Unit 5

Title: One Million Volumes

Suggested Time: 4 days (45 minutes per day)

Common Core ELA Standards: RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6; W.8.2, W.8.4, W.8.7, W.8.9; SL.8.1; L.8.1, L.8.2, L.8.4

Teacher Instructions

**Preparing for Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Books open doorways to new worlds and knowledge, but they are also “keepers” of the past and “preservers” of our culture.

Synopsis

In this speech, Rudolfo Anaya celebrates the purchase of the 1 millionth library volume by the University of New Mexico. He begins by describing how as a child on summer evenings he sat under the stars and listened to the stories of *los* *viejitos*, the old ones. From these stories and riddles, he developed a love of language. Later, in his town’s one-room library, he came to love the worlds of magic and imagination that he found in books. He invites his audience to remember how exhilarating reading is and how precious books are. For Anaya the million volumes in the university’s library represent freedom because preserving access to ideas leads to the preservation and ultimately the regeneration of our cultural ideals.

1. Read the entire selection, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the text while noting the stopping points for the Text Dependent Questions and teaching Tier II/academic vocabulary.

**During Teaching**

1. Students read the entire selection independently.
2. Teacher reads the text aloud while students follow along or students take turns reading aloud to each other. Depending on the text length and student need, the teacher may choose to read the full text or a passage aloud. For a particularly complex text, the teacher may choose to reverse the order of steps 1 and 2.
3. Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| --- | --- |
| **Text-dependent Questions** | **Evidence-based Answers** |
| Why might the author start the speech with,  “A million volumes.  A magic number.  A million books to read, to look at, to hold in one’s hand, to learn, to dream…”? (page 852) | He wants to draw attention to the topic by using short sentences/phrases. The use of “million, magic, million” produces a poetic-like quality that draws the reader in.  The use of parallel structure “…to read, to look at, to hold in one’s hand, to learn, to dream…” narrows the topic. (page 852) |
| Anaya uses his grandfather’s riddle to set up the purpose of his speech? What is the purpose? What does the riddle mean, and how does it connect to the purpose? (pages 852-854) | The author uses an anecdote of his grandfather sharing the night sky with him and pointing out the Milky Way and the millions of stars. The riddle in English is:  “There is a man with so much money  He cannot count it  A woman with a bedspread so large  She cannot fold it” (page 853)  The grandfather was sharing that learning is limitless. “Infinite. Stuff for the imagination.” It also “created in us a thirst for knowledge.” (page 854) |
| Why did the author choose to use Spanish words on page 852? | His use of Spanish words reflects his Spanish-American heritage. He may have chosen them to add authenticity and a sense of mystery to his description of listening to the old people.  “The stories of the old people taught us to wonder and imagine.” (page 852)  *Los viejitos*: the old ones  *Adivinazas*: riddles |
| On page 854, Anaya asks, “Can this library with its million volumes bestow that same inspiration?” Based on the text, how would the author answer that question? | It seems likely that Anaya will say that the million volumes can provide the same inspiration as the teachings of the old ones. Anaya has already stated that “one million is a magic number.” (page 852)  The author states he entered school “in search of the magic in words” and as he learned English, “with each new awareness, came his first steps toward a million volumes.” (Page 852) He shares that “words lie captured in ink…and the magic and power is inherent in each volume.” |
| In paragraph 3 on page 854, Anaya provides examples of how life changed when he entered school and learned English. What can you infer from his attitude or tone? Give evidence from the text to support your response. | He shares how difficult he found it to learn English.  “I now stumbled from sound to sound to word to groups of words, head throbbing, painfully aware that each new sound took me deeper into the maze of the new language.” (page 854) |
| How does the author’s story of entering school add to his purpose? (page 854) | It explains how it moved him closer to accessing more learning and books.  “…and with each new awareness came my first steps towards a million volumes. I, who was used to oraciones en espanol while I sat in the kitchen and answered the litany to the slap of my mother’s tortillas, I now stumbled from sound to word to groups of words, head throbbing, painfully aware that each new sound took me deeper into the maze of the new language.” (page 854) |
| What does Anaya mean by “Oh, how I clutched the hands of my new guides then?” Why does he use the word clutched? What and who were the new guides? (page 854) | Anaya uses the word clutched to show how apprehensive and nervous he was. His grandfather was his first guide to the magic of words; books were his new guides. |
| On page 856, the author provides another story about his grandfather. How does this story further develop the author’s purpose? | Grandfather shares, “Words are a way, he said, “they hold joy, and they are a deadly power if misused.” (page 856) He values language and learning, and he believes it is powerful. |
| On page 856, the author repeats the word “million” multiple times. List them. Why does the author use “million” so many times? | “…a million sheep…” (paragraph 3)  “…a million words that pasture in my mind.” (paragraph 3)  “But a million books?” (paragraph 4)  “How can we see a million books?” (paragraph 4)  “A million worlds. A million million worlds.” (paragraph 4)  The author keeps repeating the word “million” to keep coming back to the “million volumes.” It is also a way for Anaya to emphasize the importance of an endless collection of books. |
| Anaya believes that “…a book at once quenches the thirst of the imagination and ignites new fires.” (page 857) How can a book do both of these things at the same time? How is this phrase a “paradox”? | “But in that small room I found my shelter and retreat. If there were a hundred books there we were fortunate, but to me there were a million volumes.” (paragraph 1)  Miss Pansy became his new guide. “She fed me books as any mother would nurture her child. She brought me book after book, and I consumed them all.” (paragraph 2)  These two quotes show how the author’s thirst was quenched, but in the two following quotes, it shows the reader that it just ignited his love for more.  “…I realized that if the books held as much magic as the words of the old ones, then indeed this was a room full of power.” (paragraph 1)  “My tattered library card was my ticket into the same worlds my grandfather had known, worlds of magic that fed the imagination.  (paragraph 2)  This statement or proposition that seems self-contradictory or absurd but in reality  expresses a possible truth is the paradox. To quench is to extinguish and to ignite is to catch fire, stimulate or provoke. |

Tier II/Academic Vocabulary

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| --- | --- | --- |
|  | **These words require less time to learn**  (They are concrete or describe an object/event/  process/characteristic that is familiar to students) | **These words require more time to learn**  (They are abstract, have multiple meanings, are a part  of a word family, or are likely to appear again in future texts) |
| **Meaning can be learned from context** | Page 854 - rites  Page 854 - maze  Page 856 - lisped  Page 857 – quenches  Page 857 - trembled  Page 857 - nurture  Page 857 – tattered  Page 857- bewilderment | Page 854 - infinite  Page 854 - cosmic  Page 854 - infinity  Page 854 – inspiration  Page 856 - intriguing  Page 857 - ignites  Page 857 - consumed  Page 857 - dissolved  Page 857- insanity  Page 857 - wither  Page 857 - exhilaration  Page 857 - imaginable  Page 857 - preserve |
| **Meaning needs to be provided** | Page 857 - satiated  Page 857 - dilapidated  Page 857 - direst | Page 852 – induced  Page 854 - bestow  Page 854 - inherent  Page 854 – litany  Page 856 – imbedded  Page 857 - paradox  Page 857 - comprised  Page 857 - censorship  Page 857 - eventually  Page 857 - regenerate |

Culminating Writing Task

* Prompt

*After reading Rudolph Anaya’s, “One Million Volumes,” explain how the author uses word choice and structure to convey the message of his speech. Remember to cite evidence from the text to support your analysis.*

* Determine Anaya’s purpose
* Include how word choice impacts meaning (i.e. purpose and message) and tone of speech
* Include observations about the structure Anaya uses and how this structure specifically effects or contributes to his message
* Cite evidence from the text to support your analysis
* Teacher Instructions

1. Students identify their writing task from the prompt provided.
2. Students complete an evidence chart as a pre-writing activity. Teachers should guide students in gathering and using any relevant notes they compiled while reading and answering the text-dependent questions earlier. Some students will need a good deal of help gathering this evidence, especially when this process is new and/or the text is challenging!

|  |  |  |
| --- | --- | --- |
| ***Evidence***  ***Quote or paraphrase*** | ***Page number*** | ***Elaboration / explanation of how this evidence supports ideas or argument*** |
| Why might the author start the speech with,  “A million volumes.  A magic number.  A million books to read, to look at, to hold in one’s hand, to learn, to dream…” | 852 | He wants to draw attention to the topic by using short sentences/phrases. The use of “million, magic, million” produces a poetic-like quality that draws the reader in.  The use of parallel structure…”to read, to look at, to hold in one’s hand, to learn, to dream…” narrows the topic. (page 852) |
| “felt fortunate to have these wise viejos as guides into the world of nature and knowledge”  Miss Pansy, the librarian, became his new guide. She “fed him books as any mother would nurture her child” (page 857). He devoured every book she gave him, and he was a librarian’s dream. | 852 | The author shares how his guides helped him on his journey towards learning English and his “love affair” with books and words. |
| “There is a man with so much money  He cannot count it  A woman with a bedspread so large  She cannot fold it” (page 853)  “Infinite. Stuff for the imagination.” It also “created in us a thirst for knowledge.” (page 854) | 853-854 | The author uses an anecdote of his grandfather sharing the night sky with him and pointing out the Milky Way and the millions of stars. The riddle in English is:  The grandfather was sharing that learning is limitless. |
| “I now stumbled from sound to word to groups of words, head throbbing, painfully aware that each new sound took me deeper into the maze of the new language”  “ I, who was used to oraciones en espanol while I sat in the kitchen and answered the litany to the slap of my mother’s tortillas, I now stumbled from sound to word to groups of words, head throbbing, painfully aware that each new sound took me deeper into the maze of the new language” (page 854). | 854 | Anaya explains how difficult it was to learn English. |
| “Oh, how I clutched the hands of my new guides then?” | 854 | Anaya uses the word clutched to show how apprehensive and nervous he was. His grandfather was his first guide to the magic of words; books were his new guides. |

1. Once students have completed the evidence chart, they should look back at the writing prompt in order to remind themselves what kind of response they are writing (i.e. expository, analytical, argumentative) and think about the evidence they found. (Depending on the grade level, teachers may want to review students’ evidence charts in some way to ensure accuracy.) From here, students should develop a specific thesis statement. This could be done independently, with a partner, small group, or the entire class. Consider directing students to the following sites to learn more about thesis statements: http://owl.english.purdue.edu/owl/resource/545/01/ OR http://www.indiana.edu/~wts/pamphlets/ thesis\_statement.shtml.
2. Students compose a rough draft. With regard to grade level and student ability, teachers should decide how much scaffolding they will provide during this process (i.e. modeling, showing example pieces, sharing work as students go).
3. Students complete final draft.

* Sample Answer

A library will “preserve and use the literature of all cultures,” and thus, “we preserve and regenerate our own.” These words from Rudolph Anaya’s speech, “One Million Volumes” share the message of learning and keeping your culture alive through books. Anaya crafts a meaningful discourse relaying childhood stories about the magic and power of words in his life in celebration of the University of New Mexico Library’s one-millionth volume. The author’s carefully chosen words in Spanish and in English weave together to transport the audience to the worlds of magic and imagination that he found in books.

Learning about the love of books, words, and learning through Anaya’s childhood stories helped build a strong connection between author and the audience; thus, serving his purpose of celebrating the one-millionth book. He begins by telling a story about his grandfather sharing the night sky with him and pointing out the Milky Way and the millions of stars.

“There is a man with so much money

He cannot count it

A woman with a bedspread so large

She cannot fold it” (page 853).

His message was that learning was limitless. “Infinite. Stuff for the imagination;” therefore, igniting the idea of a million books. It also “created in us a thirst for knowledge” (page 854), hearing these stories passed down from los viejitos, the old ones. Anaya “felt fortunate to have these wise viejos as guides into the world of nature and knowledge” (page 852). He carries this thread through the writing introducing the various guides who helped him discover these ideas. On page 856, the author provides another story about his grandfather, his first guide. Grandfather shares, “Words are a way, he said, “they hold joy, and they are a deadly power if misused.” That was the winter of destruction which people had imbedded in their minds, but the summer was bountiful, and Anaya states he could see, “what was clean and pure and green, …and the million sheep and the pastores caring for them, as he now cares for the million words that pasture in his mind.”

Life changed when he entered school. Anaya tells the story of how difficult he found it to learn English. “The sounds were no longer the soft sounds of Spanish… “and with each new awareness came my first steps towards a million volumes. I, who was used to oraciones en espanol while I sat in the kitchen and answered the litany to the slap of my mother’s tortillas, I now stumbled from sound to word to groups of words, head throbbing, painfully aware that each new sound took me deeper into the maze of the new language” (page 854). Miss Pansy, the librarian, became his new guide. She “fed him books as any mother would nurture her child” (page 857). He devoured every book she gave him, and he was a librarian’s dream. “My tattered library card was my ticket into the same worlds my grandfather had known, worlds of magic that fed the imagination.” He uses these stories to reach out to the audience, “Those of you who have felt the exhilaration from reading---or from love---will know what I am speaking.”

Anaya’s words and phrases, in both English and Spanish, captivate the audience with their power. His first words are…

“A million volumes.

A magic number.

A million books to read, to look at, to hold in one’s hand, to learn, to dream…” (page 852).

The first two lines draw you in with their repetition, alliteration and their poetic quality, but also focus you on the topic of a million. The use of parallel structure…”A million books to read, to look at, to hold in one’s hand, to learn, to dream…” narrows the topic (page 852). He seems almost effortless as he continues the thread of the words million and magic to keep the listener aware of the message. On page 856, the author repeats the word “million” multiple times … “a million sheep…” “…a million words that pasture in my mind.” “But a million books?” “How can we see a million books?” “A million worlds. A million million worlds.” to continue to emphasize a “million volumes” and the importance of an endless collection of books. Another example of Anaya’s power with words is in his use of Spanish words and how it reflects his Spanish-American heritage. He writes about *Los viejitos*: the old ones and

*Adivinazas*: riddles to share his grandfather’s story. He chose these words to add authenticity and a sense of mystery to his description of listening to the old people. When he describes being “mad with the insanity of books,” he goes back and forth between English and Spanish to share it. He so wanted to read the books that he “…would cross the river to get home, shouting my crazy challenge even at la Llorona, and that poor spirit of so many frightening cuentos would wither and withdraw” (page 857). Anaya’s cultural references blend seamlessly to create a colorful array of words and ideas that are preserved in ink with a “power inherent in each volume.” He reminds the audience, “We know that as we preserve and use the literature of all cultures, we preserve and regenerate our own. The old ones knew and taught me this…They kept their diaries, they wrote decimas and ceuntos…” (page 857). Finally, the paradox of dually describing being quenched, but ignited by books is a beautiful image. Anaya believes that “…a book at once quenches the thirst of the imagination and ignites new fires” (page 857). The word quench means to be satiated or extinguished, while to ignite is to catch fire, to be stimulated or to be provoked. This phrase is one of the Anaya’s most brilliant ideas, because it captures why reading is so magical, and it causes the audience to pause and reflect on its wonder.

“One Million Volumes” message of reading, learning and preserving the past and our culture started with the past and ends with the present…the University of New Mexico Library’s one-millionth book celebration…a library that will “preserve and use the literature of all cultures,” and thus, “ we preserve and regenerate our own.” It is a place to “float on words to other worlds” (page 857).

Additional Tasks

* *Write a thank you letter to Rudolfo Anaya for delivering his speech at the University of New Mexico Library in celebration of its purchase of the one-millionth volume . As a board member of the library foundation, express your gratitude for his wonderful words and the importance of his message. Please provide examples from the speech to support your ideas.*

Dear Mr. Anaya,

Your speech delivered at the University of New Mexico Library in celebration of the one-millionth volume was inspirational for all. We are so grateful for your words and your message. To begin with, your speech’s first words“A million volumes. A magic number. A million books to read, to look at, to hold in one’s hand, to learn, to dream…” (page 852) captured the audience and connected them to the purpose of the event and the moment. In addition, your use of Spanish words and your grandfather’s stories included and involved so many. When you shared his riddle translated from Spanish, you let the audience feel as you did that your grandfather thought that learning is limitless.

“There is a man with so much money

He cannot count it

A woman with a bedspread so large

She cannot fold it” (page 853).

Your idea of being “mad with the insanity of books” and that “a book at once quenches the thirst of the imagination and ignites new fires” (page 587) will remain an inspiration for the audience and will entice them to utilize our fine institution. Finally, your lasting message that there are now “a million volumes for us to read here at the University of New Mexico Library on every imaginable subject, in every field…” shows the power of reading and knowledge. We agree…this library will “…preserve and use the literature of all cultures…as we preserve and regenerate our own.” Thank you again a million times.

Sincerely,

The University of New Mexico Library Board of Directors

* *The University of New Mexico Library has decided to dedicate a wing of the building to Rudolfo Anaya. Using the Internet and your anthology, research Mr. Anaya’s connections to the university, his accomplishments and literary works, and any other relevant information to be able to write a one-page “bio” on him that will appear in the wing. Be sure to use evidence from the sources to support your ideas.*

*Dedicated to Rudolfo Anaya for your inspiration and dedication to words*

*Rudolfo Anaya – born 1937*

*“I write because I am filled with the urge to create.” These words live in the work of Rudolfo Anaya, whose sense of roots are vital to his work as a writer. Born in a village in Pastura, New Mexico, his early years were spent there and in nearby Santa Rosa. In eighth grade, he moved to Albuquerque. He remained there to study English and American Literature at the University of New Mexico.*

*After graduating in 1963, Anaya taught English for high school, and there he began his first novel. Bless Me, Ultima. This novel proved to be popular for its treatment on Hispanic tradition and is a “must-read” in many high schools’ English classes around the country. The author currently teaches here at the University of New Mexico. A professor emeritus, Anaya continues to focus his writing on the cultural identity of his people.*

* *The author uses a variety of literary devices in the speech to connect to the audience and provide a thread of meaning in the speech. Choose three examples and share how those techniques contribute to the meaning of the speech.*

*Students could choose:*

* + *Metaphors for million volumes…the sheep, the stars, the million, million worlds etc.*
  + *Repetition of ideas…million, magic, guides*
  + *Alliteration….million, magic, a million, million*

*Symbolism…coins of the Lord, heavens were the bedspread of his mother, books, the guides*

* + *Spanish words: adivinanazas, los viejitos, the original riddle in Spanish, oraciones en espanol, cuentos, llano, pastores, Llorona, and decimas, ranchito*

Note to Teacher

* If students need support for organizing their thoughts, utilize graphic organizers.
* If students need support for specific terms/concepts, you might teach a quick mini-lesson. Students might need a mini-lesson on some of the Spanish words used OR you might want to do a mini-lesson on some of figurative language techniques the writer used: alliteration, repetition, or symbolism.

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

**“One Million Volumes”**

1. Why might the author start the speech with, “A million volumes. / A magic number. / A million books to read, to look at, to hold in one’s hand, to learn, to dream…”? (Pg. 852)
2. Anaya uses his grandfather’s riddle to set up the purpose of his speech? What is the purpose? What does the riddle mean, and how does it connect to the purpose? (Pgs. 852-854)
3. Why did the author choose to use Spanish words on page 852?
4. On page 854, Anaya asks, “Can this library with its million volumes bestow that same inspiration?” Based on the text, how would the author answer that question?
5. In paragraph 3 on page 854, Anaya provides examples of how life changed when he entered school and learned English. What can you infer from his attitude or tone? Give evidence from the text to support your response.
6. How does the author’s story of entering school add to his purpose? (Pg. 854)
7. What does Anaya mean by “Oh, how I clutched the hands of my new guides then?” Why does he use the word clutched? What and who were the new guides? (Pg. 854)
8. On page 856, the author provides another story about his grandfather. How does this story further develop the author’s purpose?
9. Anaya believes that “…a book at once quenches the thirst of the imagination and ignites new fires.” How can a book do both of these things at the same time? How is this phrase a “paradox”? (Pg. 857)

Supports for English Language Learners (ELLs) to use with Anthology Alignment Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Anthology Alignment Lessons to ensure ELLs can engage fully with the lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before reading:**

* Read passages, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide explicit instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, and are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Complete a [Know, Want to Learn, Learned (KWL) graphic organizer](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about the text.
* Have students research the setting or topic and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for that objective.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher order thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Provide explicit instruction, using multiple modalities, on selected vocabulary words (e.g., 5–8 for a given text) that are central to understanding the text. During reading, you should continue to draw attention to and discuss the words that you taught before the reading.

**Examples of Activities:**

* Have students include the example from the text in a student-created glossary.
* Create pictures that represent how the word was used in the passage.
* Create sentences using the word in the way it was used in the passage.
* Have students discuss the author’s word choice.
* Examine important sentences in the text that contribute to the overall meaning of the text.
* Examine sentence structure of a particular sentence. Break down the sentence to determine its meaning. Then determine how this sentence contributes to the overall meaning of the passage. Determine if there is any figurative language in the sentence and have students use context clues to determine the meaning of the figurative language.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* While reading the text, have students fill in a story map to help summarize what has happened.
* Have students fill in an evidence chart while they read to use with the culminating writing activity. Make sure to model with the students how to fill in the evidence chart by filling in the first couple of rows together as a class. Go over the prompt that the evidence should support, making sure to break down what the prompt means before having the students get to work. If some of your students frequently struggle to understand directions, have the students explain the directions back to you.
* Provide somewhere for students to store new words that they encounter. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students start a KWL before reading, have them fill in the “L” section as they read the passage.

**After reading:**

* Reinforce new vocabulary using multiple modalities.

**Examples of activities:**

* Using the words that you had students work with before the reading, require students to include the words in the culminating writing task.
* Create Frayer models with the words. Then cut up the Frayer models and have the students put the Frayer models back together by matching the pieces for each word.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* When completing the writing assignments after reading, consider using these scaffolds to support students depending on their English proficiency.

**Examples of Activities:**

* For all students, go over the prompt in detail making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.