

CONNECTIONS

English Language Learner Teacher Resource

Grades 6–8



Perfection Learning®

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Connections and English Language Learners

Connections English Language Arts

Connections for Grades 6–8 is an ELA program designed to teach students close reading as a method for understanding complex texts. Students are required to dive deeper into shorter sections of engaging texts from both classic and modern sources. *Connections* teaches students to read a text three times, to ask questions that first help them to gain a basic understanding (*What? Who?*) of a text, and then to progress to deeper ideas of evaluation (*Why? How?*), and finally to synthesis and application (*So what? What else?*). Reading passages in the student worktext and in the digital Engage platform are designed for students to annotate the text by writing questions, noting key vocabulary and ideas, and jotting down inferences in the My Thoughts column to the side of the text. For more details on components of the *Connections* program, see the *Connections* Teacher Wraparound Edition.

English Language Learners and Connections

English Language Learners will benefit greatly from the philosophy and design of *Connections*. Within the Teacher Wraparound Edition, specific strategies are offered to assist English Language Learners as they participate in the reading, writing, and speaking and listening activities in the curriculum. In the bottom, shaded channel, you will find strategies, sentence frames, and links to helpful graphic organizers within this resource.

This ELL Teacher Resource provides information crucial for providing the best learning environment for ELLs within the ELA classroom. This section of the resource will provide general information to help you understand the uniqueness of the ELLs in your classroom and best practices for ensuring their success.

Understanding ELLs

As you know, students are not blank slates that show up in the classroom ready to learn. Every student is an individual human being impacted by multiple emotional and intellectual influences. Newcomers to the United States have even more influences impacting them than traditional students. To gain an understanding of a specific student, teachers must consider cultural differences, past education the child has received, the culture of the home and family, language similarities and differences, and the student’s language acquisition level.

Cultural differences will impact a student’s background knowledge and sensitivity to content. Depending on the culture, males and females may have different roles in the family and varying expectations of behavior. Education may have been prioritized in their country of origin, or it may have been unavailable or unattainable based on social status. How parents perceive school is also cultural. Some cultures place the responsibility for learning solely on the schools; parents have little to no role in the child’s education. As a result, some parents may not require students to do their homework or feel the need to meet with teachers for conferences. Communication of student—and parental—expectations will need to be shared with patience and sensitivity.

Past education plays a large role in understanding a student. If the student has had rigorous education in the past and is literate in their native language, they will usually be able to transfer their native-language reading and writing skills into English reading skills quite rapidly. If the student has never or rarely attended school or is illiterate in their native language, they will have a larger gap to bridge because they will not have a previous language skill set or an understanding of school environment and culture. Students may also have difficulty adjusting to the classroom environment. Explain and use gestures to communicate classroom procedures such as raising a hand and waiting to be called on. Provide the General Expressions for the Classroom handout (p. 14) to support students. Encourage them to write down common phrases they hear in the classroom.

Connections and English Language Learners *(continued)*

Home life can be very different for every student. Depending on their culture, students may live with immediate and extended family in the same house. Even young students may be expected to take on family responsibilities of cooking, cleaning, or caring for younger siblings. If the parents do not speak English, the student may be needed to act as the interpreter for the family and undertake adult roles such as registering for school, going to doctor appointments, paying bills, and reading mail and other correspondence. Emotionally, students may experience greater stress because they must function both as an adult and as a child.

An understanding of language similarities and differences can aid in teaching new language structures and help you understand errors in writing and reading. When teaching writing, research differences in sentence structure and grammar. For example, many Spanish speakers write *the car blue* instead of *the blue car* because in Spanish the adjective comes after the noun instead of before the noun. When teaching reading, it is helpful to identify differing sounds of the same letters. In Spanish, vowel sounds differ. The *i* in Spanish is pronounced as a long *e* in English, the letter *j* is pronounced like the English *h*, and *ll* is pronounced like the letter *y*. When a Spanish speaker is reading, decoding errors will occur because of these letters. When you understand language differences, you will be able to distinguish between a reading comprehension error and a language processing error.

Finally, a student's language acquisition level is also an important part of meeting the needs of ELLs in the classroom. The following section will explain leveling in more detail.

Connections and English Language Learners *(continued)*

Language Acquisition Levels

Knowing a student's current language abilities is crucial to creating learning activities that will meet them where they are and move them closer to language mastery. With the help of your school's ELL teacher, students are identified on a language acquisition scale, based on their English language ability.

Note: The levels below are based on the Texas English Language Proficiency Standards (ELPS) and World-Class Instructional Design and Assessment (WIDA) Standards. The notations in the parentheses correspond to the WIDA English Language Proficiency Standards.

Summary	Descriptors
Beginning (Entering/Beginning) Students have little or no ability to read and understand English used in social and academic contexts.	These students <ul style="list-style-type: none"> • can read simple sentences that have been practiced, have been memorized, or are highly familiar. • are highly dependent on picture cues and prior knowledge to acquire meaning from English texts. • are able to point to pictures or symbols and match them to words. • can understand the meaning of a few high-frequency English words and environmental print. • can locate and classify information.
Intermediate (Developing/Expanding) Students have the ability to read and understand simple, high-frequency English used in routine academic and social contexts.	These students <ul style="list-style-type: none"> • are able to read and comprehend text when provided with background knowledge, predictable story lines, familiar topics, and/or simple sentences. • can understand everyday oral language, high-frequency words, and concrete vocabulary and may understand abstract language for basic feelings. • are able to decipher the main idea and provide details as well as interpret information with supports. • can recognize more language patterns, word families, routine academic language, and environmental print. • may find it difficult to decode English words with sounds and sound relationships that are different from their native language. • can recognize language structures and apply basic and some higher-order comprehension skills with support.

Connections and English Language Learners *(continued)*

Summary	Descriptors
Advanced (Bridging) Students are able to read and understand grade-level texts with some visual and linguistic support.	These students <ul style="list-style-type: none"> • understand concrete and abstract vocabulary, figures of speech, and multiple-meaning words with appropriate support. • comprehend grade-level text with support and read longer phrases. • are developing familiarity with English language structures. • can apply basic and higher-order comprehension skills with less support.
Advanced High (Reaching) These students are able to perform at grade-level norms and are comparable to their grade-level, native English-speaking peers.	These students <ul style="list-style-type: none"> • read grade-level text with appropriate fluency, accuracy, and comprehension. • read and understand new and academic vocabulary comparable to their English-speaking peers, with some support needed for low-frequency or specialized vocabulary. • conduct research from multiple sources to gain information, draw conclusions from explicit and implicit text, and apply basic and higher-order comprehension skills independently. • require minimal visual and linguistic support for grade-appropriate text.

Note: Not all students who are new to the United States are placed at the Beginning stage of language acquisition. Some may have had prior English instruction. Research shows that it can take a student 3 to 5 years to obtain oral proficiency and 4 to 10+ years to acquire the academic English language at grade-level norms. Some factors that can affect the rate of learning are educational background, cultural background, prior trauma, and age of the student upon arrival. Expectations must be adjusted to account for these factors.

Although it may seem overwhelming to have multiple students with differing language abilities in your classroom, there are a great many benefits. ELLs bring a myriad of experiences, cultures, and knowledge to the mix, adding a depth of cultural learning to the classroom. Learn from the students and celebrate them along the way! Creating a warm environment encourages other students to welcome ELLs as fully equal and valuable partners in learning.

Sheltered Instruction in the ELA Classroom

Sheltered instruction is a method of teaching content area skills to ELLs as they move toward English acquisition. Sheltered instruction allows for ELLs to learn grade-level skills within the content area classroom while improving their grasp of English. While sheltering strategies are often used with more proficient English language learners in the content area classroom, these same strategies can also be used effectively with beginning language learners. Although several models of sheltering strategies are prominently used in schools, including Cognitive Academic Language Learning Approach (CALLA; Chamot & O'Malley, 1986), Specially Designed Academic Instruction in English (SDAIE; Echevarria & Graves, 2007; Peregoy & Boyle, 2008),

Connections and English Language Learners *(continued)*

the Sheltered Instruction Observation Protocol (SIOP) Model (Short & Echevarria, 1999), and Guided Language Acquisition and Design (GLAD; Brechtel, 2001), they all share some similar features:

- focusing on content and language objectives
- using strategies for making content more understandable for students, including
 - explicitly teaching content vocabulary, academic vocabulary, and language structures of the content area
 - using graphic organizers and visual representations to teach difficult concepts
 - using cooperative learning to increase comprehension of content and promote language acquisition through speaking and listening

Most ELA teachers are familiar with the content area objectives that guide their instruction. However, in order for ELLs to be successful, objectives will need to be adapted to include purposeful teaching of academic language and vocabulary. Language objectives should flow out of content standards but also identify the language needed to fully participate in the lesson and meet the content standards. Here is an example of how a content objective can be adapted for sheltered instruction.

Content objective: Students will analyze the events in a short story.

Language objective: Students will be able to write an analysis of the events in a short story using the following words and phrases: *first, next, then, after, finally, exposition, character, conflict, rising action, climax, falling action, and denouement*.

Connections helps teachers identify and write language objectives for each chapter by providing Chapter Goals and Preview Academic Vocabulary sidebars in the Preview Concepts section of each chapter. These can be used to inform the writing of appropriate language objectives. ELA teachers can work with their school ELL instructors to also identify appropriate English language proficiency standards. Based on these standards and student abilities, teachers can tweak the language objectives so that the manner in which mastery is demonstrated is appropriate to both content and proficiency objectives used by your state. For example, students may be required to orally explain the plot of a story instead of to write about it. For a lesson plan template to assist in adapting lessons for sheltered instruction, see pages 12–13 of this resource.

Communicate objectives to students so that they can understand the goals and fully participate in their learning. Display language objectives and have students write them in their response journals or interactive notebooks. Have students assess their progress throughout the lesson. Use these personal check-ins as formative assessments. Be prepared to offer more scaffolding as needed.

The second part of sheltered instruction is to use strategies that make content more accessible to ELLs by teaching content and academic vocabulary, using graphic organizers and visuals, and using cooperative learning. Here is where you will find support for these crucial areas:

Teaching vocabulary— Pages 18–20 of this resource explain how to adapt the support provided for teaching academic and content area vocabulary in *Connections*.

Using graphic organizers and visual representations—The ELL support in the bottom channel of the *Connections* Teacher Edition provides suggestions for using graphic organizers and visuals. For reproducible graphic organizers, see pages 49–71 of this resource.

Creating Effective Groups—Cooperative learning is also emphasized in ELL Support in the *Connections* Teacher Edition. Details for grouping students are provided in the next section.

Using Multilevel Grouping with ELLs

Collaborative learning through small groups is a key component of *Connections*. The teacher support within the Teacher Wraparound Edition recommends placing ELLs into multilevel groups to complete reading, writing, and speaking and listening activities. Data shows that students at every language acquisition level will benefit from working in pairs and small groups. Even students who are going through a “silent period,” in which they make no attempt to produce language in any capacity, benefit from the interaction with peers who are farther along on their journey of learning English.

Placing students in a variety of leveled groups helps facilitate their language acquisition. When creating groups, take into consideration several qualities: Be aware of each student’s native language, English language strengths and needs, content knowledge in the native language, and prior academic performance. Other variables include friendships, gender, and self-identified race/ethnicity. Again, work with your school ELL instructor to identify students accurately so that you can place them into groups that will benefit them.

Multilevel/Heterogeneous groups: (This grouping is recommended for most of the activities found in the ELL Support in the *Connections* Teacher Edition.) In these groups, more proficient and less proficient students are grouped together. Some experts recommend pairing a student with a partner who is one proficiency level higher in English than they are. This manner of grouping offers growth for students of all abilities. More advanced ELLs provide support for less advanced ELLs because advanced students’ writing and speaking provides a model for the less advanced students to follow. More proficient students understand the struggles that a newer speaker faces, and they can help them overcome these obstacles. Less proficient ELLs negotiate meaning and receive feedback from more proficient speakers. However, teachers should encourage more proficient English speakers to foster ELLs’ language development by engaging them and not merely doing the work for them. One method for teaching feedback skills is to model them using a fishbowl activity. The teacher plays the role of a more proficient language learner in a group with less proficient learners. This model group sits in the center of the classroom as the rest of the class observes. The teacher can model appropriate conversational discussion skills including the following:

- asking for clarification or elaboration
- checking for comprehension
- repeating, rephrasing, or summarizing the main points
- handling disagreements
- taking turns
- giving positive feedback

Finally, language acquisition can be enhanced by using group work as a vehicle to create new knowledge together by providing tasks that are open-ended. In this way, group work is truly collaborative and allows less proficient students to be full and active participants.

Connections and English Language Learners *(continued)*

Homogeneous groups: On occasion, grouping students who are at the same level can be beneficial. Less advanced ELLs who speak the same native language may benefit from working together and being allowed to complete an assignment in their native language. Researchers have also suggested that when the content is especially demanding or when there are many ELLs in a class, homogeneous grouping can help provide extra support to be successful. Homogeneous grouping can provide growth socially as less advanced students gain confidence to lead the group. In groups of more proficient speakers, students will learn how to use their discourse skills by engaging in active listening and taking turns speaking. Grouping highly proficient ELLs may also provide benefits such as challenging students to advance in their understanding of academic language.

Same native language groups: Grouping students with peers who speak the same language provides interactive language support. Students are also able to use their native language to help explain, clarify, summarize, or extend the meaning of content presented in English.

Different native languages groups: Grouping students with differing native languages encourages reticent ELLs who need a nudge to participate in English. Heterogeneous language grouping allows students to find connections with others from different cultural backgrounds.

Remember to continually evaluate the effectiveness of the groups within your classroom. As students advance in their language acquisition, you may need to change the groupings so that students continue to grow.

More Ideas for Sheltering Instruction

The following section offers further strategies to use when sheltering instruction for the ELA classroom.

Comprehensible input: This refers to using language that allows ELL students to understand instruction, despite not knowing all of the English words used and all language structures. Make your speech accessible by simplifying language without dumbing it down. Speak in short, direct sentences and avoid slang and jargon. For example, instead of asking the question, *What were the essential needs of the character?*, ask, *What did the character need the most?*

Modeling: Demonstrating a task as you explain it verbally will raise students' self-confidence about attempting new skills and will ultimately help students complete a task effectively. Scaffold modeling by practicing the tried-and-true concept of "I do, we do, you do." First, the teacher models, then the teacher and the student practice the task together, and finally, the student completes the task independently.

Language-rich environment: Displaying anchor charts, word walls, and student writing; creating a classroom library of books; displaying a wall of open responses; and reading aloud to students are a variety of ways to create a language-rich environment in the classroom. This provides multiple ways for students to engage with new words and word patterns every day. Keep displays uncluttered to avoid overwhelming students.

Corrective feedback: Giving corrective feedback helps ELLs acquire English successfully. Two types of feedback are implicit and explicit. An example of implicit feedback is correcting a student who makes an error by repeating what he or she stated but using correct words. When using explicit feedback, the teacher identifies the error, says the sentence correctly, and then has the student restate the sentence correctly. As much as possible, match the feedback to the needs of the student.

Connections and English Language Learners *(continued)*

Jigsaw technique: This method is a way for students to collaborate on a task and then learn from and teach others. Students are placed into groups to complete a task, such as to conduct research, to write a paragraph, or to read part of a passage. Then students divide into new groups made up of a member from each of the previous groups. Students teach each other what they learned or share their writing. In this way, all students have ownership of the task and also are accountable to members of the group.

Think-Pair-Share (TPS): TPS is a collaborative learning strategy where students have the opportunity to formulate a personal response. When a teacher asks a question, students have time to think of an answer on their own. Then each finds a partner and shares his or her response. This strategy provides differentiated instruction for ELLs by inviting all students to participate in learning instead of the teacher asking a question and getting a response from one volunteer.

Reflection/Journaling: Reflecting on learning can be a powerful way for students to take ownership of their own progress and also to develop metacognitive awareness. During the lesson and after the lesson, students can take time to reflect on what they learned, write questions they have, and note what was challenging and what was easy. Reflection also gives teachers insight into what the student is thinking and can provide insights for improving future instruction. Students who cannot yet write in English can reflect by writing in their native language or drawing pictures. Keeping digital journals on Google Docs or another shared site makes it easy for the teacher to check on students' progress and adjust instruction as needed.

Translation tools: Online resources can be used to translate text and vocabulary words and provide visual support for unfamiliar words or concepts. One of the most versatile and expanded online translating sites is Google Translate. The Google Translate app can be downloaded for iPads and cell phones.

Student dictation: For students who are learning to write in English, provide the option of completing assignments using a dictation site or app like the voice typing option in Google Docs. Students can use a headset with a microphone or speak directly into a computer or tablet, and Google Docs will type what is said. Another option is to have students dictate their response to a student or teacher.

Use of native language: Allow students to talk with peers who speak the same language as they discuss and clarify reading assignments or complete tasks. Doing so encourages students to participate in an activity even when they are not fully proficient in English. Having students read about a topic in their native language before they study it in English can provide background knowledge and deepen the students' learning experience.

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Markos, Amy and Jennifer Himmel. "Using Sheltered Instruction to Support English Learners." CAL Practitioner Brief, March 2016. www.cal.org/siop/pdfs/briefs/using-sheltered-instruction-to-support-english-learners.pdf

WIDA Focus on Group Work for Content Learning, Focus Bulletin, WIDA Consortium, March 2013. <https://www.wida.us/professionaldev/educatorresources/focus.aspx>

Sheltered Instruction Lesson Plan

Date:	Unit/Theme:
Class/Group and Proficiency Levels:	
Content Objective(s):	Language Objective(s):
State Standard(s):	Higher-Order Thinking Question(s):
Key Vocabulary:	Supplementary/Adapted Materials:

(over)

SIOP Features*		
Scaffolding	Grouping Options	Activities
<input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice	<input type="checkbox"/> Whole Class <input type="checkbox"/> Small Groups <input type="checkbox"/> Partners <input type="checkbox"/> Independent	<input type="checkbox"/> Hands-on <input type="checkbox"/> Meaningful <input type="checkbox"/> Linked to objectives <input type="checkbox"/> Promote student engagement
Language Skills	Assessment	Other
<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening	<input type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/> Written <input type="checkbox"/> Oral	<input type="checkbox"/> Links to background <input type="checkbox"/> Links to past learning <input type="checkbox"/> Learning strategies <input type="checkbox"/> Comprehensible input

*The items checked above should be reflected in the lesson sequence below.

Lesson Sequence:

Reflection:

General Expressions for the Classroom

Asking for help

What does . . . mean?
 How do you say . . . in English?
 How do you spell . . . ?
 Can you say it again, please?
 I don't understand.
 I'm sorry. Can you say it again?
 Is this okay?
 What are the directions?

Responding to questions

I think it means
 The story says
 I don't know.
 The answer is

Working with a group

What did you [put/write] for number _?
 I wrote
 I agree. / I do not agree.
 What do you think?
 I think that's right. / I think that's wrong.
 Let's ask the teacher.
 Whose turn is it?
 It's my turn.
 It's his/her turn.
 You start.
 I will start.
 I think we are finished.



I have a question.



What is your answer?

Words to Know in the Classroom

name	directions	question	ask
answer	right	incorrect	explain
read	listen	think	read

Support for Teaching ELLs in Connections

Teaching Close Reading

Instruct students to look at the Read, Reread, and Read Again section on page 6 of the Student Book. See p. xvi (Grade 6 and 7) or p. xiv (Grade 8) of the Teacher Guide for a reproducible handout of this page. If needed explain the terms *reading*, *first*, *second*, and *third*. Explain that these terms will be used throughout the text and point to the text feature icon for First, Second, and Third Reads in the Student Book.

Write or display the following:

Reading Closely

1. Read slowly. (*Stretch out the syllables in slowly to demonstrate.*)
2. Think about the text. (*Tap forehead.*) Ask: *What does it say?*
3. Reread the text. (*Demonstrate reading the text several times.*) Think. Ask: *How does the writer explain the ideas?*
4. Reread the text again. Think. Ask: *Why is this important?*

Explain that you are going to practice the steps of close reading by looking at a commercial. Show students the commercial “Dorito Dogs” on YouTube: <https://youtu.be/MNRAdrB9TSs>. This commercial contains mostly music and a few words of dialogue. Tell students they should watch and notice important details that help them understand the video.

Intermediate and Advanced ELLs: Play the commercial through without stopping. Then ask the students what the commercial is about, or *What does this say?*

Play the commercial a second time. This time stop the video at key points: the dogs looking longingly into the grocery store window, the sign that says “No dogs allowed,” etc.

Each time you pause ask: *How does this help you understand what it means?*

Play the commercial a third time without stopping. Afterward, ask: *Is this a good commercial? Why or why not? Does it make you want to buy Doritos? Why or why not?* Emphasize the importance of visual clues to make inferences about the meaning of the commercial.

Have students form multilevel pairs or small groups. Repeat the steps above with another commercial suggested in the teacher guide in the Introducing Close Reading section on p. xiii (Gr. 6 and 8) or p. xv (Grade 7). Guide students through the process of watching the commercial and answering the questions.

Hold up a book and explain that this process of reading and rereading a passage will help them better understand what the text says.

Beginning ELLs: To help students understand the process of close reading, write the following on the board before viewing the commercial.

1. Read. Question: What?
2. Reread. Question: How?
3. Reread. Question: Why? Good? Bad?

After viewing the Doritos commercial, reteach the process using a simple print advertisement before transitioning to using the process with a reading passage. See pages 16–17 for print ads or choose from others found here: https://www.boredpanda.com/creative-print-ads/?media_id=creative-print-ads-41.

Name _____

Teaching Close Reading Advertisement Activity

Follow these steps to closely read this advertisement.

1. Read. Answer questions: What? What is this saying?
2. Reread. Answer questions: How? How does it say it?
3. Reread. Answer question: Does it make you want to do something?



Teaching Close Reading Advertisement Activity *(continued)*

Follow these steps to closely read this advertisement.

1. Read. Answer questions: What? What is this saying?
2. Reread. Answer questions: How? How does it say it?
3. Reread. Answer question: Does it make you want to do something?



Support for Teaching ELLs in *Connections* (continued)

Teaching Vocabulary

On the first page of each chapter in the Student Book there is a sidebar with a list of Academic Vocabulary words that students will encounter in the chapter. The Teacher Edition also identifies and defines key vocabulary words from the reading passage.

Academic vocabulary is difficult for ELL students to master. Here are some helpful tips:

- Limit the number of new vocabulary words. Choose the most important words from the Academic Vocabulary sidebars in the Student Book. This will prevent students from being overwhelmed. Match the number of words to the student's ability.
- Display the word and practice saying the word with correct pronunciation. Clap the syllables and spell the word.
- Have students look up the word in their native language using an online dictionary if possible. Work with students to identify any words from their native language that are cognates or have similar spellings or pronunciations.
- Provide visual and linguistic supports, including videos, photographs, pantomime (acting), drawing pictures, and showing realia. Visual aids and Total Physical Response (TPR) are key supports when teaching ELLs vocabulary. TPR is a language teaching method in which a physical action is paired with words or phrases. For example, instead of asking the question of why something was good or bad, pair good with a smile and thumbs up, and bad with a frown face and thumbs down. Online pictures and videos contribute to building important background knowledge needed for language acquisition. Visual aids provide students with another avenue of comprehending the new vocabulary.
- Display new vocabulary in the classroom. Word walls are an excellent way to display vocabulary words.
- Have students keep a personal dictionary of words they have learned. ELLs may use a section of their response journals for this purpose. Another option is to have students keep a file of vocabulary words on Google Docs.
- Students can fill in a Frayer model template (see page 49). Advanced students can fill in the template with words; beginning students can draw pictures or download images from the Internet to enhance their understanding of vocabulary terms.
- Provide multiple opportunities for students to hear, see, and write the word in a variety of contexts—in the classroom, in a video, online, etc.

Below is a list of further activities to aid in teaching academic vocabulary in the classroom.

Vocabulary memory: This take on the traditional matching game helps beginning ELLs learn basic vocabulary. Create pairs of cards with a vocabulary word and a picture that represents the word. For more advanced students, create cards with words and definitions. Players take turns turning over two cards at a time, trying to match the word and its picture or definition. When they find a match, they get to keep the cards.

Support for Teaching ELLs in *Connections* (continued)

Vocabulary flashcards: Have students create flashcards with the following information.

Side 1: Vocabulary Word

Drawing

Circle a number based on their understanding of the word:

- 1 - I have never heard this word.
- 2 - I have heard it but I don't know the meaning.
- 3 - I know the word but I haven't used it.
- 4 - I use this word and fully understand the meaning.

Side 2:

Word in English

Word in native language

Definition in their own words

Sentence using the word

Synonym/Antonym

Examples/Nonexamples

Once students have successfully learned the word on a card by passing an informal or formal assessment, they should draw a star on the front. When they have earned three stars on a card, the word can then be retired to their “mastered” card pile.

Word web: Word webs teach students about word relationships. Display a single vocabulary word in the center of a page or a wall. Have students think of words that relate to the center word. Related words might include synonyms, antonyms, and examples. Display related words around the center word, attaching them with lines to indicate relationship. Support beginning students by including pictures with the words.

Concept sort: A concept sort is a vocabulary and comprehension strategy used to familiarize students with new topics and vocabulary. Display a graphic organizer with vocabulary words at the top and concepts related to the vocabulary word on the side or cut out for students to sort. For example, with the vocabulary word, *morality*, the following concepts could be included in the sort: *lying*, *cheating*, *caring for*, *helping*, and *sharing*. To modify this activity, pictures of the concepts can be used for beginning learners, single words can be used with intermediate learners, and scenarios can be used for advanced learners. Students would place the picture, word, or scenario in the correct category.

Support for Teaching ELLs in *Connections* (continued)

Draw, Act, Define, Read (DADR): DADR is a game for the entire class, played in partners or small groups. Display the current chapter's vocabulary words on the board or classroom wall as a reference for students. If there are more groups/pairs than words, use vocabulary words from previous weeks to ensure all partners will have a different word. This will allow students to review previously learned vocabulary words, which will also help them learn current vocabulary words. Write the vocabulary words being used on notecards. Have each pair of students choose a notecard but not tell the rest of the class which word they chose. Give pairs two minutes to create a drawing of the word (or act out a word). Bring the class back together and have each pair show their drawing. The rest of the class tries to guess the word. Play continues until all groups have shown their drawings. Then students put their words back into the pile and draw a new word. For this round, pairs must act out the word without speaking. For the third round, pairs must write a definition for the word, and for the final round, students must use the word in a sentence and read the sentence to the class.

Teaching Reading Passages

Visual and linguistic supports are crucial for an ELL student to comprehend reading passages. There are several strategies and supports that can be put into place to help assist in an ELL student's reading comprehension of the passages in *Connections*.

Preview the text: Provide the student with visuals or a video that correlates with the text to enhance background knowledge. When possible, links to videos or audio recordings of a passage in *Connections* are provided in the bottom, shaded channel of the Teacher Edition. Preteach the vocabulary words listed in the Teacher Edition. Define any other unknown words that will hinder students' understanding of a passage. If available, have students read the text in their native language first, before giving them the English version of the text. Finally, have students read through the text and circle or write down any unknown words.

Multiple reads: Reading a text multiple times is very helpful for ELLs. Three reads of a text is embedded into every chapter of *Connections*. This provides students with the opportunity to increase their understanding of a text by digging deeper with each read.

Break apart the text: To avoid overwhelming the student and to aid comprehension, break up the text into several sections. Read through one section and talk about the meaning. Once you are confident that the students understand the section, move on to the next. Continue until the entire passage is read.

Listen to passages in *Connections*: During one or more of the readings in each chapter in *Connections*, read the passage aloud or listen to an audio version of the text. As they listen, students should follow along in their books. Read slowly or slow down the speed of the audio version for optimal comprehension. Read-alouds spark student interest in a variety of genres and excite the students to want to read on their own. Hearing a passage read aloud can help initiate discussion, promote listening comprehension, and can be used to model reading strategies. It also helps improve fluency.

Questioning: Questions should be used before, during, and after reading to further students' thinking about the text. Asking open-ended questions (instead of yes-or-no questions) requires students to use higher-level thinking skills and to support their answers with evidence.

Questioning students before the reading will help you gain an idea of what the student knows and will also provide background knowledge about the subject matter. If the student is unable to answer questions about the text before reading, provide a visual support such as a video or pictures. Afterward, ask the same questions to see if background knowledge has increased.

Support for Teaching ELLs in *Connections* (continued)

Questions during the text should be targeted at comprehension. Ask questions that help students understand the central ideas of a text. If they are unable to answer a question, they should reread and then ask for help.

After reading, questions can be used to evaluate overall comprehension. As much as possible, use open-ended questions, providing sentence starters to support student answers. Questions should be explicit and be simplified if needed.

Task and wait time: Provide the student with adequate wait time when answering questions. Students need time to process the question, formulate and answer, and then translate their answer into the target language. Also give extended time for students when they are completing a task.

Discuss: Help students learn speaking skills by asking open-ended questions instead of yes-or-no ones. Provide sentence frames for the students that will spark conversation about the text. Sentence frames for many of the Write and Speak and Listen activities are provided in the Teacher Edition or as student handouts in this digital guide.

Annotate: Model how to annotate a passage. Use the Annotating a Text student handout on pages xv–xvi (Grade 6 and 8) or pages xv–xvi (Grade 7) but simplify the notations to the following: ? – questions, * – connections, ! – “aha” moments, circle unknown words.

Graphic organizers: As you read the text aloud or have students read the text on their own, have students fill in a graphic organizer to aid comprehension. Use a graphic organizer that is appropriate to the text structure, such as the main idea and supporting details graphic organizer for informational text or a story organizer for narrative text.

Retell/Summarize: Have students stop at the end of each section or page and write a short summary on a sticky note. If they are unsure of what to write, have them go back and reread. Less proficient learners can offer a verbal summary or draw a picture on the sticky note.

Dictionaries: Provide students with print or digital dictionaries. Access to an online translation dictionary is a valuable resource. Picture dictionaries are useful because they incorporate an image paired with the word. Another great resource is Google Translate, which has the capability of translating more than 100 languages. It will even translate 37 languages into pictures. With Google Translate, you can type in website links and the entire site will translate into a specified language. You can also type in words or phrases to translate, speak words to translate, or take a picture and a word will appear for the picture. With the app, you can place a phone or an iPad over a text and it will automatically translate the entire page.

Visual aids: Pair a text with pictures or a video to further the students’ understanding. Again, many of the passages in *Connections* have links to video or audio recordings, which are provided in the bottom channel of the Teacher Edition. Turning on subtitles and slowing down the speed of the video will help with comprehension.

Quick draw/visualization: During a read-aloud or independent reading, stop students and have them visualize what is happening in the story with a quick draw. Give students a short amount of time (under two minutes) to draw what is happening or provide the students with a prompt. Prompts could relate to describing the characters or the setting, explaining what they would do if they were a character in the story, making predictions, drawing conclusions, etc.

Quick write: This is similar to a quick draw, but instead of drawing, have the students write. Give students two minutes or under to answer a guided question, freewrite about the text, or write questions they have about the text.

Support for Teaching ELLs in *Connections* (continued)

Using Connect to Testing and Assessments

Students may find that testing in the United States is very different from testing in their country of origin. Some students may have never taken a test before; others will not understand the importance of high-stakes testing. The Connect to Testing sections, the Practice Performance Tasks, and the formative and summative assessments in *Connections* can be used to review key concepts, evaluate student progress on meeting objectives, and provide a resource for students to review key concepts over which they will be tested. The following suggestions will help ELL students:

Teach academic vocabulary found on tests: Point to the instruction lines or directions in a test or to a numbered question. Ask students to circle words that explain what they have to do to complete the question. Discuss the circled words and also identify and teach other important academic vocabulary found on many tests: *explain, define, describe, classify, conclude, similarities, and differences*.

Explain common question types: Model how to answer multiple-choice questions by eliminating incorrect answer choices and choosing one correct answer. Explain that some questions have two parts. Part A asks a question about a reading passage, and Part B asks them to explain which line from the text supports or explains the answer to Part A. Make sure students understand that lines in Part B are often direct quotations from the reading passage. Explain that some questions require them to write out an answer in complete sentences.

Explain tips for taking tests: Tell students that it is okay to skip questions they find difficult and return to them later if they have time. Explaining this simple strategy will prevent students from spending too much time on a single question and losing points on later questions they could have answered more easily.

Teach the importance of testing: Explain to students that the practice test sections in *Connections* will help them prepare for important school and state assessments. Even if the tests are months away, encourage students to take the tests seriously. If they prepare, they will be ready and able to do their best.

Depending on the student's language ability, tests may need to be modified to meet the students' needs. The following accommodations will help ELLs perform well on assessments in *Connections*. Many of these are also used on standardized tests. Check your state's requirements.

Provide leveled study guides: Providing students with a study guide at their level will help them prepare for the test and be more comfortable and confident on the day of testing. Create study guides to prepare students for different types of questions on the test. For example, if the student will be matching a word to a picture instead of matching words, the study guide should reflect matching pictures and words. The study guide could also provide examples of prompts students will encounter on the test—allowing them to look up unfamiliar words ahead of time.

Give extended time: Allow ELLs extra time—or unlimited time—to complete the test.

Administer testing in a small group outside of the regular class: ELL students can benefit from taking tests in a smaller group of their peers. When students are grouped with their peers, they feel more comfortable to ask questions and they feel less pressure to finish as quickly as their English-speaking classmates. There will be fewer distractions in a smaller testing environment. To increase feelings of familiarity and comfort, have students take tests in the same room every time they are assessed. This can reduce test anxiety and result in better scores.

Support for Teaching ELLs in *Connections* (continued)

Read the test aloud: Reading both the directions and the questions aloud increases comprehension. This prevents students from getting stuck on unfamiliar words. Beginning students may need the test read in their native language.

Allow students to dictate their answers: Have the student speak their answers aloud in English to the teacher or test administrator.

Provide dictionaries and word banks: Allow students to use bilingual dictionaries. When testing vocabulary, provide students with a word bank.

Provide visuals: Directions for the test can be paired with visuals, and questions can include visual cues.

Matching: Students match questions and answers or words to pictures, or the teacher can verbally ask the question and have the student point to the matching answer.

Adjust length: Adjust the length of the test based on the abilities of the students. Breaking up the test into sections and completing one section at a time can prevent students from becoming overwhelmed.

Informal assessments: Check in frequently with students and monitor their understanding by using informal assessments. Informal assessments can be used multiple times throughout a lesson and can include observing a student as he or she works in a group or asking a student questions. Examples of informal assessment include observing role play, listening to the student read, answering a visual or oral prompt, brainstorming, retelling, sequencing, quick writes, quick draws, formulating questions, and making predictions.

ELL Resources for *Connections* Grade 6

Preview Unit 1 Essential Question—How are friendships built and broken? (p. 7)

Introduce adjectives based on the qualities of a good friend through visuals and role play. Use a word map with *qualities of a friend* in the center oval and adjectives in the outer ovals. Ideas for adjectives include *caring, dependable, forgiving, funny, generous, honest, kind, loyal, sincere, sympathetic, and thoughtful*.

Use pictures and images to explain any unfamiliar terms in the Essential Question *How are friendships built and broken?* Explain how to change the question into a statement: *Friendships are built and broken by . . .* (Engage prior knowledge by asking how questions are changed into statements in their native language. Ask students to finish the sentence in their response journals. Explain that throughout the unit they will be reading passages that will help them answer this question.

Preview Unit 2 Essential Question—How do people deal with difficulties? (p. 109)

As a class, create a word web on the board with the word *challenge* in the center and the associated words from the unit opener around it: *discomfort, distress, fear, heartbreaking, struggle, loss, quit, difficulties, hardship, misfortune*. Encourage students to give simple definitions, gestures, or sketches for each word.

Then create another web with *strength* in the center and associated words from the unit opener around it: *nature, music, hobby, sport, support, other people, cope, grit, inborn toughness, brave, resolve, determination, empathy, encouragement, broaden beliefs, identify with, understand emotions, human condition, rising above, spirit, grace*. Encourage students to give simple definitions, gestures, or sketches for each word or phrase.

Preview Unit 3 Essential Question—What power do words have? (p. 207)

As a group, create a word web with the word *power* in the center. Allow students to share their own definitions and associations with the word, including words from their own language. Help them understand how words might have power, even though they may associate the noun with physical strength or might. Explain that *power* can be used as a noun, verb, or adjective (to seek power, to power an engine, power tools). Students may also know that *power* names a mathematical term related to exponents.

Preview Unit 4 Essential Question—Why should you protect Earth and its creatures? (p. 307)

Guide a group of volunteers or the whole class to act out the scenario in the first paragraph as you read it aloud. Perhaps you read and act it out once, volunteers act it out as you or a volunteer reads it aloud, and then the class acts it out as you all read aloud.

Then ask the following versions of questions in the second paragraph and have students work in multilevel pairs or groups to answer them, using the following sentence frames:

- What if you didn't have clean water to wash your clothes, brush your teeth, or drink? If I didn't have clean water to wash my clothes, brush my teeth, or drink then . . .
- What if all the water was dirty or dried up? If all the water was dirty or dried up, then . . .

Sentence Frames for *Connections* Grade 6: Unit 1

Unit 1 Write Activities

Chapter 1, Write (p. 18)

- The dialogue reveals that Bugs is the type of person who
- The boys' words suggest that they feel
- When Bud says “. . .” in lines xx–xx, it shows that
- Lines xx–xx support this idea because

Chapter 2, Write (p. 32)

- At the beginning of the story,
- Paulsen's main problem is
- The next thing he knew,

Chapter 3, Write (p. 55)

- This part was clear because
- I was confused about
- Another helpful detail would be

Chapter 4, Write (p. 66)

- In “Reflections on True Friendship,” the author shares his ideas by
- His most effective technique is
- This technique works best because

Chapter 5, Speak and Listen and Write (p. 84)

- In *Damon and Pythias*, the most dynamic character is
- . . . is the most dynamic character because
- At the beginning of the drama, [character] is
- By the end of the drama, [character] changes
- [Character] has learned that

Sentence Frames for *Connections* Grade 6: Unit 2

Unit 2 Write Activities

Chapter 6, Write (p. 119)

- The nature images have an overall effect of
- The first paragraphs create a feeling of
- The literary devices show that nature is
- The literary devices emphasize that human nature is
- The literary devices also show that human nature is
- We notice that human nature is
- Also, we notice that human nature is

Chapter 7, Write (p. 129)

- The message of “Mother to Son” is
- One/Another image that supports this message is
- The image supports the message because

Chapter 7, Project-Based Assessment—Poetry Explication (p. 132)

- The speaker of the poem is
- Outside the poem, the world is I know this because Inside the poem, the speaker The lines show this situation because
- The audience of the poem is I know this because
- The poet wrote the poem to The lines show this purpose because
- The poem is about The lines show this subject because
- The poet creates the feeling of The lines show this feeling by The feelings change in the poem at the lines This is important because it shows
- Some images in the poem are These images show
- The poet creates patterns by
- The poem is structured in
- This poem is important because it

Chapter 8, Focus on How Chapters Develop the Author’s Ideas (p. 144)

1. Why does Frederick Douglass teach other slaves to read and write?
 - He teaches other slaves to read and write because
 - For example, he says, “. . . .”
 - The other slaves come to his class because This shows that their lives are
 - For example, he says, “. . . .”
 - In Chapter 7, the writer’s tone is
 - For example, in Chapter 7 he says, “. . . .”

Unit 2 Write Activities *(continued)*

- In Chapter 10, the writer's tone is
 - For example, in Chapter 10 he says, ". . . ."
2. What character traits does Douglass show in Chapter 7 and Chapter 11?
How do these traits show he can lead others to freedom?
- Douglass shows he is
 - These traits show he can lead others to freedom because

Chapter 9, Project-Based Assessment *(p. 165)*

- I have made some mistakes in sixth grade. For example, From this mistake, I learned
- Another mistake I made was I (would/would not) change the mistakes because
- In sixth grade, I have been successful at I was successful because
- From my (studies/friendships/leadership), I have learned that I am
- If you are nervous to go to middle school, I think you should

Chapter 10, Write *(p. 182)*

- Both the film and the text
- The text made me think that/imagine. . . .
- The film made me think that/imagine
- The film is different from the text because it

Sentence Frames for *Connections* Grade 6: Unit 3

Unit 3 Write Activities

Chapter 12, Write (p. 231)

- First, Melody and her mother are
- Next, Melody sees Then Melody
- Last, Melody and her mother
- In this scene, we learn that Melody is
- This scene develops the conflict by showing how Melody
- After reading this scene, I feel . . . toward Melody because

Chapter 13, Write (p. 251)

- The passage is about
- The passage happens in
- The most important event is
- This happens because
- When this happens, the narrator reacts by

Chapter 13, Write (p. 256)

- Chairman Mao uses propaganda to influence the people of China.
For example, he
- These words make people
- Ji-li and her friends create propaganda by

Chapter 14, Write (p. 270)

- In this article, the author
- Songs during the Cultural Revolution
- In China, red means

Chapter 14, Speak and Listen and Write (p. 274)

- Ji-li Jiang's purpose is to
- Her purpose differs from Gloria Lannom's purpose. Lannom's purpose is to
- The texts do/do not disagree on details such as
- Reading a memoir is different than reading an article
because
- The texts help me understand the Chinese Cultural Revolution by

Unit 3 Write Activities *(continued)*

Unit 3, First Draft *(p. 299)*

- This speech was given by _____ on
- This speech was important because
- The speaker claims/argues that
- The speech is organized
- The speech appeals to logic and reason by
- The words appeal to the emotions of
- This speech was powerful because

Sentence Frames for *Connections* Grade 6: Unit 4

Unit 4 Activities

Chapter 16, Write (p. 316)

- When Noah and Abbey arrive at the docks,
- The *Coral Queen* is
- When Abbey sees _____, she
- Noah explains that

Chapter 16, Write (p. 318)

- Noah and Abbey have _____ opinions about
- For example, Abbey says
- This suggests that Abbey
- On the other hand, Noah
- In a similar way, Noah

Chapter 18, Speak and Listen (p. 361)

- I agree/disagree with how you phrased the poem's theme because. . . .
- The reason I think that the author wrote _____ to _____ is because
- Can you explain _____ in a different way?

Chapter 19, Speak and Listen (p. 374)

- For the term _____, I wrote
- I figured out this term by
- A slow/fast feedback is
- It is important to consider slow feedbacks because

Chapter 19, Speak and Listen (p. 376)

- The science in this article (seems/doesn't seem) credible because
- This article (contains/doesn't contain) bias because
- I (agree/disagree) with the author's claim because

Chapter 19, Speak and Listen (p. 378)

- The graph shows that
- The graph (supports/doesn't support) the author's claim because
- The changes in carbon dioxide levels since 1950 make me think that
- I agree/disagree with your point about _____ because

Unit 4 Activities *(continued)*

Chapter 20, Write (p. 393)

- In “A Fable for Tomorrow,” Rachel Carson develops the theme
- As the fable begins, the author describes
- The author creates a ____ mood by
- The fable takes a turn when
- These events show that

ELL Resources for *Connections* Grade 7

Preview Unit 1 Essential Question—How do you know right from wrong? (p. 7)

Before reading page 7, make sure students understand the meaning of *right* as it is used in the Essential Question. Explain that in this question, the word *right* means “not wrong; good or correct.” Provide example sentences that use the word: *I got all the answers right on this test. I did not get any answers wrong. I know lying is not right. Telling the truth is right.* Ask students to give other examples of things that are right or good to do.

Preview the vocabulary words *morality*, *moral*, and *ethical*.

Beginning ELLs: Write *Morality = Ethics* at the top of the board.

Write *good = right = moral = ethical* and *bad = wrong = immoral = unethical* in column headers on the board.

Sketch a smiley face next to *good* and a sad face next to *bad*. Act out taking an item from a student and damaging it: *I am stealing Alma’s book.* Ask: *Is stealing good? Is stealing right? Is stealing moral? Is stealing ethical?*

Write *stealing* under the bad column, say the following, and have students repeat after you: *Stealing is bad. Stealing is wrong. Stealing is immoral. Stealing is unethical.*

Repeat the process with the following words, explaining if they are good or bad:

lying—Hold an item behind your back and say you don’t have that item.

cheating—Pantomime cheating on a test.

caring for—Hold up a picture of someone caring for an animal.

helping—Pantomime helping a student.

sharing—Pantomime sharing a food item with a student.

Intermediate and Advanced ELLs: Explain that *morality* is the belief that some things are right and some things are wrong. Someone who is moral or ethical lives by this kind of belief. Ask students to consider whether they know cognates for these words in their native languages.

As you read the passage, point out the use of the new vocabulary words *right*, *morality*, *moral*, and *ethical* and use synonyms to reiterate their meaning.

Note: Be aware that what is right or moral in one culture may not be the same in another. In some communal cultures stealing does not exist as something bad. Everything belongs to everyone. Encourage students to share and explain the differences in how U.S. culture or law views the topic.

Preview Unit 2 Essential Question—Can you trust what you see, hear, and read? (p. 117)

Explain that *trust* means belief that someone or something is reliable, good, or effective. Rephrase the Essential Question so students can understand it: *Can you believe what you see, hear, and read?* Also use gestures (pointing to eyes for *see*, ears for *hear*, and pantomime reading) to support student comprehension.

Have students work in multilevel pairs or small groups to read the introductory paragraphs on this page, pausing to summarize the main ideas of each paragraph in notes and sketches in the margins.

ELL Resources for *Connections* Grade 7 (continued)

Preview Unit 3 Essential Question—How is technology shaping society? (p. 231)

Use gestures, simple explanations, and images to help students understand the meanings of the following words: *technology, printing press, subway, bus, car, bicycle, inventor, wheel, axle, farms, factories, fertilizers, fossil fuels, societies, newspapers, books, historians, nations, German, English, French, digital communication, robots, job market, industrial technology, corporations*. You can create a word wall with these words, images, and simple definitions for students to consult throughout the unit.

Have students read the page in multilevel pairs or small groups, pausing at the end of each paragraph to summarize the main idea and details on a graphic organizer. Also, encourage students to take notes and draw sketches in the margins around the article so they can be sure they understand the topic of each paragraph.

Preview Unit 4 Essential Question—What does history tell us about ourselves? (p. 339)

Explain to students that *history* refers to the study of the past. Have students read p. 339 in multilevel pairs or small groups, identifying the main idea and details and recording these on a graphic organizer. Provide background information for historical references in the Unit 4 opener:

Patrick Henry: a leader of the revolution against Great Britain; gave a famous speech with the line “Give me liberty or give me death!”

King George: ruler of Great Britain who made the American colonies pay taxes but would not listen to their problems, resulting in the colonies’ rebellion, or their fighting to be free from Great Britain

Revolutionary War: war fought with Great Britain for American independence, or freedom

Civil Rights Movement: series of marches and protests in the 1950s and 1960s to end the poor treatment of black Americans, lack of voting rights, unfair pay, and separate schools, stores, and public transportation for blacks and whites

Ask the following versions of questions in the second paragraph and have students work in multilevel pairs or groups to answer them, using the following sentence frames:

- What does history (the study of the past) mean to you? To me, history means
- Is history just facts and information to memorize? Yes/No, history is/is not just facts and information to memorize.
- Is history just events that happened long ago? Yes/No, history is/is not just events that happened long ago.
- How is history important to you and your life? History is important to me and my life because
- Have you experienced civil war or civil rights in another country? What happened? Share your experience.

Then, if possible, show the following video to help students understand the concepts of the Revolutionary War: <https://www.youtube.com/watch?v=p8BwWBc571k>

Sentence Frames for *Connections* Grade 7: Unit 1

Unit 1 Write Activities

Chapter 1, Roundtable Discussion (p. 23)

- People learn morality from social interactions/their genes.
- For example, the text says, “. . . .”
- This quote shows that

Chapter 2, Focus on Analyzing Plot and Conflict (p. 34)

- The king wants to know
- This is a problem for him because
- The hermit makes a problem for the king. The hermit
- The wounded man has a problem with the king. The wounded man

Chapter 2, Write (p. 39)

1. The king’s view of the hermit [changes/does not change].
2. The hermit answers the king in the end because

Chapter 3, Write (p. 52)

- Returning a captive animal to the wild is
- This example shows that
- One example that supports this view is
- Another example that supports this view is
- This example shows that
- So returning an animal to the wild is

Chapter 3, Write (p. 55)

- The section on Lucy uses the text structure
- The purpose of this section is to (In this section, the author wants us to understand that)
- This structure relates to the purpose by (The structure shows the author’s purpose by)
- The section on Katina uses the text structure
- The purpose of this section is to (In this section, the author wants us to understand that)
- This structure relates to the purpose by (The structure shows the author’s purpose by)

Unit 1 Write Activities *(continued)*

Chapter 4, Literary Analysis (p. 76)

- The story “The Doll’s House” by Katherine Mansfield shows that children can be very
- First, the Burnell girls The other girls
The Kelvey girls This shows
- Next, the Burnell girls The other girls
The Kelvey girls This shows
- Last, the Burnell girls The other girls
The Kelvey girls This shows
- The story “The Doll’s House” shows that children treat each other But why?
Can children learn . . . ?

Chapter 5, Write (p. 88)

- The strongest reason to become a vegetarian is
- This reason is convincing because it is supported by
- I do/do not think this argument is convincing because
- The argument is/is not good because

Sentence Frames for *Connections* Grade 7: Unit 2

Unit 2 Write Activities

Chapter 6, Speak and Listen and Write (p. 131)

- The passage included . . . but the movie did not.
- The movie included . . . but the passage did not.
- Both the movie and the passage show

Chapter 7, Speak and Listen and Write (p. 148)

- The tone of *Think* is A detail that shows this tone is
- An example that shows this tone is A sentence (or phrase) that shows this tone is
- In conclusion, Harrison is

Chapter 8, Write (p. 163)

- According to Kessler, the people reading his article are
- Kessler assumes that his readers
- Kessler thinks his readers are

Chapter 8, Focus on Determining Point of View and Purpose (p. 167)

- Kessler's point of view on fake news is I know this because he uses positive/negative words to describe it. For example,
- Kessler's purpose for writing the article is I know this because he For example,

Chapter 9, Write (p. 184)

- When Grant thinks of homeopathy, he thinks
- Grant's tone toward homeopathy is
- One example that shows this tone is
- Another example of this tone is

Chapter 10, Write (p. 202)

- In this book, a boy named Jonas
- Jonas thinks that older people are
- Jonas is surprised to learn that
- In Jonas's world, older people are
- I know this because

Chapter 10, Speak and Listen and Write (p. 206)

- The Giver thinks that families in the past were
- The Giver thinks that families today are
- The Giver wishes that
- I know this because he

Sentence Frames for *Connections* Grade 7: Unit 3

Unit 3 Write Activities

Chapter 11, Write (p. 239)

- Kami Thordarson's classroom is different because
- The idea that changed her classroom is
- Benjamin Bloom's idea about education is
- He developed his idea by
- I think Bloom's ideas would/wouldn't work in this classroom because

Chapter 12, Speak and Listen and Write (p. 256)

(Sentence 1) In the poem's second stanza, the poet describes

(Sentence 2) To express this idea, the poet uses sound repetition in several ways.

(Sentences 3–4) First, the poet . . . (type of sound repetition; example from poem; effect of this detail).

(Sentences 5–6) Second, the poet . . . (type of sound repetition; example from poem; effect of this detail).

(Sentences 7–8) Third, the poet . . . (type of sound repetition; example from poem; effect of this detail).

Chapter 12, Write (p. 259)

(Sentence 1) The poem "The Secret of the Machines" by Rudyard Kipling is about

(Sentence 2) To express this idea, the poet structures the poem by

(Sentences 3–4) Each stanza contains . . . (number of lines or syllables; idea).

(Sentences 5–6) In the ____ stanza, for example, . . . (type of sound repetition; example from poem; effect of this detail).

(Sentences 7–10) Another example is

Chapter 13, Speak and Listen and Write (p. 278)

(Sentence 1) Today, I read . . . and then watched

(Sentence 2) The most important difference between the article and the video is

(Sentence 3) Although both contained the same content, the (article or video) was more . . . than the (article or video).

(Sentence 4) There are several reasons that

(Sentences 5–7) For example, (describe specific detail and its effect).

(Sentence 8) The producers probably made the video so different from the article to

Unit 3 Write Activities (continued)

Chapter 13, Speak and Listen (p. 280)

- The articles are similar/different in how they interpret (think about) the facts.
- For example, article 1 says Also/But article 2 says
- Article . . . interprets/does not interpret the facts better than article
For example, article . . . says Also/But article . . . says

Chapter 14, Write (p. 292)

- The hacker's point of view of the feed would be
- Titus's point of view of the feed is
- Their points of view are different because

Chapter 14, Speak and Listen and Write (p. 294)

- Titus has/has not changed from the first description of the picture to the second.
- In the first description of the picture, Titus is
- Also,/But in the second description of the picture, Titus is

Chapter 15, Speak and Listen (p. 309)

- What evidence do you think is best/worst? Why?
- The best (most convincing) evidence is
- This evidence is the best (most convincing) because
- The worst (least convincing) evidence is
- This evidence is the worst (least convincing) because

Chapter 15, Speak and Listen and Write (p. 310)

(Sentence 1) In his article Dr. Nicholas Kardaras writes about

(Sentence 2) In his argument he expresses the point of view that

(Sentence 3) To support his ideas, Kardaras notes that

(Sentence 4) The author's purpose in writing this article is

(Sentence 5) To accomplish this purpose, he tries to get readers to

(Sentences 6–9) To make sure that readers _____, the author uses powerful words, such as

- This affects readers by making them feel
- The author also writes “. . . .” (direct quotation)
- These words are effective because

Sentence Frames for *Connections* Grade 7: Unit 4

Unit 4 Write Activities

Chapter 16, Speak and Listen and Write (p. 347)

- Marlee's Daddy struggles with
- An example of this conflict is
- Marlee struggles with
- An example of this conflict is
- Marlee and her father struggle with
- An example of this conflict is

Chapter 16, Write (p. 349)

- Marlee and Daddy have different points of view. Marlee sees Liz as
- For instance, Marlee says
- From Daddy's point of view, Liz is
- For instance, Daddy says

Chapter 17, Write (p. 369)

- The general knows The general says
- The general also says
- This shows
- This also shows
- The reader can infer that

Chapter 17, Speak and Listen (p. 374)

- Should boys be drummer boys? Why or why not?
- Yes/No, boys should/should not be drummer boys because

Chapter 17, Write (p. 374)

- One fact from the article is
- And the short story shows
- Another fact from the article is
- And the short story shows

Chapter 18, Write (p. 386)

- The conflict told in Jacko's letters is
- The conflict in the narrator's story is
- Both stories are connected by

Unit 4 Write Activities *(continued)*

Chapter 18, Write (p. 387)

- The theme of the passage is
- One story detail that supports this theme is
- Another story detail that supports this theme is

Chapter 18, Write (p. 388)

- The mood of the story is (The mood of the story is tender and thoughtful.)
- An example of figurative language that shows this is
- Another example of figurative language that shows this is

Chapter 19, Write (p. 401)

- The setting of the story is
- Because of the setting, the characters struggle with
- One conflict is
- Another type of conflict is
- An example of this conflict is

Chapter 20, Write (p. 417)

- A theme of the passage is
- One story detail that supports this theme is
- Another story detail that supports this theme is

Chapter 20, Write (p. 422)

- Elizabeth Blackwell's father was
- He believed He gave his daughters He was against
Elizabeth learned . . . from her father. She was
- This scene shows how Mr. Blackwell This scene helps develop
the theme It develops this theme by

Unit 4, First Draft (p. 434)

_____ was an important person because He/She lived from . . . to

During this time, people needed They also needed

_____ worked hard to Also, he/she From _____'s life and work, I learned
that people I also learned that I

ELL Resources for *Connections* Grade 8

Preview Unit 1 Essential Question—What are the benefits and challenges of living in a diverse society? (p. 7)

Show a picture of the Statue of Liberty and explain that this is a symbol of welcoming immigrants to America. Paraphrase the words of the poem. Explain the Essential Question using visuals to support new words: *benefits* (plus sign, thumbs up), *challenges* (image of climbing a mountain), and *diverse* (show pictures of people from many countries). Ask students to share their stories of coming to the U.S. and what it is like to live in a new culture. Ask: *What is good about living with people who speak different languages and have different ways of living? What is hard about it?* List students' responses on the board.

Preview Unit 2 Essential Question—What does humanity's future hold? (p. 133)

As a class, make a concept map about the future by writing *future* in the center of the board or chart paper and inviting students to sketch or write their predictions about the future. Review each contribution and add the ones from this page: more powerful computers, growing and changing cities, Earth's changing climate, self-aware computers, cities beneath the ocean or on the moon, human-machine hybrids, "Earth-Scrapers" (underground cities), wormholes, worldwide war, tropical plants and animals at the North Pole. Be sure students understand that these ideas are predictions, or guesses about the future.

Then ask the following versions of questions in the second paragraph and have students work in multilevel pairs or groups to answer them, using the following sentence frames:

- What facts support these ideas? The facts that support the idea of . . . are
- Do people making these predictions really know what will happen? How? The people making these predictions really don't/do know what will happen because
- How can we check these predictions? We can check these predictions by

Preview Unit 3 Essential Question—Why do we tell stories? (p. 265)

Have students work in multilevel pairs or groups to read the page, taking notes and drawing sketches in the margins to identify the main idea and key details of each paragraph. Then review the questions in the second paragraph, simplifying them on the board to the following:

- When did you hear a story today or yesterday?
- Who told it? Why did they tell it?
- Why do people tell stories?
- Does your family have special stories they tell in their native language? What are they about?

Have students work in their multilevel pairs or groups to discuss the questions.

Preview Unit 4 Essential Question—What informs your decisions? (p. 365)

Before reading the introduction, play Martin Luther King Jr.'s famous "Dream" speech for students so they have background knowledge about the time, place, and speaking abilities of King: <https://www.youtube.com/watch?v=3vDWWy4CMhE>

Then have students work in multilevel pairs or groups to read and discuss the opener. Provide the following simplified questions to assist students:

- How do you make decisions? Do you make them quickly or slowly?
- Do you think about the positive and negative points? Do you make decisions with your instincts, emotions, reasons, or facts?
- What informs, or helps, you make decisions?

Sentence Frames for Connections Grade 8: Unit 1

Unit 1 Write Activities

Chapter 1, Write (p. 20)

- Hà's relationship with her brothers/mother is
- Miss Scott thinks Hà is
- For Hà, the papaya is
- I infer this because the text states

Chapter 1, Write (p. 22)

- The papaya represents
- For example, the papaya
- In line xx, the papaya
- For Hà, the papaya is

Chapter 1, Write (p. 24)

- Lai writes in free verse poems because
- This structure lets the author
- The poems make me think about
- The poems make Hà seem

Chapter 2, Write (p. 39)

- The character of _____ wishes she could
- Her real life is
- Through this character, the writer suggests that all women

Chapter 2, Write (p. 45)

- The structure of *Inside Out and Back Again/The House on Mango Street* is
- The style is
- The theme is
- The text . . . develops the theme better because

Chapter 3, Write (p. 62)

- In this sentence, the author alludes to
- This allusion suggests that
- To understand this allusion, a reader needs to

Chapter 3, Write (p. 64)

- Helie thinks Stephanie's culture is
- Stephanie thinks Helie's culture is
- They learn to accept each other's culture by

Unit 1 Write Activities *(continued)*

- I liked it when you wrote that
- You did a good job when you
- The word you used to describe/name _____ was perfect because
- Your ending was strong because

Chapter 3, Write (p. 68)

- Helie and Stephanie resolved their differences by
- Helie and Stephanie learned to
- By the end of the excerpt, Helie and Stephanie

Chapter 4, Write (p. 83)

- In this speech, Obama
- His central idea is
- He supports that idea by
- In the last paragraph, he claims that

Chapter 4, Write (p. 85)

- In paragraph 4, Obama
- Obama goes on to
- In the next paragraph, Obama shifts topics to
- Then he
- Finally, the speech turns into

Chapter 4, Write (p. 87)

- Some African Americans' point of view is
- Some white Americans' point of view is
- Obama shows different points of view by
- He does this because he wants to

Chapter 5, Write (p. 106)

- Nowrasteh claims that He explains that Evidence to support this reason is
- Feulner claims that He explains that Evidence to support this reason is
- Nowrasteh's/Feulner's article provided the best evidence because
- Overall, Nowrasteh's/Feulner's argument is stronger because
- Nowrasteh's/Feulner's article would be a better source to use in a paper because

Sentence Frames for *Connections* Grade 8: Unit 2

Unit 2 Write Activities

Chapter 6, Write (p. 141)

- A technologist is someone who
- Like many technologists, Kurzweil For example,
- Kurzweil is different from other technologists because
- Among technologists, Kurzweil

Chapter 7, Write (p. 160)

- In *The Rapture of the Nerds*, authors Doctorow and Stross use words that
- They probably invent new terms to
- Reading this unusual language makes the story
- For example, the phrase _____ shows
- Another example is

Chapter 7, Write (p. 165)

- Huw feels that technology is
- So he
- For example,
- This evidence shows that Huw

Chapter 8, Write (p. 181)

- The authors believe that humanity's future will be
- For example, they write/state/show Also, they write/state/show Finally, they write/state/show
- These examples show that the authors believe humanity's future is

Chapter 8, Speak and Listen and Write (p. 189)

- The report did a better job of communicating This is because
- The video did a better job of communicating This is because

Chapter 9, Speak and Listen and Write (p. 207)

- The conflict of this incident is between . . . and
- They are in conflict because
- During the rising action, the mayor . . . while Gordon
- At the climax, the mayor . . . , and Gordon
- In the falling action,
- For the resolution,

Unit 2 Write Activities *(continued)*

Chapter 9, Speak and Listen and Write (p. 210)

- Joshua at Jericho has/is But Gordon has/is
- Gordon doesn't want to . . . like Joshua at Jericho. Instead, Gordon wants to

Chapter 9, Write (p. 212)

- In the novel, the scene happens during the But in the film, the scene happens during the
- In the novel, the mayor is But in the film, the sheriff is
- In the novel, Gordon is But in the film, Gordon is
- In the novel, the other people are But in the film, the other people are
- These differences make the novel much more . . . , and the film much more

Chapter 10, Write (p. 225)

- The author quotes Allen and Wing when he writes, “. . . .”
- These quotes show that
- The author uses these quotes to

Chapter 10, Speak and Listen and Write (p. 231)

- I find the article “. . .” more convincing because
- Also, this article has This is convincing because
- Finally, this article has This is convincing because

Chapter 10, Speak and Listen and Write (p. 234)

- The article “Crocodiles and Palm Trees” argues that carbon dioxide is
The article supports this idea by
- The article “Global Warming Is a Myth” argues that carbon dioxide is
The article supports this idea by
- So the article “. . .” is stronger because

Sentence Frames for *Connections* Grade 8: Unit 3

Unit 3 Write Activities

Chapter 11, Write (p. 278)

- The plot takes a surprising turn when
- The caliph must decide if
- Shahrzad's plan is to
- I think that the caliph is interested in . . . because he

Chapter 12, Write (p. 295)

- Grandpa thinks storytelling is important because it
- For example, he says, ". . . ."
- This line means that storytelling is

Chapter 13, Write (p. 311)

- "Paul Revere's Ride" tells how Paul Revere
- His actions showed

Chapter 13, Write (p. 313)

- The poem has . . . beats in each line.
- The poem has words that rhyme at the end of lines . . . and . . . in each stanza.
- This structure makes the story move quickly/slowly so it fits the story of Paul Revere's ride.

Chapter 14, Write (p. 329)

- The Rosetta Stone is
- Many people tried to
- Finally, in the late 1700s,

Chapter 15, Write (p. 342)

- Naylor was interested in writing as a child because
- She read
- She wrote
- She learned

Sentence Frames for *Connections* Grade 8: Unit 4

Unit 4 Write Activities

Chapter 16, Write (p. 373)

- What does Leo think of Stargirl? What words show this?
- What does Kevin think of Stargirl? What words show this?
- What does Stargirl think of the other students? What words show this?

Chapter 17, Write (p. 394)

- The prologue foreshadows . . . because the Chorus says, “. . . .”
- Then the play begins with a scene about
- Starting with this scene makes the audience focus on
- Then the play flashes back to
- The subplot shows This connects to the main plot because

Chapter 18, Write (p. 409)

- At the beginning of the speech, Nixon
- In the middle of the speech, Nixon
- Nixon also explains that
- Nixon ends his speech by

Chapter 18, Write (p. 415)

- In his speech, Richard Nixon claimed that he resigned because
- In his article, John Herbers claimed that Nixon resigned because

Chapter 19, Write (p. 429)

- According to brain scientists, the brains of teens and adults
- The brain chemistry of teenagers emphasizes
- This means that
- This affects teens by

Unit 4 Write Activities *(continued)*

Chapter 20, Write *(p. 450)*

- The central idea of the article is. . . .
- The author explains/supports this idea by. . . .
For example,
- Also, the author explains/supports this idea by. . . .
For example,

Chapter 20, Write *(p. 454)*

- In “The Locked Door,” Malcolm Gladwell describes
- Gladwell claims that
- To support his claim, Gladwell describes/explains/cites
- Gladwell’s claim is/is not convincing because

Name _____

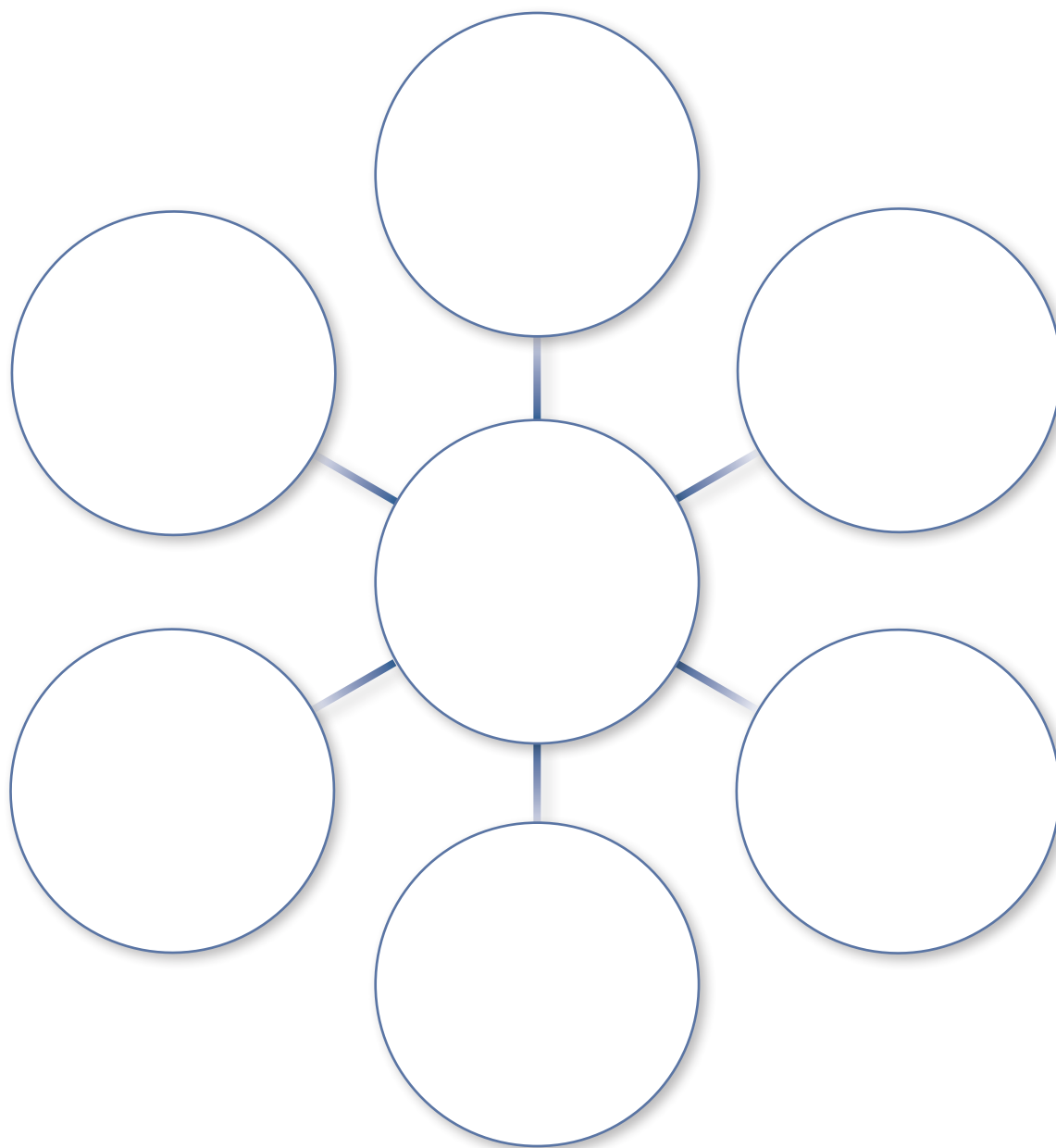
Graphic Organizers: Frayer Model

My Definition	Characteristics/Facts
Examples	Nonexamples

Word

Name _____

Graphic Organizers: Word Web



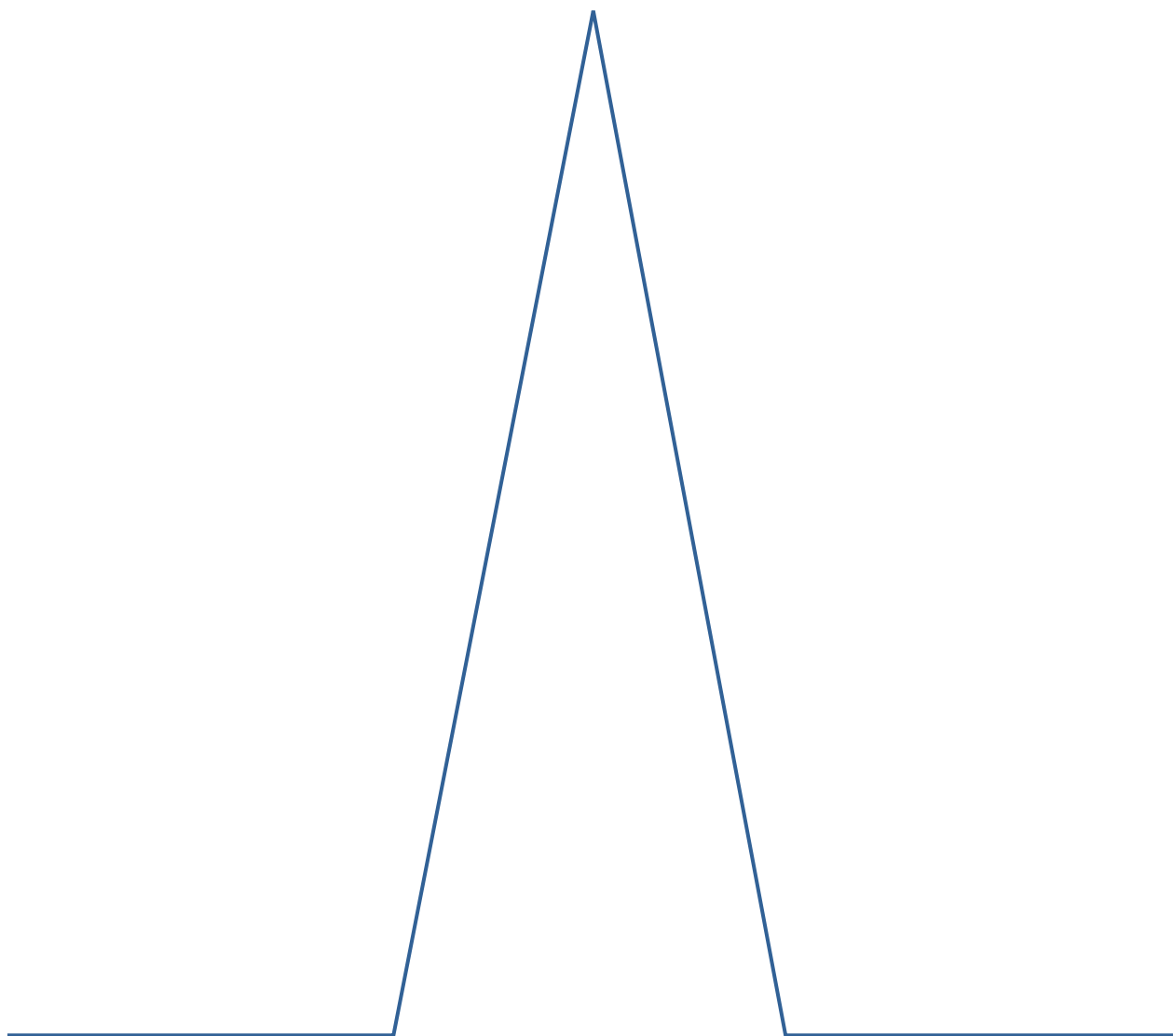
Name _____

Graphic Organizers: Main Idea and Supporting Details

Main Idea			
Detail	Detail	Detail	Detail

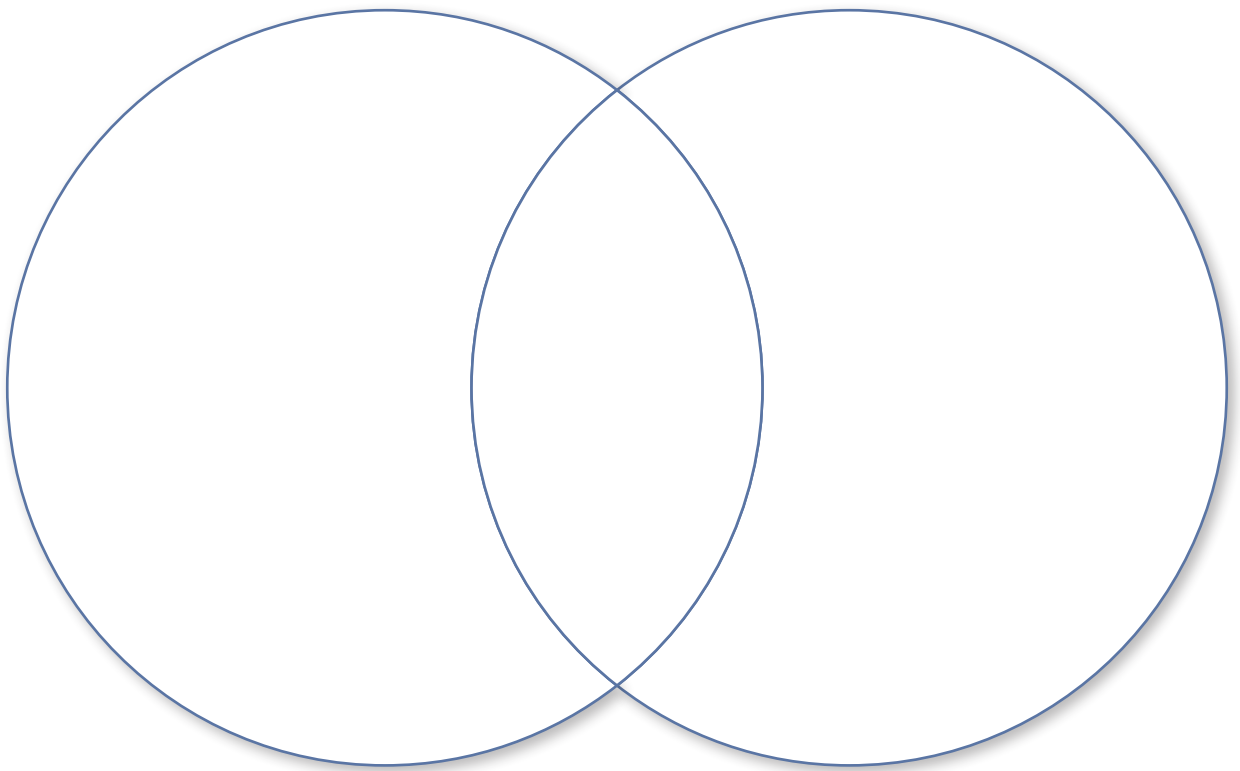
Name _____

Graphic Organizers: Story Map



Name _____

Graphic Organizers: Compare and Contrast



Name _____

Graphic Organizers: Taking Notes

Source (Book or Website):	Page number or site address:
Quotation (word for word):	
Paraphrase (in my own words):	

Source (Book or Website):	Page number or site address:
Quotation (word for word):	
Paraphrase (in my own words):	

Source (Book or Website):	Page number or site address:
Quotation (word for word):	
Paraphrase (in my own words):	

Name _____

Graphic Organizers: Letter Format Template

Date:

Address:

Greeting:

Body:

Closing:

Signature:

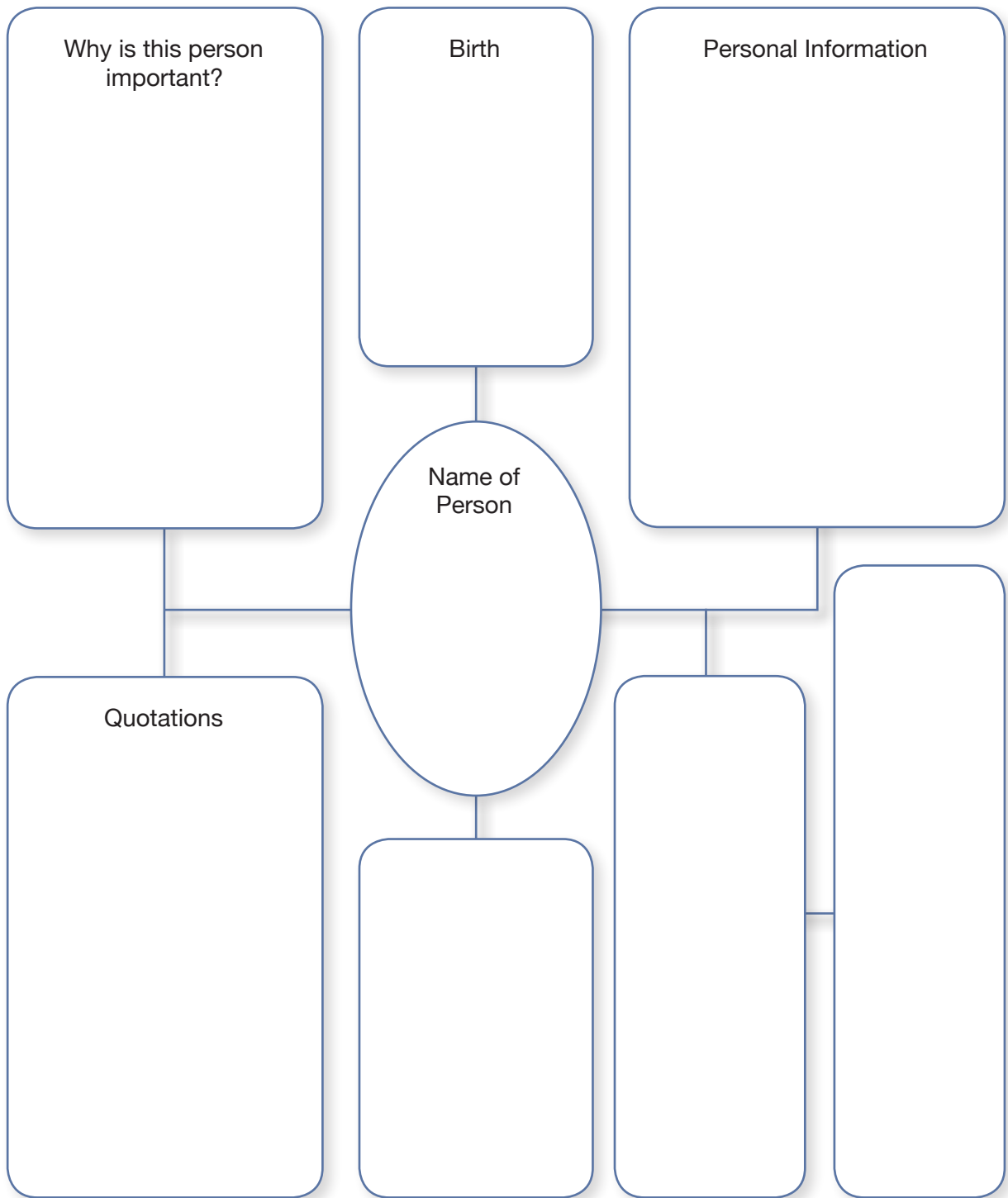
Name _____

Graphic Organizers: Graphic Novel/Comic

The graphic organizer consists of six empty rectangular panels arranged in a 2x3 grid. The panels are designed for drawing and illustrating a story. The top row has a square panel on the left and a larger rectangular panel on the right. The middle row has a large rectangular panel on the left and a square panel on the right. The bottom row has a square panel on the left and a large rectangular panel on the right.

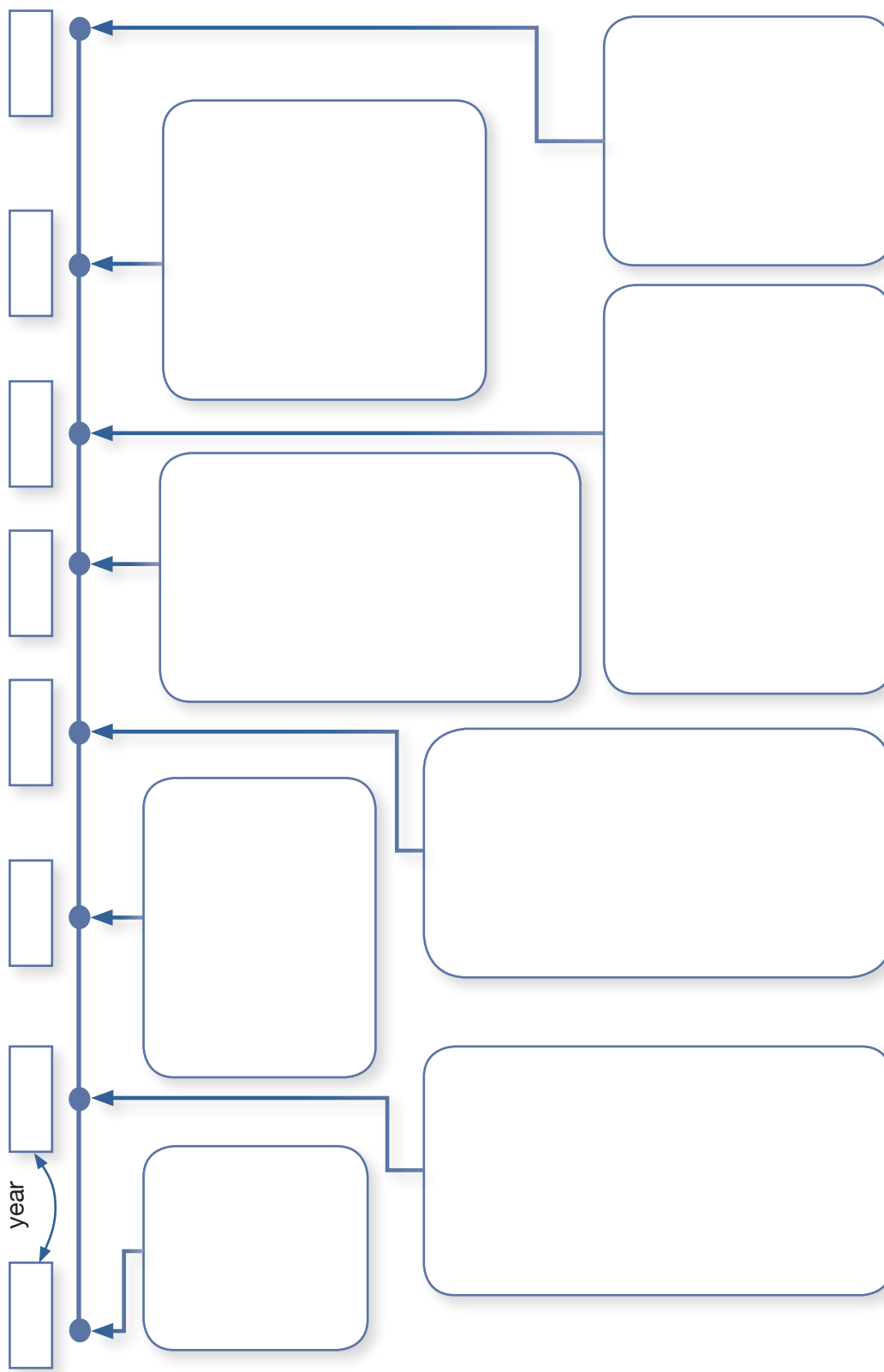
Name _____

Graphic Organizers: Biography



Graphic Organizers: Timeline

Timeline for _____



Name _____

Graphic Organizers: Point of View

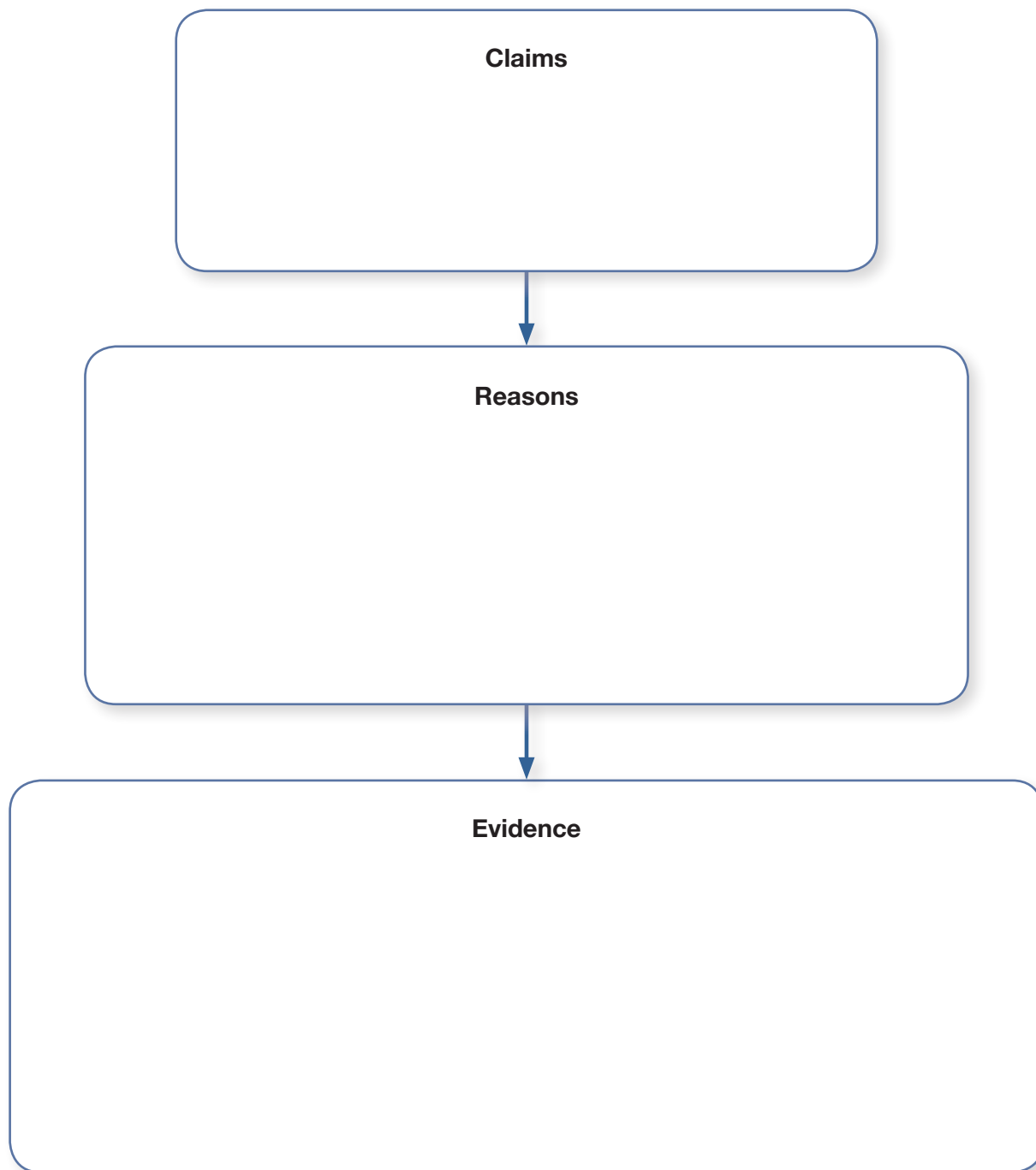
Character

vs.

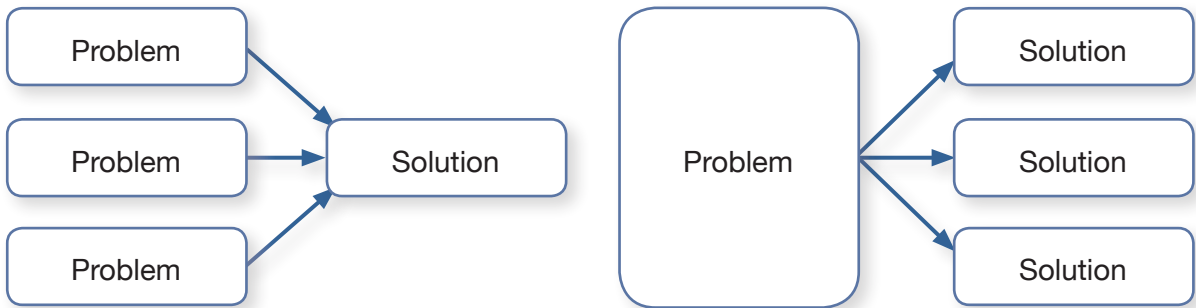
Character

Name _____

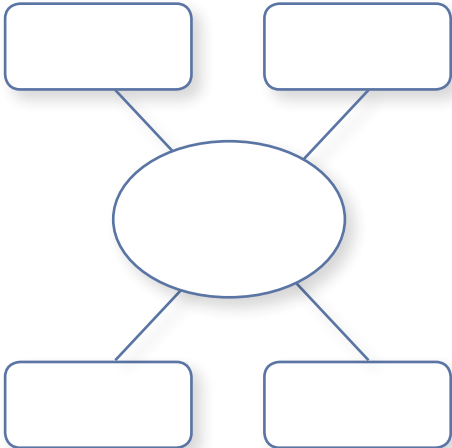
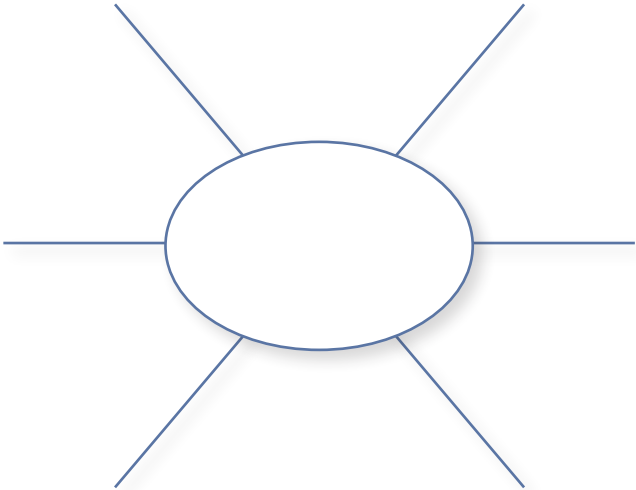
Graphic Organizers: Claims, Reasons, and Evidence



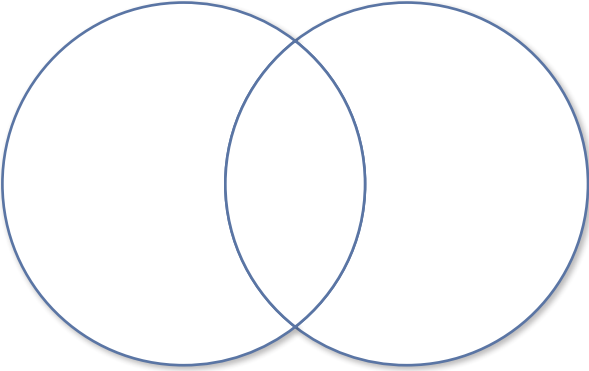
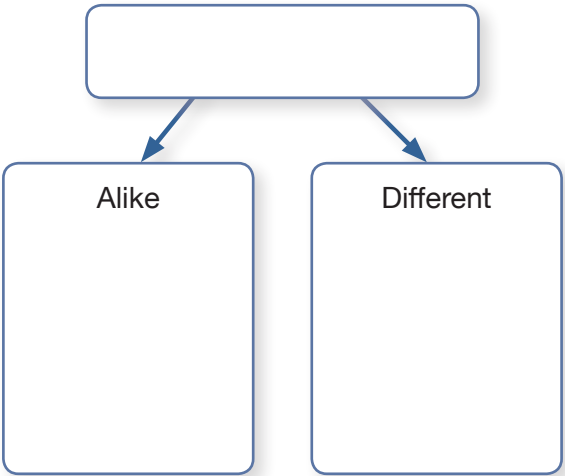
Text Structures

Problem and Solution		
Purpose: to state one or more problems and provide one or more solutions to the problem.		
Signal Words and Phrases		
advantage	disadvantage	question
answer	in order to	since
as a result of	issue	solution
because	led to	solved
cause	problem	so that
dilemma	puzzle	
Comprehension Questions		
<ol style="list-style-type: none"> 1. What is the problem? 2. Who has the problem? 3. Why is it a problem? 4. What is causing the problem? 5. What solutions have been suggested or tried? 6. What are the pros and cons of various solutions? 7. Which solutions worked or seem to have the best chance for solving the problem? 		
Graphic Organizers		
 <pre> graph LR subgraph Organizer1 P1[Problem] --> S1[Solution] P2[Problem] --> S1 P3[Problem] --> S1 end subgraph Organizer2 P4[Problem] --> S2[Solution] P4 --> S3[Solution] P4 --> S4[Solution] end </pre>		

Text Structures

Description/List		
Purpose: to explain a topic, concept, person, place, event, or object by providing characteristics, features, and/or giving examples		
Signal Words and Phrases		
descriptive words (e.g., color, shape, size) position words (e.g., <i>above, along, beside, between, in front of, near</i>)		
appears to be	for example	made up of
characteristics	for instance	most important
consists of	in fact	specifically
features	looks like	such as
Comprehension Questions		
1. What is the subject being described? 2. How is the topic being described (i.e., where it is, what it does, how it works, what it looks like, its classification)? 3. What are the most important attributes or characteristics?		
Graphic Organizers		
<div style="display: flex; justify-content: space-around; align-items: center;">   </div>		

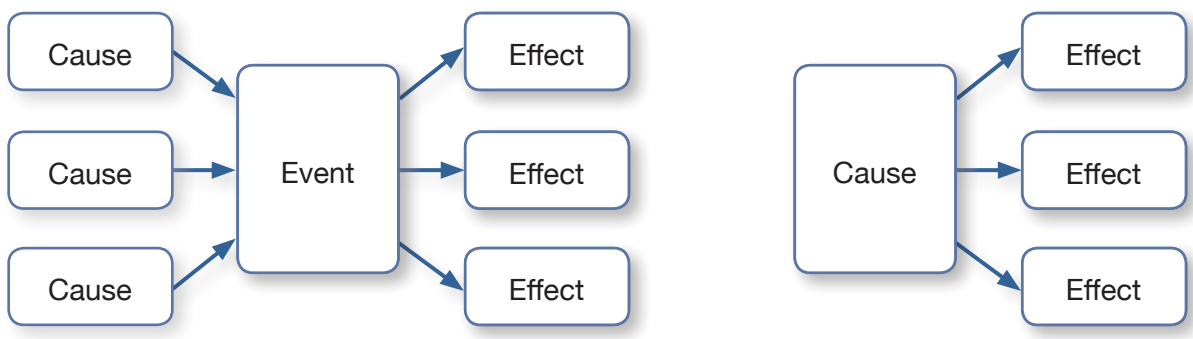
Text Structures

Compare and Contrast			
Purpose: to describe what is similar and/or different about two or more subjects			
Signal Words and Phrases			
alike	but	in comparison	same as
also	compared to	in contrast	similarity
although	despite	instead of	similar to
as	different from	just	too
as opposed to	either-or	on the contrary	unlike
as well as	however	on the other hand	yet
both	in common	opposite	
Comprehension Questions			
1. What subjects are being compared? 2. What is it about them that is being compared? 3. What characteristics of the subjects form the basis of the comparison? 4. What characteristics do they have in common? How are they alike? 5. In what ways are they different?			
Graphic Organizers			
<div style="display: flex; justify-content: space-around; align-items: flex-start;">  <div style="text-align: center;">  <pre> graph TD A[] --> B[Alike] A --> C[Different] </pre> </div> </div>			

Text Structures

Chronology/Sequence			
Purpose: to provide information in time order or the order in which events, actions, or steps in a process occur			
Signal Words and Phrases			
after	finally	later	soon
as soon as	first/second/third	meanwhile	step
at the same time	following	next	then
before	immediately	now	today
directions	initially	prior to	until
during	last	simultaneously	when
Comprehension Questions			
1. What sequence of events is being described? 2. What are the major events or incidents that occur? 3. What happens first, next, last? 4. How is the sequence or cycle revealed in the text? 5. What are the steps, directions, procedures to follow to make or do something?			
Graphic Organizers			
<div> <div>1. _____</div> <div>2. _____</div> <div>3. _____</div> <div>4. _____</div> </div> <div> <div>Step 1</div> <div>Step 2</div> <div>Step 3</div> <div>Step 4</div> </div>			

Text Structures

Cause and Effect		
Purpose: to explain why or how something happened/happens Effect = what happened Cause = why it happened		
Signal Words and Phrases		
as a result	if . . . then	outcome
because	impact	reasons for
consequently	influenced by	since
due to	in order to	so that
effects of	is caused by	therefore
for this reason	leads to	thus
how	on account of	when . . . then
Comprehension Questions		
1. What were the specific events that happened? 2. Why did the events happen? What were the causes? 3. What were the results or outcomes of these events happening? What was the effect? 4. Did prior events cause or influence the main event? If so, in what ways? 5. What is the significance of the event and/or the results (outcomes)?		
Graphic Organizers		
 <pre> graph LR subgraph Organizer1 C1[Cause] --> E[Event] C2[Cause] --> E C3[Cause] --> E E --> E1[Effect] E --> E2[Effect] E --> E3[Effect] end subgraph Organizer2 C4[Cause] --> E4[Effect] C4 --> E5[Effect] C4 --> E6[Effect] end </pre>		

Text Structures

Claim/Reasons		
Purpose: to convince the reader that an idea is right or true Claim = idea the writer is arguing for Reasons = facts and examples that support the claim		
Signal Words and Phrases		
also an example another reason as a result because first	for instance for this reason in order to reasons for should/should not since	so that this proves this supports therefore thus
Comprehension Questions		
1. What idea does the writer want me to believe or accept as true? 2. What reasons does the writer use to convince me of his/her claim? 3. What evidence supports the writer's reasons?		
Graphic Organizers		
<pre> graph TD CLAIM[CLAIM] --- REASON1[REASON] CLAIM --- REASON2[REASON] CLAIM --- REASON3[REASON] REASON1 --- EVIDENCE1[Evidence (Facts, Examples)] REASON2 --- EVIDENCE2[Evidence (Facts, Examples)] REASON3 --- EVIDENCE3[Evidence (Facts, Examples)] </pre>		

Text Structures

Question/Answer		
Purpose: to inform the reader Question = ask questions about a topic or idea Answer = gives answers to questions		
Signal Words and Phrases		
who what where why when how	so what answer ask because reasons for	since so that therefore thus
Comprehension Questions		
1. What questions does the writer ask? 2. What answers does the writer give? 3. What questions does the writer leave unanswered?		
Graphic Organizers		
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-right: 10px;">Question:</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-right: 10px;">Answer:</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-right: 10px;">Question:</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-right: 10px;">Answer:</div> </div> </div>		

Name _____

Narrative Writing Revision Checklist

Name of editor _____

The writing

- ☐ has a clear **narrator**.
- ☐ describes events and characters.
- ☐ describes the **setting** (where the story takes place).
- ☐ includes a problem that must be overcome.
- ☐ includes events that are organized in time order.
- ☐ uses **transitional phrases** to help the reader know what is happening and when.
- ☐ has a clear ending that wraps up the events.
- ☐ uses correct words effectively.
- ☐ uses words that describe the narrator's feeling about the story.
- ☐ uses long and short complete sentences.

Other comments:

Name _____

Informational Writing Revision Checklist

Name of editor _____

The writing

- ☐ has a **main idea**.
- ☐ is written for a specific **audience** (people who read it).
- ☐ develops the **main idea** with details, facts, and other information.
- ☐ has a beginning that interests the readers (**introduction**).
- ☐ has a middle (**body**) that develops the main idea.
- ☐ has an ending (**conclusion**) that wraps up the ideas.
- ☐ has ideas that all fit together (**unity**).
- ☐ contains enough facts and details to support the main idea.
- ☐ uses correct words effectively.
- ☐ uses long and short complete sentences.

Other comments:

Name _____

Argumentative Writing Revision Checklist

Name of editor _____

The writing

- ☐ clearly states an opinion (**claim**) about a topic.
- ☐ supports the opinion with **reasons** and **evidence**.
- ☐ includes **facts**, expert opinions, and examples.
- ☐ is written for a specific **audience**.
- ☐ has a beginning that interests the readers (**introduction**).
- ☐ has a middle (**body**) that develops the main idea.
- ☐ has an ending (**conclusion**) that wraps up the ideas.
- ☐ uses words and phrases that help the reader understand the writer's thoughts (**transitional words**).
- ☐ uses correct words effectively.
- ☐ uses words that make the **audience** (readers) feel positively or negatively about the topic.
- ☐ uses long and short complete sentences.

Other comments:

Name _____

Proofreading Checklist

Name of proofer _____

Check for the following. When you have finished, put a check mark in the blank. If you find a mistake, write the paragraph number or page number that needs to be changed.

- ☐ All sentences are complete. No fragments. No run-on sentences.
- ☐ Verbs agree with the subjects of the sentences.
- ☐ Verbs are in the correct tense.
- ☐ Pronouns fit with the nouns to which they refer.
- ☐ All sentences have correct ending punctuation. (./!/?)
- ☐ All sentences and specific names (proper nouns) begin with a capital letter.

Commas are used with

- ☐ lists. (red, blue, and green)
- ☐ phrases that come at the beginning of the sentence. (After we ate, we walked home.)
- ☐ compound sentences. (We rode our bikes to the park, but soon it began to rain.)
- ☐ Apostrophes are used with possessive words. (Soo Ling's house)
- ☐ Quotation marks are used with direct quotations.
- ☐ Spelling is correct. Use a dictionary to look up unfamiliar words.
- ☐ Correct words are used. Carefully check for confusing ones: *their, they're, there / too, to, two / your, you're / it's, its.*