



Preparing to Teach Multilingual Learners:

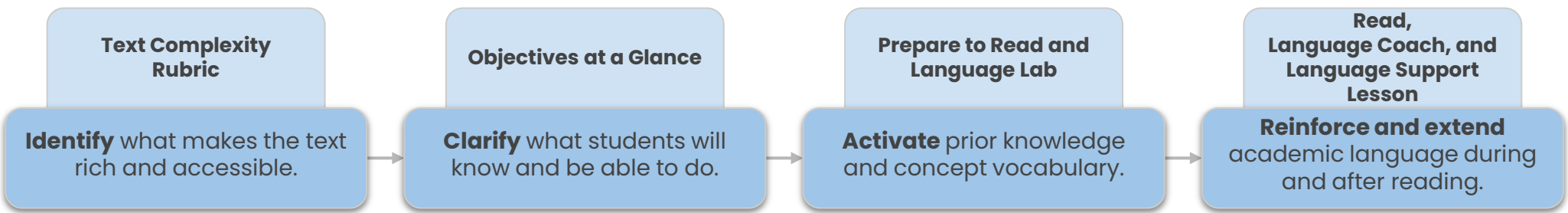
A Teacher Walkthrough of the Prepare to Read and Read Routines

myPerspectives provides rich texts and thoughtfully designed routines. Every teacher brings deep knowledge of their students’ languages, experiences, and strengths. This walkthrough offers a close look at two routines, Prepare to Read and Read, through the lens of multilingual learner access. It highlights how teachers can internalize and personalize what’s already in the Teacher’s Edition and digital tools to build on what students already know.

The example that follows shows one way a teacher notices language opportunities, connects supports across print and digital resources, and amplifies student voice. Use this as inspiration to explore your own materials and reflect on how language and learning come together in your classroom.

The following pages are an invitation to see and leverage myPerspectives core routines as a living teaching companion that grows with your students.

Key Steps in This Example:



A Lens for Processing:

1 Notice	2 Connect	3 Prepare	4 Reflect
Observe what the materials already provide to support access and language.	Relate these supports to your students’ strengths and experiences.	Consider how you might emphasize or adapt these opportunities during instruction.	Revisit through a student’s lens. What moments might feel confusing or engaging? Consider how your instruction fosters belonging and language growth.

How can this text build language and connect themes across the unit?

Selection Overview

The **Selection Overview** helps me see why this text matters and how it connects to the unit’s essential question. I use it to find moments where students can talk, write, and build language through discussion and performance tasks.

SELECTION OVERVIEW



Short Story 710L

WHAT MATTERS:
AUTHENTIC DISCUSSIONS

- **First Thoughts** Students discuss what they find important or interesting about a text they’ve just read.
- **Sharing Perspectives** Generate authentic discussions that challenge students to think about the text in different ways and share their ideas about what matters.

Connection to the Essential Question

What can one generation learn from another?

Don’t Just Sit There Like a Punk

Summary

In the short story “Don’t Just Sit There Like a Punk” by Matt de la Peña, an unnamed teenage narrator spends the summer watching adult basketball games in a local gym. One day, a skilled player challenges the narrator to show how well he can play basketball. If the narrator fails the tryout, he will be asked to leave the gym. The narrator plays so well that another player asks the narrator to join a team. This local training prepares the narrator for a successful high school basketball career.

Why this text?

“Don’t Just Sit There Like a Punk” represents a situation with which many young people are faced: proving their abilities to gain acceptance by older, more accomplished people. The story draws parallels between the older basketball players, whom the narrator admires, and the narrator’s father.

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.

- theme
- Latin suffix: *-able*
- nouns and pronouns

Connection to Performance Tasks

Whole-Class Learning Performance Task Students will write personal narratives in response to the question “What experience helped you see how people of different generations can influence one another?” Students should consider the insights they gained from reading “Don’t Just Sit There Like a Punk” as they write their narratives.

Unit Performance-Based Assessment Students will write personal narratives in which they synthesize information they learn in this unit with their own ideas to respond to the Essential Question. Students should consider the growth the narrator in “Don’t Just Sit There Like a Punk” experiences as he faces the hostile Dante.

Notice

1

I notice how this text fits into the **larger unit story and theme**. There are key moments for **progress monitoring**, and I can be intentional about how students build toward the unit goals by aligning this text with **performance tasks, assessments, and exit tickets**.

Connect

2

I think about how the text’s **theme and purpose** link to my **students’ experiences and interests**. When I make those connections visible, it helps students **enter the conversation with confidence** and connect their own stories to what we’ll read and discuss.

Prepare

3

I prepare by thinking beyond this lesson, looking ahead to how this text supports **long-term writing and performance tasks**. I plan ways to **revisit its ideas and language throughout the unit** so students can build understanding over time.

Reflect

4

When I reflect, I return to the *Why this text?* section to make sure my teaching stays **focused on purpose**. Revisiting that helps me center both **meaning and language growth**, so students see how each reading experience connects to the **larger learning journey**.

What language opportunities does this rubric reveal for my students?

Text Complexity Rubric

The *Text Complexity Rubric* in the **Selection Overview** helps me see how each text invites and challenges readers. I come back to it as students read, using the qualitative notes to guide language support and extend understanding.

Text Complexity Rubric: Don't Just Sit There Like a Punk	
Quantitative Measures: Lexile: 710L Text Length: 1,409 words	
Qualitative Measures (1 = least complex; 5 = most complex)	
KNOWLEDGE DEMANDS ①—②—③—④—⑤	Story focuses on basketball and the narrator's ability to play the game. Students who lack familiarity with the jargon and rules of basketball will benefit from background information.
STRUCTURE ①—②—③—④—⑤	Story is written in second-person point of view (the narrator addresses readers as "you"). While this is an unusual narrative point of view, it does not present a significant hurdle to understanding the story.
LANGUAGE CONVENTIONALITY AND CLARITY ①—②—③—④—⑤	Story uses a great deal of slang related to basketball, as well as some Spanish interspersed with English, but the narrative action is easy to follow.
LEVELS OF MEANING/PURPOSE ①—②—③—④—⑤	Story has multiple levels of meaning, but concepts are not overly complicated or unfamiliar.

PREREADING DIFFERENTIATION

KNOWLEDGE DEMANDS

If students might need help understanding how basketball is played, **then** provide them with some details about the game. Explain the five player positions in basketball: one center, two guards, and two forwards. Next, explain the different basketball shots students will need to understand, such as a bank shot, scoop shot, and deep jumper. Then, show a short video of a basketball game, pointing out the different player positions and different types of shots.

STRUCTURE

If students might need help understanding the second-person point of view, **then** encourage them to read aloud a paragraph, replacing "you" with "I." Explain to students that authors use second-person point of view to draw readers into the story.

LANGUAGE CONVENTIONALITY AND CLARITY

If students might need help understanding the slang and use of basketball jargon in the story, **then** engage the whole class in a discussion of the terms. This is a good opportunity to allow any students who are basketball players or are familiar with basketball to take on an expert role in explaining and demonstrating the terminology.

Note: Students may benefit from:

- Extra instruction that is provided in the Vocabulary Development note, which includes a high-utility word list.
- Listening to an audio summary before reading the text.

LEVELS OF MEANING/PURPOSE

If students likely will need support with interpreting the meaning or purpose of the story, **then** reassure them that close reading and discussion will help them find meaning in the text. Once students have finished reading the story, have them derive meaning by asking questions such as these: *What changes for the narrator between the beginning and end of the story? How do you think the narrator might feel about the events of the story years later?*

HOW CAN I SUPPORT MULTILINGUAL LEARNERS?

Lesson Preview

- Help multilingual learners from other cultural backgrounds understand the story's setting by playing a video of a few minutes of a basketball game. Allow time for students to share their ideas about the gameplay they have watched, and assist with vocabulary as needed.

Vocabulary and Language Support

- Help students create and maintain a Word Wall of basketball jargon. Support the vocabulary with pantomime when possible.
- Multilingual Learner notes in the Teacher's Edition provide differentiated strategies for helping students read the selection and complete core tasks.
- An additional Language Support lesson, which includes a suggested language target for this selection, is available on Realize.

Transition into English

- Make a summary of the story available to students in their home language(s).
- Assign the text in the Interactive Student Edition. There, students can use the eText Translation tool and receive translation support for more than 100 languages.

Notice

1 I notice the rubric calls out **shifts in structure and language clarity**. Right away I am thinking about how this text moves between English and a few Spanish phrases. Several of my students naturally use both languages when they talk about sports, so that could be an entry point. I want to **lift that as a strength that connects their everyday talk** to what they will see in the text.

Connect

2 This section on **Knowledge Demands** reminds me that some students already know the rhythm and slang of basketball. They might connect with the narrator's voice quickly. I can lean on their familiarity and **invite them to explain a term such as pick-up game** to classmates. I am also thinking of Sofia, who is newer to the class but loves team sports. This might be a moment to bring her in early.

Prepare

3 Before students read, I'll start with the **Language Support Lesson** to preview how dialogue works to show character and emotion. This gives students language they can listen for as we read. Then, during reading, I'll use the **Language Coach** to pause and **model how an author's word choice shapes tone** in real time.

Reflect

4 I think about how they might experience the text through these supports. When I hear them **using dialogue purposefully in their talk or writing**, I know the scaffolds are helping them understand and apply language authentically.

How do the objectives and routines guide my focus for supporting multilingual learners?

Objectives at a Glance

The *Objectives at a Glance* in the **Lesson Overview** helps me see what students are working toward and where language fits into that learning. It shows me which routines and standards repeat so I can spot opportunities for practice and mastery across the text.



Don't Just Sit There
Like a Punk

OBJECTIVES AT A GLANCE	Related Standards
PREPARE TO READ/READ - Cite evidence to make inferences and support analysis. - Determine the central theme of a text. - Read and comprehend literature.	RL.1 RL.2 RL.10
BUILD INSIGHT - Cite evidence to make inferences and support analysis. - Write an objective summary.	RL.1 RL.2
ANALYZE AND INTERPRET - Determine the central theme of a text. - Conduct short research projects.	RL.2 W.7
STUDY LANGUAGE AND CRAFT - Demonstrate command of English conventions. - Determine the meaning of unknown words. - Use Greek or Latin suffixes and affixes to determine the meaning of words.	L.2 L.4 L.4.b
SHARE IDEAS - Write a narrative. - Use narrative techniques such as dialogue. - Use appropriate eye contact, volume, and pronunciation. - Adapt speech to a variety of contexts and tasks.	W.3 W.3.b SL.4 SL.6

Notice

1

I notice that the objectives **highlight skills my students already use in conversation and storytelling**, such as summarizing, analyzing, and drawing conclusions. These goals remind me that my students **come to the text with existing language and ways of making meaning** that I can build on.

Connect

2

As I look at the **routines tied to these objectives**, I think about when I have seen students demonstrate similar strengths. For example, when they discuss characters from a film or family story, they naturally cite examples and explain their reasoning. I can **connect those everyday skills to how we cite textual evidence** here.

Prepare

3

I review which **objectives repeat across lessons** so I can anticipate where students will have more than one chance to practice. Knowing those opportunities helps me **decide when to lean in with extra language modeling or sentence frames**. It also helps me celebrate growth when students meet a goal they have seen before.

Reflect

4

As I revisit these objectives during the unit, I think about how my students are **showing progress in their language use and comprehension**. I want to notice which routines help them express their ideas most confidently so I can **bring more of those moments into future lessons**.

How can I prepare students to engage with the text by connecting new vocabulary to what they already know?

Prepare to Read and Language Lab

The *Prepare to Read* routine helps me introduce students to the ideas and language of a new text. **Concept Vocabulary** builds access to complex ideas while connecting new words to what students already know.

Don't Just Sit There Like a Punk

BUILD KNOWLEDGE & PERSPECTIVE

In this unit, students gain knowledge of how people from different generations learn from one another. In this short story, the narrator reveals how two important adults in his life helped him grow.

SNEAK PEEK

"Hey, kid, why you still coming here?" You pause your dribble, stunned. "Who me?" "Nobody thinks you're good enough to play here, comprende? Why don't you go on back to the barrio, esé."

Engage student interest by reading the sneak peek aloud. Then, have a lightning-round discussion around these questions: Where is "here"? Why does the speaker use the word "kid" in his direct address? What sport are the characters playing? Who is telling the story? How do you think the narrator will react to this challenge?

Concept Vocabulary

Predict Read the concept vocabulary words aloud and review definitions. Provide context sentences, as needed, to clarify word meanings. Then, call on volunteers to share their predictions about what the story might be about, based on the concept words.

Reading Strategy

Make Inferences Explain that by making inferences readers fill gaps in the story not addressed by the author. To make an inference, combine text evidence with prior knowledge to fill the gap. Say, "The text says Dante points a finger in the narrator's face. My brother did this to me one time when he was really angry and wanted to scare me. I think that's what's happening here. Dante wants to intimidate the narrator. Point out that by making an inference such as this one, readers come to better understand Dante's character."

PRACTICE Suggest that students begin inferring by asking critical questions of the text. Then, they can combine text evidence and prior knowledge to answer the questions.

PREPARE TO READ

Don't Just Sit There Like a Punk

About the Author

Concept Vocabulary

Predict The words listed here appear in the story. Judging from these words, explain what kinds of characters and events you think this story will be about.

WORDS	MY EXPECTATIONS
stunned (STUHND) adj. astonished; completely surprised	
paralysis (puh RAHL uh sih) n. loss of the ability to move	
doubt (DOWT) n. uncertainty	
unexplainable (uhn iks PLAY nuh buhl) adj. impossible to make clear or describe	
instinct (IHNI stihkt) n. inborn ability; natural impulse	
intense (ihn TENHS) adj. highly focused; showing extreme concentration	

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Don't Just Sit There Like a Punk

Concept Vocabulary

Supports Student Edition page 22

SET OBJECTIVE: Say: Let's become more familiar with the concept vocabulary words from the story.

TEACH: Help students understand the meanings of the concept vocabulary words: *stunned*, *paralysis*, *doubt*, *unexplainable*, *instinct*, and *intense*.

- Pronounce each word and have students repeat after you. Read through the definitions, related words, cognates, and example sentences.
- Encourage students to comment on the words and ask questions. You may want to point out that the word *doubt*, when used as a verb, means "feel uncertain."

Term	Cognates	Example
stunned (STUHND) <i>adj.</i> very surprised		I was stunned by the snowstorm in April.
paralysis (puh RA luh suhs) <i>n.</i> state in which you cannot move	<i>parálisis</i> (S), <i>parálisis</i> (P), <i>paralizi</i> (HC)	His fear caused a moment of paralysis ; he felt that he could not move.
doubt (DOWT) <i>n.</i> feeling of not being certain or sure	<i>duda</i> (S), <i>dúvida</i> (P), <i>dout</i> (HC)	There is no doubt that exercise is good for you.
unexplainable (uhn iks PLAY nuh buhl) <i>adj.</i> not able to be made clear	<i>inexplicable</i> (S), <i>inexplicable</i> (P), <i>inexplicable</i> (HC)	Ali had an unexplainable feeling of sadness.
instinct (IHNI stihkt) <i>adj.</i> natural behavior or ability	<i>instinto</i> (S), <i>instinto</i> (P), <i>ensten</i> (HC)	Birds have an instinct to fly south in the winter.
intense (ihn TENHS) <i>n.</i> very strong	<i>intenso</i> (S/P), <i>entans</i> (HC)	She felt an intense pain in her foot.

ALTERNATE ACTIVITY	PRACTICE
Have students write new example sentences for two concept vocabulary words of their choosing. Then, encourage them to illustrate one or both of the words.	Distribute or assign the student activity page for this lesson. Have students complete the activity according to the level of support needed. - Proficiency Levels 1 and 2: Practice A - Proficiency Levels 3 and 4: Practice B

Notice

1 I notice the **Concept Vocabulary** section highlights words that **carry emotional or figurative meaning** such as *stunned* and *instinct*. I see the **Language Lab** provides **examples, cognates, and sentence frames** that can help students connect these words to experiences they already have.

Connect

2 When I look at these words, I think about **moments when students have described surprises or feelings in their own stories**. That is my opening because I can **connect those experiences to these new terms** before reading. I can also use cognates to build confidence for students who use Spanish or other languages at home.

Prepare

3 Before students read, I will **focus on the cognates in the Language Lab** and have students **say them aloud in English, Spanish, or other home language**. This will help them **recognize meaning through sound and structure**. I will save the full Language Lab lesson for *Study Language and Craft* so students can **revisit these same words with deeper analysis**.

Reflect

4 When I think about this through my students' eyes, I imagine how they might feel encountering **new vocabulary that connects to their home language**. **Recognizing cognates can give them confidence** as they read, and I want to **notice where that confidence shows up** in their talk, comprehension, or willingness to take risks with new words.

How do I use reading supports to guide students in exploring how language shapes meaning?

Read,
Language
Coach, and
Language
Support Lesson

The *Read* routine helps me guide students to uncover meaning through language. Using the **Language Coach** and/or **Language Support Lesson**, I can model how language shapes understanding and give students space to practice expressing ideas as they read.

Notice

1 I notice that the Language Coach **focuses on how dialogue reveals a character’s tone and intent**. I preview a few examples so I can decide which lines to highlight during reading. These cues **help me model how authors use language to show what characters think and feel**.

Connect

2 I review the Language Support Lesson and **think about what my students already know about conversation**. They often use dialogue naturally in storytelling or classroom talk, so I can **connect that skill to how authors craft dialogue in text**. I’ll remind them that they already use many of these same language moves.

Prepare

3 Before students read, I’ll start with the Language Support Lesson to **preview how dialogue works to show character and emotion**. This gives students language they can listen for as we read. Then, during reading, I’ll use the Language Coach to pause and **model how an author’s word choice shapes tone in real time**.

Reflect

4 If I look at this page through my students’ eyes, I imagine they would **recognize the energy of the story but might miss how the narrator shifts perspective mid-story**. That could feel confusing at first. I can plan to **pause there and ask who is telling the story now so students can track the shift without losing the meaning**.

Don't Just Sit There Like a Punk

Matt de la Peña

INTEGRATED ELD

Use the **Language Support Lesson: Realistic Dialogue**, available on Realize, to Zoom In on the passages of the selection that are highlighted in green.

LANGUAGE TARGET: Instruction and Interactivity

Language Target Students will be able to read and comprehend realistic dialogue and to write realistic dialogue of their own.

LEARN ABOUT IT

Direct students' attention to the Zoom In passages from "Don't Just Sit There Like a Punk." (You may wish to display the **Language Support Slides**, available on Realize.) Use the Teaching Points to guide your instruction. Then, provide students with additional practice by assigning the scaffolded activities that follow.

ZOOM IN	TEACHING POINTS
Paragraph 24: "Check it out," Dante suddenly announces. "The kid's got my spot this game." Then he turns back to you. "After you get smoked, you walk out them doors and never come back, you hear?"	Instruction: • Dialogue is the words that characters speak. • Words of dialogue are placed inside quotation marks. Only the characters' spoken words are placed inside quotation marks. Words of narration are not. Interactivity: • Invite students to identify the words of dialogue in paragraph 24 and to explain how they know. • Reveal the highlighting and explain: In paragraph 24, the words "Check it out," the words "The kid's got my spot this game," and the words "After you get smoked, you walk out them doors and never come back, you hear?" are dialogue, so they are placed inside quotation marks. Instruction: • Words that tell which character is speaking are called speaker tags. • Speaker tags also include a verb. Some speaker tags are simple and neutral, such as says and asks. Other speaker tags tell how a character speaks, such as <i>whispers</i> or <i>shouts angrily</i>. Interactivity: • Invite students to identify the speaker tag in paragraph 24. • Reveal the highlighting and explain: In paragraph 24, the author uses the speaker tag Dante, suddenly announces to indicate who speaks these words, Dante, and how he speaks them.
Paragraph 24: "Check it out," Dante suddenly announces. "The kid's got my spot this game." Then he turns back to you. "After you get smoked, you walk out them doors and never come back, you hear?"	