Chapter 4

ELL Students’ Reading and Literacy Development
Acquire knowledge.
It enables its possessor to distinguish right from wrong.
It lights the way to heaven.
It is our friend in the desert, our society in solitude,
our compassion when friendless.
It guides us to happiness, and sustains us in misery.
It is an ornament amongst friends, and armor against enemies.
—Prophet Mohammad Hadith

Math, science, and social studies teachers do not have the time or capacity to assess individual students’ reading abilities using running records, phonetic assessments, reading inventories, or reading matrixes. However, reading skills are required to succeed in all content areas. Reading is a multifaceted and complex process. Secondary content area teachers, who often lack expertise in teaching basic literacy skills such as reading, must understand the process to work effectively with English language learners (ELLs) (Maxwell-Jolly, Gandara, & Benavidez, 2007). Let us begin this discussion by describing that process.

The Reading Process

Reading is a language process, which means that it enables people to communicate. Oral language is the cornerstone on which reading is built. Students have been using oral language to communicate with parents, siblings, peers, and teachers. Given this, their oral language should not be viewed as an obstacle to their reading development. Instead, oral language provides the foundation for reading and writing before students enter school, and it reveals what students understand when they read.

Reading is a cognitive process, and therefore, teachers should provide many opportunities for students to interact with both the text and print-rich environment of the classroom. Reading is also an affective and social process. Positive experiences with reading help develop a student’s positive self-concept. If reading is valued at home and at school, the student will also likely value it. By providing reading material of interest to students and allowing them to interact about reading selections, teachers foster the love of reading.

Reading is also a physiological and developmental process. Visual acuity and neurological functioning, as well as socioeconomic status, affect the reading process. Since literacy development begins at birth, students’ ability to read and write is related to developmental milestones by having appropriate sensory, cognitive, perceptual, and social skills as they progress through school years.
**Reading Challenges for ELLs**

English language learners face many obstacles when reading literature in English. Most literature is culture bound (Ladson-Billings, 1995). Students are expected to have prior knowledge of literary genres, such as fairy tales, myths, legends, and tall tales. If the teacher has not activated students’ prior knowledge or built background information, reading comprehension will suffer. Knowing the vocabulary is only part of comprehending the text. English language learners may be able to read the individual words, but they may not understand the meanings of the whole sentences they read (Keefe, 2008). These students are not aware of information that author has left unsaid—the information that “everyone knows.”

Some specific challenges that ELLs face when learning to read material in English include the following (Haynes & O’Loughlin, 2003):

- Use of homonyms and synonyms
- Density of unfamiliar vocabulary
- Word order, sentence structure, and syntax
- Abundance of idioms and figurative language
- Grammar usage, especially the exceptions to the rules
- Difficult text structure, with a topic sentence, supporting details, and conclusion
- Unfamiliarity with the connotative and denotative meanings of words
- Imagery and symbolism
- Use of regional U.S. dialects
- Fear of participation and interaction with students in mainstream classes
- Confusing story themes and endings
- Lack of knowledge of literary terms for story development
- Unfamiliarity with drawing conclusions, analyzing characters, and predicting outcomes

**Adaptations in Content Area Reading**

The Executive Summary on the National Literacy Panel on Language Minority and Youth (August & Shanahan, 2000) makes four potentially important general recommendations for teaching ELLs:

1. Being literate in the native language is an advantage.
2. It is helpful to provide substantial coverage of the five essential elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
3. Reading programs for ELLs should include intensive language development, as well as instruction in literacy strategies and skills.
4. Instruction needs to be adjusted to meet the needs of ELL students.

Research discusses effective reading instruction for ELLs by centering on the five essential elements just mentioned (Irujo, 2007):

1. **Phonemic awareness** is difficult for ELLs, because they may not have had enough experience with English to be able to distinguish how its sounds differ
from those of their native language. Therefore, extensive practice speaking English is recommended.

2. **Phonics** is problematic because many sounds are similar, and there is no regular system of correspondence between sounds and letters. To address these problems, reading instruction should be combined with intensive development of oral language. In addition, a print-rich environment should be created, providing appealing reading materials in varied genres. Most ELLs will need additional time to master phonics.

3. **Fluency**, or automatic recognition of frequent words, is important because it helps mitigate the lack of proficiency that slows down ELLs. These students cannot achieve fluency in oral reading before they have achieved fluency in speaking. Repeated readings of texts that contain unfamiliar vocabulary and sentence structures will not increase fluency. To develop fluency, students should read aloud texts they are familiar with and understand.

4. The **vocabulary** of ELLs is a fraction of the size of that of native English speakers. English language learners must learn not just content vocabulary but also words that are crucial for understanding the text, words that are encountered in a wide variety of contexts, words with multiple meanings, words used in figurative language, and words from academics that indicate relationships among other words, such as *because*, *therefore*, and *since*. Handing out a list of words and definitions is not a meaningful exercise for teaching ELLs vocabulary. Explanations of unknown words should include contextual support, as discussed previously. That support can be provided through real objects, pictures, word games, photographs and drawings, gestures, examples, demonstrations, and experiments that accompany the verbal explanations.

5. **Reading comprehension** instruction needs to be modified for ELLs so they can understand content area concepts. One approach proven effective in reading literature is called **Into-Through-Beyond** (Corrigan & Davies, 2008). Content area teachers should engage in schema building before the reading process by setting goals for reading, building background knowledge, and recognizing discipline-specific terms. Here are examples of activities for the *Into, Through, and Beyond* stages:

### Into Activities
- Brainstorming has been proven an effective strategy in that it pools students’ existing knowledge. That knowledge can be recorded in a mind map or a graphic organizer, such as a Know, Want to Know, Learn (KWL) chart or semantic web.
- Previewing the glossary, scanning, formulating questions, and using semantic mapping are excellent before reading activities.
- Discussing discourse competence and determining whose point of view is represented in the material are also valuable activities.
**Through Activities**

- Build schemata during the reading process by understanding cultural terms and practices and explaining beliefs and behaviors as they occur in the reading.

- Gradually complete a Venn diagram or compare and contrast chart to identify differences and similarities or to explicate content. Use group discussion to identify possible main ideas and supporting details; then gradually complete a graphic organizer, such as *Parts of a Paragraph* or *My Summary*.

- Discuss what is implied but not stated outright, making inferences and visual images of the setting, character, and problem. Use one of these graphic organizers: *Story Web*, *Problem Solution*, or *Character Attribute Web*.

- Work with students to obtain information from pictures, charts, and graphs and to guess meaning from context.

- Have groups of students complete the *Group Member Assignment* activity (see Chapter 7).

- Have groups of students produce a *Pass the Poster* activity.

- Continue building vocabulary by having students identify words they do not know, and create glossaries using the graphic organizer *Student Glossary*.

**Beyond Activities**

- Build schemata after the reading process by rewriting the story. For instance, set the story in another culture, or have students put themselves in the places of characters from other cultures.

- Ask students to retell a fictional story or nonfictional event (such as in social studies) from an outline, recalling key ideas and completing a graphic organizer, such as *Story Web*, *Character Attribute Web*, and/or *My Summary*.

- Create a student-generated list of vocabulary words found in the reading. Then, in less than thirty words, have students write a description of the plot.

- Have cooperative learning groups rewrite and then act out favorite parts of a reading selection.

Since textbooks and their materials are the resources most secondary teachers use in their classrooms, conducting these kinds of activities provides a way for ELLs to read in the content areas (Balderrama & Diaz-Rico, 2006). Conducting these kinds of activities also provides comprehensible input for both ELL students and native speakers of English who struggle with reading comprehension.

Second language learners often know most of the vocabulary in a reading, if the vocabulary has been given in a word list. Students will know one meaning of the word but may not understand the meaning when the word is used in an unfamiliar context. For example, an ELL student may understand the meaning of the word *cold* as it refers to temperature but not as it refers to personality, as in “She is a cold person.”

Because word meanings are context sensitive, misunderstandings can lead to considerable confusion in text interpretation and overall reading comprehension. Before ELLs can effectively interpret text, they need to build their background knowledge, or schemata, through interactions in the classroom and outside school.
Teachers need to analyze the language demands of the different content areas, which include the language of curriculum and classroom participation, and then teach students subject-specific vocabulary. These language demands are different from those of the beginning-level ELL class or the type of social language. Because of this, they need to be taught specifically and practiced in the context of actual subject-matter learning.

**Six Key Elements of Research-Based Vocabulary Instruction**

A language-rich environment is one in which students encounter, work with, and become curious about words. In such an environment, students hear words used in natural contexts, such as engaging read-alouds and rich discussions, and manipulate words through word play, graphic organizers, and writing activities (Beck, McKeown, & Kucan, 2002).

Following these guidelines will help teachers provide the language-rich environment needed for vocabulary growth in the English language classroom:

1. **Introduce words through natural contexts.** Read-alouds and discussions give ELLs exposure to engaging materials that they would find quite difficult to read independently.

2. **Explain words in language students can understand.** Explain the meanings of words in simplified language. For example, state that “The dictionary definition of *incredulous* is ‘disinclined or indisposed to believe; skeptical.’ A student-friendly definition is ‘something is very hard to believe.’”

3. **Provide multiple contexts for each word.** Help ELLs build depth of understanding by using each word often and in different contexts. For example, the word *instrument* describes a musical device, but it can also mean a tool used in medical surgery.

4. **Build a strong and flexible knowledge of words through lively discussions and word manipulations.** Encourage students to think about situations in their lives that relate to the new words. Use games, discussions, word play, and semantic word maps to build confidence in English learning.

5. **Provide opportunities for students to encounter words in and out of the classroom.** Use the words as much as possible, both verbally and in writing during class time. If possible, provide lists of the words and their meanings in the ELLs’ first languages.

6. **Assess vocabulary continually.** During the course of the lessons, check for understanding and adapt instruction accordingly. When playing Word Bingo, incorporate words learned in previous lessons with newer words.

Research suggests that vocabulary instruction must be direct and systematic for both native English speakers and English language learners. Students must learn sophisticated vocabulary through repeated encounters and varied contexts. This type of robust instruction helps ELL students bridge the language gap (Carlo et al., 2004).

In a video documentary of interviews with ELL high school students, entitled *Authentic Voices* (Keefe, 2008), students commented that vocabulary flashcards were very helpful. Students enjoy playing in pairs a gamelike activity using student-made flashcards that have a word on one side and its
definition on the other. One student holds up each card with the word facing the other student and the definition facing him or her. That student then reads the definition and guesses the correct word. Then the partners switch roles. Each student can be timed, and the student who took the shortest time to identify all the words correctly can earn extra credit or some other reward. Individuals can win, and pairs can compete against other pairs.

Directed Reading Thinking Activities (DRTAs)

Some students, including many ELLs, need explicit guidance from the teacher to comprehend their texts. Directed reading thinking activities (DRTAs) provide this kind of explicit guidance.

DRTAs are not typically conducted with an entire class of students. Rather, they are usually conducted with a small group of students who need more explicit instruction from the teacher to comprehend their reading. This small group of students may include only ELL students, or it may include ELLs and some native speakers of English, who also need explicit instruction. Here are the steps involved in conducting a DRTA (FLDOE, 2003):

1. **Preview** the reading: Have students look at the title, headings, summary, and pictures; discuss prior knowledge and experiences; and identify key vocabulary.

2. **Predict** the content: Have students form questions from the headings to help identify what they want to learn from reading. Also ask them to identify what they already know. Ask these questions: What is this chapter about? What seems important in this chapter? What seems interesting?

3. **Read** in sections: Instead of assigning students the entire chapter, assign them a section or chunk to be read silently.

4. **Check** the predictions: Lead a discussion to review the reading. Focus on answers and evidence students have found related to their initial questions and predictions. Ask students to show the part of the reading that answered each question. Use higher-order thinking questions and strategies. After students check their predictions, the cycle begins again with students forming new predictions/questions before reading the next predetermined section of text.

5. **Summarize** the main points: Ask students to summarize and state the main points of what they learned in their own words, either orally or in a short written form.

Graphic Organizers for Reading

Graphic organizers are effective tools that help lighten the linguistic load of text in district-adopted textbooks. Using organizers, students can chunk the important pieces of information contained in discussions and text in a way that provides comprehensible input. In addition, these teaching and learning tools can be referred to when students are doing tasks independently.

Figures 4.1 through 4.12 provide examples of graphic organizers for reading. These student samples were completed in a high school language class.
Figure 4.1  Sample Story Web Template

Figure 4.2  Sample Story Web
Character Attribute Web

This helps you gather clues the author provides about what a character is like. Write words or phrases about what the character looks like, how s/he feels, what s/he does and says in the story.

**Looks**

____________________
____________________
____________________

**Feels**

____________________
____________________
____________________

**Does**

____________________
____________________
____________________

**Says**

____________________
____________________
____________________

*Figure 4.3* Sample Character Attribute Web Template
Character Attribute Web

This helps you gather clues the author provides about what a character is like. Write words or phrases about what the character looks like, how s/he feels, what s/he does and says in the story.

**Fu-hsing**

**Looks**
He looks like a farmer and has dark hair, he pull his hair on the back.

**Feels**
He feels worried and anxious about what the magistrate asked him to do.

**Does**
He wrote the line on twin scrolls and posted them on the gate before his house.

**Says**
A matchless will-like Fu-hsing’s does with ease a million things.
My Summary

What is the topic? Prove it
(words identifying the topic)
The topic is _____________________
________________________________
________________________________

What is the main idea? Prove it
(key words in first & last sentences)
The main idea is _____________________
________________________________
________________________________

What are 3 important details?
(who, what, where, when, why & how)
It tells that _____________________
________________________________
Also, _____________________________
________________________________
and it discusses ___________________
________________________________
________________________________

Your Summary...In your own words
________________________________
________________________________
________________________________
________________________________
________________________________
________________________________
________________________________

Figure 4.5 Sample My Summary Template
My Summary

What is the topic?
Prove It
(words identifying the topic)

The topic is Eflight to freedom brings countless to leave Cuba.

What is the main idea?
Prove It
(key words in first & last sentences)

The main idea is People had to escape Cuba to find a better life.

What are important details?
(who, what, where, when, why & how)

It tells that 2 people escaped to a different life before 1966.

Also,
After Fidel Castro took over Cuba

Your Summary
In your own words

Fidel Castro took over Cuba but this couple didn't want to and they wanted to have a better life so they escape.

United States

Figure 4.6 Sample My Summary
My Summary

What is the topic?
Prove It
(words identifying the topic)

The topic is Riley Bomber as a child. The world seemed so much brighter, more real.

What are important details?
(who, what, where, when, why & how)

It tells that the mirror "light" has already been lost to this child. Also, there is no light "reflecting" off things.

What is the main idea?
Prove It
(key words in first & last sentences)
The main idea is I can't say for sure whether science destroys us or saves us, but I miss being a kid.

Your Summary
In your own words

We have video games like World of Warcraft that addict people & let them play for days straight.

Video game

Nintendo

Picture
My Summary

What is the topic?
Prove It
(words identifying the topic)

The topic is **dolphins trains**

What are important details?
(who, what, where, when, why & how)

It tells that **Gina trains dolphins**
in Orlando, Fl now and she has to be
wet all day and swim perfect.
Also,
**She loves animals**

What is the main idea?
Prove It
(key words in first & last sentences)

The main idea is **working with any animals requires lots of hard work and patience.**

Your Summary
In your own words

She workin with them every day, she start at 5:00 am and she also teach them

Figure 4.8  Sample My Summary
My Summary

What is the topic?
Prove It
(words identifying the topic)
The topic is Michael Phelps

What is the main idea?
Prove It
(key words in first & last sentences)
The main idea is if he does, he will have won more medals than any Olympic athlete.

What are important details?
(who, what, where, when, why & how)
It tells that Michael was the first American Olympic swimmer to win eight medals.
Also,
michael is smooth in the water

Your Summary
In your own words
He is a straing man because he never lose the hope to keep going and make his dream real.

Figure 4.9 Sample My Summary
Figure 4.10  Sample Semantic Map Template
NEW Word
Write the new word in the star, find the definition, write a synonym, draw a picture of the word and then create a sentence with the new word.

Figure 4.11 Sample New Word Template
### Word Construction Site

**Student Name:** ____________________________ **Date:** __________

**Assignment:** ____________________________ **Period:** ______

<table>
<thead>
<tr>
<th>The WORD is:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Part of Speech (noun, verb, adjective)</td>
<td>Synonym (same) &amp; Antonym (opposite)</td>
</tr>
<tr>
<td>Symbol or picture</td>
<td>Definition</td>
</tr>
</tbody>
</table>

**Sentence with WORD**

<table>
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<tr>
<td>Symbol or picture</td>
<td>Definition</td>
</tr>
</tbody>
</table>

**Sentence with WORD**

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**Figure 4.12** Sample Word Construction Site Template

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*ELL Students’ Reading and Literacy Development*
Adolescent literacy at the high school level entails the development of disciplinary knowledge and the use of that knowledge in oral interactions, reading, and writing. Consequently, states and districts need to redesign literacy work for ELLs in high school, moving away from remediation and toward academic acceleration and enrichment.

Effective literacy instruction includes teaching students to read critically in the content areas in multiple modalities, including the Internet. In grades 6 to 12, content area teachers are also literacy teachers who teach students to discuss ideas and read and write in their disciplines. To help these teachers retool their teaching, new strategies are required. The overrepresentation of ELLs in special education classes (see Chapter 10) points to the importance of teachers being knowledgeable about the development of literacy for adolescent ELLs.

An important component of change is developing the skills and dispositions of accomplished teachers of English language learners (Walqui, 2004). The need for sustained, rigorous professional development that strengthens teachers’ capacity to promote rich literacy practices among adolescent ELLs is central to improving literacy achievement for all students. Part of improved literacy instruction also involves having high expectations for student performance and offering strong support so students achieve.

One of the most effective activities, used initially to introduce new concepts, is to identify the language demands of the content area course. Content area teachers should examine their curriculums from a language perspective:

- What features of English do students need to know and apply to succeed in the class?
- What is the readability of the textbook, and are students required to take notes from the text?
- Does the course require students to write comparison/contrast or cause/effect essays?
- Are students going to make oral presentations? If so, how will the technical vocabulary be taught?

By reflecting on the language demands of their courses, teachers can provide comprehensible input. Specifically, they can focus on activities that promote learning about various aspects of the English language in the content areas.

Teachers may also consider these guidelines in approaching ELL instruction (Walqui, 2004):

1. **Plan language objectives for all lessons, and make them explicit to students.** Teachers can help students learn to read and write in specific content areas
by conducting prereading activities, such as previewing the textbook chapter by examining the section, headings, illustrations, and chapter summaries and using graphic organizers to chunk information within the chapter.

2. **Activate and strengthen background knowledge.** Many ELLs struggle with curriculum content, because they lack background knowledge of the topic or have gaps in what they have learned. For example, immigrant students may not have studied the Vietnam War in their native countries, but they may have studied another war or even experienced a military conflict firsthand. By tapping into what students know about such conflicts, the teacher can set the context for a lesson on the Vietnam War. Graphic organizers, such as semantic maps, and brainstorming activities can also be used to establish the context for topics to be studied.

3. **Emphasize academic vocabulary development.** English language learners’ academic vocabulary can be expanded by moving beyond the highlighted or italicized words in a textbook. Teachers should discuss and communicate meanings of terms for higher-order thinking skills used throughout content, such as *infer, convince, decide, compose,* and so on. Applying strategies such as word walls, semantic webs, and relational vocabulary cards can help students organize new words in meaningful ways. Other ways to cultivate content vocabulary include conducting demonstrations, discussing illustrations, completing art projects, utilizing *New Word* and *ABCs of a Topic* graphic organizers, and letting students select specific vocabulary words to study.

4. **Promote oral interaction and extended academic talk.** Developing ELLs oral language skills can help them acquire literacy skills and access new information. Teachers should talk less and engage students in extended discussions, encouraging ELLs to give more than one-word responses. After a student responds, the teacher might say “Tell me more about that” or “Why do you think so?” This is a more effective approach than saying “Good” and moving on to the next question.

By establishing discussion routines, teachers provide structures for this kind of discourse and teach students to be active listeners. By encouraging ELLs to share their thoughts with a partner before reporting to the whole class, teachers promote risk-taking in oral expression.

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**Five Key Learning Habits**

Developing the five key learning habits described in this section will help ELLs acquire the language of school. The learning habits draw on research from language acquisition theory, academic language development, and constructivist learning methods (Zwiers, 2004/2005):

1. **Teach students to use context to interpret meaning.** Teachers can do this by “scoping out the neighborhood where the word lives,” which shows how this “neighborhood” provides clues to the word’s meaning. When students encounter an unknown word, they can first guess at its meaning by using the context. Then they can refine their guesses with a partner or check the dictionary to make concrete–abstract connections.

2. **A principal role of academic language is to recognize words that describe thinking skills**—particularly, higher-order thinking processes, such as comparing, analyzing, and evaluating. After teachers ask students to *compare* or *analyze,* they should pause to discuss the meaning of the term. Teachers
should also work with students to pick out key terms and expressions from text, such as rather, therefore, justify, support, and so on. Regularly encountered terms should be posted on the wall, providing an ever-evolving reference tool to help students understand, value, and use academic language.

3. **English language learners should have the opportunity to read challenging but understandable materials.** Teachers should read aloud to students as they follow along, stopping at times to model thinking out loud, to go over new words, or to talk about what is happening in a passage. The use of visuals and gestures can help ELLs conceptualize the reading selection.

4. **Allow students to take risks in the new language by providing nonthreatening opportunities for them to orally express themselves.** English language learners might hesitate to give an opinion, waiting to speak until they can formulate a grammatically perfect sentence. Teachers should encourage students to speak up, even if it means stating an imperfectly constructed message. Students learn actively from genuine conversation and connect directly to what is said. Teachers should also use these opportunities to model the correct grammar, thus validating students’ responses, as well as the correct way to say something, and keeping the focus on the meaning of the conversation.

5. **It is vital for ELLs to converse with native speakers about academic topics.** Every conversation offers a chance to learn something new. English language learners should be encouraged to practice conversing in English with other students, recording on a note card how the talk went. When the dialogue focuses on the topic of class discussion, it can be used as an evaluative tool, for which the ELL can earn a grade.

To cultivate these habits in students, teachers must first reflect on their own academic language proficiency. Doing so takes considerable thought and honesty, as it is hard to notice the habits we automatically engage in to comprehend language.

One way to provide comprehensible input is to teach specific language focus lessons, which concentrate on English vocabulary and usage, not curricular content. Teachers should devote a class session to the language being used in a particular lesson, rather than the content itself. The lesson should include an activity that allows teachers to observe students’ mastery of the English language.

A good resource for observing best practices in teaching ELLs is the ESOL TAPESTRY website, developed by the University of South Florida (http://tapestry.usf.edu). This site provides video streaming of actual classroom situations, as well as printable pages of resources used in the video.

**Activites for ELLs**

**ABCs of a Topic**

This activity can be done on any topic by students working in groups, in pairs, or independently. Given a particular topic, students are asked to think of words representing a person, place, thing, or action related to that topic. One word must begin with A, another with B, another with C, and so on throughout the alphabet. To create an ABCs poster, students can illustrate each word by drawing or coloring pictures or cutting out images from magazines (see Figure 4.13).
One of the benefits of this activity is that students generate the vocabulary. This factor makes the activity appealing to high school students. The topic in the example poster in Figure 4.13 is the American Revolution.

Word Bingo

As mentioned earlier, playing Word Bingo is another fun way of learning and reinforcing new vocabulary. This game can be used for learning vocabulary in any content area, such as science and social studies, as well as language arts and reading.

To prepare for the game, the teacher should create Bingo cards for 9 or 16 words, depending on the number of words he or she wants students to work with. (To conserve paper, the teacher can print out two Bingo cards per page or on the front and back to make four cards per page.) If the teacher wants to include more words in the game, he or she should mix in words students already know with the new words. It is important to keep in mind that ELLs can absorb only a limited number of new words at a time.

Here are the steps for playing Word Bingo:

1. Write the words on the board or overhead, and distribute the Bingo cards to students (one per student). Have students copy the words at random on their cards, one word per space. This means that students’ Bingo cards will not look alike.

2. Read a definition out loud. Ask students to find the word on their cards and place a checkmark in that space.

3. Tell students that when they have checked all the spaces across, down, or diagonally, they should yell out “Bingo!” To verify the winner, ask the students to read his or her words. The student might also provide the definitions, stated in their own words, for extra points. Other students might also be asked to provide definitions for extra points.

<table>
<thead>
<tr>
<th>Abigail Adams</th>
<th>Bunker Hill</th>
<th>Colonies</th>
<th>Death</th>
<th>End of the War</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image" alt="Abigail Adams" /></td>
<td><img src="image" alt="Bunker Hill" /></td>
<td><img src="image" alt="Colonies" /></td>
<td><img src="image" alt="Death" /></td>
</tr>
</tbody>
</table>

![Figure 4.13 ABCs Poster](image)
References


