Students will discuss the sequencing of events in relation to the text using connecting words.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Sequencing Events [Activity Page 1.2]

LESSON AT A GLANCE

	Time	Materials
Read About It		
"A Good Lie"	20 min.	☐ Activity Page 1.1
Looking at Language		
Sequencing Events	10 min.	☐ Activity Page 1.2

ADVANCE PREPARATION

Read About It

- Read "A Good Lie," paying attention to story events and sequencing.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none">• Demonstrate comprehension of a text by identifying key ideas and events• Discuss the sequencing of events in relation to the text using connecting words		
Language Forms and Functions		
In the beginning...		
In the middle...		
In the end...		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
	beneficiary confiscated illegal	



Reading
Reading/Viewing Closely

Entering/Emerging

Offer students 1:1 support, asking text-dependent questions (plot, character, actions, conflict, etc.). Read and identify text-dependent concepts for students, using finger sweeping.

Transitioning/Expanding

Offer students moderate support and ask text-dependent questions (plot, character, actions, conflict, etc.). Read and help students identify text-dependent concepts, using finger sweeping.

Bridging

Offer students occasional support and ask text-dependent questions (plot, character, actions, conflict, etc.). Read and help students identify text-dependent concepts, using finger sweeping if necessary.

Lesson 1: Introducing Personal Narratives

Read About It



Primary Focus: Students will identify key ideas and events from the close reading of “A Good Lie.”

“A GOOD LIE” (20 MIN.)

- Tell students that today they are going to begin a new unit about personal narratives.
- Tell students that the word *narrative* means “story” and that personal narratives are stories about life.
- Ask students to think of other stories they may have read about people’s lives.
- **Think-Pair-Share:** Ask students to think about other stories they have read that were about people’s lives, then share them with a partner; next, have students share responses and write them on the board.
- As you write each student response on the board, ask questions about each idea.
 - What did you learn about the person’s life?
 - What do you remember most about the story?
- Tell students that throughout the unit you will be reading a variety of personal narratives.
- Tell students today they are going to read a personal narrative by Laurel Snyder about telling a lie.
- Ask students if they think lying is good or bad and have them share their thoughts and reactions with the whole group.
- Tell students that the story they are about to read tells about a time someone told a lie for a good reason.
- Direct students to the text “A Good Lie” on Activity Page 1.1.
- Tell students that personal narratives have three parts: a beginning, middle, and end.
- Ask students to listen for details and events that happen in the story as you read it aloud.
- Tell them to listen for what happens in the beginning, the middle, and the end of the story.

- Begin reading aloud as students follow along in the activity book. As you read, model fluency, thinking aloud, asking questions, making predictions, and inquiring about what might happen next.

A Good Lie

by Laurel Snyder

Laurel Snyder is a poet and writer. She has written five novels for children, six picture books, and two collections of poetry.

Lying is generally a bad idea. Most lies are sneaky and selfish, and some lies are even **illegal**. Maybe you know this because you've been lied to, and it hurt your feelings. Maybe you know this because your parents have grounded you or yelled at you or **confiscated** your favorite video game when you've lied in the past. If that is the case, I really hope you learned your lesson! Yes, lying is a terrible idea most of the time. However, some lies are gifts. Some lies are made out of kindness. I was once the **beneficiary** of a very special lie, and it changed my life. I was eight, and I had a new best friend. We'll call her Lily. Lily was having a slumber party at her house, and because I was her brand-new very best friend, she and I were supposed to share the plaid pullout sofa, while all the other girls slept on the floor around us in their sleeping bags. I felt extremely special. It was a great party! Because it was almost Halloween, we told ghost stories in the dark, with flashlights. We ate candy and popcorn as we watched a spooky movie. At last, we fell asleep. Then, in the middle of the night I woke up, paralyzed with shame and fear. Horror of horrors—I had wet the bed!

What would you have done in my shoes? At first I simply lay there in the darkness, with my cold pee drying sticky on my legs. I listened to all the other girls snoring and breathing, and worried about what would happen when Lily woke up. Would she stop being my best friend? Would she tease me? Would she have her mom call my mom and send me home right away? Surely all the other girls would laugh. Probably I would never be invited to another slumber party for the rest of my life.

It was awful, lying there, frozen in the bed. But finally my nightgown was soaked all the way through, and I couldn't stand the waiting anymore. I tapped Lily on the shoulder. "Lily?" I whispered in the darkness. "I peed. I peed myself I'm sorry." I thought I might cry.

Lily just stared at me. "Oh," she said. She was quiet for a minute. She looked like she was thinking things over. I waited, terrified. But that was when Lily told her wonderful lie, the amazing lie that would change my life and make me love Lily until the day I die. "You know what?" she said. "Me too! I peed myself too." Then she smiled.

"What?" I asked. I was so confused. I was certain she had not peed in the bed. Her side was dry. I knew it was dry because I'd sort of been trying to creep over onto it, to get out of my own wet spot. "What do you mean?"

Lily nodded her head. "Yes," she insisted. "I did! I peed in the bed too. I'll go get my mom. She'll take care of the mess."

Then Lily got out of bed and walked up the stairs. I followed her, and watched as she woke up her parents and told them we had both peed in the sofa bed. They seemed surprised, but they didn't get mad. Lily's mom found us both clean pajamas, and then came down to the basement with us, to change the sheets.

Some of the other girls woke up, but incredibly, nobody laughed at us. Not even Sandy, the meanest girl in our class. "I peed the bed," said Lily with a laugh. She made a silly face, and everyone laughed along with her. Lily didn't act like peeing in the bed was a big deal, so nobody else acted like it



was a big deal. Everyone went back to sleep, and nobody even mentioned it in the morning. We all just ate yummy pancakes and went home with our goodie bags.

Now, I ask you—was Lily’s lie a bad thing? A sin? I certainly don’t think so. I think it was a gift. It changed me and made me a better person. From that day forward, I tried really hard to be a better friend. I tried to be kinder and more generous. I tried not to laugh at people so much. I tried to grow. Lily had shown a kind of strength I’d never seen before in another kid, and I wanted to be like her. Though I must confess, there was one thing I couldn’t fix about myself—sometimes I still peed in my bed. But that was all right because I had Lily, who knew the worst and was willing to be my best friend anyway.

(And still is, to this day!)





Check for Understanding

After reading, check for comprehension by asking the following questions.

- What happened in the beginning of the story?
- What happened next during the middle of the night?
- What was the lie Lily told to make her friend feel better?
- How did the story end?

Lesson 1: Introducing Personal Narratives

Looking at Language



Primary Focus: Students will apply understanding of the organization of personal narrative texts by ordering events sequentially.

SEQUENCING EVENTS (10 MIN.)

- Tell students that they are going to take a closer look at how events in the story “A Good Lie” are ordered.
- Tell students that personal narratives are stories about life that contain a beginning, middle, and end.
- Ask students to think about events that occurred in the beginning, middle, and end of the story.
- Discuss these events as a whole group, calling on students to share information.
- Direct students to the graphic organizer on Activity Page 1.2 and tell them that they will be filling in the graphic organizer with events from the story.
- Ask students what happened in the beginning and have students fill in the event in the beginning section of the graphic organizer.
 - » The narrator attends a Halloween sleepover party and wets her bed while sleeping.

Activity Page 1.2



- Next, ask students what happened next, or in the middle of the story, and have students fill in the events in the middle section of the graphic organizer.
 - » Lily, the narrator's friend, covers for her by lying about wetting her bed, too.
- Finally, ask students how did the story end and have students fill in the final events in the ending section of the graphic organizer.
 - » Lily's parents helped to clean up the mess and nobody laughed about the girls wetting the bed.
- In closing, ask students to share their graphic organizer with a partner.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Speaking
Unit/Lesson	U1 L1
Activity Name	Sequencing Events
Proficiency Levels	
Entering	Student uses sentence fragments and one-word answers to respond to text-dependent questions about events (beginning, middle, end, etc.) with prompting and support.
Emerging	Student uses short phrases and/or simple sentences to sequence the events of the story.
Transitioning	Student uses sentence starters to sequence the events of the story.
Expanding	Student uses simple or compound sentences to sequence the events of the story.
Bridging	Student uses compound and complex sentences to sequence the events of the story.

End Lesson



Speaking Understanding Text Structure

Entering/Emerging

Offer students 1:1 support, asking text-dependent questions about events (beginning, middle, end, etc.). Read and identify text-dependent organization for students, using finger sweeping.

Transitioning/Expanding

Offer students moderate support and ask text-dependent questions about events (beginning, middle, end, etc.). Read and help students identify text-dependent organization, using finger sweeping.

Bridging

Offer students occasional support and ask text-dependent questions about events (beginning, middle, end, etc.). Read and help students identify text-dependent organization, using finger sweeping if necessary.

2

Thinking About Personal Narratives

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will review the text structure of personal narratives.

Speaking

Students will discuss thoughts and feelings related to their personal events using sentence frames.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking****Brainstorming Personal Events** [Activity Page 2.1]

LESSON AT A GLANCE

	Time	Materials
Rewind		
"A Good Lie"	15 min.	☐ Activity Page 1.1
Talk Time		
Brainstorming Personal Events	15 min.	☐ Activity Page 2.1

ADVANCE PREPARATION

Rewind

- Reread "A Good Lie," paying attention to story events and sequencing.
- Display the sentence frame "I remember _____ from _____." on the board.
- Tell students to use colored pencils for story marking.

Talk Time

- Brainstorm a personal narrative story to share with students as an example. Suggested topics include:
 - A time I was most afraid . . .
 - The best present I ever received . . .
 - A time I lost something . . .
 - My best day ever . . .

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Recount key details and events from the close reading of the personal narrative "A Good Lie."
- Brainstorm and share potential topics for personal narratives.
- Discuss thoughts and feelings related to a personal event using sentence frames.

Language Forms and Functions

I remember _____ from the _____.

There was a time that...

In the beginning...

My favorite part...

In the end...

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
narrative		

Lesson 2: Thinking About Personal Narratives

Rewind



Primary Focus: Students will review the text structure and key details of a personal narrative.

“A GOOD LIE”

- Tell students that they are going to do a close reading of the personal narrative “A Good Lie.”
- Direct students to the text on Activity Page 1.1.
- Ask students what they remember about “A Good Lie.”
- Direct students to the sentence frame on the board.
- **Turn and Talk:** Have students turn to a partner and talk about the events they recall from the first reading of “A Good Lie” using the sentence frame; next, have students share their thoughts with the whole group.
- Tell students that this time you want them to shade the beginning of the story yellow, the middle blue, and the end green as you read it aloud.
- Begin reading aloud as students follow along in the activity book. As you read, model fluency, thinking aloud, asking questions, making predictions, and inquiring about what might happen next.

**Check for Understanding**

After reading, check for comprehension by asking students to share what they have shaded.

- The beginning is first, what do you have shaded for the beginning in yellow?
- The middle comes next, what do you have shaded blue?
- The last part is the ending, what do you have shaded green?

Reading
Understanding Cohesion**Entering/Emerging**

Offer students 1:1 support, asking text-dependent questions about events (beginning, middle, end, etc.). Read and identify text-dependent organization for students, using finger sweeping.

Transitioning/Expanding

Offer students moderate support and ask text-dependent questions about events (beginning, middle, end, etc.). Read and help students identify text-dependent organization, using finger sweeping.

Bridging

Offer students occasional support and ask text-dependent questions about events (beginning, middle, end, etc.). Read and help students identify text-dependent organization, using finger sweeping if necessary.

Support

Direct students to the sentence frame,
“I remember _____ from the _____.”

Challenge

Encourage students to add, “I remember this because . . .” to the sentence frame.



**Speaking
Exchanging
Information and Ideas**

Entering/Emerging

Offer students 1:1 support, asking questions about events to encourage independent thinking (*Who was there?, What was it like?, Was it scary?, etc.*).

Transitioning/Expanding

Offer students moderate support and ask questions about events to encourage independent thinking (*Who was there?, What was it like?, Was it scary?, etc.*).

Bridging

Offer students occasional support and ask questions about events to encourage independent thinking (*Who was there?, What was it like?, Was it scary?, etc.*).

Lesson 2: Thinking About Personal Narratives

Talk Time

Primary Focus: Students will discuss thoughts and feelings related to their personal event using sentence frames.

BRAINSTORMING PERSONAL EVENTS (15 MIN.)

- Tell students that they are now going to think about events from their own lives.
- Share your own personal narrative story with students, emphasizing what happened in the beginning, middle, and end of your story.
- Then ask students the following comprehension questions:
 - What happened at the beginning of my story?
 - What events occurred in the middle?
 - Did my story have an ending? (yes) What happened in the end?
- Now ask students to think about their own lives, allowing 1–2 minutes of think time.
- Tell students that they are going to brainstorm, or think about topics from their own lives that they would like to write a story about.
- Tell students some topics to think about are:
 - The best day I ever had . . .
 - The best gift I ever received . . .
 - A time I lost something . . .
 - A time I learned a lesson . . .
- Direct students to Activity Page 2.1.
- Tell students that they are now going to share their brainstorm ideas.
- Tell students to focus their brainstorming on the following questions:
 - What happened in the beginning of your story?
 - What was your reaction to the event?

- What part of your story do you like the most?
- Who are the characters in your story?
- How does your story end?
- Ask students to look at the questions and sentence frames on Activity Page 2.1.
- Tell them to think about how they would answer the questions and what information they would fill in for the sentence frames.
- With a partner, have students share their personal narrative brainstorm ideas.
- Tell students to ask questions using the questions and sentence frames on Activity Page 2.1.
- After pairs discuss their ideas, have individual students share their ideas aloud with the group.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Speaking
Unit/Lesson	U1 L2
Activity Name	Brainstorming Personal Events
Proficiency Levels	
Entering	Student answers wh- questions about a personal event in one-word phrases or sentence fragments with 1:1 support.
Emerging	Student answers wh- questions about a personal event in simple phrases or words with moderate support.
Transitioning	Student answers wh- questions about a personal event in simple sentences with occasional support.
Expanding	Student answers wh- questions about a personal event in simple and compound sentences.
Bridging	Student answers wh- questions about a personal event in simple, compound, and complex sentences.

End Lesson

3

Brainstorming Ideas

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will identify key ideas and events from the close reading of Chapter 13, “The Great Accordion Concert.”

Writing

Students will develop personal narrative topics and ideas to write about.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

My Personal Narrative [Activity Page 3.2]

LESSON AT A GLANCE

	Time	Materials
Read About It		
"The Great Accordion Concert"	20 min.	❑ Activity Page 3.1
Write About It		
My Personal Narrative Topics	10 min.	❑ Activity Page 3.2

ADVANCE PREPARATION

Write About It

- Prepare a list of personal narrative ideas to use as a model for students.
 - playing an instrument
 - winning the big game
 - finding my lost pet
 - earning an "A" on the big test
 - my family vacation

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate comprehension of a text by identifying key ideas and events
- Discuss the sequencing of events in relation to the text using connecting words
- Share ideas, thoughts, and feelings about a personal experience
- Dictate and/or write a personal narrative that follows a logical sequence

Language Forms and Functions

In the beginning...

In the middle...

In the end...

One time I....

I felt happy when...

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
accordion O.T.	adept flawlessly gazed melody playing by ear	

Lesson 3: Brainstorming Ideas

Read About It



Primary Focus: Students will identify key ideas and events from the close reading of “The Great Accordion Concert.”

“THE GREAT ACCORDION CONCERT” (20 MIN.)

- Ask students if they have ever heard of an accordion.
- Direct students to the illustration of the accordion on Activity Page 3.1.
- Tell students that they are going to read a personal narrative about someone learning to play the accordion.
- Ask students, *What is an accordion?*
- Tell students that an accordion is a musical instrument that is played by moving the bellows of the instrument in and out with both hands. Demonstrate this movement for students.
- Tell students that personal narratives can be about a small, everyday event or a big life event such as learning to play an instrument.
- Tell students that the personal narrative they are about to read is a chapter from Peg Kehret’s memoir *Small Steps*, in which she tells the story of her childhood and her struggle with polio.
- Direct students to Activity Page 3.1 “The Great Accordion Concert.”
- Ask students what three parts a personal narrative has.
 - » a beginning, middle, and end
- Tell students to listen for details and events that happen in the story as you read it aloud.
 - Tell them to listen for what events happen in the beginning, the middle, and the end of the story.
- Begin reading aloud as students follow along in the activity book. As you read, model fluency, thinking aloud, asking questions, making predictions, and inquiring about what might happen next.

Activity Page 3.1



Small Steps: The Year I Got Polio

Chapter 13: The Great Accordion Concert

by Peg Kehret

After Peg regains movement, she is transferred to Sheltering Arms, a rehabilitation hospital. There she lives with a group of other girls her age who are also recovering from polio. Peg begins to use a wheelchair and works hard in physical and occupational therapy to get stronger so that she can walk and move easily again. Her parents come to visit every week and she and her roommates have fun together, even as they face the challenges of polio.

Although I had not yet mastered the fine art of moving the pile of marbles from spot to spot with my toes, I received a new challenge in **O.T.** I was going to learn to play the accordion.



Certain muscles of the arms and hands are used when pushing an accordion in and out, and it happened that I needed help with those particular muscles. The Sheltering Arms owned an accordion, and Miss Ballard knew I'd had two years of piano lessons. She said the accordion was the perfect exercise for me.

From my very first attempt, I hated the accordion. It was heavy and awkward, and pushing it in and out made my arms ache. The trick of playing a **melody** on the keyboard with one hand, pushing the proper chord buttons with the other hand, and at the same time pushing and pulling on

the accordion itself was completely beyond me.

"It would be easier if you asked me to juggle and tap dance at the same time," I said.

"You just need practice," Miss Ballard replied. "Try a little longer."

I did try however, even when I got the correct right-hand note with the proper left-hand chord and pushed air through the bellows at the same time, I didn't care for the sound. I had never liked accordion music, and my efforts during O.T. did nothing to change my mind.

When my parents heard about the accordion, Mother said, "What fun! You've always loved your piano lessons."

"That's different," I said. "I like the way a piano sounds."

"You already know how to read music," Dad pointed out. "You will master that accordion in no time."

I insisted I would never be **adept** on the accordion, and Dad kept saying it would be a breeze.

I finally said, "Why don't you play it, if you think it's so easy?"

"All right. I will," said Dad, and off he went to the O.T. room to borrow the accordion.

He came back with the shoulder straps in place and an eager look on his face. My dad played piano by ear, so he didn't need sheet music. Even so, the sounds he produced could only be called squawks and squeaks.

He pushed and pulled. He punched the buttons. He grew red in the face. Beads of perspiration popped out on his bald spot. Something vaguely resembling the first few notes of "Beer Barrel Polka" emerged from the accordion, but they were accompanied by assorted other sounds, none of which could be called musical.

We girls covered our ears, made faces, and booed. We pointed our thumbs down. Mother laughed until tears ran down her cheeks.

Finally, Dad admitted defeat. Temporary defeat.

"I'll try again next week," he said. "Meanwhile, I want you to keep practicing."

"It will sound just as terrible next week," I said, but I agreed to work on my accordion technique awhile longer.

The following Sunday, we could hardly wait to tease Dad about his musical fiasco.

Support

Ask students what a key idea or detail is. Explain what students will need to listen for in the story.



Reading Reading/Viewing Closely

Entering/Emerging

Offer students 1:1 support, asking questions about the sequencing of events (*What happened first? What happened next? What happened in the end of the story?*). Read and identify text-dependent concepts for students, using finger sweeping.

Transitioning/Expanding

Offer students moderate support and ask questions about the sequencing of events (*What happened first? What happened next? What happened in the end of the story?*). Read and help students identify text-dependent concepts, using finger sweeping.

Bridging

Offer students occasional support and ask questions about the sequencing of events (*What happened first? What happened next? What happened in the end of the story?*). Read and help students identify text-dependent concepts, using finger sweeping if necessary.

"When do we get the accordion concert?" Renée asked the minute my parents arrived.

"Wait!" exclaimed Alice. "I want to put in my earplugs."

We teased until Dad reluctantly agreed to try it again.

We snickered and tee-heed as he brought the O.T. accordion into the room. He sat on a chair and carefully adjusted the straps.

"Quit stalling," I said.

"What's the rush?" said Renée as she put her fingers in her ears.

Dad began to play. Instead of squeaks and squawks, he played "Beer Barrel Polka" **flawlessly**, from start to finish.

Our jaws dropped. We **gazed** at him and at each other in astonishment.

When he finished the song, our questions exploded like a string of firecrackers. "How did you learn to play?" "Who taught you?" "Where did you get an accordion?" He simply smiled, while Mother applauded.

Then they told us the whole story. He had rented an accordion from a music store and practiced every spare second in order to surprise us with his concert.

"Can you play any other songs?" I asked.

"It took me all week to learn that one," Dad said.

"And he stayed up until midnight every night, practicing," Mother added.

After that, I didn't dare complain about my accordion sessions. I never did get as good at it as Dad got in just seven days, but I managed to produce a few recognizable tunes, and the effort did help strengthen my arm muscles and my fingers.



Check for Understanding

After reading, check for comprehension by asking the following questions.

- Why did the narrator hate playing the accordion in the beginning?
 - The narrator says, "My dad played piano by ear."
What does *playing by ear* mean?
 - How does the dad surprise the narrator in the end?
-

Lesson 3: Brainstorming Ideas

Write About It



Primary Focus: Students will develop personal narrative topics and ideas to write about.

MY PERSONAL NARRATIVE TOPICS (10 MIN.)

- Tell students that today they are going to use what they already know about personal narratives to begin thinking about their own life stories.
- Thinking out loud, model how to brainstorm ideas for writing a personal narrative.
 - Tell students you are thinking about events that happened just this week and even some from long ago.
 - Tell students you are thinking about a funny time (e.g., when your dog chewed your favorite pair of shoes).
 - Tell them you are thinking about a happy time. (e.g., when your family went to a theme park).
- Write your list of previously brainstormed personal narrative events on the board for students.
- Tell them that it is important to brainstorm a variety of events so that they have more options to write about.
- Choosing a topic from the list, tell students what happened in the beginning, middle, and end of the personal event, focusing on details and emotions.
- **Think-Pair-Share:** Tell students to think about events from their own lives.
 - These events could be when they won something, or a time they were really scared. Have them share their ideas with a partner. Tell students to share with their partner what happened in the beginning, middle, and end of their event.

Support

Have students share their ideas with the whole group.

Activity Page 3.2



Writing

Entering/Emerging

Provide students with 1:1 support while completing the activity page. Assist student with writing complete sentences and brainstorming ideas.

Transitioning/Expanding

Offer students light support while completing the activity page. Assist students with writing complete sentences and brainstorming ideas.

Bridging

Encourage students to use full sentences when writing their ideas. Offer support if needed.

- Next, direct students to Activity Page 3.2.
- Have students complete the activity page independently using the ideas they shared with their partners.
 - Tell students they can include words, phrases, pictures, and sentences in their brainstorm.
- After the activity page is completed, allow students to share their created list with the class.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Writing
Unit/Lesson	U1 L3
Activity Name	My Personal Narrative
Proficiency Levels	
Entering	Student draws pictures to represent the beginning, middle, and end of a personal narrative with 1:1 support.
Emerging	Student draws pictures and writes short phrases to represent the beginning, middle, and end of a personal narrative with moderate support.
Transitioning	Student writes simple, complete sentences to explain the beginning, middle, and end of a personal narrative using models as needed.
Expanding	Student writes simple and complex sentences, with details, to explain the beginning, middle, and end of a personal narrative.
Bridging	Student writes full complex sentences, with details, to explain the beginning, middle, and end of a personal narrative.

End Lesson

4

Planning to Write

PRIMARY FOCUS OBJECTIVE(S)**Listening**

Students will demonstrate active listening by asking and answering basic questions about writing.

Writing

Students will write about a personal narrative event using a graphic organizer.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Planning Personal Narratives [Activity Page 4.1]

LESSON AT A GLANCE

	Time	Materials
Talk Time		
Sharing Ideas	10 min.	☐ Activity Page 3.2
Write About It		
Planning Personal Narratives	20 min.	☐ Activity Page 4.1

ADVANCE PREPARATION

Talk Time

- Make sure students have completed brainstorming on Activity Page 3.2.
- Display the sentence frame:
 - I would like to tell you more about the time _____.
- Display the active listening question and answer sentence starter:
 - What was the most interesting part of the story?
 - I think the most interesting part was _____.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate active listening by asking and answering basic questions
- Elaborate on ideas orally and in writing

Language Forms and Functions

I would like to tell you more about the time _____.

I think the most interesting part of your story...

Your story was...

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words

Lesson 4: Planning to Write

Talk Time



Primary Focus: Students will demonstrate active listening by asking and answering basic questions about writing.

SHARING IDEAS (10 MIN.)

- Ask students to think about their personal events that they brainstormed.
- Call on students to share what they remember about brainstorming.
 - What should I picture in my mind?
 - What details should I think about?
- Tell students that today they are going to choose one writing idea to share with a partner and then write about it.
- Direct students to Activity Page 3.2.
- Tell students to look at their list and think about what idea would be most interesting to share.
- Tell students to select one event from their list and think about all the information they can share about it.
 - What happened first?
 - What happened during the middle of the event?
 - What happened in the end?
 - How did this event make you feel?
 - What about this event makes it meaningful to you?
- **Turn and Talk:** Have students pair with a partner and take turns sharing their selected personal narrative event. Remind students to start with the beginning of the event and then move to the middle, and finally tell the end of the story.
- Call on individual students to paraphrase what their partner shared with the whole group.

Activity Page 3.2



Support

(Speaker) Display the sentence frame, I would like to tell you more about the time _____. (Listener) Display the question and answer frame, What was the most interesting part of the story? I think the most interesting part was _____.

Challenge

Encourage students to add, "I think the most interesting part was _____, because . . ."

Lesson 4: Planning to Write

Write About It



Primary Focus: Students will write about a personal narrative event using a graphic organizer.

Activity Page 4.1



Listening Listening Actively

Entering/Emerging

Offer each pair support by modeling asking and answering questions about story details (*The most interesting part was . . . , I liked when you . . . , etc.*).

Transitioning/Expanding

Offer students moderate support by modeling asking and answering questions about story details (*The most interesting part was . . . , I liked when you . . . , etc.*).

Bridging

Offer students occasional support by modeling asking and answering questions about story details (*The most interesting part was . . . , I liked when you . . . , etc.*).

PLANNING PERSONAL NARRATIVES (20 MIN.)

- Tell students that they are going to fill out a graphic organizer **using** details from their selected personal narrative event.
 - Tell students that they can think about their personal narrative event like a movie in their mind.
 - Tell them to think about all the details that happened at the beginning, during the middle, and at the end.
 - Ask students to think about events that occurred in the beginning, middle, and end of the story.
- Call on a few students to share information.
- Direct students to the graphic organizer on Activity Page 4.1, and tell them that they will be filling in the graphic organizer with details about their selected event.
- Tell students to fill out the graphic organizer independently, adding as much detail about the beginning, middle and end as possible.
- In closing, ask students to share their graphic organizer with a partner.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Writing
Unit/Lesson	U1 L4
Activity Name	Planning Personal Narratives
Proficiency Levels	
Entering	Student communicates ideas for personal narratives by drawing pictures and dictating single words or phrases with support.
Emerging	Student communicates ideas for personal narratives by drawing pictures and writing related words and phrases.
Transitioning	Student communicates ideas for personal narratives by writing simple sentences, using models and sentence starters as needed.
Expanding	Student communicates ideas for personal narratives by writing simple and compound sentences, referring to models as needed.
Bridging	Student communicates ideas for personal narratives by writing a combination of simple, compound, and complex sentences.

~~~~~End Lesson~~~~~



### Writing

#### Entering/Emerging

Offer students 1:1 support, asking them to picture their event in their mind. Tell students to think of all the details that they could add to enhance their story (*What did this look like? What sounds did you hear? How did you feel?*, etc.).

#### Transitioning/Expanding

Offer students moderate support and ask them to picture their event in their mind. Tell students to think of all the details that they could add to enhance their story (*What did this look like? What sounds did you hear? How did you feel?*, etc.).

#### Bridging

Offer students occasional support and ask them to picture their event in their mind. Tell students to think of all the details that they could add to enhance their story (*What did this look like? What sounds did you hear? How did you feel?*, etc.).

## 5

# Writing a Personal Narrative Paragraph

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**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will write a personal narrative paragraph.

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**LANGUAGE PROFICIENCY ASSESSMENT****Writing**

**Writing Personal Narratives** [Activity Page 5.1]

## LESSON AT A GLANCE

|                                        | Time    | Materials                                                                                                                              |
|----------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Write About It</b>                  |         |                                                                                                                                        |
| Writing a Personal Narrative Paragraph | 30 min. | <input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 5.2 |

## ADVANCE PREPARATION

### Write About It

- Students will need to complete their graphic organizer on Activity Page 4.1.
- Display paragraph starters on the board:
  - Something \_\_\_\_\_ once happened to me . . .
  - One day I was . . .
  - Once last \_\_\_\_\_, I was . . .
- Display the writing rubric for students.

### Writing Rubric for Personal Narrative Paragraph

| Ask Yourself:                                           | 1                                                       | 2                                                       | 3                                                        | 4                                                                                 |
|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------|
| Do I have a clear beginning?                            | No, I do not have a beginning to my personal narrative. | I have a beginning, but it is not very clear.           | I have a beginning, and it somewhat introduces my event. | I have a very clear beginning to my personal narrative that introduces my event.  |
| Do I have a middle with lots of details about my event? | No, I do not have a middle in my personal narrative.    | I have a middle, but there are not a lot of details.    | I have a middle, and it has some supporting details.     | I have a middle with lots of details that describe what happened during my event. |
| Do I have an ending that wraps my story up?             | No, I do not have an ending to my personal narrative.   | I have an ending, but it is not on topic with my event. | I have an ending, and it is mostly related to my event.  | I have an ending that is on topic and wraps up my story.                          |
| <b>Score:</b>                                           |                                                         |                                                         |                                                          |                                                                                   |



## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                       |                                  |                                 |
|--------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Write a detailed, personal narrative that follows a logical sequence</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                             |                                  |                                 |
| <p>Something once happened to me...</p> <p>One day I was...</p> <p>Once last, I was...</p>                               |                                  |                                 |
| Vocabulary                                                                                                               |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                          | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                          |                                  |                                 |

## Lesson 5: Writing a Personal Narrative Paragraph

# Write About It

**Primary Focus:** Students will write a personal narrative paragraph.

**WRITING A PERSONAL NARRATIVE PARAGRAPH (30 MIN.)**

- Tell students that they are going to be writing a personal narrative paragraph.
- Tell students they are going to use the information in their graphic organizer on Activity Page 4.1 to help them with their paragraph.
- Tell students that good writers use graphic organizers to help them plan and organize their writing.
- Direct students to their graphic organizer on Activity Page 4.1.
- Tell students that they have already selected their personal narrative event to write about and that the information written on their graphic organizer will help them with their writing.
- Tell students that good writers look back at their graphic organizers while they are writing to help keep their writing on track.
- Tell students that if they think of new information or details about their event while they are writing, they can add it to their graphic organizer so they do not forget it.
- Tell students that their personal narrative paragraph will have a beginning, middle, and ending.
- Direct students to the paragraph starters written on the board.
- Tell students that they can use one of the paragraph starters from the board to help them begin writing their personal narrative paragraph. Tell students they can also create their own paragraph beginnings. Encourage students to be creative.
- Tell students that you will be looking for a beginning, middle, and ending in their paragraph.
- Display the writing rubric from Activity Page 5.2 on the board and read the criteria aloud to the students.

**Activity Page 4.1****Activity Page 5.2**

## Activity Page 5.1



Writing

### Entering/Emerging

Offer students 1:1 support, asking students to refer back to their graphic organizers for details and information to add to their writing (*What did you plan for your beginning, middle, or ending? Can you add more details about \_\_\_\_\_?, etc.*). Remind students to use complete sentences.

### Transitioning/Expanding

Offer students moderate support and ask students to refer back to their graphic organizers for details and information to add to their writing (*What did you plan for your beginning, middle, or ending? Can you add more details about \_\_\_\_\_?, etc.*).

Remind students to use complete sentences.

### Bridging

Offer students occasional support and ask students to refer back to their graphic organizers for details and information to add to their writing (*What did you plan for your beginning, middle, or end? Can you add more details about \_\_\_\_\_?, etc.*).

Remind students to use complete sentences.



## Check for Understanding

Check for understanding by asking students what they need to do to earn a certain score: What do I need in my paragraph to earn a 4? a 3?, etc.

## Writing Rubric for Personal Narrative Paragraph

| Ask Yourself:                                           | 1                                                       | 2                                                       | 3                                                        | 4                                                                                 |
|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------|
| Do I have a clear beginning?                            | No, I do not have a beginning to my personal narrative. | I have a beginning, but it is not very clear.           | I have a beginning, and it somewhat introduces my event. | I have a very clear beginning to my personal narrative that introduces my event.  |
| Do I have a middle with lots of details about my event? | No, I do not have a middle in my personal narrative.    | I have a middle, but there are not a lot of details.    | I have a middle, and it has some supporting details.     | I have a middle with lots of details that describe what happened during my event. |
| Do I have an ending that wraps my story up?             | No, I do not have an ending to my personal narrative.   | I have an ending, but it is not on topic with my event. | I have an ending, and it is mostly related to my event.  | I have an ending that is on topic and wraps up my story.                          |
| <b>Score:</b>                                           |                                                         |                                                         |                                                          |                                                                                   |

- Direct students to Activity Page 5.1.
- Tell students that they will write their personal narrative essay on this page.
- Tell students that it is important to look back on Activity Page 4.1 for information.
- If time allows, have students share their paragraph with a partner, using the rubric to score their papers.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                                                |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                                                        |
| Unit/Lesson        | U1 L5                                                                                                                                          |
| Activity Name      | Planning Personal Narratives                                                                                                                   |
| Proficiency Levels |                                                                                                                                                |
| Entering           | Student draws pictures to represent the beginning, middle, and end of a personal narrative with 1:1 support.                                   |
| Emerging           | Student answers wh- questions about a personal experience with moderate support.                                                               |
| Transitioning      | Student uses sentence starters to produce simple sentences, referring to models as needed.                                                     |
| Expanding          | Student writes a personal narrative paragraph in simple and compound sentences, referring to models and sentence starters as needed.           |
| Bridging           | Student independently writes a personal narrative paragraph with varying sentence lengths and structures, referring to mentor texts as needed. |

~~~~~End Lesson~~~~~

6

The Elements of a Personal Narrative

PRIMARY FOCUS OBJECTIVE(S)**Listening**

Students will demonstrate active listening during a Read-Aloud of “Girl from Yamhill.”

Speaking

Students will describe personal narrative elements from the text.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Identifying the Elements [Activity Page 6.2]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------|---------|---------------------|
| Listen Closely | | |
| "Girl from Yamhill" | 20 min. | ☐ Activity Page 6.1 |
| Talk Time | | |
| Identifying the Elements | 10 min. | ☐ Activity Page 6.2 |

ADVANCE PREPARATION

Listen Closely

- Read "Girl from Yamhill," paying attention to personal narrative elements (characters, setting, events, etc.).

Talk Time

- Students will need pencils to underline personal narrative elements in the text.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|--|---------------------------------|
| <ul style="list-style-type: none"> • Demonstrate active listening of Read-Aloud by asking and answering detailed questions • Contribute to conversations and express ideas by asking and answering questions, building on responses, and adding relevant information | | |
| Language Forms and Functions | | |
| <p>The characters in the story...</p> <p>The story takes place...</p> <p>Some of the events that happened in the story...</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| forget-me-nots | lugged
plunge
scored
striding | chuckled
plow |

Lesson 6: The Elements of A Personal Narrative

Listen Closely



Primary Focus: Students will demonstrate active listening during a Read-Aloud of “Girl from Yamhill.”

“GIRL FROM YAMHILL” (20 MIN.)

- Ask students if they have a favorite fruit.
 - Allow think time for answers.
 - Call on students to share answers with the whole group.
- Tell students that some people really enjoy oranges.
- Tell students that today they are going to read a personal narrative about a girl named Beverly, who received an orange for Christmas.
- Tell students that Beverly is actually the famous author Beverly Cleary, and that this is a story from her life growing up on a farm.
- Tell students that not only do personal narratives have a beginning, middle, and end but that they also have certain **elements**—or qualities—that make it a personal narrative.
- Ask students to think of another personal narrative they have read
 - » hint: “A Good Lie,” “The Great Accordion Concert,” etc.
 - Ask if it had **characters**—Were there people in the story?
 - What was the **setting**—Where did the story take place? A forest? A shopping mall?
 - What types of **events** took place in the story—What happened?
- Tell students that the elements of a personal narrative are: characters, setting, and events.

- Direct students to Activity Page 6.1.
- Tell students that you are going to do a close reading of the personal narrative “Girl from Yamhill” and that you want them to listen for the characters, setting, and events.
- Begin reading aloud as students follow along in the activity book. As you read, model fluency, thinking aloud, asking questions, making predictions, and inquiring about what might happen next.

A Girl from Yamhill

The Farm

by Beverly Cleary

Beverly Cleary is the award winning author of more than twenty books for children, including the Ramona books.

This passage is from her memoir, A Girl from Yamhill, in which she tells the true story of her childhood. She was born on a farm in rural Yamhill Oregon in 1916 and lived there until she began school. In this excerpt, she is a young girl and lives with her mother and father on the farm.

At Christmas I was given an orange, a rare treat from the far-off land of California. I sniffed my orange, admired its color and its tiny pores, and placed it beside my bowl of oatmeal at the breakfast table, where I sat raised by two volumes of Mother’s Teacher’s Encyclopedia.

Father picked up my orange. “Did you know that the world is round, like an orange?” he asked. No, I did not. “It is,” said Father. “If you started here”—pointing to the top of the orange—“and traveled in a straight line”—demonstrating with his finger—“you would travel back to where you started.” Oh, My father **scored** my orange. I peeled and thoughtfully ate it.

Activity Page 6.1



Listening Listening Actively

Entering/Emerging

Offer students 1:1 support and ask them to demonstrate active listening behaviors (listening attentively, not talking while others are talking, keeping their hands in their lap, etc.).

Transitioning/Expanding

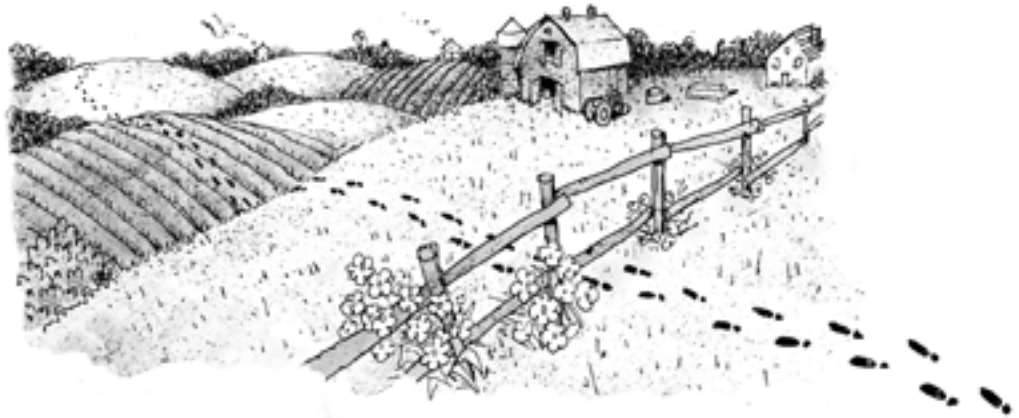
Offer students moderate support and ask students to demonstrate active listening behaviors (listening attentively, not talking while others are talking, keeping their hands in their lap, etc.).

Bridging

Offer students occasional support and ask students to demonstrate active listening behaviors (listening attentively, not talking while others are talking, keeping their hands in their lap, etc.).

I thought about that orange until spring, when wild **forget-me-nots** suddenly bloomed in one corner of our big field. The time had come. I crossed the barnyard, climbed a gate, walked down the hill, climbed another gate, and started off across the field, which was still too wet to **plow**. Mud clung to my shoes I plodded on and on, with my feet growing heavier with every step. I came to the fence that marked the boundary of our land and bravely prepared to climb it and **plunge** into foreign bushes.

My journey was interrupted by a shout. Father came **striding** across the field in his rubber boots. “Just where in Sam Hill do you think you’re going?” he demanded.



“Around the world, like you said.”

Father **chuckled** and, carrying me under his arm, **lugged** me back to the house, where he set me on the back porch and explained the size of the world.

Mother looked at my shoes, now gobs of mud, and sighed. “Beverly, what will you think of next?” she asked.





Check for Understanding

After reading, check for comprehension by asking the following questions:

- Who were the characters mentioned in the story?
 - » Dad, Mom, Beverly
 - What was the setting—where did the story take place?
 - » A farm—the text mentions a barnyard, gates, and fields
 - In order of beginning, middle, and end, what events took place during the story?
 - » Beverly receives an orange for Christmas, Beverly's father compares her orange to the world, Beverly walks across the family's land, Beverly's father stops her journey and explains the size of the world, Beverly's mother asks her what she'll think of next.
-



Speaking Exchanging Information and Ideas

Entering/Emerging

Offer students 1:1 support and ask text-dependent questions (*Who were the characters in the story? Where did the story take place? What were some of the events that happened in the story?, etc.*) to assist students with their answers.

Transitioning/Expanding

Offer students moderate support and ask text-dependent questions (*Who were the characters in the story? Where did the story take place? What were some of the events that happened in the story?, etc.*) to assist students with their answers.

Bridging

Offer students occasional support and ask text-dependent questions (*Who were the characters in the story? Where did the story take place? What were some of the events that happened in the story?, etc.*) to assist students with their answers.

Lesson 6: The Elements of a Personal Narrative

Talk Time



Primary Focus: Students will describe personal narrative elements from the text.

IDENTIFYING THE ELEMENTS (10 MIN.)

- Ask students what the elements of a personal narrative are.
 - » characters, setting, and events
- **Think-Pair-Share:** Ask students why they think an author might use the personal narrative elements. Allow 1 minute of think time. Tell students to pair with a partner and share their ideas.
- Call on students to share their ideas as you write them on the board.
 - » Answers may vary: to enhance their story, to help explain events, to make the story more interesting, etc.
- Direct students to Activity Page 6.2.
- Tell students that they are going to take a closer look at the way the author describes the personal narrative elements in the story “Girl from Yamhill.”
- Tell students that they are going to use the information from the text on Activity Page 6.1 to complete 6.2.
- Tell students to underline the parts of the story that describe the characters, setting, and events. (This underlined information will be used to complete Activity Page 6.2.)
- If time allows, have students share their answers with a partner.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Unit/Lesson | U1 L6 |
| Activity Name | Identifying the Elements |
| Proficiency Levels | |
| Entering | Student expresses ideas by asking and answering yes/no and wh- questions and responds using single words or sentence fragments. |
| Emerging | Student expresses ideas by asking and answering yes/no and wh- questions and responds using short phrases. |
| Transitioning | Student expresses ideas by asking and answering questions, responding using short phrases, and adding relevant information. |
| Expanding | Student contributes to discussions, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. |
| Bridging | Student contributes to discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback. |

~~~~~End Lesson~~~~~

## 7

# Including Elements of Personal Narratives in Writing

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will analyze the elements of a personal narrative.

**Writing**

Students will write a personal narrative with characters, a setting, and events.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Include the Elements** [Activity Page 7.1]

## LESSON AT A GLANCE

|                          | Time    | Materials           |
|--------------------------|---------|---------------------|
| <b>Rewind</b>            |         |                     |
| Identifying the Elements | 10 min. | ▣ Activity Page 6.2 |
| <b>Write About It</b>    |         |                     |
| Including the Elements   | 20 min. | ▣ Activity Page 7.1 |

## ADVANCE PREPARATION

### Rewind

- Review Activity Page 6.2.
- Display the following sentence starter on the board:
  - I think this event was important to Beverly because \_\_\_\_\_.
- Display the following sentence frames on the board:
  - It was Christmas morning and I could not wait to open my gifts \_\_\_\_\_.
  - Blowing out the candles on my birthday cake, I could not wait to open \_\_\_\_\_.
  - I have received many gifts throughout my life, but one stands out \_\_\_\_\_.
  - My best friend handed me a gift \_\_\_\_\_.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Identify how narratives are organized to express ideas
- Demonstrate comprehension of a narrative text by answering text-dependent questions, using general academic and domain-specific vocabulary
- Write a personal narrative that follows a logical sequence and includes story elements

### Language Forms and Functions

Three personal narrative elements are...

Good personal narratives have...

My most favorite gift was....

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
|                                 |                                  |                                 |

## Lesson 7: Including Elements of Personal Narratives in Writing

# Rewind



**Primary Focus:** Students will analyze the elements of a personal narrative.

### IDENTIFYING THE ELEMENTS (10 MIN.)

- Ask students to think about the personal narrative elements from the previous lesson.
- **Turn and Talk:** Ask students to turn to a partner and talk about what the three personal narrative elements are.
- Call on students to share their answers.
  - » characters, setting, and events
- Tell students that good personal narratives have characters (who), setting (when/where), and events (what happened).
- Ask students to recall what they remember from the story “Girl from Yamhill.”
  - Who were the characters?
    - » Mom, Dad, Beverly
  - What was the setting?
    - » a farm
  - What events happened?
    - » Beverly receives an orange for Christmas, Beverly’s father compares her orange to the world, Beverly walks across the family’s land, Beverly’s father stops her journey and explains the size of the world, Beverly’s mother asks her what she’ll think of next.
- Tell students that personal narratives also include a personal reaction.
  - A personal reaction is telling how you felt or why an event was important to you.
- Ask students to think of what Beverly’s personal reaction in the story “Girl from Yamhill” might be.

### Support

Direct students to the sentence frame on the board, “I think this event was important to Beverly because \_\_\_\_\_.”



### Reading Understanding Text Structure

#### Entering/Emerging

Offer students 1:1 support, asking questions about how the personal narrative is organized (*Who are the characters? What was the setting? What events from the story do you remember?, etc.*).

#### Transitioning/Expanding

Offer students moderate support and ask questions about how the personal narrative is organized (*Who are the characters? What was the setting? What events from the story do you remember?, etc.*).

#### Bridging

Offer students occasional support and ask questions about how the personal narrative is organized (*Who are the characters? What was the setting? What events from the story do you remember?, etc.*).

### Support

Direct student to the sentence starters on the board for support when talking about a gift they received.





## Writing

### Entering/Emerging

Offer students 1:1 support, asking students about their story ideas (*What happened first? Who are the characters? What happened next? What is the setting? What happened at the end of the story?*).

Ask students to tell you orally, and then direct them to their paper to write the information given.

### Transitioning/Expanding

Offer students moderate support and ask them about their story ideas (*What happened first? Who are the characters? What happened next? What is the setting? What happened at the end of the story?*).

Ask students to tell you orally, and then direct them to their paper to write the information given.

### Bridging

Offer students occasional support and ask them about their story ideas (*What happened first? Who are the characters? What happened next? What is the setting? What happened at the end of the story?*).

Ask students to tell you orally, and then direct them to their paper to write the information given.

- **Turn and Talk:** Ask students to turn to a partner and talk about why Beverly thought this event was important.
- Call on students to share their answers.
  - » Answers may vary: Her dad taught her a lesson about the size of the world, she learned something new, etc.

## Lesson 7: Including Elements of Personal Narratives in Writing

# Write About It



**Primary Focus:** Students will write a personal narrative with characters, a setting, and events.

### INCLUDING THE ELEMENTS (20 MIN.)

- Tell students that they are now going to write their own personal narratives using the following:
  - characters, events, and setting
  - personal reactions
- Ask students to think of the time they received their most favorite gift.
  - allow 1–2 minutes of think time.
- Guide student thinking:
  - What was the setting?
    - » a birthday party, Christmas, a normal day
  - What was the gift?
    - » a toy, a piece of jewelry, clothing, an accessory
  - Who was there? Who were characters?
    - » a friend, your parents, family members
  - What happened in the beginning, middle, and end?
    - » first, next, last



- **Turn and Talk:** Tell students to turn to a partner and talk about their ideas about receiving their most favorite gift.
- Call on students to share their ideas with the whole group as you write their answers on the board.
- Direct students to Activity Page 7.1.
- Tell students that they are now going to write a personal narrative about the time they received their most favorite gift.
- If time allows, call on students to share their personal narratives with the whole group.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                  |
|--------------------|------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                          |
| Unit/Lesson        | U1 L7                                                                                                            |
| Activity Name      | Including the Elements                                                                                           |
| Proficiency Levels |                                                                                                                  |
| Entering           | With 1:1 support, student can write a brief summary of an experience using simple sentences and key words.       |
| Emerging           | With moderate support, student can write a brief summary of an experience using simple sentences and key words.  |
| Transitioning      | With limited support, student can write a brief summary of an experience using complete sentences and key words. |
| Expanding          | Student can write an increasingly concise summary of an experience using complete sentences.                     |
| Bridging           | Student can write a clear and coherent summary of an experience using complete and complex sentences.            |

~~~~~  
End Lesson
 ~~~~~

## 8

# Details in Personal Narratives

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will identify characters, settings, and events from a close reading of “Condoleezza Rice.”

Students will analyze different words with similar meanings.

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Looking at Word Choice [Activity Page 8.3]

## LESSON AT A GLANCE

|                                                                          | Time    | Materials           |
|--------------------------------------------------------------------------|---------|---------------------|
| <b>Read About It</b>                                                     |         |                     |
| "Condoleezza Rice: A Memoir of My Extraordinary, Ordinary Family and Me" | 20 min. | ☐ Activity Page 8.1 |
| <b>Write About It</b>                                                    |         |                     |
| Looking at Word Choice                                                   | 10 min. | ☐ Activity Page 8.3 |

## ADVANCE PREPARATION

### Read About It

- Read "Condoleezza Rice" Activity Page 8.1, paying attention to the way characters, settings, and events are described.
- Display the following sentence frames on the board:
  - "I think \_\_\_\_\_ will be a character."
  - "I think the setting will be \_\_\_\_\_."
  - "I think \_\_\_\_\_ will happen."

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                     |                                        |                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Describe ideas and identify text elements based on the close reading of a text.</li> <li>• Explain the meaning of words and phrases used in texts.</li> </ul> |                                        |                                 |
| Language Forms and Functions                                                                                                                                                                           |                                        |                                 |
| I think _____ will be a character.<br>I think _____ will happen.<br>Other words with similar meanings that Condoleezza used are...                                                                     |                                        |                                 |
| Vocabulary                                                                                                                                                                                             |                                        |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                        | Tier 2<br>General Academic Words       | Tier 1<br>Everyday Speech Words |
| feminist<br>pulpit<br>sermon                                                                                                                                                                           | anticipation<br>implications<br>unique |                                 |

## Lesson 8: Details in Personal Narratives

## Read About It



**Primary Focus:** Students will identify characters, settings, and events from a close reading of “Condoleezza Rice.”

## Support

Direct students to the sentence frames on the board:

- “I think \_\_\_\_\_ will be a character.”
- “I think the setting will be \_\_\_\_\_.”
- “I think \_\_\_\_\_ will happen.”

**CONDOLEEZZA RICE: A MEMOIR OF MY EXTRAORDINARY, ORDINARY FAMILY AND ME (20 MIN.)**

- Ask students if they know their “birth story.”
  - Explain that a birth story is the story about when you were born.
  - Most people are told their birth story by their parents, family members, or close family friends.
- Tell students that today they are going to read about the birth story of Condoleezza Rice.
  - Explain that even though Condoleezza was just a baby at the time of her birth, she now tells her birth story as a personal narrative.
- Tell students that Condoleezza Rice grew up to become the first African-American woman to serve as Secretary of State.
- Ask students if they can predict the personal narrative elements that Condoleezza will use in her story. Tell students to think about:
  - Who the characters might be?
  - What setting might the story have?
  - What events are likely to take place?
- **Turn and Talk:** Tell students to turn to a partner and talk about their predictions.
- Call on individual students to share their predictions with the whole group.
- Direct students to Activity Page 8.1.
- Tell students that you are going to read aloud the beginning and middle of the story, but that you want them to read the surprise ending by themselves.

## Activity Page 8.1



- Read the story aloud to students, modeling fluency, thinking aloud, asking questions, making predictions, and inquiring about what might happen next. Stop reading aloud at paragraph six.
- Tell students to continue reading silently to find out the surprise Condoleezza Rice ending.

## Extraordinary, Ordinary People: A Memoir of Family

### Chapter One

by Condoleezza Rice

*Condoleezza Rice is a professor and scholar of political science at Stanford University. She has also served in government. She was the first female National Security Advisor from 2001–2005, and the first female African-American Secretary of State from 2005–2009. This excerpt is from the very beginning of her memoir *Extraordinary, Ordinary People: A Memoir of Family*.*

By all accounts, my parents approached the time of my birth with great **anticipation**. My father was certain that I'd be a boy and had worked out a deal with my mother: if the baby was a girl, she would name her, but a boy would be named John.

Mother started thinking about names for her daughter. She wanted a name that would be **unique** and musical. Looking to Italian musical terms for inspiration, she at first settled on Andantino. But realizing that it translated as "moving slowly," she decided that she didn't like the **implications** of that name. Allegro was worse because it translated as "fast," and no mother in 1954 wanted her daughter to be thought of as "fast." Finally she found the musical terms *con dolce* and *con dolcezza*, meaning "with sweetness." Deciding that an English speaker would never recognize the hard c, saying "dolci" instead of "dolche," my mother doctored the term. She settled on Condoleezza.



Reading  
Reading/Viewing Closely

#### Entering/Emerging

Offer students 1:1 support, asking text-dependent questions (characters, events, settings, personal reactions, etc.). Read and identify text-dependent concepts for students, using finger sweeping.

#### Transitioning/Expanding

Offer students moderate support and ask text-dependent questions (characters, events, settings, personal reactions, etc.). Read and help students identify text-dependent concepts, using finger sweeping.

#### Bridging

Offer students occasional support and ask text-dependent questions (characters, events, settings, personal reactions, etc.). Read and help students identify text-dependent concepts, using finger sweeping if necessary.

Meanwhile, my father prepared for John's birth. He bought a football and several other pieces of sports equipment. John was going to be an all-American running back or perhaps a linebacker.



My mother thought she felt labor pains on Friday night, November 12, and was rushed to the doctor. Dr. Plump, the black pediatrician who delivered most of the black babies in town, explained that it was probably just anxiety. He decided nonetheless to put Mother in the hospital, where she could rest comfortably.

The public hospitals were completely segregated in Birmingham, with the Negro wards—no private rooms were available—in the basement. There wasn't much effort to separate maternity cases from patients with any other kind of illness, and by all accounts the accommodations were pretty grim. As a result, mothers who could get in preferred to birth their babies at Holy Family, the Catholic hospital that segregated white and Negro patients but at least had something of a maternity floor and private rooms. Mother checked into Holy Family that night.

Nothing happened on Saturday or early Sunday morning. Dr. Plump told my father to go ahead and deliver his **sermon** at the eleven o'clock church service. "This baby isn't going to be born for quite a while," he said.

He was wrong. When my father came out of the **pulpit** at noon on November 14, his mother was waiting for him in the church office.

"Johnny, it's a girl!"

Daddy was floored. “A girl?” he asked. “How could it be a girl?”

He rushed to the hospital to see the new baby. Daddy told me that the first time he saw me in the nursery, the other babies were just lying still, but I was trying to raise myself up. Now, I think it’s doubtful that an hours-old baby was strong enough to do this. But my father insisted this story was true. In any case, he said that his heart melted at the sight of his baby girl. From that day on he was a “**feminist**”—there was nothing that his little girl couldn’t do, including learning to love football.



### Check for Understanding

After reading, check for comprehension by asking the following questions.

- Where did Condoleezza’s mother find the inspiration for her daughter’s name?
  - » from music
- What did Condoleezza’s father do to prepare for John’s birth?
  - » bought a football and other sports equipment
- What is the main setting of this story?
  - » a segregated hospital in Birmingham, Alabama
- At the end of the story, what is the surprise?
  - » Condoleezza is born a girl.





- Direct students to Activity Page 8.2.
- Tell students that they are going to draw a picture of the setting in the personal narrative “Condoleezza Rice.”
- Ask students to think about what the setting looks like in their mind.
- Call on individual students to share their ideas of what the setting might look like.
- If time allows, have students share their pictures with a partner.

### Lesson 8: Details in Personal Narratives

# Write About It



**Primary Focus:** Students will analyze different words with similar meanings.

#### LOOKING AT WORD CHOICE (10 MIN.)

- Tell students that they are now going to take a closer look at the words Condoleezza used to describe her birth story.
- Tell students that using certain words in their writing make their stories more interesting to readers.
- Ask students to think about the words used to describe things in the story they just read.
- Tell students that in the second paragraph of the text, the author uses the word **inspiration** to describe the mother’s ideas.
- Tell students that **inspiration** is another way of saying *a good idea* and that writers often use different words with similar meanings to add detail to their writing.
- Direct students to the questions on the board.
- **Think-Pair-Share:** Tell students to think about other words with similar meanings that Condoleezza used to describe events in the story. Tell students to pair with a partner and share their ideas, using the questions on the board.
  - How did Condoleezza’s mother describe how she wanted her daughter’s name to sound?
    - » unique instead of different
  - How did Condoleezza’s father react to her being a girl?
    - » floored instead of shocked
  - How was the hospital setting described?
    - » segregated instead of separate

- Call on individual students to share their ideas with the whole group while you write their answers on the board.
- Direct students to Activity Page 8.3.
- Tell students that they will use information from the story to complete Activity Page 8.3.
- If time allows, tell students to share their answers with a partner.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                                                      |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                                                              |
| Unit/Lesson        | U1 L8                                                                                                                                                |
| Activity Name      | Looking at Word Choice                                                                                                                               |
| Proficiency Levels |                                                                                                                                                      |
| Entering           | Student describes the specific language author used to present or support an idea with prompting and 1:1 support.                                    |
| Emerging           | Student describes the specific language author used to present or support an idea with prompting and substantial support.                            |
| Transitioning      | Student describes the specific language author used to present or support an idea with prompting and moderate support.                               |
| Expanding          | Student describes how well the author used specific language resources to support an opinion or present an idea with prompting and moderate support. |
| Bridging           | Student describes how well the author used specific language resources to support an opinion or present an idea with minimal support.                |

End Lesson

## Activity Page 8.3



### Reading Analyzing Language Choices

#### Entering/Emerging

Offer students 1:1 support, asking students to examine words from the text (the author used the word *floored* versus *shocked*., etc.). Model for students how to find details in the text by reading aloud and using finger sweeping to point out details.

#### Transitioning/Expanding

Offer students moderate support and ask students to examine words from the text (the author used the word *floored* versus *shocked*., etc.). Model for students how to find details in the text by reading aloud and using finger sweeping to point out details.

#### Bridging

Offer students occasional support and ask students to examine words from the text (the author used the word *floored* versus *shocked*., etc.). Model for students how to find details in the text by reading aloud and using finger sweeping to point out details.

## 9

# Adding Descriptive Details to Personal Narratives

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will analyze how the author's choice of words adds a description of events, characters, and settings.

**Writing**

Students will write sentences using words with a variety of affixes for precision.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Adding Descriptive Details [Activity Page 9.1]**

## LESSON AT A GLANCE

|                            | Time    | Materials           |
|----------------------------|---------|---------------------|
| <b>Rewind</b>              |         |                     |
| "Condoleezza Rice"         | 15 min. | ☐ Activity Page 8.1 |
| <b>Write About It</b>      |         |                     |
| Adding Descriptive Details | 15 min. | ☐ Activity Page 9.1 |

## ADVANCE PREPARATION

### Rewind

- Students will need to complete Activity Page 8.1.
- Display the following sentences on the board:
  - I went to the store.
  - Matt said, "I saw a cat."

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                        |                                  |                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Explain how different words with similar meanings produce different effects on readers</li> <li>• Discuss how descriptive words enhance one's writing</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                              |                                  |                                 |
| Instead of saying "said" I could use the words _____, _____, or _____.                                                                                                                                    |                                  |                                 |
| Vocabulary                                                                                                                                                                                                |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                           | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                                           |                                  |                                 |



Reading  
Analyzing  
Language Choices

### Entering/Emerging

Offer students 1:1 support, asking students to think of describing words (adjectives) to add to the sentences (*What name could we give to the store?, How could we describe what the cat looks like?, etc.*).

### Transitioning/Expanding

Offer students moderate support and ask them to think of describing words (adjectives) to add to the sentences (*What name could we give to the store?, How could we describe what the cat looks like?, etc.*).

### Bridging

Offer students occasional support and ask them to think of adjectives describing words (adjectives) to add to the sentences (*What name could we give to the store?, How could we describe what the cat looks like?, etc.*).

## Lesson 9: Adding Descriptive Details to Personal Narratives

# Rewind

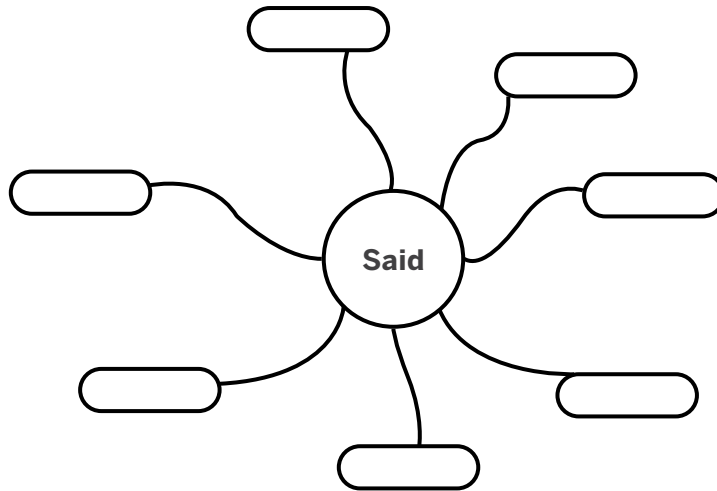


**Primary Focus:** Students will analyze how the author's choice of words adds description of events, characters, and settings.

### "CONDOLEEZZA RICE" (15 MIN.)

- Ask students to think about what they remember about descriptive details and word choice.
- **Turn and Talk:** Tell students to turn to a partner and talk about what they remember about adding descriptive details to writing.
- Call on pairs to share what ideas they had as you write them on the board.
- Ask students why authors use descriptive details.
  - » to make writing more interesting for readers
- Direct students to the sentence *I went to the store* on the board.
- Tell students that this sentence is a complete sentence, but it is missing something.
- Ask students what is missing from the sentence.
  - » it needs more descriptive details
- Tell students that you are going to add more description by changing the word *went* to *skipped* because it tells readers more about **how** you went to the store.
- Ask students to think of more words we could add/change to this sentence to give it more descriptive details. Model this for students by thinking aloud and adding the following sentences under "*I went to the store.*"
  - "I happily skipped to the store."
  - "I happily skipped to HappyMart."
  - "I happily skipped down the sidewalk on the way to HappyMart."
- Direct students to the sentence *Matt said, "I saw a cat."* on the board.

- Tell students that you need another word to replace the word *said* because it does not give the reader enough description of **how** Matt said the sentence.
- Draw a word web for the word *said*:



- Ask students to think of different words with similar meanings to the word *said* that could give the reader more information about **how** Matt said the sentence.
  - Guide student thinking: Did Matt *shout*? Did he *scream*?, etc.
- **Turn and Talk:** Tell students to turn to a partner and talk about what words could be used to replace *said*.
- Call on pairs to share their ideas while you write their answers on the word web.
- Model analyzing word choice for students by selecting a new word and then writing the sentence with the new word for *said* on the board. (*Matt shouted, "I saw a cat!"*)
- Tell students that the sentence now tells us **how** Matt said he saw the cat. (*with a shout*)
- **Think-Pair-Share:** Direct students to the sentence "Matt said, "I saw a cat." on the board. Tell students to think about what details they could add to this sentence to make it more interesting. Tell students to share their ideas with their partner.
- Call on pairs to share their ideas with the whole group while you write their new sentences on the board (example: Matt shouted, "I saw a big, black cat running in the backyard.").



## Writing Selecting Language Resources

### Entering/Emerging

Offer students 1:1 support by asking students to look for the affixes they recognize (*What does un-mean? Can you think of another word with -ed on the end? What does it mean if a word has an -s on the end?, etc.*)

### Transitioning/Expanding

Offer students moderate support and ask them to look for the affixes they recognize (*What does un-mean? Can you think of another word with -ed on the end? What does it mean if a word has an -s on the end?, etc.*).

### Bridging

Offer students occasional support and ask students to look for the affixes they recognize (*What does un-mean? Can you think of another word with -ed on the end? What does it mean if a word has an -s on the end?, etc.*).

## Lesson 9: Adding Descriptive Details to Personal Narratives

# Write About It



**Primary Focus:** Students will write sentences using words with a variety of affixes for precision.

### ADDING DESCRIPTIVE DETAILS (15 MIN.)

- Tell students that they are now going to add descriptive details to sentences in their Activity Books.
- Direct students to Activity Page 9.1.
- Tell students to read the sentences and add more descriptive details by adding or changing words.
- When finished, tell students to share their work with a partner.

#### Activity Page 9.1



## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                                             |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                                                     |
| Unit/Lesson        | U1 L9                                                                                                                                       |
| Activity Name      | Adding Descriptive Details                                                                                                                  |
| Proficiency Levels |                                                                                                                                             |
| Entering           | With 1:1 support, student uses simple adjectives to dictate simple sentences.                                                               |
| Emerging           | With substantial support, student uses adjectives and common conjunctions to write simple sentences.                                        |
| Transitioning      | With moderate support, student uses adjectives and common conjunctions to write simple and compound sentences.                              |
| Expanding          | With occasional support, student uses adjectives, adjective phrases, and conjunctions to write sentences of varying lengths and structures. |
| Bridging           | Student independently uses adjectives, adjective phrases, and conjunctions to write sentences of varying lengths and structures.            |

~~~~~  
End Lesson
~~~~~



## 10

# Using Noun Phrases in Writing

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will identify descriptive details about characters, settings, and events based on a close reading of “When I Was Puerto Rican.”

**Writing**

Students will practice using noun phrases to add descriptive details to their writing.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Noun Phrases** [Activity Page 10.2]

## LESSON AT A GLANCE

|                            | Time    | Materials            |
|----------------------------|---------|----------------------|
| <b>Read About It</b>       |         |                      |
| "When I Was Puerto Rican"  | 20 min. | ☐ Activity Page 10.1 |
| <b>Looking at Language</b> |         |                      |
| Noun Phrases               | 10 min. | ☐ Activity Page 10.2 |

## ADVANCE PREPARATION

### Read About It

- Read Activity Page 10.1 "When I Was Puerto Rican," focusing on how characters, events, and setting are described using noun phrases.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                |                                                                                       |                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Discuss how and why an author uses details in their writing</li> <li>• Elaborate on ideas in writing by adding details to expand noun phrases</li> </ul> |                                                                                       |                                 |
| Language Forms and Functions                                                                                                                                                                      |                                                                                       |                                 |
| <p>The author chose to add this detail because...</p> <p>The author uses this detail to...</p> <p>The guava is as big as _____.</p> <p>The stem feels _____.</p>                                  |                                                                                       |                                 |
| Vocabulary                                                                                                                                                                                        |                                                                                       |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                   | Tier 2<br>General Academic Words                                                      | Tier 1<br>Everyday Speech Words |
| castor oil<br>crevices<br>tinge<br>guava                                                                                                                                                          | edible<br>embedded<br>enticing<br>fragrant<br>grimace<br>laden<br>prickly<br>tempting |                                 |



## Activity Page 10.1



Reading  
Reading/Viewing Closely

**Entering/Emerging**

Offer students 1:1 support, asking text-dependent questions (plot, character, actions, conflict, etc.). Read and identify text-dependent concepts for students, using finger sweeping.

**Transitioning/Expanding**

Offer students moderate support and ask text-dependent questions (plot, character, actions, conflict, etc.). Read and help students identify text-dependent concepts, using finger sweeping.

**Bridging**

Offer students occasional support and ask text-dependent questions (plot, character, actions, conflict, etc.). Read and help students identify text-dependent concepts, using finger sweeping if necessary.

**Lesson 10: Using Noun Phrases in Writing**

# Read About It

**Primary Focus:** Students will identify descriptive details about characters, settings, and events based on a close reading of “When I Was Puerto Rican.”

**“WHEN I WAS PUERTO RICAN” (20 MIN.)**

- Ask students if they have ever eaten a guava.
- Tell students that a guava is a tropical fruit that can be sweet or sour depending on the type of guava it is.
- Tell students that today they are going to read a personal narrative with lots of description about how to eat a guava.
- Tell students that the author is Esmeralda Santiago and that she is from San Juan, Puerto Rico, where guavas are common.
- Ask students why it might be important for the author to add lots of detail when describing how to eat the guava.
  - » so readers know the correct way to eat the fruit
- Direct students to Activity Page 10.1.
- Tell students that you are going to read the story aloud and that you want them to follow along and underline parts of the story that describe what the parts of the guava look like.
  - » bumpy, hard, pink, seeds, etc.
- Begin reading aloud as students follow along in the Activity Book. As you read, model fluency, thinking aloud, asking questions, making predictions, and inquiring about what might happen next.
- Pause at different points throughout the Read-Aloud and have students share what they have underlined.
  - Example: First paragraph: How big is the guava?
    - » size of tennis ball
  - How does the stem feel?
    - » prickly

---

## When I Was Puerto Rican

### Prologue: How To Eat A Guava

by Esmeralda Santiago

*Esmeralda Santiago is a writer and actress. She was born in Puerto Rico in 1948, and moved with her family to the United States when she was thirteen. This excerpt is the beginning of her first book, When I Was Puerto Rican, the first of her three memoirs. It tells the true story of her childhood in Puerto Rico and the move to New York.*

---

*Barco que no anda, no llega a puerto.*

*A ship that doesn't sail, never reaches port.*

There are guavas at the Shop & Save. I pick one the size of a tennis ball and finger the **prickly** stem end. It feels familiarly bumpy and firm. The guava is not quite ripe; the skin is still a dark green. I smell it and imagine a pale pink center, the seeds tightly **embedded** in the flesh.

A ripe guava is yellow, although some varieties have a pink **tinge**. The skin is thick, firm, and sweet. Its heart is bright pink and almost solid with seeds. The most delicious part of the guava surrounds the tiny seeds. If you don't know how to eat a guava, the seeds end up in the **crevices** between your teeth.

When you bite into a ripe guava, your teeth must grip the bumpy surface and sink into the thick **edible** skin without hitting the center. It takes experience to do this, as it's quite tricky to determine how far beyond the skin the seeds begin.

Some years, when the rains have been plentiful and the nights cool, you can bite into a guava and not find many seeds. The guava bushes grow close to the ground, their branches **laden** with green then yellow fruit that seem to ripen overnight. These guavas are



large and juicy, almost seedless, their roundness **enticing** you to have one more, just one more, because next year the rains may not come.

As children, we didn't always wait for the fruit to ripen. We raided the bushes as soon as the guavas were large enough to bend the branch.

A green guava is sour and hard. You bite into it at its widest point, because it's easier to grasp with your teeth. You hear the skin, meat, and seeds crunching inside your head, while the inside of your mouth explodes in little spurts of sour.

You **grimace**, your eyes water, and your cheeks disappear as your lips purse into a tight O. But you have another and then another, enjoying the crunchy sounds, the acid taste, the gritty texture of the unripe center. At night, your mother makes you drink **castor oil**, which she says tastes better than a green **guava**. That's when you know for sure that you're a child and she has stopped being one.



I had my last guava the day we left Puerto Rico. It was large and juicy, almost red in the center, and so **fragrant** that I didn't want to eat it because I would lose the smell. All the way to the airport I scratched at it with my teeth, making little dents in the skin, chewing small pieces with my front teeth, so that I could feel the texture against my tongue, the tiny pink pellets of sweet.

Today, I stand before a stack of dark green guavas, each perfectly round and hard, each \$1.59. The one in my hand is **tempting**. It smells faintly of late summer afternoons and hopscotch under the mango tree. But this is autumn in New York, and I'm no longer a child.

The guava joins its sisters under the harsh fluorescent lights of the exotic fruit display. I push my cart away, toward the apples and pears of my adulthood, their nearly seedless ripeness predictable and bittersweet.



### Check for Understanding

After reading, check for comprehension by asking students to share what they have underlined. Guide students using the following questions:

- What does the unripe guava look like?
- How is the ripe guava different?
- What is it like to bite into a ripe guava?
- What does the guava in the narrator's hand at the end of the story smell like?

- Call on individual students to share their ideas with the whole group.
- Tell students to underline the description being shared if they do not have it underlined already.



## Writing Using Nouns and Noun Phrases

### Entering/Emerging

Offer students 1:1 support and ask them to add words that give their reader more information about the given noun (*What color is it? Where is it located? Who does it belong to?, etc.*).

### Transitioning/Expanding

Offer students moderate support and ask them to add words that give their reader more information about the given noun (*What color is it? Where is it located? Who does it belong to?, etc.*).

### Bridging

Offer students occasional support and ask them to add words that give their reader more information about the given noun (*What color is it? Where is it located? Who does it belong to?, etc.*).

## Activity Page 10.2



## Lesson 10: Using Noun Phrases in Writing

# Looking at Language



**Primary Focus:** Students will practice using noun phrases to add descriptive details to writing.

### NOUN PHRASES (10 MIN.)

- Tell students that the description they underlined on Activity Page 10.1 contains noun phrases.
- Ask students what a noun is.
  - » a person, place, or thing
- Tell students that a noun phrase is a group of words that contains a noun with words that describe the noun.
- Write the phrase *the bird* on the board.
- Ask students what is missing from the phrase *the bird*.
  - » it is not a complete sentence, it has no description, the reader does not know anything about the bird
- Tell students that descriptive details can be added to the phrase to give the reader more information about the bird.
- **Think-Pair-Share:** Tell students to think of some descriptive details we could add to the phrase to find out more information about the bird. Tell students to share their ideas with a partner.
- Call on pairs to share their ideas with the whole group while you add their descriptive details to the phrase.
  - » the green bird, Aunt Mimi's green bird, Aunt Mimi's loud, green bird
- Ask students what they notice about the noun phrase now that descriptive details have been added.
  - » the reader knows the color of the bird, who the bird belongs to, the reader knows the bird is loud
- Direct students to Activity Page 10.2.
- Tell students that they are now going to create noun phrases using descriptive details.
- If time allows, have students share their ideas with a partner.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                          |
|--------------------|----------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                  |
| Unit/Lesson        | U1 L10                                                                                                   |
| Activity Name      | Noun Phrases                                                                                             |
| Proficiency Levels |                                                                                                          |
| Entering           | With 1:1 support, student expands noun phrases using one word.                                           |
| Emerging           | With moderate support, student expands noun phrases with simple words.                                   |
| Transitioning      | Student uses adjectives and conjunctions to add details to sentences.                                    |
| Expanding          | Student uses adjectives and conjunctions to write complete, detailed sentences, with support as needed.  |
| Bridging           | Student expands on noun phrases by including a variety of conjunctions and details with minimal support. |

~~~~~End Lesson~~~~~


11

Planning a Personal Narrative

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will write ideas for a personal narrative using elements and descriptive details.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Planning a Personal Narrative [Activity Page 11.1]

LESSON AT A GLANCE

| | Time | Materials |
|-------------------------------|---------|--------------------|
| Write About It | | |
| Planning a Personal Narrative | 30 min. | Activity Page 11.1 |

ADVANCE PREPARATION

Write About It

- Display the following guiding questions on the board:
 - When you were scared?
 - When you were happy?
 - When you were sad?
 - When you were celebrating?

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Demonstrate active listening by asking and answering basic questions • Elaborate on ideas for a personal narrative orally and in writing | | |
| Language Forms and Functions | | |
| <p>"A time I will never forget..."</p> <p>"I felt _____ when..."</p> <p>"I celebrated after..."</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| | | noun
adjectives
details |

Lesson 11: Planning a Personal Narrative

Write About It



Primary Focus: Students will write ideas for a personal narrative using elements and descriptive details.

PLANNING A PERSONAL NARRATIVE (30 MIN.)

- Ask students to think about a time they will never forget.
- Direct students to the writing prompt on the board.
- **Turn and Talk:** Tell students to turn to a partner and talk about the guiding questions on the board.
 - When you were scared?
 - When you were happy?
 - When you were sad?
 - When you were celebrating?
- Call on students individually to share their ideas with the whole group.
- Tell students that they are now going to brainstorm more details about a time they will never forget.
- **Think-Pair-Share:** Tell students to think about their event and then pair with a partner to share their ideas.
 - Tell students to share ideas about the characters in their story.
 - Tell students to share about the setting.
 - Tell students to describe the events that happened in the beginning, middle, and end.
- Call on individual students to share their ideas with the whole group.
- Write students' ideas on the board.
- Tell students that they are now going to write their ideas and details about their personal narrative on a graphic organizer.

- Tell students that they will be using this graphic organizer to help them write a personal narrative.

- Characters
- Setting
- Beginning
- Middle
- End

- Direct students to Activity Page 11.1
- Tell students that they are going to fill in the graphic organizer with information about a time they will never forget.
- If time allows, tell students to share their graphic organizer with a partner.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U1 L11 |
| Activity Name | Planning a Personal Narrative |
| Proficiency Levels | |
| Entering | Student draws pictures to represent the beginning, middle, and end of a personal narrative with 1:1 support. |
| Emerging | Student draws pictures and writes short phrases to represent the beginning, middle, and end of a personal narrative with moderate support. |
| Transitioning | Student writes simple, complete sentences to explain the beginning, middle, and end of a personal narrative using models as needed. |
| Expanding | Student writes simple and complex sentences, with details, to explain the beginning, middle, and end of a personal narrative. |
| Bridging | Student writes full complex sentences, with details, to explain the beginning, middle, and end of a personal narrative. |

Activity Page 11.1



Writing

Entering/Emerging

Offer students 1:1 support, asking them questions about their personal narrative event (*When did it take place? Where were you? What was happening? What emotions did you feel?, etc.*). Remind students to use complete sentences.

Transitioning/Expanding

Offer students moderate support and ask questions about their personal narrative event (*When did it take place? Where were you? What was happening? What emotions did you feel?, etc.*). Remind students to use complete sentences.

Bridging

Offer students occasional support and ask questions about their personal narrative event (*When did it take place? Where were you? What was happening? What emotions did you feel?, etc.*). Remind students to use complete sentences.

End Lesson

12

Writing a Beginning Paragraph

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will share writing ideas with a partner.

Writing

Students will write the beginning paragraph of a personal narrative.

FORMATIVE ASSESSMENT

Writing

Beginning Paragraph Checklist [Activity Page 12.2]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Writing a Personal Narrative [Activity Page 12.1]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|-----------------------|
| Rewind | | |
| Planning a Personal Narrative
Graphic Organizer Review | 10 min. | ☐ Activity Page 11.1 |
| Write About It | | |
| Writing a Beginning Paragraph | 20 min. | ☐ Activity 12.1; 12.2 |

ADVANCE PREPARATION

Rewind

- Students will need to complete Activity Page 11.1.

Write About It

- Write the following sentence starters on the board:
 - Once when I was . . .
 - It was an ordinary day . . .
 - I remember . . .
 - I have had many interesting days in my life, but . . .

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Brainstorm and share potential topics for personal narratives.
- Write a personal narrative that follows a logical sequence and includes story elements.

Language Forms and Functions

It was an ordinary day...

Once when I was...

I have had many interesting days in my life, but...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| | summary
paragraph
edit | |

Lesson 12: Writing a Beginning Paragraph

Rewind



Primary Focus: Students will share writing ideas with a partner.

GRAPHIC ORGANIZER REVIEW (10 MIN.)

- Ask students why it is important for writers to use a graphic organizer.
 - » to help organize thoughts and ideas
- Tell students that today they are going to review their graphic organizer from the previous lesson to help them with their writing.
- Direct students to Activity Page 11.1.
- **Turn and Talk:** Tell students to turn to a partner and talk about their settings, characters, events, and ideas for their writing.
- Ask students to talk about the following:
 - What events happen in the beginning, middle, and end?
 - What is the story's setting?
 - Who are the characters?
- Call on pairs to share their ideas with the whole group.

Activity Page 11.1



Speaking Exchanging Information and Ideas

Entering/Emerging

Offer students 1:1 support by asking questions about their personal narratives (*What event did you choose to write about? Who was there? What did it look like? Describe the beginning, middle, and end., etc.*).

Transitioning/Expanding

Offer students moderate support and ask questions about their personal narratives (*What event did you choose to write about? Who was there? What did it look like? Describe the beginning, middle, and end., etc.*).

Bridging

Offer students occasional support and ask questions about their personal narratives (*What event did you choose to write about? Who was there? What did it look like? Describe the beginning, middle, and end., etc.*).

Support

Direct students to paragraph starters on the board:

- Once when I was . . .
- It was an ordinary day . . .
 - I remember . . .
- I have had many interesting days in my life, but . . .

Activity Page 12.1



Activity Page 12.2



Lesson 12: Writing a Beginning Paragraph

Write About It



Primary Focus: Students will write the beginning paragraph of a personal narrative.

WRITING A BEGINNING PARAGRAPH (20 MIN.)

- Ask students to think about the beginnings of the personal narratives they have read. (*"A Good Lie," "The Great Accordion Concert," "Condoleezza Rice," "Orange," etc.*)
- Ask students how the stories started.
 - » They started with a description of an event or an action.
- Tell students that it is important for writers to begin their personal narratives with action and description to grab readers' attention.
- Ask students why they think it might be important to grab a reader's attention in the beginning of their story.
 - » so that the reader stays interested in the story and keeps reading
- Tell students that they are going to write the beginning paragraph to their personal narrative essay today.
- Direct students to Activity Page 12.1.
- Tell students that they will be writing their beginning, middle, and ending paragraphs on this page eventually, but today they are only writing their beginning.
- **Think-Pair-Share:** Tell students to think about how they want to begin writing their story. Tell students to pair with a partner and share their ideas about what they are going to write in their beginning paragraphs.
- Next, tell students to begin writing their beginning paragraphs on Activity Page 12.1.
- Direct students to Activity Page 12.2 when they are finished writing their beginning paragraph.
- Tell students to read their paragraphs silently to themselves when they are finished to check their sentences for errors.
- Tell students to use the checklist on Activity Page 12.2 to revise their beginning paragraph.

I have a clear beginning to my story.

I used capitals letters at the beginning of my sentences.

I used lots of description to describe my events, settings, and characters.

I have periods at the end of all my sentences.

All of my sentences make sense.

- Ask students to write ideas for their middle paragraph on the bottom of Activity Page 12.2.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Unit/Lesson | U1 L12 |
| Activity Name | Writing a Personal Narrative |
| Proficiency Levels | |
| Entering | Student writes a brief summary of experiences using simple sentences and key words with 1:1 support. |
| Emerging | Student writes a brief summary of experiences using complete sentences and key words with moderate support. |
| Transitioning | Student writes an increasingly concise summary of experiences using complete sentences and key words with moderate support. |
| Expanding | Student writes simple and complex sentences, with details, to explain the beginning, middle, and end of a personal narrative. |
| Bridging | Student writes full complex sentences, with details, to explain the beginning, middle, and end of a personal narrative. |



Writing

Entering/Emerging

Offer students 1:1 support and ask them to talk about their ideas for their beginning paragraph (*What is an interesting way to start your story? What could we talk about that would grab your reader's attention? What happened first?, etc.*).

Transitioning/Expanding

Offer students moderate support and ask them to talk about their ideas for their beginning paragraph (*What is an interesting way to start your story? What could we talk about that would grab your reader's attention? What happened first?, etc.*).

Bridging

Offer students occasional support and ask them to talk about their ideas for their beginning paragraph (*What is an interesting way to start your story? What could we talk about that would grab your reader's attention? What happened first?, etc.*).

End Lesson

13

Writing a Middle Paragraph

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will share their beginning paragraphs with a partner.

Writing

Students will write the middle paragraph of a personal narrative.

FORMATIVE ASSESSMENT

Writing

Writing a Personal Narrative [Activity Page 12.1]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Middle Paragraph Checklist [Activity Page 13.1]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|------------------------------------|
| Talk Time | | |
| Beginning Paragraphs | 10 min. | ☐ Activity Page 12.1 |
| Write About It | | |
| Writing a Middle Paragraph | 20 min. | ☐ Activity 12.1
☐ Activity 13.1 |

ADVANCE PREPARATION

Talk Time

- Students will need to complete Activity Pages 11.1 and 12.1 (Beginning).
- Display the following discussion questions and sentence starters on the board:
 - Did my beginning grab your attention?
 - I paid attention to . . .
 - What happened in the beginning of my story?
 - In the beginning . . .
 - What describing words did I use?
 - You used the words . . .
 - What have I shared about the time I will never forget so far?
 - You shared . . .

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Listen to and provide feedback by asking and answering questions • Write a detailed, organized draft of a personal narrative | | |
| Language Forms and Functions | | |
| <p>I paid attention to...</p> <p>You shared...</p> <p>Picture in your mind...</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| | revise | |

Lesson 13: Writing a Middle Paragraph

Talk Time



Primary Focus: Students will share their beginning paragraphs with a partner.

BEGINNING PARAGRAPHS (10 MIN.)

- Tell students that they are going to continue writing their personal narratives.
- Ask students to think about their topic “A time I will never forget.”
- Tell students that it is important for writers to go back and read their writing to check for errors and to make sure their story stays on topic.
- Direct students to Activity Page 12.1.
- Ask students to read their beginning paragraph to themselves.
- **Turn and Talk:** Tell students to turn to a partner and share their beginning paragraphs. Tell students to pay attention as their partner is reading aloud. When the partner is finished sharing, direct students to the discussion questions on the board.
- Tell students to discuss the questions on the board after each partner shares their beginning paragraphs.
 - Did my beginning grab your attention?
 - I paid attention to . . .
 - What happened in the beginning of my story?
 - In the beginning . . .
 - What describing words did I use?
 - You used the words . . .
 - What have I shared about the time I will never forget so far?
 - You shared . . .
- Call on pairs to share the information they talked about with their partners with the whole class.



**Speaking
Exchanging
Information and Ideas**

Entering/Emerging

Offer students 1:1 support by asking them to share information about their beginning paragraphs (*What is being described in the beginning paragraph? What happened first? Where were you? How would you describe the setting?, etc.*).

Transitioning/Expanding

Offer students moderate support and ask students to share information about their beginning paragraphs (*What is being described in the beginning paragraph? What happened first? Where were you? How would you describe the setting?, etc.*).

Bridging

Offer students occasional support and ask students to share information about their beginning paragraphs (*What is being described in the beginning paragraph? What happened first? Where were you? How would you describe the setting?, etc.*).



Entering/Emerging

Offer students 1:1 support, asking them to discuss orally what happens next in their stories (*What happened next in your story? What was your reaction?, etc.*). Encourage students to write down their responses using complete sentences.

Transitioning/Expanding

Offer students moderate support and ask them to discuss orally what happens next in their stories (*What happened next in your story? What was your reaction?, etc.*). Encourage students to write down their responses using complete sentences.

Bridging

Offer students occasional support and ask students to discuss orally what happens next in their stories (*What happened next in your story? What was your reaction?, etc.*). Encourage students to write down their responses using complete sentences.

Lesson 13: Writing a Middle Paragraph

Write About It



Primary Focus: Students will write the middle paragraph of a personal narrative.

WRITING A MIDDLE PARAGRAPH (20 MIN.)

- Tell students that they are going to continue writing their personal narratives on Activity Page 12.1 and that they are going to continue to use their graphic organizer on Activity Page 11.1 to help them stay organized.
- Tell students that they are going to continue their personal narrative by writing their next paragraph, the middle or body.
- Ask students what usually takes place in the middle of stories. (*the main event, lots of description, etc.*)
- Ask students to **visualize** what happens next in their story. (*picture in your mind...*)
 - Does the setting change?
 - Is there a new character?
 - What is the main event?
 - What action happens?
- **Think-Pair-Share:** Tell students to think about ideas to include in their middle paragraph. Tell students to pair with a partner and share their ideas for their next paragraph.
- Direct students to Activity Page 12.1.
- Direct students to the middle paragraph section (under the beginning paragraph).
- Tell students that they are going to write their middle paragraph using the information on their graphic organizer and the ideas they talked about with their partner.

- Tell students to use the checklist on Activity Page 13.1 to revise their middle paragraphs when they are finished writing.

Activity Page 13.1



| | |
|---|--|
| I have a clear middle to my story. | |
| I used capitals letters at the beginning of my sentences. | |
| I used lots of description to describe my events, settings, and characters. | |
| I have periods at the end of all my sentences. | |
| All of my sentences make sense. | |

- Tell students to write their ideas for the ending paragraph on the bottom of Activity Page 13.1.
- If time allows, tell students to read their beginning and middle paragraphs to themselves to check for errors and to make sure they are on topic.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U1 L13 |
| Activity Name | Middle Paragraph Checklist |
| Proficiency Levels | |
| Entering | Student revises their middle paragraphs with 1:1 support. |
| Emerging | Student revises their middle paragraph with substantial support. |
| Transitioning | Student revises their middle paragraph with moderate support. |
| Expanding | Student revises their middle paragraph with minimal support. |
| Bridging | Student revises their middle paragraph independently. |

End Lesson

14

Writing an Ending

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will share their beginning and middle paragraphs with a partner.

Writing

Students will write the ending paragraph of a personal narrative.

FORMATIVE ASSESSMENT

Speaking

Writing a Personal Narrative [Activity Page 12.1]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Ending Paragraph Checklist [Activity Page 14.1]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|----------------------------|
| Talk Time | | |
| Review Beginning and Middle Paragraphs | 10 min. | ☐ Activity Page 12.1 |
| Write About It | | |
| Writing an Ending Paragraph | 20 min. | ☐ Activity Page 12.1; 14.1 |

ADVANCE PREPARATION

Talk Time

- Students will need to complete Activity Page 11.1 and 12.1 (Beginning and Middle)
- Display the following sentence frames for discussion:
 - I heard you describe . . .
 - I liked when you talked about . . .
 - I pictured _____ when you said . . .

Write About it

- Display the following ending phrases on the board for students:
 - As you can see . . .
 - In the end . . .
 - All in all . . .
 - In closing . . .



Speaking Exchanging Information and Ideas

Entering/Emerging

Offer students 1:1 support by asking questions about their personal narratives (*What happened next? What description could we add to that detail?, etc.*).

Transitioning/Expanding

Offer students moderate support and ask questions about their personal narratives (*What happened next? What description could we add to that detail?, etc.*).

Bridging

Offer students occasional support and ask questions about their personal narratives (*What happened next? What description could we add to that detail?, etc.*).

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Listen to and provide feedback by asking and answering questions
- Write a detailed, organized draft of a personal narrative

Language Forms and Functions

I liked when you talked about...

As you can see...

In the end...

All in all...

In closing...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| | checklist | |

Lesson 14: Writing an Ending

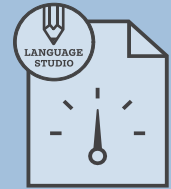
Talk Time



Primary Focus: Students will share their beginning and middle paragraphs with a partner.

REVIEW BEGINNING AND MIDDLE PARAGRAPHS (10 MIN.)

- Ask students to think about their personal narratives “A time I will never forget . . .”
- Ask students to think about what happened in the beginning and middle of their narratives.
- Direct students to their beginning and middle paragraphs on Activity Page 12.1.
- **Turn and Talk:** Tell students to turn to a partner and talk about what they have written for their beginning and middle paragraphs.
- Ask partners to listen for details and description in their partners’ narratives.

Activity Page 12.1

Support

Talk about descriptions used.

- I heard you describe . . .
- I liked when you talked about . . .
- I pictured _____ when you said . . .

Call on pairs to share with the whole group what description they heard in their partner’s narrative.



Writing

Entering/Emerging

Offer students 1:1 support by asking about how their personal narrative should end (*What was the final event? What happened last? How could we wrap this up? What's the last thought you want to leave your reader with?, etc.*).

Transitioning/Expanding

Offer students moderate support and ask about how their personal narrative should end (*What was the final event? What happened last? How could we wrap this up? What's the last thought you want to leave your reader with?, etc.*).

Bridging

Offer students occasional support and ask about how their personal narrative should end (*What was the final event? What happened last? How could we wrap this up? What's the last thought you want to leave your reader with?, etc.*).

Activity Page 14.1



Lesson 14: Writing an Ending

Write About It



Primary Focus: Students will write the ending paragraph of a personal narrative.

WRITING AN ENDING PARAGRAPH (20 MIN.)

- Ask students what paragraph is missing from their personal narratives.
 - » ending
- Tell students that they are going to write the ending to their personal narratives.
- Tell students that the purpose of the ending paragraph is to wrap up their story for their reader.
- Ask students where they can look to get information about what they will write in their ending paragraph.
 - » their graphic organizer on Activity Page 11.1
- Direct students to Activity Page 12.1.
- Direct students to the ending section on Activity Page 12.1 where they will write their final paragraph.
- Tell students that good writers use ending phrases to signal the ending of their story.
- Direct students to the following ending phrases on the board:
 - As you can see . . .
 - In the end . . .
 - All in all . . .
 - In closing . . .
- Tell students that they can use one of the ending phrases to begin their ending paragraph.
- Direct students to Activity Page 14.1 when they are finished writing.
- Tell students to use the checklist to revise their ending paragraph.
- Tell students to complete the reflection section on the bottom of Activity Page 14.1.
- If time allows, have students share their reflection answers with a partner.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U1 L14 |
| Activity Name | Ending Paragraph Checklist |
| Proficiency Levels | |
| Entering | Student revises their ending paragraph with 1:1 support. |
| Emerging | Student revises their ending paragraph with substantial support. |
| Transitioning | Student revises their ending paragraph with moderate support. |
| Expanding | Student revises their ending paragraph with minimal support. |
| Bridging | Student revises their ending paragraph independently. |

~~~~~End Lesson~~~~~

## 15

# Putting It All Together

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will revise personal narrative essays.

**Listening**

Students will demonstrate active listening to oral presentations of personal narratives.

**FORMATIVE ASSESSMENT****Writing**

**Writing a Personal Narrative** [Activity Page 12.1]

**LANGUAGE PROFICIENCY ASSESSMENT****Listening**

**Writing Rubric Personal Narratives** [Activity 15.1]

## LESSON AT A GLANCE

|                                | Time    | Materials                                                                                  |
|--------------------------------|---------|--------------------------------------------------------------------------------------------|
| <b>Write About It</b>          |         |                                                                                            |
| Revising a Personal Narrative  | 15 min. | <input type="checkbox"/> Activity Page 12.1<br><input type="checkbox"/> Activity Page 15.1 |
| <b>On Stage</b>                |         |                                                                                            |
| Presenting Personal Narratives | 15 min. | <input type="checkbox"/> Activity Page 12.1                                                |

## ADVANCE PREPARATION

### Write About It

- Students will need to complete Activity Page 12.1.
- Display the rubric on the board for Activity Page 15.1.

### Writing Rubric Personal Narratives

| Ask Yourself:                                           | 1                                                       | 2                                                       | 3                                                        | 4                                                                                 |
|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------|
| Do I have a clear beginning?                            | No, I do not have a beginning to my personal narrative. | I have a beginning, but it is not very clear.           | I have a beginning, and it somewhat introduces my event. | I have a very clear beginning to my personal narrative that introduces my event.  |
| Do I have a middle with lots of details about my event? | No, I do not have a middle to my personal narrative.    | I have a middle, but there are not a lot of details.    | I have a middle, and it has some supporting details.     | I have a middle with lots of details that describe what happened during my event. |
| Do I have an ending that wraps my story up?             | No, I do not have an ending to my personal narrative.   | I have an ending, but it is not on topic with my event. | I have an ending, and it is mostly related to my event.  | I have an ending that is on topic and wraps up my story.                          |
| <b>Score:</b>                                           |                                                         |                                                         |                                                          |                                                                                   |



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Deliver and ask for feedback on an oral presentation
- Demonstrate active listening of oral presentations by providing positive feedback

### Language Forms and Functions

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
|                                 |                                  | audience                        |

## Lesson 15: Putting It All Together

# Write About It



**Primary Focus:** Students will revise personal narrative essays.

## REVISING A PERSONAL NARRATIVE (15 MIN.)

- Ask students what it means to revise their writing.
  - » to look over and correct errors, to reread, to improve their writing, etc.
- Tell students that today they will revise their complete personal narrative on Activity Page 12.1.
- Tell students that it is important to revise writing and look for the following:
  - spelling and grammar errors
  - incomplete sentences and run-on sentences
  - missing punctuation
  - capitals, periods, question marks, etc.
  - to make sure their writing is on topic according to the prompt
  - no extra, unrelated information

## Activity Page 12.1



## Activity Page 15.1



### Listening Listening Closely

#### Entering/Emerging

Offer students 1:1 support and ask them to demonstrate active listening behaviors (listening attentively, not talking while others are talking, keeping their hands in their lap, etc.).

#### Transitioning/Expanding

Offer students moderate support and ask students to demonstrate active listening behaviors (listening attentively, not talking while others are talking, keeping their hands in their lap, etc.).

#### Bridging

Offer students occasional support and ask students to demonstrate active listening behaviors (listening attentively, not talking while others are talking, keeping their hands in their lap, etc.).

- Direct students to the personal narrative rubric on Activity Page 15.1.

| Ask Yourself:                                           | 1                                                       | 2                                                       | 3                                                        | 4                                                                                 |
|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------|
| Do I have a clear beginning?                            | No, I do not have a beginning to my personal narrative. | I have a beginning, but it is not very clear.           | I have a beginning, and it somewhat introduces my event. | I have a very clear beginning to my personal narrative that introduces my event.  |
| Do I have a middle with lots of details about my event? | No, I do not have a middle to my personal narrative.    | I have a middle, but there are not a lot of details.    | I have a middle, and it has some supporting details.     | I have a middle with lots of details that describe what happened during my event. |
| Do I have an ending that wraps my story up?             | No, I do not have an ending to my personal narrative.   | I have an ending, but it is not on topic with my event. | I have an ending, and it is mostly related to my event.  | I have an ending that is on topic and wraps up my story.                          |
| Score:                                                  |                                                         |                                                         |                                                          |                                                                                   |

- Tell students that this rubric will be used to review their complete personal narrative.
- Tell students that they will be working with a partner to revise their personal narratives, using the rubric on Activity Page 15.1 as a guide.
- **Turn and Talk:** Tell students to turn to a partner and talk about their essays using the rubric.
- Ask students to revise their personal narratives for the following:
  - Do I have a beginning, middle, and ending paragraph?
  - Could I use more descriptive details in my sentences?
  - Do all of my sentences have punctuation at the end?
  - Do all of my sentences begin with a capital letter?
- When students are finished revising, congratulate them on finishing their personal narratives.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                                                          |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Listening                                                                                                                                                |
| Unit/Lesson        | U1 L15                                                                                                                                                   |
| Activity Name      | Writing Rubric Personal Narratives                                                                                                                       |
| Proficiency Levels |                                                                                                                                                          |
| Entering           | Student demonstrates active listening of an oral presentation by asking and answering basic questions with prompting and substantial support.            |
| Emerging           | Student demonstrates active listening of an oral presentation by asking and answering basic questions with prompting and moderate support.               |
| Transitioning      | Student demonstrates active listening of an oral presentation by asking and answering detailed questions with prompting and substantial support.         |
| Expanding          | Student demonstrates active listening of an oral presentation by asking and answering detailed questions with occasional prompting and moderate support. |
| Bridging           | Student demonstrates active listening of an oral presentation by asking and answering detailed questions with minimal prompting and light support.       |

---

**Lesson 15: Putting It All Together**

# On Stage



**Primary Focus:** Students will demonstrate active listening to oral presentations of personal narratives.

## PRESENTING PERSONAL NARRATIVES (15 MIN.)

- Ask students what their favorite part about writing their personal narratives was.
- Call on students to share their individual answers.
- Tell students now that they have revised their personal narratives they will present them to the whole group.
- Tell students that it is important to demonstrate active listening behaviors while students are presenting their personal narratives.
- Ask students what being an active listener might look like.
  - » listening, not talking, keeping your eyes on the speaker, keeping hands in lap, clapping and giving praise to the speaker when finished
- Call on individual students to share their ideas with the whole group as you write their answers on the board.
- Tell students that these are the active listening behaviors they need to demonstrate while students share their personal narratives.
- Call on individual students to read their personal narratives aloud to the whole group.
- After each student presents, allow for positive feedback from the audience.

---

End Lesson

Language Studio 2

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# **Empires in the Middle Ages**

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276

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284

|                                                                                                      |                                                                                                    |
|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Looking at Language (10 min.) <ul style="list-style-type: none"><li>Adjective-Noun Phrases</li></ul> | Write About It (20 min.) <ul style="list-style-type: none"><li>Complete Interview Script</li></ul> |
|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|

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292

|                                                                                                   |                                                                                            |
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|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|

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302

|                                                                              |
|------------------------------------------------------------------------------|
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|------------------------------------------------------------------------------|

## 1

# Discovering the Middle Ages

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will describe in writing the key details of the Middle Ages using sentence starters.

**Writing**

Students will select domain-specific vocabulary words to write about the Middle Ages using sentence starters.

**FORMATIVE ASSESSMENT**

Reading

Writing

**Vocabulary Cards** [Activity Page 1.1]

**Vocabulary Concept Web** [Activity Page 1.2]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

**Talking About the Middle Ages**  
[Informal Observation]

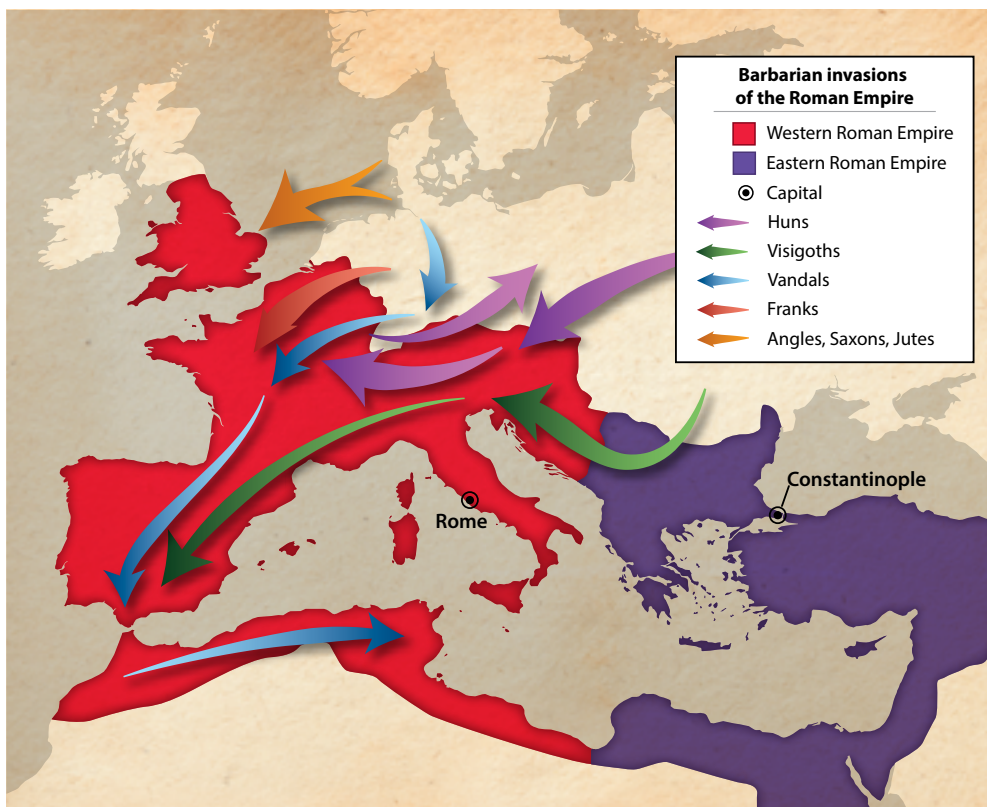
## LESSON AT A GLANCE

|                                      | Time    | Materials                                                                                                                                                                                                          |
|--------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Building Background</b>           |         |                                                                                                                                                                                                                    |
| Building the Basics                  | 15 min. | <input type="checkbox"/> Images of knights, kings/ queens, noblemen and women, craftsmen, and serfs during the Middle Ages<br><input type="checkbox"/> Map of Medieval Europe<br><input type="checkbox"/> Timeline |
| <b>Vocabulary Building</b>           |         |                                                                                                                                                                                                                    |
| Vocabulary Routine and Short Writing | 15 min. | <input type="checkbox"/> Activity Page 1.1<br><input type="checkbox"/> Activity Page 1.2                                                                                                                           |

## ADVANCE PREPARATION

### Building Background

- Display a map of the Middle Ages to the class for Building the Basics and Vocabulary Building.



- Display timeline to the class for Building the Basics and Vocabulary Building.

|                        |      |      |      |      |                         |     |                      |     |                                    |      |      |  |
|------------------------|------|------|------|------|-------------------------|-----|----------------------|-----|------------------------------------|------|------|--|
| Egypt<br>3100 BCE<br>↓ |      |      |      |      | Greece<br>1000 BCE<br>↓ |     | Rome<br>750 BCE<br>↓ |     | First Thanksgiving<br>1621 CE<br>↓ |      |      |  |
| 3500                   | 3000 | 2500 | 2000 | 1500 | 1000                    | 500 | 0                    | 500 | 1000                               | 1500 | 2000 |  |
| BCE                    |      |      |      |      |                         |     |                      | CE  |                                    |      |      |  |

- Be prepared to show or project images of various types of people from the Middle Ages, including knights, kings/queens, noblemen and women, craftsmen, and serfs for Building the Basics and Vocabulary Building.
- Display the following sentence starters on the board for Building the Basics:
  - The Middle Ages took place in \_\_\_\_\_.
  - The Middle Ages were \_\_\_\_\_ because \_\_\_\_\_.
  - During the Middle Ages, people \_\_\_\_\_.

### Vocabulary Building

- Students will need scissors to cut out their Vocabulary Cards in Activity Page 1.1 for Vocabulary Building.
- Display the Tier 3 Vocabulary words on the board for Vocabulary Building.
  - Medieval
  - Empire
  - Nobleman
- Display the following sentence starters on the board for Vocabulary Building:
  - Another name for the Middle Ages is \_\_\_\_\_.
  - The Middle Ages took place after the fall of the Roman \_\_\_\_\_.
  - \_\_\_\_\_ sound/s interesting to me because \_\_\_\_\_.
  - Something I would like to learn more about is \_\_\_\_\_.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate comprehension of a text by identifying key ideas and events
- Discuss the vocabulary words in relation to the text using connecting words

### Language Forms and Functions

The Middle Ages took place in \_\_\_\_\_.

The Middle Ages were \_\_\_\_\_ because \_\_\_\_\_.

During the Middle Ages, people \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words           | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|-------------------------------------------|----------------------------------|---------------------------------|
| empire<br>medieval<br>nobleman/noblewoman | prediction                       |                                 |

## Lesson 1: Discovering the Middle Ages

# Building Background

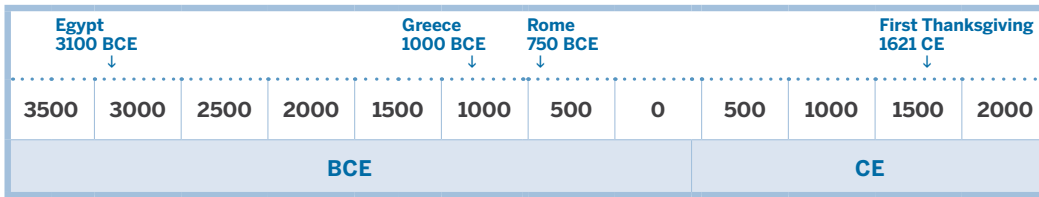


**Primary Focus:** Students will describe in writing the key details of the Middle Ages using sentence starters.

## BUILDING THE BASICS (15 MIN.)

- Introduce the idea of the Middle Ages to students.
- Brainstorm with students—ask them to name anything they may know about the Middle Ages.
  - Instruct students to include ideas about the words *middle* and *ages*.
  - Write all ideas on the board.
- Tell students that during this unit they will be listening, speaking, writing, and reading all about the Middle Ages.
- Inform students that today they will learn a little background information so they can participate in academic conversations and writings.
- Introduce the 4 Ws of the Middle Ages:
  - **Where:** Show students a map of Europe during the Middle Ages.
    - Trace your finger around the area.
    - Ask two or three students to come to the front of the room to trace the area on the map.
    - Tell students that this is where the Middle Ages took place.

- **When:** Point to the timeline on the board.



- Identify the present day for students.
- Point to the years between 500–1500 CE. Tell students this is when the Middle Ages took place. Explain to students this was many years ago.
- **Who:** Show students pictures of people during the Middle Ages. Images should include: knights, kings/queens, noblemen and noblewomen, craftsmen, and serfs. Briefly explain each person.
  - Ask students to make a prediction about the type of job these people may have had during the Middle Ages.



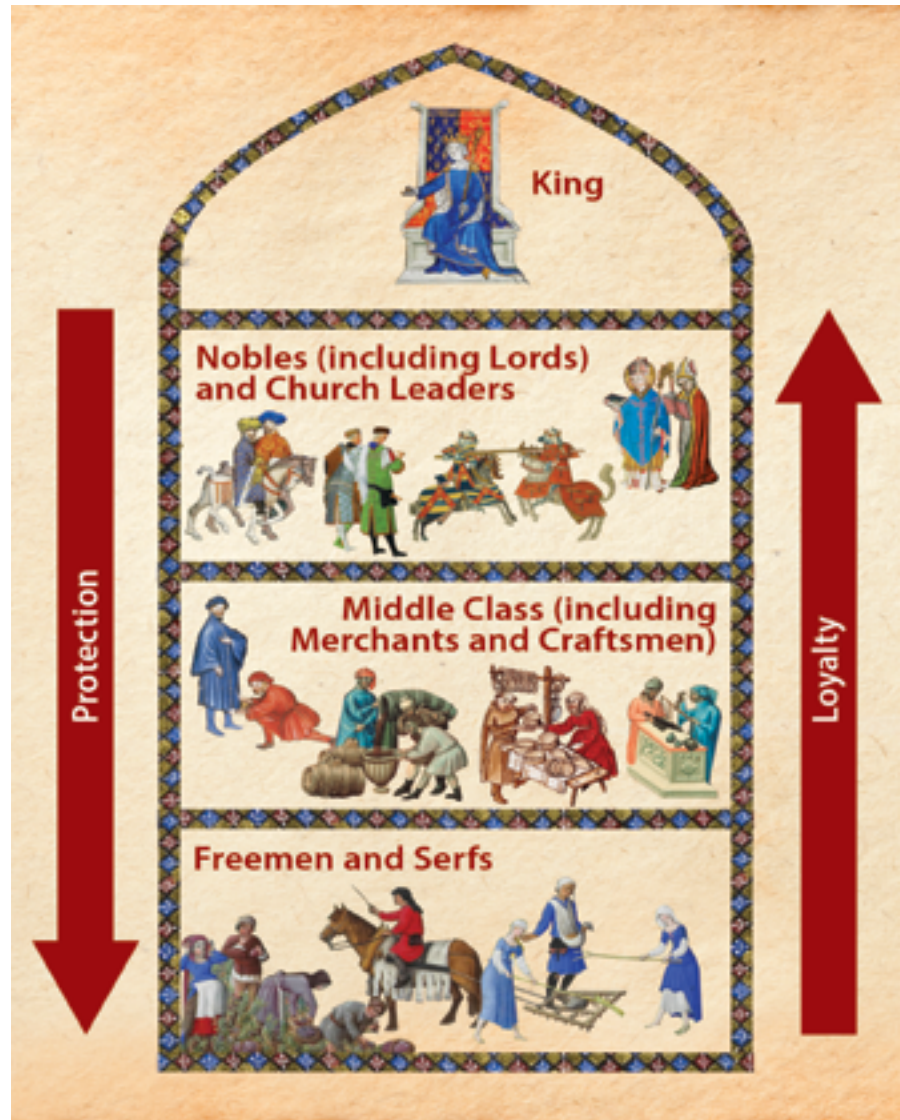


### Support

Remind all students to use the maps, people, images, and timeline to fill in their sentences.

### Challenge

Have students turn the sentences they just created into a complete and cohesive paragraph.



- **Why:** Return to the timeline. Point out the period of Ancient Rome. Explain to students that this is the time period just before the Middle Ages.
- Remind students that they learned about Ancient Rome during Grade 3 (if they were CKLA students).
  - Ask what they can remember about this time in history.
  - Build off student answers to explain that the Roman Empire became so big that eventually it fell apart.
  - Use the map to show the size of Ancient Rome. Tell students that after Ancient Rome ended, the Middle Ages began.

- Post images and maps on the board for students to view as they complete the pair share activity.
- Refer to the sentence starters on the board:
  - The Middle Ages took place in \_\_\_\_\_.
  - The Middle Ages were \_\_\_\_\_ because \_\_\_\_\_.
  - During the Middle Ages, people \_\_\_\_\_.
- When students have completed their sentences, have them share sentences with a partner. Remind students to use complete sentences when talking with partners.



### Informal Observation

Listen to and observe students' pair talk, watch for students' behaviors, and listen for talk that demonstrates understanding or lack of understanding of the lesson objective. Reteach concepts if needed.



### Speaking

#### Entering/Emerging

Ask students to copy down the sentence starters and assist them with filling in the details, asking prompting questions like, "When did the Middle Ages take place?"

#### Transitioning/Expanding

Ask students to copy down sentence starters. Check progress by observing responses. Assist students when necessary.

#### Bridging

Check progress by observing responses. Assist students when necessary. Challenge students to write their own sentences.

## Lesson 1: Discovering the Middle Ages

# Vocabulary Building



**Primary Focus:** Students will select domain-specific vocabulary words to write about the Middle Ages using sentence starters.

### Activity Page 1.1



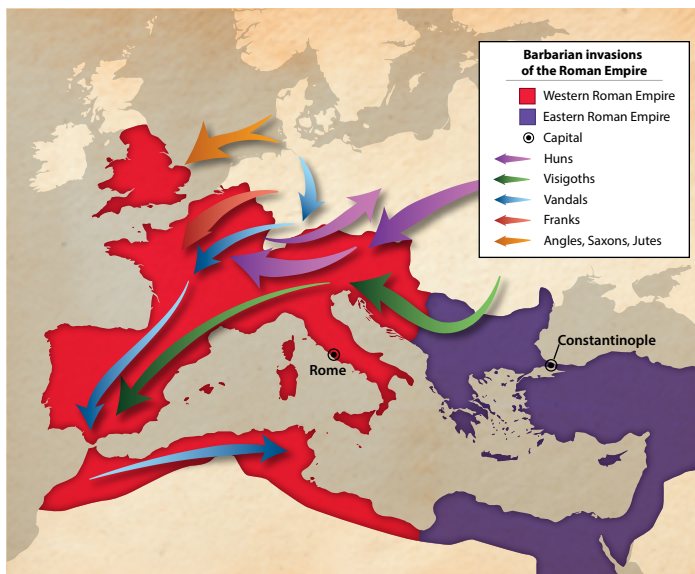
#### VOCABULARY ROUTINE AND SHORT WRITING (15 MIN.)

- Direct students to Activity Page 1.1.
- Tell students they will learn new vocabulary words to help them talk about The Middle Ages.
- As you review the vocabulary with students, have them fill in the Vocabulary Cards in Activity Page 1.1.
- Display the picture of the timeline and say the word *medieval*.

| Egypt<br>3100 BCE |      |      |      | Greece<br>1000 BCE |      |     | Rome<br>750 BCE |     | First Thanksgiving<br>1621 CE |      |      |
|-------------------|------|------|------|--------------------|------|-----|-----------------|-----|-------------------------------|------|------|
| 3500              | 3000 | 2500 | 2000 | 1500               | 1000 | 500 | 0               | 500 | 1000                          | 1500 | 2000 |
| BCE               |      |      |      |                    |      |     |                 | CE  |                               |      |      |

- Tell students *medieval* means “relating to the Middle Ages, the period of European history from about 500 to about 1500.”
- Tell students *medieval* is a synonym for Middle Ages.
- Point to the medieval time period on the map.
- Give students an example: Explain that during the medieval time period, you needed a horse to travel far distances on land.
- Ask, “Where did the medieval times take place?”

- Display the picture of the Roman Empire and say the word *empire*.



- Tell students that *empire* means “a group of countries or regions that are controlled by one ruler or one government, especially a group of countries ruled by an emperor or empress.”
- Give students an example: *The Roman Empire ended just before the Middle Ages began.*
- Ask, “Can you think of a modern day empire?”
- Display the picture of nobles and say the word *nobles*.



## Activity Page 1.2



### Writing Selecting Language Resources

#### Entering/Emerging

Point to the Tier 3 vocabulary words on the board for students to use as a word bank. Give 1:1 support to help them fill in the web.

#### Transitioning/Expanding

Point to the Tier 3 vocabulary words on the board for students to use as a word bank. Give 1:1 support as needed.

#### Bridging

Challenge students to add another ring to the hexagon and complete it.

- Tell students that *nobleman/noblewoman* means “a person who is a member of the highest social class.”
- Give students an example: *If you were a nobleman/noblewoman, you would live in a big castle and wear fancy clothes.*
- Ask, “Do you think you would like to live the life of nobleman/noblewoman?”
- Have students cut out their Vocabulary Cards from Activity Page 1.1 and save them for future use.
- Direct students to Activity Page 1.2.
- Ask students to write the word *medieval* in the center of the concept web.
- Instruct students to think of words that are related to the content word and write them in the spaces around the middle of the hexagon.
- Students can fill the chart in with images and words.
- After students have filled in as much of the web as they can independently, have students work in pairs to add more words or images to the concept web.
- Have students complete a short writing on the Middle Ages based on what they learned during the Building Background about the Middle Ages lesson segment.
- Refer to the following sentence starters and have students complete the sentences.
  - Another name for the Middle Ages is \_\_\_\_\_.
  - The Middle Ages took place after the fall of the Roman \_\_\_\_\_.
  - \_\_\_\_\_ sound(s) interesting to me because \_\_\_\_\_.
  - Something I would like to learn more about is \_\_\_\_\_.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                                      |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                                             |
| Unit/Lesson        | U2 L1                                                                                                                                |
| Activity Name      | Talking About the Middle Ages                                                                                                        |
| Proficiency Levels |                                                                                                                                      |
| Entering           | Student uses sentence fragments and one-word answers to respond to text-dependent questions about events with prompting and support. |
| Emerging           | Student uses short phrases and/or simple sentences to discuss the events of the story.                                               |
| Transitioning      | Student uses sentence starters to discuss the events of the story.                                                                   |
| Expanding          | Student uses simple or compound sentences to discuss the events of the story.                                                        |
| Bridging           | Student uses compound and complex sentences to discuss the events of the story.                                                      |

~~~~~End Lesson~~~~~



Speaking Selecting Language Resources

Entering/Emerging

Direct students to the sentence starters and a word bank. Ask *wh*-questions, such as "What's another name for the Middle Ages?"

Transitioning/Expanding

Provide students with sentence starters and encourage students to fill in the blanks with words from their concept web.

Bridging

Ask students to try to write sentences without sentence starters using language from their concept map.

Informal Observation



2

Getting to Know the Players

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will use action and helping verbs to complete sentences about the Middle Ages.

Speaking

Students will select and use domain-specific vocabulary words to complete a graphic organizer and talk with peers

FORMATIVE ASSESSMENT

Reading

Helping Verbs [Activity Page 2.1]

Reading

Vocabulary Cards [Activity Page 1.1]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Picture This! [Activity Page 2.2]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------------|---------|--|
| Looking at Language | | |
| Verb Instructional Activity | 15 min. | ☐ Activity Page 2.1 |
| Vocabulary Building | | |
| Vocabulary Instructional Routine | 15 min. | ☐ Activity Page 1.1
☐ Activity Page 2.2 |

ADVANCE PREPARATION

Looking at Language

- Display the following action verbs on the board for Looking at Language:
 - clap
 - wiggle
 - snap
 - walk
- Display the following helping verbs on the board for Looking at Language:
 - be
 - are
 - is
 - did
 - will
 - have
 - been
- Display the following examples on the board for Looking at Language:
 - You are eating at the feast.
 - The lady will be attending the party.

Vocabulary Building

- Display the following sentence starter(s) for Vocabulary Building:
 - The _____ is _____. or This image shows _____.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none">• Discuss and define the word <i>verb</i>• Discuss the Middle Ages using verbs | | |
| Language Forms and Functions | | |
| During the Middle Ages... | | |
| This image shows... | | |
| “The _____ is _____.” | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| lady
lord
serf | loyal
privileged
rival | |

Lesson 2: Getting to Know the Players

Looking at Language



Primary Focus: Students will use action and helping verbs to complete sentences about the Middle Ages.

VERB INSTRUCTIONAL ACTIVITY (15 MIN.)

- Tell students that today they will be reviewing verbs.
- Remind students that every sentence needs a verb.
- Refer to the following action verbs on the board:
 - clap
 - wiggle
 - snap
 - walk
- Tell students that action verbs are verbs that show an action (something you do).
- Say the word *clap*. Ask students to perform the action. Repeat the process with each of the verbs on the board.
- Ask one student to come to the front of the room. Tell the student to clap. As the student claps, say, “(Student name) is clapping.” Write the sentence on the board. Repeat the sentence with a new student for each of the verbs.
- Refer to the following helping verbs on the board:
 - be
 - are
 - is
 - did
 - will
 - have
 - been

Activity Page 2.1



Reading Using Verbs and Verb Phrases

Entering/Emerging

Allow students to work with a partner and use the helping verb word bank to complete the activity page.

Transitioning/Expanding

Allow students to work with a partner and use the helping verb word bank to complete the activity. Encourage students to use their own verbs if possible.

Bridging

Allow students to work with a partner and use the helping verb word bank to complete the activity. Challenge students to use their own verbs if possible or to write sentences in the past tense.

- Tell students helping verbs assist verbs to show action. Explain to students how the previous sentence used the verb *is* to help the action verb.
- Point to the following examples on the board:
 - You are eating at the feast.
 - The lady will be attending the party.
- Underline the helping verbs in the first sentence and circle the action verb. Invite two students to the board to underline the helping verbs and circle the action verbs in the remaining sentences.
- Leave these sentences on the board to serve as a model for students as they complete Activity Page 2.1.
- Direct students to Activity Page 2.1.
- Point out the Helping Verb Word Bank.
- Walk students through the example, showing how *is* helps the action verb *riding*.

The knight is riding the horse.

Example: The knight is riding the horse.

helping verb

action verb

- Have students complete Activity Page 2.1.
- Review the correct answers with students.

Lesson 2: Getting to Know the Players

Vocabulary Building



Primary Focus: Students will select and use domain-specific vocabulary words to complete a graphic organizer and talk with peers.

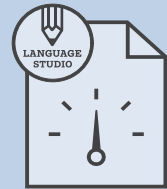
VOCABULARY INSTRUCTIONAL ROUTINE (15 MIN.)

- Direct students to Activity Page 1.1.
- As you review the vocabulary with students, write the definition on the board and have students fill in the Vocabulary Cards.
- Display the picture of lords and ladies and say the words *lords and ladies*.



- Tell students that *lord* or *lady* means “a person of power who owns a feudal estate.”
- Give students an example: *During the medieval time period, lords and ladies owned the land.*
- Ask, “Would you like to be a lord or a lady?”

Activity Page 1.1



- Display the picture of a serf working in a field and say the word *serf*.



- Tell students that *serf* means “a peasant who worked the land for the local lord.” The serf had few rights and was little better than a slave.
- Give students an example: *Serfs worked very long and hard hours on the land.*
- Ask, “Do you think a serf had a fun life?”
- Display a picture of a king and say the word *privileged*.



- Tell students that *privileged* means “having special rights or advantages.”
- Give students an example: *During the Middle Ages, kings and queens were privileged.*
- Ask, “Can you think of someone who is privileged?”

- Display the picture of two dueling knights and say the word *rival*.



- Tell students that *rival* means “a competitor.”
- Give students an example: *A rival will have the same goal as you.*
- Ask, “Do you know any rival sports teams? Or singers?”
- Hold up the picture of a knight bowing to the lord and say the word *loyal*.



- Tell students that *loyal* means “faithful to your commitment or government.”
- Give students an example: *All subjects living in the king’s kingdom were loyal. They followed the rules and did what the king asked them to.*
- Ask, “Do you think being loyal is a good quality?”
- Have students cut out their Vocabulary Cards from Activity Page 1.1 and save them for future use.

Support

Point to the images and definitions on the board for students to use as a reference.

Challenge

Ask students to underline any helping verbs and circle action verbs in their image captions.



Writing

Selecting Language Resources

Entering/Emerging

Provide students with a few sentence starters on the board to help with the caption, such as “The _____ is _____.” or “This image shows _____.” Encourage students to use action verbs to write about the image.

Transitioning/Expanding

Provide students with a few sentence starters on the board to help with the caption, such as “The _____ is _____.” or “This image shows _____.” Encourage students to use action verbs to write about the image. Challenge students to write captions without sentence starters if possible.

Bridging

Challenge students to write without using sentence starters. Encourage students to expand their peer conversations beyond the written captions.

Activity Page 2.2



- Direct students to Activity Page 2.2.
- Allow students to choose three vocabulary words from those just discussed.
- Instruct students to write one word in each of the boxes.
- Ask them to draw a visual representation of the word. Tell students the images may be related to the Middle Ages or not.
- Tell students to write a caption of the image using the vocabulary word.
- Ask students to share their completed Activity Page 2.2 with a partner.
- Remind students that they should try to use complete sentences when talking with peers.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Unit/Lesson | U2 L2 |
| Activity Name | Picture This! |
| Proficiency Levels | |
| Entering | Student uses action verbs to write about the image with 1:1 support. |
| Emerging | Student uses action verbs to write about the image with moderate support. |
| Transitioning | Student uses action verbs to write about the image with occasional support. |
| Expanding | Student uses action verbs to write about the image with minimal support. |
| Bridging | Student uses action verbs to write about the image in the text. |

~~~~~End Lesson~~~~~





## 3

# Spotlight: Lords and Serfs

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will understand how pronouns refer to nouns in a text.

**Speaking**

Students will break down informational text into main and supportive arguments.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Finding the Main Idea: Lords and Serfs**

[Activity Page 3.2]

## LESSON AT A GLANCE

|                                        | Time    | Materials           |
|----------------------------------------|---------|---------------------|
| <b>Rewind</b>                          |         |                     |
| Pronouns and Nouns in Context          | 15 min. | ☐ Activity Page 3.1 |
| <b>Write About It</b>                  |         |                     |
| Finding the Main Idea: Lords and Serfs | 15 min. | ☐ Activity Page 3.2 |

## ADVANCE PREPARATION

### Rewind

- Write the pronoun bank on the board and leave room for additional pronouns that students suggest for Rewind.

| Pronoun Bank |    |     |      |       |     |     |     |      |
|--------------|----|-----|------|-------|-----|-----|-----|------|
| I            | me | my  | you  | your  | she | her | he  | his  |
| him          | it | its | they | their | we  | us  | our | them |

- Write or project the following sentences on the board for Rewind:
  1. The lord lived in his castle or manor house. He owned all the land around his home and often the nearby towns and villages, too. The lord also controlled the lives of most of the serfs who worked for him.
  2. Serfs were not educated. They did not learn to read or write. If serfs wanted to travel to a nearby town, they needed permission from the lord.
  3. In the Middle Ages, serfs worked on farmland that was divided into pieces. Serfs spent half of their time working for the lord. The rest of the time they worked on the parts of land where their own crops were grown.
  4. Most serfs lived in small, simple houses in or near a village. Their houses were made from wood and mud. The roofs were thatched, meaning they were made from straw.
  5. Serfs had to be loyal to their lord. In exchange for their loyalty, the lord offered his protection.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss the main idea of a text and identify supportive claims
- Contribute to conversations and express ideas by asking and answering questions, building on responses, and adding relevant information

### Language Forms and Functions

The main idea is....

\_\_\_\_\_ supports my opinion.

The lord lived in his castle. \_\_\_\_\_ is a noun and \_\_\_\_\_ is the pronoun.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words          | Tier 1<br>Everyday Speech Words |
|---------------------------------|-------------------------------------------|---------------------------------|
| lord<br>manor<br>serf           | controlled<br>loyal/loyalty<br>permission | castle<br>village<br>worked     |

## Lesson 3: Spotlight: Lords and Serfs

## Rewind



**Primary Focus:** Students will understand how pronouns refer to nouns in a text.

### PRONOUNS AND NOUNS IN CONTEXT (15 MIN.)

- Ask students, “What are nouns?” Provide them with the answer if they are unable to identify the part of speech.
- Point to objects in the classroom (board, a student, markers, etc.), and explain that all these things are nouns.
- When students have a clear understanding of nouns, ask students to brainstorm any pronouns they may already know.
- Remind students that pronouns are a part of speech that refers to nouns.
- Write student responses on the board.
- Refer to the pronoun bank on the board and add any additional pronouns not given by students.

#### Pronoun Bank

|     |    |     |      |       |     |     |     |      |
|-----|----|-----|------|-------|-----|-----|-----|------|
| I   | me | my  | you  | your  | she | her | he  | his  |
| him | it | its | they | their | we  | us  | our | them |

- Direct students to Activity Page 3.1.
- Students should follow along as you read the sentences aloud.
- Refer to the following sentences on the board:
  1. The lord lived in his castle or manor house. He owned all the land around his home and often the nearby towns and villages, too. The lord also controlled the lives of most of the serfs who worked for him.
  2. Serfs were not educated. They did not learn to read or write. If serfs wanted to travel to a nearby town, they needed permission from the lord.

### Activity Page 3.1



### Support

Encourage students to refer to the pronoun chart on the board.

### Challenge

Find another paragraph about serfs in the Reader. Write out the paragraph and do the same activity with the new text.



## Reading Understanding Cohesion

### Entering/Emerging

Have students work in pairs. Encourage them to focus on the serfs and the pronouns that point back to them, using the pronoun bank as a guide. Ask yes-no questions, such as “Were the lords educated?”

### Transitioning/Expanding

Encourage students to refer to the pronoun bank as a guide. Offer 1:1 support as needed.

### Bridging

Have students create an original sentence and trade papers with a partner. Partners underline the nouns, circle the pronouns, and draw arrows to show reference.

## Activity Page 3.2



3. In the Middle Ages, serfs worked on farmland that was divided into pieces. Serfs spent half of their time working for the lord. The rest of the time they worked on the parts of land where their own crops were grown.
4. Most serfs lived in small, simple houses in or near a village. Their houses were made from wood and mud. The roofs were thatched, meaning they were made from straw.
5. Serfs had to be loyal to their lord. In exchange for their loyalty, the lord offered his protection.

- **Model:** For sentence 1, draw an arrow from the pronoun to the noun, indicating how pronouns refer back to nouns.
- Have students complete the rest on their own activity pages.
- Then, for sentences 2–5, invite students to come to the board and draw the arrows.

## Lesson 3: Spotlight: Lords and Serfs

# Write About It



**Primary Focus:** Students will break down informational text into main and supportive arguments.

### FINDING THE MAIN IDEA: LORDS AND SERFS (15 MIN.)

- Direct students to Activity Page 3.2.
- Ask students what they found out about serfs and lords from the paragraph they just worked with.
- Write down some of their takeaways on the board.
- Brainstorm with students about the main idea of the paragraph.
- Explain how to fill in the graphic organizer on Activity Page 3.2.
- Have students complete the worksheet independently.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                              |
|--------------------|----------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                      |
| Unit/Lesson        | U2 L3                                                                                        |
| Activity Name      | Finding the Main Idea                                                                        |
| Proficiency Levels |                                                                                              |
| Entering           | Student identifies the main idea and supporting details of a paragraph with 1:1 support.     |
| Emerging           | Student identifies main idea and supporting details of a paragraph with substantial support. |
| Transitioning      | Student identifies main idea and supporting details of a paragraph with moderate support.    |
| Expanding          | Student identifies main idea and supporting details of a paragraph with light support.       |
| Bridging           | With no support, student identifies main idea and supporting details of a paragraph.         |

~~~~~  
End Lesson



Writing

Entering/Emerging

Help students come up with the main idea of the paragraph. Offer 1:1 support to find the supporting claims. Remind students to look through the text for these.

Transitioning/Expanding

Help students come up with the main idea of the paragraph. Remind them to look to the paragraph itself for supporting claims. Encourage them to write in complete sentences.

Bridging

Show students how to reference the evidence in the text itself to show how they came up with their supporting evidence. Have them write a quote for each supporting claim.

4

Vocabulary and Affixes

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will select and use domain-specific vocabulary words to talk with peers.

Students will select and use the affixes *un-* and *non-* to talk with a partner.

FORMATIVE ASSESSMENT

Reading

Vocabulary Cards [Activity Page 1.1]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Talking About the Middle Ages
[Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Rewind		
Flash Card Review	10 min.	❑ Vocabulary Cards from Activity Page 1.1
Looking at Language		
Simon Says	20 min.	

ADVANCE PREPARATION

Rewind

- Students will need their Vocabulary Cards from Lessons 1 and 2 for Rewind.
- Display the sentence starter, _____ means _____. on the board for Rewind.

Looking at Language

- Display the sentence starter, *The difference between _____ and _____ is _____.* on the board for Looking at Language.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> • Discuss the meanings of domain-specific vocabulary words • Demonstrate an understanding of the un- and non- affixes by defining them and words that contain them 		
Language Forms and Functions		
<p>_____ means _____.</p> <p>The difference between _____ and _____ is _____.</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
medieval empire nobleman	craftsmen	



Have students say multiple sentences about the vocabulary word.



Speaking
Selecting Language Resources

Entering/Emerging

Students can also use their vocabulary web from Lesson 1 as a resource. Students can respond using sentences or images. Encourage students to give the definition using the sentence starter “_____ means _____.”

Transitioning/Expanding

Students can also use the vocabulary web from Lesson 1 as a resource. Encourage students to give the definition using the sentence starter “_____ means _____.” Ask students to use more words in context.

Bridging

Guide students’ to use the words in context and work without using sentence starters.

Lesson 4: Vocabulary and Affixes

Rewind



Primary Focus: Students will select and use domain-specific vocabulary words to talk with peers.

FLASH CARD REVIEW (10 MIN.)

- Ask students to take out their Vocabulary Cards from Lessons 1 and 2.
- Tell students to review the words with a partner.
- Have partners alternate giving the word and asking their partner for the word in a sentence.
- Encourage students to use complete sentences.
 - Sentences can be defining or using the word context.



Informal Observation

Observe students’ conversation and listen for correct usage of vocabulary. Reteach words if necessary.

Lesson 4: Vocabulary and Affixes

Looking at Language



Primary Focus: Select and use the affixes *un-* and *non-* to talk with a partner.

SIMON SAYS (20 MIN.)

- Tell students that both *un-* and *non-* mean “not.”
- Ask students for any examples of words with *un-* or *non-* they may have heard or seen. Write student examples on the board.
 - In each example make sure to explain that the prefix means *not* the root word. Emphasize this by circling the affix and underlining the root.
- Tell students they are going to play a Simon Says game to explore more about how *un-* and *non-* can change the meaning of a word.
- Tell students to act out the word you say.
 - **Practice Round 1:** Ask students to act out the word *happy*. Then ask them to show *unhappy*.
 - Ask students, “What is the difference between the two actions you made?”
 - **Round 2:** lock/unlock
 - **Round 3:** intelligent/unintelligent
 - **Round 4:** stop/nonstop
 - **Round 5:** verbal/nonverbal
 - **Round 6:** hook/unhook
- Allow students to have a chance to be Simon and give directions to classmates using the prefix.
- Point to the following sentence starter on the board: “The difference between _ and _____ is _____.”

Support

Remember to model the emotions as you say the sentence aloud for students.

Challenge

Have students come up with their own vocabulary pairs and complete the sentence starter with their chosen words.



Speaking Selecting Language Resources

Entering/Emerging

Give students time to write out the answers they are going to share with peers. Give additional time to practice.

Transitioning/Expanding

Give students time to write out the answers they are going to share with peers. Give additional time to practice. Encourage students to use complete sentences.

Bridging

Give students time to write out the answers they are going to share with peers. Encourage students to talk about the differences without using sentence starters.

Informal Observation



- **Model:** *The difference between happy and unhappy is that when you are happy you are smiling, and when you are unhappy you are sad and frowning.*
- Ask students to choose two words from the game and complete the sentence and share the sentence aloud with a partner.
- Students should repeat this with a couple sets of words.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Speaking
Unit/Lesson	U2 L4
Activity Name	Talking About the Middle Ages
Proficiency Levels	
Entering	Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary, with prompting and support.
Emerging	Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary.
Transitioning	Student asks and answers questions about an image using domain-related vocabulary with support.
Expanding	Student asks and answers questions about an image using domain-related vocabulary.
Bridging	Student asks and answers questions using domain-related vocabulary.

End Lesson

5

A Serf's Story

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will write a short informational text giving a description about a serf.

Students will select and use domain-specific vocabulary words to write a description about the Middle Ages.

LANGUAGE PROFICIENCY ASSESSMENT**Writing****A Serf's Story [Activity Page 5.1]**

LESSON AT A GLANCE

	Time	Materials
Write About It		
Writing About the Middle Ages	25 min.	<input type="checkbox"/> Images of Serfs <input type="checkbox"/> Activity Page 5.1
Vocabulary Building		
Identifying Vocabulary	5 min.	<input type="checkbox"/> Activity Page 5.1

ADVANCE PREPARATION

Write About It

- Display the word *serf* on the board for Write About It.
- Display images of serfs for Write About It.
- Write on the board *In this image, the serfs are _____. or In this image, the serf is _____. for Write About It.*
- Display the Tier 2 words on the board for Write About It.
 - privileged
 - rival
 - loyal

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Write a short informational text describing a serf
- Brainstorm to identify prior and learned knowledge about the life of a serf

Language Forms and Functions

In this image, the serf is _____.

I know that serfs...

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
serf	loyal privileged rival	memory

Lesson 5: A Serf's Story

Write About It



Primary Focus: Students will write a short informational text giving a description about a Serf.

WRITING ABOUT THE MIDDLE AGES (25 MIN.)

- Tell students that today they will be writing about the lives of serfs during the Middle Ages.
- Review the term *serf* with students. Remind students that a serf is a peasant who worked the land for the local lord. The serf had few rights and was little better than a slave.
- Point to the word *serf* on the board. Brainstorm with students anything they can remember about the life of a serf.
 - Prompt students about serfs' jobs, houses, chores, and position in society. Write all student answers on the board.
- Next, show students images of serfs doing various tasks. As the students view each image, describe the serfs and what they're doing.
- **Model:** After describing each image, ask students, "What is happening in this picture?" Encourage students to answer using complete sentences. Write student responses on the board.
- Direct students to Activity Page 5.1.
- Tell students that under each image they will write a short description of the image.
- Encourage students to use Tier 2 vocabulary words. Provide a word bank on the board.
 - privileged
 - rival
 - loyal
- Have students complete the activity page on their own.



Writing

Entering/Emerging

Allow students to write short sentences using the word bank and these sentence starters: "In this image, the serfs are ____." or "In this image, the serf is ____." Assist students with writing descriptions. Allow students to work with a peer if needed.

Transitioning/Expanding

Assist students with writing descriptions. Allow students to work with a peer if needed.

Bridging

Encourage students to write more detailed descriptions. Assist students if needed.

Activity Page 5.1



Challenge

Ask students to write a story using the images.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Writing
Unit/Lesson	U2 L5
Activity Name	Life of a Serf
Proficiency Levels	
Entering	Student writes short phrases with 1:1 support.
Emerging	Student writes simple sentences with moderate support.
Transitioning	Student writes simple sentences, using some adjectives.
Expanding	Student writes simple and complex sentences, using adjectives in detail.
Bridging	Student writes full complex sentences, using many adjectives.

Lesson 5: A Serf's Story

Vocabulary Building



Primary Focus: Students will select and use domain-specific vocabulary words to review a description about the Middle Ages and talk with a partner.

IDENTIFYING VOCABULARY (5 MIN.)

- Tell students that they will review Activity Page 5.1.
- Instruct students to circle Tier 2 vocabulary words in the text.
- After students circle the words, they will use them in new sentences and share them with peers.



Informal Observation

Observe students' writing. Watch for complete sentences and assist students as needed. Reteach concepts if needed.

End Lesson



Writing
Selecting Language
Resources

Entering/Emerging

Provide students with a word bank of all previously taught vocabulary words. Help students prepare sentences to share with a peer.

Transitioning/Expanding

Provide students with a word bank of all previously taught vocabulary words. Give students time to prepare sentences to share with a peer.

Bridging

Encourage students to use vocabulary words from the word bank and beyond.

6

A Knight's Tale

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will use basic phrases to give an opinion about a topic.

Reading

Students will apply knowledge of how pronouns refer to nouns in a text.

FORMATIVE ASSESSMENT

Reading

Pronoun Joust [Activity Page 6.1]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

A Mile In Someone Else's Shoes
[Activity Page 6.2]

LESSON AT A GLANCE

	Time	Materials
Looking at Language		
Pronouns in Text	15 min.	□ Activity Page 6.1
Talk Time		
Giving an Opinion	15 min.	□ Activity Page 6.2

ADVANCE PREPARATION

Looking at Language

- Write the pronoun bank on the board for Looking at Language:

Pronoun Bank								
I	me	my	you	your	she	her	he	his
him	it	its	they	their	we	us	our	them

- Display this sentence, *Knights were soldiers who fought on horseback and sometimes on foot for their lord.* on the board for Looking at Language.

Talk Time

- Display the following sentence starters on the board for Talk Time:
 - I think that _____.
 - I don't think that _____.
 - I agree with _____ because _____.
 - I disagree with _____ because _____.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Express ideas and opinions or temper statements using expressions
- Elaborate on ideas orally and in writing
- Identify pronouns in relation to nouns

Language Forms and Functions

Knights were soldiers who fought on horseback and sometimes on foot for _____ lord.

I want to be a lord/lady, a serf, or a knight because...

Vocabulary

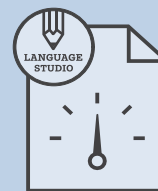
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
knight lady lord serf	opinion	

Lesson 6: A Knight's Tale

Looking at Language



Activity Page 6.1



Support

Help students identify the noun. Then have students go through each pronoun in the word bank for each blank space to try and narrow down the possibilities.

Reading
Understanding Cohesion

Entering/Emerging

Offer students 1:1 support in completing Activity Page 6.1. Guide students to the word bank to assist in filling in the blank. Ask prompting question to help students identify the subject.

Transitioning/Expanding

Support students in completing Activity Page 6.1. Guide students to the word bank to assist in filling in the blanks as needed.

Bridging

Offer students light support in completing Activity Page 6.1. Guide students to the word bank to assist in filling in the blank if necessary. Challenge students to write an original fill-in-the-blank sentence to share with a partner.

Primary Focus: Students will apply knowledge of how pronouns refer to nouns in a text.

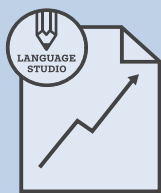
PRONOUNS IN TEXT (15 MIN.)

- Remind students that pronouns are a part of speech that refers to nouns.
- Refer students to the pronoun bank on the board.

Pronoun Bank

I	me	my	you	your	she	her	he	his
him	it	its	they	their	we	us	our	them

- Ask students read each pronoun aloud.
- Point to the following sentence on the board, "Knights were soldiers who fought on horseback and sometimes on foot for _____ lord."
- Ask a student to come to the board and fill in the correct pronoun, circle the noun the pronoun refers to, and draw an arrow from the pronoun to the noun.
- Direct students to Activity Page 6.1.
- Go over the directions.
- Have students work in pairs.



Challenge

Tell students to find another pair who disagrees with them and have a conversation about their respective opinions.



Speaking Offering Opinions

Entering/Emerging

Ask students what they remember about these types of people and ask, "Would you want to live that life?" Ask them to expand on their opinions.

Help students use the sentence starters to write about their opinions.

Transitioning/Expanding

Ask students what they remember about these types of people and ask, "Would you want to live that life?" Ask them to expand on their opinions.

Help students use the sentence starters to write about their opinions.

Encourage students to use full sentences.

Bridging

Ask students to complete sentence starters 1 and 2. Ask students to write and share aloud a response to their partner using sentence starters 3 and 4. Help students as needed to write both responses and initial opinions.

Lesson 6: A Knight's Tale Talk Time



Primary Focus: Students will use basic phrases to give an opinion about a topic.

GIVING AN OPINION (15 MIN.)

- Tell students they will work on giving opinions.
- Tell students that an *opinion* is "a belief or way of thinking about something or what someone thinks about a particular thing."
- Ask students, "What is your opinion of ice cream? Wearing a uniform to school?"
- Allow students to share opinions.
- Refer to the following sentence starters on the board.
 - I think that _____.
 - I don't think that _____.
 - I agree with _____ because _____.
 - I disagree with _____ because _____.
- Direct students to Activity Page 6.2.
- Ask students what they remember about lords and ladies, serfs, and knights.
- Tell students that on this Activity Page, they'll be writing opinions. Specifically, would they want to be a lord/lady, a serf, or a knight? Why or why not?
- Ask students if they would want to be a lord or a lady and to explain why or why not. Refer to the sentence starters 1 and 2 on the board.
- Write their arguments on the board.
- Have students to complete the Activity Page in pairs.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Speaking
Unit/Lesson	U2 L6
Activity Name	A Mile in Someone Else's Shoes
Proficiency Levels	
Entering	Student offers an opinion with prompting and support.
Emerging	Student offers an opinion.
Transitioning	Student supports opinion with one textual reason with prompting and support.
Expanding	Student supports opinion with one textual reason.
Bridging	Student supports opinion with textual reason(s).

~~~~~End Lesson~~~~~



## 7

# Supporting Characters

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will select domain-specific vocabulary words to write about the Middle Ages using sentence starters.

Students will select and use adverbs to describe images in writing.

**FORMATIVE ASSESSMENT**

Reading

**Vocabulary Cards** [Activity Page 1.1]

Writing

**Vocabulary Concept Web** [Activity Page 7.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Using Adverbs to Describe an Image**  
[Activity Page 7.2]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                                                                                           |
|----------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b> |         |                                                                                                                                                                                     |
| Vocabulary Routine         | 15 min. | <input type="checkbox"/> Images of a merchant, an apprentice, and an influential person<br><input type="checkbox"/> Activity Page 1.1<br><input type="checkbox"/> Activity Page 7.2 |
| <b>Looking at Language</b> |         |                                                                                                                                                                                     |
| Adverbs                    | 15 min. | <input type="checkbox"/> Image of girl sewing<br><input type="checkbox"/> Activity Page 7.2                                                                                         |

## ADVANCE PREPARATION

### Vocabulary Building

- Display images of a merchant, an apprentice, and an influential person for Vocabulary Building.
- Students will need scissors to cut out their Vocabulary Cards in Activity 1.1 for Vocabulary Building.
- List the Tier 3 vocabulary words on the board for students to use as a word bank for Vocabulary Building.
- Display the following sentence starter on the board for Vocabulary Building:
  - \_\_\_\_\_ is an influential person in my life. They are influential because \_\_\_\_\_.

### Looking at Language

- Display the word *adverb* on the board for Looking at Language.
- Display the word *quick* on the board for Looking at Language.
- Write the word bank on the board for Looking at Language.

| Word Bank |          |
|-----------|----------|
| slowly    | silently |
| quickly   | happily  |
| easily    |          |

- Display the image of a girl sewing for Looking at Language.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss the Middle Ages using domain-specific vocabulary terms
- Describe images using adverbs

### Language Forms and Functions

During the Middle Ages...

\_\_\_\_\_ is an influential person in my life.

They are influential because \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| apprentice<br>merchant          | influential                      |                                 |

Start Lesson

### Lesson 7: Supporting Characters

# Vocabulary Building



### Activity Page 1.1



**Primary Focus:** Students will select domain-specific vocabulary words to write about the Middle Ages using sentence starters.

### VOCABULARY ROUTINE (15 MIN.)

- Direct students to Activity Page 1.1.
- As you review the vocabulary with students, have them fill in the Vocabulary Cards.

- Hold up the picture of the merchant and say the word *merchant*.
  - Tell students that *merchant* means “someone who buys and sells things; the owner of a store.”
  - Give students an example: *If you were a merchant, you might buy and sell clothes.*
  - Ask, “Do you think you would like to live the life of a merchant?”
  - Hold up the picture and say the word *apprentice*.
  - Tell students that *apprentice* means “a person who learns a skill or trade by working with an expert craftsman for a period of time, usually for no pay.”
  - Give students an example: *An apprentice often learned to work with their hands.*
  - Ask, “Would you like to work for many years without pay?”
- Hold up the picture and say the word *influential*.
  - Tell students that *influential* means “having the power to affect important things or people.”
  - Give students an example: *During the Middle Ages, the Catholic Church played an influential role in people’s lives.*
  - Ask, “Can you think of an influential person in your life?”
- Have students cut out their vocabulary cards and save them for future use.
- Direct students to Activity Page 7.1.
- Ask students to write the word *influential* in the center of the concept web.
- Have students think of words that are related to the content word and write them in the spaces around the middle of the hexagon. Students can fill in the chart with images and words.
- Encourage students to use other Tier 3 domain vocabulary words from this lesson or words found in the reading.
- Have students complete a short writing on influential people based on what they wrote in their concept web.
- Point to the following sentence starter on the board:
  - \_\_\_\_\_ is an influential person in my life. They are influential because \_\_\_\_\_.
- Ask a couple students to share their responses.

## Activity Page 7.1



## Writing Selecting Language Resources

### Entering/Emerging

Point to the Tier 3 vocabulary words on the board for students to use as a word bank. Give 1:1 support to help them fill in the web.

### Transitioning/Expanding

Point to the Tier 3 vocabulary words on the board for students to use as a word bank. Give 1:1 support as needed.

### Bridging

Challenge students to add and complete another ring in the hexagon.

## Lesson 7: Supporting Characters

# Looking at Language



**Primary Focus:** Select and use adverbs to describe images in writing.

### ADVERBS (15 MIN.)

- Remind students that verbs are action words in sentences.
- Ask students to name a few verbs.
- Remind students that adverbs are the part of speech that describes verbs.
  - They tell how the verb happens.
- Point to the word *adverb* on the board. Circle the word *verb* inside of the word to emphasize how the words are connected.
- Tell students that one of the ways adverbs describe verbs is by explaining *how* the verb is being done. Many times this is done by adding *-ly* to an adjective. Tell student the *-ly* means “in a \_\_\_\_\_ way.”
- Point to the word *quick* on the board.
- Ask students what *quick* means.
- Ask a student to do something in a quick way. Examples may be “put your book away” or “take out a pencil.”
- Then write the name of a student. “\_\_\_\_\_ quickly took out a pencil.”
- Repeat this with other students' names and actions, using words such as *slow*, *happy*, *soft*, and others of your choice.
- Direct students to Activity Page 7.2.
- Display the image of a girl sewing.

### Activity Page 7.2



**Model:** On the board, write a description of the image using an adverb. Have students write this on their activity page. Then have students work in pairs to write descriptions of the images using adverbs.

- Point to the word bank on the board for support.

| Word Bank |          |
|-----------|----------|
| slowly    | silently |
| quickly   | happily  |
| easily    |          |

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                  |
|--------------------|------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                          |
| Unit/Lesson        | U2 L7                                                                                                            |
| Activity Name      | Using Adverbs to Describe an Image                                                                               |
| Proficiency Levels |                                                                                                                  |
| Entering           | Student copies adverbs from the word bank to write a short phrase describing an image.                           |
| Emerging           | Student chooses adverbs from the word bank to write a short phrase describing an image with substantial support. |
| Transitioning      | Student chooses adverbs from the word bank to write a simple sentence describing an image with moderate support. |
| Expanding          | Student refers to adverbs from the word bank to write a complete sentence describing an image.                   |
| Bridging           | Student writes a complete sentence with adverbs to describe an image without using a word bank .                 |

End Lesson



### Writing Selecting Language Resources

#### Entering/Emerging

Assist in choosing adverbs from the word bank. Assign them if needed.

#### Transitioning/Expanding

Assist in choosing adverbs from the word bank. Encourage students to write longer sentences.

#### Bridging

Assist in choosing adverbs from the word bank or creating original sentences without the word bank.

## 8

# Review: Vocabulary and Offering Opinions

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will use basic phrases to give an opinion about a topic.

Students will select domain-specific vocabulary words to use in pair talk.

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

**Offering an Opinion about the Middle Ages**

[Informal Observation]

**LESSON AT A GLANCE**

|                                | Time    | Materials                                 |
|--------------------------------|---------|-------------------------------------------|
| <b>Talk Time</b>               |         |                                           |
| Giving Opinions: I think . . . | 15 min. |                                           |
| <b>Vocabulary Building</b>     |         |                                           |
| Review Vocabulary              | 15 min. | ❑ Vocabulary Cards from Activity Page 1.1 |

## ADVANCE PREPARATION

### Talk Time

- Display these sentence starters on the board for Talk Time.

1. In my opinion \_\_\_\_\_.
2. I prefer \_\_\_\_\_.
3. I agree with \_\_\_\_\_ because \_\_\_\_\_.
4. I disagree with \_\_\_\_\_ because \_\_\_\_\_.

### Vocabulary Building

- Display the sentence starter, \_\_\_\_\_ *means* \_\_\_\_\_. for Vocabulary Building.
- Students will need Vocabulary Cards from Lessons 1, 2, and 7 for Vocabulary Building.

## FEATURES OF ACADEMIC LANGUAGE



| Discourse Features                                                                                                                                                               |                                  |                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Discuss opinions regarding a topic</li> <li>• Contribute to conversations and express ideas using domain-specific vocabulary</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                     |                                  |                                 |
| <p>I think...</p> <p>I agree with _____, but...</p> <p>That's a good idea, however...</p>                                                                                        |                                  |                                 |
| Vocabulary                                                                                                                                                                       |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                  | opinion                          |                                 |

## Lesson 8: Review: Vocabulary and Offering Opinions

## Talk Time



**Primary Focus:** Students will use basic phrases to give an opinion about a topic.

### GIVING OPINIONS: I THINK... (15 MIN.)

- Tell students they will work on giving opinions again.
- Remind students that an *opinion* is a “belief or way of thinking about something or what someone thinks about a particular thing.”
- Refer to the following sentence starters on the board.
  1. In my opinion \_\_\_\_\_.
  2. I prefer \_\_\_\_\_.
  3. I agree with \_\_\_\_\_ because \_\_\_\_\_.
  4. I disagree with \_\_\_\_\_ because \_\_\_\_\_.
- Give students a list of topics verbally or on the board. Possible topics include the best pet, best food, best movie, or best superhero.
- Then ask students to give an opinion on the topic using sentences starters 1 and 2.
- Give students time to write down responses before sharing with a partner. Students should be paired with same-level peers.



### Informal Observation

Listen to and observe students’ pair talk, watch for student behaviors, and listen for talk that demonstrates understanding or lack of understanding of the lesson objective. Reteach concepts if needed.



### Speaking Offering Opinions

#### Entering/Emerging

Assist students with writing opinions. Ask students to focus on completing sentence starters 1 and 2.

#### Transitioning/Expanding

Ask students to complete sentence starters 1 and 2. Ask students to write and share aloud a response to their partner using sentence starters 3 and 4. Help students to write both responses and initial opinions.

#### Bridging

Ask students to complete sentence starters 1 and 2. Ask students to write and share aloud a response to their partner using sentence starters 3 and 4. Help students as needed to write both responses and initial opinions.

### Support

Students can refer to their Vocabulary Concept Webs from Lessons 1 and 2 for extra help.

### Challenge

Encourage students to say multiple sentences about each word.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                             |
|--------------------|-----------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                    |
| Unit/Lesson        | U2 L8                                                                       |
| Activity Name      | Offering and Opinion About the Middle Ages                                  |
| Proficiency Levels |                                                                             |
| Entering           | Student gives an opinion with prompting and 1:1 support.                    |
| Emerging           | Student gives an opinion.                                                   |
| Transitioning      | Student gives an opinion and explains reasoning with prompting and support. |
| Expanding          | Student gives an opinion and explains reasoning with limited prompting.     |
| Bridging           | Student gives an opinion and explains reasoning.                            |

## Lesson 8: Review: Vocabulary and Offering Opinions

# Vocabulary Building



**Primary Focus:** Students will select domain-specific vocabulary words to use in pair talk.

### VOCABULARY REVIEW (15 MIN.)

- Ask students to take out their Vocabulary Cards from Lessons 1, 2, and 7.
- Tell students to review the words with a partner.
- Have partners alternate giving the word and asking their partner for the word in a sentence.
- Encourage students to use complete sentences if possible.
  - Sentences can be defining or using the word context.

End Lesson



Speaking  
Selecting Language  
Resources

### Entering/Emerging

Students can also use their Concept Vocabulary Webs from Lessons 1 and 2 as a resource. Students can respond using sentences or images. Encourage students to give the definition using the sentence starter “\_\_\_\_\_ means \_\_\_\_\_”.

### Transitioning/Expanding

Students can also use their Concept Vocabulary Webs from Lessons 1 and 2 as a resource. Encourage students to give the definition using the sentence starter “\_\_\_\_\_ means \_\_\_\_\_.” Ask students to use more words in context.

### Bridging

Guide students to use the words in context and work without using sentence starters.

## 9

# Taking a Stand, Part 1

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will support opinions using relevant facts about the Middle Ages and background knowledge.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Giving and Supporting an Opinion** [Activity Page 9.1]

## LESSON AT A GLANCE

|                                  | Time    | Materials           |
|----------------------------------|---------|---------------------|
| <b>Write About It</b>            |         |                     |
| Giving and Supporting an Opinion | 30 min. | □ Activity Page 9.1 |

## ADVANCE PREPARATION

### Write About It

- Write or display the following prompt on the board or chart paper.

**Note:** Students will be writing about this prompt in Lessons 9 and 10.

**Attention!** The King and Queen have decided to have serfs and other members of the lower class pay extra taxes so that the royalty and nobles can have more parties and jousting events. Pick a side and write a letter to the King and Queen either protesting or promoting their new decree.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                        |                                  |                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Discuss opinions regarding a topic</li> <li>• Contribute to conversations and express ideas by asking and answering questions, building on responses, and adding relevant information</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                              |                                  |                                 |
| I think that _____ because...<br>I believe that....                                                                                                                                                                                       |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                                |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                           | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| decree<br>royalty                                                                                                                                                                                                                         | promoting<br>protesting          | letter<br>taxes                 |

## Support

Encourage students to discuss among their group before they fill in their own activity pages.

## Challenge

Ask students to complete the graphic organizer for the other side of the debate.

## Activity Page 9.1



### Lesson 9: Taking a Stand, Part 1

# Write About It



**Primary Focus:** Students will support opinions using relevant facts about the Middle Ages and background knowledge.

## GIVING AND SUPPORTING AN OPINION (30 MIN.)

- Tell students they will begin writing a piece where they will give and support their opinion.

- Reinforce the meaning of opinion, which is a “belief or way of thinking about something or what someone thinks about a particular thing.”

- Read and project the prompt to students:

**Attention! The King and Queen have decided to have serfs and other members of the lower class pay extra taxes so that the royalty and nobles can have more parties and jousting events. Pick a side and write a letter to the King and Queen either protesting or promoting their new decree.**

- Remind student that *influential* means “having the power to affect important things or people.”
- Ask students to consider each side and share their opinions. Why would the upper class want this? Why wouldn't the lower class?
- Write their suggestions on the board.
- Direct students to Activity Page 9.1.
- Tell students to pick a side for or against the increased taxes.
  - Remind students that they don't have to actually believe the side they choose; it's just for the sake of argument.
- Tell students who are for the increased taxes to move to one side of the room.
- Tell students who are against the increased taxes to move to the other side of the room.
- Ask students to fill out the graphic organizer with ideas depending on the side they choose.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                               |
|--------------------|-------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                       |
| Unit/Lesson        | U2 L9                                                                         |
| Activity Name      | Giving and Supporting an Opinion                                              |
| Proficiency Levels |                                                                               |
| Entering           | Student writes an opinion with prompting and 1:1 support.                     |
| Emerging           | Student writes an opinion.                                                    |
| Transitioning      | Student writes an opinion with one textual reason with prompting and support. |
| Expanding          | Student writes an opinion with one textual reason.                            |
| Bridging           | Student writes an opinion with textual reason(s).                             |

End Lesson



### Writing Supporting Opinions

#### Entering/Emerging

Provide students 1:1 support during the brainstorming. Depending on their side, ask them what they remember about the lower/upper classes. Ask them yes-no questions: "If you were in the upper class, would you want more festivities? If you were in the lower class, would you want to pay more so that someone else could enjoy themselves?" Point them to the ideas on the board to help their argument.

#### Transitioning/Expanding

Point students to the ideas on the board to help their argument. Provide students support as they fill in the graphic organizer. Encourage students to use complete sentences.

#### Bridging

Provide students with support, as needed, as they fill in the graphic organizer. Encourage students to use complete sentences and include as many details as possible.



## 10

# Taking a Stand, Part 2

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will give an opinion using basic modal expressions.

**Writing**

Students will write a letter of advice using basic modal expressions and summarizing a graphic organizer.

**FORMATIVE ASSESSMENT**

Speaking

**Giving Advice Using Modals** [Activity Page 10.1]

**FORMATIVE ASSESSMENT**

Writing

**Letter: Giving Advice** [Activity Page 10.2]

## LESSON AT A GLANCE

|                              | Time    | Materials                                                                                           |
|------------------------------|---------|-----------------------------------------------------------------------------------------------------|
| <b>Looking at Language</b>   |         |                                                                                                     |
| Giving Opinions Using Modals | 15 min. | <input type="checkbox"/> Activity Page 10.1                                                         |
| <b>Write About It</b>        |         |                                                                                                     |
| Letter: Giving Advice        | 15 min. | <input type="checkbox"/> Completed Activity Page 9.1<br><input type="checkbox"/> Activity Page 10.2 |

## ADVANCE PREPARATION

### Looking for Language

- Display some examples of modals on the board for Looking at Language.
  - can
  - will
  - maybe
  - probably
  - must
  - should
  - would
  - certainly

### Write About It

- Display or display the prompt for Write About It.

**Attention! The King and Queen have decided to have serfs and other members of the lower class pay extra taxes so that the royalty and nobles can have more parties and jousting events. Pick a side and write a letter to the King and Queen either protesting or promoting their new decree.**

- Display the following sentence starter for Write About It:
  - I think \_\_\_\_\_ because \_\_\_\_\_.
- Students will need their completed Activity Page 9.1 for Write About It.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Express ideas and opinions or temper statements using basic modal expressions (can, will, maybe)
- Write a letter of advice using modal expressions

### Language Forms and Functions

I think that \_\_\_\_\_ because...

I believe that...

I am writing to tell you that I am \_\_\_\_\_ the new tax proposal because...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| defer<br>fester<br>sag          |                                  |                                 |

## Lesson 10: Taking a Stand, Part 2

## Looking at Language



**Primary Focus:** Students will give an opinion using basic modal expressions.

### GIVING OPINIONS USING MODALS (15 MIN.)

- Tell students they will work on writing the letter to the King and Queen giving advice about the proposal for more taxes to the lower class, but first they will learn some new language to temper their statements. These words are called modals.
- Go through some examples of modals on the board.
  - can
  - will
  - maybe
  - probably
  - must
  - should
  - would
  - certainly
- Ask students if they can think of any more modals.
- Direct students to Activity Page 10.1.
- Go over the example together.

#### Example:

*Student:* I want to go to the movies without an adult.

*Teacher:* That probably isn't a good idea, because you are so young.

- Have students complete the activity page on their own.
- Then instruct students to work in pairs to both present a problem and offer advice using modals.

### Activity Page 10.1



#### Speaking Supporting Opinions

#### Entering/Emerging

Provide 1:1 support. Have students refer to the modals on the board and work in pairs.

#### Transitioning/Expanding

Have students refer to the modals on the board. Provide support as needed.

#### Bridging

Have students expand on the teacher's advice, using more modals.

#### Support

Ask students to think about what they need advice on. Make suggestions if necessary.

#### Challenge

Have students provide different pieces of advice for a single problem.

## Lesson 10: Taking a Stand, Part 2

# Write About It



**Primary Focus:** Students will write a letter of advice using basic modal expressions and summarizing a graphic organizer.

### Activity Page 10.2



### Support

Refer students to the list of modals on the board.



### Writing

#### Entering/Emerging

Have students work in pairs and use the sentence starter "I think \_\_\_\_\_ because \_\_\_\_\_." Offer 1:1 support to help students include a modal in their argument.

#### Transitioning/Expanding

Have students use the sentence starter "I think \_\_\_\_\_ because \_\_\_\_\_." Offer students support as needed to include a modal in their argument.

#### Bridging

Have students write multiple sentences per reason.

### LETTER: GIVING ADVICE (15 MIN.)

- Remind students about the prompt they discussed in Lesson 9. Point to the prompt:

**Attention! The King and Queen have decided to have serfs and other members of the lower class pay extra taxes so that the royalty and nobles can have more parties and jousting events. Pick a side and write a letter to the King and Queen either protesting or promoting their new decree.**

- Instruct students to refer to their completed Activity Page 9.1.
- Tell students that they're going to turn their graphic organizer from Activity Page 9.1 into a convincing letter to the King and Queen using modals to enhance their arguments.
- Direct students to Activity Page 10.2.
- Help students fill in the first blank with either *for* or *against*.
  - I am writing to tell you that I am \_\_\_\_\_ the new tax proposal.
- Ask a student to read their first reason from the completed Activity Page 9.1 and write it on the board.
- Ask students to brainstorm how they could rewrite the reason using a modal.
- Collect student ideas on the board. Encourage students to elaborate on their responses.
- Tell students to complete the Activity Page.
- Have students share their letter with a partner.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                         |
|--------------------|-------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                                 |
| Unit/Lesson        | U2 L10                                                                                                                  |
| Activity Name      | Letter: Giving Advice                                                                                                   |
| Proficiency Levels |                                                                                                                         |
| Entering           | Student can write a brief letter of advice using simple sentences, key words, and basic modals, with 1:1 support.       |
| Emerging           | Student can write a brief letter of advice using simple sentences, key words, and basic modals, with moderate support.  |
| Transitioning      | Student can write a brief letter of advice using complete sentences, key words, and basic modals, with limited support. |
| Expanding          | Student can write an increasingly concise letter of advice using complete sentences, key words, and basic modals.       |
| Bridging           | Student can write a concise letter of advice using complete sentences, key words, and basic modals.                     |

~~~~~End Lesson~~~~~

11

Picture Book: Defining a Character

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will select and use domain-specific vocabulary words to talk with peers.

Writing

Students will write a summary about a medieval character they create.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Create Your Character [Activity Page 11.1]

LESSON AT A GLANCE

| | Time | Materials |
|-------------------------|---------|--|
| Rewind | | |
| Flash Card Review | 10 min. | <input type="checkbox"/> Vocabulary Cards from Activity Page 1.1 |
| Write About It | | |
| Defining Your Character | 20 min. | <input type="checkbox"/> Activity Page 11.1 |

ADVANCE PREPARATION

Rewind

- Display the sentence starter _____ *means* _____. on the board for Rewind.
- Students will need their Vocabulary Cards from Lessons 1, 2, and 7 for Rewind.

Write About It

- Display the following sentence starters on the board for Write About It:
 - This is _____ (character name).
 - _____ (character name) is a _____ (serf/knight).
 - _____ (character name) is _____ years old. (How old is your character?)
 - _____ (character name) is/has _____. (What does your character look like?)
 - _____ (character name) lives _____. (Where does your character live?)
 - _____ (character name) likes _____. (What does your character like to do?)
 - _____ (character name) feels _____. (How does your character feel about his/her life?)

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Use general academic and domain-specific vocabulary to create precision while speaking and writing about the Middle Ages
- Write a summary about a medieval character

Language Forms and Functions

This is _____ (character name).

_____ (character name) is a _____ (serf/knight).

_____ (character name) is _____ years old.

_____ (character name) likes _____.

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| | | |

Lesson 11: Picture Book: Defining a Character

Rewind



Primary Focus: Students will select and use domain-specific vocabulary words to talk with peers.

FLASH CARD REVIEW (10 MIN.)

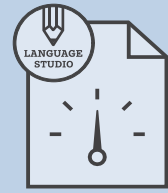
- Ask students to take out their Vocabulary Cards from Lessons 1, 2, and 7.
- Tell students to review the words with a partner.
- Have partners alternate giving the word and asking their partner for the word in a sentence.
- Encourage students to use complete sentences.
 - Sentences can be defining or using the word context.



Informal Observation

Observe students' conversation and listen for correct usage of vocabulary. Reteach words if necessary.

Activity Page 1.1



Challenge

Have students say multiple sentences about the vocabulary word.

Speaking
Selecting Language
Resources

Entering/Emerging

Students can also use their Vocabulary Concept Webs from Lessons 1 and 7 as a resource. Students can respond using sentences or images. Encourage students to give the definition using the sentence starter "_____ means _____."

Transitioning/Expanding

Students can also use their Vocabulary Concept Webs from Lessons 1 and 7 as a resource. Encourage students to give the definition using the sentence starter "_____ means _____." Ask students to use more words in context.

Bridging

Guide students to use the words in context and work without using sentence starters.

Lesson 11: Picture Book: Defining a Character

Write About It



Primary Focus: Students will write a summary about a medieval character they create.

DEFINING YOUR CHARACTER (20 MIN.)

- Tell students that for the rest of the unit, they'll be working on creating their own picture book about a character and an event in the Middle Ages.
- Tell students they will begin their story by developing their main character.
- Tell students their character will be either a serf or a knight.
- Ask students to share what they remember about serfs. Write their comments on the board.
- Ask students to share what they remember about knights. Write their comments on the board.
- Ask students to share their favorite character from a book, movie, TV show, etc.
- As they describe the character, write down the categories of things they describe, e.g., name, class, interests, physical description, age, work, personality, etc.
- Have a couple students share in order to increase the list of categories.
- Tell students that these are details they should write about in describing their own character.
- Point to the following sentence starters on the board for guidance:
 - This is _____ (character name).
 - _____ (character name) is a _____ (serf/knight).
 - _____ (character name) is _____ years old. (How old is your character?)
 - _____ (character name) is/has _____. (What does your character look like?)
 - _____ (character name) lives _____. (Where does your character live?)
 - _____ (character name) likes _____. (What does your character like to do?)
 - _____ (character name) feels _____. (How does your character feel about his/her life?)

Challenge

After writing a description of the character, have students circle the subject of each sentence, underline the pronoun and draw an arrow from the pronoun to the subject for each sentence.

- Direct students to Activity Page 11.1.
- Tell students to draw a picture of their character and fill in the graphic organizer with details about the character. Then students will summarize their graphic organizer in the lines below.
 - Remind students about how they described their favorite modern characters. Encourage them to fill in the same details about their own characters. Students can brainstorm with a partner.
- Review pronouns with students. Remind students that pronouns are a part of speech that refers to nouns. Encourage students to use pronouns that point back to their character.
- Have students informally share their characters with their classmates if time allows.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U2 L11 |
| Activity Name | Create Your Character |
| Proficiency Levels | |
| Entering | Student uses short phrases and sentence starters to complete their description of a character with 1:1 support. |
| Emerging | Student uses short phrases and refers to sentence starters to complete their description of a character with moderate support. |
| Transitioning | Student uses simple sentences to complete their description of a character with limited support., |
| Expanding | Student writes simple sentences to complete their description of a character. |
| Bridging | Student writes multiple, full sentences to complete their description of a character. |

End Lesson

Activity Page 11.1



Writing

Entering/Emerging

Offer 1:1 support. Have students use the sentence starters to complete their description. Encourage them to use pronouns where applicable.

Transitioning/Expanding

Point students to the sentence starters for guidance. Encourage them to write in complete sentences.

Bridging

Encourage students to write multiple, complete sentences without using the sentence starters. Encourage students to include their own details in the space below the graphic organizer.

12

Picture Book: Setting the Scene

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will select and use domain-specific vocabulary words to talk with peers.

Writing

Students will write a summary about the lives of their medieval characters.

Reading

Students will read carefully in order to learn more about the actions of their medieval characters.

FORMATIVE ASSESSMENT

Reading

The Life of a Knight [Activity Page 12.1]

Reading

The Life of a Serf [Activity Page 12.2]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Setting the Scene [Activity Page 12.3]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|--|
| Rewind | | |
| Building the Basics Review | 5 min. | ❑ Vocabulary Concept Web from Lesson 1 |
| Read About It | | |
| Daily Life | 10 min. | ❑ Activity Page 12.1 or Activity Page 12.2 |
| Write About It | | |
| Setting the Scene | 15 min. | ❑ Activity Page 12.3 |

ADVANCE PREPARATION

Rewind

- Students will need their Vocabulary Concept Web from Lesson 1 for Rewind.
- Display the following sentence starters on the board for Rewind:
 - The Middle Ages took place in _____.
 - The Middle Ages were _____ because _____.
 - During the Middle Ages, people _____.

Write About It

- Display the following sentence starters on the board for Write About It:
 - _____ (character's name) lived during _____. (When did your character live?)
 - _____'s (character's name) job was to _____. (What was your characters' job?)
 - _____ (character's name) spends a lot of time _____. (action verb)
 - _____ (character's name) often _____. (action verb)
 - _____ (character's name) liked to _____. (action verb)



Writing Selecting Language Resources

Entering/Emerging

Ask students to copy down the sentence starters and assist them with filling in the details, asking prompting questions such as “When did the Middle Ages take place?”

Transitioning/Expanding

Ask students to copy down sentence starters. Check progress by observing responses. Assist students when necessary.

Bridging

Ask students to copy down sentence starters from the board. Check progress by observing responses. Assist students when necessary. Challenge students to write their own sentences.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Use academic and domain-specific vocabulary in a discussion about the Middle Ages
- Demonstrate comprehension of a text by answering text-dependent questions and identifying key details

Language Forms and Functions

The Middle Ages took place in _____.

The Middle Ages were _____ because _____.

During the Middle Ages, people _____.

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| chivalry
scythe | aspiring | |

Start Lesson

Lesson 12: Picture Book: Setting the Scene

Rewind



Primary Focus: Students will select and use domain-specific vocabulary words to talk with peers.

BUILDING THE BASICS REVIEW (5 MIN.)

- Tell students they'll be reviewing the basics of the Middle Ages to help inform their writing.
- Instruct students to take out their Vocabulary Concept Webs from Lesson 1.
- Using the Vocabulary Concept Webs, have students complete the following sentence starters in pairs:
 - The Middle Ages took place in _____.
 - The Middle Ages were _____ because _____.
 - During the Middle Ages, people _____.



Informal Observation

Listen to and observe students' pair talk, watch for students' behaviors, and listen for talk that demonstrates understanding or a lack of understanding of the lesson objective. Reteach concepts if needed.

Lesson 12: Picture Book: Setting the Scene

Read About It



Primary Focus: Students will read carefully in order to learn more about the actions of their medieval characters.

DAILY LIFE (10 MIN.)

- Review action verbs with students. Tell students that action verbs are verbs that show an action (something you do).
- Ask students to give examples of action verbs.
- Write student examples on the board.
- Direct students who are writing about a knight to Activity Page 12.1.
- Direct students who are writing about a serf to Activity Page 12.2.
- Tell students they are going to be reading about their type of character to learn more about what he/she did during the Middle Ages.
- Tell students to read passages, then reread them, and underline all the verbs they can find.

Activity Pages 12.1 and 12.2



Challenge

Encourage students to circle any helping verbs they find in the passages.

If You Were a Knight



Young boy training to be a knight

Although you are still a servant, as a squire you are now responsible for grooming and saddling the lord's horses. You are also responsible for cleaning and polishing his armor. You learn how to fight while riding a horse. You learn to use other weapons, including a heavier lance. This part of your training lasts for several years.

Your training to become a knight begins at a young age. You leave home to live with a family friend or relative who has agreed to train you. In the first several years of your training, you help to dress and to serve the lord. You are known as a page. During these early years as an **aspiring** knight, you probably learn to use a sword, to ride a horse, and to wield a lance, or long wooden pole with a metal tip. Later, when you are ready to learn more challenging skills, you become a squire.



Squires learned to fight with swords.

If you are a successful squire, you might be knighted by the lord. In what is called the dubbing ceremony, the lord taps you on the shoulder with the flat part of his sword. Then, a priest might bless you with a prayer.



King knighting a squire



Knights were supposed to be brave in battle.

The Way of the Knight

In France in the 1100s and 1200s, certain expectations about how knights should behave in society were developed. The term *chivalry*, which refers to a warrior horseman or knight, became the term used to describe these expectations.

These ideas of chivalry spread to other European countries. Knights were expected to serve their lord. They were required to honor and protect the Church and weaker members of society. They were also expected to treat other knights captured in battle as honored guests until a ransom was received. Sometimes it took months before a captured knight's family paid up. Once payment was received, the captured knight was free to go home.



A knight was expected to guard and protect weaker members of society.

If You Were a Boy Serf

From an early age, you work a full day. You wake up just before sunrise and go to sleep when it is dark. For breakfast, you have rye bread and water, or perhaps watery ale. Even before the sun is fully risen, and regardless of the weather, you begin your work on the land. In springtime, you are busy plowing and planting seeds. You assist in the delivery of baby lambs and calves. At midday, you walk home for a simple meal of rye bread and maybe a small piece of cheese. After lunch, you return to work, cutting logs for the lord's fire.



Boy serf plowing fields



Boy serf chasing birds away from crops

In the summer months, you tend to the crops you planted in the spring. You keep the hungry birds and insects away from the growing crops.

Autumn, the time to harvest crops, is perhaps the busiest time of all. You help your mother and sisters pick fruits and berries, which they preserve and store for the winter. Using a simple tool called a **scythe**, you harvest grain crops such as wheat, oats, rye, and barley. You help store the grain. A good harvest makes



Boy serf harvesting grain

everyone, especially the lord, very happy. It means there is food to eat during the winter months. A good harvest is a time of celebration for all.

Nevertheless, you have to get used to having less food to eat in the wintertime, and to feeling hungry and cold more often than not. At times, your parents find it difficult to make ends meet. Even if ice and snow lay upon the frozen earth, you still have jobs to do. You have to feed and care for the livestock. You repair fences and barns. All the while, you continue to work on your family's strips of land. Each evening as the sun is setting, you return home quite exhausted. You end your day with a meal called pottage that your mother or sisters have prepared. Pottage is a vegetable stew with grain and a tiny piece of meat or fish in it. After a good night's sleep, you will wake up and do it all again!

Lesson 12: Picture Book: Setting the Scene

Write About It



Primary Focus: Students will write a summary about the lives of their medieval characters.

Activity Page 12.3



Support

Refer students to their Vocabulary Concept Webs from Lessons 1 and 7 and the verbs they underlined on Activity Pages 12.1 or 12.2 to help them describe the life of their character.

Challenge

Encourage students to use adverbs to qualify the verbs they use to describe the life of their character. Remind students that adverbs are the part of speech that describes verbs. They tell how the verb happens.

SETTING THE SCENE (15 MIN.)

- Ask students to share some of the things their characters do. Write their ideas on the board, separating them by character type—either serf or knight.
- Direct students to Activity Page 12.3.
- Tell students that they will be writing more about their character and the setting of their story.
- Remind students that their descriptions should include when their character lived and the types of things their character did.
- Tell students to draw a picture of their character doing an action and fill in the graphic organizer with details about what their character does. Then students will summarize their graphic organizer on the lines below.
- Point to the following sentence starters to help guide students in their summaries:
 - _____ (character's name) lived during _____. (When did your character live?)
 - _____'s (character's name) job was to _____. (What was your character's job?)
 - _____ (character's name) spends a lot of time _____. (action verb)
 - _____ (character's name) often _____. (action verb)
 - _____ (character's name) liked to _____. (action verb)

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U2 L12 |
| Activity Name | Setting the Scene |
| Proficiency Levels | |
| Entering | Student draws pictures and/or dictates words to represent key words and phrases with 1:1 support. |
| Emerging | Student draws pictures and writes words and phrases to represent key information with substantial support. |
| Transitioning | Student conveys key information in simple sentences with moderate support. |
| Expanding | Student conveys key information in complete sentences with occasional support. |
| Bridging | Student conveys key information in complete, detailed sentences independently. |

~~~~~  
End Lesson



### Writing

#### Entering/Emerging

Offer 1:1 support. Help students choose verbs for their graphic organizer. Encourage them use the sentence starters to complete their description.

#### Transitioning/Expanding

Offer 1:1 support as needed. Help students choose verbs for their graphic organizer. Then help them use the sentence starters to begin. Encourage them to use complete sentences.

#### Bridging

Encourage students to write in complete sentences and complete an entire paragraph. Challenge students to use verbs not included in their graphic organizer.

## 13

# Picture Book: Conflict! The Plague Strikes

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will read a passage carefully in order to learn more about the plague.

**Writing**

Students will support opinions using relevant facts about the Middle Ages and background knowledge.

**FORMATIVE ASSESSMENT****Writing**

**Giving and Supporting an Opinion: What Will You Do?** [Activity Page 13.2]

**LANGUAGE PROFICIENCY ASSESSMENT****Reading**

**Conflict! The Plague** [Activity 13.1]



## LESSON AT A GLANCE

	Time	Materials
<b>Read About It</b>		
Conflict! The Plague Strikes	10 min.	☐ Activity Page 13.1
<b>Write About It</b>		
Giving and Supporting an Opinion	20 min.	☐ Activity Page 13.2

## ADVANCE PREPARATION

### Read About It

- Display or project the following prompt on the board for Read About It:

**You've heard a rumor that there is a plague sweeping across the empire. You didn't believe it at first, but now people in your town are starting to get sick. Is it the plague? Or a coincidence? Do you stay or do you go?**

### Write About It

- Display the following sentence starters on the board for Write About It:
  - I agree with \_\_\_\_\_ because \_\_\_\_\_.
  - I disagree with \_\_\_\_\_ because \_\_\_\_\_.





Reading  
Reading/  
Viewing Closely

### Entering/Emerging

Offer students 1:1 support asking text-dependent questions (location, time period, conflict, etc.). Read and identify text-dependent concepts for students, using finger sweeping.

### Transitioning/Expanding

Offer students moderate support and ask text-dependent questions (location, time period, conflict, etc.). Read and help students identify text-dependent concepts, using finger sweeping.

### Bridging

Offer students occasional support and ask text-dependent questions (location, time period, conflict, etc.). Read and help students identify text-dependent concepts, using finger sweeping if necessary.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate comprehension of a text by answering text-dependent questions and identifying key ideas
- Express an opinion and provide reasons to support it

### Language Forms and Functions

I agree with \_\_\_\_\_ because \_\_\_\_\_.

I disagree with \_\_\_\_\_ because \_\_\_\_\_.

### Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
plague	coincidence disease outbreak rumor	spread terrible

Start Lesson

## Lesson 13: Picture Book: Conflict! The Plague Strikes

# Read About It



**Primary Focus:** Students will read a passage carefully in order to learn more about the plague.

### CONFLICT! THE PLAGUE STRIKES (10 MIN.)

- Tell students that a conflict has just arisen for their character in the Middle Ages.
- Read the following prompt aloud:

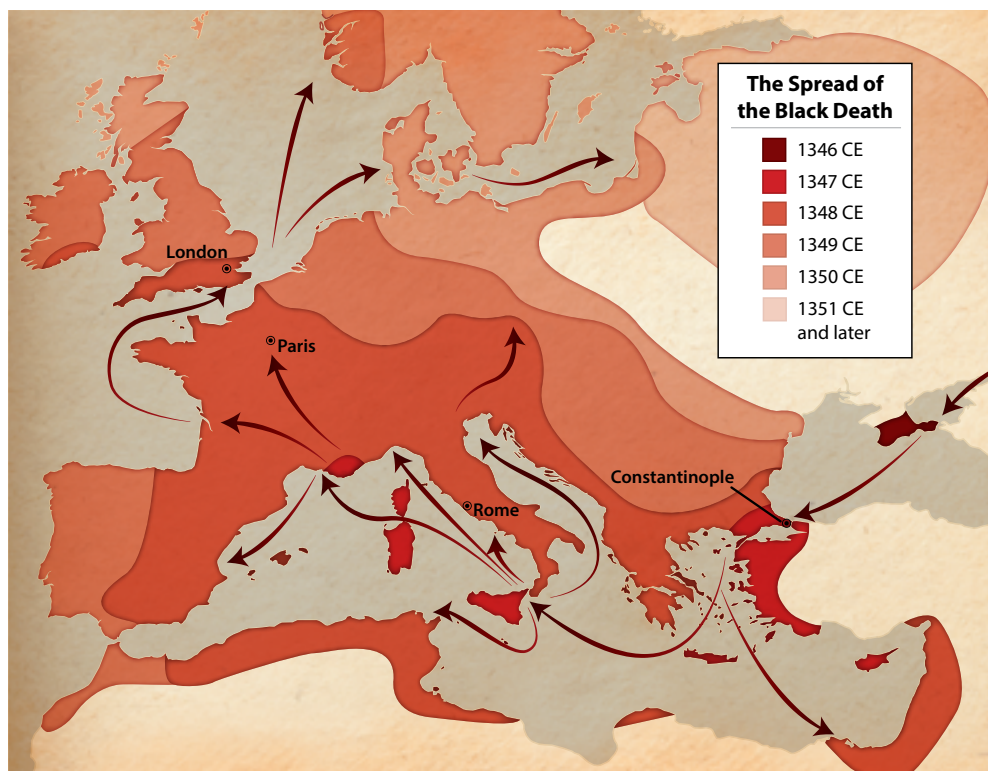
**You've heard a rumor that there is a plague sweeping across the empire. You didn't believe it at first, but now people in your town are starting to get sick. Is it the plague? Or a coincidence? Do you stay or do you go?**

- Tell students that before they can consider what to do, they need to read more about the facts.

---

## The Black Death

Some historians have concluded that traders who had been trading in the Middle East brought the plague to Europe. This first outbreak in the 600s was the most terrible of all. It is estimated that at least one-third of the population of Europe died during this outbreak. The plague existed throughout much of Europe, but it arrived in England in 1348 CE. This terrible disease created a sense of terror. It spread throughout England and eventually made its way into Wales, Scotland, and Ireland. Carried by infected fleas that lived on rodents, it spread quickly through the dirty towns and cities. It affected every level of society. Nobles as well as serfs were struck down by this terrible disease. The plague returned at least eight times in the 1300s, and another 14 times in the 1400s.



*Spread of the Black Death*

---

## Activity Page 13.1



- Direct students to Activity Page 13.1.
- Tell students to read the passage on their own.



### Check for Understanding:

When students are done, ask them what they learned. Write their responses on the board.

Ask students the following questions:

- When did the plague strike?
- Where did the plague strike?
- How many people were affected?
- How do historians believe it was spread?

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Reading
Unit/Lesson	U2 L13
Activity Name	Conflict! The Plague
Proficiency Levels	
Entering	Student answers text-dependent wh- questions by highlighting relevant words with 1:1 support.
Emerging	Student answers text-dependent wh- questions by highlighting relevant words and phrases with substantial support.
Transitioning	Student highlights key details and answers simple text-dependent questions with moderate support.
Expanding	Student highlights key details and answers open-ended questions about the text with moderate support.
Bridging	Student highlights key details and answers open-ended questions about the text with minimal support.

## Lesson 13: Picture Book: Conflict! The Plague Strikes

## Write About It



**Primary Focus:** Students will support opinions using relevant facts about the Middle Ages and background knowledge.

## GIVING AND SUPPORTING AN OPINION (20 MIN.)

- Tell students that they will be outlining their opinions in a graphic organizer.
- Ask students to consider each option and share their opinions.
  - Why would your character want to stay? Why would they want to leave?
- Write their suggestions on the board.
- Remind students that this is a story and they can choose whatever they please for their character.
- Direct students to Activity Page 13.2.
- Tell students who have decided to *stay* to move to one side of the room.
- Tell students who have decided to *leave* to move to the other side of the room.
- Ask students to fill out the graphic organizer with their opinions that support their character's decision. Remind students to fill out this activity page from the point of view of their character, using the pronoun *I*.
- Once students have completed their Activity Page, have them pair up with a classmate—either someone who made the same decision or someone who chose the alternative.
- Tell students to exchange their opinions.
- Direct students to the following sentence starters to help foster conversation.
  - I agree with \_\_\_\_\_ because \_\_\_\_\_.
  - I disagree with \_\_\_\_\_ because \_\_\_\_\_.

End Lesson



## Support

Reinforce the meaning of an *opinion* as “a belief or way of thinking about something or what someone thinks about a particular thing.”

Writing  
Supporting Opinions

## Entering/Emerging

Offer 1:1 support. Point students to the ideas and notes about the plague on the board to help their argument. Provide students support as they fill in the graphic organizer.

## Transitioning/Expanding

Point students to the ideas and notes about the plague on the board to help their argument. Provide students support as they fill in the graphic organizer. Encourage students to use complete sentences.

## Bridging

Provide students with support, as needed, as they fill in the graphic organizer. Encourage students to use complete sentences and include as many details as possible.

## 14

# Picture Book: Conflict Resolution

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will enhance an argument using basic modal expressions.

**Writing**

Students will write a decisive part of their story using basic modal expressions and summarizing a graphic organizer.

**FORMATIVE ASSESSMENT**

Speaking

**Making a Stronger Argument Using Modals**

[Activity Page 14.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Conflict Resolution** [Activity Page 14.2]

## LESSON AT A GLANCE

	Time	Materials
<b>Looking at Language</b>		
Enhancing Arguments Using Modals	10 min.	<input type="checkbox"/> Activity Page 14.1
<b>Write About It</b>		
Conflict Resolution	20 min.	<input type="checkbox"/> Completed Activity Page 13.2 <input type="checkbox"/> Activity Page 14.2

## ADVANCE PREPARATION

### Write About It

- Students will need to refer to their completed Activity Page 13.2 for Write About It.
- Project or display the following prompt for Write About It:

**You've heard a rumor that there is a plague sweeping across the empire. You didn't believe it at first, but now people in your town are starting to get sick. Is it the plague Or a coincidence?**

***Do you stay or do you go?***

- Display a list of modals on the board for Write About It.
  - can
  - will
  - maybe
  - probably
  - must
  - should
  - would
  - certainly
- Display the following sentence starter for Activity Page 14.2 in Write About It:
  - \_\_\_\_\_ (character name) decided to \_\_\_\_\_ (leave/stay):

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Use basic modal expressions while having a discussion
- Write a concise summary

### Language Forms and Functions

I think you \_\_\_\_\_ get a really good grade on that presentation because you worked so hard.

\_\_\_\_\_ (character name) decided to \_\_\_\_\_ (leave/stay).

### Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
	discipline route	

## Lesson 14: Picture Book: Conflict Resolution

## Looking at Language



**Primary Focus:** Students will enhance an argument using basic modal expressions.

### ENHANCING ARGUMENTS USING MODALS (10 MIN.)

- Ask students what they remember about modals. Remind them that modals are words that temper statements.
- Ask students to help create a list of modals. Write their suggestions on the board.
- Direct students to Activity Page 14.1.
- Go over the example together.

**Example:**

I think you \_\_\_\_\_ get a really good grade on that presentation because you worked so hard.

- As students offer suggestions, point out that there can be multiple answers, as well as multiple modals for each blank (e.g., certainly will, probably can, etc.).
- Tell students to complete the activity page on their own.

### Activity Page 14.1



### Speaking Supporting Opinions

#### Entering/Emerging

Provide 1:1 support. Have students refer to the modals on the board and in the word bank. Help students go through the various options, reminding them that there are several right answers. Help students complete the activity page.

#### Transitioning/Expanding

Have students refer to the modals on the board and in the word bank. Provide support as needed.

#### Bridging

Have students list several possible modals for each blank space.





### Support

Refer students to the list of modals on the board.

### Challenge

Ask students to change the pronouns from first person singular to third person singular and the present tense to past tense.



### Writing

#### Entering/Emerging

Offer 1:1 support to help students choose the modals they want to include. Help students figure out how to incorporate them into their reasons.

#### Transitioning/Expanding

Offer 1:1 support as needed to help students choose the modals they want to include. Help students figure out how to incorporate them into their first reason and allow them to do the rest on their own.

#### Bridging

Encourage students to choose their own modals and write their own complete sentences.

## Lesson 14: Picture Book: Conflict Resolution

# Write About It



**Primary Focus:** Students will write a decisive part of their story using basic modal expressions and summarizing a graphic organizer.

### CONFLICT RESOLUTION (20 MIN.)

- Remind students about the conflict they discussed in Lesson 13. Point to the prompt.

**You've heard a rumor that there is a plague sweeping across the empire. You didn't believe it at first, but now people in your town are starting to get sick. Is it the plague Or a coincidence?**

***Do you stay or do you go?***

- Instruct students to refer to their completed Activity Page 13.2.
- Tell students that they're going to turn their graphic organizer from Activity Page 13.2 into a page of their picture book, using modals to enhance their writing.
- Direct students to Activity Page 14.2.
- Ask a student to read one of their arguments from Activity Page 13.2 and write it on the board.
- Ask students to brainstorm how they could rewrite the argument using a modal.
- Write student ideas on the board. Encourage students to elaborate on their responses.
- Refer to the following sentence starter on the board to help students complete the first sentence of the activity page.
  - \_\_\_\_\_ (character name) decided to \_\_\_\_\_ (leave/stay).
- Tell students to complete the Activity Page.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Writing
Unit/Lesson	U2 L14
Activity Name	Conflict Resolution
Proficiency Levels	
Entering	Student communicates ideas by drawing pictures and dictating single words or phrases with support.
Emerging	Student communicates ideas by drawing pictures and writing related words and phrases.
Transitioning	Student communicates ideas by writing simple sentences, using models and sentence starters as needed.
Expanding	Student communicates ideas by writing simple and compound sentences, referring to models as needed.
Bridging	Student communicates ideas by writing a combination of simple, compound, and complex sentences.

~~~~~End Lesson~~~~~

15

Picture Book: Conclusion

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will select and use adverbs to write their conclusion.

Speaking

Students will share their stories with the class.

FORMATIVE ASSESSMENT

Writing

The Aftermath [Activity Page 15.1]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Presentations [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|--|
| Looking at Language | | |
| Writing a Conclusion | 10 min. | ❑ Activity Page 15.1 |
| On Stage | | |
| Sharing Your Story | 20 min. | ❑ Completed Activity Page 11.1
❑ Completed Activity Page 12.3
❑ Completed Activity Page 14.2 |

ADVANCE PREPARATION

Looking for Language

- Students will need their completed Activity Pages 11.1, 12.3, and 14.2 for Looking at Language.
- Display the following adverbs on the board for Looking at Language:
 - tragically
 - unfortunately
 - fortunately
 - luckily
- Display the following sentence starters on the board for Looking at Language:
 - _____, Henry caught the plague shortly after he left the town.
 - _____, Michelle and her family escaped.
 - _____, Matthew was bitten by a rat and caught the plague.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Deliver an oral presentation about the Middle Ages using general academic and domain-specific language
- Demonstrate active listening of oral presentations by providing positive, specific feedback

Language Forms and Functions

Use adverbs to complete the sentence.

_____, Henry caught the plague shortly after he left the town.

_____, Michelle and her family escaped.

_____, Matthew was bitten by a rat and caught the plague

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| | | |

Lesson 15: Picture Book: Conclusion

Looking at Language

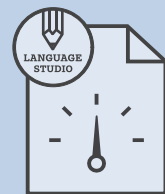


Primary Focus: Students will select and use adverbs to write their conclusion.

WRITING A CONCLUSION (10 MIN.)

- Tell students that they will be writing the conclusion to their story today, starting with an adverb.
- Remind students that adverbs are the part of speech that describes verbs. They tell how the verb happens. Sometimes adverbs can be sentence starters.
- Review the following adverbs on the board:
 - tragically
 - unfortunately
 - fortunately
 - luckily
- Refer to the following sentence starters on the board:
 - _____, Henry caught the plague shortly after he left the town.
 - _____, Michelle and her family escaped.
 - _____, Matthew was bitten by a rat and caught the plague.
- Brainstorm with students about which adverbs they could use to complete these sentences.
- Ask students to share ideas about what might happen to their character. Write their suggestions on the board.
- Ask students which adverbs they could use to start these sentences. These can be the adverbs on the board or adverbs that students suggest.
- Direct students to Activity Page 15.1.
- Tell students to write a sentence or two about what happens to their character, using an adverb as a sentence starter, and to draw a picture to go along with their conclusion.

Activity Page 15.1





Speaking
Presenting

Entering/Emerging

Suggest students explain their pictures. Alternatively, ask students questions, such as, “What is your character’s name? Is (s)he a serf or a knight? Did (s)he decide to stay or leave? What happens to your character?”

Transitioning/Expanding

Ask questions about students’ stories when necessary. Questions might include, “What is your character’s name? Is (s)he a serf or a knight? Did (s)he decide to stay or leave? What happens to your character?” Encourage students to read their sentences.

Bridging

Encourage students to read their entire story, word for word.

Lesson 15: Picture Book: Conclusion

On Stage



Primary Focus: Students will share their stories with the class.

SHARING YOUR STORY (20 MIN.)

- Tell students that they will now get to share their stories with their classmates.
- Review the rubric with students and invite any further questions.

| | Excellent
3 points | Good
2 points | Needs Work
1 point |
|--|-----------------------|------------------|-----------------------|
| I demonstrated a strong understanding of the Middle Ages (i.e., when it took place, where, the society, major events, etc.). | | | |
| I gave sufficient details and used pronouns in writing a description of my character. | | | |
| I was able to identify and use verbs in reading and writing about my character. | | | |
| I wrote and supported strong opinions using a graphic organizer and modals. | | | |
| I wrote a strong and compelling conclusion using an adverb sentence starter. | | | |

- Ask for volunteers to read their story to the class.
- Allow for questions at the end of each reading.
- Ensure that each student gets the opportunity to participate.
- Congratulate students for writing their very own picture book about the Middle Ages!

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Unit/Lesson | U2 L15 |
| Activity Name | Presentations |
| Proficiency Levels | |
| Entering | Student takes turns and gives a brief description of their story. |
| Emerging | Student takes turns and responds to simple questions about their story. |
| Transitioning | Student asks questions and responds to the questions and comments of others about their story. |
| Expanding | Student asks questions and makes comments about others' speeches. |
| Bridging | Student asks and answers questions and builds on the ideas of others. |

End Lesson



Writing

Entering/Emerging

Offer 1:1 support. Ask a yes-no question: "Does your character survive?" Then help the student pick an adverb. Direct students to the sentence starters on the board for ideas.

Transitioning/Expanding

Offer 1:1 support as needed. Ask a yes-no question: "Does your character survive?" Then help the student pick an adverb. Brainstorm with the student about what happened to the character, using the sentence starters if necessary.

Bridging

Encourage students to choose their own adverbs and write in complete sentences.

16

Exploring Islamic Empires

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will discuss and write about important people and events of the Islamic Empires in the Middle Ages.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Exploring Islamic Empires [Activity Page 16.1]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|---|
| Building Background | | |
| Exploring Islamic Empires | 30 min. | <input type="checkbox"/> Timeline
<input type="checkbox"/> World Map
<input type="checkbox"/> Activity Page 16.1
<input type="checkbox"/> Chart Paper for Anchor Charts
<input type="checkbox"/> Index cards
<input type="checkbox"/> Adhesive |

ADVANCE PREPARATION

Building Background

- Please be aware that the subject matter covered in this unit can be controversial, particularly given current global tensions. The urgency and relevance make this unit all the more fundamental to cultural literacy.
- Write a timeline from 0 CE–1500 CE on the board or display somewhere on the wall.
- Provide a world map for students to view.
- Write *Empires* on board or chart paper for the mind map.
- Prepare anchor chart with two columns for the whole-class activity:

| Middle Ages in Europe | Islamic Empires in the Middle Ages |
|-----------------------|------------------------------------|
| Who: | Who: |
| Where: | Where: |
| What: | What: |
| When: | When: |

- Display or provide students with the following sentence frames to complete the Think-Pair-Share.
 - I know about _____. I know about this topic because _____.

- Write the following words on separate index cards:
 - Jesus
 - Christians
 - Western Europe (write on two cards)
 - Roman Empire
 - Christianity
 - 500 CE–1500 CE (write on two cards)
 - Muhammad
 - Muslims
 - The Middle East (write on two cards)
 - Byzantine Empire (write on two cards)
 - Persian Empire (write on two cards)
 - Islam
 - Western Roman Empire
 - Western Roman Empire collapses
 - Muhammad is born

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Dictate and/or write about key details and events • Describe ideas and text elements of a close reading • Compare/contrast the Middle Ages in Europe and the Islamic Empires in the Middle Ages | | |
| Language Forms and Functions | | |
| <p>I know about _____. I know about this topic because _____.</p> <p>During the Middle Ages in Europe...</p> <p>The Islamic Empires were located in what is known as the...</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| collapsed
founder | topic | |

Lesson 16: Exploring Islamic Empires

Building Background



Primary Focus: Students will discuss and write about important people and events of Islamic Empires in the Middle Ages.

EXPLORING ISLAMIC EMPIRES (30 MIN.)

- Tell students you will begin by making a mind map together.
 - Write the word *empires* on the board or chart paper.
 - Remind students they learned about important empires when reading about the Middle Ages in Europe.
 - Record all student responses on the mind map.
- Tell students they are starting a new unit called *Islamic Empires in the Middle Ages* and write the unit title on board.
- Review timeline of the Middle Ages.

| | | | | | | | | | | | |
|------------------------|------|------|------|------|-------------------------|-----|----------------------|-----|------------------------------------|------|------|
| Egypt
3100 BCE
↓ | | | | | Greece
1000 BCE
↓ | | Rome
750 BCE
↓ | | First Thanksgiving
1621 CE
↓ | | |
| 3500 | 3000 | 2500 | 2000 | 1500 | 1000 | 500 | 0 | 500 | 1000 | 1500 | 2000 |
| BCE | | | | | | | | CE | | | |

- Remind students that historians use the language BCE and CE to refer to the years before and after Jesus's birth. Point out the present year in relation to this time period.
- Ask a student to recall the dates of the Middle Ages and point out on the timeline. (500 CE–1500 CE)
- Explain to students that they will learn about empires in a different part of the world during this same time period.
- Explain that they will use all the things they have been learning about in the Middle Ages to understand this new topic.

Activity Page 16.1



Speaking

Entering/Emerging

Provide a sentence frame to complete the Think-Pair-Share: "I know about _____. I know about this topic because _____." Provide 1:1 or 1:2 support to read sentences aloud to students. Prompt students to use the class chart, timeline, and map to fill in the blanks.

Transitioning/Expanding

Provide the sentence frames to answer the Think-Pair-Share. Allow students to work with partners to fill in the blanks. Prompt students to use the class anchor chart, timeline, and map to fill in the blanks.

Bridging

Prompt students to use the class anchor chart, timeline, and map to fill in the blanks.

- Refer back to the mind map to discuss what they already know about empires.
- Tell students they will contrast the Middle Ages in Europe and the Islamic Empires in the Middle Ages through an activity. Direct students' attention to the blank anchor chart.
 - Give each partner pair two or three index cards with the following topics written on the card: *Jesus, Christians, Western Europe, Roman Empire, Christianity 500 CE–1500 CE (two cards), Muhammad, Muslims, the Middle East, Persian Empire, Byzantine Empire, Islam.*
 - Give each partner pair one card to represent the Middle Ages in Europe and one card to represent Islamic Empires.
 - Instruct students to discuss where their card belongs on the chart and hang it.
 - After all cards are hung, read the cards aloud so students can hear the correct pronunciation of each word.
- Instruct students to complete the Think-Pair-Share on Activity Page 16.1:
 - *What do you know about these topics already?*
 - Share out two to three responses.
- Tell students, "We will be learning about these topics as we read."
- Begin to review each card. Correct misplacement of cards if necessary as you go.
- Start with **Where (Western Europe and the Middle East)**
 - Trace Western Europe and the Middle East on a world map with your finger.
 - Invite students to come up and place an index card labeled Western Europe and the Middle East on the classroom map.

- Next, review ***What and When*** (Roman Empire, Byzantine Empire, Persian Empire, 500–1500 CE)

- Ask, “Where was the Roman Empire during the Middle Ages?”
- Invite a student to come up and trace the area with their finger.
- Use the timeline and map to explain that the Roman Empire became so big it split into two: the Western Roman Empire and the Eastern/Byzantine Empire.
- Refer students to Maps of the Empires on Activity Page 16.1.



- Invite the three students to come up and place the Western Roman Empire, Eastern/Byzantine Empire, and Persian Empire index cards on the classroom map.

- Use the map and timeline to point out that the Western Roman Empire eventually collapses in 476 CE.
- Invite a student to place the index card “Western Roman Empire collapses” on the class timeline.
- Tell students that this unit will focus on the Byzantine and Persian Empires, known as the Islamic Empires. Tell students these were some of the most powerful and largest empires in history.
- Review **Who: (Muhammad, Jesus, Muslims, Christians)**
 - Tell students they will be learning about the birth of the religion Islam. The founder of Islam was Muhammad. They will be studying his life. Muhammad was born in 570 CE. Muslims are followers of the religion Islam.
 - Invite a student to add the index card “Muhammad is born” to the class timeline.
- Direct students back to Activity Page 16.1.
- Instruct students to fill in the blanks independently.
- When complete, ask the whole class to choral read each sentence with their answer. Promote fluency by modeling good reading if necessary and/or praising students’ expression and pacing.
- Make corrections to answers if necessary.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Speaking |
| Unit/Lesson | U2 L16 |
| Activity Name | Exploring Islamic Empires |
| Proficiency Levels | |
| Entering | Student answers wh- questions in one-word phrases or sentence fragments with 1:1 support. |
| Emerging | Student answers wh- questions in simple phrases or words with moderate support. |
| Transitioning | Student answers wh- questions in simple sentences with occasional support. |
| Expanding | Student answers wh- questions in simple and compound sentences. |
| Bridging | Student answers wh- questions in simple, compound, and complex sentences. |

~~~~~End Lesson~~~~~



## 17

# Arabia and Islamic Empire Rivals

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will determine the meaning of academic and domain-specific words through an instructional activity.

**Reading**

Students will identify key ideas and details from the close reading of Arabia excerpt.

**FORMATIVE ASSESSMENT****Speaking****Applying Meaning: Vocabulary Sentences**

[Activity Page 17.1]

**LANGUAGE PROFICIENCY ASSESSMENT****Reading****Reader's Theater** [Activity Page 17.3]

## LESSON AT A GLANCE

|                                           | Time    | Materials                                                                                  |
|-------------------------------------------|---------|--------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>                |         |                                                                                            |
| Applying Meaning:<br>Vocabulary Sentences | 10 min. | <input type="checkbox"/> Activity Page 17.1<br><input type="checkbox"/> Vocabulary Cards   |
| <b>Read About It</b>                      |         |                                                                                            |
| Arabia and the Islamic Empire Rivals      | 20 min. | <input type="checkbox"/> Activity Page 17.2<br><input type="checkbox"/> Activity Page 17.3 |

## ADVANCE PREPARATION

### Vocabulary Building

- Be prepared to divide the class into three groups: Arabia, Byzantine Empire, and Persian Empire.
- Prepare a place in the room to hang vocabulary cards.
- Display the following word cards with the definition for students to see on the wall.

**taxes, n.** an added cost to some goods that the government uses to pay for things that everyone uses (e.g., buying supplies for schools, building new roads in a city)

**caravan, n.** groups of merchants traveling together

**merchant, n.** people who buy and sell things for a profit

**trade, v.** the action of buying and selling goods and services

**rival, n.** a person or thing competing with another for the same thing

**wealthy, adj.** having a great deal of money or resources

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Use a select number of general academic and domain-specific words to create precision while speaking and writing
- Demonstrate comprehension of a text by answering text-dependent questions and identifying key details

### Language Forms and Functions

The definition of \_\_\_\_\_ is....

\_\_\_\_\_ means....

Arabia is near...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words     | Tier 1<br>Everyday Speech Words |
|---------------------------------|--------------------------------------|---------------------------------|
| caravan<br>merchant             | benefit<br>trade<br>rival<br>wealthy | taxes                           |

Start Lesson

## Lesson 17: Arabia and Islamic Empire Rivals

# Vocabulary Building



**Primary Focus:** Students will determine the meaning of academic and domain-specific words through an instructional activity.

### APPLYING MEANING: VOCABULARY SENTENCES (10 MIN.)

- Tell students that today they are going to learn vocabulary to help them talk about Arabia and the Islamic Empires.
- Hold up each card and read the definition. Or have students read the definitions.
- After reading each definition, instruct students to make up an action to represent the definition. (You may select one student's action to represent each word for the whole class to use.)

- Hang each word card in a designated spot in the room for vocabulary.

**taxes, n.** an added cost to some goods that the government uses to pay for things that everyone uses (e.g., buying supplies for schools, building new roads in a city)

**caravan, n.** groups of merchants traveling together

**merchant, n.** people who buy and sell things for a profit

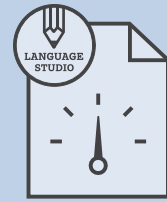
**trade, v.** the action of buying and selling goods and services

**rival, n.** a person or thing competing with another for the same thing

**wealthy, adj.** having a great deal of money or resources

- Direct students to Activity Page 17.1.
- Instruct students to work in pairs to complete each sentence using the vocabulary words.
- If time allows, have students share sentences aloud.

## Activity Page 17.1



## Challenge

Students can create an illustration for one sentence.

## Activity Page 17.2



Selecting language resources

## Entering/Emerging

Provide small group or 1:1 support by reading each sentence aloud. Have students repeat the action for each word before creating a sentence.

## Transitioning/Expanding

Assign heterogeneous partner pairs. Have the more fluent reader in each partner pair read the sentences aloud. Both partners should act out the word before creating the sentences.

## Bridging

Remind students to act out the word to help them create sentences.

## Lesson 17: Arabia and Islamic Empire Rivals

# Read About It



**Primary Focus:** Students will identify key ideas and details from the close reading of *Arabia* excerpt.

## ARABIA AND THE ISLAMIC EMPIRE RIVALS (20 MIN.)

- Ask students, “In which area of the world were the Islamic Empires located?”
  - » The Middle East
- Ask students to look at the map on Activity Page 17.2.





*Map of the Roman Empire in 117 CE*

The Roman Empire became too big to govern, splitting into two. Over time, the Western Empire collapsed, and Medieval Europe emerged. In the East, the Empire continued for 1,000 years under a different name: the Byzantine Empire.



Muhammad was born in Arabia, a part of the world greatly influenced by the Byzantine Empire. Arabia benefited from Byzantine trade. For many centuries, the West had traded with the East. Trade ran along the famous Silk Road from Western Europe all the way to India and China. Although travel would take months or even years, **caravans** and ships endlessly carried glass, cloth, and silver and gold to the East and brought back silk and spices in return. People then, like today, wore clothes “made in China,” although Chinese silks were affordable only to the wealthiest.

Trade across the empire, including along the Silk Road, benefited the people of Arabia. Arabians also traded with people outside of Arabia, many becoming **merchants** with their own trade caravans. Some became very wealthy.

But not all of the contact with the Byzantines was positive. As was typical at the time, the Byzantines were always looking to conquer new territories and become more powerful and influential. They waged war against rival empires and used smaller, less powerful nations to help them.

One of the biggest rivals of the Byzantine Empire was the Persian, or Sasanian, Empire. The Roman Empire had fought the Persians for hundreds of years, with constant battles and wars. The Byzantine Empire carried on the struggle. Trade was one of the reasons they fought: both empires wanted to control the taxes from trading. Arabia was wedged exactly between the Persian and Byzantine Empires, often caught in the middle of the two rivals. This was a challenging position!



**A gold coin from the  
Byzantine Empire**



### Check for Understanding

- Drop in the definition of *benefit* while reading.
- Say, “Benefit means to gain something that you want or need.”
- Instruct students to pause reading at “Some became very wealthy.”
- Trace your finger along the Silk Road on the map with the help of the class.
- Ask, “Why was Arabia benefiting?”

## Activity Page 17.3



### Reading/Viewing Closely

#### Entering/Emerging

Provide small group or 1:1 support by rereading portions of the text aloud.

Have students hold up a signal when they hear information that can be used in their script. Use happy, neutral, sad, and mad faces to fill in the sentence, "We are \_\_\_\_." and then teach students a corresponding character trait or feeling word.

#### Transitioning/Expanding

As needed, provide scaffold questions and direct students back to the text to underline their evidence before writing their sentences. Use happy, neutral, sad, and mad faces to fill in the sentence, "We are \_\_\_\_." and then teach students a corresponding character trait or feeling word.

#### Bridging

As needed, direct students back to the text to underline their evidence.



### Check for Understanding

- Why are the Byzantine and Persian Empires rivals?
- Support: What do they both want? (Turn and talk with a partner.)

- Direct students to Activity Page 17.3.
- Tell students they will act out the reading and pretend to be Arabia, the Byzantine Empire, or the Persian Empire.
- Divide the class into three groups and assign roles: Arabia, Byzantine Empire, and Persian Empire.
- Instruct students to work with their group to fill in their script based on the reading.
  - Instruct students to underline the evidence in the text that supports their writing.
  - Encourage students to use the new vocabulary words in their script.
- Challenge: Add one supporting detail from the text.
- When students have finished writing, have each group rehearse their script.
  - Prompt students to think about how each of these groups were feeling.
  - Remind students that their face, body language, and tone should match their words.
  - For example, Arabia might sound distressed or scared. Byzantine and Persian Empires might sound angry and demanding.
- Circulate and check for misunderstandings while students are working together.
  - Direct students back to the text if misunderstandings occur.
- One representative from each group can read their script in front of the class. Or select three students from each group to read the three sentences in the script.
- Tell the audience to direct the performers where to stand (Arabia should be in the middle between the two Empires).

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                        |
|--------------------|--------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                |
| Unit/Lesson        | U2 L17                                                                                                 |
| Activity Name      | Reader's Theater                                                                                       |
| Proficiency Levels |                                                                                                        |
| Entering           | Student recalls basic information with prompting and support.                                          |
| Emerging           | Student recalls basic information.                                                                     |
| Transitioning      | Student recalls information highlighted from the text to answer a question with prompting and support. |
| Expanding          | Student recalls information highlighted from the text to answer a question.                            |
| Bridging           | Student recalls information from the text to answer a question.                                        |

~~~~~End Lesson~~~~~


18

Meet Muhammad

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will identify key ideas and details from the close reading of “The Birth of a New Religion.”

Writing

Students will describe in writing the key ideas and details of “The Birth of a New Religion.”

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Biography Report [Activity Page 18.2]

LESSON AT A GLANCE

| | Time | Materials |
|-------------------------------|---------|----------------------|
| Read About It | | |
| "The Birth of a New Religion" | 15 min. | ☐ Activity Page 18.1 |
| Write About It | | |
| Biography Report | 15 min. | ☐ Activity Page 18.2 |

ADVANCE PREPARATION

Read About It

- Write or display a timeline from 0 CE–1500 CE.

| | | | | | | | | | | | |
|------------------------|------|------|-------------------------|------|------|----------------------|---|-----|------------------------------------|------|------|
| Egypt
3100 BCE
↓ | | | Greece
1000 BCE
↓ | | | Rome
750 BCE
↓ | | | First Thanksgiving
1621 CE
↓ | | |
| 3500 | 3000 | 2500 | 2000 | 1500 | 1000 | 500 | 0 | 500 | 1000 | 1500 | 2000 |
| BCE | | | | | | | | CE | | | |

- Display a world map in the classroom for students to reference.
- Write the following sentence frames on the board or have them ready to give to students during the Think-Pair-Share:
 - Muhammad's life as a young boy can be described as _____. I think that because _____.
 - When _____, Muhammad may have felt _____ because _____.

Write About It

- Display the following character traits for students to reference while completing the Biography Report.
 - hard working
 - brave
 - kind
 - honest
 - intelligent

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate comprehension of a text by answering text-dependent questions and identifying key ideas
- Write a Biography Report to paraphrase key ideas and important details from a text

Language Forms and Functions

Muhammad's life as a young boy can be described as _____. I think that because _____.
When _____, Muhammad may have felt _____ because _____.

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|---|---------------------------------|
| Bedouins
raiders
wares | bustling
humble
inauspicious
integrity
predators
reputation
scorching
vulnerable | |

Start Lesson

Lesson 18: Meet Muhammad

Read About It



Primary Focus: Students will identify key ideas and details from the close reading of “The Birth of a New Religion.”

“THE BIRTH OF A NEW RELIGION” (15 MIN.)

- Explain to students that as a culminating task of this unit, they will be conducting a mock news interview with a partner in front of the class.
 - Tell students they will get to pick to be one person they read about from the Islamic Empires in the Middle Ages texts and pretend to be interviewed by a reporter about their life.

- One partner will be a historical figure, and one partner will be the reporter.
- Tell students that they will be writing down important facts in their Activity Book (Biography Report) about the people they meet while reading to help them prepare for their final interview project.
- Tell students that they will read about Muhammad, an important person from the Middle Ages who founded the religion Islam.
- Invite students to share what they already know about Muhammad (turn and talk or share out whole class).
- Explain to students that Muhammad is one of the most influential religious figures of all time, and many people today still follow his teachings.
- Review where Arabia is located by inviting a student to locate it on the world map.
- Tell students that Muhammad was born in Arabia in 476 CE (label on timeline) in a town called Mecca.
- Direct students to Activity Page 18.1.
- Show students a picture of Mecca and explain that it was a bustling city where many people lived because it had a water well that provided families with a regular supply of water.

Activity Page 18.1





An illustration of Mecca

The Birth of a New Religion

No one present at Muhammad's birth could have guessed his future. He had an **inauspicious** beginning. Although he belonged to the tribe that ruled the town of Mecca and looked after its shrine, Muhammad's father died before he was born. In the sixth century in Arabia, your father's death meant you were legally an orphan—and your position in society was not secure.



How did an orphan, born in a remote part of Arabia, become one of the most influential religious figures of all time? How did a boy in the desert grow to found a new religion and a mighty empire?

Life Among the Bedouins

While still a baby, Muhammad was sent by his mother to be nursed and raised, as was traditional for infants in Mecca, in the desert among the **Bedouins**. Removing a child from its mother may seem cruel, but at the time it was actually a way of keeping babies safe. Illness was more common in crowded towns, and if babies became ill there was no modern medicine to cure them. The desert was healthier.

Life for the Bedouins was difficult and dangerous. Finding enough water in the desert to survive was a constant struggle, and there were barely enough crops and cattle to feed everyone. From a very young age Muhammad worked for his foster family. As a boy he would have tended to the camels, taking them to the well to drink and watching out for hyenas and other **predators**.



Reading Reading/Viewing Closely

Entering/Emerging

Provide small group or 1:1 support during the Think-Pair-Share. Provide students with the following sentence frames:

Muhammad's life as a young boy can be described as _____. I think that because _____.

When _____, Muhammad may have felt _____ because _____.

Reread portions of the passage aloud to students and have them hold up a stop signal when they hear a piece of evidence to support their answer.

Transitioning/Expanding

Provide students with the aforementioned sentence frames. Use heterogeneous partner pairs so the more fluent reader can read portions of the text to their partner if necessary.

Bridging

Provide students with the sentence frames above.

- Begin reading the passage “The Birth of a New Religion” as a class. Utilize various types of reading such as choral reading, echo reading, whisper reading, or partner reading.
- Direct students to the Think-Pair-Share # 1.
 - Describe Muhammad's life as a young boy.

At night, in the desert, the sky is very clear, and the temperature **plummets**. In the freezing air, under the stars, the men of the tribe would recite long **oral** poems—stories of battles won, of grand adventures, of loves gained and loves lost. Hours-long poems were recited by heart. The Bedouins valued honor, bravery, and survival in the face of hardship. Their tales were full of these values, and Muhammad would have absorbed them. Muhammad, though believed to have been illiterate, understood clearly the importance of words and stories. For the Bedouins, life in the desert was one of poverty and danger—but also one of beauty.



A modern-day Bedouin boy

There are still Bedouins today, some who lead similar lives to those of their ancestors. If you wish to cross the Arabian Desert the Bedouins are your best guides—they know how to find water, handle camels, and how to survive.

- Give students the following directions for the Think-Pair-Share.
 - *Think*: Independently think about the question and underline your evidence in the passage.
 - *Pair-Share*: Discuss your answer and evidence with a partner.
 - Revise or add more evidence if needed with your partner.
- Share out two responses to the whole class.
- Direct students back to the reading on Activity Page 18.1.
- Continue reading the passage as a class.

Back in Mecca

At five, Muhammed was taken from his Bedouin foster family, the only family he had ever known, and returned to Mecca and his mother. Imagine how strange the city must have seemed after the empty desert: people **bustling** through the streets, merchants shouting about their **wares**, rich and poor living side by side.

Just a year after Muhammad returned to Mecca, his mother died. He then lived with his elderly grandfather, the head of the tribe, until he also died, just two years later.

In his first eight years of life, Muhammad had lost both parents, had been taken away from his foster family, and had then lived with his grandfather only for him, too, to die. This was a time when death and disease were common, but even so, Muhammad had a tragic childhood.

These losses may have made Muhammad particularly sensitive to the least powerful in society. He later preached that it was very important to help the most **vulnerable**, including orphans.

Fortunately, Muhammad's uncle, Abu Talib, the new head of the tribe, took him in. From the age of eight, Muhammad worked looking after the camels, traveling along Mecca's trade routes.

These trade routes were very dangerous; it was while traveling along them that Muhammad's father had died. The desert was **scorching** in the day and freezing at night. Most people walked for hundreds of miles, as camels were needed to carry the goods. During the day they had to watch for **raiders** who would attack caravans and leave the people to die. At night, people took turns keeping watch for wolves, hyenas, or thieves attempting to steal the camels.

Muhammad rose from being a **humble** camel boy to a merchant and his uncle's closest adviser. He earned a **reputation** for **integrity**. As a young man, Muhammad caught the eye of a wealthy widow and successful merchant named Khadijah, who asked Muhammad to marry her. Muhammad agreed, and they are said to have had a very happy and successful marriage resulting in several children.

Activity Page 18.2



Writing
Reading/Viewing Closely

Entering/Emerging

Provide small group or 1:1 support while filling out the Biography. Provide students with examples of character traits as needed.

Transitioning/Expanding

Allow students to work in partner pairs. Provide students with examples of character traits as needed.

Bridging

Provide students with examples of feeling character traits as needed.

- Instruct students to complete Think-Pair-Share #2.
 - *Think:* Recall an event in Muhammad's life after he arrived back in Mecca. How might that experience have made him feel? Why?
- Give students the following directions for the Think-Pair-Share.
 - *Think:* Reread the question and underline your evidence in the passage.
 - *Pair-Share:* Discuss your answer and evidence with a partner.
 - Revise or add more evidence if needed with your partner.
 - Share out two responses to the whole class.

Lesson 18: Meet Muhammad

Write About It



Primary Focus: Students will describe in writing the key ideas and details of "The Birth of a New Religion."

BIOGRAPHY REPORT (15 MIN.)

- Direct students to Activity Page 18.2.
- Tell students they will begin to fill out their Biography Report on Muhammad. Remind students that they won't be able to complete the worksheet yet because they have only read about part of Muhammad's life. They will have the opportunity to finish his biography tomorrow when they find out more about him.
- Remind students to use the evidence they underlined during the Think-Pair-Share to help them fill it out.
- Circulate and check for misunderstandings while students are working.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U2 L18 |
| Activity Name | Biography Report |
| Proficiency Levels | |
| Entering | Student draws pictures and/or dictates words to represent key words and phrases with 1:1 support. |
| Emerging | Student draws pictures and writes words and phrases to represent key information with substantial support. |
| Transitioning | Student conveys key information in simple sentences with moderate support. |
| Expanding | Student conveys key information in complete sentences with occasional support. |
| Bridging | Student conveys key information in complete, detailed sentences independently. |

~~~~~End Lesson~~~~~

## 19

# More About Muhammad

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will identify key ideas and details from the close reading of “The Birth of a New Religion.”

**Writing**

Students will describe in writing the key ideas and details of “The Birth of a New Religion.”

**FORMATIVE ASSESSMENT**

Reading

**Meet Muhammad** [Activity Page 19.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Finish Biography Report** [Activity Page 18.2]

## LESSON AT A GLANCE

|                                           | Time    | Materials                                                                                  |
|-------------------------------------------|---------|--------------------------------------------------------------------------------------------|
| <b>Read About It</b>                      |         |                                                                                            |
| "The Birth of a New Religion"<br>Timeline | 20 min. | <input type="checkbox"/> Activity Page 19.1<br><input type="checkbox"/> Activity Page 19.2 |
| <b>Write About It</b>                     |         |                                                                                            |
| Biography Report                          | 10 min. | <input type="checkbox"/> Activity Page 18.2                                                |

## ADVANCE PREPARATION

### Read About It

- Write or display a timeline from 0 CE–1500 CE.

|                        |      |      |      |                         |      |                      |   |                                    |      |      |      |
|------------------------|------|------|------|-------------------------|------|----------------------|---|------------------------------------|------|------|------|
| Egypt<br>3100 BCE<br>↓ |      |      |      | Greece<br>1000 BCE<br>↓ |      | Rome<br>750 BCE<br>↓ |   | First Thanksgiving<br>1621 CE<br>↓ |      |      |      |
| 3500                   | 3000 | 2500 | 2000 | 1500                    | 1000 | 500                  | 0 | 500                                | 1000 | 1500 | 2000 |
| BCE                    |      |      |      |                         |      |                      |   | CE                                 |      |      |      |

- Display a world map in the classroom for students to reference.
- Underline evidence in the text that shows each event in Muhammad's life to get ready for the Timeline Activity (underline each year that is mentioned in the passage and the event that happened at that time).



Reading  
Reading/Viewing Closely

### Entering/Emerging

Provide small group or 1:1 support to paraphrase the passage and model writing on the timeline. Instruct students to illustrate feeling faces and then provide the feeling word.

### Transitioning/Expanding

Use heterogeneous partner pairs so the more fluent speaker can reread or paraphrase portions of the text to their partner and help with filling in the timeline. Instruct students to illustrate feeling faces, if needed, and then provide the feeling word.

### Bridging

Circulate and provide the feeling word if needed.



## Lesson 19: More About Muhammad

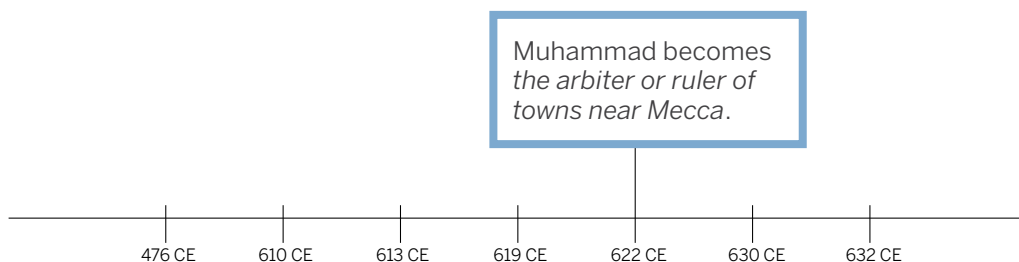
# Read About It



**Primary Focus:** Students will identify key ideas and details from the close reading of “The Birth of a New Religion.”

### “THE BIRTH OF A NEW RELIGION” TIMELINE (20 MIN.)

- Explain to students that they will continue to learn more about Muhammad’s life.
  - Tell students that they will be creating a timeline of the important events in his life, as well as completing the Biography Report that they started in Lesson 18.
  - Remind students that everything they read about Muhammad can be used as information for their final Interview Project.
- Review by inviting a student to show on the class map where Muhammad grew up. (*Arabia*)
- Instruct students to find Activity Page 19.2.
- Tell students you will fill in the first event on the timeline together.
- Remind students, or have a student remind the class, that Muhammad was born in Arabia in 476 CE in a town called Mecca.
- Model filling in Event 1 (Box 476 CE) for students.



- Begin reading the passage “The Birth of a New Religion” as a class. Utilize various types of reading such as choral reading, echo reading, whisper reading, or partner reading.

---

Just a year after Muhammad returned to Mecca, his mother died. He then lived with his elderly grandfather, the head of the tribe, until he also died, just two years later.

In his first eight years of life, Muhammad had lost both parents, had been taken away from his foster family, and had then lived with his grandfather only for him, too, to die. This was a time when death and disease were common, but even so, Muhammad had a tragic childhood.

These losses may have made Muhammad particularly sensitive to the least powerful in society. He later preached that it was very important to help the most **vulnerable**, including orphans.

Fortunately, Muhammad's uncle, Abu Talib, the new head of the tribe, took him in. From the age of eight, Muhammad worked looking after the camels, traveling along Mecca's trade routes.

These trade routes were very dangerous; it was while traveling along them that Muhammad's father had died. The desert was **scorching** in the day and freezing at night. Most people walked for hundreds of miles, as camels were needed to carry the goods. During the day they had to watch for **raiders** who would attack caravans and leave the people to die. At night, people took turns keeping watch for wolves, hyenas, or thieves attempting to steal the camels.

Muhammad rose from being a **humble** camel boy to a merchant and his uncle's closest adviser. He earned a **reputation** for **integrity**. As a young man, Muhammad caught the eye of a wealthy widow and successful merchant named Khadijah, who asked Muhammad to marry her. Muhammad agreed, and they are said to have had a very happy and successful marriage resulting in several children.

## The revelations

Muhammad lived quietly and peacefully for many years, busy with his business and his family. He was a thoughtful man, and sometimes he would leave the city for several days for the peace and **solitude** of the mountains. It was on one of these trips, in approximately 610, when Muhammad was around forty years old, that Muslims believe he had his first vision of the angel Gabriel. Muhammad heard Gabriel commanding him to recite a verse that would later become part of the Qur'an, the main religious text of Islam.

### The Abrahamic religions

Muhammad came to believe that the god he heard through Gabriel was the God of Abraham, also worshipped by Jews and Christians. Muslims call that God “Allah” (the word for “the God” in Arabic).

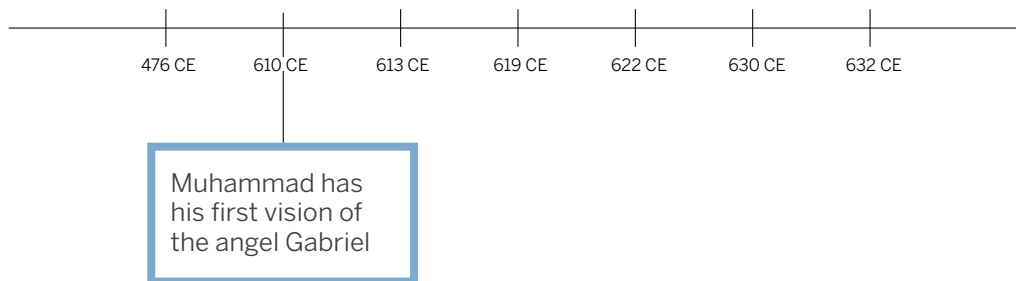
Islam, Judaism, and Christianity are sometimes called the Abrahamic faiths, because they all trace their origin to Abraham, believed by Muslims, Jews, and Christians to be God's first prophet. Followers of the Abrahamic faiths believe many of the same things, and follow many of the same practices. For example:

- All three religions are monotheistic, the belief in only one god.
- All three religions have Holy Scriptures that are believed to reveal the word of God (the Qur'an for Islam, the Torah for Jews, and the Old and New Testaments for Christians), as well as additional guides for living (in the Hadith for Islam and in the Talmud for Jews).
- The guidelines about food in Islam (*Halal*) have similarities to the guidance about food in Judaism (*Kashrut*).



### Check for Understanding.

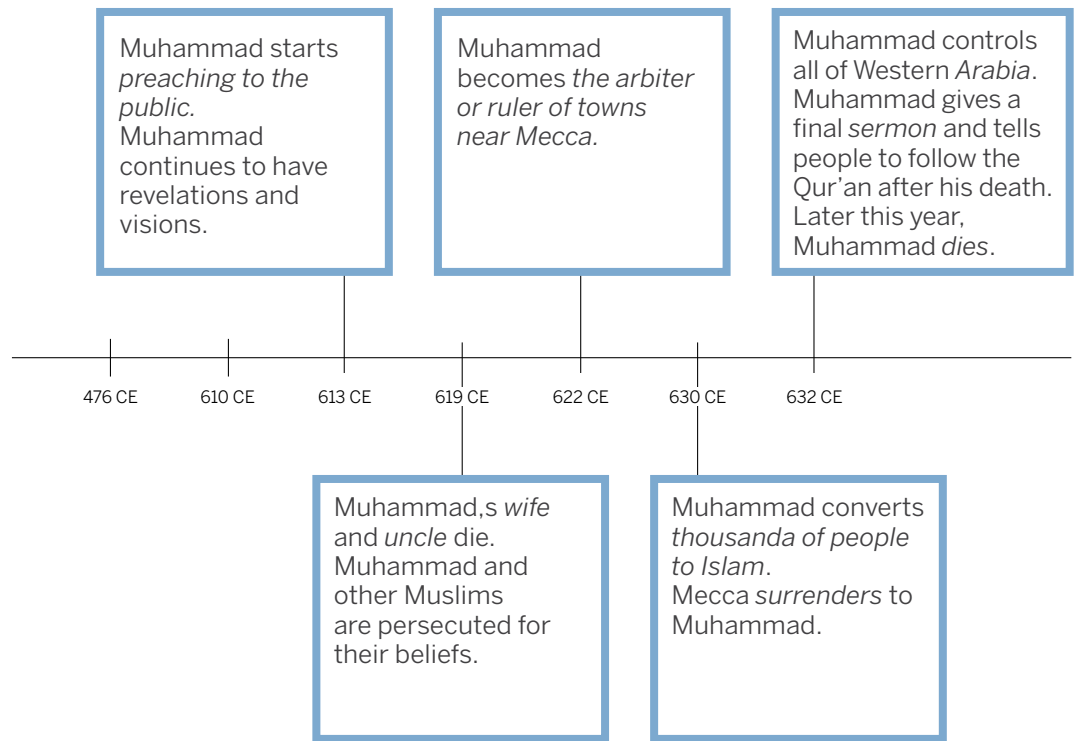
- Direct students back to Activity Page 19.2.
  - Tell students that they will fill in the Event 2 (Box 610 CE) as a class.
  - Ask students to retell what happened in the year 610. Instruct them to reread if necessary.
  - Read the sentence frame for Event 2 aloud.
  - One student shares the answer verbally.
  - Model how to write the answer for students again.
  - Once filled in, choral read the completed sentence to promote fluency.



- Tell students they will continue reading about Muhammad's life.
- Instruct students to signal (tapping head, thumbs up, etc.) if they hear a date or important event to add to the timeline.
  - Stop at "In 613..." Partners can add event to timeline.
  - Stop at "In 619..." Partners can add event to timeline.
  - Stop at "In 622..." Partners can add event to timeline.
  - Stop at "By 630..." Partners can add event to timeline.
  - Stop at "In 632..." Partners can add event to timeline.



- Share out all responses to the whole class. Make corrections if needed.



- When completed, choral read sentences to promote fluency.



**The Qur'an**

Up until this moment, Muhammad had been a polytheist. But through his visions he came to believe there is only one God, the God of Abraham who is worshiped by Jews and Christians.

At first, Muhammad was terrified by his experiences. He first told only his wife, Khadijah, who comforted him and believed him. Then he shared what he had seen and heard with some of his closest relatives and friends, who also believed what he was saying. In 613, Muhammad started publicly **preaching** his message.

Muhammad continued to have visions, or **revelations**, throughout his life. They were collected after his death and together form the Qur'an. Muslims believe that the revelations in the Qur'an came from God, just as Jews believe that the Torah, their own holy book, is from God. Muslims see Muhammad as the last prophet (someone who speaks the will of God)—following Moses, Jesus, and others.

### Medina and the Growth of Islam

Some welcomed Muhammad's message, particularly the less powerful and wealthy of Mecca. But for Muhammad's own tribe, the Quraysh, it was **blasphemy**. The Quraysh, who worshipped additional gods, did not like being told that their religion was wrong. They made life very difficult for Muhammad, particularly after his uncle Abu Talib and wife both died in 619.

The next three years were a constant struggle for the first followers of Muhammad, the first Muslims. They were facing violent **persecution** in Mecca; their future looked **bleak**. Some sought refuge in the Christian kingdom of Ethiopia.

### The Abrahamic religions

Muhammad came to believe that the god he heard through Gabriel was the God of Abraham, also worshipped by Jews and Christians. Muslims call that God "Allah" (the word for "the God" in Arabic).

Islam, Judaism, and Christianity are sometimes called the Abrahamic faiths, because they all trace their origin to Abraham, believed by Muslims, Jews, and Christians to be God's first prophet. Followers of the Abrahamic faiths believe many of the same things, and follow many of the same practices. For example:

- All three religions are monotheistic, the belief in only one god.
- All three religions have Holy Scriptures that are believed to reveal the word of God (the Qur'an for Islam, the Torah for Jews, and the Old and New Testaments for Christians), as well as additional guides for living (in the Hadith for Islam and in the Talmud for Jews).
- The guidelines about food in Islam (*Halal*) have similarities to the guidance about food in Judaism (*Kashrut*).

Neighboring towns were beginning to hear about Muhammad's message (and his reputation for honesty). In 622, the people of Yathrib, a town about 250 miles north of Mecca, invited him to become their **arbiter**, and in many ways the ruler of the town.

Muhammad agreed. He moved there that same year, in 622, and this became known as the first official year of the Islamic era, the year of the Hijra Calendar. Yathrib was renamed Medinat al-Nabi, which means "the Prophet's city" (Medina for short).

Muhammad's move to Medina as a ruler meant that for the first time, Muslims had political power, as they would continue to have to the present day. Over the following 12 years, Muhammad's reach grew rapidly. He used three **tactics**. He preached, winning many new believers; he conducted raids on nearby towns that fought him and his caravans as well; and he made deals with important people, additionally offering wealth to towns willing to join his "Community of Believers." But while his influence grew, he continued to struggle with the people of his own town, Mecca. Many Meccans refused to **acknowledge** Muhammad as a true prophet.

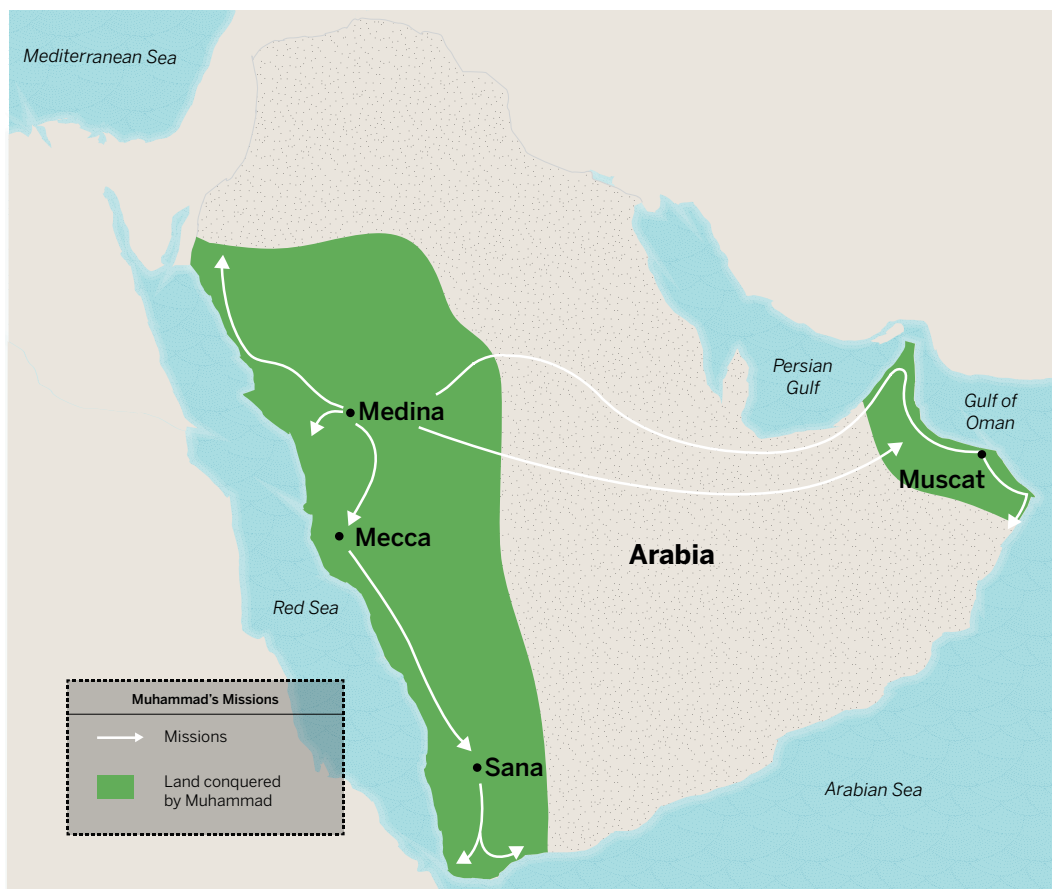
By 630, eight years after leaving Mecca, Muhammad had converted thousands of people to Islam. He was able to march to Mecca with a force of 10,000 men. When Mecca surrendered to Muhammad, he **pardoned** his enemies and gave them many important positions. By doing this, Muhammad showed his political wisdom.

He knew that if he had **humiliated** the Quraysh they would have hated and tried to destroy him. By offering peace and power he instead made them his allies.

### Religion and politics

In the United States, the First Amendment of the Constitution prohibits the establishment of an official religion. This is sometimes called the "separation of church and state." For example, government funds cannot be used to benefit or advance the interests of a particular religion.

But for the Islamic and European dynasties of the Middle Ages, religion and government were not separate. Wars were often fought in the name of religion, and religious figures often had political and military **authority**. You cannot truly understand Muhammad's life, or what happened after his death, without remembering this. You also cannot understand the Crusades or life in the Middle Ages without understanding the relationship between religion and government.



*A map of Islam's expansion under Muhammad*

Once Muhammad had gained control of Mecca, he quickly used his expanding political and military power to expand Islam. By the time of his death in Medina in 632 CE, all of western Arabia was under his control, and a huge number of people had converted to Islam.

This was the first time that the region had been united by religion or politics. It had happened amazingly fast—just two years after Muhammad had conquered Mecca.

## Activity Page 18.2



### Writing

#### Entering/Emerging

Provide small group or 1:1 support while filling out the Biography. Provide students with examples of feeling words or character traits.

#### Transitioning/Expanding

Allow students to work in partner pairs. Provide students with examples of feeling words or character traits.

#### Bridging

Provide students with examples of feeling words or character traits.

## Lesson 19: More About Muhammad

# Write About It



**Primary Focus:** Students will describe, in writing, the key ideas and details of "The Birth of a New Religion" excerpts.

### BIOGRAPHY REPORT (10 MIN.)

- Direct students back to Activity Page 18.2 (started in previous lesson).
- Instruct students to complete the Biography Report using the information we read today.

- Students must complete the following part after today's reading:

In the later years, I would describe Muhammad as \_\_\_\_\_. For example, \_\_\_\_\_.

- Students can complete any other parts they did not finish previously.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                            |
|--------------------|------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                    |
| Unit/Lesson        | U2 L19                                                                                                     |
| Activity Name      | Finish Biography Report                                                                                    |
| Proficiency Levels |                                                                                                            |
| Entering           | Student draws pictures and/or dictates words to represent key words and phrases with 1:1 support.          |
| Emerging           | Student draws pictures and writes words and phrases to represent key information with substantial support. |
| Transitioning      | Student conveys key information in simple sentences with moderate support.                                 |
| Expanding          | Student conveys key information in complete sentences with occasional support.                             |
| Bridging           | Student conveys key information in complete, detailed sentences independently.                             |

~~~~~End Lesson~~~~~

20

Meet Abu Bakr and Umar

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will identify key ideas and details from the close reading of “The Caliphate.”

Writing

Students will describe in writing the key ideas and details of “The Caliphate.”

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Biography Report [Activity Page 20.2]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------------|---------|----------------------|
| Read About It | | |
| "The Caliphate" | 20 min. | ☐ Activity Page 20.1 |
| Write About It | | |
| Biography Report | 10 min. | ☐ Activity Page 20.2 |

ADVANCE PREPARATION

Read About It

- Write or display a timeline from 0 CE–1500 CE.
- Display a world map in the classroom for students to reference.
- Display the following words and pictures for students to see.
 - *Caliph*: An Islamic spiritual and religious leader who takes over power after Muhammad's death (with picture).
 - *Muslim*: A follower of the religion Islam.
- Display or give students the following sentence frames for the Think-Pair-Share.
 - Abu Bakr (was or was not) successful because _____. Also, Abu Bakr _____.
 - Umar (was or was not) successful because _____. Also, Umar _____.

Write About It

- Display examples of character traits on the board for the Biography Report.
 - hard working
 - brave
 - creative
 - intelligent
 - kind

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate comprehension of a text by answering text-dependent questions and identifying key details.
- Use pictures and/or words to record key details from a text.

Language Forms and Functions

Abu Bakr (was or was not) successful because _____. Also, Abu Bakr _____.

Umar (was or was not) successful because _____. Also, Umar _____.

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|--|--|---------------------------------|
| caliph
flogged
Muslim
peninsula | campaign
devastated
dismissed
exploited
flaunting
formidable
nominated | |

Start Lesson

Lesson 20: Meet Abu Bakr and Umar

Read About It



Primary Focus: Students will identify key ideas and details from the close reading of “The Caliphate.”

“THE CALIPHATE” (20 MIN.)

- Review: Turn and talk with a partner to discuss what you learned about Muhammad’s life from Lessons 18 and 19.
- Explain to students they will learn about life after Muhammad’s death and who took over power.
- Explain to students there are two important vocabulary words they need to know in order to understand the reading today.
- Display the word *Muslim* and have a student read the definition.

- Display the word *caliph*.
 - Read the definition.
 - *Caliph*: An Islamic spiritual and religious leader who takes over power after Muhammad's death.
 - Display the picture of the caliphs for students to see.



The first four caliphs of Islam

- Ask, "Do you remember what leaders or rulers were called in the Middle Ages in Europe?"
 - » emperors
- Explain to students that in the Islamic Empire, leaders or rulers that came after Muhammad's death were known as caliphs.
- Instruct students to make up an action to remember the word *caliph* (you may select the best action for the word *caliph* and designate it as the class action for the word).
- Hang the words *caliph* (with definition and picture) and *Muslim* (with only definition) in the Vocabulary section of the room.

The Caliphate

The First Caliph: Abu Bakr

Muhammad died 20 years after he began preaching his message. Many of his “Community of Believers” had only recently converted, and their loyalty was not always strong. It was not clear if Islam would survive.

There needed to be a successor to Muhammad, and fast. The important people of Medina, which remained the most central city after Muhammad’s death, met in private. When they emerged, they announced that Abu Bakr would be the **caliph**, or successor (meaning Muhammad’s successor).

Muhammad had many children, all of whom died during his lifetime, except for Fatimah (wife of Ali). He also had a large extended family. After the death of his first wife, Khadijah, he had married again several times. Abu Bakr was Muhammad’s father-in-law by his wife Aisha (we will hear more of Aisha later). He was also one of Muhammad’s closest friends and known to be a wise and strong man.



Abu Bakr and the Muslims

Activity Page 20.1



-
- Tell students they will be reading about two caliphs: Abu Bakr and Umar.
 - Tell students they will be creating a mini Biography Report on both caliphs.
 - Remind students that everything they read about Abu Bakr and Umar can be used as information for their final Interview Project.
 - Instruct students to find Activity Page 20.1.
 - Begin reading the passage “The Caliphate” as a class. Utilize various types of reading such as choral reading, echo reading, whisper reading, or partner reading.



An Islamic sword

Abu Bakr had an immediate, and difficult, task. Many tried to leave Islam after Muhammad's death, or stop paying taxes to the new Muslim leaders. Abu Bakr fought many battles with people who wished to secede.

Abu Bakr was successful for two reasons. First, he was a great military leader. Second, he was a great preacher himself. The story was that he had convinced six of his friends to become Muslims within one hour after he himself had converted.

Abu Bakr turned his former enemies into committed Muslims. Eager to follow his lead, they became part of a **formidable** military force. He continued the **campaign** that Muhammad had begun, and within two years of Muhammad's death the Muslims ruled the entire Arabian **Peninsula** and had started campaigns to conquer Syria and Iraq.

Arabia became truly united. It had always been a mix of Bedouin tribes, towns, and small countries, often ignored or **exploited** by the Byzantine and Persian Empires. Now it was a power in its own right.

- Direct students to the Think-Pair-Share #1:
 - *Was Abu Bakr a successful caliph? Why or why not?*
- Give students the following directions for the Think-Pair-Share:
 - *Think:* Independently think about the question, and underline your evidence in the passage.
 - *Pair-Share:* Discuss your answer and evidence with a partner.
 - Revise or add more evidence if needed with your partner.
 - Share out two responses with the whole class.
- Direct students back to the reading on Activity Page 20.1.
- Tell students they will now read about the second caliph: Umar.
- Continue reading the passage as a class. Utilize various types of reading such as choral reading, echo reading, whisper reading, or partner reading.



Reading Reading/Viewing Closely

Entering/Emerging

Provide small group or 1:1 support during the Think-Pair-Share. Provide students with the following sentence frames:

Abu Bakr (was or was not) successful because _____.
Also, Abu Bakr _____.

Umar (was or was not) successful because _____.
Also, Umar _____.

Transitioning/Expanding

Provide students with the aforementioned sentence frames. Use heterogeneous partner pairs so the more fluent reader can read portions of the text to their partner if necessary.

Bridging

Provide students with the following sentence frames.

The Second Caliph: Umar

Abu Bakr died just two years after becoming the first caliph. On his deathbed, he **nominated** his successor: Umar, a close colleague of Muhammad's, and his father-in-law's as well (Muhammad had married Umar's daughter, Hafsa).

The story of Umar's conversion to Islam

Umar had an interesting past. He had been an enemy of Muhammad's before converting to Islam. Umar was a well-travelled and literate man born to a powerful family in Mecca. He had a reputation for being hard and sometimes cruel. At first, he hated Muhammad's message and was one of the worst persecutors of the early Muslims.

The legend is that in 616 CE, three years after Muhammad began converting people in Mecca, Umar decided to have him **assassinated**.

Striding toward Muhammad's house, he met a passerby who told him that Umar's own sister, Fatimah, had converted to Islam. Furious, Umar changed direction and rushed to Fatimah's house. He burst in, and his sister hurriedly hid the papers she had been reading. He shouted at her and demanded to see what she was reading.

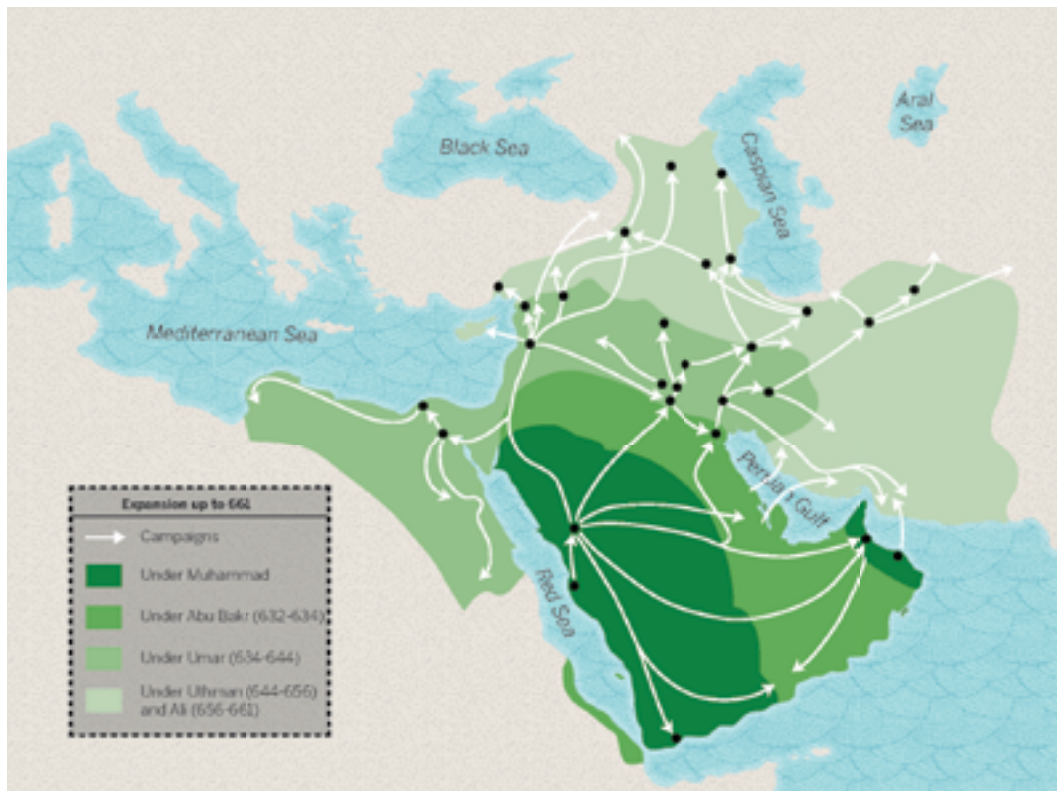
Angry herself, Fatimah told him it was the Qur'an, and that he was too impure to touch it. He grabbed the Qur'an and began to read.

Immediately, he started weeping, and converted to Islam on the spot. He became one of Muhammad's closest allies.

Umar was a political genius. He established one of the greatest empires in history, winning battles and expanding that empire at an even faster rate than Muhammad and Abu Bakr had. He also put structures in place to keep the empire strong.

- Direct students to the Think-Pair-Share #2.

Was Umar a successful caliph? Why or why not?



A map of the Islamic Expansion up to 661

He appointed regional governors to the places he conquered and required them to live in a humble way. Their doors had to remain open to the people. Umar himself is believed to have led a very simple life. He lived in a small home and wore inexpensive clothes. If he felt officials were **flaunting** their wealth, he had them **dismissed**. He created a special department that would investigate complaints about state officials. If they were found guilty, they could be **flogged**.

Umar also created a taxation system for the new Islamic empire. All Muslims had to pay a tax of two percent of their earnings to help the poor and needy. Non-Muslims also had to pay a tax. Umar used these taxes, among other things, to help the unemployed and the elderly, just as many governments today use taxes to support people in need.

Umar was not only a political genius but a military one. In his 10 years as caliph he fought many wars. With his greatest generals, Abu Ubayda and Khalid, he **devastated** the great Byzantine and Persian

Empires. In 636 and 637, two decisive battles were fought that led to the Muslims conquering huge portions of Byzantine territory and breaking the Persian Empire completely.

By his death in 644, just 12 years after Muhammad's own death, Umar had captured much of the Persian Empire. He had moved through Syria and into Egypt. He had taken the great cities of Damascus and Jerusalem from the Byzantines.

Politics, not religion

The Muslims conquered many lands, but they did not force Jews and Christians to convert. They recognized the common roots of Christianity, Judaism, and Islam. Some Christians and Jews were attracted to Muhammad's message and did choose to convert, but this happened over a long time.

Christians and Jews did pay higher taxes than poor Muslims, but less than under the Persians or Byzantines. In general, they were treated better in the first Islamic empires than they had been under earlier empires and often preferred living in Islamic lands.

-
- Give students the following directions for the Think-Pair-Share.
 - *Think:* Independently think about the question, and underline your evidence in the passage.
 - *Pair-Share:* Discuss your answer and evidence with a partner.
 - Revise or add more evidence if needed with your partner.
 - Share out two responses with the whole class.

Lesson 20: Meet Abu Bakr and Umar

Write About It



Activity Page 20.2



Writing

Entering/Emerging

Provide small group or 1:1 support while filling out the Biography. Provide students with examples of feeling words or character traits.

Transitioning/Expanding

Allow students to work in partner pairs. Provide students with examples of feeling words or character traits.

Bridging

Provide students with examples of feeling words or character traits.

Primary Focus: Students will describe in writing the key ideas and details of “The Caliphate.”

BIOGRAPHY REPORT (10 MIN.)

- Direct students to Activity Page 20.2.
- Tell students they will begin to fill out their mini Biography Report on Abu Bakr and Umar.
- Remind students to use the evidence they underlined during the Think-Pair-Share to help them fill it out.
- Circulate and check for misunderstandings while students are working.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students’ language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U2 L20 |
| Activity Name | Biography Report |
| Proficiency Levels | |
| Entering | Student draws pictures and/or dictates words to represent key words and phrases with 1:1 support. |
| Emerging | Student draws pictures and writes words and phrases to represent key information with substantial support. |
| Transitioning | Student conveys key information in simple sentences with moderate support. |
| Expanding | Student conveys key information in complete sentences with occasional support. |
| Bridging | Student conveys key information in complete, detailed sentences independently. |

End Lesson

21

Meet General Vahan: Battle of Yarmouk

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will identify key ideas and details from the close reading of “The Caliphate.”

Writing

Students will describe in writing the key ideas and details of “The Caliphate.”

FORMATIVE ASSESSMENT

Reading

Battle of Yarmouk Activity [Activity Page 21.1]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Biography Report [Activity Page 21.4]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------------------|---------|---|
| Read About It | | |
| "The Caliphate"
Battle of Yarmouk | 20 min. | <input type="checkbox"/> Activity Page 21.1
<input type="checkbox"/> Activity Page 21.2
<input type="checkbox"/> Activity Page 21.3 |
| Write About It | | |
| Biography Report | 10 min. | <input type="checkbox"/> Activity Page 21.4 |

ADVANCE PREPARATION

Read About It

- Write or display a timeline from 0 CE–1500 CE.

| | | | | | | | | | | | |
|------------------------|------|------|-------------------------|------|------|----------------------|---|------------------------------------|------|------|------|
| Egypt
3100 BCE
↓ | | | Greece
1000 BCE
↓ | | | Rome
750 BCE
↓ | | First Thanksgiving
1621 CE
↓ | | | |
| 3500 | 3000 | 2500 | 2000 | 1500 | 1000 | 500 | 0 | 500 | 1000 | 1500 | 2000 |
| BCE | | | | | | | | CE | | | |

- Display a world map in the classroom for students to reference.

Write About It

- Display the following character traits for students to reference during the Biography Report:
 - confident
 - brave
 - creative
 - intelligent
 - determined

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate comprehension of a text by answering text-dependent questions and identifying key details
- Use pictures and/or words to record key details from a text

Language Forms and Functions

During the Battle of Yarmouk...

The Muslim troops...

The Byzantine troops...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|--|--|---------------------------------|
| courier
ploy
three-pronged maneuver
truce | blow
fray
havoc
outwitted
overwhelmed
retired
savvy
self-loathing
thwarted
unbearable | |

Lesson 21: Meet General Vahan: Battle of Yarmouk

Read About It



Primary Focus: Students will identify key ideas and details from the close reading of “The Caliphate.”

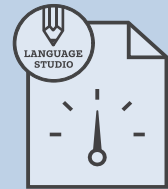
“THE CALIPHATE” BATTLE OF YARMOUK (20 MIN.)

- Direct students to Activity Page 21.1 and reread short excerpt aloud.

By his death in 644 CE, just twelve years after Muhammad's own death, Umar had captured much of the Persian Empire. He had moved through Syria and into Egypt. He had taken the great cities of Damascus and Jerusalem from the Byzantines.

- Ask, “What did Umar do?”
- Invite a student to show on the map the areas Umar defeated. (*Persian Empire, cities of Jerusalem and Demascus*)
- Explain to students they will learn about a very important battle that took place after Umar conquered these cities because the Byzantines wanted to fight back.
 - This battle is called the Battle of Yarmouk.

Activity Page 21.1





The Yarmouk River valley

The Battle of Yarmouk: An Introduction

The Byzantines largely ignored the Muslims, until Umar conquered the great city of Damascus, in 635 CE. It was then that the emperor, Heraclius, realized this new foe must be crushed.

He raised a huge army from across his empire to drive the Muslims back into Arabia. At first the Muslims retreated and regrouped on the edge of the desert (in modern-day Jordan), until they met the Byzantine forces on the plains overlooking the Yarmouk River valley, northeast of Jerusalem.

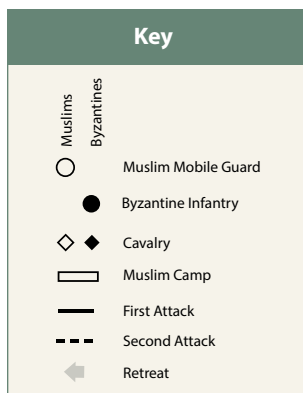
The Battle of Yarmouk was one of the great turning points in history. The Muslim army defeated a much larger, technologically superior force through strategy and determination. Umar had appointed a great general to lead his troops against the Byzantine army—Abu Ubayda, who was assisted by another savvy general, Khalid.

This is a fictionalized story of General Vahan, the leader of the Byzantine troops, and his experience through the long Battle of Yarmouk.

-
- Tell students the leader of the Byzantine Army was General Vahan, and although he was a real man, this story is fictionalized.
 - Tell students they will pause while reading to draw and write about some of the important events and people of this battle.

- Tells students that after reading they will complete a Biography Report on General Vahan.
 - Remind students that everything they read about the Battle of Yarmouk can be used as information for their final Interview Project.
- Read Introduction to the Battle of Yarmouk aloud while students follow along.

The Battle of Yarmouk



General Vahan was confident. The loss of territory to the newly united Arabs had been an unbearable humiliation for the Byzantine Empire. He was proud that Emperor Heraclius had given him, his greatest general, 80,000 troops to crush the new Muslim army.

In the past few weeks he had swept through Syria, and the Muslims had retreated before him. Now was his chance to end their expansion. Twenty-five thousand Muslim troops were gathered before him on the Yarmouk plains. Deep ravines with rushing waters surrounded them—there were few ways to escape.

Activity Page 21.2



Reading Reading/Viewing Closely

Entering/Emerging

Provide small group or 1:1 support to read each box to students and help them find evidence in the passage to fill in the blanks.

Transitioning/Expanding

Use heterogeneous partner pairs so the more fluent speaker can read each box aloud. Remind students to go back to the text to find the answers for each blank.

Bridging

Remind students to go back to the text to find the answers for each blank.

- Instruct students to find Activity Page 21.2.
- Tell students you will fill in the first page of the activity page together.
- Have different students read and fill in the blanks orally.
- Model filling in the written portion and write together.
- Give students time to independently illustrate the troops.

Not that escaping should be necessary for the Byzantines. Vahan's army was larger, more experienced, and had superior technology. There was little doubt of victory.

Battle of Yarmouk

Muslim Army

_____ troops.

Leaders: _____ and _____

Illustrate the troops!

Byzantine Army

_____ troops.

Leader: _____

Illustrate the troops!

- Direct students back to Activity Page 21.1.
- Continue reading the passage aloud while students follow along.



Check for Understanding

- Pause after reading about Day 1.
- Instruct students to work with a partner to fill in the blanks for Day 1.
- Share out responses when completed.

- Direct students back to the reading on Activity Page 21.1.
- Continue reading the passage aloud while students follow along.
 - Tell students that you will pause after reading about each day in battle so they can fill in the blanks for the corresponding box on Activity Page 21.3.
 - Students may work with a partner to complete Day 2, 3, 4, 5, and 6.

Activity Page 21.3



Day One

Battle _____. The _____ duel until one dies. General Vahan feels surprised because ____ General Vahan comes up with a plan.

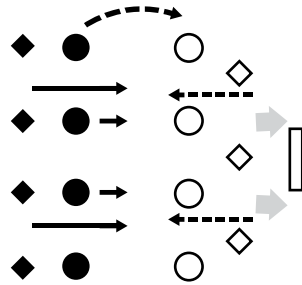
Day 1

The battle began, as was the tradition, with the dueling of champions. Vahan was surprised at the number of champions the Muslims managed to slay. Still, it had been a fruitful day. Vahan had tested the Muslim lines with his army and now understood their strength and formation. He had a plan.

Day Two

General Vahan surprises the Muslims by _____ them during prayer time. The Muslims feel overwhelmed by the size of the Byzantine army, but they _____.

Day 2



Now the real battle began! Vahan launched a major attack, with cavalry and infantry striking hard at the center of the Muslim forces. He attacked before dawn, when the Muslims would be praying. But the Muslim general Abu Ubayda was prepared for this stratagem. He was ready to meet the Byzantines on the battlefield.

Abu Ubayda may have seen through Vahan's ploy, but he was still overwhelmed by the Byzantines' numbers. Soon, the Muslims' right flank collapsed! The soldiers fled back to their camps. Vahan watched with satisfaction.

Suddenly, he saw the Muslim soldiers returning. Sure it was a trick, he shouted for a messenger to discover what was happening. When the messenger returned, panting and breathless, he told an astonishing story. The Muslim women in the camps were furious with their husbands for fleeing the battle. They charged at them with tent poles, threw rocks at them, and sang songs of betrayal. Their fury had forced their husbands back into the battle!

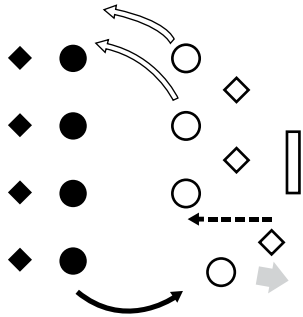
Vahan was amazed but carried on with the attack. This time he pushed on the left flank. Again, the Muslim soldiers fled, only to be pushed back into the battle by their wives.

Thwarted, Vahan retired to sleep. His dreams were troubled. The day should have seen the destruction of the Muslim soldiers. Instead, little had been gained.

Day Three

While General Vahan is attacking the _____ of the Muslim army, Khalid sends his men to attack the _____ of the Byzantine army! The _____ army makes no progress.

Day 3



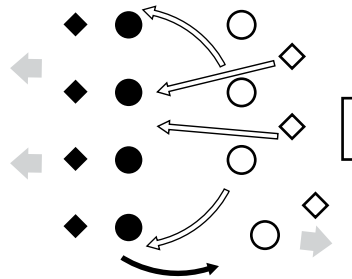
Vahan tried a new strategy: pushing hardest on the right flank to break it apart from the main Muslim army. Yet again, the soldiers retreated, only for their wives to push them back into the fray.

But while Vahan was concentrating on the right flank, Abu Ubayda ordered Khalid to sneak round and attack Vahan's own left side! Khalid's "mobile guard," his best soldiers, caused havoc. The battle descended into bloody fighting, with many dying on both sides. By nightfall, the Byzantines had still made no progress.

Day Four

Abu Ubayda tricks General Vahan by using a new strategy. The Muslim army attacks ____ different sides at the same time. After this attack, the Byzantines begin to ____.

Day 4



Vahan decided to repeat the previous day's strategy. The Muslim right flank had been damaged, and, with one more hammer blow, should collapse.

Once again, the Muslims fell back under his attack. But, once again, Abu Ubayda outwitted him. In a three-pronged maneuver the Muslims' mobile guards attacked the flanks of the Byzantine army while the cavalry attacked the front. The Byzantine army began to retreat.

The Muslims ended the day with ground gained. But it had come at a huge cost. Already, Vahan heard from his spies, the day was being called the "Day of Lost Eyes" in the Muslim camp. Huge numbers of Muslim soldiers had lost their sight to the Byzantine archers, and some of Abu Ubayda's best officers had been killed.

Day Five

_____ offers a truce to _____. The Muslims do not accept a truce so the battle continues. General Vahan feels _____ because he thinks he might lose and more men will die.

Day 5

Vahan had been fighting for four days against an inferior force. He had killed many, but many had died on his own side, too. He had failed to gain any ground. Filled with self-loathing but knowing it was necessary, he sent a courier to the Muslim camp offering a truce.

After some hours, the courier came galloping back. "General," he gasped, "they have declined the truce. Battle will begin again tomorrow."

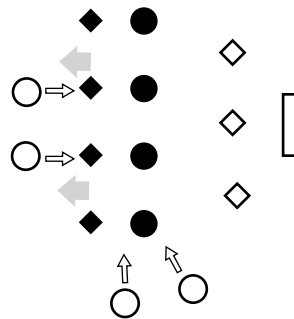
For the first time, Vahan knew real fear. By offering a truce he had signaled to the Muslims that he might lose. Now they would be excited and eager, believing they could win. He could be in trouble.

Day Six

The _____ attacks with great force. The _____ left wing collapses. General Vahan orders a retreat because he knows the Byzantines have _____.

General Vahan is _____ in battle.

Day 6



The sixth day of battle dawned. Vahan looked at his troops, seeing the worry in them that he tried to mask on his own face.

As the fighting began, Vahan realized the Muslims had indeed gained confidence. They attacked in force, while Abu Ubayda's mobile army galloped around and attacked the Byzantines from the left and the rear. The Byzantines' left wing collapsed.

Vahan, seeing the disaster, tried to order his cavalry to respond. But he was too late. While the Byzantine cavalry were forming, Khalid attacked them. The cavalry fled to the north. Abu Ubayda's mobile guard rejoined the other Muslim soldiers, continuing to destroy the Byzantine army's left wing.

Vahan knew he was beaten and ordered a retreat. The Byzantines fled, only to find troops blocking them. As they scrambled, many fell into the deep ravines surrounding the plains, or dove into the waters only to be smashed by the rocks below.

Some soldiers did escape, including Vahan. But shortly afterward, Abu Ubayda's soldiers found them and fought them again near Damascus. This time, Vahan was killed. At least, he thought as he died, I will not see my Emperor's face when he realizes his Great Empire has been broken.

Lesson 21: Meet General Vahan: Battle of Yarmouk

Write About It



Primary Focus: Students will describe in writing the key ideas and details of “The Caliphate.”

BIOGRAPHY REPORT (10 MIN.)

- Direct students to Activity Page 21.4.
- Instruct students to complete the Biography Report on General Vahan using the information we read today.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students’ language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U2 L21 |
| Activity Name | Writing |
| Proficiency Levels | |
| Entering | Student draws pictures and/or dictates words to represent key words and phrases with 1:1 support. |
| Emerging | Student draws pictures and writes words and phrases to represent key information with substantial support. |
| Transitioning | Student conveys key information in simple sentences with moderate support. |
| Expanding | Student conveys key information in complete sentences with occasional support. |
| Bridging | Student conveys key information in complete, detailed sentences independently. |

Activity Page 21.4



Writing

Entering/Emerging

Provide small group or 1:1 support while filling out the Biography. Provide students with examples of character traits.

Transitioning/Expanding

Allow students to work in partner pairs. Provide students with examples of traits.

Bridging

Provide students with examples of character traits.

End Lesson

22

Developing Scripts

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will create phrases with adjectives and nouns.

Students will work further on writing a script for an interview with a person involved in the Islamic Empires of the Middle Ages.

FORMATIVE ASSESSMENT

Reading

Adjectives and Nouns [Activity Page 22.1]

LANGUAGE PROFICIENCY ASSESSMENT

Listening

Ask and Answer Questions [Activity Page 22.2]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|----------------------|
| Looking at Language | | |
| Adjectives and Nouns | 10 min. | ☐ Activity Page 22.1 |
| Write About It | | |
| Work on Interview Script | 20 min. | ☐ Activity Page 22.2 |

ADVANCE PREPARATION

Looking at Language

- Write the following words on the board: little, blue, lake, coat, sun, warm, bird, soft.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Dictate/write phrases with adjectives and nouns • Contribute to conversations and express ideas by asking and answering questions, building on responses, and adding relevant information | | |
| Language Forms and Functions | | |
| <p>The sun is _____.</p> <p>My coat is _____.</p> <p>Did you...</p> <p>Were you...</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| | script | |

Lesson 22: Developing Scripts

Looking at Language



Primary Focus: Students will create phrases with adjectives and nouns.

ADJECTIVES AND NOUNS (10 MIN.)

- Write the following words on the board: *little, blue, lake, coat, sun, warm, bird, soft.*
- Read the words aloud with students.
- Explain that some of these words are called *nouns* and that nouns are words that are people, places, things, or ideas.
- Ask students whether *bird* is a noun. Use the following Think-Aloud to model how to decide, if necessary.
 - *I need to decide if bird is a person, place, thing, or idea.*
 - *A bird is certainly not a person, and it is not a place.*
 - *But a bird is a thing. I can see a bird. I could pick up a bird.*
 - *A bird is a thing, and so it is a noun.*
- Ask students whether the word *little* is a noun. Use the following Think-Aloud as needed.
 - *I need to decide if little means a person, place, thing, or idea.*
 - *I know that little is not a person, and it is not a place.*
 - *The word little might tell about a thing, but little is not a thing.*
 - *And little is not an idea.*
 - *I know that little is not a person, place, thing, or idea, so it is not a noun.*
- **Think-Pair-Share:** Have students identify the remaining nouns. (*lake, coat, sun*)
- Underline the nouns. Ask students to use the nouns in oral sentences. Model as needed with the sentence *The sun gives us light.*
- Read the four remaining words with students.

Support

Have students use the sentence starter The sun is _____. or My coat is _____. to create their sentences.

Challenge

Ask students to use two of the nouns in the same sentence, such as *The bird flies over the lake.*

- Explain that these words are not nouns, but rather that they describe or tell about nouns.
- Explain that these words are called *adjectives*.
- Tell students that these words can help them imagine what a noun looks like, sounds like, or feels like.
- Say the following: “My friend has a dog.”
 - Explain that the students now know that your friend has a dog, but that they do not know much about the dog.
 - Touch the word *little*. Say, “My friend has a dog. The dog is little.”
 - Ask students to get a picture in their heads of what the dog looks like. Have them show with their hands about how big the dog is.
- Repeat with the sentence *I have a blanket*, adding the sentences, *The blanket is blue* and then, *The blanket is soft*.
- Review that the adjectives help students imagine the noun.
- Tell students that they can combine adjectives and nouns into simple phrases.
- On the board, write *little bird* and *blue lake*. Have students read the expressions.
- Use each phrase in a simple sentence, such as *I saw a little bird*, and *I swam in a blue lake*. Have students repeat.
- Ask students which word in each phrase is the adjective (little, blue) and which is the noun (bird, lake).
- Point out that the adjective always comes first in these phrases; we do not say *bird little* or *lake blue* in English, though this is common in some other languages.



Check for Understanding

Ask students which format is correct: *warm sun* or *sun warm*. (warm sun) If students answer incorrectly, review that the adjective always comes first.

Activity Page 22.1



Speaking Using Nouns and Noun Phrases

Entering/Emerging

Work with a small group of students to complete Activity Page 22.1, checking that each student has the correct answer before moving on.

Transitioning/Expanding

Have students work with a partner to complete Activity Page 22.1.

Bridging

Have students work independently to complete Activity Page 22.1, and then compare their work with a partner's to make sure they are in agreement.

- Direct students to look at Activity Page 22.1.
- Read the introductory material with students.
- Invite students to read the lists of nouns and adjectives.
- Have students use words from the lists in oral sentences.
- Read the directions aloud.
- Read aloud the first item. Point out that one of the words from the lists is included in the sentence. Have students identify the word. (strong)
- **Turn and Talk:** Students identify the missing word. (horse)
 - Have students explain how they knew the missing word.
- Have students complete the rest of Activity Page 22.1.
- Close by asking students to circle the adjective-noun phrases (such as *strong horse* and *fast ships*) and label the adjectives in these phrases "A" and the nouns "N."

Lesson 22: Developing Scripts

Write About It



Primary Focus: Students will work further on writing a script for an interview with a person involved in the Islamic Empires of the Middle Ages.

WORK ON INTERVIEW SCRIPT (20 MIN.)

- Review with students that in the previous lesson they began writing a script for an interview with a figure from earlier in the unit.
 - Remind students that they are working with partners, with one person asking questions and the other answering them.
 - Remind students that they briefly shared their ideas during the previous lesson.
 - Go around the room, asking students to identify the historical figure they will be writing about and telling whether they will ask or answer the questions.
 - Check students' understanding and attention by naming a historical figure and having students point to a person who will be playing that part.

- Briefly review proper question form with students. Be sure they understand the following:
 - Questions often begin with *who*, *where*, *what*, *when*, or *why*.
 - Questions may also begin with phrases like *Did you . . .* and *Were you . . .*
 - Like other sentences, written questions begin with capital letters.
 - Unlike other sentences, written questions end with question marks.
 - Draw a question mark on the board to model and have students draw question marks of their own in the air.
 - Ask two or three simple questions, such as “What is your name?” Help students hear that when a question is asked, the pitch of the voice often (though not always) rises at the end of the sentence.
 - Review that you ask a question when you want to know something.
- Review answers to questions. Explain the following.
 - Answers to questions are simple statements.
 - When they are written, answers begin with capital letters and end with periods.
 - When they are spoken, the voice usually drops in pitch at the end. Model using a sentence, such as “My name is Ms. Davis.”
 - Answers tell what the person who is asking wants to know.
- Ask students to listen carefully as you read the following aloud. Ask them to identify whether you read a question or an answer.
 - *Do you like pets?*
 - » question
 - *What would you like for lunch?*
 - » question
 - *Green is my favorite color.*
 - » answer
 - *I like eating ice cream.*
 - » answer

Activity Page 22.2



Support

Ask the questions in a clear voice. Have students repeat individually or chorally, paying particular attention to matching your intonation.

Challenge

Have students identify where they found each piece of information in the activity pages.



Listening Listening Closely

Entering/Emerging

Have students answer the questions using words and phrases. Help them expand at least one phrase into a simple sentence.

Transitioning/Expanding

Have students answer the questions in simple sentences. Help them expand at least one sentence into a more complex sentence.

Bridging

Have students answer the questions in complex sentences.

- Repeat, writing these two sentences on the board.
 - *Why are you sad?*
 - » question
 - *I don't own a cat.*
 - » answer



Check for Understanding

Ask if *Would you like some juice?* is a question or an answer. (question)
If students are uncertain, have them review the characteristics of both questions and answers.

- Have students look at Activity Page 22.2.
- Read the directions aloud.
- Have students work with their partners for the interview project.
- Model the process with a volunteer. Read the first question aloud. Have the volunteer answer it. Write down the response on the board.
- Then switch roles.
 - Have the volunteer ask the question and record your answer.
- Have students work together in this way, asking and answering questions.
 - Circulate, checking that students are speaking clearly and using proper intonation for both questions and answers.
- Have students take out the scripts they began during the previous lesson.
- Have them spend the rest of the period continuing to write questions and answers as part of their script.
 - Encourage them to go back over the parts of their scripts that have already been written and make revisions as needed.
- Remind students to go back over earlier activity pages to make sure they have correct information about the people they chose.

LANGUAGE PROFICIENCY ASSESSMENT

Listening

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Listening |
| Unit/Lesson | U2 L22 |
| Activity Name | Ask and Answer Questions |
| Proficiency Levels | |
| Entering | Student answers yes/no questions with 1:1 support. |
| Emerging | Student asks and answers yes/no and wh- questions in short phrases with substantial support. |
| Transitioning | Student asks and answers simple questions in short sentences with moderate support. |
| Expanding | Student asks and answers questions in complete, detailed sentences with minimal support. |
| Bridging | Student answers open-ended questions in complete, detailed sentences independently. |

~~~~~End Lesson~~~~~

## 23

# Completing Scripts

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will use adjective-noun phrases to talk about historical figures.

**Writing**

Students will complete writing a script for an interview with a person involved in the Islamic Empires of the Middle Ages.

**FORMATIVE ASSESSMENT**

Reading

**Phrases with Adjectives and Nouns**

[Activity Page 23.1]

Speaking

**Phrases and People** [Activity Page 23.2]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Script Rubric** [Activity Page 23.3]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                  |
|----------------------------|---------|--------------------------------------------------------------------------------------------|
| <b>Looking at Language</b> |         |                                                                                            |
| Adjective-Noun Phrases     | 10 min. | <input type="checkbox"/> Activity Page 23.1<br><input type="checkbox"/> Activity Page 23.2 |
| <b>Write About It</b>      |         |                                                                                            |
| Complete Interview Script  | 20 min. | <input type="checkbox"/> Activity Page 23.2<br><input type="checkbox"/> Activity Page 23.3 |

## ADVANCE PREPARATION

### Looking at Language

- Gather crayons or markers for the Looking at Language activity.
- Gather common classroom objects, such as pencils, erasers, and scissors, for the Looking at Language activity.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                   |                                  |                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Discuss historical figures, using adjective and noun phrases</li> <li>• Dictate and/or write an interview script</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                         |                                  |                                 |
| <p>_____ is a(n) adjective/noun because _____.</p> <p>An answer ends with a _____ (punctuation mark).</p>                                                            |                                  |                                 |
| Vocabulary                                                                                                                                                           |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                      | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                      | script<br>interview<br>rubric    |                                 |



## Lesson 23: Completing Scripts

## Looking at Language



**Primary Focus:** Students will use adjective-noun phrases to talk about historical figures.

**ADJECTIVE NOUN PHRASES (10 MIN.)**

- Review the meanings of adjectives and nouns as follows.
  - Write the word *hungry* on the board. Read it aloud.
  - Ask students if *hungry* is a noun (a word that is a person, place, thing, or idea) or an adjective (a word that tells about a noun).
  - Draw out or explain that *hungry* is an adjective because it describes a noun.
  - Ask students what nouns could go with the word *hungry*. Possible answers include *person*, *dog*, *alligator*, *cat*, *girl*, and so on.
  - Write several of these adjective-noun phrases on the board, such as *hungry dog* and *hungry girl*.
- Repeat with the word *chair*, establishing that this word is a noun because it is a thing.
  - Have students identify adjectives that can go with *chair*, such as *red*, *soft*, *big*, and *broken*.
  - Write several of these phrases on the board, such as *red chair* and *broken chair*.
- Underline the nouns. Circle the adjectives.
- Review that in English the standard way of writing these phrases is to have the adjective come first and the noun follow.
- Have students look at Activity Page 23.1.
- Read the directions with students.
- Read aloud the first sentence.

**Support**

Put together several adjective/noun phrases that use *hungry*, such as *hungry boy*, *hungry bear*, and *hungry table*, and ask students if each is correct (yes, yes, no).

**Activity Page 23.1**


- Model how to carry out the task as follows.
  - *I should start by finding the noun.*
  - *The noun would be a person, place, thing, or idea. Usually it's something you can touch, pick up, or see.*
  - *A noun in this sentence would be hat. A hat is a thing. I'll underline hat.*
  - *Now I need to find the adjective. I know the adjective comes before the noun in a phrase like this.*
  - *The adjective describes, or tells about, the noun.*
  - *The sentence says that the hat is red. The word red is an adjective.*
  - *I'll circle the adjective.*
  - *Now I'll get a picture in my head and draw what I see.*



### Check for Understanding

Ask students if you should draw a picture of a blue shirt. (no) If students do not answer correctly, review the directions with them.

- Have students complete Activity Page 23.1 independently.
  - Point out that the last item contains two adjective-noun phrases, both of which must be included in the drawing.
- Encourage them to check their work with a partner.
- Review any difficult items.
- Have students generate possible adjectives, such as *strong*, *powerful*, *wise*, and *warlike*, that might apply to the person they will be interviewing or to other figures of the era.
  - Write these suggestions on the board.
  - Provide two or three other words you think will be helpful to student pairs as necessary.

### Challenge

Have students list several adjective/noun combinations that are *not* likely to appear in the real world, such as *blue cat* or *happy door*.

## Activity Page 23.2



### Speaking Using Nouns and Noun Phrases

#### Entering/Emerging

Display common classroom objects and have students generate at least one adjective that fits them (such as *pink* for a pencil eraser).

#### Transitioning/Expanding

Have students generate at least two adjectives fitting each object (such as *pink* and *small* for a pencil eraser).

#### Bridging

Have students generate more than two adjectives fitting each object (such as *pink*, *small*, and *smooth* for an eraser).

- Repeat with nouns, using examples such as *leader*, *soldier*, and *emperor*.
- Model how certain variations of these words can be combined into phrases by putting an adjective in front of a noun, such as *wise leader* or *strong emperor*.
- Invite students to do the same.
- Have students turn to Activity Page 23.2.
- Read the directions aloud with students.
- Explain that students will work with their partners on this activity page, but that each student must submit their own answers.
- Have students complete their activity pages with their partners, using words that are on the board as well as words that they come up with themselves.
  - Circulate, checking that students are on track and working well together.
- When students are done, encourage them to share their work with another pair.

## Lesson 23: Completing Scripts

# Write About It



**Primary Focus:** Students will complete writing a script for an interview with a person involved in the Islamic Empires of the Middle Ages.

### COMPLETE INTERVIEW SCRIPT (20 MIN.)

- Review with students that they recently began writing a script for an interview with a figure from earlier in the unit.
- Ask students what they remember about asking and answering questions from the previous lesson.
  - Review the different types of final punctuation, the different intonation, and the different purposes for asking (because you want to know something) and answering (because you want to tell someone something).
- Explain that by now many pairs are close to finished with their scripts.
- Ask students to share one of the questions they have already put into their script with the class as a whole.
  - Ask listeners how they can tell that this is a question.
  - Have students identify nouns and adjectives, if any, in each question. Write a sampling of these on the board.
  - If anyone uses an adjective/noun phrase, such as “How did you get to be such a wise leader?,” call students’ attention to it and write it on the board as well.
- Tell students that they will now continue working on their scripts.

### Challenge

Have students tell you how asking questions is different from answering questions. Then have them tell you how asking and answering are the same.

### Support

Offer options as needed to help students participate in the discussion, such as by asking, “Does an answer end with a question mark or a period?” rather than asking open-ended questions like, “What goes at the end of an answer?”

## Activity Page 23.3



- Have students turn to Activity Page 23.3. Explain that this is a rubric that you will use to help them make sure they have done a good job on their scripts.

| <b>Excellent<br/>3 points</b>                                    | <b>Getting There<br/>2 points</b>                                             | <b>Needs Work<br/>1 point</b>                  |
|------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------|
| We have more than 5 questions.                                   | We have 5 questions.                                                          | We have less than 5 questions.                 |
| Every question has an answer.                                    | Most questions have an answer.                                                | Only some questions have an answer.            |
| All the questions end with question marks.                       | Most of the questions end with question marks.                                | Most questions do not end with question marks. |
| All the answers end with periods.                                | Most of the answers end with periods.                                         | Most of the answers do not end with periods.   |
| We used an adjective/noun phrase in one question and one answer. | We used an adjective/noun phrase in one question or one answer, but not both. | We did not use any adjective/noun phrases.     |

- Walk students through the rubric.
- Give students an opportunity chance to ask questions.



### Check for Understanding

Ask how many questions students need to ask and answer in their scripts to get a score of Excellent. (more than five) If students are uncertain, show them where on the rubric they can find the answers.

- Explain the following.
  - Students should review their scripts thus far to check what they have already done.
  - They should make any further revisions to what already is in place.
  - They should use Activity Page 23.2 to help them write at least one question and one answer with an adjective/noun phrase.
  - Then have students write any further questions and answers they have not yet written.

- Have students complete the assignment with their partners.
- Have them go through the rubric together, indicating what score they expect to receive.
- If they expect any scores of 2 or lower, encourage them to make further revisions to their work.
  - They might wish to dress on the day the interviews will be taking place.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                            |
|--------------------|--------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                    |
| Unit/Lesson        | U2 L23                                                                                     |
| Activity Name      | Script Rubric                                                                              |
| Proficiency Levels |                                                                                            |
| Entering           | Student dictates simple words and phrases with 1:1 support.                                |
| Emerging           | Student answers wh- questions and writes keywords substantial support.                     |
| Transitioning      | Student asks and answers simple questions with short sentences with moderate support.      |
| Expanding          | Student asks and answers questions with complete, detailed sentences with minimal support. |
| Bridging           | Student answers open-ended questions with complete, detailed sentences independently.      |

End Lesson



### Writing

#### Entering/Emerging

Work 1:1 with students to help them talk about the rubric.

#### Transitioning/Expanding

Prompt students to use complete sentences to talk about the rubric.

#### Bridging

Have students use complex sentences to discuss the rubric.

## 24

# Formal and Informal Language

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will compare and contrast formal and informal language.

Students will practice carrying out interviews with a partner

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Interview Script Rehearsal [Informal Observation]

## LESSON AT A GLANCE

|                            | Time    | Materials                      |
|----------------------------|---------|--------------------------------|
| <b>Looking at Language</b> |         |                                |
| Formal and Informal        | 10 min. | Formal/Informal Language Chart |
| <b>Talk Time</b>           |         |                                |
| Rehearse for Interview     | 20 min. | Activity Page 24.1             |

## ADVANCE PREPARATION

### Looking at Language

- Prepare a Formal/Informal Language Chart for the Looking at Language activity:

| Informal Language                                                      | Formal Language                    |
|------------------------------------------------------------------------|------------------------------------|
| Slang words like <i>ok</i> and <i>cool</i>                             | No slang words                     |
| Contractions like <i>can't</i> and <i>don't</i>                        | No contractions                    |
| Filler words like <i>um</i> and <i>uh</i>                              | No filler words                    |
| Pronunciation may be sloppy<br>( <i>gonna</i> , <i>whaddaya</i> . . .) | Pronunciation is clear and careful |

- Prepare an index card reading *I won a war against some crusaders.*



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Evaluate formal/informal language through classroom discussion
- Role play formal and casual conversations, adjusting language choices according to purpose and audience
- Demonstrate active listening to oral presentations by providing positive feedback

### Language Forms and Functions

\_\_\_\_\_ is an example of formal language because....

\_\_\_\_\_ is an example of informal language because...

I liked that you....

I think you could...

That was easy to understand because...

### Vocabulary

| <b>Tier 3</b><br>Domain-Specific Words | <b>Tier 2</b><br>General Academic Words | <b>Tier 1</b><br>Everyday Speech Words |
|----------------------------------------|-----------------------------------------|----------------------------------------|
| formal language                        | contraction                             |                                        |

## Lesson 24: Formal and Informal Language

# Looking at Language



**Primary Focus:** Students will compare and contrast formal and informal language.

## FORMAL AND INFORMAL (10 MIN.)

- On the board, write the sentence *I am so outta here!*
- Read it aloud with students, using appropriate expression.
- Ask students if they have ever heard anyone say this. If so, ask the following:
  - *Who said it?*
  - *Where did they say it?*
  - *What does it mean?*
- Draw out that a person might say this sentence to mean that they are leaving a place or possibly that they are angry or bored.
- Explain if needed that *outta* is a way of writing *out of*.
- Tell students that the sentence on the board is an example of *informal language*.
  - Write the term *informal language* on the board.
  - Say that informal language is often used in people's homes and in places like playgrounds, especially when people are talking with friends or when students are talking to other people their age.
- Then explain that informal language is seldom used during school instruction.
- Tell students that they are more likely to hear *formal language* in schools.
  - Write *formal language* on the board.
  - Explain that students will also hear more formal language in other settings as well as schools, such as in speeches, worship services, and news broadcasts.
- Ask students how they might say, "*I am so outta here!*" in a more formal way.
- Draw out that a statement such as, "*I am leaving*" is more formal but carries the same basic meaning.
  - Write *I am leaving* on the board.

## Support

Review with students that the prefixes *un-* and *non-* imply *not*. Explain that the prefix *in-* often functions in the same way, so *informal* means *not formal*.

## Challenge

Ask students to give examples of formal and informal language in their home languages.

- **Turn and Talk:** Have students talk about how the two sentences are alike and how they are different.
  - Explain that people often change the way they talk and write depending on the situation and that this is true not just in English but in other languages as well.
- Display the Formal/Informal Language chart you created earlier and walk students through the examples, explaining the following.
  - Contractions are short forms of common words and sentences such as *could've* for *could have* and *don't* for *do not*.
  - Slang consists of words used in ways that not everyone agrees they should be used.
- Say the following sentences and ask students if they are examples of formal or informal language and how they can tell.
  - *You're in big trouble.*
    - » informal; includes slang meanings and a contraction
  - *We're best buddies.*
    - » informal; uses a slang word and a contraction
  - *She is my closest friend.*
    - » formal; no contractions, no slang words
  - *Would you like to play baseball with me?*
    - » formal; no contractions, no slang words
  - *Whaddaya think you're doing?*
    - » informal, slang and a contraction
- Have students repeat each sentence. Be sure they use careful, clear pronunciation when they say the formal sentences.



## Check for Understanding

Have students determine whether the sentence, "*I brought a sandwich for lunch today*" is informal or formal (formal). If students are uncertain, review what makes language formal or informal.

- Remind students that an interview is a place for formal language.
- Explain that students may have used some examples of informal language in their scripts and that now is the time to check.
- Have students work with their interview partners.
  - Have them reread the scripts they completed in the previous lesson.
  - Ask them to identify any places where they may have used informal language in their writing, such as by using contractions or slang.
  - Have them make changes to their scripts to eliminate as many instances of informal language as possible.
- Wrap up by going around the room and asking each pair to share at least one example of informal language that was changed to make it more formal.



## Speaking Adapting Language Choices

### Entering/Emerging

Guide students 1:1 to find less formal questions and answers in their scripts and to replace them with more formal language choices.

### Transitioning/Expanding

Guide students to identify less formal language choices in their scripts and then have students work in their partnerships to replace these examples with more formal language.

### Bridging

Have students work without assistance to identify less formal language and replace it with more formal language choices.

## Lesson 24: Formal and Informal Language

# Talk Time



**Primary Focus:** Students will practice carrying out interviews with a partner.

### REHEARSE FOR INTERVIEW (20 MIN.)

- Explain that students will be presenting their interviews in the next lesson.
- Review with them that they have done a lot of work in preparation for this activity, including:
  - researching the life and work of an important person from the Islamic Empires of the Middle Ages
  - using proper form for asking and answering questions
  - revising their scripts for content and for form
  - making the language used in their scripts more formal
- Explain that students will have a chance to make their final preparations.
- Say that, in particular, students will have a chance to rehearse their scripts or practice reading them aloud.
- Explain that performers, such as actors and singers, always do plenty of rehearsing, and that people who do interviews usually try to rehearse what they will say as well.
- Tell students that the most important part of being in an interview is making sure the audience, or the listeners, can hear you and understand what you are saying.
- Pick up the index card on which you wrote *I won a war against some crusaders*.
- Read the sentence aloud, but mumble instead of saying it clearly.
- Shake your head. Say the following.
  - *That was very hard to understand!*
  - *Raise your hand if you understood any of the words.*
  - *Raise your hand if you understood the whole thing.*
  - *The problem was that I mumbled. I didn't speak clearly. It was hard to tell what I was saying, and people would stop paying attention.*

- Read from the card again. This time speak clearly, but very slowly, and use a bored, inattentive voice.
- Shake your head. Say the following.
  - *That time, it was much easier to understand what I was saying. I spoke carefully and clearly.*
  - *But I still don't like what I said. I...was...speaking...like...a...robot. I don't want to listen to that!*
  - *Also, the information I want to say is exciting. It is dramatic. I should say it in a more excited voice.*
- Model saying the sentence one more time, in a clear voice that is also enthusiastic: *I won a WAR against some cruSAders!*
- Nod your head. Tell students that you did a better job this time because:
  - *I read in a loud, clear voice.*
  - *I didn't read too fast and I didn't read too slowly.*
  - *I read it in an excited voice that was full of expression, because this is an important piece of information and I want to tell it to everybody!*
- Read the sentence again and have students repeat it individually, using the same intonation.



### Check for Understanding

On the board, write the sentence *I founded an important religion*. Have students read the sentence loudly and clearly with expression. If they struggle, model and have them repeat.

- Have students turn to Activity Page 24.1.
- Explain that this page is a checklist that will help students know what to do and say when they are speaking to an audience.
- Read the introductory material aloud.

### Challenge

Ask students to identify which person or people from medieval history you might be portraying.

### Support

Offer students the option of saying the sentence in unison with you or with others before they say it on their own.

### Activity Page 24.1





Speaking  
Exchanging  
Information and Ideas

**Entering/Emerging**

Work 1:1 with students to help them discuss how to record their strengths and weaknesses using the checklist.

**Transitioning/Expanding**

Prompt students to use complete sentences to discuss their strengths and weaknesses using the checklist.

**Bridging**

Have students use complex sentences to discuss their strengths and weaknesses using the checklist.

- Review the information on the checklist with students.
  - Remind them that you have explained most of this information to them already.
  - Point out that the checklist appears twice—once above and once below the horizontal line.
- Explain that students will fill out the top part of the checklist after they rehearse during this lesson to evaluate themselves.
- Add that students will fill out the second part of the checklist after their performance during the next lesson.
- Model using the checklist by speaking “I founded an important religion” loudly and clearly while facing away from the students.
  - Say, “I spoke loudly and clearly. I’ll circle always for that. Good for me!”
  - Then say, “But I didn’t face the audience. That’s on the list, too. I’ll have to circle *Not* yet for that. That’s something I can work on.”
- Invite students to determine what level score you should get for expression, speaking at an appropriate rate of speed, and sitting up straight.
- Remind students that they can learn from their scores today and do better when they perform the actual interview during the next lesson.
- Have students work with their partners.
  - Have them practice their interview scripts.
  - After several read-throughs, have them fill out the upper half of their checklists.
- Circulate, checking that students are on task. Make suggestions as necessary.
  - Early finishers may think about what types of costumes or props they might like to use and make a list.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Informal Observation:  
Script Rehearsal



| Evaluation Tool    |                                                                                                                                                       |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                                                              |
| Unit/Lesson        | U2 L24                                                                                                                                                |
| Activity Name      | Interview Script Rehearsal                                                                                                                            |
| Proficiency Levels |                                                                                                                                                       |
| Entering           | Student produces frequently used words and phrases to differentiate between informal and casual conversations with 1:1 support.                       |
| Emerging           | Student produces frequently used words and phrases to differentiate between informal and casual conversations with substantial support.               |
| Transitioning      | Student speaks in complete sentences and uses precise language to differentiate between informal and casual conversations with moderate support.      |
| Expanding          | Student speaks in complete sentences and uses precise language to differentiate between informal and casual conversations with minimal support.       |
| Bridging           | SThe student speaks in complete, varied sentences and uses precise language to differentiate between informal and casual conversations independently. |

~~~~~End Lesson~~~~~


25

Interviews

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will present and ask and answer questions in the Islamic Empires Interview.

LANGUAGE PROFICIENCY ASSESSMENT

Listening

Viewing Interview Presentations [Activity Page 25.1]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------|---------|--|
| On Stage | | |
| Interview | 30 min. | <input type="checkbox"/> Simple prop and costume materials; scripts
<input type="checkbox"/> Activity Page 24.1
<input type="checkbox"/> Activity Page 25.1 (optional) |

ADVANCE PREPARATION

On Stage

- Provide simple props and costume materials for use in On Stage.
 - ties, jackets, and other clothes that interviewers might wear
 - strips of cloth
 - hats
 - art supplies
 - spices and other common “trade goods”
 - costume jewelry
 - microphones (need not be used except as props)
- Determine the order in which students will present.
 - If possible, bring in and play medieval music to set a mood while students prepare.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Deliver an oral presentation about the Islamic Empires using general academic and domain-specific language.
- Demonstrate active listening of oral presentations by providing positive, specific feedback.

Language Forms and Functions

I liked the way you _____.

My favorite part of the interview was...

I am proud of...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| | | |

Lesson 25: Interviews

On Stage



Primary Focus: Students will present and ask and answer questions in the Islamic Empires Interview.

INTERVIEW (30 MIN.)

- Tell students that the Islamic Empires Interview will make up the entire lesson.
- Have students turn to Activity Page 24.1.
 - Review the checklist with students.
 - Have students identify one area in which they felt they did very well.
 - Invite students to identify areas in which they believe they could do better.
 - Ask if there are any further questions about the checklist.
 - Remind students that they will fill out the bottom part of the checklist after the interviews are complete.

I am sitting straight up.

Always Mostly Not yet

I am facing the audience.

Always Mostly Not yet

I am speaking clearly and carefully.

Always Mostly Not yet

I am speaking at a good rate of speed (not too fast and not too slow).

Always Mostly Not yet

I am speaking with expression.

Always Mostly Not yet

- Provide students with time to gather props and costumes as needed.

Activity Page 24.1





Listening Exchanging Information and Ideas

Entering/Emerging

Work individually with students to answer the questions on Activity Page 25.1.

Transitioning/Expanding

Have students work with a partner to answer the questions on Activity Page 25.1.

Bridging

Have students ask a partner to check their answers to the questions on Activity Page 25.1 to make sure they can easily be understood.

- Have students help you set two chairs at the front of the room. Angle them so that they are partly facing each other and partly facing the audience.
- If you have access to recorded music from the Medieval Era, play it as students are getting ready. Similarly, print and display examples of Islamic art from online or library sources if you have the ability to do so.
- Be sure students have their scripts where they can easily be found.
- When all preparations are complete, ask a student to turn off the lights and announce that the interviews are about to start.
 - Shut off or turn down any music you have been playing.
 - Remind students about what it means to be a good audience: adopting a good listening posture, following the interview with eyes and ears, and remaining silent while others are speaking.
- Have pairs come to the front of the room one by one and be seated in the chairs.
 - Each student identifies for the audience the role they are playing: interviewer or interview subject, and if interview subject, the person they are pretending to be.
 - Have the interviewer and interviewee read their questions and answers from the script.
 - Have students end by thanking the audience.
 - Lead a brief round of applause.
 - Then the pair returns to their seats and the next pair comes forward.
- Continue until each pair has had an opportunity to present.
- When all students are finished, have students turn to Activity Page 24.1 and complete the second half of the checklist.
 - Circulate, asking students why they chose the answers they did and what they did to improve their performance after the rehearsal.



- If time permits after all students have completed the checklist, have students turn to Activity Page 25.1.
- Explain that students can fill out this page to tell what they enjoyed and did not enjoy about the interview.
- Collect students' papers when they are finished writing. Use their work as part of your evaluation of their work and the effectiveness of the assignment.

LANGUAGE PROFICIENCY ASSESSMENT

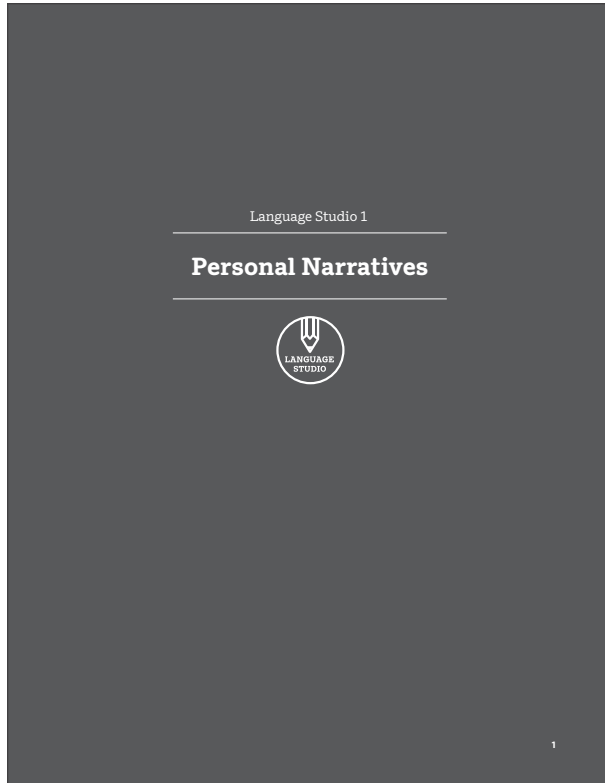
Listening


- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.


| Evaluation Tool | |
|--------------------|--|
| Language Domain | Listening |
| Unit/Lesson | U2 L25 |
| Activity Name | Viewing Interview Presentations |
| Proficiency Levels | |
| Entering | Student demonstrates active listening of an oral presentation by asking and answering basic questions with prompting and substantial support. |
| Emerging | Student demonstrates active listening of an oral presentation by asking and answering basic questions with prompting and moderate support. |
| Transitioning | Student demonstrates active listening of an oral presentation by asking and answering detailed questions with prompting and substantial support. |
| Expanding | Student demonstrates active listening of an oral presentation by asking and answering detailed questions with occasional prompting and moderate support. |
| Bridging | Student demonstrates active listening of an oral presentation by asking and answering detailed questions with minimal prompting and light support. |

~~~~~End Lesson~~~~~

## ACTIVITY BOOK ANSWER KEY



|                                                                                                         |                                                                                                                                          |                                        |                                                                                     |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-------------------------------------------------------------------------------------|
| ACTIVITY PAGE                                                                                           | <b>1.2</b>                                                                                                                               | NAME: _____<br>DATE: _____             |  |
| <b>LANGUAGE STUDIO 1: PERSONAL NARRATIVES</b>                                                           |                                                                                                                                          |                                        |                                                                                     |
| <b>Sequencing Events</b>                                                                                |                                                                                                                                          |                                        |                                                                                     |
| <i>Directions: Read the story "A Good Lie." Fill in events from the story in the graphic organizer.</i> |                                                                                                                                          |                                        |                                                                                     |
| Beginning:                                                                                              | <u>Answers will include details from the beginning of the story (the narrator's description, Lily, etc.).</u><br>_____<br>_____<br>_____ |                                        |                                                                                     |
| Middle:                                                                                                 | <u>Answers will include details from the middle of the story (the party, the lie, etc.).</u><br>_____<br>_____<br>_____                  |                                        |                                                                                     |
| End:                                                                                                    | <u>Answers will include details from the end of the story (Lily covering for her friend, etc.).</u><br>_____<br>_____<br>_____           |                                        |                                                                                     |
| 6                                                                                                       |                                                                                                                                          | Language Studio 1   Activity Book      |                                                                                     |
|                                                                                                         |                                                                                                                                          | Grade 4   Core Knowledge Language Arts |                                                                                     |


|                                                                                                                                                       |                            |                                     |               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------------------|---------------|
|                                                                    | NAME: _____<br>DATE: _____ | <b>2.1</b>                          | ACTIVITY PAGE |
| <b>LANGUAGE STUDIO 1: PERSONAL NARRATIVES</b>                                                                                                         |                            |                                     |               |
| <b>Brainstorming Personal Events</b>                                                                                                                  |                            |                                     |               |
| <i>Directions: Use the questions and sentences frames below to brainstorm events.</i>                                                                 |                            |                                     |               |
| <b>Question:</b> What happened in the beginning of your story?                                                                                        |                            |                                     |               |
| <b>Answer:</b> In the beginning, I was <u>Answers will vary, but they will include beginning details.</u><br>_____<br>_____<br>_____                  |                            |                                     |               |
| <b>Question:</b> What was your reaction to the event?                                                                                                 |                            |                                     |               |
| <b>Answer:</b> I felt _____ and <u>Answers will vary, but they will include an emotion word and an explanation.</u><br>_____<br>_____<br>_____        |                            |                                     |               |
| <b>Question:</b> What part of your story do you like the most?                                                                                        |                            |                                     |               |
| <b>Answer:</b> I like _____ the most, because <u>Answers will vary, but they will include an event and an explanation.</u><br>_____<br>_____<br>_____ |                            |                                     |               |
| Core Knowledge Language Arts   Grade 4                                                                                                                |                            | Activity Book   Language Studio 1 7 |               |

|                                                                                                                                                          |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Question:</b> Who are the characters in your story?                                                                                                   |  |
| <b>Answer:</b> The characters are <u>Answers will vary, but they will include character names.</u><br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ |  |
| <b>Question:</b> How does your story end?                                                                                                                |  |
| <b>Answer:</b> In the end, I <u>Answers will vary, but they will include a closing event.</u><br>_____<br>_____<br>_____<br>_____<br>_____<br>_____      |  |
| 8                                                                                                                                                        |  |
| Language Studio 1   Activity Book                                                                                                                        |  |
| Grade 4   Core Knowledge Language Arts                                                                                                                   |  |

ACTIVITY PAGE

3.2

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 1: PERSONAL NARRATIVES

My Personal Narrative Topics


Answers will vary.

Directions: Use the graphic organizer below to organize ideas and personal narrative topics. Fill the space with words, phrases, and pictures.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

4.1

ACTIVITY PAGE

LANGUAGE STUDIO 1: PERSONAL NARRATIVES

Planning Personal Narratives

Beginning:

Answers will vary, but will include beginning events and phrases.

Middle:

Answers will vary, but will include main events and transitional phrases.

End:

Answers will vary, but will include a closing.

Directions: Fill in details about a personal narrative event in the graphic organizer.

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ACTIVITY PAGE

5.1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 1: PERSONAL NARRATIVES

Writing a Personal Narrative Paragraph

Answers will vary. Students will need a clear beginning, middle, and ending in their writing.

Directions: Write your personal narrative paragraph on the lines below. When finished, reread your paragraphs and check for complete sentences.

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ACTIVITY PAGE

6.2

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 1: PERSONAL NARRATIVES

Identifying the Elements

Characters:

Beverly, mom, dad

Setting:

A farm

Events:

Beverly receives an orange for Christmas, Beverly's father compares her orange to the world, Beverly walks across the family's land, Beverly's father stops her journey and explains the size of the world, Beverly's mother asks her what she'll think of next.

Directions: Use the graphic organizer below to identify personal narrative elements from the story "Girl from Yamhill." Use details from the text to describe the characters, setting, and events.

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ACTIVITY PAGE

## Including the Elements

**Personal Reaction:** Include how receiving the gift made you feel.

[illegible]

ACTIVITY PAGE

### Draw It

### 8.3

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



### Looking at Word Choice

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## 9.1

ACTIVITY PAGE

### Adding Descriptive Details

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**Example:** She is nice.

Who is she? Answers will vary.

What did she do that was nice? \_\_\_\_\_

**Descriptive Sentence:** \_\_\_\_\_ is nice because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ACTIVITY PAGE

**10.2**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



### LANGUAGE STUDIO 1: PERSONAL NARRATIVES

#### Noun Phrases

Directions: Read the nouns below. Then add descriptive details to make noun phrases.

| Nouns    | Make a noun phrase                                            |
|----------|---------------------------------------------------------------|
| airplane | Answers will vary, but they will include descriptive details. |
| horse    | Answers will vary, but they will include descriptive details. |
| girl     | Answers will vary, but they will include descriptive details. |
| house    | Answers will vary, but they will include descriptive details. |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**11.1**

ACTIVITY PAGE

### LANGUAGE STUDIO 1: PERSONAL NARRATIVES

#### Planning a Personal Narrative

Directions: Read the writing prompt. Fill in the graphic organizer using descriptive details about your personal narrative event.

|                        |                                                                |
|------------------------|----------------------------------------------------------------|
| <b>Writing prompt:</b> | A time I will never forget ...                                 |
| <b>Characters:</b>     | Answers will vary, but they will include character names.      |
| <b>Setting:</b>        | Answers will vary, but they will include location description. |

|                                                           |
|-----------------------------------------------------------|
| <b>Beginning:</b>                                         |
| Answers will vary, but they will include character names. |
| <b>Middle:</b>                                            |
| Answers will vary, but they will include character names. |
| <b>End:</b>                                               |
| Answers will vary, but they will include character names. |

ACTIVITY PAGE

**12.1**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



### LANGUAGE STUDIO 1: PERSONAL NARRATIVES

#### Writing a Personal Narrative

Directions: Using your graphic organizer on Activity Page 11.1, write a personal narrative with a beginning, middle, and ending paragraph below.

|                   |                                                                                                                           |
|-------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Beginning:</b> | Answers will vary, but they will include descriptive details with a clear beginning paragraph.<br>_____<br>_____<br>_____ |
| <b>Middle:</b>    | Answers will vary, but they will include descriptive details with a clear middle paragraph.<br>_____<br>_____<br>_____    |
| <b>Ending:</b>    | Answers will vary, but they will include descriptive details and a clear ending paragraph.<br>_____<br>_____<br>_____     |



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**12.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 1: PERSONAL NARRATIVES**

**Beginning Paragraph Checklist**

*Directions: Use the following checklist to revise your beginning paragraph.*

|                                                                             |  |
|-----------------------------------------------------------------------------|--|
| I have a clear beginning to my story.                                       |  |
| I used capitals letters at the beginning of my sentences.                   |  |
| I used lots of description to describe my events, settings, and characters. |  |
| I have periods at the end of all my sentences.                              |  |
| All of my sentences make sense.                                             |  |

Ideas for my middle paragraph . . .

Answers will vary.

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ACTIVITY PAGE

**13.1**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**LANGUAGE STUDIO 1: PERSONAL NARRATIVES**

**Middle Paragraph Checklist**

*Directions: Use the following checklist to revise your middle paragraph.*

|                                                                             |  |
|-----------------------------------------------------------------------------|--|
| I have a clear middle to my story.                                          |  |
| I used capitals letters at the beginning of my sentences.                   |  |
| I used lots of description to describe my events, settings, and characters. |  |
| I have periods at the end of all my sentences.                              |  |
| All of my sentences make sense.                                             |  |

Ideas for my ending paragraph . . .

Answers will vary.

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Language Studio 2

**Empires of the Middle Ages**



**39**



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**1.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 2: THE MIDDLE AGES**

**Vocabulary Cards**

*Directions: Cut out the Vocabulary Cards, fill them out per teacher's instruction, and save them for later use.*



Word: Answers will vary.

Meaning: Answers will vary.

Image: Answers will vary.

Word: Answers will vary.

Meaning: Answers will vary.

Image: Answers will vary.

Word: Answers will vary.

Meaning: Answers will vary.

Image: Answers will vary.

Word: Answers will vary.

Meaning: Answers will vary.

Image: Answers will vary.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.1  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Vocabulary Cards

Directions: Cut out the Vocabulary Cards, fill them out per teacher's instruction, and save them for later use.

|                                                                                                               |                                                                                                               |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Word: <u>Answers will vary.</u><br>Meaning: <u>Answers will vary.</u><br><br>Image: <u>Answers will vary.</u> | Word: <u>Answers will vary.</u><br>Meaning: <u>Answers will vary.</u><br><br>Image: <u>Answers will vary.</u> |
| Word: <u>Answers will vary.</u><br>Meaning: <u>Answers will vary.</u><br><br>Image: <u>Answers will vary.</u> | Word: <u>Answers will vary.</u><br>Meaning: <u>Answers will vary.</u><br><br>Image: <u>Answers will vary.</u> |

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.1  
CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Vocabulary Cards

Directions: Cut out the Vocabulary Cards, fill them out per teacher's instruction, and save them for later use.

|                                                                                                               |                                                                                                               |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Word: <u>Answers will vary.</u><br>Meaning: <u>Answers will vary.</u><br><br>Image: <u>Answers will vary.</u> | Word: <u>Answers will vary.</u><br>Meaning: <u>Answers will vary.</u><br><br>Image: <u>Answers will vary.</u> |
| Word: <u>Answers will vary.</u><br>Meaning: <u>Answers will vary.</u><br><br>Image: <u>Answers will vary.</u> | Word: <u>Answers will vary.</u><br>Meaning: <u>Answers will vary.</u><br><br>Image: <u>Answers will vary.</u> |

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

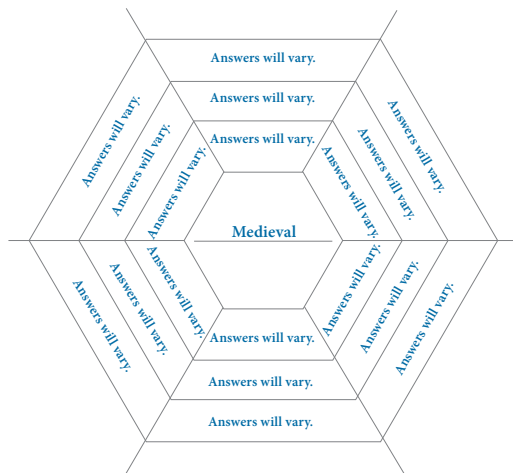
1.2

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Vocabulary Concept Web

Directions: Write the vocabulary word in the center of the web as instructed by your teacher. Fill in the spaces of the web using words or images that relate to the vocabulary word in the center.



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ACTIVITY PAGE

2.1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Helping Verbs

Directions: In the sentences below, underline the helping verbs and circle the action verbs they help describe.

| Helping Verb Word Bank |       |      |       |       |        |       |  |  |  |
|------------------------|-------|------|-------|-------|--------|-------|--|--|--|
| is                     | could | do   | be    | will  | were   | may   |  |  |  |
| am                     | have  | does | being | was   | shall  | might |  |  |  |
| are                    | has   | did  | been  | would | should | must  |  |  |  |
| can                    | had   |      |       |       |        |       |  |  |  |

Example: The knight is riding the horse.

- You can learn many new things by studying the Middle Ages.
- The king is going to the ball to see the prince.
- Living during the Middle Ages would have been a challenge.
- The queen must give all her subjects new clothes for the winter.
- Every empire can use a powerful leader.
- During the years 500–1500 CE, the church did influence the people.
- The serfs are living in a small house near the castle.
- The knight will be leaving for battle at noon.



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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**2.2**

ACTIVITY PAGE

### LANGUAGE STUDIO 2: THE MIDDLE AGES

#### Picture This!

Directions: Choose three vocabulary words. In each box, write a vocabulary word, draw a visual representation of the word, and write a caption of the image using the word you chose.

|                                                                                             |                                                                                             |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <p>Images will vary.</p> <p>Word: _____</p> <p>Answers will vary.</p> <p>Caption: _____</p> | <p>Images will vary.</p> <p>Word: _____</p> <p>Answers will vary.</p> <p>Caption: _____</p> |
| <p>Images will vary.</p> <p>Word: _____</p> <p>Answers will vary.</p> <p>Caption: _____</p> | <p><b>REMEMBER:</b><br/>Use the vocabulary word in the caption.</p>                         |

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ACTIVITY PAGE

**3.1**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

### LANGUAGE STUDIO 2: THE MIDDLE AGES

#### The Life of a Serf

Directions: Underline the noun and circle the pronoun in the sentences below. Draw an arrow to show how the pronoun refers back to the noun.

Example: The knight protects the castle that he lives in with his family.

- The lord lived in his castle or manor house. He owned all the land around his home and often the nearby towns and villages, too. The lord also controlled the lives of most of the serfs who worked for him.
- Serfs were not educated. They did not learn to read or write. If serfs wanted to travel to a nearby town, they needed permission from the lord.
- In the Middle Ages, serfs worked on farmland that was divided into pieces. Serfs spent half of their time working for the lord. The rest of the time they worked on the parts of land where their own crops were grown.
- Most serfs lived in small, simple houses in or near a village. Their houses were made from wood and mud. The roofs were thatched, meaning they were made from straw.
- Serfs had to be loyal to their lord. In exchange for their loyalty, the lord offered his protection.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**3.2**

ACTIVITY PAGE

### LANGUAGE STUDIO 2: THE MIDDLE AGES

#### Finding the Main Idea: Lords and Serfs

The lord lived in his castle or manor house. He owned all the land around his home and often the nearby towns and villages, too. The lord also controlled the lives of most of the serfs who worked for him. Serfs were not educated. They did not learn to read or write. If serfs wanted to travel to a nearby town, they needed permission from the lord. In the Middle Ages, serfs worked on farmland that was divided into pieces. Serfs spent half of their time working for the lord. The rest of the time they worked on the parts of land where their own crops were grown. Most serfs lived in small, simple houses in or near a village. Their houses were made from wood and mud. The roofs were thatched, meaning they were made from straw. Serfs had to be loyal to their lord. In exchange for their loyalty, the lord offered his protection.

Directions: Use the paragraph above to fill in the graphic organizer below.

|                                            |                                            |
|--------------------------------------------|--------------------------------------------|
| Supporting Claim #1:<br>Answers will vary. | Supporting Claim #1:<br>Answers will vary. |
| Main Idea:<br>Answers will vary.           |                                            |
| Supporting Claim #3:<br>Answers will vary. | Supporting Claim #4:<br>Answers will vary. |

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ACTIVITY PAGE





**5.1**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

### LANGUAGE STUDIO 2: THE MIDDLE AGES

#### A Serf's Story

Directions: Write a sentence that describes what is happening in each image below.

|                                                                                                                |                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
|  <p>Answers will vary.</p> |  <p>Answers will vary.</p> |
| <p><b>REMEMBER</b> your Tier 2 words: privileged, loyal, and rival.</p>                                        |                                                                                                                 |
|  <p>Answers will vary.</p> |  <p>Answers will vary.</p> |

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Pronoun Joust

Directions: Using the pronoun bank below, fill in the blanks with the correct pronoun. Then, circle the noun the pronoun refers to and draw an arrow from the pronoun to the noun.

| Pronoun Bank |      |     |       |      |
|--------------|------|-----|-------|------|
| I            | you  | he  | its   | our  |
| me           | your | his | they  | us   |
| my           | she  | him | their | them |
|              | her  | it  | we    |      |

Knights could prove their strength and abilities by taking part in jousting matches.

They rode horses, wore full armor, and carried lances. They hoped to gain respect and possibly a generous prize.

When the joust began, the knights charged at each other. With the aid of a lance, each

knights attempted to knock his opponent off his horse.

The privileged would attend the jousting matches as well. They were considered to be a day of excitement or entertainment. Knights would usually choose a

noblewoman and fight in her honor.



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ACTIVITY PAGE

**6.2**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



## LANGUAGE STUDIO 2: THE MIDDLE AGES

### A Mile in Someone Else's Shoes

Directions: Consider what you know about each type of person from the Middle Ages. Write a sentence for each type of person that answers the questions, "Would you want to be this person during the Middle Ages? Why or why not?"



Lords and Ladies

Would you want to be a lord or lady during the Middle Ages? Why or why not?

Answers will vary.

Would you want to be a serf during the Middle Ages? Why or why not?

Answers will vary.



Serfs



Knights

Would you want to be a knight during the Middle Ages? Why or why not?

Answers will vary.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

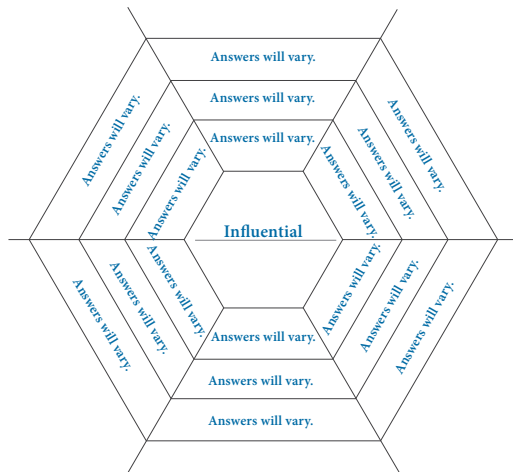
**7.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Vocabulary Concept Web

Directions: Write the vocabulary word in the center of the web as instructed by your teacher. Fill in the spaces of the web using words or images that relate to the vocabulary word in the center.



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ACTIVITY PAGE

**7.2**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



## LANGUAGE STUDIO 2: THE MIDDLE AGES

### Using Adverbs to Describe an Image

Directions: Write a description of the images below using adverbs.



Answers will vary.



Answers will vary.



Answers will vary.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**9.1**

ACTIVITY PAGE

### LANGUAGE STUDIO 2: THE MIDDLE AGES

#### Giving and Supporting an Opinion

Prompt: Attention! The King and Queen have decided to have serfs and other members of the lower class pay extra taxes so that the royalty and nobles can have more parties and jousting events. Pick a side and write a letter to the King and Queen either protesting or promoting their new decree.

Directions: Fill out the graphic organizer below to help develop your argument.

| Reasons   | Stating Your Opinion                          | Supporting Your Opinion                      |
|-----------|-----------------------------------------------|----------------------------------------------|
| Reason #1 | I think ...<br><br><b>Answers will vary.</b>  | Because ...<br><br><b>Answers will vary.</b> |
| Reason #2 | I believe...<br><br><b>Answers will vary.</b> | Because...<br><br><b>Answers will vary.</b>  |
| Reason #3 | In my opinion...                              | Because...                                   |
|           | <b>Answers will vary.</b>                     | <b>Answers will vary.</b>                    |

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ACTIVITY PAGE

**10.1**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

### LANGUAGE STUDIO 2: THE MIDDLE AGES

#### Giving Advice Using Modals

Directions: Underline the modal in each piece of advice from the teacher.

Example:

Student: I want to go to the movies without an adult.

Teacher: That probably isn't a good idea, because you are so young.

Student: I don't know how to do my homework.

Teacher: You should ask your teacher for help after school.

Student: Who should I choose as a partner for my big project?

Teacher: You must choose a partner who you work well with.

Student: I like soccer, but I'm not good at it. I want to quit the team.

Teacher: You will certainly get better the more you practice!

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**10.2**

ACTIVITY PAGE

### LANGUAGE STUDIO 2: THE MIDDLE AGES

#### Letter: Giving Advice

Directions: Write three sentences using modals to give a letter of advice to the King and Queen about their new tax proposal.

Dear King and Queen,

I am writing to tell you that I am for/against the new tax proposal.

Reason #1: **Answers will vary.**

\_\_\_\_\_

Reason #2: **Answers will vary.**

\_\_\_\_\_

Reason #3: **Answers will vary.**

\_\_\_\_\_

Your loyal servant,

**Student's Name**

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ACTIVITY PAGE

**11.1**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

### LANGUAGE STUDIO 2: THE MIDDLE AGES

#### Create Your Character

Directions: Draw a picture of your character and fill in the graphic organizer with details about them. Then translate the graphic organizer into a paragraph on the lines provided below.

**Answers will vary.**

| Question                              | Answer                    |
|---------------------------------------|---------------------------|
| What is your character's name?        | <b>Answers will vary.</b> |
| Is your character a serf or a knight? | <b>Answers will vary.</b> |
| How old is your character?            | <b>Answers will vary.</b> |
| What does your character look like?   | <b>Answers will vary.</b> |
| Where does your character live?       | <b>Answers will vary.</b> |
| What does your character like to do?  | <b>Answers will vary.</b> |

**Answers will vary.**

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

12.1

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### The Life of a Knight

Directions: Read the passages below. Then reread them and underline all the action verbs you can find.

#### If You Were A Knight



Young boy training to be a knight

Although you are still a servant, as a squire you are now responsible for grooming and saddling the lord's horses. You are also responsible for cleaning and polishing his armor. You learn how to fight while riding a horse. You learn to use other weapons, including a heavier lance. This part of your training lasts for several years.



Squires learned to fight with swords.

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If you are a successful squire, you might be knighthood by the lord. In what is called the dubbing ceremony, the lord taps you on the shoulder with the flat part of his sword. Then, a priest might bless you with a prayer.



King knighting a squire

#### The Way of the Knight



Knights were supposed to be brave in battle.

In France in the 1100s and 1200s, certain expectations about how knights should behave in society were developed. The term chivalry, which refers to a warrior horseman or knight, became the term used to describe these expectations. These ideas of chivalry spread to other European countries. Knights were expected to serve their lord. They were required to honor and protect the Church and weaker members of society.



A knight was expected to guard and protect weaker members of society.

They were also expected to treat other knights captured in battle as honored guests until a ransom was received. Sometimes it took months before a captured knight's family paid up. Once payment was received, the captured knight was free to go home.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

12.2

ACTIVITY PAGE

## LANGUAGE STUDIO 2: THE MIDDLE AGES

### The Life of a Serf

Directions: Read the passages below. Then reread them and underline all the action verbs you can find.

#### If You Were a Boy Serf

From an early age, you work a full day. You wake up just before sunrise and go to sleep when it is dark. For breakfast, you have rye bread and water, or perhaps watery ale. Even before the sun is fully risen, and regardless of the weather, you begin your work on the land. In springtime, you busy plowing and planting seeds. You assist in the delivery of baby lambs and calves. At midday,



Boy serf plowing fields



Boy serf chasing birds away from crops

you walk home for a simple meal of rye bread and maybe a small piece of cheese. After lunch, you return to work, cutting logs for the lord's fire.

In the summer months, you tend to the crops you planted in the spring. You keep the hungry birds and insects away from the growing crops.

Autumn, the time to harvest crops, is perhaps the busiest time of all. You help your mother and sisters pick fruits and berries, which they preserve and store for the winter. Using a simple tool called a scythe,



Boy serf harvesting grain

you harvest grain crops such as wheat, oats, rye, and barley. You help store the grain. A good harvest makes everyone, especially the lord, very happy. It means there is food to eat during the winter months. A good harvest is a time of celebration for all.

Nevertheless, you have to get used to having less food to eat in the wintertime, and to feeling hungry and cold more often than not. At times, your parents find it difficult to make ends meet. Even if ice and snow lay upon the frozen earth, you still have jobs to do. You have to feed and care for

the livestock. You repair fences and barns. All the while, you continue to work on your family's strips of land. Each evening as the sun is setting, you return home quite exhausted. You end your day with a meal called pottage that your mother or sisters have prepared. Pottage is a vegetable stew with grain and a tiny piece of meat or fish in it. After a good night's sleep, you will wake up and do it all again!



Serf family eating a meal together

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**12.3**

ACTIVITY PAGE

### LANGUAGE STUDIO 2: THE MIDDLE AGES

#### Setting the Scene

Directions: Fill in the graphic organizer with action verbs from the reading and sentences describing your character doing them. Then write a couple of sentences describing things your character does on the lines provided below. Draw a picture of your character doing one of these actions.

Images will vary.

| Action Verb        | Sentence Using the Action Verb                  |
|--------------------|-------------------------------------------------|
| ex. eats           | Daniel eats dinner with his family every night. |
| Answers will vary. | Answers will vary.                              |
| Answers will vary. | Answers will vary.                              |
| Answers will vary. | Answers will vary.                              |
| Answers will vary. | Answers will vary.                              |
| Answers will vary. | Answers will vary.                              |

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**13.2**

ACTIVITY PAGE

### LANGUAGE STUDIO 2: THE MIDDLE AGES

#### Giving and Supporting an Opinion: What Will You Do?

You've heard a rumor that there is a plague sweeping across the empire. You didn't believe it at first, but now people in your town are starting to get sick. Is it the plague? Or a coincidence? Do you stay or do you go?

Directions: Fill out the graphic organizer below to help develop your argument.

| Reasons   | Stating Your Opinion                   | Supporting Your Opinion          |
|-----------|----------------------------------------|----------------------------------|
| Reason #1 | I think...<br>Answers will vary.       | Because...<br>Answers will vary. |
| Reason #2 | I believe...<br>Answers will vary.     | Because...<br>Answers will vary. |
| Reason #3 | In my opinion...<br>Answers will vary. | Because...<br>Answers will vary. |

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ACTIVITY PAGE

**14.1**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



### LANGUAGE STUDIO 2: THE MIDDLE AGES

#### Making a Stronger Argument Using Modals

Directions: Fill in the blank with a modal or modals from the word bank that make(s) the argument stronger.

| Word Bank |          |        |           |
|-----------|----------|--------|-----------|
| can       | maybe    | must   | would     |
| will      | probably | should | certainly |

Example:

I think you Answers will vary. get a really good grade on that presentation because you worked so hard.

- I believe it Answers will vary. rain because the clouds are so dark and gloomy.
- It Answers will vary. be nice of you to help out a friend because it would make her feel happy.
- It Answers will vary. is not a good idea to take that route home because it is dark.
- I Answers will vary. enjoy playing basketball because I like being active.
- In my opinion, everyone Answers will vary. play an instrument because it teaches you discipline.
- You Answers will vary. go to school so you can learn all you can.
- The show Answers will vary. be exciting because it's my favorite band.
- You Answers will vary. won't like that food since you don't like spice.
- You Answers will vary. take that medicine because it will make you feel better.
- Maybe you Answers will vary. spend more time on your homework so you can get better grades.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**14.2**

ACTIVITY PAGE

### LANGUAGE STUDIO 2: THE MIDDLE AGES

#### Conflict Resolution

Directions: Draw a picture of your character's decision. Choose the modals you want to use to enhance your argument and fill in the graphic organizer. Then translate the graphic organizer into a paragraph on the lines provided below.

Images will vary.

| Modal              | Revised Sentence   |
|--------------------|--------------------|
| Answers will vary. | Answers will vary. |
| Answers will vary. | Answers will vary. |
| Answers will vary. | Answers will vary. |

Character's Name decided to Answers will vary.


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ACTIVITY PAGE

15.1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 2: THE MIDDLE AGES

The Aftermath

Directions: Write a couple of sentences about what happens to your character after he or she decided to stay or leave, using an adverb as your sentence starter. Use the Adverb Word Bank for guidance. Draw a picture to go along with your conclusion.

| Adverb Word Bank |               |             |         |
|------------------|---------------|-------------|---------|
| Tragically       | Unfortunately | Fortunately | Luckily |

Images will vary.

Answers will vary.

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ACTIVITY PAGE

17.3

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 2: THE MIDDLE AGES

Arabia and the Islamic Empire Rivals

Directions: Complete the sentence starters about each empire.

Arabia

We are distressed/nervous/neutral.

We want to keep benefiting from the Byzantine Empire trading without being involved in the conflict.

The Byzantine Empire

We are angry/powerful/demanding/greedy/controlling/bossy.

We want to control more territories/control the taxes over trading/become more powerful and influential.

The Persian Empire

We are angry/powerful/demanding.

We want to control more territories/control the taxes over trading.

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ACTIVITY PAGE

17.1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 2: THE MIDDLE AGES

Applying Meaning—Vocabulary Sentences

Directions: Complete the sentences using the vocabulary words.

- Taxes (noun)**  
People pay taxes to help the community build new roads. (varied answers)
- Caravan (noun)**  
The caravan carried glass goods (varied answers) through the desert.
- Merchant (noun)**  
My father is a merchant and sells goods at the market. (varied answers)
- Trade (verb)**  
Can I trade my sandwich (varied answers) for your apple? (varied answers)
- Rival (noun)**  
When competing against my rival, I felt nervous. (varied answers)
- Wealthy (adjective)**  
If I were wealthy, I would buy a big house for my family. (varied answers)

**Challenge:** Rewrite your favorite sentence on the line. Illustrate a picture that matches your sentence.

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ACTIVITY PAGE

17.3

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 2: THE MIDDLE AGES

Arabia and the Islamic Empire Rivals

Directions: Complete the sentence starters about each empire.

Arabia

We are distressed/nervous/neutral.

We want to keep benefiting from the Byzantine Empire trading without being involved in the conflict.

The Byzantine Empire

We are angry/powerful/demanding/greedy/controlling/bossy.

We want to control more territories/control the taxes over trading/become more powerful and influential.

The Persian Empire

We are angry/powerful/demanding.

We want to control more territories/control the taxes over trading.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**21.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 2: THE MIDDLE AGES**

**Meet General Vahan**

| Battle of Yarmouk                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><u>Muslim Army</u></p> <p style="text-align: center;"><b>25,000</b> troops</p> <p>Leaders: <u>Abu Ubayda</u> and <u>Khalid</u></p> <p style="text-align: center;">Illustrate the troops!</p> <div style="border: 1px solid black; height: 150px; width: 100%; margin-top: 10px;"></div> | <p style="text-align: center;"><u>Byzantine Army</u></p> <p style="text-align: center;"><b>80,000</b> troops</p> <p>Leader: <u>General Vahan</u></p> <p style="text-align: center;">Illustrate the troops!</p> <div style="border: 1px solid black; height: 150px; width: 100%; margin-top: 10px;"></div> |

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ACTIVITY PAGE

**21.3**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**LANGUAGE STUDIO 2: THE MIDDLE AGES**

Day One

Battle begins. The champions duel until one dies.

General Vahan feels surprised because the Muslims killed many Byzantines during the duel.

General Vahan comes up with a plan.

Day Two

General Vahan surprises the Muslims by attacking them during prayer time. The Muslims feel overwhelmed by the size of the Byzantine army, but they keep fighting.

Day Three

While General Vahan is attacking the right flank of the Muslim army, Khalid sends his men to attack the left flank of the Byzantine army! The Byzantine army makes no progress.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**21.3**

CONTINUED  
ACTIVITY PAGE

**LANGUAGE STUDIO 2: THE MIDDLE AGES**

Day Four

Abu Ubayda tricks General Vahan by using a new strategy.

The Muslim army attacks three different sides at the same time.

After this attack, the Byzantines begin to retreat.

Day Five

General Vahan offers a truce to the Muslim army.

The Muslims do not accept a truce so the battle continues.

General Vahan feels scared because he thinks he might lose and more men will die.

Day Six

The Muslim army attacks with great force.

The Byzantines left wing collapses. General Vahan orders a retreat because he knows the Byzantines have lost.

General Vahan is killed in battle.

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ACTIVITY PAGE

**21.4**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**LANGUAGE STUDIO 2: THE MIDDLE AGES**

**Meet General Vahan**

Directions: Complete the biography report.

**Biography Report**

|                                                      |                                                                                     |
|------------------------------------------------------|-------------------------------------------------------------------------------------|
| Person's Name: <u>General Vahan</u>                  |                                                                                     |
| Portrait:                                            |                                                                                     |
| Character Trait                                      | Example                                                                             |
| I would describe General Vahan as <u>confident</u> . | For example, <u>he thought he would win the battle because his army was bigger.</u> |

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**22.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 2: THE MIDDLE AGES**

**Adjectives and Nouns**

An **adjective** tells about a noun.  
It can tell the noun's color, size, shape, and much more.

A **noun** is a person, a place, a thing, or an idea.  
Usually you can look at it, touch it, or pick it up.

Here are some adjectives:

rich fast strong big hot tasty

Here are some nouns:

desert emperor spices horse sword ship

*Directions: Read the sentences. Write a word in the blank so the sentence makes sense. Use the words in the lists above. Only use words that have not yet been used.*

1. The soldier rode into battle on a strong horse.
2. The soldier carried a big sword in his hand.
3. The soldier was fighting for a rich emperor with lots of money.
4. The battle took place in the hot desert.
5. Some people in the Middle Ages traveled over the oceans on fast ships.
6. They bought and sold tasty spices.

**Ask and Answer Questions**

*Directions: Ask your partner the questions. Record your partner's answer.*

**My Question:** What is your favorite color?

**My Partner's Answer:** Answers will vary; possible answer: my favorite color is green.

**My Question:** What animals do you like best?

**My Partner's Answer:** Answers will vary; possible answer: the animals I like best are rabbits and birds.

**My Question:** Who are some people in your family?

**My Partner's Answer:** Answers will vary; possible answer: my mother, my father, my sister, and my grandfather are all people in my family.

**My Question:** What did you eat for lunch yesterday?

**My Partner's Answer:** Answers will vary; possible answer: I had a fish sandwich for lunch yesterday.

**My Question:** What do you like to do with your friends?

**My Partner's Answer:** Answers will vary; possible answer: I like to play basketball with my friends.



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**23.1**

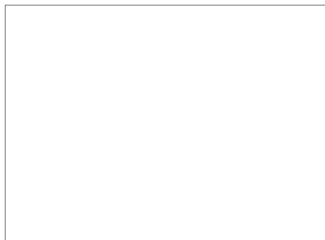
ACTIVITY PAGE

**LANGUAGE STUDIO 2: THE MIDDLE AGES**

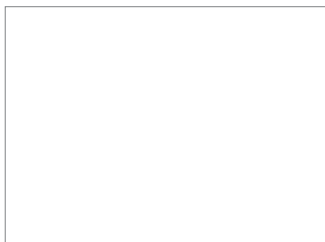
**Phrases with Adjectives and Nouns**

*Directions: Read the sentences. Underline the noun. Circle the adjective. Then draw a picture to show what the sentence is telling about.*

1. Where is my red hat?



2. Look at that big dog!



ACTIVITY PAGE

**23.1**

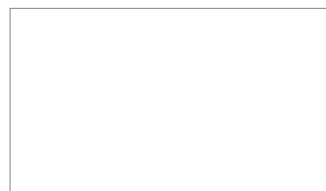
CONTINUED

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



**LANGUAGE STUDIO 2: THE MIDDLE AGES**

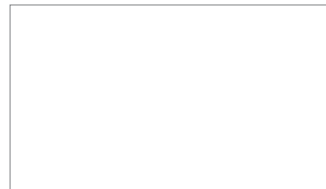
3. This is a funny car.



4. Sit by some green trees.



5. Put the soft pillow on a long bed.



# Core Knowledge Language Arts

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#### Contributors

Cletis Allen, Nanyamka Anderson, Raghav Arumugan, Rosalie Asia, Dani Aviles, Olioli Buika, Bill Cheng, Sherry Choi, Stuart Dalgo, Claire Dorfman, Angelica Escalante, Edel Ferri, Rebecca Figueroa, Nicole Galuszka, Rodrigo Garcia, Parker-Nia Gordon, Danae Grandison, Ken Harney, Elisabeth Hartman, Molly Hensley, David Herubin, Isabel Hetrick, Sara Hunt, Sarah Kanu, Ashna Kapadia, Jagriti Khirwar, Kristen Kirchner, James Mendez-Hodes, Emily Mendoza, Francine Mensah, Christopher Miller, Lisa McGarry, Marguerite Oerlemans, Lucas De Oliveira, Melisa Osorio Bonifaz, Emmely Pierre-Louis, Jackie Pierson, Sheri Pineault, Diana Projansky, Dominique Ramsey, Todd Rawson, Darby Raymond-Overstreet, Max Reinhardsen, Jessica Roodvoets, Mia Saine, Zahra Sajwani, Natalie Santos, Meena Sharma, Jennifer Skelley, Nicole Stahl, Julia Sverchuk, Flore Thevoux, Elizabeth Thiers, Jeanne Thornton, Amanda Tolentino, Julie Vantrease, Paige Womack, Amy Xu, Jules Zuckerberg

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