

June 2013

## A Framework for Success: English Learners and the Common Core



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# Outcomes

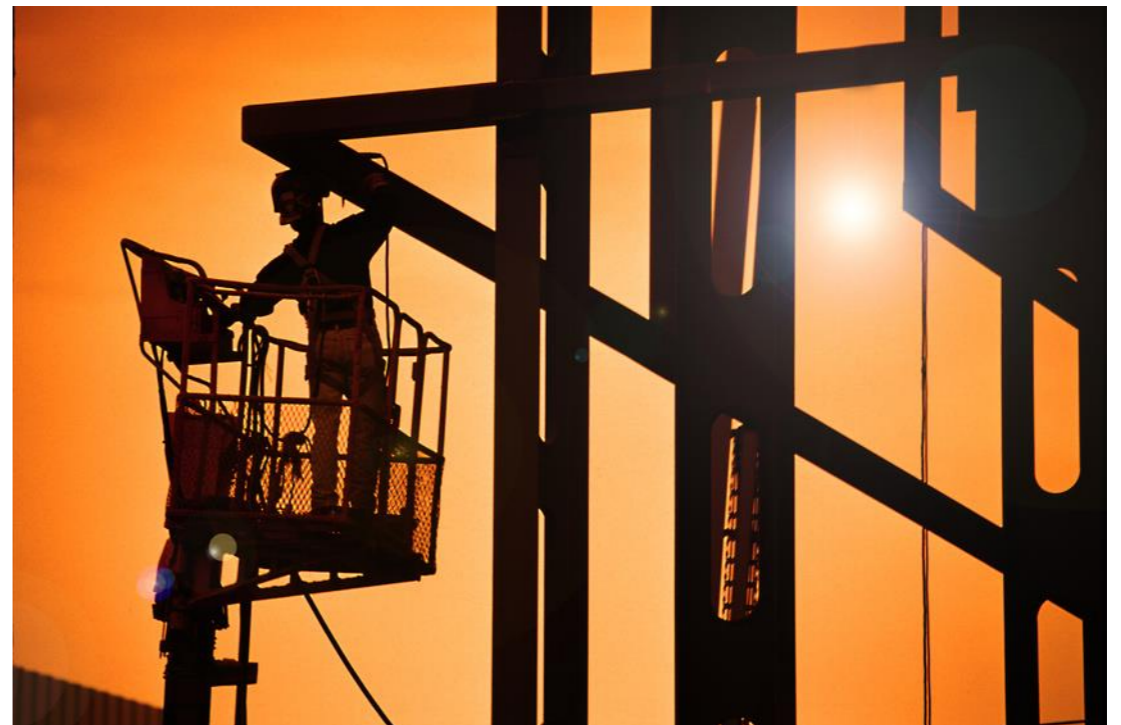
- ☞ Review key components of QTEL Approach
- ☞ Explore maximally scaffolded lesson to help English learners meet the demands of the Common Core
- ☞ Develop own lesson(s) incorporating Preparing, Interacting, Extending structure

# QTELM 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

# Instructional Scaffolds

1. Modeling
2. Bridging
3. Contextualization
4. Schema Building
5. Metacognition
6. Text Representation



# Two Elements of Scaffolding

## 1. Scaffolding as a Structure

- Purposeful, guided instruction
- Setting up of tasks

## 2. Scaffolding as a Process

- Dynamic and Responsive
- Teachers provide support

# 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**

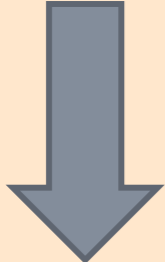
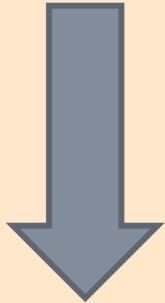
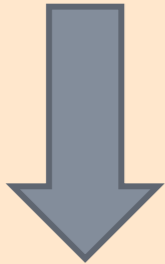


**Content and  
Language Learning**



# Scaffolding Matrix

## "The Teen Brain"

Instructional Sequence	Instructional Scaffolds	Possible Learning Tasks
<b>Preparing the Learner</b> 	Modeling →	<ul style="list-style-type: none"> <li>Modeling Academic Language</li> <li>Modeling Strategies/Processes</li> <li>Models of an Informative/Explanatory Text</li> </ul>
	Bridging →	<ul style="list-style-type: none"> <li>Quick-Write with 3 Step Interview</li> <li>Extended Anticipatory Guide</li> </ul>
<b>Interacting w/ the Text</b> 	Contextualization →	<ul style="list-style-type: none"> <li>Working with Vocabulary in Context</li> <li>Viewing with a Focus</li> </ul>
	Schema Building →	<ul style="list-style-type: none"> <li>Language Investigation</li> <li>Do/Say/Evidence Chart</li> </ul>
<b>Extending Understanding</b> 	Metacognitive Development →	<ul style="list-style-type: none"> <li>Skim &amp; Scan w/ Preview Statements</li> <li>Collaborative Annotation</li> </ul>
	Text Representation →	<ul style="list-style-type: none"> <li>Academic Summary</li> <li>Collaborative &amp; Independent Construction of an informative paragraph</li> </ul>
<b>Assessing Learning</b>		

# Lesson Guide

☞ Lesson: “The Teen Brain”

☞ Activity: Close reading and  
Informative/ Explanatory Writing

# The Teen Brain: Close Reading and Informative/Explanatory Writing

## Lesson Overview:

- Students will bridge their personal experience and knowledge to the concept of the teenage brain.
- 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 produce informative/explanatory texts.

## TEXTS:

“The Teen Brain” by Debra Ruder (Harvard Magazine)

“Understanding the Brain: Teenagers” (Discovery Channel)

# 3 Moment Lesson Design

## Scaffolding Tasks:

- Preparing the Learners
- **Interacting** with Texts/Concepts
- **Extending** Understanding



**Content and  
Language Learning**

# Preparing the Learners "The Teen Brain"

## 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
- Working with Vocabulary in Context

*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)

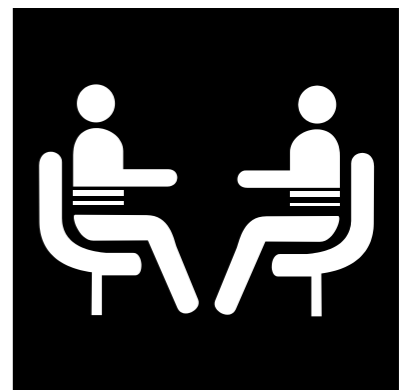
- ∞ This task helps to bridge the students' personal experiences and prior knowledge to the concept of the teen brain and how it may affect adolescent behavior.



# Quick-write with 3 Step Interview

## (Preparing the Learner)

- ∞ Step One – Student A interviews Student B, and Student C interviews Student D. Student A and Student C must listen carefully to the responses because they will have to repeat their partner's response to the table group.
- ∞ Step Two – Student B interviews Student A, and Student D interviews Student C. Student B and Student D must listen carefully to the responses because they will have to repeat their partner's response to the table group.
- ∞ Step Three – Each person shares his/her partner's response, round robin format to the table group.





# Quick-Write Prompt

## (Preparing the Learner)

- ☞ Before responding in writing, provide students with some independent thinking time to reflect on the following prompt (teacher models first).
- ☞ Quick-write Prompt:
  - *Describe a time when you, or a person you know, acted irrationally, this is, not in a logical or reasonable way. Briefly explain the situation and tell why you acted in this way.*

# Possible Language Supports



- ☞ *My partner described a time when... S/he stated that s/he acted irrationally because...*
- ☞ *My partner shared a very interesting story/experience. (Tell the story/experience). This person acted irrationally because...*
- ☞ *My partner explained that sometimes s/he acts irrationally because... For example, ...*

# Extended Anticipatory Guide

## (Preparing the Learner)

- ∞ This task activates students' prior knowledge related to the topic of the teen brain and provides students with the opportunity to bridge their personal experiences to the new learning.



# Preparing

# Extended Anticipatory Guide

## STEPS:

- Independently read each statement and “agree” or “disagree.”
- Share your responses with a partner using the language supports for agreeing and disagreeing. **NO DISCUSSION AT THIS TIME.**
- After all responses are shared, students may then discuss and comment on each other’s responses.

Extended Anticipatory Guide			
Statements	Opinion		Evidence from the Texts: Explain using your own words.
	Agree	Disagree	
1. The development of the teen brain is different than the development of an adult brain.			
2. We have control over the way our brains develop over time.			
3. The less you use your brain as a teen, the harder learning will be for you as an adult.			
4. Teenagers sometimes act irrationally, that is, not in a logical or reasonable way, because of their teenage brain.			
5. American culture and our environment, not the teen brain, are what cause teenagers to act irrationally.			

# 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

# Working with Vocabulary in Context

## (Preparing the Learner)

∞ This task helps students become familiar with domain-specific vocabulary that they will be exposed to in this lesson. The task also provides students with oral language practice using these terms.



# Working with Vocabulary in Context

## (Preparing the Learner)

### ∞ STEPS:

- Using *Anatomy of a Teen Brain*, students repeat the names of the different parts of the brain as they touch the respective part of their heads with their hands.
- Using *Teen Brain Guide*, partners ask each other questions about the information on the chart and respond using complete sentences and domain-specific vocabulary (Teacher models first).

# Possible Language Supports



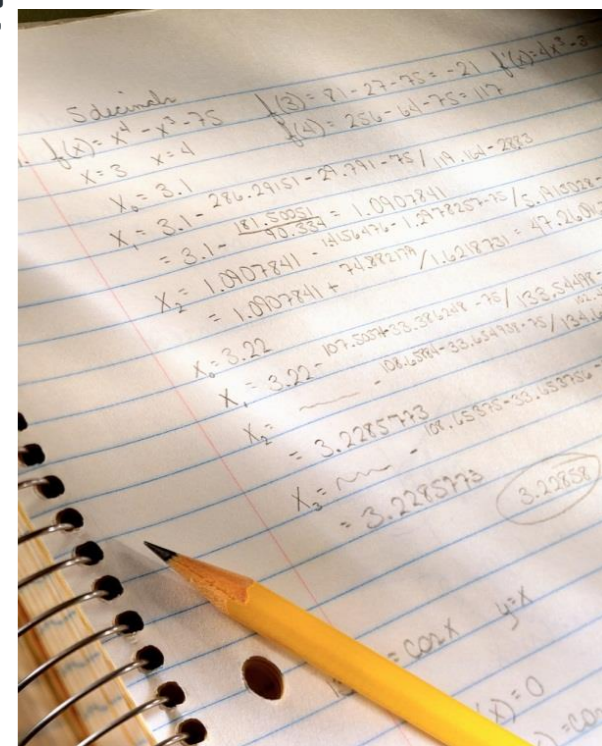
- ☞ *Which part of the brain is responsible for \_\_\_\_\_?*
- ☞ *The part of the brain responsible for \_\_\_\_\_ is \_\_\_\_\_.*
- ☞ *What are some functions of the \_\_\_\_\_?*
- ☞ *Some functions of the \_\_\_\_\_ are...*
- ☞ *If the \_\_\_\_\_ is damaged or not fully developed, what are some possible effects on teen behavior, learning, and/or emotions?*
- ☞ *Teenagers (may/may have) ... if the \_\_\_\_\_ is damaged or not fully developed.*



# Vocabulary Notebook

(Additional Preparing the Learner Task)

- ∞ Focuses on developing essential vocabulary and providing vocabulary instruction in context.
- ∞ Serves as a tool students can use across disciplines and can be adapted for some high-stakes exams (glossary).



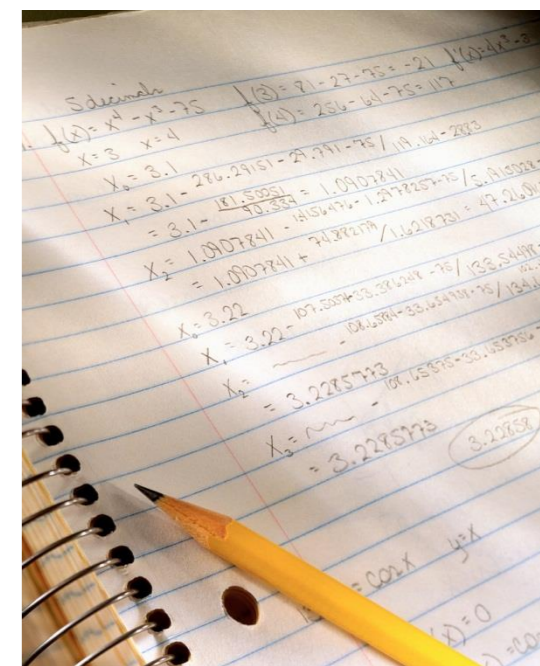
# Vocabulary Notebook

## (Preparing the Learner)

### Components:

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

NOTE: First column serves as a personal glossary for English Learners that they can use on some high-stakes exams.



# Vocabulary Notebook

## (Preparing the Learner)

### Key Words Essential to Understanding

(Words that cannot be deciphered using context clues / High utility)

- Teacher provides the **word** and **image** of some of the words on the handout.
- In table groups, students share any knowledge they already have on these words.
- Teacher circulates the room and notes students' knowledge and/or misconceptions.
- Teacher leads a discussion and guided note-taking on these words while students record the information on their Vocabulary Notebook page (expanded definition, examples, translation...).

NOTE: Teacher may want to create worksheets or transfer images to PPT

# Vocabulary Notebook

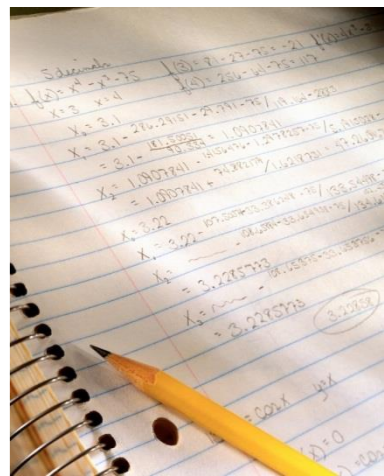
## (Preparing the Learner)

### Other Essential Words (from AWL and content-specific)



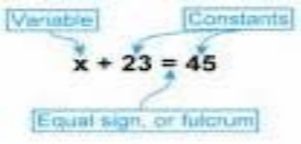

(Words that can be deciphered using context clues)

- Teacher may use “Wordsift”, [www.wordsift.com](http://www.wordsift.com), to note key vocabulary from Academic Word List (AWL) and content-specific vocabulary.
- Students record words in *Vocabulary Notebook*, and during the lesson add: translation (EL students), picture or image, definition, example/source sentence, original sentence/application/significance.






NOTE: The first column of the Vocabulary Notebook (Word/Translation) is a personal glossary for English learners.



# Vocabulary Notebook (Math Example)

Word & Translation	Picture/Image or Example	Definition	Application or Significance
<b>Algebra</b>	 <p>math.pppst.com</p>	The branch of mathematics that uses numbers and letters to describe the relationship between things.	<p>What is the purpose of <b>algebra</b>?</p> <p><i>Algebra aims to solve real-life problems by using equations.</i></p>
<b>Expression</b>	<p><b><math>4X - 3</math></b></p> <p>(compare this to the "equation" below: <math>4X - 3 = 9</math>)</p>	<p>A combination of numbers, variables and symbols to be calculated.</p> <p>Think about an expression as a mathematical "phrase" that stands for a single number.</p>	<p>Write the phrase (one part of the statement) of the following mathematical <b>expression</b>: <math>4X - 3</math></p> <p><i>Four times an unknown number minus three</i></p>
<b>Equation</b>	 <p>appfinder.lissoft.com</p>	<p>The state of being equally balanced. A mathematical statement that two expressions are equal.</p> <p>Think about an equation as a mathematical "sentence" that says that two things are equal.</p>	<p>Write a complete sentence that expresses the following mathematical <b>equation</b>: <math>4x - 3 = 9</math>.</p> <p><i>Four times an unknown number minus three equals nine.</i></p>
<b>Variable</b>	<p><b>X</b></p>  <p>www.algebrahelp.com</p>	<p>The unknown number or quantity. A quantity that can assume any of a set of values. (math)</p> <p>Something that is likely to vary or change.(general)</p>	<p>How are <b>variables</b> expressed in a mathematical statement? Why are letters used as <b>variables</b> in math?</p> <p><i>In a mathematical statement, letters such as "X" and "Y" are used to represent the unknown variables.</i></p>
<b>Constant</b>	 <p><a href="http://dictionary.reference.com/browse/hubble's+constant">http://dictionary.reference.com/browse/hubble's+constant</a></p>	A quantity that does not change or vary.	<p>Who or what are the constants in your life? Explain why.</p> <p><i>The search for knowledge and my mom's support are two constants in my life because I am always looking for answers and my mom never lets me down.</i></p> <p><i>What is an example of a constant in mathematics?</i> <i>Numbers, <math>\pi = 3.14</math></i></p>

# Preparing Vocabulary Notebook (Science Example)

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

# 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, connect ideas emerging from the reading and/or investigation.



# Interacting with Text/Concepts: Tasks

- Viewing with a Focus
- Skim & Scan with Preview Statements
- Focused Annotation
- Do/Say/Evidence Chart
- Language Investigation

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

# Viewing with a Focus

(Interacting with the Text/Concept)



- ∞ This task helps students build schema around the concept of the teen brain.

# Viewing with a Focus

(Interacting with the Text/Concept)



From “Understanding the Brain: Teenagers”

Text-Dependent Question (Initial Viewing):

*According to the scientists, how is the teen brain unique? What is going on in a teen’s brain?*

What is the question asking you to do (i.e., describe, compare, contrast, sequence, express cause/effect...)?

Which graphic organizer would help you organize your thinking and take notes on the details surrounding these questions?

# Viewing with a Focus

## (Interacting with the Text/Concept)



- ☞ Introduce prompt
- ☞ Walk students through selecting appropriate note-taking structure
- ☞ Students view video clip
- ☞ Provide time for note-taking
- ☞ Students share responses with table group and add any new information about the teen brain
- ☞ Using academic language, student groups prepare to share their group's findings (sample language supports provided)
- ☞ Teacher pre-selects or randomly calls on group representative to share group's responses

NOTE: Teacher may want to chart response for future reference or to add new information as the lesson progresses.

# Possible Language Supports

- ☞ *Based on the video (and our prior knowledge), we learned that the teen brain is unique. For example, ...*
- ☞ *Based on studies and experiments on the teen brain, scientists discovered that...*
- ☞ *During the teenage years, the brain is...*



# Viewing with a Focus

(Interacting with the Text/Concept)



∞ From “Understanding the Brain: Teenagers”

∞ Text-Dependent Questions for Subsequent Viewings:

- How is the teen brain different from an adult brain?
- What is meant by the phrase, “Use it or lose it”?
- What is the significance of the Frontal Cortex and the Amygdala in explaining the teen brain?
- What are some possible correlations between the teen brain and teen behavior?

# Skim & Scan with Preview Statements (Interacting with the Text/Concept)



- ∞ This task provides students with a way to capture the general sense of the structure and content of a text.
  - Sets a purpose and focus for reading.



# Scan

## Purpose:

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

## Language Supports for Preview Statement(s):

- From my preview of the text features of this informational text, \_\_\_\_\_, I know the text will (explain, describe, compare, contrast, present, offer) ...
- I am certain this text will provide information about \_\_\_\_\_. I know this because...

# Skim

## Purpose:

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

## Skim:

- Section #1 (introduction)
- Read/Underline the first sentence of each paragraph in sections #2-10. Also, highlight any signal words/phrases you find in these sentences in order to note text structure

## Preview Statements (expanded response)

# Focused Annotation

(Interacting with the Text/Concept)



- ∞ This task provides students with a reading focus that helps build their understanding of the text and their metacognitive skills.
  - Close reading strategy

# Collaborative Annotation

## (Interacting with the Text/Concept)

- ☞ Section 1-2: Teacher models (using Think Aloud)
- ☞ Section 3-6: Collaborative annotation (in pairs)
- ☞ Section 7-10: Independent annotation
- ☞ Table groups of 4, students share information from annotation chart and add any new understanding to their charts.
- ☞ Students individually write down their initial understanding of the central/main idea of the article.

# Do/Say Chart

(Interacting with the Text/Concept)



∞ 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).

- Close reading strategy

# Sample Do/Say Chart

Title of Text/Chapter/Section (Include Page #'s):		
Author:		
Paragraph/ Section Number(s)	DO- Function of Paragraph(s) [What does the author/text do?] Ex. Introduces, defines, explains, describes, lists, provides, compares, contrasts, states a cause/reason, states an effect/outcome, states a problem, offers a solution, cites evidence, emphasizes, restates, counter-argues, supports, refutes, states main claim	SAY- Content of Paragraph(s) [What does the author/text say?]
Section 1		
Section 2		
Section 3		
Section 4		
Section 5		
Section 6		
What is the author's central idea/theme? Explain your thinking.		

# Do/Say Chart

## (Interacting with the Text/Concept)

Purpose: To examine how a text is constructed in terms of what it does and says.

### ∞ DO Statement

- Brief statement about the FUNCTION/PURPOSE of each paragraph or cluster of related paragraphs
  - Ex. The author is comparing immigration patterns.
  - Ex. The author is describing how the brain works.
  - Ex. The author is citing evidence to support her claim that children need more creative play time.
- Helpful verbs to create DO statements
  - Describing, comparing/contrasting, explaining, offering a solution, defining, citing evidence, hypothesizing, formulating, emphasizing, adding background information...

# Do/Say Chart (Interacting with the Text/Concept)

Purpose: To examine how a text is constructed in terms of what it does and says.

## ∞ SAY Statement/Details

- Brief summary or list of key details related to the CONTENT of each paragraph or cluster of related paragraphs
  - Summary statement, paraphrase, quote

## ∞ Tips for Writing SAY Statements/Details

- Turn the DO Statements into questions
  - DO: The author is describing how the brain works. (Paragraph #1)
  - SAY: Ask yourself, “How does the brain work?” Reread the paragraph to find the answer to this question. Quote, paraphrase, or summarize these findings.



# DO/SAY Chart

## (Interacting with the Text/Concept)

### Sample DO/SAY Statements

- ∞ DO: Provides reasons for why people migrate.
- ∞ SAY: People migrate because of a difficulty (Push Factors) and/or because of something desirable (Pull Factors)
  
- ∞ DO: Describes the setting of the story.
- ∞ SAY: The story takes place at night in a poor neighborhood.
  
- ∞ DO: States the purpose of the lab.
- ∞ SAY: The purpose is to demonstrate the differences between atoms and molecules.

# Do/Say/Evidence Chart (Interacting with the Text/Concept)

- ∞ You can expand the Do/Say Chart and add an additional column.
- ∞ For this particular text, the column “Evidence” was added to help students become aware of the type of evidence an author includes in his/her writing to support the central/main idea.
- ∞ Types of Evidence
  - Facts and statistics
  - Studies/research
  - Testimonials (expert opinions)
  - Personal experiences
  - Observations
  - Quotes
  - Examples
  - Anecdotes
  - Graphs/charts/visuals

# Do/Say/Evidence Chart

## (Interacting with the Text/Concept)

*From “The Teen Brain”*

- ☞ Sections 1-2: Teacher models
- ☞ Sections 3-6: Dyads (“Do” is provided)
- ☞ Sections 7-10: Dyads or Independent
- ☞ Group consensus on central/main idea(s)
- ☞ Group consensus on types of evidence used to support central/main idea(s)

# "The Teen Brain" Do/Say/ Evidence Chart

Title of Text/Chapter/Section (Include Page #'s): "The Teen Brain"

Author: Debra Ruder

Paragraph/ Section Number(s)	<b>DO- Function of Paragraph(s)</b> [What does the author/text do?]	<b>SAY- Content of Paragraph(s)</b> [What does the author/text say?]	<b>Evidence</b> (What type of evidence does the author use?)
1	Hooks the reader with an example and states main idea.	<i>Example of a smart teen but reckless behavior.</i>  <i>"...the unique structure and chemistry of an adolescent brain."</i>  <i>"...paradoxical time of development."</i>	Example
2	Cites evidence to support the idea that the teen brain is unique and the effect it has on teen's behavior.	<i>"Research...revealed that young brains have both fast-growing synapses and sections that remain unconnected. This leaves teens easily influenced by their environment and more prone to impulsive behavior..."</i>	Research during the past 10 years

## Central or Main Idea(s) and Supporting Evidence/Details

### Sample Language Supports:

The author of "The Teen Brain" uses \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ as evidence to support the idea that...

Based on \_\_\_\_\_ and \_\_\_\_\_, the author concludes that...

# Language Investigation

(Interacting with the Text/Concept)



- ∞ This task helps students analyze the language a writer uses to introduce and cite evidence, and to explain the significance of information.
  - Close reading strategy

# Language Investigation (Interacting with the Text/Concept)

## Academic Language Investigation

- ∞ Author's use of ***attributive tags*** to cite outside evidence
  - Attributive tags are short phrases that help you indicate that an idea in your writing comes from somewhere else. In other words, you “tag” ideas and other evidence to show they should be attributed to outside sources.
- ∞ Author's use of ***precise language*** to explain the significance of information (ideas/evidence)
  - Precise language is language that is clear and concise. This includes precise verbs, nouns, and adjectives. By using precise language in your writing, you help the reader understand what you are trying to say and avoid misinterpretation of your ideas or confusion on the reader's part.

# Language Investigation (Interacting with the Text/Concept)

## Academic Language Investigation: “The Teen Brain”

### ∞ **Attributive Tags to Cite Outside Evidence**

- Human and animal studies, **Jensen and Orion note**, have shown that...
- **As Orion and Jensen explain**, the part of our brain that processes information expands...
- ...this plasticity also makes adolescent brains more vulnerable to external stressors, **as Jensen and Orion point out**.

NOTE: It is important to point out to students the need to use other words for “say” and that attributive tags are not only for direct quotations.

# Language Investigation (Interacting with the Text/Concept)

## Academic Language Investigation: “The Teen Brain”

- ∞ **Precise Language to explain the significance of information (ideas and evidence)**
  - Research during the past ten years... **has revealed that** young brains have both fast-growing synapses and sections that remain unconnected.
  - Human and animal studies... **have shown that** the brain grows and changes continually in young people...
  - **This suggests that** girls and boys may be ready to absorb challenging material at different stages, and that schools **may be** missing opportunities to reach them.



# Lesson Design

## Interacting with the Text/Concept

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

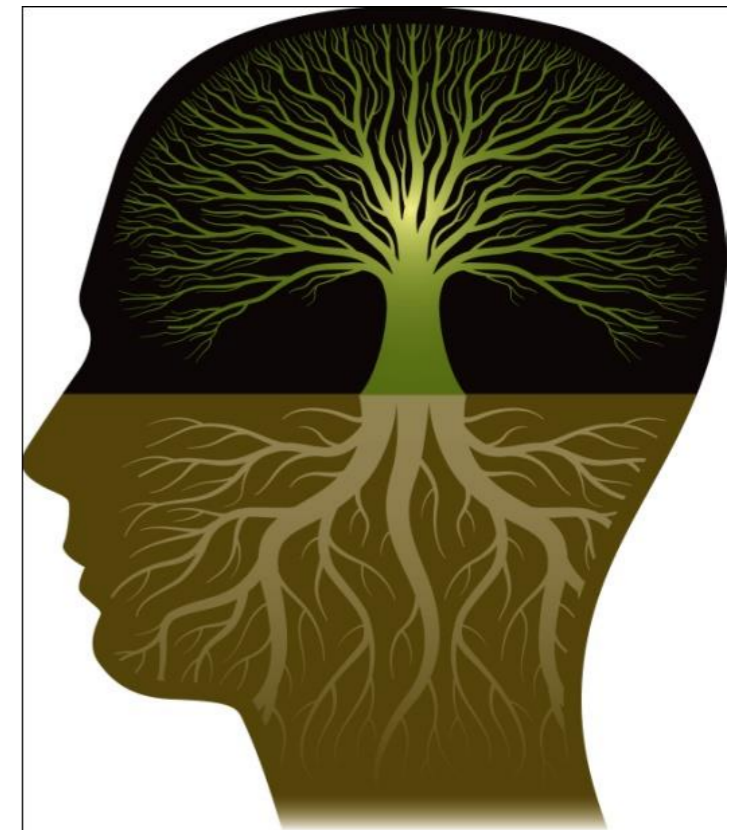
### GUIDING QUESTIONS!

- ☞ 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**?

# 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

- Academic Summary using TPC
- Extended Anticipatory Guide
- Collaborative Construction of an Informative/Explanatory Text
- Independent Construction of an Informative/Explanatory Text

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

# Academic Summary Writing (Extending Understanding)

## DECONSTRUCTION OF AN ACADEMIC SUMMARY:

### STRUCTURE (TPC)

**T**

**Topic Sentence**

**P**

**Paraphrase key details**

**C**

**Concluding statement**

# Academic Summary Writing

## DECONSTRUCTION OF AN ACADEMIC SUMMARY:

### LANGUAGE FEATURES

Third person point of view

Active voice

Signal words/phrases for sequencing, adding information, and concluding

Attributive Tags (i.e., Lucas Martinez reports that...)

Domain-specific vocabulary

# Academic Summary

## Literary Text: Model

**(T)** In the short story, “Thank You Ma’m”, the author, Langston Hughes, explores the topic of forgiveness. He suggests that forgiveness often teaches a greater lesson than holding on to grudges. **(P)** In the beginning of the story, Hughes introduces readers to Roger, a young teen who tries to steal the purse of Mrs Jones, a woman on the street. Instead of punishing him or calling the cops, Mrs. Jones takes the boy to her home and insists that he wash his face and then cooks him a meal. After their time together, she provides Roger with the money he tried to steal from her so he can purchase a pair of shoes. In the end, Roger attempts to thank Mrs. Jones for her generosity, but cannot find the words to do so. **(C)** Langston Hughes emphasizes that being understanding often makes a greater impact on people than harsh punishment.

# Academic Summary

## Expository Text: Student Sample

**(T)** In the article, “Identity is about leaving a mark, a sign, a sound” Lila Downs discusses the topic of being proud of who you are and where you are from. **(P)** She comments on how people are afraid to tell others about their race because they feel like they won’t be accepted. The author describes her issues by telling us how she always struggled answering a question about where she “belongs” due to her not being accepted by other people. But later in life, she realizes that race or where you are from shouldn’t determine who you are but only your personality should. **(C)** Ultimately, what Lila Downs conveys is that you shouldn’t be ashamed of who you are or where you come from, instead, feel proud of who you are and let everyone know.

# Academic Summary Writing (Extending Understanding)

## STEPS for Collaborative Summary:

- ∞ Read the text using strategies to identify the central idea/theme. Come to consensus with your partner about the central idea/theme.
- ∞ Return to the completed DO/SAY chart and *independently* star the top 3-4 details throughout the text that leads you toward the central idea/theme. Make sure to look at both columns on DO/SAY chart: **function and content**.
- ∞ Come to consensus with your partner about the top 3-4 supporting details from the DO/SAY chart that will go into your summary.
- ∞ Paraphrase the details with your partner.
- ∞ Refer to *Academic Summary Scoring Guide* for revision.



# Extended Anticipatory Guide (Extending Understanding)

- ∞ This task promotes metacognitive development by requiring students to reflect on their initial responses to the statements and find evidence to support or counter argue their opinion statements.

# Extended Anticipatory Guide (Extending Understanding)

## STEPS:

- Students review their original responses and indicate whether these were supported or unsupported by the information they learned.
- Students write evidence for each finding on the extended anticipatory guide.
- Students share their responses in pairs, small groups, or as a whole group.

Extended Anticipatory Guide			
Statements	Opinion		Evidence from the Texts: Explain using your own words.
	Agree	Disagree	
1. The development of the teen brain is different than the development of an adult brain.			
2. We have control over the way our brains develop over time.			
3. The less you use your brain as a teen, the harder learning will be for you as an adult.			
4. Teenagers sometimes act irrationally, that is, not in a logical or reasonable way, because of their teenage brain.			
5. American culture and our environment, not the teen brain, are what cause teenagers to act irrationally.			

# Collaborative Construction of an Informative/Explanatory Text (Copy Change) (Extending Understanding)

- ∞ This task provides students with a framework for writing. Students use another author's text structure and academic language as a framework for their own writing.

# Collaborative Construction of an Informative/Explanatory Text (Extending Understanding)

## Deconstruction of an Informative/Explanatory Text:

### ☞ Typical Structure

☞ **Introduce the Issue/Topic**

☞ **Develop the Issue/Topic (evidence & explanations)**

☞ **Provide a Concluding Statement or Section**

# Collaborative Construction of an Informative/Explanatory Text (Extending Understanding)

## 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**
- ☞ **Attributive tags**
- ☞ **Precise language** (especially verbs and verb phrases)
- ☞ **Domain-specific vocabulary** (related to the issue/topic)

# Collaborative Construction of an Informative/Explanatory Text (Extending Understanding)

## STEPS:

- Teacher tells students they will imitate (copy) the structure and language used by the author of “The Teen Brain.”
- Teacher reviews the structure and author’s use of academic language in this article.
- Teacher models how to construct a new informative/explanatory text using this author’s structure and language.
- In pairs, students co-construct an informative/explanatory piece of writing (on a familiar topic) utilizing this author’s structure and language

# Informative/Explanatory Text

## Copy Change Example

[Not based on real people/facts]

### *[INTRODUCE THE ISSUE/TOPIC]*

☞ You see it in the center of the table. Your eyes grow bigger, your mouth waters, as your hands close in upon it. You place the savory treat into your mouth and immediately a smile appears and a feeling of peace and relaxation reside. How is it that chocolate has this mysterious power over you? Easily, according to researchers Karina Flipster and Soroya Barnacle who have been studying chocolate (and those who eat chocolate) for over 30 years. “Chocolate is not just any food,” says Flipster. “It contains chemicals that literally make a person feel happier inside.”

# Informative/Explanatory Text

## Copy Change Example

[Not based on real people/facts]

### *[DEVELOP THE ISSUE/TOPIC]*

∞ Flipster and Barnacle's research during the past 30 years has revealed that chocolate contains chemicals that our bodies crave and that trigger feelings of happiness. When most people eat chocolate, they immediately feel better, and that feeling and association with chocolate remains. Flipster and Barnacle point out that there are thin particles inside chocolate called “chocoticos” that react with the chemicals in our body producing positive energy. This enables a person to immediately feel better, even after a horrible day.



# Informative/Explanatory Text

## Copy Change Example

[Not based on real people/facts]

### [DEVELOP THE ISSUE/TOPIC (CONT)]

∞ *In addition, researcher and self-proclaimed “Chocoqueen”, Sonja Munévar Gagnon, has experimented and surveyed over one million teenagers and adults. The experiment involved interviewing the person before chocolate was given and then once again after chocolate was given. The studies showed that when given chocolate, the responses to the interviewer’s questions are 50% more positive than before eating chocolate. *For her part, Gagnon believes that people would be more effective on the job if they were provided with chocolate and time to really enjoy it, rather than fast-approaching deadlines.**

# Informative/Explanatory Text

## Copy Change Example

[Not based on real people/facts]

### *[PROVIDE A CONCLUDING STATEMENT OR SECTION]*

- ∞ By raising awareness of the profound effects that chocolate has on individuals, researchers hope that business owners, educators, and parents will infuse this delicious treat into their personal and work lives to increase positive behavior.

# Independent Construction of an Informative/Explanatory text (Extending Understanding)

## STEPS:

- ☞ Review scoring guide or rubric for an Informative/Explanatory Text.
- ☞ Independently, students respond to one of the prompts.
- ☞ During the writing process, teacher confers with students to provide focused feedback (begin with content and organization).
- ☞ Students read aloud their writing TWICE, first to themselves, next to a partner.
- ☞ Peer revision using scoring guide.

# Independent Construction of an Informative/Explanatory text (Extending Understanding)

## ∞ Possible Writing Prompts:

- Based on the assigned readings and videos, discuss how the uniqueness of the teen brain may cause adolescents to exhibit specific behavior.
- Based on the assigned readings and videos, describe the similarities and differences between the teen brain and the adult brain.

# Independent Construction of an Informative/Explanatory text (Extending Understanding)

## ∞ Possible Argumentative Writing Prompt:

Some scientists, such as Frances Jensen and David Orion, claim that the workings of the teen brain greatly influence teen behavior. However, other researchers, such as Robert Epstein, claim that this is a myth, and that adolescents are influenced by American culture and their environment.

What do you believe is the primary influence on teen behavior? Cite evidence to support your opinion and address the opposing view(s) as well.

# Writing Cycle

## (Extending Understanding)



### DEVELOPING KNOWLEDGE OF TOPIC & TEXT

Close reading of “The Teen Brain” and focused viewing of “Understanding the Brain: Teenagers.”

### DECONSTRUCTING THE GENRE

Typical structure and language features of an informative/explanatory text

### MODELED/GUIDED CONSTRUCTION OF THE GENRE

Using “Beyond Simply Delicious”, teacher models/guides students in how to write (the process) an informative/explanatory text

### COLLABORATIVE CONSTRUCTION OF GENRE

Students working in pairs/groups to co-construct an informative/explanatory text

### INDEPENDENT CONSTRUCTION OF GENRE

Students independently construct an informative/explanatory text.

# 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 in  
Context,  
Skim/Scan**

Interaction with  
the text and  
development of  
academic  
language through  
collaborative  
scaffolding tasks

**\*Collaborative  
Annotation,  
Language  
Investigation**

Expressing  
understandings  
through the language  
of the genre.

**\* Do/Say Evidence  
Chart**

**Academic  
Summary,  
Informative/  
Explanatory Text**  
Collaborative and  
Independent

# Lesson Design Application (Extending Understanding)


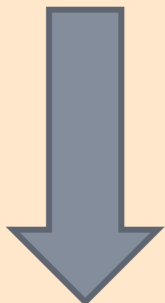
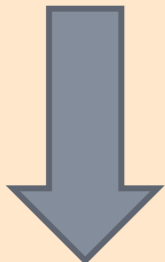
## GUIDING QUESTIONS:

- ☞ 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.



# Scaffolding Matrix

## "The Teen Brain"

Instructional Sequence	Instructional Scaffolds	Possible Learning Tasks
<p><b>Preparing the Learner</b></p>  <p><b>Interacting w/ the Text</b></p>  <p><b>Extending Understanding</b></p>  <p><b>Assessing Learning</b></p>	Modeling →	<ul style="list-style-type: none"> <li>Modeling Academic Language</li> <li>Modeling Strategies/Processes</li> <li>Models of an Informative/Explanatory Text</li> </ul>
	Bridging →	<ul style="list-style-type: none"> <li>Quick-Write with 3 Step Interview</li> <li>Extended Anticipatory Guide</li> </ul>
	Contextualization →	<ul style="list-style-type: none"> <li>Working with Vocabulary in Context</li> <li>Viewing with a Focus</li> </ul>
	Schema Building →	<ul style="list-style-type: none"> <li>Language Investigation</li> <li>Do/Say/Evidence Chart</li> </ul>
	Metacognitive Development →	<ul style="list-style-type: none"> <li>Skim &amp; Scan w/ Preview Statements</li> <li>Collaborative Annotation</li> </ul>
	Text Representation →	<ul style="list-style-type: none"> <li>Academic Summary</li> <li>Collaborative &amp; Independent Construction of an informative paragraph</li> </ul>

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