



ENGLISH LANGUAGE LEARNERS

ILLP Training

**Teaching Reading Standards
in the
Mainstream Classroom
for Students on an ILLP**



GOALS FOR PARTICIPANTS

This training is designed specifically for the mainstream classroom teacher that has one or more ELL students with an Individual Language Learner Plan (ILLP).

Participants will be able to:

- Scaffold instruction for English language learners using strategies and SEI methodologies in the mainstream classroom.
- Incorporate informational text into a unit of study.
- Base reading instruction on text-dependent questions.



UNIT OF STUDY DESIGN

1. Content standard
2. Big Idea
3. Arizona's Common Core Standards
4. ELP Standards
5. Objective
6. Essential Questions
7. Text Selection
8. Vocabulary
9. Learning Activities

CONTENT STANDARD

Social Studies Standard Articulated by Grade Level Second Grade

Second Grade History Strands introduce through the introduction of western exploration and the contribution of Asia.

Strand 3: Civics/Government

The impact of exploration is revisited through the development of cultures and civilizations and their impact on the continent of Asia.

| Strand 1: American History | Strand 2: World History | Strand 3: Civics/Government | Strand 4: Geography | Strand 5: Economics |
|--|--|--|---|---|
| <p>Concept 1: Research Skills for History</p> <p>PO 1. Place important life events in chronological order on a timeline.</p> <p>PO 2. Place historical events from content studied in chronological order on a timeline.</p> <p>PO 3. Recognize how archaeological research adds to our understanding of the past.</p> <p>PO 4. Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from</p> | <p>Concept 1: Research Skills for History</p> <p>PO 1. Place important life events in chronological order on a timeline.</p> <p>PO 2. Place historical events from content studied in chronological order on a timeline.</p> <p>PO 3. Recognize how archaeological research adds to our understanding of the past.</p> <p>PO 4. Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from</p> | <p>Concept 1: Foundations of Government</p> <p>PO 1. Describe the history and meaning of national symbols, documents, songs, and monuments that represent American democracy and values:</p> <ol style="list-style-type: none"> American flag Pledge of Allegiance National Anthem America the Beautiful the U.S. Capitol Liberty Bell | <p>Concept 1: The World Spatial Terms</p> <ol style="list-style-type: none"> Recognize different types of maps (e.g., political, thematic) serve various purposes. Interpret political and social maps using the following elements: alpha numeric grids title compass rose - cardinal directions key (legend) symbols Construct a map of a familiar place (e.g., school, home, neighborhood, fictional place) that includes a title, compass rose, symbols and (legend). Construct tally charts | <p>Concept 1: Foundations of Economics</p> <p>PO 1. Discuss how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.</p> <p>PO 2. Discuss that opportunity cost occurs when people make choices and something is given up (e.g., if you go to the movies, you can't also go to the park).</p> <p>PO 3. Identify differences among natural resources (e.g., water, soil, and wood), human resources (e.g., people at work), and capital resources</p> |

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples **will** be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation

italicized performance objectives - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations



BIG IDEA

- Targeted, enduring, and transferable ideas at the heart of the discipline.
 - The United States is represented by a number of symbols, and each one holds special meaning for different reasons.



Arizona's Common Core Standards

Reading Standards for Informational Text K-5

RI

| Kindergartners: | Grade 1 students: | Grade 2 students: |
|--|--|---|
| Key Ideas and Details | | |
| 1. With prompting and support, ask and answer questions about key details in a text. | 1. Ask text. | 1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. |
| 2. With prompting and support, identify the main topic and retell key details of a text. | 2. Identify text. | as well as the focus of specific paragraphs within the text. |
| 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| Craft and Structure | | |
| 4. With prompting and support, ask and answer questions about unknown words in a text. | 4. Ask and answer questions to help determine or clarify text. | 4. Determine the meaning of words and phrases in a text. |
| 5. Identify the front cover, back cover, and title page of a book. | 5. Know how to read electronic information. | 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |



Individual Language Learner Plan (ILLP) – Attachment A

| | | | | | |
|---|-------------------------------|---|------------------------------------|--|---------------------|
| *Student Name: | *SAIS ID #: | *AZELLA Composite Result: Basic | | | |
| | | *AZELLA Date: | | | |
| *ILLP Teacher Signature/Date: | *ILLP Teacher Signature/Date: | *ILLP Teacher Signature/Date: | *ILLP Teacher Signature/Date: | | |
| *Required ILLP Areas | *Time Allocation | *Teacher Responsible For Instruction | *Teacher Highly Qualified** | *ELP Standards and Performance Indicators to be Covered | *Target Date |
| *Oral English/Conversation and Vocabulary | *60 minutes | | Y N | | |
| *Reading | *60 minutes | Ms. Jackson Second Grade | Y N | (II-R-4:LI-3) <u>Reading-Comprehending Text</u> . Answering questions about text. (II-R-4:LI-4) <u>Reading-Comprehending Text</u> . Asking questions to clarify text. (II-R-4:HI-5) <u>Reading-Comprehending Text</u> . Sequencing a story or event with a beginning, middle, and end with transition words/phrases in complete sentences. (II-R-4:LI-7) <u>Reading-Comprehending Text</u> . Paraphrasing the main idea and details from text using complete sentences. (II-R-4:LI-8) <u>Reading-Comprehending Text</u> . Locating specific information from external text features of text. (II-R-4:HI-19) <u>Reading-Comprehending Text</u> . Locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text. | 10/2012 |

English Language Proficiency Standards

ELL Stage II, Reading Domain

| Standard 4: The student will demonstrate proficiency in reading. | | Basic | Low Intermediate | High Intermediate |
|--|---|---|--|---|
| Pre-Emergent | | | | |
| LL | PE-3: answering yes/no questions about text heard or read, with instructional support. (math, science, social studies) | B-3: answering questions (yes/no, who, what, when, which, where, why) about text with instructional support. (math, science, social studies) | LI-3: answering questions about text. (math, science, social studies) | HI-3: locating facts and answering questions about text. (math, science, social studies) |
| | PE-4: N/A Pre-Req: PE-3 | B-4: asking questions (who, what, when, which, where, why) to clarify text with instructional support. (math, science, social studies) | LI-4: asking questions to clarify text. (math, science, social studies) | HI-4: asking questions to clarify text. (math, science, social studies) |

English Language Proficiency Standards

ELL Stage II, Reading Domain

| Standard 4: The student will demonstrate proficiency in reading informational text. | | Basic | Low Intermediate | High Intermediate |
|---|---------------|--|---|---|
| Non-Fiction/Non-Fictic | Pre-Eme | | | |
| | PE-8: N/A | <p>B-8: identifying external text features (e.g., charts, maps, diagrams, illustrations, tables, and timelines) of text.</p> <p>(math, science, social studies)</p> | <p>LI-8: locating specific information from external text features of text.</p> <p>(math, science, social studies)</p> | <p>HI-8: extracting and interpreting specific information from external text features of text.</p> <p>(math, science, social studies)</p> |
| | PE-19: N/A | | | |
| | Pre-Req: PE-2 | Pre-Req: E-2 | <p>LI-19: identifying organizational features (e.g., titles, table of contents, heading bold print) of expository text.</p> <p>(math, science, social studies)</p> | <p>HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.</p> <p>(math, science, social studies)</p> |



ELL LANGUAGE OBJECTIVES

- The student will demonstrate knowledge of reading comprehension by using text and external text features to locate facts and, to ask and answer questions to clarify the text.



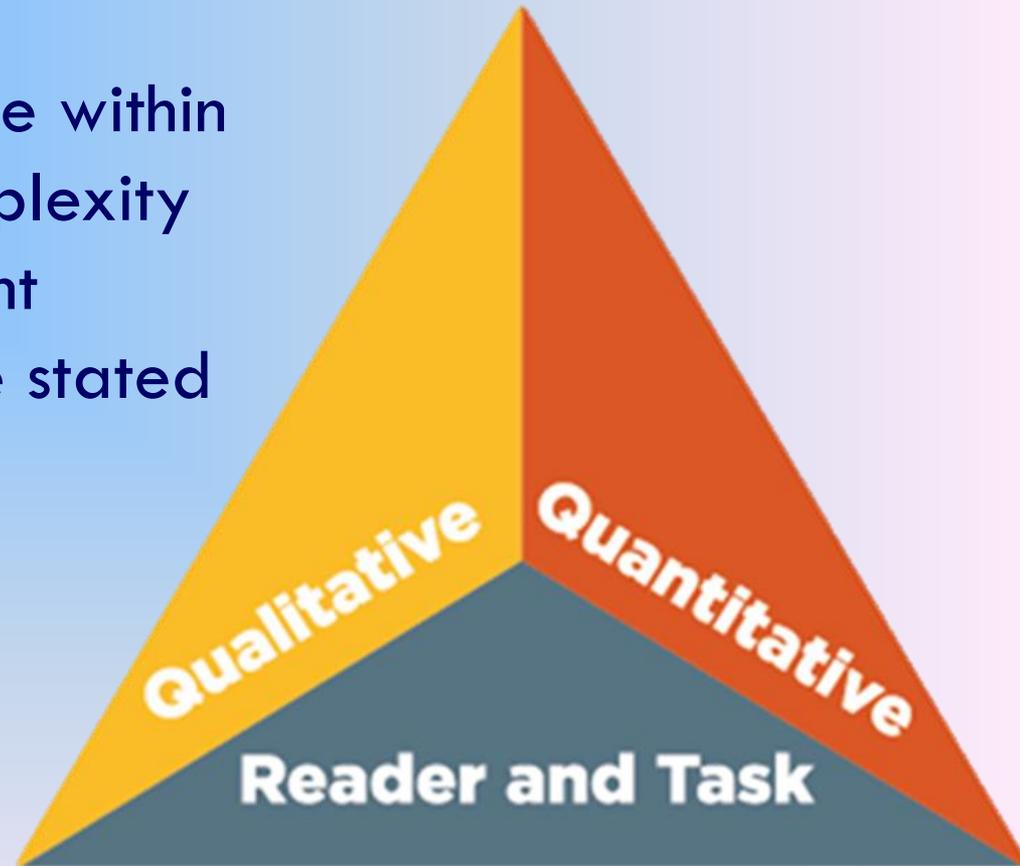
ESSENTIAL QUESTIONS

- Questions that spark meaningful connections, provoke inquiry, and encourage transfer.
 - What are some of the symbols of the United States?
 - What do these symbols represent?
 - Explain how/why these symbols represent the United States.
 - Which symbols would you choose to represent you? Why did you choose these symbols?

TEXT COMPLEXITY

Select text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose.

<http://>



From CCSS Attachment A

COMMON CORE LEXILE RANGES

| Text Complexity Grade Band in the Standards | Old Lexile Ranges | Lexile Ranges Aligned to CCR expectations* |
|---|-------------------|--|
| K-1 | N/A | N/A |
| 2-3 | 450-725 | 420-820 |
| 4-5 | 645-845 | 740-1010 |
| 6-8 | 860-1010 | 925-1185 |
| 9-10 | 960-1115 | 1050-1335 |
| 11-CCR | 1070-1220 | 1185-1385 |

***Modified table from CCSS Appendix A**

Updated with CCSSO/National Governors Association Text Complexity Grade Bands and Associated Ranges from Multiple Measures



QUANTITATIVE DIMENSION

The terms quantitative dimensions and factors refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to process efficiently, especially in long texts, and are thus today typically measured by computer software.

LEXILE

CCSS Appendix A

<http://>

Comparison of Various Reading Level Models

*This chart was retrieved from the following website:
<http://www.oema.net/lexiles/ReadingLevelComps.pdf>.

This chart was provided to the Oregon Educational Media Association by Steven Zimmerman of Harcourt. It provides a comparison by grade level of different book leveling systems including Lexiles, Fountas and Pinnell (Guided Reading), Basal, DRP (Degrees of Reading Power), Reading Recovery and DRA.

Library Document # 4

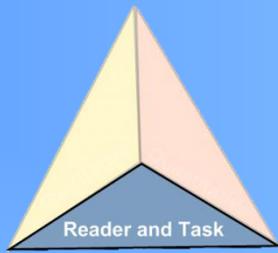
| Descriptor | Grade Level | Fountas & Pinnell (Guided Reading) | Basal Level | DRP (Degrees of Reading Power) | Reading Recovery | DRA Level | Lexile Level |
|----------------|--------------|------------------------------------|-------------|--------------------------------|------------------|-----------|------------------|
| Emergent | Kindergarten | A | Readiness | | 1 | A & 1 | Beginning Reader |
| Early | Kindergarten | B | | | 2 | 2 & 3 | |
| | Kindergarten | C | PP1 | | 3 & 4 | 4 | |
| | Grade 1 | D | PP2 | 25-30 | 5 & 6 | 6 | 100-400 |
| | Grade 1 | E | PP3 | | 7 & 8 | 8 | |
| | Grade 1 | F | Primer | | 9 & 10 | 10 | |
| | Grade 1 | G | | | 11 & 12 | 12 | |
| Transitional | Grade 1 | H | Grade 1 | | 13 & 14 | 14 | |
| | Grades 1 & 2 | I | | | 15, 16 & 17 | 16 | |
| | Grade 2 | J | Grade 2 | 30-44 | 18, 9 & 20 | 18 | 300-600 |
| | Grade 2 | K | | | | 20 | |
| | Grade 2 | L | | | | 24 | |
| | Grades 2 & 3 | M | | | | 28 | |
| Self-Extending | Grade 3 | N | Grade 3 | 44-54 | | 30 | 500-800 |
| | Grade 3 | O | | | | 34 | |
| | Grades 3 & 4 | P | | | | 38 | |
| Advanced | Grade 4 | Q & R | Grade 4 | 40-42 | | 40-44 | 600-900 |
| | Grade 5 | | Grade 5 | 44 | | 50 | 700-1000 |
| | Grade 6 | S-Z | Grade 6 | | | 60 | 800-1050 |
| | Grade 7 | | | | | 70 | 850-1099 |
| | Grade 8 | | | | | 80 | 900-1150 |
| | Grade 9 | | | | | | 1000-1199 |
| | Grade 10 | | | | | | 1025-1200+ |
| | Grade 11 | | | | | | 1050-1300+ |
| | Grade 12 | | | | | | 1075-1400+ |



QUALITATIVE DIMENSION

In the standards, qualitative dimensions and factors refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.

CCSS Appendix A



Reader & Task Considerations

While the prior two elements of the model focus on the inherent complexity of text, variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) must also be considered when determining whether a text is appropriate for a given student.

Such assessments are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject.

CCSS Appendix A

Common Core ELA Shift 1

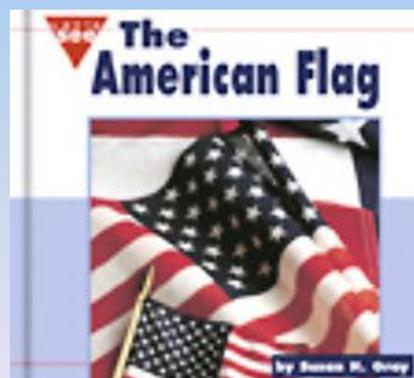
Balance of informational and literary texts

(50% informational text – science and social studies emphasis)

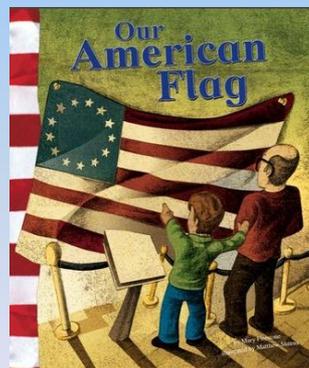
Text Selections

| Grade Band | CCR Lexile Band |
|------------|-----------------|
| 2-3 | 420L -820L |

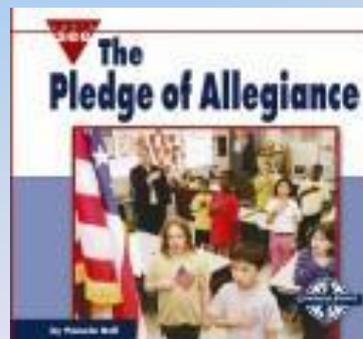
- *The American Flag* by Susan H. Gray
- *Our American Flag* by Mary Firestone
- *The Pledge of Allegiance* by Pamela Dell
- *The Pledge of Allegiance* by Norman Pearl



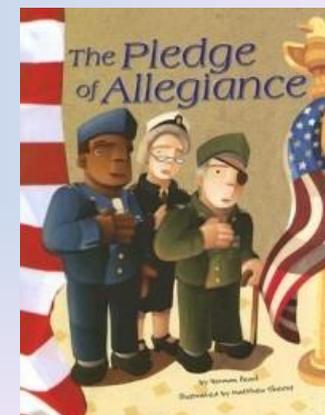
530L



790L



740L



740L

Word Tiers by Isabel Beck

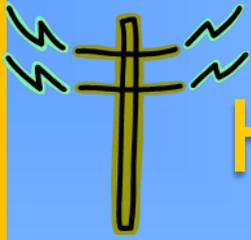
| | Tier 1 | Tier 2 | Tier 3 |
|-------------|--|--|---|
| Description | Basic words that most children know before entering school | Words that appear frequently in texts and for which students already have conceptual understanding | Uncommon words that are typically associated with a specific domain |
| Examples | clock, baby, happy | sinister, fortunate, adapt | isotope, peninsula, bucolic |



KEY VOCABULARY

- Skill Words: glossary, table of contents, index, titles, bold and/or italicized print, captions
- Content Words: colonies, rules, symbols, revolution, respect, allegiance, salute, pledge, indivisible, liberty, justice, patriotic, patriotism, approval, proclamation, national anthem, official, anniversary, celebration, recite, reminder, veteran, **country, nation, fort, Republic**

***words not found in glossary**



High Powered SEI Methodologies

- The Big Cheese
- Collaborative Story Re-Tell
- Four Picture Story Frames
- Language Warm Up
- Morph House
- Reverse Questioning
- Syntax Surgery
- This or That
- Verb Tense Study
- Vertical Sentences
- Vocabulary Frames
- What We Know

Library Document # 7



Office of English Language Acquisition Services





High Powered SEI Strategies

- Always establish a language objective
- Always use the 50/50 rule
 - Teacher speaks 50%
 - Student speaks 50%
- Always push students to their productive discomfort level
- Always have students respond in complete sentences
- Always remember the teacher does nothing the students can do themselves

Library Document # 8

ENGLISH LANGUAGE DEVELOPMENT STRATEGIES

1. Group Work
2. Activate Prior Knowledge
3. Academic Language Scaffolding
4. Modeled Think-Alouds
5. Use of Context Clues
6. Word Banks
7. Leveled Questions
8. Teacher Lecture and Student Note Taking
9. Role Playing
10. Realia, Primary Source Material, and Artifacts
11. Jigsaw Learning
12. Graphic Organizers
13. Analogies

ANTICIPATORY SET

- Engage student's attention. Connect to prior learning/experience. Establish relevance. Why is it important for students to learn this?
 - ***What We Know...***

Library Document #10

Steps for What We Know-Heidi Koski





What We Know About the American Flag

- The flag is red, white, and blue.
- Its got stars and lines on it.
- The flag is in my classroom.

Student
responses are
recorded by
teacher.



What We Know About the American Flag

- The flag is red, white, and blue.
- Its got stars and lines on it.
- The flag is in my classroom.





What We Know About the American Flag

- The flag is red, white, and blue.
- Its got stars and lines on it.
- The flag is in my classroom.
- The flag of the United States of America has red and white stripes, and white stars on a blue background.
- Because the flag is a symbol of our country, you will find it in every classroom in America.

Smartboard Lesson



Office of English Language Acquisition Services

Text Features help us locate information and understand a text better.

Front of the book

| Table of Contents | |
|--|----|
| What Does the American Flag Look Like? | 5 |
| What Were America's Early Flags Like? | 7 |
| What Was Washington's Flag? | 9 |
| Who Made the First American Flag? | 11 |
| How Has the Flag Changed? | 13 |
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Table of Contents: tells us what is in the book and where to find it.

Back of the book

Glossary: tells us the meanings of new words

Glossary

allegiance—loyalty; support

colonies—areas settled by people from another country; these areas are governed by that country.

respect—a feeling of admiration

revolution—a violent uprising

rule—control by a person or government

symbols—objects that stand for something else

Index: tells us where to find a specific word in the text.

Index

colonies, 7, 9, 11, 13

colonists, 7, 9

colors, 5

England, 7, 9, 15

Flag Day, 21

flying, 17, 19

folding, 17

Grand Union flag, 9

Key, Francis Scott, 15

lighting, 17

"Pledge of Allegiance," 21



Inside the book

Titles: tell us what this part of the text is about

What Does the American Flag Look Like?

Every country has its own flag. The flag of the United States is red, white, and blue. It has thirteen stripes. The stripes are red and white. It also has fifty stars. The stars are white. They are in a blue rectangle in the top left corner of the flag.



Captions: give us information about the picture

The author shows us the important words by using **bold** or *italicized* print.



The American flag is a symbol of the United States. Every year, we honor the flag on June 14. This special day is called Flag Day. We also honor the flag when we say the "Pledge of **Allegiance.**"

Our American Flag



by Mary Firestone
illustrated by Matthew Skeens



Arizona
Department of Education

Office of English Language Acquisition Services

Special thanks to our advisors for their expertise:

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Gettysburg College

Anson Kesselring, M.A., Literacy Educator
Lawrence - Apple Valley - Logan (Minnesota) School District



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| The Flag Grows | 16 |
| Designed by Many | 18 |
| Showing Respect | 20 |
| | |
| Flag Facts | 23 |
| Glossary | 23 |
| To Learn More | 24 |
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I'm Mary Pickersgill.

I sewed one of the most famous flags in the United States. The country's national anthem is about it! The U.S. flag has gone through many changes over the years. Here is its story.

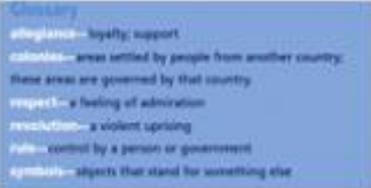
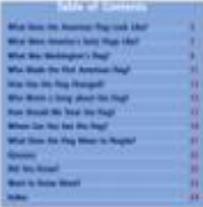
Why Do Countries Have Flags?

Countries around the world use flags as symbols. The U.S. flag is a symbol of freedom and patriotism. It is also a symbol of the country's land and people.

During the Revolutionary War (1775–1783), soldiers from the American colonies carried all kinds of flags into battle. They didn't have one official flag. Because of that, soldiers often didn't know who was a friend and who was an enemy.

Flags of the American colonies had pictures of snakes, crosses, and pine trees on them.

Text Feature Cards

| | |
|--|---|
| <p>caption</p>  | <p>bold print</p> <p>The American flag is a symbol of the United States. Every year, we honor the flag on June 14. This special day is called Flag Day. We also honor the flag when we say the "Pledge of Allegiance."</p> |
| <p>Index</p>  | <p>glossary</p>  |
| <p>Italics</p>  | <p>Title</p> <p>What Does the American Flag Look Like?</p> <p>Every country has its own flag. The flag of the United States is red, white, and blue. It has thirteen stripes. The stripes are red and white. It also has fifty stars. The stars are white. They are in a blue rectangle in the top left corner of the flag.</p> |
| <p>Table of Contents</p>  | |

Use your cards to identify the text features we find in the text



Library Document # 11

Special thanks to our advisors for their expertise:

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Gustavus Adolphus College

Anson Kesselring, M.A., Literacy Educator
Lawrenceville-Apple Valley-Cogan (Minnesota) School District



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Page Production: Tracy Nashler and Ellen Schofield
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Editorial Director: Carol Jones
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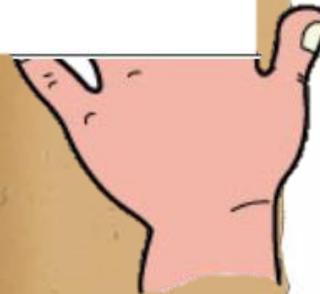


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I'm Mary Pickersgill.

I sewed one of the most famous flags in the history of the United States. The country's national anthem is about it! The U.S. flag has gone through many changes over the years. Here is its story.

Title

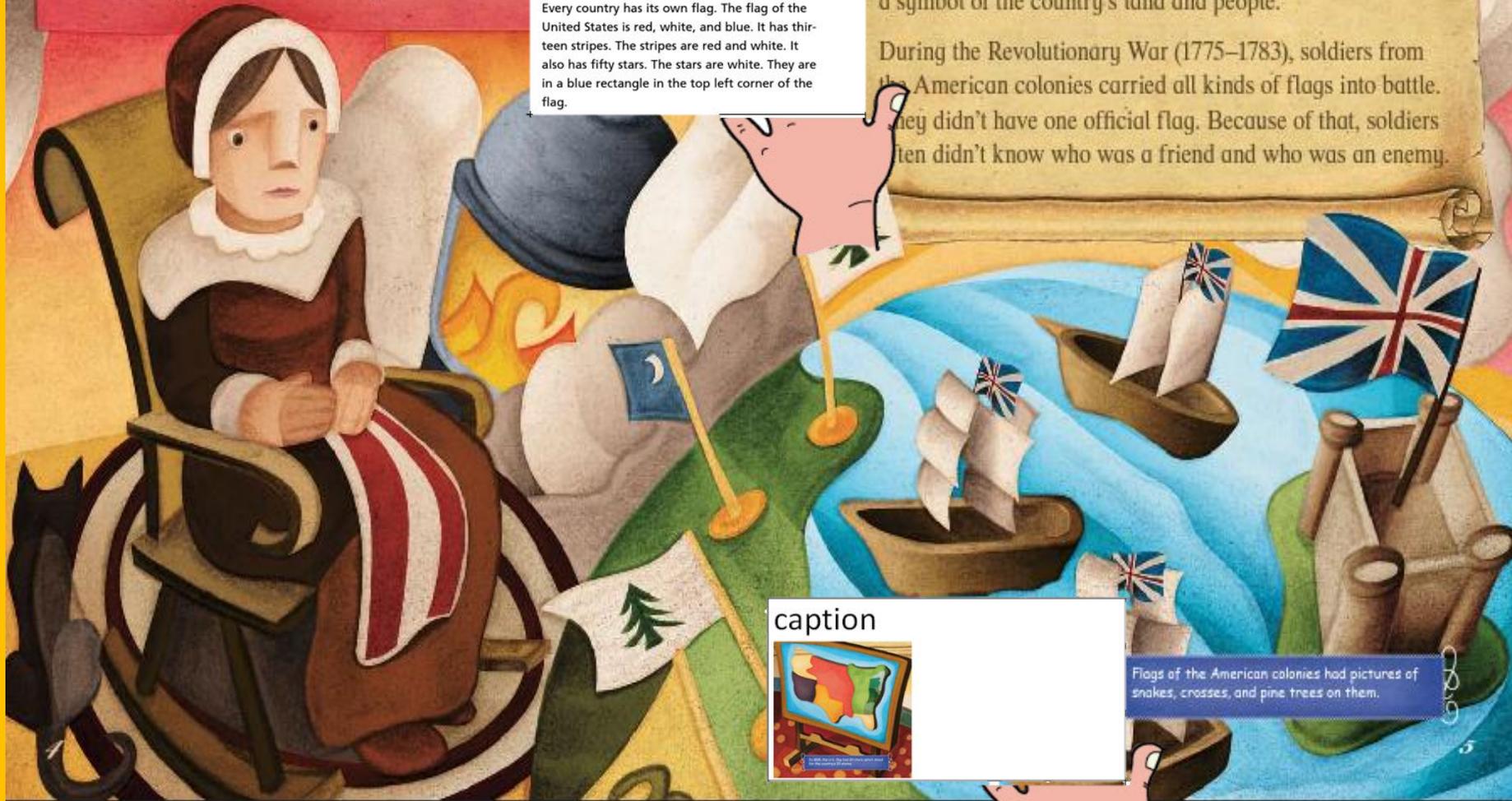
What Does the American Flag Look Like?

Every country has its own flag. The flag of the United States is red, white, and blue. It has thirteen stripes. The stripes are red and white. It also has fifty stars. The stars are white. They are in a blue rectangle in the top left corner of the flag.

Why Do Countries Have Flags?

Countries around the world use flags as symbols. The U.S. flag is a symbol of freedom and patriotism. It is also a symbol of the country's land and people.

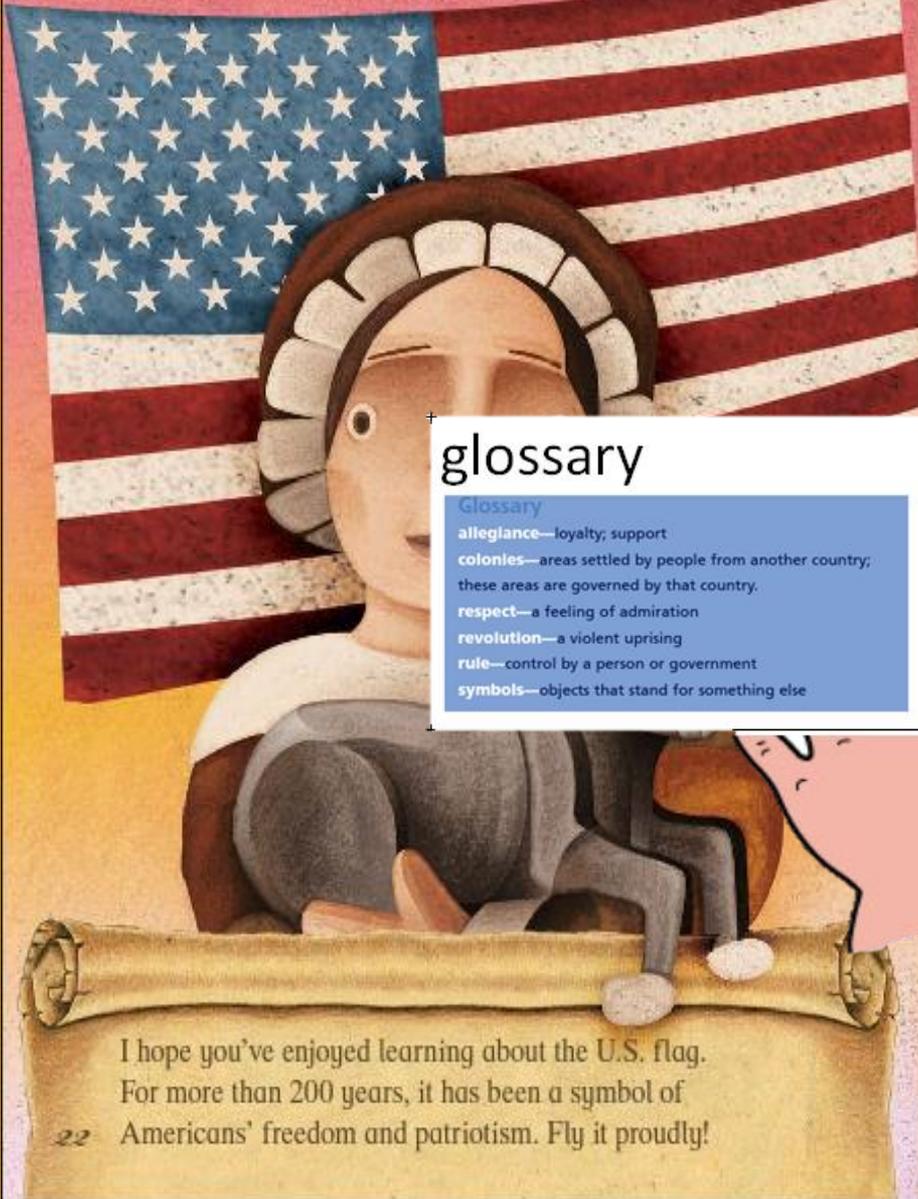
During the Revolutionary War (1775–1783), soldiers from the American colonies carried all kinds of flags into battle. They didn't have one official flag. Because of that, soldiers often didn't know who was a friend and who was an enemy.



caption



Flags of the American colonies had pictures of snakes, crosses, and pine trees on them.



glossary

Glossary

- allegiance**—loyalty; support
- colonies**—areas settled by people from another country; these areas are governed by that country.
- respect**—a feeling of admiration
- revolution**—a violent uprising
- rule**—control by a person or government
- symbols**—objects that stand for something else

I hope you've enjoyed learning about the U.S. flag. For more than 200 years, it has been a symbol of Americans' freedom and patriotism. Fly it proudly!

Flag Facts

- ☞ The U.S. flag has many nicknames. Some people call it the Stars and Stripes. Others call it the Star-Spangled Banner, Old Glory, and the Red, White, and Blue.
- ☞ Today, the Fort McHenry flag rests in the Smithsonian Institution, in Washington, D.C. A curtain protects it from light and dust. Visitors can view the flag for only a few moments once every hour, when the curtain is pulled back.
- ☞ On August 3, 1949, President Harry S. Truman made June 14 National Flag Day.
- ☞ Vexillology (vek-seh-LAH-leh-jee) is the study of flags. Someone who knows a lot about flags is called a vexillologist (vek-seh-LAH-leh-jist).

Glossary

- Benjamin Franklin** — an American inventor, author, and Founding Father (a signer of the Constitution)
- colonies** — lands away from home that are controlled by the homeland, such as the American colonies of Great Britain
- Congress** — the group of people in the U.S. government who make laws
- Fort McHenry** — a fort in Baltimore, Maryland, that successfully defended Baltimore Harbor from the British navy in the War of 1812
- national anthem** — a country's special patriotic song
- official** — approved by the government
- patriotism** — love for one's own country
- Revolutionary War** — (1775–1783) the Colonies' fight for freedom from Great Britain; the Colonies later became the United States of America
- symbols** — objects that stand for something else
- War of 1812** — (1812–1815) a war between the United States and Great Britain over unfair British control of shipping; often called the "Second War of Independence"

To Learn More

At the

Douglas
Florida
Pre
Gray,
Michigan
Boston

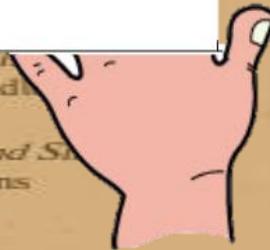
Martin, Bill, Jr. *I Pledge Al*
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Press, 2002.

Thomson, Sara L. *Stars and Sa*
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Our American Flag
1-4048-2212-7
Our National Anthem
1-4048-2215-1
The Statue of Liberty
1-4048-2216-X
The U.S. Constitution
1-4048-2643-2
The White House
1-4048-2217-8

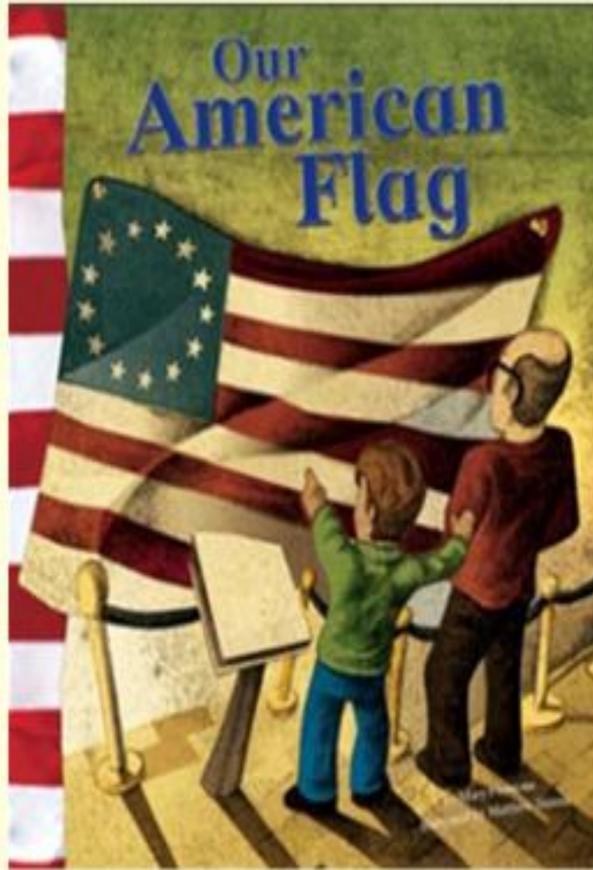
FOR ANY READING LESSON

Consider:

- First read - Teacher reads text in its entirety
 - providing the student with his/her own copy of the text to follow along
- Second read - modeling think-alouds
 - interactions within the text book
 - make notes
 - highlighting
 - use of sticky notes
- Third read – discussions in small groups or pairs, summary of text



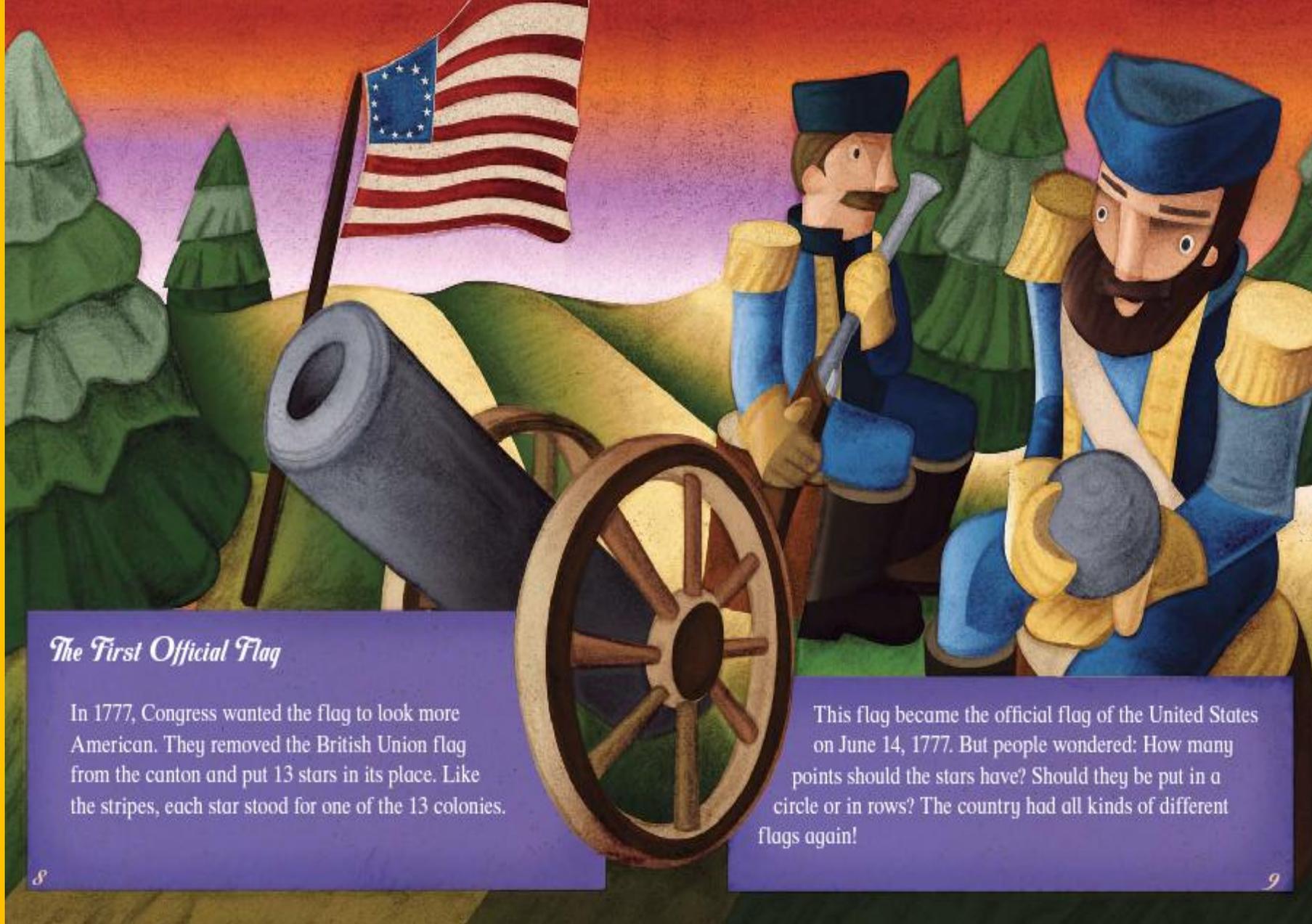
Let's Read...



**to learn more about
Our American Flag!**



Office of English Language Acquisition Services



The First Official Flag

In 1777, Congress wanted the flag to look more American. They removed the British Union flag from the canton and put 13 stars in its place. Like the stripes, each star stood for one of the 13 colonies.

8

This flag became the official flag of the United States on June 14, 1777. But people wondered: How many points should the stars have? Should they be put in a circle or in rows? The country had all kinds of different flags again!

9

The background of the page is a colorful, stylized illustration. It depicts a fort on a rocky island with a large American flag flying from a tall pole. The flag has a blue canton with white stars and red and white stripes. The fort has several buildings, some with windows, and a red structure. In the foreground, there are large, grey, rounded rocks. To the right, a blue body of water is visible with a wooden boat. The overall style is reminiscent of a children's book illustration.

The Star-Spangled Banner

(First of four verses)

words by Francis Scott Key

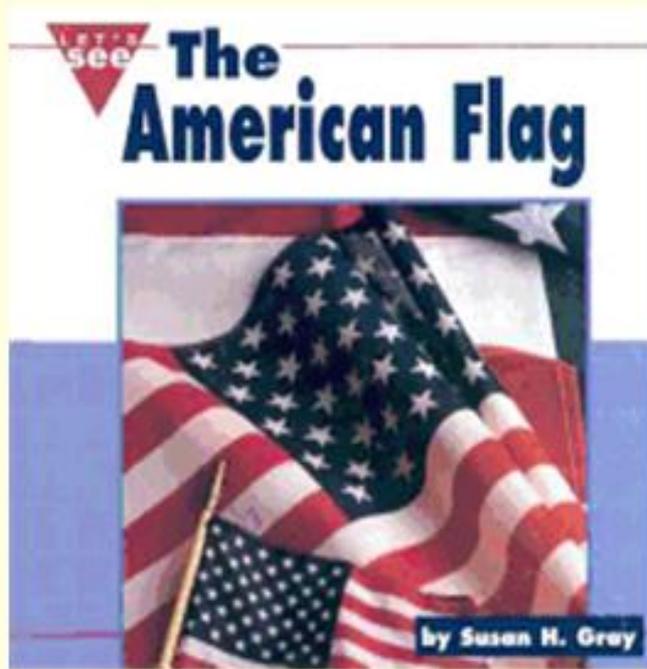
*O say, can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming?
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watch'd, were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there,
O say does that star-spangled banner yet wave
O'er the land of the free, and the home of the brave?*

The Star-Spangled Banner

The British bombed Fort McHenry for 25 hours. When the smoke cleared, my beautiful flag was still flying.

A lawyer named Francis Scott Key saw the flag and wrote a poem about it. The poem was later set to music, and the song became the national anthem of the United States.

Now let's read together...



use the text features to
locate information and
remember important
facts



Title

What Does the American Flag Look Like?

Every country has its own flag. The flag of the United States is red, white, and blue. It has thirteen stripes. The stripes are red and white. It also has fifty stars. The stars are white. They are in a blue rectangle in the top left corner of the flag.



bold print

The American flag is a symbol of the United States. Every year, we honor the flag on June 14. This special day is called Flag Day. We also honor the flag when we say the "Pledge of Allegiance."

caption



What Were America's Early Flags Like?

Many years ago, people came to America from England. They settled in places called **colonies**. The people were called colonists. The colonists had English flags. They lived in America, but they lived under English **rule**.

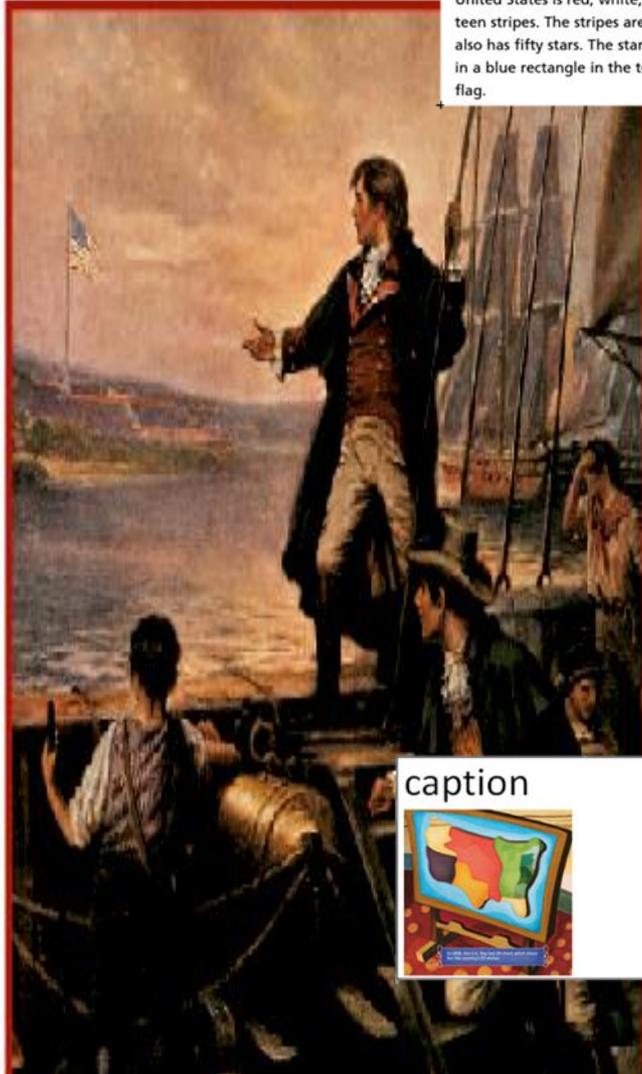
The king of England was not fair to the colonists. Soon, the colonists no longer wanted the king as their ruler. They made new flags. Some flags had snakes on them. Some flags had pine trees. The snakes and trees were **symbols** of their new land. They were signs of freedom.

American colonists dumped tea into Boston Harbor to protest unfair treatment by the king of England.

Title

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caption



Who Wrote a Song about the Flag?

Soon, America was at war with Britain again. The British army came to the United States in ships. The ships fired guns at a U.S. fort. A man named Francis Scott Key was in a boat near the fort. He watched the battle.

During the night, the guns stopped. Francis Scott Key was afraid that the Americans had lost the war. When the sun came up, he saw the fort. The American flag was still flying. The Americans had won! He was so happy that he wrote a poem. His poem was made into a song. The song is called "The Star-Spangled Banner."

After a battle with the British, Francis Scott Key was so happy to see the American flag was still flying that he wrote about it. His words are now the national anthem.

QUESTION MATRIX

| | | | | | | |
|------------------------------|------------------------------|-------------------------------|-------------------------------|-----------------------------|-----------------------------|-----------------------------|
| What Are/Is | When Are/Is | Where Are/Is | Which Are/Is | Who Are/Is | Why Are/Is | How Are/Is |
| What Did/Do/Does | When Did/Do/Does | Where Did/Do/Does | Which Did/Do/Does | Who Did/Do/Does | Why Did/Do/Does | How Did/Do/Does |
| What Can/Could | When Can/Could | Where Can/Could | Which Can/Could | Who Can/Could | Why Can/Could | How Can/Could |
| What Would/Should | When Would/Should | Where Would/Should | Which Would/Should | Who Would/Should | Why Would/Should | How Would/Should |
| What Will | When Will | Where Will | Which Will | Who Will | Why Will | How Will |
| What May Might Must | When May Might Must | Where May Might Must | Which May Might Must | Who May Might Must | Why May Might Must | How May Might Must |

Sample Text-Dependent Questions

Who suggested that one common flag should be used by the American colonies?

Which song became the national anthem of the United States?

How many stars are on the current flag? Has it always been this way?
How do you know?

Why did the colonists need a new flag?

Why is the flag a symbol of freedom?

Library Document # 13

SAMPLE RESPONSE FRAMES

- In my opinion...
- I noticed....
- I agree with (classmate) in that...
- Like (classmate) was saying, I....
- ____ and ____ are the same because ____.
- ____ is _____. On the other hand, ____ is _____.
- ____ and ____ differ because _____.

Library Document # 14

LEVELED QUESTION STRATEGY

Sample Leveled Questions:

| | Basic | Low Intermediate | High Intermediate |
|----------------|--|---------------------------------------|--|
| ■ Basic | B-3: answering questions (yes/no, who, what, when, which, where, why) about text with instructional support. | LI-3: answering questions about text. | HI-3: locating facts and answering questions about text. |
| ■ Intermediate | (math, science, social studies) | (math, science, social studies) | (math, science, social studies) |
| ■ First | | | |

- High or mainstream: Trees and snakes were symbols on some early flags. What did these symbols represent?

PAIRED TWO TEXT

- After students have had exposure to multiple readings
- Select a portion of the text and drill deeper
- This example has paired two texts and asked students to compare and contrast
- Students are then asked to generate questions based on their findings to be shared with the class

Library Document # 15



PURPOSEFUL PARTNERING

- Create a supportive range in ability (e.g., high with fairly high or middle, middle with low) rather than pairing extremes or equally low students.
- Include a newcomer or exceptionally low reader in a trio with responsible students who share first.
- Partner reticent participants with encouraging students, not impulsive or impatient responders.

ASSESSMENT

- Use text feature cards formative and summative assessment - students' ability to identify the text features
- Text Feature Quiz
- Flag Quiz - summative



Library Documents # 15 and 16

LESSON CLOSURE

- Re-visit the Essential Questions. Discuss.
- Class Project
 - American Symbols Class Book

EXTENSION ACTIVITIES

- Team Flag
- Morph House-Oral Language/Vocabulary
- Vertical Sentences-Oral Language/Vocabulary or Writing
- Vocabulary Frames-Oral Language/Vocabulary
- Syntax Surgery-Grammar
- Expand unit to research other American symbols



Office of English Language Acquisition Services



Team Flag



- **Create a flag to represent your team.**
- **Use symbols to represent each member of your team.**
- **Be prepared to share your flag and the meaning behind each symbol.**



Morph House

Patriot noun

A person who loves, supports, and defends his or her country and its interests with devotion.

ic
ism
ly

Students are given the opportunity to see how adding suffixes and prefixes to a base word works to create a whole family of new words.

This skill also helps students to read and understand new words when they are able to recognize a base word within a larger word.

Patriotic adjective

Children become more patriotic if they learn about the flag.

Patriotism noun

The pledge became an important symbol of patriotism.

Patriotically adverb

The soldier marched patriotically in the parade.

Library Document # 18

Vertical Sentence

adjective

verb

Our school has a big flag that moves in the wind.

large

waves

grand

billows

huge

wafts

colossal

flutters

humongous

Students generate synonyms for given words and then use context and syntax to determine which new words will work in the sentence

Our school has a _____ flag that _____ in the wind.

Library Document # 19



Office of English Language Acquisition Services

Sentence Frames for Content Area Vocabulary.

Since it is a _____, it certainly must be a/the _____.

That is a/an _____ because it is a _____.

To _____ means to _____.

Those are _____ which are _____.

You can tell it's a _____ because _____.

Many students are asked to orally define vocabulary words as part of their learning, this methodology provides a structure to help students form correct sentences while practicing content vocabulary.

1. Since it is a list of definitions located at the back of a book, it certainly must be the glossary.
2. That is an index because it is a list of subjects and their page numbers located at the back of a book.
3. To say the pledge means to make a serious promise.
4. To salute means to show respect by raising the right hand to the forehead.
5. Those are symbols which are objects that stand for something else.
6. You can tell it's a table of contents because it is a list of chapters and it is located at the front of a book.

WRAP UP

1. Content standard
2. Big Idea
3. Arizona's Common Core Standards
4. ELP Standards
5. Language Objective
6. Essential Questions
7. Text Selection
8. Vocabulary
9. Learning activities
10. Differentiation
11. Assessments
12. Extension activities



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