A Framework for Success:

English Learners and the Common Core

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Outcomes

- Review key components of QTEL Approach

- Explore maximally scaffolded lesson to help English learners meet the demands of the Common Core

- Develop own lesson(s) incorporating Preparing, Interacting, Extending structure

QTEL™ Principles

- Sustain Academic Rigor

- Hold High Expectations

- Infuse Metaprocesses in the Education of ELs

- Engage in Quality Teacher and Student Interactions

- Sustain a Language Focus

- Develop Quality Curriculum

-WestEd, Quality Teaching for English Learners

Instructional Scaffolds

1. Modeling
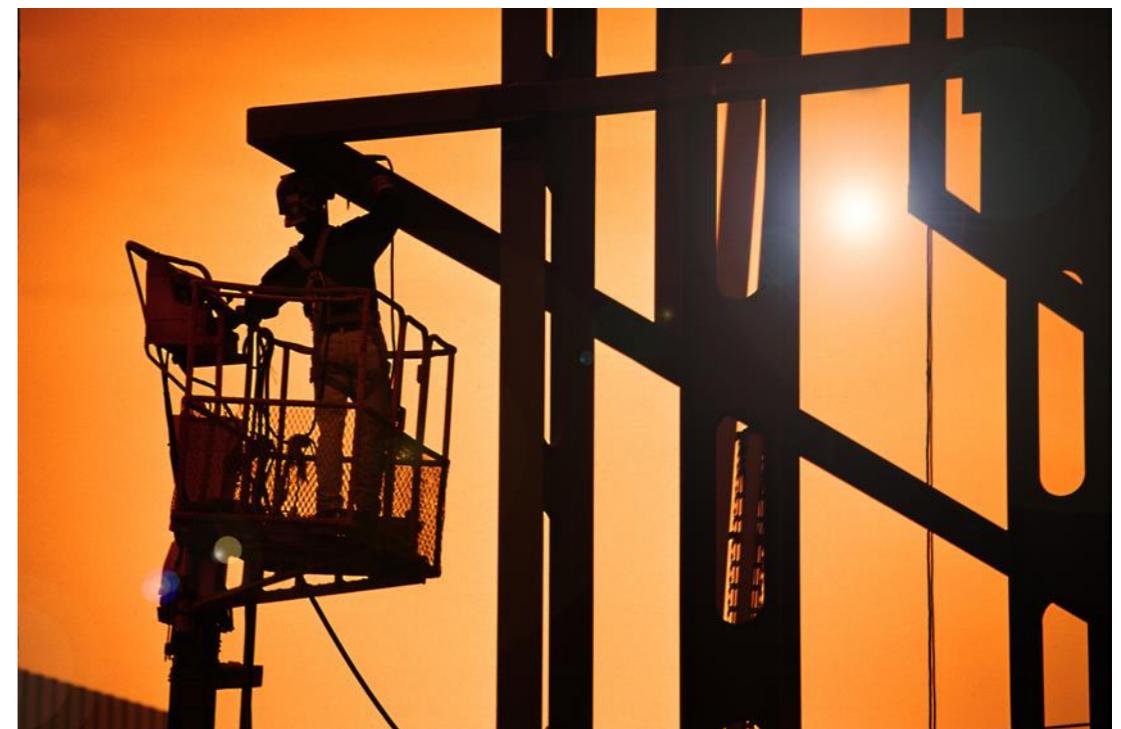
2. Bridging

3. Contextualization

4. Schema Building

5. Metacognition

6. Text Representation

- Aida Walqui, 2006

Two Elements of Scaffolding

1. Scaffolding as a <u>Structure</u>
   o Purposeful, guided instruction
   o Setting up of tasks

2. Scaffolding as a <u>Process</u>
   o Dynamic and Responsive
   o Teachers provide support

-Aida Walqui, 2006

Examples of Planned Scaffolding

- Choosing texts carefully for specific purposes
- Selecting and sequencing tasks in a logical order (preparing, interacting, extending)
- Including collaborative participation structures
- Constructing text-dependent questions
- Using graphic organizers, videos, or diagrams to enhance access to content
- Providing students with generative language structures and exemplary writing samples

Examples of "in the moment" scaffolding

- **Prompting** a student to elaborate on a response to extend his/her language use and thinking

- **Paraphrasing** a student's response and including target academic language as a model

- **Adjusting** instruction on the spot based on frequent checking for understanding

- **Linking** what a student is saying to prior knowledge or future learning

3 Moment Lesson Design

Scaffolding Tasks:

- **Preparing** the Learners

- **Interacting** with Texts/Concepts
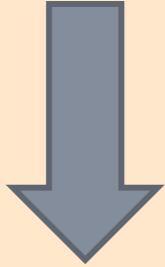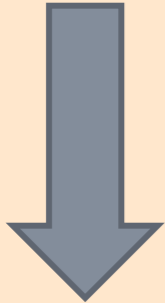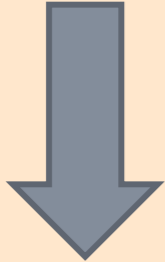
- **Extending** Understanding

Content and Language Learning

Scaffolding Matrix
"Endangered Animals"

Instructional Sequence	Instructional Scaffolds	Possible Learning Tasks
Preparing the Learner	Modeling	• *Modeling Academic Language* • *Modeling Strategies/Processes* • *Models of an Informative Paragraph*
Interacting w/ the Text	Bridging	• *Quick-Write with 3 Step Interview* • *Extended Anticipatory Guide*
	Contextualization	• *Vocabulary Notebook* • *Description Chart*
	Schema Building	• *Language Investigation* • *Say/Do/Paraphrase Chart*
Extending Understanding	Metacognitive Development	• *Skim & Scan w/ Preview Statements* • *Extendeded Anticipatory Guide*
Assessing Learning	Text Representation	• *Collaborative & Independent Construction of an informative paragraph*

S.M. Gagnon-Adapted from Aida Walqui

Lesson: "Endangered Animals"

Activity: Close Reading and Informative/Explanatory Writing

Overview:

- Students will bridge their personal experience and knowledge to the concept of endangered animals.

- Students will develop their critical reading/thinking skills by engaging in close reading tasks and responding to ideas in the text.

- Students will engage in and reflect on key strategies and processes that promote learner autonomy.

- Students will learn how to write an informative/explanatory text.

TEXT:

Almost Gone: The World's Rarest Animals by Steve Jenkins

Preparing the Learners

Goals

- Activate prior, relevant knowledge

- Establish an interest in the new learning

- Focus students' attention on key concepts

- Introduce key vocabulary in context

-Aida Walqui & Leo van Lier, 2010

Preparing the Learner: Tasks

- Quick-Write with 3 Step Interview
- Extended Anticipatory Guide
- Vocabulary Notebook
- Skim & Scan with Preview Statements

As you participate, keep in mind how each task is critical for English learners and why.

Quick-Write with 3 Step Interview
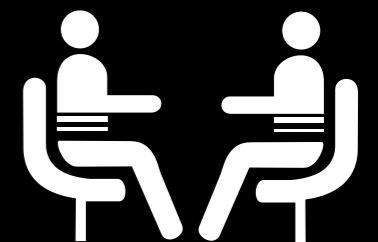## (Preparing the Learner)

℘ This task helps to bridge the students' personal experiences to the concept of extinction.

Quick-write with 3 Step Interview
(Preparing the Learner)

ക Step One – Student A interviews Student B, and Student C interviews Student D. Student A and Student C must listen carefully to the response because they will have to repeat their partner's response to the table group.

ക Step Two – Student B interviews Student A, and Student D interviews Student C. Student B and Student D must listen carefully to the response because they will have to repeat their partner's response to the table group.

ക Step Three – Each person shares his/her partner's response, round robin format, to the table group.

Quick-Write Prompt
(Preparing the Learner)

 ∾ Quick-write Prompt:

Describe your favorite wild animal. What do you think might happen if it no longer existed?

How would it make you feel if you could no longer see this animal in the wild or in captivity?

My favorite wild animal is the ____. If the ____ no longer existed,…(describe what you think might happen).

I would feel ____ if I could no longer see this animal because…

Possible Language Supports

- *My partner feels/believes that if ___ didn't exist anymore, then ...*

- *My partner stated one thing that might happen if __ didn't exist anymore could be...*

- *If __ didn't exist anymore, my partner believes/feels...*

Preparing
Extended Anticipatory Guide

STEPS:

- Independently read each statement and "agree" or "disagree".

- Share your responses with a partner using the language supports at the bottom of the Anticipatory Guide.

Extended Anticipatory Guide			
Statements	Opinion		What I learned from the text:
	Agree	Disagree	
1. When an animal becomes <u>extinct</u>, that is, no longer lives, it does not matter to us.			
2. Everyone cares about animals.			
3. Our actions, the things we do, can hurt animals.			
4. There is nothing we can do to help an <u>endangered</u> animal-an animal that is in danger of becoming <u>extinct</u>.			
5. All living things are connected and depend on each other.			

Lesson Design: Anticipatory Guide

  Reminders:

1. Statements – not questions

   - Open-ended

   - 4-6 statements

   - Concept/Theme specific – not specific details from text

2. Agree/Disagree – not Yes/No or True/False

3. Provide space for explanation/justification

Vocabulary Notebook

Word & Translation	Picture/Image	Definition	Source Sentence	Synonym(s)
extinct	ntent/investigations/esu801/esu801page01.cfm	Having no living members. No longer in *existence*, that is in a living state of being.	"Suppose this bird and all the other chickadees in the world died out–became *extinct*. " p. 4	obsolete
endangered	http://www.animaldanger.com/endangered-animals.php	Seriously at risk of extinction.	"…This has put millions of animals at risk. Some are critically *endangered* and may soon become extinct." P. 5	at-risk, threatened
destroyed	http://www.treehugger.com/corporate-responsibility/paper-coupons-destroy-13-million-trees-every-year-99-never-even-get-used.html	Put an end to the existence of (something) by damaging or attacking it. Completely ruin or spoil (something).	"They have been hunted by people for food, run over by cars and had their nests *destroyed* by wild dogs." P. 6	ruined, eradicated
habitat	http://www.dfg.ca.gov/habcon/	The natural home or environment of an animal, plant, or other organism.	"By 1982, hunting, loss of *habitat*, pesticide polluting and collisions with power lines had left fewer than twenty-five California condors in the wild." P. 8	home
captivity	http://www.zoochat.com/1426/condor-cage-248367/	The state or period of being imprisoned, *confined*, or enslaved.	"Since then, raising birds in captivity and releasing them into the wild is slowly helping to increase their numbers." P.8	confinement

Vocabulary Notebook

Components:

Teacher provides the ***word, image,*** and ***source sentence*** on the handout.

- Word and Translation (primary language)
- Picture or Image
- Definition
- Source Sentence
- Synonyms

Note: Choose words that <u>cannot</u> be deciphered using context clues or ones that will be high utility for reading and writing in the content area.

Words to consider using for this text:

extinct, endangered/threatened, destroyed, habitat, captivity, territory, decline, mating, fewer/less than, increase, decrease

Teacher Resource: www.wordsift.com

Preparing Vocabulary Notebook

STEPS:

- In table groups, students share any knowledge they already have on the words or can begin to predict based on the source sentence. (beginning definition, where they have seen/heard it, etc.)

- Teacher monitors discussions and notes students' knowledge and/or misconceptions.

- Teacher leads a whole group discussion and guided note-taking while students record the information on their *Vocabulary Notebook* page. (expanded definition, synonym, translation).

- Students include personal new words to increase their vocabulary as they move through the text.

- Teacher provides students with numerous opportunities to say and write using these words.

Skim & Scan
with Preview Statements

Purpose of the Task:

- Analyzing text features helps students set a purpose for their reading to better understand various texts.

- This includes reading and understanding text features and symbolic representation.

- The text features specific to this text include: *headings, sub-headings, text boxes, images/pictures, maps, introduction, etc.*

Scan

Purpose:

The purpose of this particular scan is to identify the type of text features used in this text and clarify their purposes. What type of information does the text feature give the reader?

Steps:

- Students brainstorm familiar types of text features as a whole group. Teacher charts.

- Teacher adds any text features that will be found in the text, but were not mentioned by students.

  Note: It is not necessary to explain what these unknown text features are at this time. This will serve as an inquiry for students to see if they can determine what the unknown text features are based on their scanning of the text.

- Students, independently, scan for any of the text features listed on the class chart.

- Teacher leads a class discussion and records student comments related to the types and purposes of the text features found in this particular text. For example:

  Which text features did you notice in this text? What type of information did you gain from the ___ (text feature)?

  Based on your scanning of the text, who thinks they now understand what the headings and subheadings are? What type of information did you gain from them in this particular text?

Skim

Purpose:

The purpose of this particular skim reading is to model a strategy where the reader focuses on reading certain parts of the text in order to prepare for the deep reading of the text itself.

The teacher explains the purpose of skim reading.

Good readers will often skim-read the introduction, conclusion, topic sentences, key text boxes, and picture descriptions. This helps the reader orient to the purpose of the text and begin to think about ways in which to organize the information as it is presented.

STEPS:

1. **Listening with a Focus:** (*Introduction pgs. 4 & 5, Text boxes pgs. 28 & 32.*)

   Listen to find out what type of unique information this text will offer about a very special group of animals.

2. After the reading, students **write** a preview statement telling what they KNOW the text will be about (the topic) based on the **Skim & Scan preview.**

   Possible Language Supports for Academic Writing/Discussion:

   After analyzing the text features, I know the text will be about… (Amplify the word analysis.)

   From my preview of the text features of this informational text, _____, I know the text will (explain, describe, compare, contrast, present, offer, etc.) …

3. Teacher walks around the room and monitors students' understanding. Teacher pre-selects students to begin the academic discussion.

Lesson Design Application (Preparing the Learner)

- Review your objectives (content, cognitive, language) and big ideas and essential questions.

- Which **Preparing the Learner Task** (one that was highlighted in this exemplar or another purposeful one) will help students reach the goals you have set out for them?

- What is your **rationale** for selecting this Preparing the Learner task?

- REMINDER:
  - Maximize opportunities for students to co-construct knowledge
  - Bridge students' personal experiences/knowledge to the new learning
  - Bridge students' conversational language to more formal academic uses of language (both orally and in writing)

3 Moment Lesson Design

Scaffolding Tasks:

- **Preparing** the Learners

- **Interacting** with Texts/Concepts

- **Extending** Understanding

Content and Language Learning

Interacting with Text/Concepts

Goals

- Deconstruct the text into meaningful parts

- Interact with the text

- Reconstruct the text, connecting ideas emerging from the reading

-Aida Walqui & Leo van Lier, 2010

Interacting with Text/Concepts: Tasks

- Description Chart

- Say/Do/Paraphrase Chart

- Language Investigation

As you participate, continue to keep in mind how each task is critical for English learners and why.

Purpose: Students use this chart to sort important information found in each paragraph.

Animal and Location	Number Remaining	Description	Reasons for Being Endangered	What is being done?

Main Idea/Summary:

Based on our analysis of the text, we believe that… is the main idea.

…is the main idea of this text. I came to this conclusion because…

Interacting

Description Chart

STEPS:

1. Teacher models with one animal (California Condor, pg. 8).

2. Teacher guides students in sorting information with a second animal.

3. Teacher releases responsibility to students. Students work in pairs to complete the graphic organizer for a third animal.

4. Students independently complete the graphic organizer on a 4th animal. Students share their responses with at least one other person, adding any additional information as necessary.

Interacting
Language Investigation

Purpose: Students develop metalinguistic awareness of the language connected to the various purposes of writing through a function sort of various sentences from the text.

Describes the animal.	Explains *why* they are endangered.	Explains *what* is being done and the *results*.
These *enormous* birds, *with* a wingspan of more than nine feet, can soar for hours without flapping their wings.	By 1982, hunting, loss of habitat, pesticide poisoning and collisions with power lines *had left* fewer than twenty-five California condors living in the wild.	*Since then*, raising birds in captivity and releasing them into the wild is slowly helping to *increase* their numbers.
Condors *are scavengers* - they eat dead animals that they spot from the air.	Golden lion tamarins *are* preyed upon *by* eagles, snakes, and jaguars, but are endangered mostly *because* people have destroyed so much of their forest home.	*A program to* breed golden lion tamarins in captivity *has increased* their numbers in recent years.
This *squirrel-size* monkey *lives* in the tropical forests on the coast of Brazil.	Their numbers *have been* seriously reduced *by* poaching, or illegal hunting. The hunters are after the rhino's horn, which I sin great demand in traditional Asian medicine.	
It *is* omnivorous- it will eat almost anything- including fruit, insects, frogs, lizards, and small birds.	Unlike many critically endangered animals, there are no Javan rhinoceroses in captivity.	

STEPS:

- Partnerships each have one envelope of Language Investigation cards to share.

- Work together to sort the text based sentences (white cards) by one of three functions (color cards).

- Take turns reading each sentence and then placing the sentence with the correct function card.

- Once the sort is complete, compare your sorting with another partnership and discuss any discrepancies.

- Ask students, "How did you know what type of sentence it was? What key language feature (i.e., verbs, adjectives, signal words/phrases…) gave you a clue that this sentence was <u>describing something</u> or <u>expressing a cause and effect relationship</u>?

Interacting
Say/Do/Paraphrase

Purpose: This task provides students with a strategy/tool to examine how an author constructs a text by noting what the author is doing (Function) and saying (Content).

Say (Content)	Do (Function)	Paraphrase (My own words)
What does the text say? What is the content? **Content/Evidence:** Sentences/paragraphs, pictures, charts, graphs, etc.	*What is the purpose/function of this sentence?* **Sample Purposes/Functions:** Describes, Compares ___ to ___, Explains why/gives reasons for… Explains what/how… …shows us that…	*In my own words, what does this part of the text mean?* **Signal words/phrases for paraphrasing:** In other words,… This means that That is to say, … Basically, …
Heading and Subheading:		
Sentence 1:		
Sentence 2:		
Sentence 3:		
Sentence 4:		

Significance of this information:
This information about _____ is (important/significant) because…
If we (do not) …, then…
Without ____ in the world, …

STEPS:

1. Teacher models *SAY/DO/PARAPHRASE* of the **Heading/Subheadin**g as well as **Sentence 1** of the California Condor information on page 8.

2. Teacher guides students to complete the chart for **Sentence 2**.

3. DO is provided for **Sentence 3** and students work in pairs to complete the *SAY* and *PARAPHRASE*.

4. Students work in pairs to complete all 3 sections of the chart for **Sentence 4**.

5. In groups of four, students come to consensus on the **significance of this information** and write it down on the bottom of their chart (using academic language).

Possible Language Supports

- This information about _____ is (important/significant) because...

- If we (do not) ..., then ...

- Without _____ in the world, ...

Lesson Design
Interacting with the Text/Concept

- Select purposeful tasks that help students move one step closer to your objective(s).

GUIDING QUESTIONS!

- What are your **focus ideas for this particular text** and how will you **support students' understanding of these ideas**?

- How will you **model** and **engage** students with the **academic language** needed to express their understanding of these focus ideas?

- How will you maximize opportunities for students to **co-construct knowledge**?

3 Moment Lesson Design

Scaffolding Tasks:

- **Preparing** the Learners

- **Interacting** with Texts/Concepts
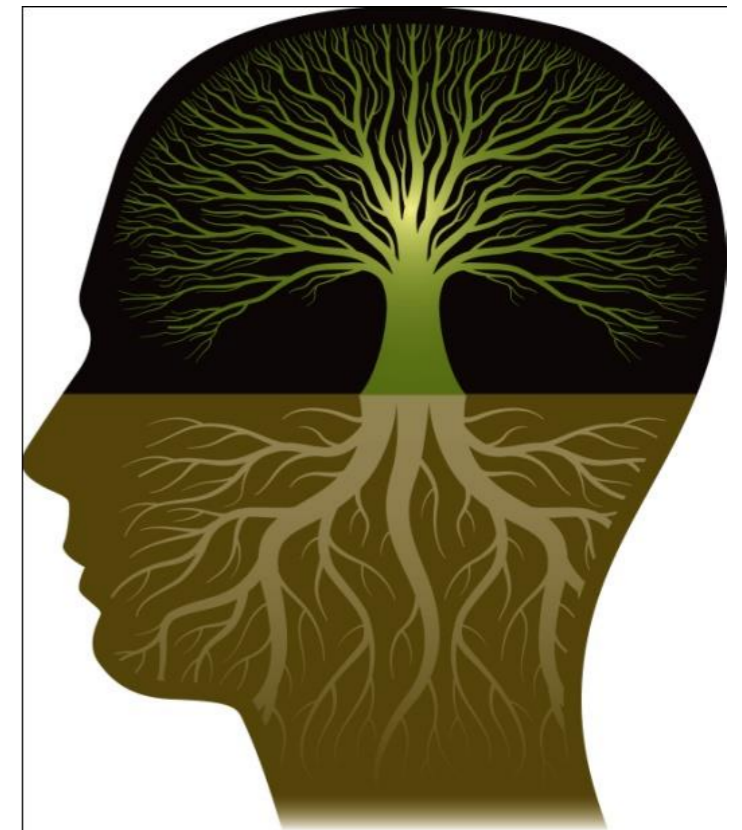
- **Extending** Understanding

Content and Language Learning

Extending Understanding

Goals

- Apply new learning to novel situations

- Re-present the text in a new way

- Take a critical stance

- Evaluate learning

-Aida Walqui & Leo van Lier, 2010

Extending Understanding: Tasks

- Extended Anticipatory Guide

- Collaborative Construction of an Informative/Explanatory Paragraph

- Independent Construction of an Informative/Explanatory Paragraph

As you participate, continue to keep in mind how each task is critical for English learners and why.

Extended Anticipatory Guide

STEPS:

- Students independently review their original responses and complete the "What I learned from the text" column.

- Students share their new understandings or evidence for current thinking with a partner.

<u>Possible Language Supports for agreeing and disagreeing:</u>

- *I still agree with the statement that… because…*

- *I no longer agree with the statement.. because…*

Extended Anticipatory Guide			
Statements	Opinion		What I learned from the text:
	Agree	Disagree	
1. When an animal becomes <u>extinct</u>, that is, no longer lives, it does not matter to us.			
2. Everyone cares about animals.			
3. Our actions, the things we do, can hurt animals.			
4. There is nothing we can do to help an <u>endangered</u> animal-an animal that is in danger of becoming <u>extinct</u>.			
5. All living things are connected and depend on each other.			

Deconstruction of an Informative/Explanatory Text

TYPICAL STRUCTURE:

- **Introduce the Topic/Issue**
  - State the topic/issue
  - Provide background information

- **Develop the Topic/Issue**
  - Give Details
  - Give Explanations

- **Provide a concluding statement or section**
  - Tell the importance of this topic
  - Tell the possible implications of this topic

Deconstruction of an Informative/Explanatory Text

Typical Language Features:

- Third person point of view

- Present or past tense, depending on the focus

- Signal words/phrases for: expressing cause and effect, comparing and contrasting, sequencing ideas, defining or describing…

- Precise language (nouns, verbs, adjectives)

- Domain-specific vocabulary (related to the topic)

Extending
Informative Paragraph: Collaborative

STEPS:

• Students use the information from their Endangered Animals Description chart to <u>collaboratively write an informative/explanatory paragraph</u> with the prescribed sequence of functions in the **Do/Say Paragraph Construction Chart.**
<

• Teacher models first.

Do/Say Paragraph Construction Chart	
Do (Function) **What is the purpose/function of this section?**	**Say (Content)** *Use the information from your Endangered Animals Description Chart to construct a sentence.*
Introduce the Topic (1-2 sentences) • *Name of animal* • *Where it is found/located*	
Develop the Topic (4-5 sentences) • *Physical attributes* • *Abilities/skills* • *Likes/dislikes* • *Reason for being endangered*	
Provide a Concluding Statement or Section (1-2 sentences) • *The significance of this topic* • *Actions taken (or should be taken) to prevent extinction*	

Informative Paragraph: Collaborative

Language Supports

Language for describing

- Physical attributes of the animal

  ___ is/are _adj_ _noun_.   Ex. _The addax is a large antelope._

  ___ _adj_ _noun_ (is/lives/weighs)… Ex. _The blue iguana is three to four feet in length._

  ___ (is/weighs) about…

  ___ (has/have) …

- Ability and preferences

  ___ (is/eats/likes)… Ex. _Blue iguanas eat fruit, flowers, and leaves._

  ___ is/are _noun_.   Ex. _Condors are scavengers._

Language for expressing cause and effect

Reasons why the animals are endangered

- _Cause(s)_ (had left/have destroyed/have endangered) _Effect_
- Effect by Cause(s)

What is being done to save these animals and the results

- Cause (is helping/has increased) Effect

Extending
Informative Paragraph: Independent

- Students independently write an informative paragraph on a new animal.

- Students use the:
  - Endangered Animal Description Chart as a tool to gather and sort information on their new endangered animal.
  - Do/Say Paragraph Reconstruction Chart as a guide for the paragraph structure and language model.
  - Vocabulary notebook for key vocabulary to include in their writing.

- Teacher may need to *model* how to continue to use the tools to gather and write the informative paragraph on a new endangered animal.

Writing Cycle

DEVELOPING KNOWLEDGE OF TOPIC & TEXT

Close reading of "Endangered Animals" and engagement in various tasks

DECONSTRUCTING THE GENRE

Purpose, Structure, and Language Features of an Informative/Explanatory Paragraph

Sample Informative/Explanatory Paragraphs

MODELED/GUIDED CONSTRUCTION OF THE GENRE

Using Chart & resources to model/guide students in how to write (the process) an informative/explanatory paragraph

COLLABORATIVE CONSTRUCTION OF GENRE

Students work in pairs/groups to co-construct informative/explanatory paragraphs

INDEPENDENT CONSTRUCTION OF GENRE

Students independently write an additional informative/explanatory paragraph

Sonja Munévar Gagnon-Adapted from Pauline Gibbons' Curriculum Cycle

Language on a Continuum

Most Spoken-like   Most Written-like

Tasks are exploratory.
*Quick Write with 3 Step Interview

Introduction of relevant vocabulary and key concepts with language to express ideas.
*Anticipatory Guide, Vocabulary Notebook, Skim/Scan

Interaction with the text and development of academic language through collaborative scaffolding tasks
*Description Chart, Language Investigation

Expressing understandings through the language of the genre.
* Say/Do Chart

Informative Paragraph
Collaborative and Independent

Lesson Design Application (Extending Understanding)

GUIDING QUESTIONS:

- What **written product** (formal writing) could students construct to deepen or extend their understanding of the key ideas/concepts presented in the text?

- How will you **deconstruct this type of writing** for your students (typical structure and language)?

- What **rubric** will you use? What will your **writing prompt** be?

- Provide a **rationale** for selecting this type of extended writing.

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