

GRADE

6

myPerspectives[®]
ENGLISH LANGUAGE ARTS

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ENGLISH LANGUAGE ARTS

Annotated Planning Journey Across a Text with *myPerspectives*

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A Perspective on Planning

In this resource, you will find the thoughts that one teacher uses to plan for student experiences with one *myPerspectives* text.

Note how the teacher thinks through the following questions to determine:

- The role this text plays in the **larger unit**;
- The specific **purpose** this text serves (i.e., we are not reading for everything possible);
- The **routines** students use to fully engage with this text, to scaffold their experiences in service of independence, and to develop strong content knowledge along with contextualized literacy skills.

Planning Prompt	Resource
☐ What is the big picture of this unit and the role of this text?	Unit At A Glance
☐ What guideposts frame how we read this text?	Introduction
☐ How do students prepare for this text?	Overview (Section, such as Whole Group)
☐ Why are we reading this text?	Planning Pages (Selection Overview, Lesson Overview)
☐ How will we read and respond to this text?	Planning Pages (Lesson Overview)
☐ How do students prepare to read?	Prepare to Read (Concept Vocabulary, About the Author, Background, Reading Strategy)
☐ How do students read to get a basic understanding of the content?	Build Insight (Reading Strategy, Comprehension Check Questions)
☐ How do students pause to steady their initial understanding?	Build Insight (First Thoughts, Summary, Analysis, Explore the Essential Question)
☐ How do students use close, analytical reading to deepen comprehension?	Analyze and Interpret (Close Read, Inquiry and Research, Genre Feature)
☐ How do students use language study to deepen comprehension?	Study Language and Craft (Concept Vocabulary, Word Study, Author's Craft/Conventions)
☐ How do students use writing and speaking to deepen comprehension and communicate their perspective?	Compare Texts, Share Ideas

Unit Design Reminders

Overview of *myPerspectives*

The Big Picture	Performance Tasks	Routines and Planning	Scaffolding and Differentiation
Knowledge-building units use connected, complex, authentic literary and informational texts and media selections to build knowledge and develop each learner's perspective of a meaningful theme and related Essential Question. Thematic study provides meaningful context for literacy standards .	Units are backwards designed from meaningful Performance Tasks and an end-of-unit PBA, and Unit Projects each involving multiple standards. Students use these authentic performance tasks to deepen knowledge and communicate an informed perspective about the unit theme from reading across connected literary and informational texts.	Units span three stages in alignment with gradual release.: Whole-Group, Small-Group, Independent Learning Consistent reading, writing, speaking, and language development routines repeat for each text, scaffold learning, and embed grade-level standards, spiraling standards in support of end-of-year mastery.	Scaffolding is specific to each unit and text and used to expand access to meaningful, relevant, grade-level content. Differentiation is informed by formative assessment that is also embedded, sewn within the work students do with each text and unit-specific theme and Essential Question.

Light the way to engagement: Engagement Strategies



Shape Tasks for Inquiry and Agency: Promote productive struggle with puzzle-like tasks that invest students in texts and topics through choice, comparison, co-construction, and the invitation to teach one another.



Enhance Retention with Movement and Multisensory Content: Have students move to meet with different learning partners. Prompt students to use gestures and movement to show what concepts and words mean. Use color-coded anchor charts to reveal language structures.



Develop Oral Language and Scaffold Learning through Peer Discourse: Use roles, language frames, open-ended questions, and tasks that generate discussion and require diverse perspectives.



Personalize Learning and Provide Meaningful Explicit Instruction through Feedback: Link language from grade-level standards to what students say and do, using descriptive feedback to affirm and improve learning.

Unit At A Glance: What is the big picture of this unit and **role of this text?**

UNIT 2 AT A GLANCE				Natural Allies				
		Pacing	Genre / Lexile	Genre / Text Elements		Vocabulary / Word Study	Author's Craft / Conventions	Writing / Research / Speaking and Listening
INTRO	Unit Introduction							
	Mentor Text: Reading Buddies	2 days	Informational Essay 890L			Academic Vocabulary		Summary • Icebreaker • QuickWrite
WHOLE-CLASS LEARNING	 from My Life With the Chimpanzees Jane Goodall	5 days	Autobiography 860L	Author's Purpose and Central Idea	Establish a Purpose for Reading	Concept Vocabulary Latin Suffix: -able	Reflexive and Intensive Pronouns	How-To Essay Class Discussion
	 Horses as Healers Around the World Carolyn Cory Scopettone	4 days	Informational Article 1070L	Central Idea and Organizational Patterns	Generate Questions	Concept Vocabulary Latin Root: -bene-	Author's Purpose	Research-Based Essay Poster Presentation
	Performance Task Writing Prompt • Writer's Handbook	4 days						Informational Essay
PEER-GROUP LEARNING	 Sonnet • Nikita • The Visitor Margaret E. Bruner • Alberto Ríos • Ada Limón	4 days	Poetry NP	Elements of	Adjust Fluency	Context Clues Latin Prefix: dis-	Word Choice and Tone	Friendly Letter
	 The Tale of the Hummingbird Pura Belpré	4 days	Creation Story 740L			Use a Print Thesaurus Synonyms and Connotations	Sentence Structures	Research Report
	 Black Cowboy, Wild Horses Julius Lester	4 days	Biography 710L			Context Clues Multiple-Meaning Words	Figurative Language	Informational Report
	Performance Task Speaking and Listening	2 days						Instructions
INDEPENDENT LEARNING	Independent Learning provides students with the opportunity to analyze a selection independently. To facilitate students' independence, no skills have been assigned.							
	 Predators Linda Hogan Poetry		 The Girl Who Gets From Birds Katy Sewall News Article Lexile: 830L					
						END OF UNIT		
						Reflect and Respond		2 days
						Performance-Based Assessment		2 days
Pacing is suggested for a 40- to 50-minute class period. If you use block scheduling, you may combine days to meet your schedule needs. Each unit								

We are reading *Horses as Healers Around the World*, which is the second Anchor Text, for **4 days**.

At first glance, it looks like we will work with the text by considering **central idea and organizational patterns, generating questions, author's purpose**, along with our regularly embedded **Comprehension and Close Read Questions**.

The goal is to compose a brief **Research-Based Essay** and corresponding **Poster Presentation**.

I can see at a glance how much **informational writing and speaking and listening** students do across this unit. I can also see that we work with central idea, structures/organizational patterns, linguistic choices (figurative and otherwise) that authors use to affect their audience within and across genres.

purpose of this unit is to **build knowledge about Natural Allies** by reading across literary texts, informational texts, poetry, and a sonnet. Reading these diverse texts, students develop their own perspective on the Essential Question, adding to what they know about the authors they read.

Unit at a Glance 104B

The purpose of this unit is to **build knowledge about Natural Allies** by reading across literary texts, informational texts, poetry, and a sonnet. While reading these diverse texts, students develop their own perspective about the Essential Question, adding to those of the authors they read.

We are reading *Horses as Healers Around the World*, which is the second Anchor Text, for **4 days**.

At first glance, it looks like we will work with the text by considering **central idea and organizational patterns, generating questions, using the root -bene-, examining the author's purpose**, along with our regularly embedded **Comprehension and Close Read Questions**.

The goal is to compose a brief **Research-Based Essay** and corresponding **Poster Presentation**.

I can see at a glance how much **informational writing and speaking and listening** students do across this unit. I can also see that we work with central idea, structures/organizational patterns, linguistic choices (figurative and otherwise) that authors use to affect their audience within and across genres.

What guideposts frame how we read this **text set**?

INTRODUCE

Natural Allies

Ask students what the words *natural allies* suggest to them. Point out that as they work through this unit, they will read many examples about animals that have gone to extraordinary lengths to help humans in need.

Watch the Video

“Examining a Feisty Tiger Found Wandering the Streets”

Project the **Unit 2 Opener Video** in class or assign the video for students to watch on their own.

DISCUSS Assign the **Unit 2 Introduction: Discussion Board Activity**. Alternatively, students can share their responses in a class discussion.

HOME Connection Letter

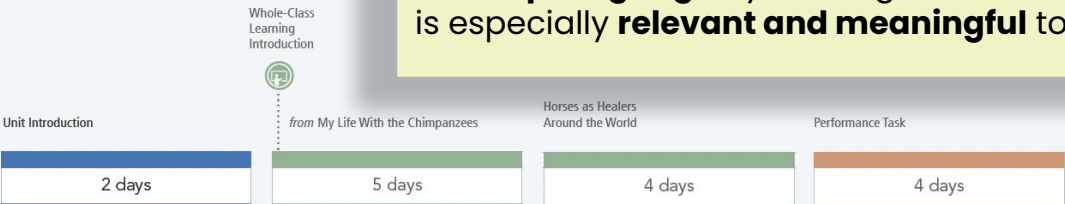
A customizable Home Connection Letter to students’ parents, caregivers, or guardians explains what students will be learning in this unit and how they will be assessed.

The customizable letter includes:

- The unit’s Essential Question
- A list of Whole-Class Learning, Peer-Group learning, and Independent Learning texts
- Unit Performance Tasks

- Home Connection Letter (English)
- Home Connection Letter (Spanish)

Pacing Plan



Natural Allies

This is one of two texts that work together to prepare students for the **first Performance Task** where my students write an informational essay.

WATCH THE VIDEO

DISCUSS In what ways might you describe the relationship between animals and people on this planet? Write your response before sharing your ideas.

The **pacing** is super important because I know pacing engages and the more texts that I expose my students to, the more opportunities I have for students to **gain knowledge and develop language** by reading across texts and find a text that is especially **relevant and meaningful** to each of them.

These are my students’ big reminders and guides: This is just **one of several texts** they read about whether nature or technology defines us more.

WHOLE-CLASS LEARNING

- from My Life With the Chimpanzees Jane Goodall (AUTOBIOGRAPHY)
- Horses as Healers Around the World Carolyn Cary Scoppettone (INFORMATIONAL ARTICLE)
- Write an Informational Essay (WRITING: PERFORMANCE TASK)

PEER-GROUP LEARNING

- Sonnet Margaret E. Bruner Nikita Alberto Rios The Visitor Ada Limón (POETRY COLLECTION)
- The Tale of the Hummingbird Pura Belpré (CREATION STORY)
- Black Cowboy, Wild Horses Julius Lester (BIOGRAPHY)
- Give and Follow Instructions (SPEAKING AND LISTENING: PERFORMANCE TASK)

INDEPENDENT LEARNING

- Predators Linda Hogan (POETRY)
- The Girl Who Gets Gifts From Birds Katy Sowall (NEWS ARTICLE)
- Speak, Fidel Shay Maunz (INFORMATIONAL TEXT)
- All the Pretty Ponies Oscar Cásares (REFLECTIVE ESSAY)
- SHARE • LEARN • REFLECT (SHARE INDEPENDENT LEARNING)

PERFORMANCE-BASED ASSESSMENT

- Informational Essay You will write an informational essay in response to the Essential Question for the unit.

How do animals and people interact?

Introduce the Essential Question and point out that students will respond to related prompts.

- **Whole-Class Learning** What can people learn from animals?
- **Peer-Group Learning** Write and deliver a set of oral instructions on how to make an origami version of an animal of your choosing.
- **Performance-Based Assessment** How do animals and people interact?

TALK ABOUT IT

Photography

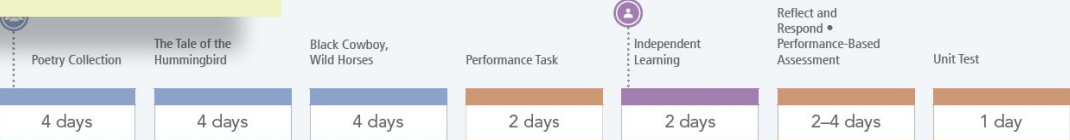
Direct students’ attention to the unit opener photograph. This image shows a clownfish and an anemone. A clownfish is a small fish that lives in warm ocean waters. An anemone is a marine animal that looks like a flower. These two creatures share a symbiotic relationship. This means that when they interact, they provide benefits to each other. The anemone provides protection from predators for the clownfish. In return, the clownfish helps keep the anemone clean. The anemone also eats some food scraps from the clownfish. The two animals work together as allies.

Ask: Do you know of any other animals that interact with each other as allies? In what ways can humans and animals be allies?

Discussion Routines As students discuss the photograph, encourage them to use these routines, which they can continue to employ throughout the unit:

- **Expand** on peers’ comments, building on ideas and details.
- **Summarize** peers’ comments to clarify ideas.
- **Ask questions** to deepen the discussion.

Reflect and Respond • Performance-Based Assessment



Planning Pages: Why are we reading **this text**?

SELECTION OVERVIEW

Horses as Healers Around the World

Summary

"Horses as Healers Around the World" by Carolyn Cory Scoppettone explains how horses can provide therapy for people with a wide range of challenges, such as post-traumatic stress disorder, cerebral palsy, and autism. Examples from therapeutic riding programs support the idea that horses can be "partners in healing."

Why this text?

"Horses as Healers Around the World" explores ways in which horses can assist people with mental and physical challenges in finding help and healing. It presents interactions between people and animals that are mutually beneficial.

PROGRESS MONITORING

Selection Test Use this test to assess students':

- comprehension of the selection
- acquisition of concept vocabulary

Readiness Checks and Exit Tickets Use the Readiness Check at the beginning of each skills lesson to determine which level of differentiation your students may need. Administer the Exit Ticket following the lesson to determine students' proficiency. Reteach options are available.

- central idea and organizational patterns
- Latin root: *-bene-*
- author's purpose

Connection to Performance Tasks

Whole-Class Learning Performance Task Students will write informational essays in response to the question "What can people learn from animals?"

This selection is a well-structured informational text about ways animals help people. It has a clear purpose and central idea. Students may draw on it as a model as well as for ideas about what people can learn from animals as they write their own essays.

Unit Performance-Based Assessment Students will write informational

Text Complexity Rubric: Horses as Healers Around the World

Quantitative Measures: Lexile: 1070L Text Length: 619 words

Qualitative Measures (1 = least complex; 5 = most complex)

KNOWLEDGE DEMANDS

① ② ③ ④ ⑤

An understanding of the different conditions and challenges (including PTSD, autism, and multiple sclerosis) is helpful, as is a basic understanding of horseback riding.

STRUCTURE

① ② ③ ④ ⑤

The text begins with narrative example of equine therapy, but it is offered without context. After this, the structure is fairly conventional.

LANGUAGE CONVENTIONALITY AND CLARITY

① ② ③ ④ ⑤

Language includes a few idioms and conversational phrases as part of the writer's voice. A variety of sentence structures are used. Multiple quotations support ideas.

LEVELS OF MEANING / PURPOSE

① ② ③ ④ ⑤

The selection has a clear meaning and purpose. It informs readers how horses are used therapeutically.

PREREADING DIFFERENTIATION

KNOWLEDGE DEMANDS

If students are unfamiliar with horseback riding, **then** use photos and videos to preview this topic. Encourage students to recognize the relationship between horse and rider. Point out that skilled riders learn to communicate with their horses even if they do not use many words.

STRUCTURE

If students need help understanding the relevance of the first paragraph, **then** remind them that authors use interesting story or example to engage students to the relationship between healers." Ask what role

HOW CAN I SUPPORT MULTILINGUAL LEARNERS?

Lesson Preview

- Direct students to the Background note, pointing out the phrase "humans' best friend." Discuss how animals can be friends to humans.

I love seeing what my students get to learn about complex, content-rich texts. Using the Text Complexity Rubric, it seems as though we get to learn about different mental and physical experiences, how authors weave in relevant anecdotes in informational text, and varied sentence structure and idioms that reveal the author's voice on the topic. I know that there is formative assessment embedded within the reading, but these "If...then..." suggestions prime me for ways I might support students prior to and during their reading.

Although we could read this text for so many different purposes, the **connection to the EQ and Performance Tasks** tells me that I **just need students to linger long enough** in this text to discover how "interactions between people and animals are mutually beneficial." This is a brief **informational text** about how **horses help people** with mental and physical differences. Students write their own informational text about what people can learn from animals at the end of Whole Class Learning.

The **Readiness Checks and Exit Tickets** give me a **preview of the literacy concepts and skills** that students will use to **focus and deepen their reading** for this text. I can tell that the focus for this text will relate central idea and organizational patterns, the Latin root *-bene-*, and author's purpose. As I move to the Lesson Overview, I **expect to find standards** related to at least these three things as part of what we are learning with this text. I also predict that these things may help students navigate what makes this text complex. Lastly, I predict that the **core routines** (Read, Build Insight, Analyze and Interpret, Study Language and Craft) will focus on these things.

Planning Pages: How will we read this text?

LESSON OVERVIEW



Informational Article 1070L

Horses as Healers Around the World

OBJECTIVES AT A GLANCE

Related Standards

PREPARE TO READ/READ

- Determine the central idea of a text.
- Read and comprehend literary nonfiction.
- Use academic and domain-specific words accurately.

RI.2

RI.10

L.6

BUILD INSIGHT

- Determine the central idea of a text.

RI.2

ANALYZE AND INTERPRET

- Determine the central idea of a text.
- Analyze how part of a text contributes to its structure.
- Gather information from multiple sources.

RI.2

RI.5

W.8

STUDY LANGUAGE AND CRAFT

- Determine an author's purpose.
- Use Latin roots to determine word meaning.
- Use academic and domain-specific words accurately.

RI.6

L.4.b

L.6

SHARE IDEAS

- Write informative texts.
- Gather information from multiple sources.
- Interpret information presented in diverse formats.

W.2

W.8

SL.2

PACING AT A GLANCE

Days

PREPARE TO READ/READ

- Learn About Genre: Informational Article
- Concept Vocabulary
- Reading Strategy
- Selection Text

1/2

BUILD INSIGHT

- First Thoughts
- Summary
- Analysis
- Exploring the Essential Question

1/2

ANALYZE AND INTERPRET

- Close Read
- Inquiry and Research
- Central Idea and Organizational Patterns

1

STUDY LANGUAGE AND CRAFT

- Concept Vocabulary
- Word Study
- Author's Purpose

1/2

SHARE IDEAS

- Writing
- Speaking

The **pacing reminder** helps me not lose the forest for the trees. I don't want to turn this text into a novel study

The **Standards** tell me that in the **Prepare to Read** routines, there is guidance to explore how the author conveys a central ideal. In this routine and the **Build Insight** routine, students will use evidence from the text to support their analysis. In the **Analyze and Interpret** routine, students explain how the author uses part of the text to convey structure and central idea. They also conduct research of their choosing to learn more about ideas from the text. In the **Study Language and Craft** routine, students determine the author's purpose and use the Latin root -bene- to navigate some new language. I'm going to closely read the questions and prompts to find when we are working with those standards in meaningful context. In the **Share Ideas** routine (I work backward from this when planning), students write a brief informational text using what they have learned. I'm also holding onto why we are reading this text. There may be some things students do not completely understand but that is ok.

This **flexible framework** can be modified based on your district, class, or students' individual needs.

Each day represents a 40- to 50-minute class period and can be modified as needed. If your class periods are longer, or if you use block scheduling, you may combine days to reflect your schedule.

I'll explore the **Lesson Slides** to learn how I might visually sequence the tasks for this text.

PREPARE TO READ/READ pp. 142-143

Learn About Genre: Informational Article

Concept Vocabulary L.6

Reading Strategy: Generate and Record

Student Edition, with Audio

OPTIONAL RESOURCES

Selection PDF

Bridge Text, with Audio

Selection Summary, with Audio

BUILD INSIGHT p. 141

First Thoughts

Summary

Analysis RI.2

Exploring the Essential Question

Exit Ticket: Central Idea and Organizational Patterns

OPTIONAL RESOURCE

Reteach and Practice (RP): Central Idea and Organizational Patterns

OPTIONAL RESOURCES

Customizable Lesson Slides

Customizable Lesson Plan

Close-Read Guide: Nonfiction

Assessment Log

Word Wall

RESOURCES KEY

Activities

Assessment

Books / Readers

Teacher Support

Practice

Presentations

Video / Audio

Program Resource

I'm going to closely read the questions and prompts to find when we are **working with those standards in meaningful context**. I'm also holding onto why we are reading this text. There may be some things students do not completely understand but that is ok.

How do students prepare to read?

TEACH

Reading Informational Articles

Author's Purpose Explain that an informational article writer seeks to educate people on a specific topic by sharing only the facts, without offering an opinion.

Characteristics Tell students that everything in an informational article will be fact-based. Point out that they may glean just as much information from text features as they do from the text.

Structure Remind students to look for transitions and connecting words that signal the relationships among ideas.

Take a Minute!

Have students discuss their ideas. Suggest to students that they list the steps involved in the subject they researched in a sequence graphic organizer.

LEARN ABOUT GENRE: NONFICTION



HORSES AS HEALERS
AROUND THE WORLD

The text you are about to read is an informational article.

Reading Informational Articles

An **informational article** is a short nonfiction work that educates readers about a topic.

INFORMATIONAL ARTICLE

Author's Purpose

- ➔ to inform the reader about real people, situations, or events

Characteristics

- ➔ a title that states or hints at the topic of the article
- ➔ often begins with an attention-grabbing paragraph or section to draw readers in
- ➔ presents fact-based information on a topic
- ➔ expresses a central, or main, idea
- ➔ uses varied types of supporting evidence

Structure

- ➔ uses an organizational pattern that clarifies ideas and information

Take a Minute!

FIND IT Think of a subject you'd like to know more about, such as fixing a bike or adopting a pet. Do a quick Internet search to find an informational article on the subject. Jot down the title of the article and the publication.

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Essential Question: How do animals and people interact?

Central Idea

An informational article expresses a **central idea**—a thesis or main point—in an informative, interesting, and even entertaining way. An author can weave together a variety of different **details**, or textual evidence, to develop the central idea and bring the topic to life. The chart lists common types of textual details.

TIP: The central idea of an article is not the topic. The topic is what the article is about. The central idea is what it means.

EXAMPLE

TYPES OF DETAILS	DESCRIPTIONS
facts	statements that can be proved true
examples	specific instances that illustrate a general idea
anecdotes	brief stories that illustrate a point
statistics	numerical data (percentages, estimates, averages) found through research

PRACTICE

Complete the activity, and then answer the question.

- On the lines, identify each detail as a *fact*, an *example*, an *anecdote*, or a *statistic*.
 - Young coyotes bow their heads 92 percent of the time before starting a pretend fight with a companion. This signals that their desire to "fight" is play and not hostility.
 - In Russia, a raven was filmed repeatedly sliding down a snowy hill on a plastic lid.
 - Scientists have observed play behaviors in a wide variety of animals, from mammals and birds to insects.
 - Like other Vancouver residents, I was amused to see Canuck, the Internet-famous crow, riding inside the commode instead of things.
- What central idea does the article express?

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Central Idea

ESSENTIAL POINT The central idea of a text is its main point or thesis. Authors support and develop their central idea with different types of details.

Review with students the types of details and their descriptions. Invite volunteers to make a statement that might qualify as a fact, an example, an anecdote, or a statistic. Then, have students work individually to complete the Practice items. Leveled supports are provided below.

DIFFERENTIATE

SUBSTANTIAL Read aloud the name for each type of detail and its description. Offer a clear example of one of the types of details. For example, say, According to researchers, young meerkats spend about 6 percent of their waking hours playing. That's an example of a statistic—a numerical value found through research. Repeat with the other types of details.

MODERATE Briefly discuss the types of details in the chart before students complete the Practice items. Point out that the category "facts" describes general facts that are not examples or statistics (numbers).

EXTEND LEARNING Ask students whether they think certain types of details offer stronger evidence than others do, and have them explain their thinking.

I have my students start the **Learn About Genre** with a **turn and talk** where they share what they **already know** about the genre. Then, they work with these same partners to read the Informational Article **anchor chart** and note what characteristics or purpose of the text is **familiar to them** (and surfaced in their **Popcorn** out of these genre features so we hear what our peers learned and so we get some of that genre language in our learning environment.

We do the **Take a Minute!** for **3 minutes** and we weave in the genre features we are learning by having students briefly share with a partner the article they explored and what if any Informational Article text features they noticed at a first glance. I have my own example ready to share as needed.

I'll have my students do this **Practice task in triads**. One student will read the example, another student will choose which type of detail they think this is, and then the third student will say whether they agree or disagree and why. As students complete this **5-minute** task, I move to sit with different groups, formatively assessing, using questions to prompt students to **revisit the Types of Details and Descriptions chart** and use that knowledge to support their task as needed. I will also use the **Differentiate support** based on what students do in the task.

How do students prepare to read?

TEACH

Horses as Healers Around the World

BUILD KNOWLEDGE & PERSPECTIVE

In this unit, students gain knowledge of interactions between humans and animals. The author of this article explains how interacting with horses can have beneficial effects for both children and adults dealing with challenges.

SNEAK PEEK

"All around the world, adults and a wide variety of mental and physical help and healing from horses."

Engage student interest by reading the sneak peek aloud. Then, have a light discussion around these questions: How do you think horses help? Why might horses be more effective than other treatments in some cases?

Concept Vocabulary

Predict Read the concept vocabulary words and their context sentences aloud. Provide or ask students to suggest additional context sentences to solidify word meanings. Then, call on volunteers to share their expectations of what the text will explore.

PREPARE TO READ

Horses as Healers Around the World

About the Author



Carolyn Cory Scoppettone writes children's books, poetry, and nonfiction.

Concept Vocabulary

Predict The words here appear in the informational article. Judging from these words, explain what ideas you think this article will explore.

WORDS FROM THE ARTICLE	MY EXPECTATIONS
therapeutic (teh ruh PYOO tihk) <i>adj.</i> having a healing effect <i>Icing my knee had a therapeutic effect on the injury.</i>	
strength (STREHNHTH) <i>n.</i> possession of force and energy <i>Enough strength to lift the heavy bags.</i>	
resilient (rih ZEE lye uh) <i>adj.</i> able to recover quickly from something <i>Resilient for the long journey.</i>	
healing (hee ling) <i>n.</i> something that makes the body healthy again <i>Healing the wound.</i>	

Possible response: I think the article will have something to do with getting healthy and recovering from illness.

Reading Strategy: Generate Questions

Generating questions can help you deepen your understanding of a text and gain more information.

- Before you read**, preview the text, including the title and any images. Write questions you hope the text will answer.
- As you read**, notice details that raise questions in your mind. Jot down your questions and read on.
- After you read**, pause to reflect on the questions you asked before and during reading. Then, write down any additional questions that you have.

PRACTICE

in the open

STANDARDS Language

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

136 UNIT 2 • NATURAL ALLIES

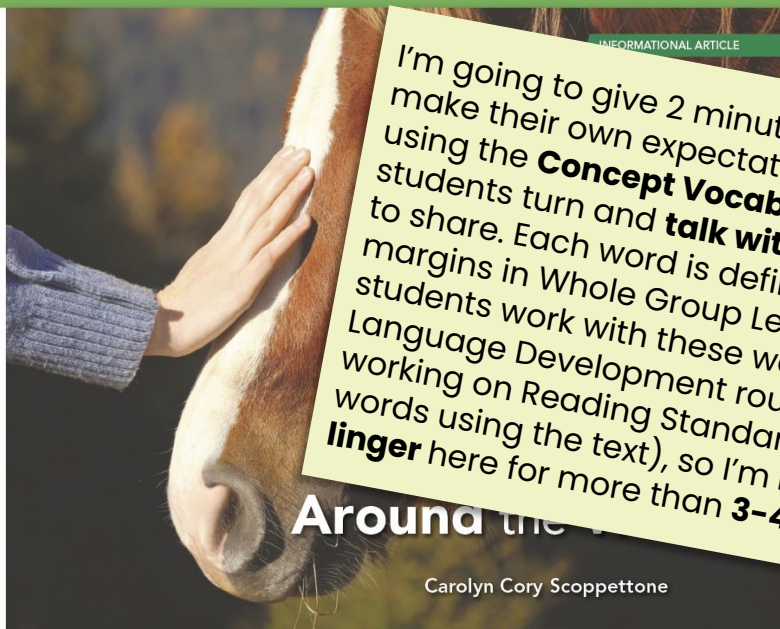
Vocabulary Development

Utility Words If students need to review additional words, consider reviewing additional words with them before they read.

(paragraph 1); **variety** (paragraph 2); (paragraph 4); **signals** (paragraph 6); **barriers** (paragraph 8)

meanings definitions.

- Encourage students to work in pairs to look them up to confirm their definitions.



Around the World

Carolyn Cory Scoppettone

BACKGROUND

Horses, domesticated for almost 6,000 years, have had an enormous role in helping to create human civilization. Humans and horses have teamed up to make travel, transportation, sport, farming, and much more possible. Along with dogs, horses are probably most likely to win the "humans' best friend" award.

In a sandy area surrounded by nature, Carlo Mendez helps a young man mount a horse. The rider is a former soldier coping with posttraumatic stress disorder and anxiety. When he first came to Equinoterapia (eh KEE no teh uh PEE uh), Puerto Rico, the soldier was hesitant to even touch the horse. Now, he sits tall in the saddle. As the horse walks along, the man's shoulders relax, and the horse lights up his face.

READ TO UNLOCK MEANING

- First read the text for comprehension and enjoyment. Use the **Reading Strategy** and **Comprehension Check** questions to support your first read.
- Go back and respond to the Close-Read note.
- Identify other details in the text you find interesting. Ask your own questions and draw your own conclusions.

READ TO UNLOCK MEANING

FIRST READ Have students read the text for basic comprehension and enjoyment. Reading Strategy and Comprehension Check questions provide supports as they read.

CLOSE READ Have students dig deeper by responding to the Close Read notes. You may want to model the process by annotating and thinking aloud.

Language Coach

Encourage students to use Language Coach in the Interactive Student Edition for point-of-use support with:

- word, sentence, and discourse levels of language
- language comprehension development
- knowledge building

I'm going to create a **Generate Questions** anchor chart with the definition and process. I'll also add some language frames to guide students to use the strategy (drawn from the examples): "----- makes me wonder why/how -----." We'll briefly review that before students start reading.

I'm going to have students use the **Sneak Peek** along with the cover image to engage in a **2-minute turn and talk** to share background knowledge and foster engagement.

In small groups of 4, one pair will read the **About the Author** while the other reads the **Background**. Then they will exchange insights. I'm also going to have students stay in their groups of 4, with 2 group members working on the Reading Strategy, 1 group member using the Language Coach, and 1 group member bringing the group's attention to the Comprehension Check Questions. That will help them converse with each other and **pause to make meaning** while they read.

How do students read to get a basic understanding of the content?

TEACH

CLOSE READ

Remind students that words such as *like* and *as* can signal a comparison. Model the Close Read of paragraph 5 using the following think-aloud format. Ask the students to follow along.

ANNOTATE In paragraph 5, mark the comparison the author makes.

QUESTION How do the horses' healing practices conclude the healing of the healers?

therapeutic (theh ruh PYOO thik) *adj.* having a healing effect

strength (STRENGTH) *n.* possession of force and energy

CLOSE READ

ANNOTATE In paragraph 5, mark the comparison the author makes.

2 All around the world, adults and children with a wide variety of mental and physical challenges find help and healing from horses.
3 Humans have relied on horses for thousands of years for transportation, hunting, and other tasks, but the practice of therapeutic riding traces its origin to one courageous horsewoman. Lis Hartel of Denmark was an excellent rider before she contracted polio.¹ The disease weakened her muscles, making her unable to walk. Doctors ordered Hartel to stop riding, but she had a better idea. Hartel found a physical therapist to help her regain her strength. Although she remained paralyzed from the knee down, Hartel trained hard to earn a spot as one of the first women to compete in the male-dominated sport of dressage.² At the 1952 Olympics in Helsinki, Finland, Hartel shocked the world. Despite needing to be lifted onto her horse, she placed second in her event, becoming the first woman equestrian to win an Olympic medal.
4 Hartel's triumph thrust equine-assisted therapy into the public eye. The practice grew rapidly in Europe and spread to the Americas. The Federation of Horses in Education and Therapy (FHET) now has 263 member programs in 47 countries.

¹ Polio is a threatening disease caused by a virus that can infect the nervous system. For polio was developed in the 1950s.



I'm going to **model** just the first few paragraphs – reading them aloud with emotion, pausing to model applying the Reading Strategy including defining “therapeutic” while I’m reading. I’ll then stop, have students **turn and talk** about what I did and how that helped me understand my reading. Then students will continue to **read in small groups**, using each other and the audio on Realize as needed, while I observe and provide descriptive feedback using the **Differentiate** guidance.

This is great **embedded support** (vs. having a whole separate lesson on generating questions or central idea), which **keeps students in the text** and provides a bit of **contextualized instruction**. My students know how to ask questions; the challenge is using the content and language in this text to do so. The guide to do this with just select parts of the text provides a **helpful parameter for me**. I can accomplish that in just a few minutes, sitting with a small group, rather than facilitating a long lesson that takes students away from the text. Central idea **and Interpret, and Share Ideas routines**, so this during-reading support is helping me set a foundation or sprinkle seeds without compromising the discovery and learning that comes from those routines.

REINFORCE...

Generate Questions

ESSENTIAL POINT Remember that asking questions during reading helps you make sure you understand what you are reading and keeps your mind focused on the text.

Have students pause before they begin reading page 139 and reflect on what they have read so far. Have them generate one or two questions based on what they have already read. Have them pause again at the end of this page to generate additional questions.

DIFFERENTIATE

SUBSTANTIAL Revisit the questions students asked before reading and discuss whether they have been answered in the reading. Point out that asking and answering questions helps the information in the text “stick.” Then ask guiding questions to help students generate new questions. Are there places in the text that are confusing? What do you wonder about now?

MODERATE Have students go back to their pre-reading questions and discuss with a partner if they have been answered by the text. Have them jot down answers and new questions as they continue to read.

LIGHT Have students review the questions they asked before reading, noting whether those have been answered in reading, and then generate new questions.

COMPREHENSION CHECK

Riding a horse helps people who use wheelchairs build strength and stability, and it gives them a sense of independence.

DIFFERENTIATE

Multilingual Learners

Reading Support students in learning domain-specific terms related to horses and horseback riding, including *mount*, *saddle*, *dressage*, *equestrian*, *paddocks*. Explain that some terms in the text relate specifically to caring for and riding horses. Knowing what the terms mean will help them understand the text.

SUBSTANTIAL Review the meanings of the terms using simple definitions, gestures, photos, and video clips. Encourage students to create their own gestures or illustrations.
MODERATE Explain the meaning of each term and offer simple sentences to clarify meanings.

LIGHT Encourage students to look the terms up in a dictionary and jot down their definitions. Have them use the words in their own sentences.

DIFFERENTIATE

Multilingual Learners

Reading Students may find some common figurative and idiomatic phrases difficult to interpret, such as *traces its origin* (paragraph 3), *earn a spot* (paragraph 3), *into the public eye* (paragraph 4), and *body language* (paragraph 6).
SUBSTANTIAL Explain that *traces its origin* refers to the first time something was done, *earn a spot*

means someone performed well enough to be included on a team, *into the public eye* means something or someone became well-known by many members of the public, and *body language* refers to the signals you send with your body posture and gestures. Revisit the sentences in which these phrases occur and discuss what they mean in context.

MODERATE Have students locate these phrases in the text and use context clues to suggest what they mean. Confirm ideas that are correct and clarify meanings that students struggle to identify.
LIGHT Have students find these phrases in the text and explain what the sentences mean.

How do students pause to **steady their initial understanding**?

TEACH

REINFORCE...

Central Idea

ESSENTIAL POINT In the text, the author includes a central idea.

Have students work central idea on page the details that supp

DIFFERENTIATE

SUBSTANTIAL Guide students in identifying the central idea by asking, *What is the main point the author wants to convey?* Then assist students with identifying the supporting details ask *What*

I'll bring the whole class together standing as they are able in a **circle for 5 minutes** to **discuss the First Thoughts**. I will stand outside of the circle, so they know this is their time. Then we'll partner off for **5 minutes** to **co-construct a summary**, often playing with the **audience** for that summary (a book critic; someone who has not read the text; someone who is considering making the text into a movie).

I'll have students work for **5 minutes** to individually respond to the **Analysis questions** to get their own thoughts down on paper, informally. Then I'm going to put sticky notes with a number, 1-4, on different tables. Students will choose the table that corresponds with the question they felt the most comfortable answering and talk for a few minutes as a group. Then they'll move to the table for the question they felt the least comfortable answering and they'll work together for just a few minutes to try to **puzzle through an answer**. I'll sit with groups and prompt students to use their **Monitor for Understanding Action Plan** (from their Learning Strategies) to reread the text and use information that they understand to grapple with a more complex part. We'll spend **about 10 minutes** on this (15 minutes total).

We'll move back to our desks for a **5-minute independent writing task using the Evidence Log**. Then I'll have partners work together to share their **Evidence Log** entries and identify a "glow" and "grow" in each partner's entry. That should take another **5 minutes**. We'll use this to develop some shared criteria for the Evidence Log throughout our first unit.

BUILD INSIGHT

First Thoughts

Choose one of the following questions to answer:

- What details in this article surprised you or made you think in a different way?
- What more would you like to know about this topic?

Summary

Write a short, objective summary of the text to confirm your comprehension. Remember to include only the main ideas, and do not include your opinions or judgments.

Analysis

1. **(a) Make Inferences** Why do you think the author discusses Danish Olympian Lis Hartel near the beginning of the article? **(b) Analyze** What traits did Hartel possess that helped her bring equine-assisted therapy to the attention of the world?
2. **Analyze** How does the author support the central idea that horsemanship is therapeutic? Cite two details that support your response.
3. **(a)** At Peace Farm, how do students with autism and their "sidewalkers" share their experiences at the end of the day? **(b) Make Inferences** Why might the author have included this information?
4. **Make Inferences** What is the author's attitude toward horses and riding? Cite two examples from the article to support your response.

Exploring the Essential Question

How do animals and people interact?

5. Did reading this article change or deepen your understanding of ways that humans and animals can act as natural allies? Record your ideas in your Evidence Log.

EVIDENCE LOG

Encourage students to complete their Evidence

ASSESSMENT

Selection Test: Horses as Healers Around

First Thoughts

Grouping Option: Small Groups Consider grouping students in small groups of three or four and having them discuss their responses to one of the First Thoughts prompts. Additional discussion prompts that promote deep thinking are available in the Sharing Perspectives feature of this lesson.

Discussion Routine During discussion, encourage students to use these routines:

- **Expand** on peers' comments, building on their ideas.
- **Summarize** peers' comments to clarify ideas.
- **Ask questions** to deepen the discussion or to transition into another aspect of the topic.

Summary

Summaries will vary. Check that summaries are free from extraneous details and opinion.

We'll come back to our large circle and have a brief whole class discussion (we do this with a light ball that we toss from speaker to speaker), about the

Explore the Essential Question
prompt for 5 minutes.

How do students use **close, analytical reading** to deepen comprehension?

TEACH

Close Read

Walk students through the annotation model on the student page. Encourage them to complete items 2 and 3 on their own. Review and discuss the sections students have marked. If needed, continue to model close reading by using the think-aloud models on the previous pages.

Inquiry and Research DOK 4

Research and Extend Suggest that students refer back to the questions they generated during and after reading, including those they discussed with their First Thoughts small groups. Provide support as students conduct brief research,

ANALYZE AND INTERPRET



HORSES AS HEALERS AROUND THE WORLD

Close Read

1. The model passage and annotation show how one reader analyzed paragraph 6. Find another detail in the passage to annotate. Then, write your own question and conclusion.

CLOSE-READ MODEL

Working with horses is especially beneficial for people with autism. Horses use language to communicate with people who have trouble understanding body language. Learning to understand horses' signals helps people with autism interpret the signals that people use.

MY QUESTION:

MY CONCLUSION:

2. For more practice, answer the questions on the student page.

3. Choose a section of the text that is interesting or important. Write your questions and write your conclusions in the open space next to the text.

Inquiry and Research

Research and Extend Extend your learning by generating two or three questions that could guide more research on therapeutic riding, horse behavior, or some detail in the article that you want to know more about. Then, perform a brief online search to find answers to your questions. As you work, evaluate each print or digital source you find to be sure that it's relevant, or related to, your research focus.

AL ALLIES

Students can use for research. Choose one question to discuss with the group to share.

Work in pairs to brainstorm questions and then complete research online to answer them. Have them write answers that are 3 or 4 sentences long. Ask volunteers to share their questions and their answers with the class.

INDEPENDENT Have individuals brainstorm for questions and then complete research online to answer them. Have them write answers that are 3 or 4 sentences long. Ask volunteers to share their questions and their answers with the class.

Essential Question: How do animals and people interact?

Central Idea and Organizational Patterns

In an informational text, the author expresses a **central idea**, or thesis, and supports it with different types of **details**, or textual evidence. These details may include facts, examples, anecdotes, and statistics.

The central idea guides the author's choices about all the elements of the text, including its **organizational pattern**, or structure. Common organizational patterns include comparison-and-contrast, cause-and-effect, and chronological (time) order.

In "Horses Around the World," the author uses a cause-and-effect organizational pattern to explore the benefits of horseback-riding therapy.

CAUSE	EFFECT
Because, a therapeutic riding program, inner-city teens learn to bond with horses.	Their time on the farm provides motivation that helps them succeed in school.

Complete the activity and answer the questions.

Read paragraphs 3 and 4. In the chart, identify the details that support the central idea of these paragraphs.

A: The origin of horse-assisted therapy can be traced to Lis Hartel, who attempted to return to horseback riding after contracting polio.

EXAMPLE FROM TEXT	HOW IT DEVELOPS CENTRAL IDEA
"The disease weakened her muscles, making her unable to walk."	reveals the seriousness of the disability that Lis Hartel faced.
"Although she remained paralyzed from the knee down, Hartel trained herself to do a spot as one of the first women to compete in the male-dominated sport of dressage."	serves as an example of Hartel's determination and how she overcame her physical limitations to pursue her passion.
"At the 1952 Olympics in Helsinki, Finland, Hartel shocked the world. Despite needing to be lifted onto her horse, she placed second in her event, becoming the first woman equestrian to win an Olympic medal."	the story shows how Hartel's achievement was a landmark moment in the history of horse-assisted therapy.
"The Federation of Horses in Education and Therapy International (FHETI) reports 262 member programs in 47 countries."	the statistics show how Hartel's achievement led to the widespread adoption of horse-assisted therapy.

STATISTIC

2. **Analyze** Which sentence most accurately states the central idea of the article?

- Therapeutic riding is promising but does not actually cure people with various physical or mental conditions.
- Therapeutic riding is a fun way for people with various physical or mental conditions to spend their time.
- Therapeutic riding can improve the quality of life for people with various physical or mental conditions.

3. **Evaluate** Do you think a cause-and-effect organization is effective for the topic of therapeutic riding? Explain your answer.

POSSIBLE RESPONSES

PRACTICE

1. See possible responses on student page.

2. Students should mark the third choice. The first choice is only partly true; therapeutic riding does not necessarily result in cures, but it does result in significant improvements and so is more than simply promising.

3. Yes, because the cause-and-effect organization (cause) one takes the result (effect); the effect relationship is clear.

I want to use this **Inquiry and Research** to equip my students to routinely identify something unclear or interesting from things they read, which they then research to learn more. I'm going to have students stay with their partner from the Close Read and put **3 minutes** on a class timer for them to generate a research question and **write it on one side of an index card**. Each pair will exchange their question with another pair who will then have **5 minutes** to try to research the other pair's question and discover an answer, which they will write on the back of that same index card.

Each pair will then give the index card back to the students who generated the research question. We'll debrief our experience, noting one success, one challenge, and one strategy we can use to improve the questions, research, and findings the next time we do the routine. That should take us **10 minutes**. I'm not working for effective research here; just trying to get the routine going.

The focus on **central idea and organizational patterns** cues my students to what an author does to reveal a central idea, which they can also use when they are writing and speaking. I'm going to **fishbowl** this with three students, one who reads what a cause-and-effect structure is and puts that into their own words, the other who finds and reads aloud the example from the text, and the third explains how this example develops the central idea. I'll have language frames and clear directions for all three parts posted on a wall chart. Then we'll debrief the fishbowl, and students will continue this activity for the remaining four structures. That should take us about **10 minutes**.

How do students use **language study** to deepen comprehension?

We'll use these questions and prompts about the **Concept Vocabulary** to make **artifacts for our class Word Wall**. I'll have each small group choose the word they find the most challenging and use that to make their artifact. Students will add a helpful image or example and excerpt from the text along with their co-constructed definition. We'll spend only **10 minutes** on that task, and the condensed time will support engagement.

We have a **Word Part Chart** that I made at the start of the unit, which has hidden under sticky notes each root or affix from the texts across the unit. We do a **class drumroll** to reveal the **Latin root -bene-** and briefly talk about the other words with this root.

The focus on purpose revealed through details **cues my students to how authors of informational texts reveal rather than simply state their information** (e.g., how animals and people support each other). We'll take **5 minutes** to individually go through this task (especially the directions and insights about how an author's purpose can and often does change throughout a text to have affect their readers). Then we'll all convene in our large conference circle, using the ball to identify speakers and share different initial ideas. Lastly, we'll co-construct a written response to the third question (our response is also an instance of informational text!). I'm also going to prompt students to make connections back to our Informational Text anchor chart and to the questions we generated while reading (for the latter, I'll invite students to consider how the author preempted many of our questions).

TEACH

STUDY LANGUAGE AND CRAFT



HORSES AS HEALERS AROUND THE WORLD

Concept Vocabulary

Why These Words? All of the vocabulary words relate to the concepts of health and healing. For example, to heal from an injury, it is *beneficial* to have a keen *motivation* to recover your *strength*.

therapeutic

beneficial

strength

motivation

WORD WALL
Note words in the text that are related to the idea of human and animal interaction. Add them to your word wall.

POSSIBLE WORDS
relied; assist; communicate; bonding

RETEACH AND PRACTICE If students need more practice, see **Latin Root: -bene- (RP)**.

Author's Purpose

An **author's purpose** is their main reason for writing. The purpose may be to inform, persuade, entertain, describe, or express feelings.

Often, an author has more than one purpose. For example, the main purpose of an article might be to inform readers about the growing numbers of wild animals found in suburbs. However, the author may also wish to persuade readers that people should learn to live peacefully with these wild creatures and not harm them.

To determine an author's purpose, think about the title of the text, and look closely at the types of details that are provided. Do those details provide information? Make you laugh? Or convince you to do something?

PRACTICE Complete the activity and answer the questions.

- Read the passages from the article shown in the chart and mark important details in each. Then, identify one or more purposes for each passage.

PASSAGE FROM TEXT	PURPOSE(S) OF THE PASSAGE
The rider is a former soldier coping with posttraumatic stress disorder and anxiety. When he first came to Equine Therapy, Puerto Rico, the soldier was hesitant to even touch the horse. Now, he sits tall in the saddle. As the horse walks along, the man's shoulders relax, and a smile lights up his face. (paragraph 1)	to inform, to describe
"I admire the patience and gentleness the horses bring to work," Seidman says. As the students lead their horses back to their paddocks after class, their love for the animals shows on their faces. (paragraph 10)	

- Draw Conclusions** Review the notes you entered in the chart. What do you think is the author's overall purpose for writing this article?
- (a) Analyze** What is the purpose of the "Fast Facts" section at the end of the article? **(b) Connect** How does it support the author's purpose of the article as a whole?

EXIT TICKET
To assess students' progress, administer the **Exit Ticket: Author's Purpose**.

RETEACH AND PRACTICE If students need

Author's Purpose

1 CHECK FOR STUDENT READINESS

Reasons for Writing Assess student readiness for the lesson by forming partnerships. Then, say, Take two minutes to discuss why you think the author wrote "Horses as Healers Around the World." At the end of that time, write one sentence summarizing your ideas.

Observe the student pairs as they work and listen to their discussions. Based on your observations, choose a lesson entry point that works for your students.

2 DIFFERENTIATE

SUBSTANTIAL Reteach by providing students additional passages from the text and pointing out details that suggest the author's purpose. For example, point out the positive language used to describe equine therapy in sentences such as these:

- Hartel's triumph thrust equine-assisted therapy into the public eye.
- Horses use body language to communicate.
- Horses are good partners for people with disabilities.

How do students use writing and speaking to deepen comprehension and communicate their perspective?

TEACH



HORSES AS HEALERS
AROUND THE WORLD

Writing

A **research-based essay** is a type of writing in which you present facts, details, and examples gathered from research to support a topic.

Assignment

Write a brief **research-based essay** in which you inform readers about a helpful human-animal relationship, such as *the health benefits of pet ownership, the use of service or emotional support animals, or animals as rescue workers*.

- Begin by generating focused research questions about your topic.
- Identify at least two or three print and digital sources to learn basic information. Your sources should be relevant—related to your topic—and current.

...your central idea, or message, and begin drafting

...rase your sources to avoid plagiarism.

...tion information for every source you use.

...paying attention to your use of nouns and

...problems you find with pronoun-antecedent

...proofread to fix any remaining errors in

...ry

...the unit's academic vocabulary words in

...e, benefit, elaborate, objective.

Reflect on Your Writing

PRACTICE

1. Student answers will vary. Have them compare their responses with those of a partner.
2. Student answers will vary. Consider having each student add one interesting detail to their shared class.

Essential Question: How do animals and people interact?

Speaking and Listening

A **poster presentation** is a formal, structured way of visually displaying researched information for an audience.

Assignment

Create a **poster presentation** that conveys information about the benefits of horses as therapy animals. Use facts from the article along with information you find through research.

- Consult a variety of relevant print and digital sources.
- Find suitable images or graphics, or create your own.
- Include headings, bullet points, and captions for images.
- Consider including multimedia—such as a video clip, music, or sound—that can be used as you present your poster.
- Present your poster, explaining how the information you found through research adds to your understanding of the topic.
- Use formal English, speak loudly and clearly, and make eye contact with your audience during your presentation.

Evaluate Presentations

As your classmates present their posters, interpret the information they present to help you understand the topic. Use the Presentation Evaluation Guide to evaluate their delivery.

PRESENTATION EVALUATION GUIDE

Use a scale of 1 (not demonstrated) to 4 (fully demonstrated).

The speaker explained how the images and information they researched added to their understanding of the topic.

The speaker spoke clearly and loudly enough

1 2 3 4

Speaking and Listening

Poster Presentation Review the list of steps that students will follow to produce their poster presentation. Discuss how to tell if a source is credible and relevant. Provide a few examples of quality sources for students as a starting place. Tell students that as they review the text, they should jot down the names of people and organizations to search as they do their research. Provide students with time and materials to create their posters. Encourage them to rehearse their presentations with partners before presenting to the class.

Evaluate Presentations Have students take a few minutes to reflect thoughtfully on their poster presentation and rate it using the Presentation Evaluation Guide.

MONITOR AND ADJUST If students require guidance to organize their poster spatially, then encourage them to identify their main points and design their poster to have equal space for each. Offer a few ideas such as using a grid, dividing the poster into quadrants or using a central image.

I examine these two tasks even before reading the journey students take through Scoppetone's text, because the task tells me that the focus is informing readers about a helpful human-animal relationship and then communicating that written information through a poster presentation. I know that both tasks address my **informational writing standard**.

We'll spend only a day and a half on this because I want students to learn that the **Share Ideas** tasks are **brief ways** to deepen our reading, share our perspective, and practice communicating in a genre that at times differs from the one for the text(s) we just read.

This brief task supports comprehension of these texts because students are learning to use information to develop and communicate their own insights through a central idea and relevant details. Plus, **genre knowledge like this** is more likely to transfer from text to text when compared with other literacy skills (such as making inferences, which is text-dependent).

The **multisensory and multimedia options** here in the **Differentiate** box are terrific and I plan to provide those as suggestions for all my students.

MULTILINGUAL LEARNER SUPPORT

Writing Students learning English may need additional time to research and write their research-based essays.

Here are some ideas for supporting students as they plan, research, and draft their essays:

- Partner students with the same home language(s) to discuss possible topics and research questions.
- Encourage students to take notes in their home language(s) but to draft their essays in English.
- Invite students to write their drafts in their home language(s) and then translate passages into English.
- Provide opportunities to talk through parts of their essays with a peer or one-on-one with you to make sure their writing is clear.
- Pair students for a peer feedback session to smooth out rough edges of their essays.

DIFFERENTIATE Multilingual Learners

Speaking Work with students to build speaking skills for their presentations.

SUBSTANTIAL Work with students to write out a script for their presentation. Have students focus on clarity, keeping their spoken text brief and to the point. Allow students who are very new to English to partner with another student to give a shared presentation.

MODERATE Remind students that they should use transitional words and phrases, as well as gestures, to move their presentation from one key idea to the next. Have them plan transitions using phrases such as *Another benefit...*, and *A second important...*, and to pair those phrases with a gesture toward the relevant part of their poster.

LIGHT Have students rehearse their presentations in a mirror or in a video recording before practicing in front of a partner.

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UNIT 2 • NATURAL ALLIES

Horses as Healers Around the World

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