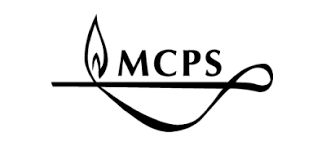
METS Secondary Literacy Instructional Guide

Tier 1 and Tier 2





Montgomery County Public Schools

**Writers**

Belinda Campbell, ESOL High School Teacher

Katie M. Lazo, ESOL Middle School English Language Development Coach

Rachna Rikhye, ESOL Elementary Teacher

Rosemary C. Millican, ESOL Instructional Specialist

Sandra N. Mackin, METS ESOL Middle School Teacher

Teresa Anne Timmons Parrott, METS ESOL Instructional Specialist

Vivienne V. Vasquez-Mills, METS ESOL Middle School Teacher

**Editing**

Susan Zimmerman, ESOL Middle School Teacher, Retired

**Supervisor**

Sonja M. Bloetner, Secondary ESOL Supervisor

**Director**

Scott Murphy, Department of Secondary Curriculum and Instructional Programs



# **Rationale**: *The MCPSMD METS Reading Instructional Guide* provides teachers with nationally recognized, open source, daily lessons aligned to English Language Development Standards and the Maryland Career and College Ready Standards. The curriculum ensures that ESOL METS students are engaged in learning literacy skills as they develop their English language proficiency.

*The MCPSMD METS Reading Instructional Guide* provides METS teachers with daily lessons that require METS students to use text evidence to demonstrate understanding and support ideas in speaking and writing while attending to English language development as measured by the WIDA Performance Definitions and WIDA Standards.

ESOL METS students will develop language and knowledge by spending a majority of each lesson actively engaged in reading, writing, and speaking about complex literary and informational text.

*The MCPSMD METS Reading Instructional Guide* provides METS teachers with supports to engage students in reasoning, problem solving, and language development. The goal is to develop independent learners by providing METS students with challenging tasks that accelerate both language and literacy skills. The curriculum supports METS teachers in developing appropriate action to to help students persistent with challenging tasks and progress towards reading independently and developing their English language proficiency.

**Linked Table of Contents**

[Rationale](#_kyn3teqeewr) 1

Overview [Tier 1](#_xp85h3di8vor) 8

[Module 1: Researching to Build Knowledge and Teaching Others: Adaptations and the Wide World of Frogs](#_msgft8k2u4x6) 8

[Module 2: “Who is the wolf in fiction?” and “Who is the wolf in fact?”](#_1la8mnvwkjol) 9

Overview [Tier 2](#_rtpb7tf9m4w5) 9

[Module 1: The power of literacy and how people around the world access books](#_1rsqj2leh0gw) 9

[Module 2 : The importance of clean freshwater around the world.](#_lba20vcj04uh) 10

[Literacy Scope & Sequence](#_c5sdaxpzbm2c) 11

[Instructional Guide](#_9t2testfb2so) 15

[METS Middle School Pathways](#_rbrj2w7ila2) 15

[METS High School Pathways](#_570cxniaeap8) 18

[Protocols and R](#_t5blk928lpu9)esources

[Admit and Exit Tickets](#_1wytpnaihw85) 23

[Back-to-Back and Face-to-Face](#_d9m7k8a8e37u) 25

[Building Background Knowledge](#_3yzaugm7f4u9) 26

[Carousel Brainstorm](#_f4vh99w5cl92) 28

[Chalk Talk](#_56blh1ewd7cs) 29

[Concentric Circles (Inner Circle/Outer Circle)](#_7mbca2ibg9ra) 30

[Discussion Appointments](#_4nfp46r9bjue) 31

[Final Word](#_fu6yslei4ap0) 32

[Gallery Walk/Hosted Gallery Walk](#_i6w20z8crm9) 35

[Give One, Get One, Move On (GoGoMo)](#_q5wdnk3ctexd) 37

[Infer the Topic](#_e4d2ud61hcy3) 39

[Interactive Word Wall](#_cmawvnwpb4oq) 41

[Jigsaw](#_3uu0p6icn58e) 43

[Mystery Quotes](#_l5d4yojqj7bl) 46

[Peer Critique](#_dkwi3gky93sq) 48

[Popcorn Read](#_8ijjg7gqfukg) 50

[Praise, Question, Suggest](#_ds4h7871wrsy) 52

[Quiz-Quiz-Trade](#_3u02kq588jth) 54

[Rank-Talk-Write](#_sv2o4q9k38vc) 56

[Say Something](#_oymgm4djhwoy) 57

[Science Talks](#_ws2ak6a6ulk5) 58

[Socratic Seminar](#_ypnsusj258pq) 60

[Take a Stand](#_4e3juepeavkx) 63

[Tea Party](#_qf4s9v7bmti) 64

[Think-Pair-Share (Ink-Pair-Share; Write-Pair-Share)](#_o9te3wth97tz) 67

[World Café](#_7eoud2bbh2zk) 68

[Written Conversation](#_r8x634a7jmns) 69

[Checking for Understanding and Ongoing Assessment Strategies](#_mec6re73vg9h) 71

[Cold Call](#_p7r4bfg6l4zf) 72

[Equity Sticks](#_1h5tkes2z07d) 72

[Fist-to-Five](#_r5nhkyp5gtds) 73

[Four Corners](#_5vj9zut3spiy) 73

[Glass, Bugs, Mud](#_dvbnv53ugf9c) 73

[Guided Practice](#_ch887am2x2gf) 73

[Hot Seat](#_rfk69vzhds4q) 74

[Human Bar Graph](#_cclupaj8j9qa) 74

[Learning Line-ups](#_w47xhss0rfem) 74

[Milling to Music](#_wl3v8lgled8f) 74

[No Opt Out](#_qgz7xcqxv5l1) 75

[Presentation Quizzes](#_appaiauqfbl7) 75

[Red Light, Green Light](#_j3l0y8wckm23) 75

[Release and Catch/7:2](#_w5ftto9ogt5m) 75

[Sticky Bars](#_eoubfwuizp15) 76

[Table Tags](#_jbrpirurdxe) 76

[Thumb-Ometer (and other “-Ometers)](#_biy1wc2ubzj8) 76

[Tracking Progress](#_b7awjdi7ud0i) 76

[Turn and Talk](#_r7basqqlttkw) 77

[Whip-Around (Go-Around)](#_j8h9akff676q) 77

[Strategies for Building Academic Vocabulary](#_bzs4i615rf82) 78

[Components of Vocabulary Instructio](#_p4h6gxjiwvga)n 79

[Contextual Redefinition](#_huvtphvucqfb) 80

[Elaboration Techniques](#_hed4q546ffv8) 81

[Frayer Model](#_kvg1kglz1lkb) 85

[List/Group/Label](#_tx6vgk4oxl0w) 87

[Semantic Webbing](#_emf61ina396v) 89

[SVES (Stephens Vocabulary Elaboration Strategy)](#_ru5ciioepei8) 91

[Word Sort](#_8dyiwvfjma1w) 92

[Vocabulary Squares](#_wivfxik06neu) 94

[“Vocabulary Strategies” Anchor Chart (starter kit)](#_x7kqy6n8z7dm) 95

[Additional Resources](#_39wrhs24feet) 96

[Anchor Charts: Making Thinking Visible](#_rqk8ogd915fb) 97

[Annotating Text](#_u7fbc0uvqm2i) 99

[“Close Readers Do These Things” Anchor Chart (starter kit)](#_ilfa3mvkxtx8) 101

[Meeting Students Needs Through Scaffolding](#_ieqozetpyg6z) 107

[Rubric Basics](#_szlsvywe8kys) 112

[Graphic Organi](#_pg62l35aesed)zers 115

[What Do You See?](#_lurgzak5nifu) 118

[Notices & Wonders](#_qv6x5nvdou35) 120

[Venn Diagram](#_i7chgcy5cdyh) 121

Recording Forms

[Jigsaw Recording Form](#_kvy55tubvse2) 122

[Observe-Question-Infer](#_m8fomsy29uip) 124

[Four-­‐Square Graphic Organizer](#_3xtx2poxr9ha) 126

[Paragraph Writing Graphic Organizer](#_5t94n5h1ytyx) 127

[Topic Expansion Graphic Organizer](#_mt9dvf9jurce) 128

[Building Background Knowledge Double-Entry Journal](#_ulrmh9hovv1t) 129

[Scaffolding Instruction for English Language Learners:](#_bjd4ib9nxby9) 129

[Expeditionary Learning Lessons 42](#_ov7jy8c60g8): [METS TIER 2, Module 2, Unit 3, Lesson 3: “Tackling the Trash” 43](#_jnboap3d8b3r) 131

# 

# **.**

.

.

.

.

# **METS Literacy Overview**

# **Tier 1 Module 1:** **Researching to Build Knowledge and Teaching Others: Adaptations and the Wide World of Frogs**

* + - **Unit 1**: Students will begin to learn how experts build knowledge as they consider what makes a frog a frog and how frogs these creatures adapt to their environment. Through a study of frogs, students will practice close reading and listening to informational texts, generating questions, building vocabulary, and locating information in text as they learn about the bullfrog (a “true” frog). Students will receive initial exposure to key scientific concepts regarding adaptations, habitat, predators and prey, and the physical characteristics of frogs, which they will build on during Unit 2.
    - **Unit 2:** Students will continue to develop their skills through careful reading of informational texts. Students will build their ability to read and understand informational text. The class begins the unit by building basic background knowledge about adaptations as well as learning more about how to use features of informational text when learning about a topic. They read key sections from the central text to build their expertise about frogs' life cycle, habitat, and the physical characteristics that make some frogs particularly "freaky." Students will be supported to pay particular attention to key vocabulary each day, and will begin a vocabulary notebook.
    - **Unit 3:** Students will continue to explore the question: “How do we build expertise about a topic?” as they share their growing expertise about frogs and their adaptations and continue to build expertise as writers of a research-based narrative. The specific literacy focus of this unit is on writing first-person narratives using vivid and precise language, as well as continuing to learn to revise and critique. They will practice revising and editing their writing based on critique from peers and the teacher, and will publish and share their writing.

# **Module 2:** **“Who is the wolf in fiction?” and “Who is the wolf in fact?”**

* + - **Unit 1**: Students read folktales and fables to learn about and describe how the character of the wolf is depicted through traditional narratives.
    - **Unit 2**: Students continue their study of the wolf, this time by reading the informational text Face to Face with Wolves. Students use this text to research facts about real wolves for writing their performance task for this module, a realistic wolf narrative.
    - **fUnit 3**: Students write and illustrate a narrative about a problem faced by real wolves, based on problems they identified in Unit 2 in the informational text Face to Face with Wolves. Students choose a real problem to write their story about and create a character profile for their main character using the facts and details collected in Unit 2 about the appearance, behaviors, and traits of real wolves.

# **METS Literacy Tier 2**

# **Module 1:** **The power of literacy and how people around the world access books**

* + - **Unit 1**: Students will explore the question: “Why do people seek the power of reading?” Through the study of literature, literary nonfiction, and informational articles from around the world, and in their own backyards, students will experience the extraordinary lengths to which some people go in order to access the power and privilege of reading.
    - **Unit 2**: Students will explore their own “powers of reading” that help them access text. Students will explore fictional accounts of people who worked hard to build their reading powers. Students will then refer to the characters in these books as role models of sorts, as they begin to assess their own reading abilities. They will use information about their individual strengths and needs as readers to set goals for the development of their reading powers. Students will focus on one specific “reading power”: fluency. They will learn about the importance of fluency, set fluency goals, practice fluency, and demonstrate their fluent reading.
    - **Unit 3:** Students will explore how geography impacts readers’ access to books. Students will read informational texts about world geography as they build vocabulary and understanding related to physical features and how physical characteristics of a region influence how people access books. Students then will explore external resources that support the power of reading, focusing on the important role of libraries.

# **Module 2 : The importance of clean freshwater around the world.**

* + - **Unit 1**: Students build their background knowledge about where water is found on earth and the movement of water through the water cycle and the physical landscape. Students will consider the guiding question “Where does our water come from?” Students will examine maps and graphs to determine where the water is in the world and how much of our water comes from oceans, rivers, etc. Students will collect “water words” (domain-specific vocabulary) and “power words” (academic vocabulary). Students will compare and contrast different texts on rivers and the water cycle, including examining how graphics and illustrations convey meaning about the water cycle. Students will read texts of greater complexity and will practice coding text for the main idea and key details in order to compare and contrast them.
    - **Unit 2**: Students will build their knowledge of the challenges of access, pollution, and demands on water. Students will research, finding the key information about the particular challenge as they read their central text. Students will answer text-dependent questions throughout their reading to ensure that they are able to use specific details and information from the text. Students will receive guided practice for research and builds their knowledge about each challenge before they study one more in-depth. Students will continue to build their vocabulary with a focus on learning words from context. Students will work with greater independence to conduct a short research project to research in more depth about one of the challenges regarding water: access, pollution, and demands on water.
    - **Unit 3:** Students bring their knowledge of the challenges of water to a focus on the solutions. Students develop an opinion about the “one thing” that should be done to ensure that everyone has access to clean water. Students read informational texts that focus on what people are doing to solve these water challenges, engage in a discussion group to begin formulating their opinion about the one thing that should be done to ensure that everyone has clean water, and use the information they have gathered from texts to develop their opinion culminating with creating a PDA.

# 

# 

# 

# 

# 

# 

# **.**

.

# **METS Secondary Literacy Scope & Sequence**

**Structure of a Module**

* Each module provides one semester of instruction, broken into three shorter units. Each module includes seven assessments:
  + - Six unit-level assessments that almost always are on-demand: students’ independent work on a reading, \* writing, speaking, or listening task.
    - One final performance task that is a more supported project, often involving research.
    - There are two modules for each METS Literacy Tier.

**Overview:**

**Tier 1**

* **Semester 1:**  Students will use literacy skills to become experts— people who use reading, writing, listening and speaking to build and share deep knowledge about a topic. Students will begin with a class study of the bullfrog, an example of a “true frog,” that exhibit quintessentially froggy characteristics. Next, students will form research groups to become experts on various “freaky” frogs—frogs that push the boundaries of “froginess” with unusual adaptations that help them to survive in extreme environments throughout the world. Students will build their reading, research, writing and collaborative discussion skills through studying their expert frog. Throughout the module, students will consistently reflect on the role of literacy in building and sharing expertise.
* **Semester 2:** Students explore the questions: “Who is the wolf in fiction?” and “Who is the wolf in fact?” They begin by analyzing how the wolf is characterized in traditional stories, folktales, and fables. Then they research real wolves by reading informational text. For their performance task, students will combine their knowledge of narratives with their research on wolves to write a realistic narrative about wolves.

**Tier 2**

* **Semester 1:** This module uses literature and informational text such as *My Librarian Is a Camel* to introduce students to the power of literacy and how people around the world access books. This module is intentionally designed to encourage students to embrace a love of literacy and reading.
* **Semester 2:** This module focuses on the importance of clean freshwater around the world. Using the children’s book *One Well: The Story of Water on Earth* as an anchor text, this unit builds on the background knowledge of cycles in nature, in order to help them deepen their understanding of their overall dependence on earth’s limited water supply.

|  |  |  |
| --- | --- | --- |
| **Tier One** |  | **Tier Two** |

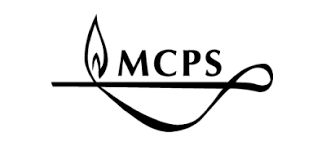
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Semester One** | **Semester Two** |  | **Semester**  **One** | **Semester**  **Two** |
| **Modules** | 1 | 2 |  | 1 | 2 |
| **Focus** | Research to Build Knowledge and Teach Others | Considering Perspectives and Supporting Opinions: Wolves in Fiction and Fact |  | Becoming a Close Reader and Writing to Learn | Gathering Evidence and Speaking to Others: The Role of Freshwater around the World |
| **Module Title** | Adaptations and the Wide World of Frogs | Wolves: Fact and Fiction |  | *My Librarian is a Camel:* How Books are Brought to Children Around the World | The Role of Freshwater Around the World |

|  |  |  |
| --- | --- | --- |
| **Central Texts**  1. Deborah Dennard, ***Bullfrog at Magnolia Circle***, illustrated by Kristin Kest (Trudy Corporation and the Smithsonian Institute, 2012)  ISBN: 978-1-6072-7069-0.  2. Carmen Bredeson, ***Poison Dart Frogs Up Close*** (Enslow Publishers, Inc., 2009)  ISBN-10: 0-7660-3077-6; ISBN-13: 978-0-7660-3077-0.  3. ***Everything You Need to Know about Frogs and Other Slippery Creatures***, (DK Publishing, Dorling Kindersley Limited, 2011)  ISBN: 978-0-7566-8232-3.  4. Lincoln James, ***Deadly Poison Dart Frogs*** (Gareth Stevens Publishing, 2012)  ISBN: 978-1-4339-5744-4.  5. Valerie Worth, ***All the Small Poems and Fourteen More***, illustrated by Natalie Babbitt (New York: Farrar, Straus and Giroux, 1996)  ISBN: 978-0-3744-0345-4. Just one poem  6. Douglas Florian, ***Lizards, Frogs, and Polliwogs*** (New York: Houghton Mifflin Harcourt, 2005),  ISBN: 978-0-15-205248-5.  7. Jerry Pinkney, ***Aesop’s Fables*** (San Francisco: Chronicle Books, 2000),  ISBN: 978-1-58717-000-3.  8. Ed Young, Lon Po Po: ***A Red-Riding Hood Story from China*** (New York: Penguin Putnam Books for Young Readers, 1996),  ISBN: 978-0-698-11382-4.  9. Jim and Judy Brandenburg, ***Face to Face with Wolves*** (Washington, D.C.: National Geographic Publications, 2010),  ISBN :978-1-4263-0698-3. |  | **Central Texts**  1. James Rumford, ***Rain School*** (New York: Houghton Mifflin Harcourt, 2010);  ISBN: 978-0-547-24307-8.  2. Jeanette Winter, ***Nasreen’s Secret School*** (San Diego: Beach Lane Books, 2009);  ISBN: 978-1-416-99437-4.  3. Heather Henson, ***That Book Woman*** (New York: Atheneum Books for Young Readers, 2008);  ISBN: 978-1-4169-0812-8.  Note: Teacher copy only  4. Jeanette Winter, ***The Librarian of Basra: A True Story from Iraq*** (Houghton Mifflin Harcourt, 2005);  ISBN: 978-0-15-205445-8.  5. Patricia Polacco, ***Thank You, Mr. Falker*** (New York: Philomel, 2001); ISBN: 978-0-39923732-4.  Note: Teacher copy only  6. Roni Schotter, ***The Boy Who Loved Words***, illustrated by Giselle Potter (New York: Schwartz & Wade, 2006);  ISBN: 978-0-375-83601-5.  Note: Teacher copy only  7. Oliver Jeffers, ***The Incredible Book-Eating Boy*** (New York: Philomel, 2007);  ISBN: 978-0-399-24749-1.  Note: Teacher copy only  8. Monica Brown, ***Waiting for the Biblioburro***, illustrated by John Parra (Emeryville, CA: Tricycle Press, 2011);  ISBN: 978-1-58246-353-7.  Note: Teacher copy only  9. Margriet Ruurs, ***My Librarian Is a Camel: How Books Are Brought to Children around the World*** (Honesdale, PA: Boyds Mills Press, 2005);  ISBN: 978-1-59078- 093-0.  Note: Teacher copy only  10. Rochelle Strauss, ***One Well: The Story of Water on Earth*** (Tonawanda, NY: Kids Can Press, 2007),  ISBN: 978-1-55337-954-6. |

# METS Secondary Literacy Instructional Guide

# METS Middle School Pathways





Montgomery County Public Schools

|  |
| --- |
| **MCPSMD METS Middle School Pathways** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Content Area** | **Tier 1: Foundation Phase Courses** | **Tier 2: Transition Phase Courses** | **1st Year After Exiting METS Courses** |
| **Reading**  **(double period is recommended** | **Basic Reading**  **Course Code: 1009**  Curriculum: METS Literacy Instructional Guide Tier 1  Supplemental : RIGOR Level 1, Reading A, DORA/EDGE | **Developmental Reading**  **Course Code: 1008**  Curriculum Resources: METS Literacy Instructional Guide Tier 2  Supplemental: RIGOR Level 2, Reading A-Z, DORA/EDGE | **MS Read 180**  **Course Code: 1012**  Curriculum: Read 180 (with L Book) |
| **Math**  **(single or double period, as appropriate)** | **Language of Math MS A/B**  or  **Math 6**  **Course ID: 1230/1237/3016**  Curriculum: METS Math Tier 1 Instructional Scope and Sequence using SRA *Number Worlds (Levels F & G)* | **MS MAC FOR METS - “Mathematical Applications and Concepts for MS METS”**  **Course 1266**  or  **Math 6/Math 7**  Curriculum: METS Math Tier 2 ([*Curriculum 2.0 MAPS*](https://drive.google.com/open?id=0Bz5fEy_Gx-rdTm9Ha3dwYVcwZXM)) | **Grade 7 (3016) or IM**  **8 Math (3017) or Algebra 1 A/B (3111/3112 )**  MCPS Curriculum |
| **ESOL**  **DP: Double Period**  **SP: Single Period** | **MS ESOL 1 ENT DP**  **Course Code: 1261**  Curriculum: Milestone Intro Program  Note: Students ready for Milestone A should be placed in ESOL 2 | **MS ESOL 2 EME DP**  **Course Code: 1262**  Curriculum: Milestone Level A program | **MS ESOL 3 DEV SP**  **Course Code: 1263**  Curriculum: ESOL Advanced English Language Development Instructional Guide |
| **Social Studies**  **(single period)** | Not recommended for Tier 1 METS to allow for scheduling of priority courses | **US Culture Past and Present MS A/B**  **Course Code: 1239/1240**  METS Social Studies or other appropriate | Grade 6 Social Studies (Sheltered Course is recommended if available)  MCPS Curriculum |
| **Science** | Not recommended for Tier 1 METS | Grade 6 Science or other sheltered Science course ias appropriate  MCPS Curriculum | Grade 7 Science or other sheltered Science course as appropriate  MCPS Curriculum |
| **Recommended Electives** | Recommended MCPS Elective (including Fine Arts, Physical Education, Career Pathways classes, or World Languages) | **Academic Language A/B**  **Course Code: 1228/1229**  Curriculum: MCPS ESOL  Recommended MCPS Elective (including Fine Arts, Physical Education, Career Pathways classes, or World Languages) | Recommended MCPS Elective (including Fine Arts, Physical Education, Career Pathways classes, or World Languages) |

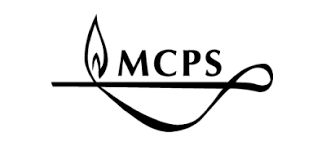
**PLEASE NOTE:**

* METS students are assigned to either Tier 1 or Tier 2 courses as appropriate based on the skills outlined in the METS Program Benchmarks in Reading and Math. Students may be placed in different tiers in Reading and Math or advance to higher levels when ready. In some cases, students may skip a level, as appropriate. Various data points, including MAP-R, MAP-M, DORA, formative assessments, and classroom work should be used to make decisions.
* **TIME IN METS IS NOT A FACTOR FOR PLACEMENT!**
* METS Reading and Math classes should receive priority when scheduling and staffing METS courses.
* Updated 5/31/18

# METS Secondary Literacy Instructional Guide

# METS High School Pathways





Montgomery County Public Schools

|  |
| --- |
| **MCPSMD METS High School Pathways** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Content Area** | **Tier 1: Foundation Phase Courses** | **Tier 2: Transition Phase Courses** | **1st Year After Exiting METS Courses** |
| **Reading**  **(single or double period, as appropriate)** | **Basic Reading**  **Course Code: 1145**  Curriculum: METS Literacy Instructional Guide Tier 1  Supplemental : RIGOR Level 1, Reading A, DORA/EDGE | **Developmental Reading**  **Course Code: 1143**  Curriculum Resources: METS Literacy Instructional Guide Tier 2  Supplemental: RIGOR Level 2, Reading A-Z, DORA/EDGE | **Academic Reading A/B**  **Course Code: 1139/1140**  Curriculum: Appropriate Reading Curriculum |
| **Math**  **(single or double period, as appropriate)** | **MAPS A/B**  **Course 3113/3114**  Curriculum: METS Tier 1 Scope and Sequence (using SRA *Number Worlds)*  Tier 1 students may also be scheduled : **Language of Math A/B** to provide a support period.  **Course ID: 1243/1244** (elective course) | **MAPS A/B**  **Course ID: 3113/3114**  Curriculum: METS Math Tier 2 ([*Curriculum 2.0 MAPS*](https://drive.google.com/open?id=0Bz5fEy_Gx-rdTm9Ha3dwYVcwZXM)) | **Algebra 1A/B**  **Course ID: 3111/3112**  Curriculum: [MCPS Algebra I](https://drive.google.com/open?id=0B8zbPb7wL5hQVWRQdnp1RUNrMlE)  Students may also be enrolled in Related Math to provide a support period.  **Related Math Course ID: 3231/3232** |
| **ESOL**  **(double period)**  **ESOL**  **(double period)**  **CONTINUED** | **ESOL 1 A/B**  **Course Code: 1201 + 1211/ 1211 + 1218**  Curriculum: Keys to Learning, Keystones | **ESOL 2 A/B ^**  **Course Code: 1202 + 1219/1202 + 1220**  Curriculum: Building Bridges, Keystones  ^ Exiting METS students may be placed in ESOL 3 *if appropriate* | **ESOL 3 A/B**  **Course Code: 1203 + 1206/\_ 1213 + 1216**  Curriculum: Keystones D |
| **Social Studies**  **(single period)** | Students may be assigned a sheltered science course *if appropriate*  or  Elective Course | **US Culture Past and Present A/B (elective credit)**  **Course Code: 12461247**  or  other sheltered Social Studies course | U.S. History  Sheltered course is recommended if available |
| **Science** | Students may be assigned a sheltered science course *if appropriate*  or  Elective Course | Students may be assigned a sheltered science course *if appropriate*  or  Elective Class | Biology  Sheltered course is recommended if available |
| **Recommended Electives** | Recommended MCPS Elective Course (including Fine Arts, Physical Education, Career Pathways classes, or World Languages)  **Spanish For Spanish Speakers 1 A/B**  **Course Code: 1777/1778**  recommended for native Spanish-speakers | **Academic Language A/B**  **Course Code: 1241/1242**  Curriculum: MCPS ESOL  **Spanish For Spanish Speakers 2 A/B**  **Course Code: 1779/1780**  recommended for native Spanish-speakers  **Recommended Elective Course** (such as computer skills instruction, Physical Education, or World Languages) | Recommended MCPS Elective Course (including Fine Arts, Physical Education, Career Pathways classes, or World Languages)  **Spanish For Spanish Speakers 3 A/B**  **Course Code: 1781/1782**  recommended for native Spanish-speakers |

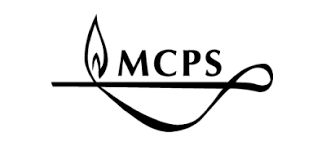
**PLEASE NOTE:**

* METS students are assigned to either Tier 1 or Tier 2 courses as appropriate based on the skills outlined in the METS Program Benchmarks in Reading and Math. Students may be placed in different tiers in Reading and Math or advance to higher levels when ready. In some cases, students may skip a level, as appropriate. Various data points, including MAP-R, MAP-M, DORA, formative assessments, and classroom work should be used to make decisions.
* **TIME IN METS IS NOT A FACTOR FOR PLACEMENT!**
* Updated 5/31/18

# METS Secondary Literacy Instructional Guide

# Protocols and Resources





Montgomery County Public Schools

# **Admit and Exit Tickets**

**Purpose** At the end of class, students write on note cards or slips of paper an important idea they learned, a question they have, a prediction about what will come next, or a thought about the lesson for the day. Alternatively, students turn-in such a response at the start of the next day—either based on the learning from the day before or the previous night’s homework. These quick writes can be used to assess students’ knowledge or to make decisions about next teaching steps or points that need clarifying. This reflection helps students to focus as they enter the classroom or solidifies learning before they leave.

**Procedure**

1. For 2–3 minutes at the end of class (or the start of the next one) have students jot responses to the reading or lesson on 3 x 5 note cards.

2. Keep the response options simple, e.g. “Jot down one thing you learned and one question you have.”

3. A variation is known as 3-2-1: Have students write three of something, two of something, then one of something. For example, students might explain three things they learned, two areas in which they are confused, and one thing about which they’d like to know more or one way the topic can be applied. The criteria for listing items are up to the needs of the teacher and the lesson, but it’s important to make the category for three items easier than the category for listing one item.

4. Don’t let the cards become a grading burden. Glance over them for a quick assessment and to help you with planning for next learning needs. These are simply quick writes, not final drafts.

5. After studying the “deck” you might pick-out a few typical/unique/thought-provoking cards to spark discussion.

6. Cards could be typed up (maybe nameless) to share with the whole group to help with summarizing, synthesizing, or looking for important ideas. It is a good idea to let students know ahead of time as they may put more effort into the write-up. When typing, go ahead and edit for spelling and grammar.

# 

# 

# 

# 

# 

# 

# 

# 

# 

# 

# 

# 

# 

# **Back-to-Back and Face-to-Face**

**Purpose** This protocol provides a method for sharing information and gaining multiple perspectives on a topic.

**Procedure**

1. Find a partner and stand back-to-back with him/her. Be respectful of space.

2. Wait for the question, opinion, etc. that you will be asked to share with your partner.

3. Think about what it is you want to share and how you might best express yourself.

4. When the facilitator says, “face-to-face”, turn, face your partner, and decide who will share first if the facilitator has not indicated that a certain person should go first.

5. Listen carefully when your partner is speaking and be sure to give him/her eye contact.

6. When given the signal, find a new partner, stand back-to-back and wait for your new questions, opinion, etc.

7. This may be repeated as many rounds as needed/appropriate.

# **Building Background Knowledge**

**Purpose** This protocol demonstrates how quickly people can become interested in a topic, build background knowledge, and use that background knowledge to become better and more informed readers of complex text. The protocol adapts easily to content in many disciplines, and the design ensures that all participants read, think, and contribute. The protocol is particularly useful in introducing a topic because it fosters curiosity and builds in immediate feedback about learning. When conducted and debriefed for educators, the protocol heightens awareness of key instructional and grouping practices.

**Procedure**

1. Choose a topic and find text as described below.

2. Group participants: Use a grouping strategy to shift participants into groups of four or five.

3. Distribute materials: For each group, a set of 4 different colored markers, a piece of chart paper, texts, loose leaf paper

4. Share a “mystery text”: Choose a relevant short text, poem, political cartoon, photograph, song, graph, map, etc. that sparks participants’ curiosity about the topic. Display or provide copies of the text (remove the title if it gives away the topic).

5. Have participants write down what they think the poem is about and draw a line after thoughts are jotted down.

6. Activate and share background knowledge:

7. Ask participants to write what they know about the topic in their journals.

8. Ask participants, in their small groups, to share what they know about the topic.

9. Ask participants to create a web or visualization of their collective knowledge/understanding of the topic on a piece of chart paper using just one of the colored markers.

10.Provide a “common text” - an article or essay on the topic that is interesting, offers a solid introduction to the topic, and provides multiple perspectives. All participants read this article.

11.Ask participants to text code the article with “N” for new information

12.Ask participants to add their new knowledge to their web using a different color of marker.

13.Distribute “expert texts”: Hand out a different text on the topic to each member of the group.

14.Again, ask participants to text-code for new information

15.After everyone has read, each participant shares new knowledge with his/her group and captures key points on the chart paper using the fourth color.

16.Have on hand extra texts or additional media (drawings, maps, photos, graphs, etc.) for those who finish early.

17.Return to the mystery text. Re-read/display the initial text again.

18.Ask participants to go back to where they had initially written about the mystery text; have participants note what they now think about the mystery text.

19.Debrief the experience.

20.Contrast first and second reading/showing of the mystery text: “What was it like to hear the mystery text the second time?” “What made the experience so different?”

21.Ask a general question about what the process was like to read successive articles. Did they know much about the topic before? Had they been curious about the topic? What inspired their curiosity?

**Carousel Brainstorm**

**Purpose** The purpose of using the carousel brainstorm protocol is to allow participants to share their ideas and build a common vision or vocabulary; facilitators can use this process to assess group knowledge or readiness around a variety of issues.

**Procedure**

1. Before your group gathers, identify several questions or issues related to your topic, perhaps drawn from a reading that you will share later.

2. Post your questions or issues on poster paper.

3. Divide your group into smaller teams to match the number of questions you have created.

4. Give a different color of marker to each team, and have each team start at a particular question.

5. At each question, participants should brainstorm responses or points they want to make about the posted question.

6. After a couple of minutes with each question, signal the teams to move to the next question, until all teams have responded to all questions.

7. You can conclude the activity having each team highlight and report key points at their initial question or by having participants star the most important points and discussing those.

8. If it is appropriate for your topic, distribute a related reading and discuss, using the common vocabulary you have built through this process.

# **Chalk Talk**

**Purpose** A chalk talk is a way to promote discussion and awareness of issues and perspectives—silently. A chalk talk is also an excellent way to promote awareness of patterns and problems and to ensure that all voices are heard.

**Procedure**

1. **Formulate an important, open-ended question** that will provoke comments and responses.

2. **Provide plenty of chart paper and colored pencils and arrange a good space for participants to write and respond**. Write the question or topic in the middle of the paper in bold marker.

3. **Explain the chalk talk protocol** and answer any participant questions.

4. **Set-up norms for the chalk talk:** This technique only works if everyone is writing and responding throughout the designated time period. Make it clear that everyone is responsible for writing, reading other people’s comments, and responding; there should be no talking; and no one should sit down until the time period is over. Opinions must be freely expressed and honored, and no personal attacks are allowed.

5. **Allow 10-20 minutes for the chalk talk.** As facilitator, it’s helpful to walk around and read, and gently point participants to interesting comments. All writing and responding is done in silence.

6. **Search for patterns.** In pairs, participants should read through all the postings and search for patterns and themes (or “notice and wonder”). This part takes about 5 minutes.

7. **Whole-group share:** Pairs should report out patterns and themes, round-robin style, until all perceptions are shared.

8. **Process debrief:** What was the experience like of “talking” silently?

# 

# 

# 

# 

# 

# 

# 

# 

# 

# 

# 

# 

# 

# **Concentric Circles (Inner Circle/Outer Circle)**

**Purpose** This protocol provides participants with a structure to actively engage in discussions around short text, questions, opinions, or debates on any topic with several different partners.

**Procedure**

1. Desks or chairs should be arranged in two concentric circles facing each other.

2. The first pair of students facing will have a specified amount of time to discuss the first question, topic, or section of a reading.

3. When the signal is given, the inside circle rotates one chair (or more) to the right or left, and the new pair moves on to the next question, topic, or section of reading.

4. The inside circle moves as many times as necessary to finish the topics.

5. The last pair should have time to sum-up the conversation and be prepared to share key points with the whole group.

6. Debrief: Share important ideas or common threads to the discussions as appropriate.

7. Variations: Participants could define terms or prep for tests. The protocol could be used to role-play or critique.

# **Discussion Appointments**

**Purpose** Discussion Appointments allow students to have conversations with various peers about a text, question, or concept. Multiple, short discussions allow students to expand and deepen their understanding. For this reason, Discussion Appointments is a particularly good protocol to use just before students begin to write.

**Procedure**

1. Determine the focus of the discussions. Have clear questions or prompts to provide to students.

2. Determine the number and length of appointments students will have.

3. Create an appointments sheet, or have create a model for students to replicate (see sample, below)

4. Explain to students the purpose and logistics of the discussion appointments, and distribute (or have them create) their appointments sheet.

5. Give students a brief amount of time (usually about 3 minutes) to set appointments, having them write down the name of their “appointment”. Students should have only one appointment per slot, and they may not turn down an invitation for an appointment if both people have the same open slot.

6. IF there are an uneven number of students, or if students do not have an appointment slot filled for some other reason, they should come to you to be paired up or to engage in discussion with you.

# **Final Word**

**Purpose** This protocol is designed to help participants understand the meaning of a text, particularly to see how meaning can be constructed and supported by the ideas of others. After the presenter shares his or her thinking, interesting similarities and differences in interpretations will arise as other participants share their thinking without judgment or debate. The presenter listens and may then change his or her perspective, add to it or stick with original ideas without criticism. This protocol is especially helpful when people struggle to understand their reading.

**Procedure**

1. Have each group select a time keeper and facilitator.

2. All participants may read the same text, or participants may read different texts on a common topic for a jigsaw effect. Text selection is a critical step.

3. Participants read silently and text-code or fill out a recording form based on desired outcomes. They mark passages for discussion clearly so they can quickly locate them later. To promote critical thinking, design prompts for the discussion that ask participants to include reasons for selecting a particular passage and evidence that supports a particular point.

4. Presenter shares a designated number of passages and his or her thinking about them.

5. Each participant comments on what was shared in less than 1 minute each.

6. Presenter gets the Last Word, sharing how his or her thinking evolved after listening to others or re-emphasizing what was originally shared.

7. Follow steps 4-6 with each additional participant taking the role of presenter.

8. Debrief content. Discuss how hearing from others impacted your thinking.

Debrief process. What worked in our discussion? What were some challenges? How can we improve next time?

**Fishbowl**

**Purpose** The fishbowl is a peer-learning strategy in which some participants are in an outer circle and one or more are in the center. In all fishbowl activities, both those in the inner and those in the outer circles have roles to fulfill. Those in the center model a particular practice or strategy. The outer circle acts as observers and may assess the interaction of the center group. Fishbowls can be used to assess comprehension, to assess group work, to encourage constructive peer assessment, to discuss issues in the classroom, or to model specific techniques such as literature circles or Socratic Seminars.

**Procedure**

1. Arrange chairs in the classroom in two concentric circles. The inner circle may be only a small group or even partners.

2. Explain the activity to the students and ensure that they understand the roles they will play.

3. You may either inform those that will be on the inside ahead of time, so they can be prepared or just tell them as the activity begins. This way everyone will come better prepared.

4. The group in the inner circle interacts using a discussion protocol.

5. Those in the outer circle are silent, but given a list of specific actions to observe and note.

6. One idea is to have each student in the outer circle observing one student in the inner circle (you may have to double, triple, or quadruple up.) For example, tallying how many times the student participates or asks a question.

7. Another way is to give each student in the outer circle a list of aspects of group interaction they should observe and comment on. For example, whether the group members use names to address each other, take turns, or let everyone’s voice be heard.

8. Make sure all students have turns being in the inside and the outside circles at some point, though they don’t all have to be in both every time you do a fishbowl activity.

9. Debrief: Have inner circle members share how it felt to be inside. Outer circle members should respectfully share observations and insights. Discuss how the fishbowl could improve all group interactions and discussions.

**Variation** Each person in the outside circle can have one opportunity during the fishbowl to freeze or stop the inside participants. This person can then ask a question or share an insight.

# **Gallery Walk/Hosted Gallery Walk**

**Purpose** This protocol offers participants an opportunity to share information with others in a gallery setting. The protocol involves small-group collaboration, while making individuals responsible for the learning and, when hosted, the teaching.

**Procedure**

1. Divide participants into groups—the size of group will vary with the topic and how it can be divided, size of class, age of participants, etc.

2. Assign each group a specific segment of the topic (example: legislative branch of government, role of a worker bee, or transportation on the river).

3. Provide each group with additional materials they need to further enhance the study that has already been introduced, probably in a large-group setting (example: government, insects, importance of the river).

4. Allow time for group to read and discuss the new information. Using prior knowledge along with the new knowledge, have each group create a chart with key points and a visual representation that—in the hosted version—each person in the group will use to teach others in the class.

5. Be clear that each person has to understand the text and images on the poster in order to present the information effectively. Allow time for the groups to help one another focus on key components.

6. Post the work around the room or in the hallway.

7. Regroup participants so each new group has at least one member from the previously established groups.

8. Give specific directions at which poster each group will start and what the rotation will look like.

9. The speaker at each poster is the person(s) who participated in the creation of the poster.

10.When all groups have visited each poster, debrief. Possible debrief questions:

A. What was your biggest “a-ha” during the tour?

B. How was your learning enhanced by this method?

C. What role did collaboration play in your success?

D. Why was the individual responsibility component so important?

# **Give One, Get One, Move On (GoGoMo)**

**Purpose** This is a protocol that can follow any workshop, exploration, research, or experience. Use it to spread good ideas and to see what “stuck” with participants. You can structure it with movement, or make it a silent, written experience.

**Procedure**

1. Ask participants to write down 3-5 key learnings or important ideas about the topic of study. You may choose to have people write each idea on a different index card or sticky-note to give away to his or her partners.

2. Invite the group to get up and mingle with their peers or colleagues.

3. After about 30 seconds, call out “GIVE ONE to a partner.”

4. Participants form pairs and each “gives” one of his or her key learnings or important ideas about the topic to the other, so each person “gives one” and “gets one.” Time may range from 1-3 minutes.

5. Call out “MOVE ON” and participants mingle again.

6. Repeat the sharing for as many ideas as people have to share.

**Variations**

1. For sharing, vary the sizes of the groups from partners to triads to quads

2. Instead of random mingling, have people gather in various clusters, such as by height, by interest, by role, etc. This slightly changes the focus of sharing

3. See a silent, written version described on page below.

**Written Version (next page)**

**Directions:** Think of an important idea you have learned about this topic or one that has recently been reinforced. Write it down in Box 1. Pass the sheet to another participant who will silently read what was written in the first box. That person will add an idea in Box 2. Do not repeat ideas that are already listed. Continue passing on the paper and adding ideas until all the boxes are filled with ideas. Return the sheet to the original owner.

|  |  |  |
| --- | --- | --- |
| 1. | 2. | 3. |
| 4. | 5. | 6. |
| 7. | 8. | 9. |

# **Infer the Topic**

**Purpose** This protocol offers students a chance to work together to uncover the heart of a larger concept before they begin to study a new topic. Students also get a chance to experience the ways an inference can change as they take in new information. It allows students to draw on their own background knowledge and work in a fun, collaborative environment with new information from a variety of peers to uncover meaning. .

**Procedure**

1. Locate artifacts with and without key words/quotes related to the concept. The goal is for students to infer what is happening in the image. Images can range from concrete to abstract.

2. Have students select an image and record their inference about the new topic of study.

3. Students mingle about the room and stop when prompted, facing a partner.

4. In one minute or less, students view each other’s images, discuss and record a new inference about the upcoming topic of study.

5. Students mingle about the room again, this time with the partner they were just sharing with. When prompted, partners stop facing another set of partners.

6. All four students share their artifacts and inferences, discuss further and make a new inference about what the new topic of study could be.

7. Students gather whole group displaying their artifact in front of them for all to see. The teacher invites a few to share their artifacts and their inferences about the upcoming topic.

8. After a few have shared, the teacher reveals the topic of study as well as the guiding questions and big ideas.

9. Debrief: Ask students to share a final inference about the meaning of their images and how they relate to the larger concept(s). Discuss how students’ inferences did or didn’t change throughout this protocol. Ask students to name strategies for inferring and lingering questions about the topic. Also, discuss what it was like to engage this way. Consider recording debrief notes on an anchor chart.

**Variations:**

1. Vary partner instructions or adapt numbers of partners or rounds.

2. To monitor understanding and support students struggling to infer the artifacts’ meaning, teachers can circulate and give these students a “ticket” in the form of a colored card or sticky note. At an opportune time, call a meeting of an invitational group for anyone with tickets or anyone who is struggling.

# **Interactive Word Wall**

**Purpose** A word wall in a classroom is a powerful instructional tool to strengthen content vocabulary. A word wall is an organized collection of words (and sometimes phrases) displayed on a wall or other space in the classroom. We recommend that both academic and discipline-specific words be written on large index cards, strips of paper, or tag board so that they can be easily manipulated. For English Language Learners and young learners, consider placing an illustration, photograph, or object on or next to particular words to support students’ learning through the aid of visual cues.

**Procedure** **– Multiple Ways to Interact with Words**

The “interactive” part is critical; actively engaging with the words will support student learning. There are many ways to interact with word walls; some interactions are quick and can occur on a daily basis. Other interactions can constitute an entire lesson. Suggestions include:

1. Categorize and Classify: Have students classify the terms.

2. Compare and Contrast: Create categories to compare and contrast.

3. Concept Map: Use the words to create a concept map.

4. Conceptual Model: Use the words to construct a conceptual model that represents student thinking and/or scientific

phenomenon.

5. Create descriptions: Use the words to describe concepts.

6. Contextualized use: Challenge the students to use some or all of the words on a short answer quiz.

7. Label Diagrams: Use the words on the wall to label student diagrams and illustrations.

**Zoom In: Concept Map Approach** One of the most common approaches to interacting with words from a word wall is the concept map, which provides students with an opportunity to demonstrate and enhance their understanding of a related set of terms.

**Procedure**

1. Pull cards from your word wall, or write one word/phrase per card. Use a limited number of cards, perhaps 10-15, or fewer for younger students.

2. Also create cards with one-way and two-way arrows. Use the floor or magnets and a magnetic board to display the cards, and group the students around the words. (Modification: Give each student his or her own set of word cards.)

3. Ask a student or a pair of students to arrange two or three cards in a way that connects them or makes a model of the terms. Ask the student(s) to explain what they are doing as they place the words.

4. Observers may ask questions once the connection or model is created.

5. Repeat with another student or pair of students.

6. Debrief. Possible debrief questions:

A. How did working with the cards help you better understand the topic?

B. How was your thinking similar/different from a student doing the arranging?

C. Are there words you would add or subtract?

# **Jigsaw**

**Purpose** This protocol allows small groups to engage in an effective, time-efficient comprehension of a longer text. Having every participant read every page or section may not be necessary. Participants can divide up the text, become an expert in one section, hear oral summaries of the others, and still gain an understanding of the material.

**Procedure**

1. Divide the chosen text into manageable sections.

2. Arrange participants into groups so there are the same number of people in each group as sections to read. Assign the sections to each member.

3. Participants read their section independently, looking for key points, new information, or answers to questions.

4. Each member in turn shares his/her important points or summaries of the text.

5. Have participants independently write/reflect on their own understanding after the discussion.

6. Debrief: Have groups or individuals share insights and discoveries. Did the group process help members gain an understanding of the whole text? What worked well for the group? Are there discussion skills the group could improve? Are there any lingering questions or misconceptions about the topic?

**Example**

Reading Assignments (“Expert” groups)

* Reader #1 – pages 62-64 (The Mouth)
* Reader #2 – page 65 (The Esophagus)
* Reader #3 – page 66 (The Stomach)
* Reader #4 – pages 67-68 (The Small Intestine)

After reading, readers get together in topic-alike groups to compare notes and ideas. They determine importance, discuss the main idea(s), and develop a clear summary to share with others.

Then, participants gather in their “Jigsaw” groups to share their notes and summaries. Jigsaw groups are given a task that requires the application of all pieces of information gathered from each expert.

# **Mystery Quotes**

**Purpose** This protocol offers participants a chance to work together to uncover the heart of meaning of a mystery quote/passage/image before they read more about it or work more deeply with inference as a critical thinking strategy. It allows participants to work in a fun, collaborative environment to use new information from a partner, and to draw on their own background knowledge to uncover meaning. This protocol also asks participants to put things in their own words, to compare text to experience, and to work with a variety of partners.

**Procedure**

1. Decide on quotes, phrases, sentences or words directly from the text to copy onto strips or index cards.

2. Don’t paraphrase the text. You may omit words to shorten a sentence, but don’t change the words.

3. Have participants select a quote/passage and without revealing it to a partner, tape it on his/her back. Participants may look for a partner who seems like just the right person for the quote, or selections can be randomly determined.

4. Participants mingle about the room and stop when prompted, facing a partner.

5. In one minute or less, participants read each other’s quotes and think about one hint to give the partner about his/her quote.

6. In one minute total, each participant shares a hint about the partner’s quote.

7. Participants mingle about the room again and stop when prompted, facing another partner.

8. Offer time to read the quote and think about a story that exemplifies or reminds you of it.

9. Each participant shares the story related to the partner’s quote in a set timeframe.

10.Continue additional rounds as desired, offering a range of prompts right for your situation, such as “Create a metaphor or simile to describe the quote,” “Give an example of the idea in the quote in action,” etc.

11.Debrief: Bring the whole group together to each share a final inference about the meaning of each quote. Participants then pick their quotes from a list of all quotes. For more support, participants can pick their quotes first and share how their inferences compare to the actual text. Discuss strategies for inferring, lingering questions about the activity, and discuss what it was like to engage this way. Consider recording debrief notes on an anchor chart.

**Variations**

1. Participants carry index cards with them, recording their current thinking about the essence of their quotes after each partner activity.

2. Vary partner instructions or adapt numbers of partners or rounds.

3. To monitor understanding and support participants struggling to infer the quotes’ meaning, facilitators can circulate and give these participants a “ticket” in the form of a colored card or sticky note. At an opportune time, call a meeting of an invitational group for anyone with tickets or anyone who is struggling.

4. For non-readers, use images with or without key words. The goal is infer what is happening in the image on your back. Images can range from concrete to abstract. It is also possible to divide the class into readiness groups and have one group work separately with sentences while the other uses images.

# **Peer Critique**

**Purpose** This protocol can be used to offer critique and feedback in preparation for revision of work. It should be used after a draft of what will become a finished product is completed. This process will help participants see what is working and then ask questions and offer suggestions, leading to revision and improvement. It is important participants understand that the focus should be on offering feedback that is beneficial to the author/creator. Explicit modeling is necessary for this protocol to be used successfully.

**Procedure**

1. Begin with the non-negotiables:

A. **Be Kind**: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.

B. **Be Specific**: Focus on particular strengths and weaknesses, rather than making general comments like “It’s good” or “I like it.”

Provide insight into why it is good or what, specifically, you like about it.

C. **Be Helpful**: The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of

others or cleverly pointing out details that are irrelevant wastes time.

D. **Participate**: Peer critique is a process to support each other, and your feedback is valued!

2. Have the author/designer explain his or her work and explain exactly what type of critique would be helpful (in other words, what questions does he or she have or what is s/he confused about that s/he would appreciate help with).

3. The critique audience should begin comments by focusing on something positive about the work (“warm” feedback), then move on to constructive sharing of issues or suggestions (“cool” feedback).

4. When critiquing a peer’s work, use “I” statements. For example, “I’m confused by this part,” rather than “This part makes no sense.” Remember the three important phrases:

A. “I notice….”

B. “I wonder….”

C. “If this were my work, I would….”

5. Use questions whenever possible. For example, “I’m curious why you chose to begin with…?”, or “Did you consider adding…?”

# **Popcorn Read**

**Purpose** A popcorn read helps a group determine importance and synthesize their understanding of a text.

**Procedure**

1. Select a piece of text, short or longer, fiction. Consider your purpose when choosing your text. Have participants highlight information that stands out to them in the text. (You may want to give them the criteria first, so they know what length of phrase they’re looking for).

2. Post and discuss the criteria for a good spirit read ahead of time:

3. Read short phrases or words only (not sentences)

4. Give no commentary or opinions

5. Try to connect with what was just read (listen carefully to others)

6. Give all voices a chance

7. Pauses can be powerful

8. Repeating phrases is okay (shows where a group collectively agrees)

9. Have the group in a circle. One person starts the group off by reading a word or phrase; the other participants search for a phrase they’ve underlined that matches or connects in some way with the phrase just heard. This process continues until there are no more phrases people want to share aloud (until there are no more “kernels left to pop”).

10.Debrief afterward:

11.How did underlining key points help participants better understand the text?

12.How did it help to hear what others read aloud?

13.What was it like to try to connect words and phrases?

# **Praise, Question, Suggest**

**Purpose** This protocol can be used to offer critique and feedback in preparation for revision of work. It should be used after a draft of what will become a finished product is completed. This process will help participants see what is working and then ask questions and offer suggestions, leading to revision and improvement. It is important participants understand that the focus should be on offering feedback that is beneficial to the author/creator. Explicit modeling is necessary for this protocol to be used successfully.

**Procedure**

1. Provide product descriptors and rubrics as clear guidelines of the expectations and criteria for the piece of work that will be critiqued. If the work is written, copies for the critique group are helpful.

2. As a whole group, create or refer to a list of revision questions based on the criteria for the piece of work.

3. Model the procedure with the whole group before allowing small independent feedback groups.

4. Participants work in groups of 2-5.

5. The first participant presents/reads the draft of her piece. She may ask peers to focus on a particular revision question or two that she is struggling with from the list.

6. Feedback is best written on Post-it notes and given to the creator. Peers first focus on what is praiseworthy or working well. Praise needs to be specific. Simply saying, “This is good” doesn’t help the creator. Comments such as, “I notice that you used descriptive picture captions” or “You have a catchy title that makes me want to read your piece” are much more useful.

7. Next, ask questions and offer helpful suggestions. “This part is unclear. I wonder if it would be better to change the order of the steps?” or “I can’t tell the setting. Maybe you could add some details that would show the reader where it is taking place?” or “I wonder if adding a graph to highlight your data would be effective?”

8. Feedback should relate to the revision questions identified by the group or presenter.

9. After each member of the group has offered feedback, the presenter discusses which suggestions he wants to implement and thanks the group.

10.Others then present their work in turn and cycle through the feedback process.

# **Quiz-Quiz-Trade**

**Purpose** Quiz-Quiz-Trade is a vocabulary reinforcement protocol that allows students to both review key vocabulary terms and definitions from their reading and get them moving and interacting with peers.

**Procedure**

1. Choose 15-20 high frequency academic and/or domain specific words from class reading(s) (Note: you may want to list a word more than once or twice if it is essential to students’ understanding of text and/or used more frequently than other words in common texts).

2. Create vocabulary ‘strips’ with these words, that can be folded vertically so one side of the slip shows the word, and the other side of the slip has the definition.

3. Give each student one vocabulary strip.

4. Each student finds a partner.

5. Partner A shows the side of the paper with the word on it to his/her partner.

6. Partner B says the definition (if he/she knows it), or finds the word in the text and tries to determine the definition, using context clues.

7. Partner A then reads the definition aloud to confirm or correct the definition that Partner B gave.

8. Partners switch roles and repeat the steps above.

9. Partners then trade vocabulary slips and find a new partner.

10.Students should meet with at least 2 or more partners during this activity (5-10 minutes)

11.After completing the steps above, gather students as a whole group. Make sure to review and emphasize vocabulary that you want students to know and understand, since individual students will not have the opportunity to see and define every key term during this activity.

**Sample Vocabulary Strips**

|  |  |
| --- | --- |
| foliage | Plant life |
| marvelous | Amazing; spectacular; wonderful |
| ascent | Climb; move upward |
| sort | Place into categories; arrange; classify |
| specimens | Examples; samples; a type of something |

# **Rank-Talk-Write**

**Purpose** This protocol, adapted from “Pause, Star, Rank” in Himmele and Himmele’s Total Participation Techniques (2011), allows participants to actively review their notes about new concepts as well as analyze and discuss the importance of key ideas they identify.

**Procedure**

1. During or after reading a text, participants independently write a summary sentence for each key idea or concept they identify.

2. Participants then rank the summary sentences in order of importance (“1” next to most important, “2” and “3” next to the second and third most important summaries of each concept.)

3. In groups, participants share out the concepts they ranked, explaining why they ranked each concept as they did in terms of importance.

4. Each group determines which one concept they think is most important, and discusses the best summary statement for that idea or concept.

5. A scribe from the group writes the summary statement of the idea or concept on a whiteboard, piece of chart paper, or large blank page.

6. Small groups share their idea summary statement with the large group.

# **Say Something**

**Purpose** Say Something is a paired reading strategy developed by Egawa and Harste (2001) for constructing meaning from text-based information. Through structured exchanges, group members develop relationships between new information and what they already know or believe. This thinking out loud, supported by attentive listening, enhances individual and shared understandings. The time frame for this strategy is intentionally brief. It is effective to post a public timer displaying the full time allotment, so partners can determine how long to converse, and how quickly to move on to the next reading.

**Procedure**

1. Identify the text and the stopping points, or have partners look over a piece of text and decide together how far they will read silently before stopping to say something.

2. Describe the nature of the interactions, explaining that the something might be a question, a brief summary, a key point, an interesting idea or a new connection. (To focus the paired interactions, or to stimulate a specific type of thinking, the facilitator may want to provide a stem for completion. For example, “a question that comes to mind when I read this is…” Use the same stem, or provide variation for each stopping point.)

3. Model. Provide one or two examples of appropriate say somethings. These should be succinct, thoughtful, and related to the text.

4. Have participants begin reading the text.

5. Once each partner has reached the chosen stopping point, both partners exchange comments, or say something.

6. Partners continue the process until the selection is completed.

7. After a designated about of time, engage the whole group in a discussion of the text.

**Science Talks**

**Purpose** Science Talks are discussions about big questions. They are appropriate for any grade level, but they are particularly useful for elementary school. Like a Socratic Seminar, Science Talks deal with provocative questions, often posed by students themselves. Science Talks provide space for students to collectively theorize, to build on each other’s ideas, to work-out inchoate thoughts, and to learn about scientific discourse. Most importantly, they allow all students to do exactly what scientists do: think about, wonder about, and talk about how things work, the origins of phenomena, and the essence of things. The teacher’s task during a Talk is to listen very carefully and to follow student thinking. These Talks provide a window on student thinking that can help teachers figure-out what students really know and what their misconceptions are. Armed with this insight, teachers can better plan hands-on activities and experiments. Students become more motivated to do these activities because they are truly on a “need-to-know” basis.

**Procedure**

1. **Setting Culture:** Science Talks are a valuable tool for working on the culture of the classroom, as well as working on the social construction of meaning. Students sit in a circle and direct their comments to one another, not to the teacher. In fact, the teacher stays quiet and out of the way, facilitating only to make sure that students respectfully address one another and to point out when monopolizing behavior occurs. Students sense the importance of these talks, and appreciate having their thoughts and attempts at verbalizing valued. In a good talk, you'll hear students saying, “I want to add to what Grace said….” Or, “I think Derek is right about one thing, but I’m not so sure about….” These norms should be explicitly addressed before a Science Talk commences and debriefed at the end.

2. **Choosing the Question:** The best questions are provocative and open-ended, so as to admit multiple answers and theories. Often, students generate great questions for Science Talks. To hear those questions, however, means that teachers must pay close attention to kid-talk during science activities, while doing and debriefing field work, and other opportunities during the day. Often, the “Wonder” part of a K-W-L will include great wonderings that can’t be answered with a simple fact. Teachers can also generate questions based on their own wonderings. Often, as teachers think through and write the rationale and guiding questions for their expeditions, they will realize their own burning questions about a topic.

3. **Introducing Science Talks to Students:** Gather students into a circle on the floor. Introduce the first Science Talk by discussing what scientists do. Students have theories about that, too. By saying that what we’re about to do now is exactly what scientists do when they get together heightens the drama, value, and anticipation. Then ask, “What will help us talk as scientists?” Record the students’ comments, as these will become the norms for your Science Talks. If the students don’t mention making sure that everyone has a chance to talk, introduce that idea, as well as how each person can ensure that they themselves don’t monopolize the conversation. Stress how each student’s voice is valued and integral to the success of a Science Talk. Another good question to pose is, “How will we know that what we’ve said has been heard?” Students will readily talk about how they can acknowledge what’s been said by repeating it or rephrasing before they go on to add their comments. This is a great place to add (if the students don’t), that talking together is one way scientists build theories.

4. **Conducting the Science Talk:** With young students, it is often helpful to first do a movement exercise that relates to the Science Talk. For a talk on how plants grow, students were invited to show, with their bodies, how plants grow from bulbs. Not only does this give students a chance to move before more sitting, it also gives them a different modality in which to express themselves. Sometimes the shyer students find acting something out first helps them to verbalize during the talk. It’s PROTOCOL Appendix: Protocols and Resources • August 2013 • 30 helpful for teachers to record the talks, as it’s hard to catch everyone’s line of reasoning. Replaying the tapes later helps to make sense of what at first hearing can seem incomprehensible. Students also love hearing the tapes of Science Talks. A typical talk lasts about 30 minutes. It can be helpful for a teacher to take notes during the talk as to who is doing the talking, and to record particularly intriguing comments.

5. **Debriefing the Science Talk**: The debrief should only take a couple of minutes, and it should refer to the norms and goals for the talk. Asking what they might work on next time will help students set a goal for the next talk.

6. **Planning Follow-up Activities and Documentation of Student Thinking**: It’s very helpful to document student thinking expressed during a talk. There are several ways to do this. One way is to transcribe the talk and post it in the classroom. Figuring out experiments and hands-on activities that address students’ questions and hypothetical answers are logical next steps.

# **Socratic Seminar**

**Purpose** Socratic Seminars promote thinking, meaning making, and the ability to debate, use evidence, and build on one another’s thinking. When well designed and implemented, the seminar provides an active role for every student, engages students in complex thinking about rich content, and teaches students discussion skills. One format for the seminar is as follows:

**Procedure**

1. The teacher selects a significant piece of text or collection of short texts related to the current focus of study. This may be an excerpt from a book or an article from a magazine, journal, or newspaper. It might also be a poem, short story, or personal memoir. The text needs to be rich with possibilities for diverse points of view.

2. The teacher or facilitator develops an open-ended, provocative question as the starting point for the seminar discussion. The question should be worded to elicit differing perspectives and complex thinking. Participants may also generate questions to discuss.

3. Participants prepare for the seminar by reading the chosen piece of text in an active manner that helps them build background knowledge for participation in the discussion. The completion of the pre-seminar task is the participant’s “ticket” to participate in the seminar. The pre-seminar assignment could easily incorporate work on reading strategies. For example, participants might be asked to read the article in advance and to “text code” by underlining important information, putting questions marks by segments they wonder about, and exclamation points next to parts that surprise them.

4. Once the seminar begins, all participants should be involved and should make sure others in the group are drawn into the discussion.

5. The seminar leader begins the discussion with the open-ended question designed to provoke inquiry and diverse perspectives. Inner circle participants may choose to move to a different question if the group agrees, or the facilitator may pose follow-up questions.

6. The discussion proceeds until the seminar leader calls time. At that time, the group debriefs their process; if using a fishbowl (see below), the outer circle members give their feedback sheets to the inner group participants.

7. If using a fishbowl, the seminar leader may allow participants in the outer circle to add comments or questions they thought of while the discussion was in progress.

**Criteria**

Participants…

• **Respect other participants.** Exhibit open-mindedness; value others’ contributions.

• **Are active listeners.** Build upon one another’s ideas by referring to them when it is your turn to talk.

• Stay focused on the topic.

• **Make specific references to the text.** Use examples from the text to explain your point.

• **Give their input.** Ensure that you participate.

• **Ask questions.** As needed, ask clarifying questions to ensure that you understand the points others are trying to make, and ask probing questions which push the conversation further and deeper when appropriate.

**Sample Checklist of Specific Look-Fors**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Did the Participant… | Consistently | Occasionally | No | Notes/Comments |
| Respond to other participants’ comments in a respectful way? |  |  |  |  |
| Listen attentively without interruption? |  |  |  |  |
| Use eye contact with peers? |  |  |  |  |
| Exhibit preparation for the seminar? |  |  |  |  |
| Reference the text to support response? |  |  |  |  |
| Participate in the discussion? |  |  |  |  |
| Ask clarifying and/or probing questions |  |  |  |  |

**Option: Using a Fishbowl**

When it is time for the seminar, participants are divided into two groups if there are enough people to warrant using a fishbowl approach. One group forms the inner circle (the “fish”) that will be discussing the text. The other group forms the outer circle that will give feedback on content, contributions, and/or group skills. (Note: “Fishbowls” may be used with other instructional practices such as peer critiques, literature circles, or group work. If the number of participants in the seminar is small, a fishbowl does not need to be used.) Each person in the outer circle is asked to observe one of the participants in the inner circle. Criteria or a rubric for the observations should be developed by/shared with participants in advance.

# **Take a Stand**

**Purpose** Participants articulate and reflect on their opinions about controversial questions.

**Procedure**

1. Post two signs at either end of an imaginary line that goes across the classroom. At one end of the line, post “Strongly Agree.” At the

other end, post “Strongly Disagree.”

2. Tell participants that today they will be using the Take a Stand protocol, which will allow them to share and explain their opinions.

After they hear a statement, they will move to a place on an imaginary line that best reflects their beliefs.

3. Explain the steps of the protocol:

A. The facilitator will make a statement and then participants will move, depending on whether they agree or disagree with that

statement, to a place on the imaginary line that goes across the room. Point out that one side of the room is labeled “Strongly

Disagree” and the other side labeled “Strongly Agree,” and this means that the middle of the line is undecided.

B. After the facilitator makes a statement, she will pause for participants to think and then ask all participants to move to the

place on the imaginary line that best reflects their opinions.

C. The facilitator will ask participants to share and justify their opinions, making sure to hear from people on different parts of the

line.

D. If a participant hears an opinion that changes his mind, he can move quietly to a different part of the line.

4. Model how the protocol will work. Make a statement (such as, “Chocolate ice cream is delicious) and show students how you would move to reflect your opinion. The modeling helps participants internalize how to use the invisible line.

5. As you use the protocol, repeat each statement twice. Note that you can have participants stand up or sit down in their places.

# **Tea Party**

**Purpose** This protocol offers participants a chance to consider parts of the text before they actually read it. It encourages active participation and attentive listening with a chance to get up and move around the classroom. It allows participants to predict what they think will happen in the text as they make inferences, see causal relationships, compare and contrast, practice sequencing, and draw on prior knowledge.

**Procedure**

1. Decide on phrases, sentences or words directly from the text to copy onto strips or index cards.

2. Don’t paraphrase the text. You may omit words to shorten a sentence, but don’t change the words.

3. Have students organized into groups of four or five.

4. Hand out strips or cards with phrases from the text; two (or more) students will have the same phrases.

5. Each student independently reads their phrase and makes a prediction about what this article could be about. Then, write a quick statement on prediction graphic.

6. Next students mingle around the room, reading to each other and discussing possible predictions.

7. Return to the small groups and, as groups, write a prediction starting with “We think this article will be about…, because….” Also, list questions they have.

8. Now, read the selection. Students read independently or as a group, highlighting information that confirms or changes their predictions.

9. Write a statement on the second part of the recording form about revised predictions. Also continue to list lingering questions.

10.Debrief: Share-out thoughts from groups. How did their predictions differ from the text? What lingering questions do they have? What was it like to engage in reading in this way?

# **Think-Pair-Share (Ink-Pair-Share; Write-Pair-Share)**

**Purpose** This protocol ensures that all participants simultaneously engage with a text or topic. It allows participants to recognize, (commit to paper), and speak their own ideas before considering the ideas of others.

**Procedure**

1. Participants are given a short and specific timeframe (1-2 minutes) to **think or ink** (write) freely to briefly process their understanding/opinion of a text selection, discussion question, or topic.

2. Participants then share their thinking or writing with a peer for another short and specific timeframe (e.g. 1 minute each).

3. Finally, the facilitator leads a whole-class sharing of thoughts, often charting the diverse thinking and patterns in participant ideas. This helps both participants and the facilitator assess understanding and clarify ideas.

# **World Café**

**Purpose** To discuss a topic or various topics, rotating the role of leadership and mixing up a group of people.

**Procedure**

1. Form three groups of 3 or 4 and sit together at a table.

2. Each group selects a “leader.”

3. The leader’s role is to record the major points of the conversation that takes place at the table and to then summarize the conversation using the recorded notes…a bit later.

4. The group discusses the topic at hand until time is called. Groups can be discussing the same topic or related topics.

5. The leader stays put; the rest of the group rotates to the next table.

6. The leader (the one who didn’t move) presents a summary of the conversation recorded from the former group to the new group.

7. Each table selects a new leader.

8. Again, the new leader’s role is to record the major points of the conversation that takes place at the table and to then summarize the conversation using the recorded notes…a bit later.

9. The group discusses the topic at hand until time is called.

10.Repeat the process, ideally until all participants have had a chance to lead.

11.After the final round, the last group of leaders present to the whole group rather than reporting out to a “next rotation.”

# 

# 

# 

# 

# 

# 

# 

# 

# 

# 

# 

# 

# 

# **Written Conversation**

**Purpose** Created by Harvey Daniels and Steve Zemmelman in Subjects Matter (2004), Written Conversation harnesses the universal urge to share via written notes. After reading (or hearing a lecture, watching a video, or doing an experiment), pairs of students write short notes back and forth to each other about the experience. Think of Written Conversation as legalized note-passing, taking the place of “class discussion” as a key after-reading activity. “Class discussion” usually means one person talking and 29 others sitting, pretending to listen. With Written Conversation, you can have a “discussion” where everyone is actively talking at once– though silently, and in writing.

**Procedure**

1. After the reading is completed, have students identify partners for a written conversation. If necessary the teacher pairs students.

2. Explain the activity first, if this protocol is new to them, so kids understand that they will be writing simultaneous notes to one another about the reading selection, swapping them every 2-3 minutes at the teachers’ command, for a total of 3 exchanges (or 2 or 4, depending on your time constraints), and keeping quiet along the way. They are to write for the whole time allotted for each note, put down words, phrases, questions, connections, ideas, wonderings–anything related to the passage, or responding to what their partner has said, just as they would in an out-loud conversation. Spelling and grammar do not count–after all these are just notes.

3. The teacher can leave the topic open: “What struck you about this reading?” Or, give an appropriate open-ended prompt: “What do you understand and not understand in this selection?” “What are the most important ideas here?” “Do you agree or disagree with the author, and why?”

4. Both students in each pair start writing a note (e.g., “Dear Bobby, When I read this chapter I was amazed that Abraham Lincoln actually said….”). Meanwhile, the teacher watches the time, and after 2-3 minutes, asks student to exchange notes. The teacher reminds: “Read what your partner said, then take 2 minutes to answer just as if you were talking out loud. You can write responses, feelings, stories, make connections of your own, or ask your partner questions–anything you would do in a face-to-face conversation.”

5. After the planned 2-3 note exchange is complete, the payoff comes when you say: “O.K., now you can talk out loud with your partner for a couple of minutes.” You should notice a rising buzz in the room, showing that kids have plenty to talk about.

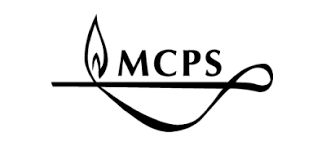
6. Next, a short whole-class discussion can be much more engaged and productive, because everyone will have fresh ideas about the topic. Ask a few pairs to share one highlight or thread of their written conversations as a way of starting the discussion.

7. Some predictable problems occur. The first time you try this, the kids will tend to shift into oral conversation when papers are passed (Adults also do this–it’s a normal human response when you are bonding with a partner). Be ready to remind them to “Keep it in writing” during the transitions. Then, even with the best instructions, some kids will write 2 words and put their pens down, wasting 2 good minutes of writing time with each pass. You have to keep stressing, “We write for the whole time.” If necessary, provide additional prompts to the class or individuals to help them keep going. Finally, after you call kids back to order at the end, when they are talking out loud with their partners, you might find it hard to get them back. This happy little “management problem” shows you that kids are connecting to each other and the materials.

# METS Secondary Literacy Instructional Guide

# Checking for Understanding and Ongoing Assessment Strategies





Montgomery County Public Schools

***When we check all students’ levels of understanding throughout each lesson, it sets the tone that everyone’s thinking is important and necessary, and we forward the learning and engagement of all. Some techniques are too time-consuming to use as quick pulse checks, but using these strategies in lessons allows us to track learning and adapt instruction appropriately on the spot.***

**Cold Call:**

# Name a question before identifying students to answer it, and call on students regardless of whether they have hands raised. Call on students by pulling **equity sticks** or name cards, or by using a tracking chart to ensure all students contribute. Scaffold questions from simple to increasingly complex, probing for deeper explanations. Connect thinking threads by returning to previous comments and connecting them to current ones; model this for students and teach them to do it too. In this way, listening to peers is valued, and even after a student has been called on, s/he is part of the continued conversation and class thinking.

# **Equity Sticks**:

# Wooden sticks (e.g. tongue depressors or popsicle sticks) with each student’s name on one stick. Equity sticks are often used for cold call or forming random groups.

# **Fist-to-Five**:

To show degree of agreement, readiness for tasks, or comfort with a learning target/concept, students can quickly show their thinking by holding up (or placing a hand near the opposite shoulder) a fist for 0/Disagree or 1-5 fingers for higher levels of confidence or agreement.

# **Four Corners**:

Students form four groups (vary the number based on purpose) based on commonalities in their responses to a question posed. Once students physically move to a “corner” or the room based on their answer, they discuss their thinking, and one student from each group shares the group’s ideas with the whole class. Students in other groups/corners may move to that corner if they change their thinking based on what they hear.

# **Glass, Bugs, Mud**:

After students try a task or review a learning target or assignment, they identify their understanding or readiness for application using the windshield metaphor for clear vision. Glass: totally clear; bugs: a little fuzzy; mud: I can barely see.

# **Guided Practice:**

Often occurring in a lesson after students grapple, teachers provide guided practice before releasing students to independent application. During guided practice, students quickly try the task at hand in pairs or in a low-stakes environment. The teacher strategically circulates, monitoring students’ readiness for the task and noting students who may need re-teaching or would benefit from an extension or more challenging independent application. Teachers use an appropriate quick-check strategy to determine needs for differentiation during independent application time.

# **Hot Seat**:

The teacher places key reflection or probing questions on random seats throughout the room. When prompted, students check their seats and answer the questions. Students who do not have a hot seat question are asked to agree or disagree with the response and explain their thinking.

# **Human Bar Graph:**

Identify a range of levels of understanding or mastery (e.g. beginning/ developing/ accomplished or Confused/ I’m okay / I am rocking!) as labels for 3-4 adjacent lines. Students then form a human bar graph by standing in the line that best represents their current level of understanding.

# **Learning Line-ups**:

Identify one end of the room with a descriptor such as “Novice” or “Beginning” and the other end as “Expert” or “Exemplary”. Students place themselves on this continuum based on where they are with a learning target, skill, or task. Invite them to explain their thinking to the whole class or the people near them.

# **Milling to Music:**

Students share their thinking, class work, or homework in an interactive way with their peers. This activity is similar to Musical Chairs, except there are no chairs and no one gets ‘tagged-out.’ While the music is playing, students should dance around to move throughout the room; when the music stops, each student will share his/her thinking or work with the student closest to her/him. Have students do this twice, so they have the opportunity to share with two peers.

# **No Opt Out:**

Require all students to correctly answer posed to them (in cases when questions have a “correct” answer). Follow incorrect or partial answers until a correct answer is given by another student, either through cold call calling on a volunteer. Then, return to any student who gave an incorrect or partial answer and have them give a complete and correct response.

# **Presentation Quizzes**:

When peers present, ensure that other students know they are responsible learning the information. Pair student presentations with short quizzes at the end of class.

# **Red Light, Green Light**:

Students have red, yellow and green objects accessible (e.g. popsicle sticks, poker chips, cards), and when prompted to reflect on a learning target or readiness for a task, they place the color on their desk that describes their comfort level or readiness (red: stuck or not ready; yellow: need support soon; green: ready to start). Teachers target their support for the reds first, then move to yellows and greens. Students change their colors as needed to describe their status.

# **Release and Catch/7:2**:

When students are working on their own, they often need clarification or pointers so that they do not struggle for too long of a period or lose focus. A useful ratio of work time to checks for understanding or clarifying information is 7 minutes of work time (release), followed by 2 minutes of teacher-directed clarifications or use of one a quick-check strategies (catch).

# **Sticky Bars**:

Create a chart that describes levels of understanding, progress or mastery. Have students write their names or use an identifying symbol on a sticky note and place their notes on the appropriate place on the chart.

# **Table Tags:**

Place paper signs/table tents in three areas with colors, symbols or descriptors that indicate possible student levels of understanding or readiness for a task or target. Students sit in the area that best describes them, moving to a new area when relevant.

# **Thumb-Ometer (and other “-Ometers):**

To show degree of agreement, readiness for tasks, or comfort with a learning target/concept, students can quickly show their thinking by putting their thumbs up, to the side, or down. Feel free to get creative with other versions of “-Ometers” that allow students to physically demonstrate where they are with a target or concept.

# **Tracking Progress**:

Teachers post a chart on the wall and/or distribute individual charts displaying learning targets and levels of proficiency. Students indicate their self-assessed level of proficiency, usually multiple times. Students can use different colored dots, ink stamps, or markers and/or dates to indicate progress over time.

# **Turn and Talk**:

When prompted, students turn to a shoulder buddy or neighbor and, in a set amount of time, share their ideas about a prompt or question posed by the teacher or other students. Depending on the goals of the lesson and the nature of the Turn and Talk, students may share some key ideas from their paired discussions with the whole class.

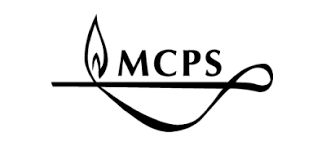
# **Whip-Around (Go-Around)**:

When a brief answer can show understanding, self-assessment, or readiness for a task, teachers ask students to respond to a standard prompt one at a time, in rapid succession around the room. Whiteboards: Students have small white boards at their desks or tables and write their ideas/thinking/ answers down and hold up their boards for teacher and/or peer scanning.

METS Secondary Literacy Instructional Guide

# Strategies for Building Academic Vocabulary





Montgomery County Public Schools

# **Components of Vocabulary Instruction**

Introduce and activate word meanings

1. Present words in a variety of contexts

2. Provide multiple opportunities to learn and expand on meanings

3. Promote active and generative processing

4. Provide ongoing assessment and communication of progress

# **Guidelines for Selecting Vocabulary**

|  |  |
| --- | --- |
| **Do...** | **Avoid...** |
| Less is more—depth is more. Teach fewer vocabulary terms, but teach them in a manner that results in deep understandings of each term. | Teaching or assigning words from textbooks just because they are highlighted in some way (italicized, bold face print, etc.). |
| Teach terms that are central to the unit or theme of study. These are terms that are so important that if the student does not understand them, s/he likely will have difficulty understanding the remainder of the unit. | Teaching or assigning words just because they appear in a list at the end of a text chapter. |
| Teach terms that address key concepts or ideas. While a text chapter may contain 15-20 vocabulary terms, there may be only 4 or 5 that address critical concepts in the chapter — sometimes only 1 or 2! | Teaching or assigning words that will have little utility once the student has passed the test. |
| Teach terms that will be used repeatedly throughout the semester. These are foundational concepts upon which a great deal of information will be built on over a long-term basis. | Assigning words the teacher cannot define. |
|  | Assigning large quantities of words. |
|  | Assigning words that students will rarely encounter again. |

# 

# 

# 

# 

# 

# 

# 

# 

# 

# 

# 

# 

# 

# **Contextual Redefinition**

Contextual Redefinition offers students specific steps for deducing the meaning of unknown (or unclear) words in a reading passage by seeking clues from their context in a larger text selection. This strategy encourages students… To focus on what is clear and obvious in a reading selection,

1. To state, as much as is possible, the author’s general intent/meaning in a passage, and

2. To use these observations to help interpret unclear terms and ideas within the known context.

Additionally, Contextual Redefinition calls for close attention to word order, syntax, parallel ideas, and examples as keys for predicting word meaning.

**Steps to Contextual Redefinition**

1. Select several keywords from a reading selection (especially words that have multiple meanings or might otherwise be unclear to readers). Write these words on the chalkboard.

2. Have students suggest definitions for these terms before reading the selection. Most likely, students will provide a range of definitions since the words are considered in isolation from any specific context. Some of the proposed definitions will be inexact, hinting at, but not fully defining, the term.

3. Record all definitions suggested on the chalkboard.

4. Have the students read the text selection, noting the specific sentences in which each of the words appears.

5. Ask students to revisit their previous definitions and see which, if any, reflect the use of these words in the context of the selection. Use dictionaries if student definitions lack enough clarity to match the contextual meaning of the words.

6. Reiterate that words have multiple meanings and uses and that the context of a word in a text selection determines its meaning.

**Learn More** Lenski, Susan D., Wham, Mary Ann, & Johns, Jerry L. (1999). *Reading and learning strategies for middle and high school students.* Dubuque, IA: Kendall/Hunt.

**Elaboration Techniques**

There are several elaboration techniques that appear to be particularly powerful facilitators of comprehension and memory of new terms. These are briefly described below.

**Elaboration technique #1**:

Teach new terms in context of a meaningful subject-matter lesson, and facilitate student discussion that centers on use of the new term. At some point, students should use the new term themselves in a sentence within the context of discussing broader topics. The traditional practice of having students look up definitions and then write sentences using the new terms likely stems from the idea that students must think of the term and create a context for which it might be appropriately used. While composing written sentences clearly is an important elaboration technique for the learner, essential to also include in the learning process is learning about the term within an overall context so that relational understanding can develop.

Although providing opportunities for students to elaborate about new terms requires a significant portion of class time, it is clearly a worthwhile instructional practice. The problem is, students are often expected to memorize the definitions of far more terms than there is time in class to elaborate upon. To provide meaningful opportunities for elaboration, we need to teach considerably fewer terms, and invest considerable more time in developing deep knowledge structures of those that are really essential for students to know. This means that students are typically expected to memorize far too many terms each week. The adage “less is more—depth is more” is very true in this case.

**Elaboration technique #2:**

Facilitate paraphrasing of new term's definitions so that students can identify the core idea associated with the overall meaning of the term, as well as distinguish the new term’s critical features. If you were to dissect the semantic structure of a new term, you would find that its definition actually has two main components: (i) The core idea of the new term is like its “gist” or main idea; and (ii) critical features of the definition are specific bits of information in the definition that clarify the broader, more general core idea. This is analogous to paraphrasing main ideas of paragraphs when reading in which the reader says what the overall paragraph was about (main idea) and indicates important details in the paragraph. With new terms, the goal is to paraphrase the core idea of the term and identify specific critical-to-remember details that clarify the core idea.

**Elaboration technique #3:**

Make background knowledge connections to the new term. While teaching the new term in context of a subject-matter lesson is a critical instructional technique, an equally important elaboration technique is for students to relate the term to something in which the students are already familiar. There is a wide array of methods by which students can formulate knowledge connections. For example, they can identify how the term is related to previous subject-matter they have learned, they can identify something from their personal life experiences the term reminds them of, they can create metaphors or similes for the term, or they can say how the term relates to understanding or solving some form of real-life problem. An essential part of this elaboration process is having the students explain the connection. For example, the students should not only say what personal experience the term makes them think of, but also why it reminds them of it.

**Elaboration technique #4**:

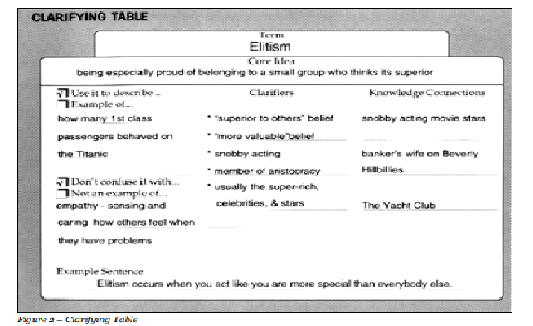
Identify examples/applications as well as non-examples/non-applications related to the new term’s meaning. Comprehension is greatly enhanced if the learner can accurately identify examples of the term or ways the new term can be appropriately applied within the context of discussing another context. For example, the term “peaceful resistance” might be used when describing Martin Luther King’s approach to solving racial discrimination problems.

You will likely find that students’ comprehension of new terms becomes considerably more focused and refined if they can also identify examples of what the term is not about or inappropriate applications of the term’s use. Having the student discuss of what the term is not an example, or other concept with which someone should not confuse it, can facilitate this.

**Elaboration technique #5:**

Create multiple formats for which students can elaborate on the meaning of new terms. Many teachers will utilize all of the above elaboration processes within the context of a class discussion, and yet some students still do not seem to “get it.” This is because the manner in which elaboration was facilitated was all “lip-ear,” or verbal or listening, forms of instruction. Writing elaborations, even for those where scripting is a laborious process, creates an opportunity for greater reflection on the term’s meaning. Other forms of elaboration involve use acting out via role-play the meanings of some terms or creating mnemonic pictures or stories that capture the essence of a new term’s meaning.

The Clarifying Routine focuses on ways each of the above forms of elaboration can be facilitated. The teacher uses an instructional tool, called a Clarifying Table, to facilitate these kinds of thinking behaviors. Figure 2 illustrates a Clarifying Table that was used in the context of an integrated unit with a “Titanic” theme.



# **Frayer Model**

The Frayer Model is a graphic organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by:

• Defining the term

• Describing its essential characteristics

• Providing examples of the idea, and

• Offering non-examples of the idea.

This strategy stresses understanding words within the larger context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and nonexamples.

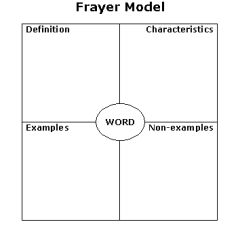
**Steps to the Frayer Model**

1. Explain the Frayer Model graphic organizer to the class. Use a common word to demonstrate the various components of the form. Model the type and quality of desired answers when giving this example.

2. Select a list of key concepts from a reading selection. Write this list on the chalkboard and review it with the class before students read the selection.

3. Divide the class into student pairs. Assign each pair one of the key concepts and have them read the selection carefully to define this concept. Have these groups complete the four-square organizer for this concept.

Ask the student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.



**Learn More**

Frayer, D., Frederick, W. C., and Klausmeier, H. J. (1969). A schema for testing the level of cognitive mastery. Madison, WI: Wisconsin Center for Education Research.

# **List/Group/Label**

The List/Group/Label strategy offers a simple three-step process for students to organize a vocabulary list from a reading selection. This strategy stresses relationships between words and the critical thinking skills required to recognize these relationships. List/Group/Label challenges students to:

• List key words (especially unclear and/or technical terms) from a reading selection.

• Group these words into logical categories based on shared features.

• Label the categories with clear descriptive titles.

**Steps to List/Group/Label**

1. Select a main topic or concept in a reading selection.

2. Have students list all words they think relate to this concept. Write student responses on the chalkboard. Note: Since the concept is presented without a specific context, many of the student suggestions will not reflect the meaning of the concept in the reading selection.

3. Divide the class into groups of 3 or 4 students. Have these teams join together related terms from the larger list. Have the teams provide “evidence” for this grouping—that is, require the students to articulate the common features or properties of the words collected in a group.

4. Ask the student groups to suggest a descriptive title or label for the collections of related terms. These labels should reflect the rationale behind collecting the terms in a group.

5. Finally, have students read the text selection carefully and then review both the general list of terms and their collections of related terms. Students should eliminate terms or groups that do not match the concept’s meaning in the context of the selection. New terms from the reading should be added, when appropriate. Terms should be “sharpened” and the groupings and their labels revised, when necessary.

**Learn More**

Taba, H. (1967) Teacher’s handbook for elementary social studies. Reading, MA: Addison-Wesley.

Lenski, Susan D., Wham, Mary Ann, & Johns, Jerry L. (1999).

# **Semantic Webbing**

Semantic Webbing builds a side-by-side graphical representation of students’ knowledge and perspectives about the key themes of a reading selection before and after the reading experience. Semantic Webs achieve three goals:

• “Reviving” or “reactivating” students’ prior knowledge and experience,

• Helping students organize both their prior knowledge and new information confronted in reading, and

• Allowing students to discover relationships between their prior and new knowledge.

*Semantic Webbing takes two forms: divergent webbing and convergent webbing.*

**Steps to Divergent Webbing**

1. Write a keyword or phrase from a reading selection on the chalkboard.

2. Have students think of as many words as they know that relate to this key idea. Write these words to the side on the chalkboard.

3. Ask students to group these words into logical categories and label each category with a descriptive title.

4. Encourage students to discuss/debate the choice of the category for each word. Write the students’ conclusions (the categories and their component words) on the chalkboard.

5. Finally, have the students read the text selection and repeat the process above. After reading, have students add new words and categories related to the key idea.

**Steps to Convergent Webbing**

1. Identify several themes in a reading selection. Write each theme at the top of a column on the chalkboard.

2. Ask students to share their prior knowledge on each of these themes. Write brief summary statements on this information beneath the appropriate category.

3. Encourage students to make predictions about how the text will handle the stated themes. Stress the context of the document (time frame, author’s background, subject matter, etc.) as the criteria for making these predictions.

4. Discuss the predictions and have the class decide which are best. Write these predictions under the appropriate category on the chalkboard.

5. Have students read the selection. Record any new information (beyond prior knowledge) students gained from reading. Encourage the group to evaluate the accuracy of their predictions.

6. Require students to revise the information recorded on the chalkboard based on their reading experience.

**Learn More** Maddux, C. D., Johnson, D. L., & Willis, J. W. Educational computing: Learning with tomorrow’s technologies. (Boston: Allyn & Bacon, 1997).

# **SVES (Stephens Vocabulary Elaboration Strategy)**

The Stephens Vocabulary Elaboration Strategy (SVES) requires students to maintain a vocabulary notebook. Whenever a new (or unclear) word confronts a student, the student writes and defines the term in the vocabulary notebook. Students should regularly review these words with the ultimate goal of integrating them into their working vocabularies.

This strategy stresses dictionary skills. Students use a dictionary to define new words and their parts of speech. The dictionary also points out the multiple meanings of many words. Students use critical thinking skills to analyze the specific content of a reading selection to determine the most appropriate definition of a word.

**Steps to Stephens Vocabulary Elaboration Strategy (SVES)**

1. Require students to obtain a spiral notebook to record new vocabulary words.

2. Ask students to write any new or unclear word in the notebook. Also, ask them to write the context in which the word was used.

3. Require students to write dictionary definitions (including the parts of speech) by any new word in their notebooks. For words with multiple definitions, students should select the most appropriate meaning for the context.

4. Encourage students to also define the terms in their own language and compare their thoughts with the dictionary definitions. Personal definitions should be revised to more precisely reflect the meaning conveyed in the dictionary, without sacrificing the individual’s vocabulary.

5. Ask students to regularly review their growing vocabulary list. Encourage students to use these new words in their written and oral presentations.

**Learn More** Brown, Jean E., Phillips, Lela B., and Stephens, Elaine C. (1993). Towards literacy: theory and applications for teaching writing in the content areas. Belmont, CA: Wadsworth.

# **Word Sort**

Often seen as a word identification, vocabulary and/or comprehension strategy, word sorts have been found useful in both elementary and secondary classrooms. In the secondary classrooms, content area teachers can use word sorts as both a pre-and post reading strategy. As a pre-reading strategy, students can use their background knowledge to sort words and set a purpose for reading. As an after-reading strategy, students can reflect on what they learned and process their understandings on the text and concepts (Johns & Berglund, 2002). In the elementary classroom, word identification may be based more on word families, parts of speech, or common roots. Either way, words sorts offer students a way to become more active in the words found in text and the world around them.

**There are two types of words: open and closed.** Both can be adapted to content area topics for math, social studies, science, and language arts (Vacca & Vacca, 1999). In closed word sorts, the teacher defines the process for categorizing the words. This requires students to engage in critical thinking as they examine sight vocabulary, corresponding concepts, or word structure.

|  |
| --- |
| **Closed Word Sort Sample** |
| **Categories (provided by teacher):** metals, nonmetals **Words:** nickel, bohrium, sulfur, mercury, bromine, lithium, krypton, cobalt |
| **Student Work Sample**  *Metals Nonmetals*  nickel lithium  bohrium bromine  mercury krypton cobalt sulfur |

In open word sorts, the students determine how to categorize the words, thereby, becoming involved in an active manipulation of words. While closed sorts reinforce and extend students’ ability to classify words and concepts, open sorts can prompt divergent and inductive reasoning (Vacca & Vacca, 1999).

|  |
| --- |
| **Open Word Sort Example** |
| **Words:** nickel, bohrium, sulfur, mercury, bromine, lithium, krypton, cobalt |
| **Student Work Sample (categories chose by students)**  *metals with luster and malleability*  nickel bohrium  mercury cobalt  *metals with high reactions*  lithium  *noble gases*  krypton  *nonmetals*  bromine sulfur |

# **Vocabulary Squares**

Vocabulary Squares is a strategy best used with texts that are at or slightly above a student’s Lexile measure, and it is an effective strategy in cases where the semantic dimension of a text may impede reading fluency. Vocabulary Squares consist of a four-part grid, each with a different label. Some sample labels include:

• Definition in your own words

• Synonyms

• Variations

• Part of speech

• Prefix/suffix/root

• Sketch

• Symbol.

For each identified vocabulary word, the student fills in appropriate information in each section of the grid. This helps students deepen their understanding of keywords necessary to aid comprehension or make meaning.

# **“Vocabulary Strategies” Anchor Chart (starter kit)**

• Read words and phrases before and after the word for hints

• Think about parts of the word that I already know (prefix, suffix, root)

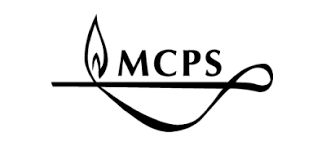
• Think about what kind of word it is (noun, verb, adjective, etc.)

• Substitute another word that would make sense

METS Secondary Literacy Instructional Guide

# Additional Resources





Montgomery County Public Schools

# **Anchor Charts: Making Thinking Visible**

**Purpose**

**•** Anchor charts build a culture of literacy in the classroom, as teachers and students make thinking visible by recording content, strategies, processes, cues, and guidelines during the learning process.

• Posting anchor charts keeps relevant and current learning accessible to students to remind them of prior learning and to enable them to make connections as new learning happens.

• Students refer to the charts and use them as tools as they answer questions, expand ideas, or contribute to discussions and problem-solving in class.

**Building Anchor Charts**

• Teachers build anchor charts with students to capture strategies and key ideas.

• Students add ideas to an anchor chart as they apply new learning, discover interesting ideas, or develop useful strategies for problem-solving or skill application.

• Teachers and students add to anchor charts as they debrief student work time, recording important facts, useful strategies, steps in a process or quality criteria.

• Students create anchor charts during small group and independent work to share with the rest of the class.



Above: <http://www.suite101.com>

**A Note on Quality**

• Anchor charts contain only the most relevant or important information.

• Post only those charts that reflect current learning and avoid distracting clutter— hang charts on clothes lines, or set-up in distinct places of the room; rotate charts that are displayed to reflect most useful content.

• Charts should be neat and organized, with simple icons and graphics to enhance their usefulness (avoid distracting, irrelevant details and stray marks).

• Organization should support ease of understanding and be accordingly varied based on purpose.

• Charts are best in simple darker earth tones that are easily visible (dark blue, dark green, purple, black and brown—use lighter colors for accents only).

*For a wide variety of sample anchor charts, see:* [www.readinglady.com/mosaic/tools/AnchorChartPhotographsfromKellyandGinger/](http://www.readinglady.com/mosaic/tools/AnchorChartPhotographsfromKellyandGinger/)

# **Annotating Text**

**Definition** Annotating text goes beyond underlining, highlighting, or making symbolic notations or codes on a given text. Annotation includes adding purposeful notes, key words and phrases, definitions, and connections tied to specific sections of text.

**Purpose** Annotating text promotes student interest in reading and gives learners a focused purpose for writing. It supports readers’ ability to clarify and synthesize ideas, pose relevant questions, and capture analytical thinking about text. Annotation also gives students a clear purpose for actively engaging with text and is driven by goals or learning target(s) of the lesson. Through the use of collaborative annotation (annotations made by multiple individuals on the same text), learners are given the opportunity to “eavesdrop on the insights of other readers” (Wolfe & Neuwirth, 2001). Both peers and instructors can provide feedback in order to call attention to additional key ideas and details. Annotating text causes readers to process information at a deeper level and increases their ability to recall information from the text. It helps learners comprehend difficult material and engage in what Probst (1988) describes as, “dialogue with the text.”

**Procedure**

1. Define the purpose for annotation based on learning target(s) and goals. Some examples include:

A. Locating evidence in support of a claim

B. Identifying main idea and supporting details,

C. Analyzing the validity of an argument or counter-argument

D. Determining author’s purpose

E. Giving an opinion, reacting, or reflecting

F. Identifying character traits/motivations

G. Summarizing and synthesizing

H. Defining key vocabulary

I. Identifying patterns and repetitions

J. Making connections

K. Making predictions

2. Model how to annotate text:

A. Select one paragraph of text from the reading, highlight or underline key word(s) or phrase(s) related

to the lesson’s purpose, using the “think aloud” strategy to share with students why you marked certain selections of the passage.

B. Based on your “think aloud,” model writing an annotated note in the margin, above underlined words

and phrases, or to the side of text.

3. Distribute the materials students will need, such as books, articles, highlighters, pencils, etc.

4. Practice annotating with students, choosing another paragraph/section of text, reminding them of the purpose. Have them highlight, underline, or circle relevant words and phrases in the reading and add annotations. Have students share what they selected and explain the annotation each made. Repeat over several classes or as necessary, working on gradual release toward student independence.

**References**

Porter-O’Donnell, C. (May, 2004). Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension. English Journal, 95: 82-89.

Probst, R. (Jan., 1988). Dialogue with a Text. English Journal, 77(1): 32-38.

Wolfe, J. L. and Neuwirth, C. M. (2001). From the Margins to the Center: The Future of Annotation. Journal of Business and Technical Communication, 15(3): 333-371.

# **“Close Readers Do These Things” Anchor Chart (starter kit)**

• Read the text slowly at least twice;

• Get the gist of what a text is about;

• Circle words you aren’t sure of and try to figure them out;

• Reread, annotate, and underline key vocabulary;

• Use the text to answer questions;

• Gather evidence (quotes) from the text

• Talk with each other about what you think it means;

• Read again to summarize or answer specific questions

**Helping Students Read Closely**

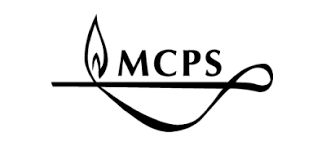
Determining the instructional sequence for close reading is based on three factors: the complexity and richness of the text to be read, the relative skill of the readers, and the tasks to be completed or understandings to be gained. Helping students grapple with complex text involves careful consideration of several factors and should be considered a series of decisions rather than a rigid protocol. **The goal of this process is to develop students’ ability to read rich complex text independently and proficiently.**

|  |  |
| --- | --- |
| **Evaluating the Text** | • Determine the **purpose for reading**. What will students understand or do with the information they acquire?  • Look ahead: Where is this heading? Why do students need this information? What is the assessment? What is the performance task?  • Choose compelling |
| **Analyzing the Text** | • How **complex** (by quantitative and qualitative) measures is this text?  • Should students first hear a particularly critical and difficult passage **read aloud**? (If so, students need to follow along.) Or can students first “have a go” on their own and then hear the text read aloud after?  • What excerpts are particularly critical and difficult because of either complexity or importance that students will read them **slowly, deeply, more than once**, and with support?  • Attend to **syntax** and **vocabulary**. Determine what vocabulary students might be able to learn in context and what words will need to be defined in advance or after a first read.  • What essential parts at the start of the text, if not understood, will steer students in the wrong direction? |
| **Launching the Text** | • Students read chunks of text **on their own**, or the teacher **reads aloud** (slowly, perhaps twice, with students following along to promote fluency).  • Students may need you to provide **word meanings**. Do this sparingly. Too many words before a text will overload students’ working memory whereas words introduced in context have more support. |
| **Students Independently Making Meaning** | • Students **reread chunks of text on their own for gist.** They think about what the text is about. Students make notes in the margins: what is this about?  • Support individual students as needed. |
| **Clearing Up Misconceptions/Modeling** | • Students discuss what they **currently understand** about the text as their teacher listens in.  • Focus on **key vocabulary**.  • Note which academic words require more attention (based on how abstract the word is). Support students in determining word meanings from context clues and morphology.  • If necessary, define key vocabulary.  • **Prompt** for evidence and text-based responses through a well-crafted sequence of questions, probing in the following ways:  • What does the text say?  • What evidence do you have for that?  • Is your evidence accurate? Relevant? Complete?  • Model only when needed, and only after students have had the first crack at the text. Use modeling as “mop-up.” |
| **Gathering Evidence From Text** | • Introduce or reintroduce **purpose** and **text-dependent questions**.  • Students **reread** to answer questions (literal ones as well as those that involve inferring, synthesizing, analyzing, or evaluating).  • Students **think and discuss their answers** in pairs or groups, focusing on details from the text.  • Students **write** answers to questions and/or **share answers orally** in response to teacher prompting (though writing is the best way to solidify and ensure understanding).  • Ultimately, students apply their learning from this text by selecting details as they compete research or writing tasks. |
| **Closure** | • Connect the work of the day to the **purpose.**  • Help **students reflect** on how well they are acquiring the expected knowledge and skill. |

METS Secondary Literacy Instructional Guide

# Meeting Students Needs Through Scaffolding





Montgomery County Public Schools

*Lessons that involve highly complex text require a great deal of scaffolding. Many of the suggestions we make in the Meeting Students’ Needs column of the NYS lessons are scaffolds—temporary instructional supports designed to help students successfully read texts that are supposedly too hard for them. Many scaffolds are excellent for all types of learners—English Language Learners (ELLs), students with special needs and/or students who are just generally challenged by reading. Scaffolding becomes differentiation when students access or have access to scaffolding only when needed. Scaffolds that are provided to the whole class might be appropriate and necessary, but whole class scaffolds are not differentiation.*

# **Front-End Scaffolding**

Front-end scaffolding is defined as the actions teachers take to prepare students to better understand how to access complex text before they read it. Traditionally, front-end scaffolding has included information to build greater context for the text, frontloading vocabulary, summarizing the text, and/or making predictions about what is to be read. Close analytical reading requires that teachers greatly reduce the amount of front-end scaffolding to offer students the opportunity to read independently and create meaning and questions first. It also offers students the opportunity to own their own learning and build stamina.

Examples of front-end scaffolding that maintain the integrity of close reading lessons include:

1. Using learning targets to help students understand the purpose for the reading

2. Providing visual cues to help students understand targets

3. Identifying, bolding, and writing in the margins to define words that cannot be understood through the

context of the text

4. Chunking long readings into short passages, (literally distributing sections on index cards, for example), so

that students see only the section they need to tackle

5. Reading the passage aloud before students read independently

6. Providing an audio or video recording of a teacher read-aloud that students can access when needed (such

as SchoolTube, podcasts, ezPDF, or GoodReader)

7. Supplying a reading calendar at the beginning of longer-term reading assignments, so that teachers in

support roles (special needs, ELL, AIS) and families can plan for pacing

8. Pre-highlighting text for some learners so that when they reread independently, they can focus on the

essential information

9. Eliminating the need for students to copy information—and if something is needed (such as a definition of

vocabulary), providing it on the handout or other student materials

# **Back-End Scaffolding**

Back-end scaffolding, on the other hand, is defined as what teachers plan to do after students read complex text to help deepen understanding of the text. When teachers provide back-end scaffolds, they follow the “Release-Catch-Release model,” allowing students to grapple with hard text FIRST, and then helping students as needed.

Examples of back-end scaffolds include, but are not limited to:

1. Providing “hint cards” that help students get “unstuck” so they can get the gist—these might be placed on

the chalkboard tray, for example, and students would take them only if they are super-stuck

2. Encouraging/enabling students to annotate the text, or—if they can’t write directly on the text—providing

sticky notes or placing texts inside plastic sleeves (GoodReader is an app that allows students to mark up text on an Ipad. Adobe Reader works on a wide variety of electronic platforms)

3. Supplying sentence starters so all students can participate in focused discussion

4. Placing students in heterogeneous groups to discuss the text and answer text-dependent questions

5. Providing task cards and anchor charts so that expectations are consistently available

6. Highlighting key words in task directions

7. Simplifying task directions and/or create checklists from them so that students can self-monitor their

progress

8. Placing students in homogeneous groups and providing more specific, direct support to the students who

need it most

9. If special education teachers, teachers of ELLs, teaching assistants, etc. are pushed in to the ELA block,

teaching in “stations” so that students work in smaller groups

10.Designing question sets that build in complexity and offer students multiple opportunities to explore the

answers

11.Students discuss the answer with peers, then write answers independently and defend answers to the

whole class

12.Provide time for students to draft write responses before asking for oral response

13.Identifying and defining vocabulary that students struggled with

14.Using CoBuild (plain language) dictionaries

15.Providing partially completed or more structured graphic organizers to the students who need them 16.Providing sentence or

paragraph frames so students can write about what they read

17.AFTER students have given it a shot: Examine a model and have students compare their work to the model

and then revise.

18.AFTER students have given it a shot: Provide a teacher think-aloud about how he/she came to conclusions

and have students revise based on this additional analysis.

19.AFTER students have given it a shot: Review text together as a class (using a smartboard or document

camera) and highlight the evidence.

**Examples of Meeting Students’ Needs Notes from Lessons**

|  |
| --- |
| **Assessment** |
| Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. |
| Discussing and clarifying the language of learning targets helps build academic vocabulary. |
| Providing specific and focused feedback, helps students to set concrete goals for reaching learning targets. |
| Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most. |
| Co-constructing the rubric based on the learning targets outlined from the standards, allows students to envision a clear picture of what meeting these targets will look like as they write their editorials. Research shows that engaging students in the assessment process engages, supports, and holds students accountable for their learning. This practice helps all learners, but it supports struggling learners the most. |
| **English Language Learners Note: Many of these examples could be generalized to include “Students that Struggle…”** |
| Consider providing nonlinguistic symbols (e.g., two people talking for discuss, a pen for record, a magnifying glass for details, a light bulb for main idea) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. Specifically, these can be used in directions and learning targets. |
| To further support ELL students consider providing definitions of challenging vocabulary in student’s home language. Resources such as Google translate and bilingual translation dictionaries can assist with one word translation. |
| ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words (e.g., law, peace, etc.) that most students would know. |
| For students needing additional supports and ELLs, consider providing smaller chunks of text, sometimes just a few sentences for a close read. Teachers can check in on students’ thinking as they speak about their text. |
| Consider partnering ELL students who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language. |
| **Protocols and Discussion** |
| Use of protocols (like Back-to-Back and Face-to-Face) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills. |
| Use of protocols (like Back-to-Back and Face-to-Face) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills. |
| Mixed ability grouping of students for regular discussion and close reading exercises will provide a collaborative and supportive structure for reading complex texts and close reading of the text. Determine these groups ahead of time. |
| **Complex Text/Close Reading/Vocabulary** |
| Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: they are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud. |
| For students that struggle with reading grade-level text, consider chunking the text for them on to separate sheets of paper. This makes the reading of complex texts more manageable and allows them to focus on one small section at a time. |
| Text-dependent questions can only be answered by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding. |
| Some students may benefit from having access to “hint cards”: small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say, “check back in the third paragraph on page 7.” |
| Some students may benefit from having key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers. |
| **Writing/Note Taking** |
| Consider having students who struggle with on-demand writing to talk with a partner before they respond to the question in writing. |
| Graphic organizers and recording forms provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning and engage students more actively. |
| Some students may benefit from only receiving Section 1 of the text. This keeps them from being overwhelmed with the amount of text they will be working with. |
| Providing models of expected work supports all learners but especially supports challenged learners. |
| Varying the methods of response for students makes the task accessible for all students. Offer students a choice to draw the things they notice instead of writing. |
| **Additional Examples** |
| Guiding Questions provide motivation for student engagement in the topic, and give a purpose to reading a text closely. |
| Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas. |
| Adding visuals or graphics to anchor charts can aid students in remembering or understanding key ideas or directions. |
| Many students will benefit from seeing questions posted on the Smartboard or via a document camera but reveal questions one at a time to keep students focused on the question at hand. |
| Some students may benefit from being privately prompted before they are called upon in a cold call. Although cold calling is a participation technique that necessitates random calling, it is important to set a supportive tone so that use of the cold call is a positive experience for all. |

# **Rubric Basics**

What are rubrics? Rubrics are an assessment tool for communicating expectations of quality. They include the criteria that will be evaluated, describe various levels of quality, and are typically linked to learning targets. Rubrics are used to communicate about and assess complex products, performances, or process tasks. They provide a basis for self-assessment, reflection, peer assessment, and teacher assessment.

**What sets a rubric apart?**

Rubrics are often confused with checklists, scoring guides, and criteria lists. Below are definitions that help clarify the differences between these tools.

• **Checklists** Checklists generally include only the factors that will be evaluated. For example, a checklist may indicate that a product needs to exhibit originality, neatness, use of multiple sources, use of vocabulary words, and an illustration. Another example is a statement like, “Your product needs to include a thesis and 3 supporting pieces of evidence, 5 paragraphs, a chart, and a graph.” A student could have checks in every box but still end up with a low-quality product because there is no description of quality.

• **Scoring Guides** Scoring guides include how each criterion is weighted – whether in points, percentages, or another approach. For example, a scoring guide based on percentages might indicate that Ideas are worth 50%, Organization, 30%, Word Choice, 20%.

• **Criteria Lists** Criteria lists include both the criteria and a descriptor of proficiency; in other words, the “accomplished” or “proficient” section of a rubric. Criteria lists describe what factors matter and what they look like when done with quality. They don’t spell out all the levels of quality; they just describe expected quality.

• **Rubrics** Rubrics include the criteria that will be evaluated and describe various levels of quality. The levels of quality are often labeled with the language of “beginning, developing, accomplished, exemplary” and associated with the numbers “1, 2, 3, 4”. Rubrics are typically more useful for students when assessing their own work, because they can match the work to the language of the rubric description and determine where their work falls in regard to each criterion. Rubrics give students language to describe the different levels of quality so they can better describe their work and take incremental steps toward achieving quality.

**Common Features**

Rubrics can be created in a variety of forms and levels of complexity; however, they all contain three common **features**:

1. They focus on measuring one or more stated **learning targets** (content, skills, character, and/or craftsmanship).

2. They use a **range** to rate performance.

3. They contain specific performance characteristics arranged in levels indicating the **degree** to which a learning target has been met. (Pickett and Dodge, 2001)

**Advantages of Rubrics**

Rubrics offer several advantages. Most importantly, many experts believe that rubrics improve students' end products/performances and therefore increase learning. When students receive rubrics beforehand, they understand what they will be assessed on and what level of quality is expected, allowing them to prepare accordingly and take ownership over their own learning. Additional advantages include:

1. Rubrics improve student performance by clearly showing the student how their work will be evaluated and

what is expected.

2. Rubrics help students become better judges of the quality of their own work.

3. Rubrics allow assessment to be more objective and consistent.

4. Rubrics force the teacher to clarify his/her criteria in specific terms.

5. Rubrics reduce the amount of time teachers spend evaluating student work.

6. Rubrics promote student awareness about the criteria to use in assessing peer performance.

7. Rubrics provide useful feedback to the teacher regarding the effectiveness of the instruction.

8. Rubrics provide students with more informative feedback about their strengths and areas in need of

improvement.

9. Rubrics accommodate heterogeneous classes by offering a range of quality levels.

10.Rubrics are easy to use and easy to explain.

**Creating and Using Rubrics**

Here is a suggested seven-step method for creating and using rubrics:

1. Invite students to **analyze models of work** that range from strong to weak.

2. **Identify criteria** to be used in the rubric, allowing for discussion of what matters most.

3. **Articulate gradations of quality**. These categories should concisely describe the levels of quality (ranging from novice to expert/

beginning to exemplary) based on the range of work samples. Using a conservative number of gradations keeps the rubric

user-friendly while allowing for fluctuations that exist within an average range.

4. **Practice applying the rubric with models.** Students can test the rubrics on sample work provided by the teacher. This practice can

build students’ confidence by showing how the teacher would apply the rubric to their own work. It can also facilitate student/teacher

agreement on the reliability of the rubric.

5. **Provide opportunities for self- and peer assessment** along the way.

6. **Revise the work** based on the feedback from self- assessment, peer assessment, and/or teacher assessment

7. **Use the rubric for summative assessment.** (Goodrich, 1996)

**References**

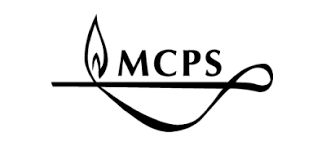
Dodge, B. and Pickett, N. (2001, October 22). Rubrics for Web Lessons. Retrieved from <http://edweb.sdsu.edu/webquest/rubrics/weblessons.htm>.

Goodrich, H. (1996). “Understanding Rubrics.” Educational Leadership, 54 (4), 14-18.

METS Secondary Literacy Instructional Guide

# Graphic Organizers





Montgomery County Public Schools

**Note-Catchers**

• What Do You See — A note-catcher for observing photos

• Notice and Wonder

• Venn Diagram — Blank

• BBK Jigsaw Expert Recording Form — Form designed for jigsaw participants to record main points and questions from group members' presentations of expert texts; can be used during “expert text” sharing stage of Mystery Piece Building background Knowledge Workshop.

• Observe, Question, Infer

• What? So What? Now What?

• Four-Square Graphic Organizer

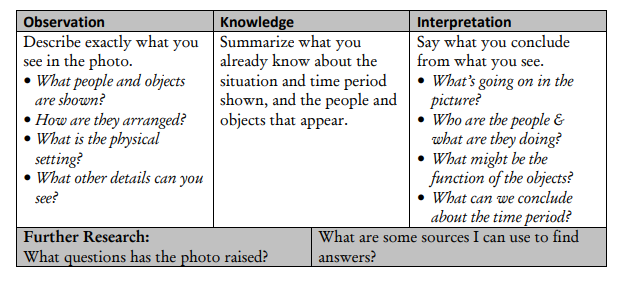
• Paragraph - Accordion Graphic Organizer

• Topic Expansion Graphic Organizer

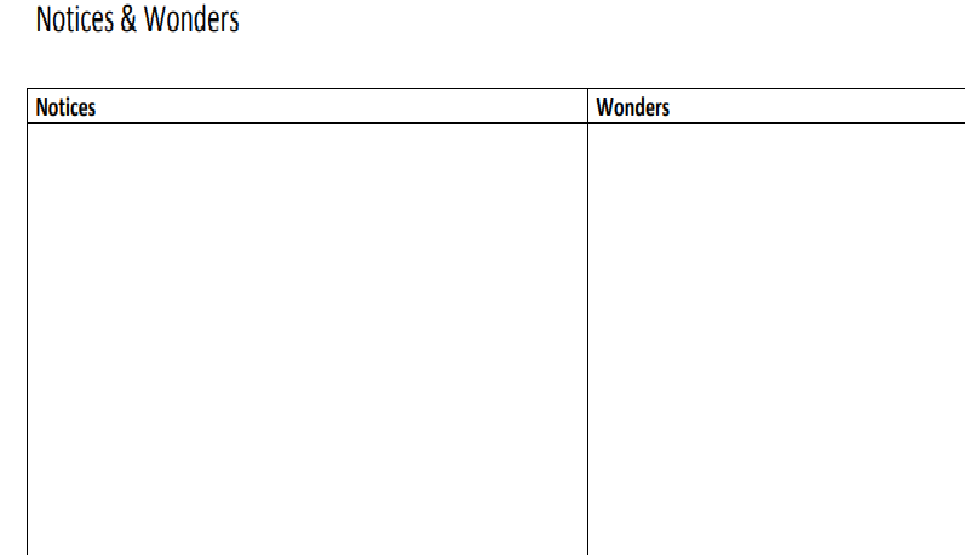
**Recording Forms**

• BBK Recording Form

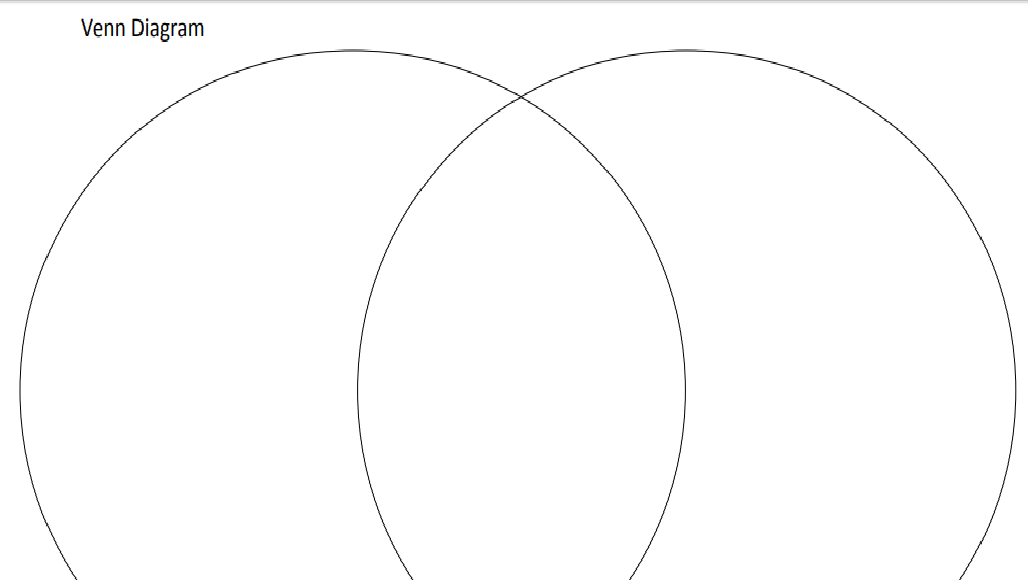
# **What Do You See?**



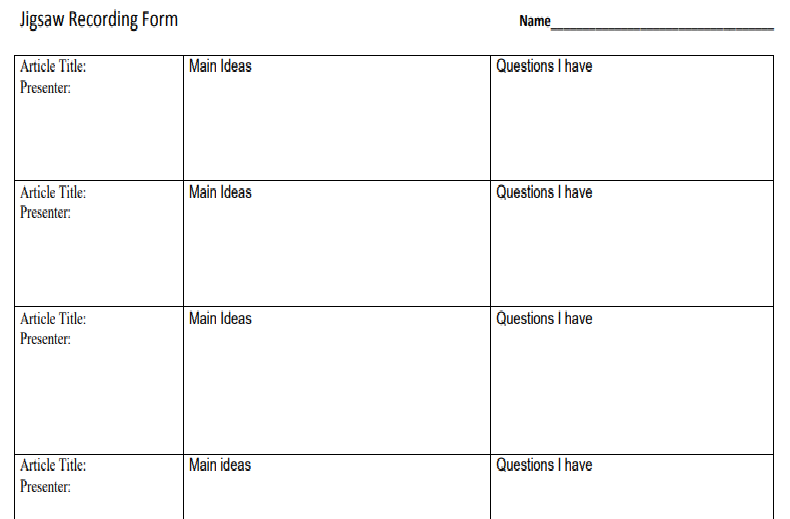
# **Notices & Wonders**



# **Venn Diagram**

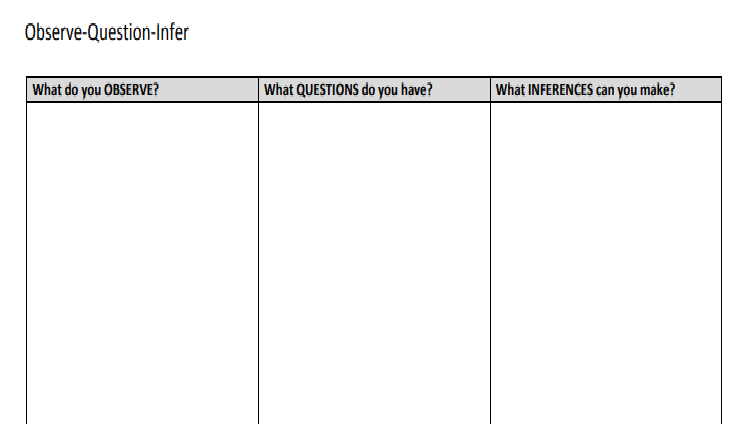


# **Jigsaw Recording Form**

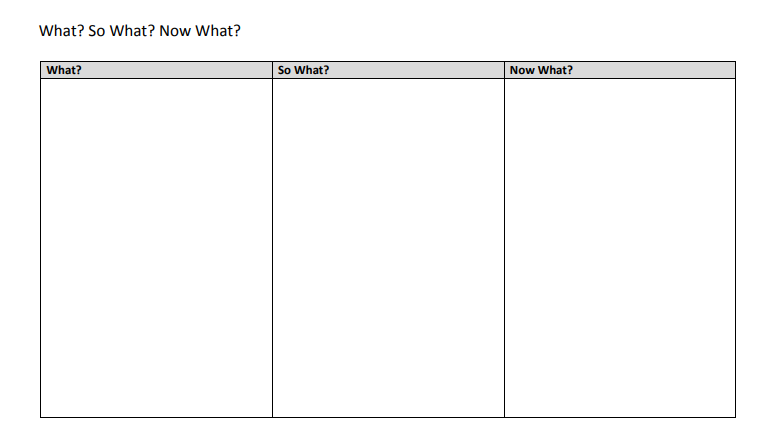


**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# **Observe-Question-Infer**

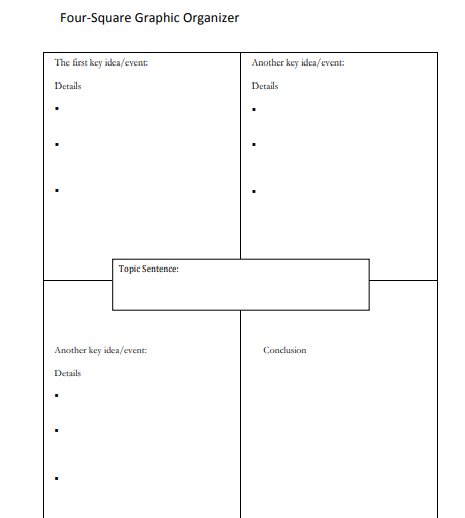


What? So What? Now What?

****

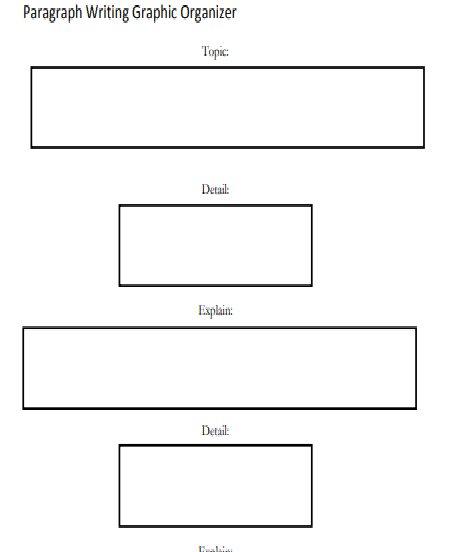
2011

**Four-­‐Square Graphic Organizer**

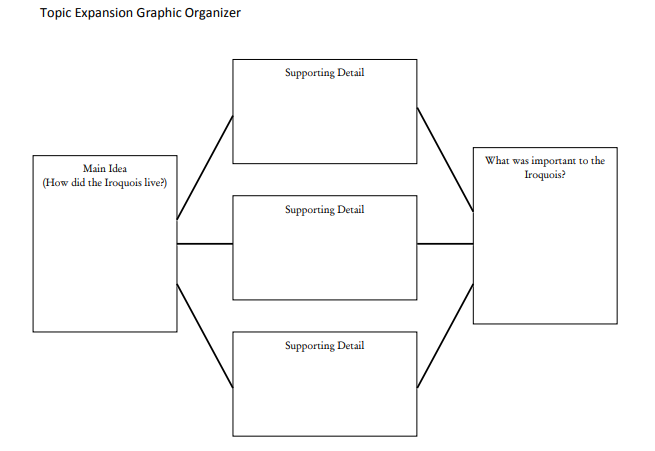


(For more information about the Four-Square approach see: Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills, Gould, E.J and Gould, J.S., Teaching and Learning Company, 1999).

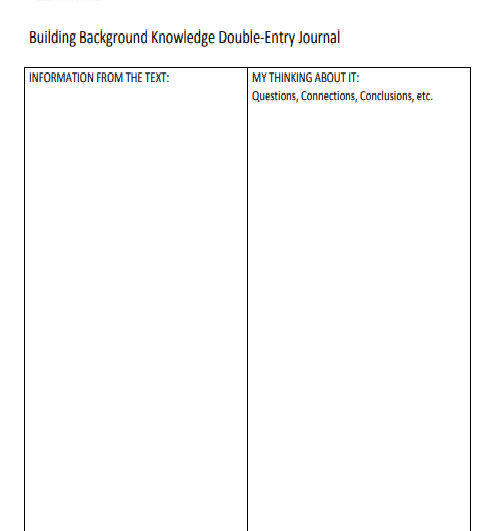
# **Paragraph Writing Graphic Organizer**



# **Topic Expansion Graphic Organizer**



**Building Background Knowledge Double-Entry Journal**

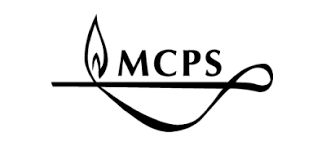


METS Secondary Literacy Instructional Guide

# Scaffolding Instruction for English Language Learners:

**A Resource Guide for English Language Arts**





Montgomery County Public Schools

**Diane August**

***American Institutes for Research***

**Diane Staehr Fenner**

**Sydney Snyder**

***DSF Consulting***

**Contents**

**Page**

[**Introduction 0**](#_30j0zll)

[Overview 1](#_1fob9te)

[General Approach 2](#_3znysh7)

[Use Scaffolding Techniques and Routines Consistent With the Common Core State Standards and Recent Research 2](#_2et92p0)

[Differentiate Instruction for Students at Diverse Levels of English Proficiency 5](#_tyjcwt)

[Conventions Used to Describe AIR Scaffolding 5](#_3dy6vkm)

[References 8](#_1t3h5sf)

[**Core Knowledge Lessons 10**](#_4d34og8)

[Core Knowledge Skills Routines 11](#_2s8eyo1)

[Overview 11](#_17dp8vu)

[Routines 11](#_3rdcrjn)

# [Expeditionary Learning Lessons 42](#_z337ya)

# METS TIER 2[, Module 2, Unit 3, Lesson 3: “Tackling the Trash” 43](#_3j2qqm3)

[Overview 43](#_1y810tw)

[1. Opening 45](#_4i7ojhp)

[2. Work Time 47](#_2xcytpi)

[3. Closing and Assessments 61](#_1ci93xb)

[4. Homework 62](#_3whwml4)

# **Introduction**

## **Overview**

The Common Core State Standards for English Language Arts (Common Core State Standards Initiative, 2010) reflect the knowledge and skills that all students, including English language learners (ELLs), need for success in college and careers. This resource guide is intended to explain and demonstrate how ELLs can be supported in meeting the New York State P–12 Common Core Learning Standards (NYS CCLS), New York State’s version of these standards.

Although all students will need support at the word, sentence, and text levels to meet these new, challenging standards, ELLs will benefit from additional support because they are learning language and content in their new language concurrently. All students need support at the word level to deal with words with multiple meanings, unfamiliar vocabulary, and archaic language (see Fisher, Frey, & Lapp, 2012); ELLs benefit from additional support because they will encounter many more general academic and domain-specific words that are unfamiliar, greatly reducing comprehension. At the sentence level, all students need support to master sophisticated figurative language and nonstandard dialects of English (Fisher, Frey, & Lapp, 2012). ELLs will benefit from additional support to help them understand the complex syntax of English characterized by compound and complex sentences. Finally, at the text level, all students need support to comprehend text that distorts the organization of time (e.g., flashbacks or foreshadowing), uses few text features or graphics, has multiple levels of meaning, or addresses topics that require specialized content knowledge (Fisher, Frey, & Lapp, 2012). ELLs will benefit from additional support to understand English text because of its extensive use of reference chains where the same people, things, or events are linked throughout a text using pronouns (e.g., he, they, it) or the same concepts are linked using multiple expressions.

The resource guide begins by describing research-based scaffolds and routines that will assist ELLs in meeting the NYS CCLS and mastering the New York State Common Core English Language Arts curriculum. Scaffolds are defined as temporary instructional supports that help make rigorous grade-level curriculum accessible to all students, including ELLs. The scaffolding techniques and routines for ELLs included here are based on recent research on effective instructional methods for supporting ELLs. The guide then explains how scaffolding has been differentiated to meet the needs of ELLs at different levels of English proficiency. Finally, the guide presents six English languages arts prototypes that demonstrate how the scaffolds have been applied to lessons developed by Core Knowledge, Expeditionary Learning, and Public Consulting Group for New York State. It explains the conventions used to insert scaffolds into the lessons. The following table displays the English language arts prototypes by grade span.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Prototype** | **Module/Component** | **Lesson** | **Grade Span** |
| Skills Strand | NA | NA | P–2 |
| “A Father and His Son in Mesopotamia” | 1 | 1 | P–2 |
| Determining the Main Idea and Key Details: “Tackling the Trash” | 4 | 3 | 3–5 |
| Identifying an Author’s Opinions and Evidence: “The Value of Sports in People’s Lives” | 3A | 2 | 3–5 |
| Analyzing a Model Position Paper: “Facebook: Not for Kids” | 4A | 1 | 6–8 |
| “A Work of Art Is Good if It Has Arisen Out of Necessity” | 1 | 1 | 9–12 |

## **General Approach**

### **Use Scaffolding Techniques and Routines Consistent With the Common Core State Standards and Recent Research**

AIR has ensured that the scaffolding techniques and routines are consistent with the New York State P–12 CCLS by aligning them with criteria in the Evaluating Quality Instructional Programs (EQuIP) rubric. EQuIP is a rubric that 35 states are using. The rubric provides criteria to determine the quality and alignment of curricular lessons and units to the Common Core State Standards. As is consistent with the criteria set by EQuIP, the prototyped lessons that follow are aligned to the depth of the Common Core, address key shifts in the Common Core, are responsive to ELL learning needs, and regularly assess whether students are developing standards-based skills.

The scaffolding techniques and routines used in these lessons also are consistent with findings from research reported in the recently released Institute of Education Sciences Practice Guide focused on teaching academic content and literacy to English language learners (Baker et al., 2014) and from research related to reading for multiple purposes (August & Shanahan, 2006) and the use of home language instruction for helping ELLs develop literacy and content knowledge in English (e.g., Francis, Lesaux, & August, 2006). The research-based scaffolding techniques include teaching academic vocabulary intensively across several days using a variety of techniques, integrating oral and written English language instruction into content area teaching, providing regular structured opportunities to read for multiple purposes, providing regular opportunities to develop written language skills, and capitalizing on students’ home language skills and knowledge.

#### **Teach Academic Vocabulary**

In the lessons that follow, vocabulary is selected for instruction because it is important for understanding the text and appears frequently across texts at the target grade level. The scaffolding techniques used to teach academic vocabulary in these lessons are consistent with recent research (Carlo et al., 2004; Lesaux, Kieffer, Faller, & Kelley, 2010; Lesaux, Kieffer, Kelley, & Harris, in press; Silverman & Hines, 2009: Vaughn et al., 2009). The techniques include “using engaging informational texts as a platform for intensive vocabulary instruction; choosing a small set of academic vocabulary words for in-depth instruction; teaching vocabulary in depth using multiple modalities (writing, listening, and speaking); and teaching” students word learning strategies to help them independently figure out the meanings of words (Baker et al., 2014, p. 6). In the lessons, engaging text is used as a platform for intensive vocabulary instruction. Conceptually complex vocabulary is pre taught—before students use visuals and before the teacher provides student-friendly definitions and translations, exposure to target words in varied contexts, and experiences that promote deep processing of word meanings. Vocabulary that is less complex is taught through embedding comprehensible definitions into the text and discourse surrounding the text. The instruction is intensive because, throughout the lessons, students are helped to acquire vocabulary through glossaries and text-dependent questions that focus on the meanings of words and phrases in the text. Multiple modalities are used to teach vocabulary: Teachers use language, gestures, and visuals to clarify words’ meanings. Teachers teach students word-learning strategies that use cognate knowledge, context, dictionaries, and morphology to help uncover the meanings of unknown words and phrases.

#### **Integrate Oral and Written Language Instruction Into Content Area Teaching**

The scaffolding techniques used to integrate oral and written language into content area instruction in the lessons that follow are consistent with recent research (August, Branum-Martin, Cardenas-Hagan, & Francis, 2009; Brown, Ryoo, & Rodriquez, 2010; Ryoo, 2009; Silverman & Hines, 2009; Vaughn et al., 2009). Techniques include “strategically using instructional tools such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content; explicitly teaching the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction; providing daily opportunities for students to talk about content in pairs and small groups; and providing writing opportunities to extend student learning and understanding of the content material” (Baker et al., 2014, p. 6). For example, the lessons strategically use instructional tools such as short videos, visuals, and graphic organizers to make text and discourse comprehensible. Other scaffolding techniques are the use of supplementary questions that guide students to the answers for more overarching text-dependent questions and glossaries that define words and phrases important for understanding the text. The lessons explicitly teach and provide students with opportunities to use both content-specific and general academic vocabulary before close reading, during close reading, and after close reading. Almost all lesson activities provide opportunities for partner talk. Students have ongoing opportunities to extend learning. They write constructed responses to questions while reading narratives, informational or explanatory texts, and arguments connected to the anchor text.

#### **Provide Regular, Structured Opportunities to Read for Multiple Purposes**

The Common Core State Standards call for reading for multiple purposes. The importance of providing ELLs with opportunities to read for multiple purposes is supported by research (August & Shanahan, 2008. First, if the text contains cultural, historical, or thematic information ELLs are unlikely to have acquired, they read short supplementary texts to help them acquire such knowledge. Second, teachers read the anchor text aloud to model fluent reading while students listen and follow along in their texts. The oral reading provides opportunities for teachers to define vocabulary in context. Third, ELLs read to answer questions about key ideas and details. Fourth, students reread the text to identify vocabulary and sections of the text they did not originally understand. Finally, ELLs revisit the text to analyze craft and structure and integrate knowledge and ideas. The scaffolding techniques described in the other section of the approach are used throughout.

#### **Provide Regular, Structured Opportunities to Write**

The scaffolding techniques used for writing in the following lessons are consistent with recent research (Kim et al., 2011; Lesaux et al., in press). Techniques include “providing writing assignments that are anchored in content and focused on developing academic language as well as writing skills; providing language-based supports to facilitate student’s entry into and continued development of writing; using small groups or pairs to provide opportunities for students to work and talk together on varied aspects of writing; and assessing students’ writing periodically to identify instructional needs and provide positive constructive feedback in response” (Baker et al., 2014, p. 6). For example, in the prototyped lessons, all writing is anchored in content that students have read, and focuses on developing academic language through questions that require students to talk in pairs and then write. All writing assignments provide language-based supports such as glossaries, word banks, sentence frames, and starters (as needed) and graphic organizers to facilitate students’ entry into and continual development of writing. For both short, constructed-response writing during close reading and more extended writing, students have opportunities to talk with each other. For constructed-response writing, they talk with a partner to answer questions before writing. For longer writing assignments, students work in pairs to generate ideas and organize their thoughts with a graphic organizer before writing. In the lessons, students write responses to pre- and post- assessments to help teachers identify areas of weakness and growth. Teachers edit longer pieces of writing and confer with students to help them improve their writing skills.

#### **Capitalize on Students’ Home Language Skills and Knowledge**

The scaffolds in the previous sections may be helpful to all students. Scaffolds unique to ELLs are those that capitalize on their home language knowledge and skills to help them acquire the knowledge and skills of a new language. A large body of research indicates that ELLs draw on conceptual knowledge and skills acquired in their home language in learning their new language (Dressler, 2006) and that instructional methods that help ELLs draw on home language knowledge and skills promote literacy development in the new language (August et al., 2009; Carlo et al., 2004; Liang, Peterson, & Graves, 2005; Restrepo et al., 2010). In the prototyped lessons that follow, scaffolds that help students draw on home t language knowledge and skills include glossaries that include home language translations; theme-related reading in students’ home language; bilingual homework activities; and routines that pair ELLs who are at emerging levels of language proficiency with bilingual partners so that discussions can occur in students’ home language and in English. In addition, teachers teach students who speak a cognate language to use home-language cognate knowledge to figure out the meanings of unknown words in English.

In the lessons that follow, the scaffolds that capitalize on home language knowledge and skills are modeled in Spanish. These models can be used to develop similar scaffolds for students from other home-language backgrounds. The cognate activities will be helpful, however, only for ELLs whose home language shares cognates with English.

## **Differentiate Instruction for Students at Diverse Levels of English Proficiency**

The New York State New Language Arts Progressions specify four levels of proficiency and literacy for ELLs—entering, emerging, transitioning, expanding—and one level of proficiency for ELLs that have just become proficient in English—commanding. In the prototypes that follow we describe and demonstrate scaffolding for ELLs at the four levels of proficiency. Scaffolds are not included for students at the commanding level because students at that level may not need additional support. ELLs at all levels of proficiency have access to scaffolds that provide multiple means of representation, action and expression, and engagement. ELLs at the entering and emerging levels of proficiency have access to text and instructions in their home language as well as in English. In addition, they have sentence frames to help them respond to text-dependent questions posed throughout the lesson. ELLs at the transitioning levels of proficiency have access to sentence starters. All students at these levels, as well as ELLs at the expanding level of proficiency, have access to word banks to help them engage in partner conversation and answer text-dependent questions. Teachers can differentiate further to meet the needs of students in their classrooms. For example, for students at transitioning and expanding levels of proficiency, teachers might reduce the background knowledge provided, vocabulary taught, and supplementary questions asked and their use of other scaffolds such as graphic organizers that make content presented in a second languages more accessible. For students at the transitioning and expanding levels of proficiency, teachers might provide students with text in their home language prior to reading the text in English even if the goal of instruction is English literacy.

The prototyped lesson activities labeled “[ALL]” indicate methods used for ELLs at all levels of proficiency; those labeled “[EN]” are for students at entering levels of proficiency; those labeled “[EM]” are for students at emerging levels of proficiency; those labeled “[TR]” are for students at transitioning levels of proficiency; and those labeled “[EX]” are for students at expanding levels of proficiency.

## **Conventions Used to Describe AIR Scaffolding**

The original lessons are posted on the EngageNY website, and AIR provides links to these lessons. The conventions that follow describe how the AIR scaffolds have been superimposed on these lessons. An example follows the description of these conventions.

AIR has added additional supports to almost all existing lesson components. These are labeled *AIR additional supports*, and describe the scaffolds added to the component. However, in some instances, as demonstrated in the example below, AIR has added new activities as well. *AIR new activity* refers to an activity not in the original lesson that AIR has inserted into the original lesson. For example, Background Knowledge (AIR New Activity 2 for Work Time)is a new activity AIR has added to the Work Time component of the Expeditionary Learning lesson. Because it is the second AIR new activity associated with Work Time, it is labeled activity 2. If there is only one new activity associated with a component of the original lesson, it is not numbered. *AIR instructions for teachers* are instructions AIR has added that describe how a teacher might implement the activity. *AIR instructions for students* are instructions AIR has added for students. In some instances AIR has added student exercises that accompany the instructions for students. The following example from the Expeditionary Learning curriculum demonstrates *AIR additional supports*, *AIR instructions for teachers,* *AIR instructions for students*, and exercises for an AIR activity that has been inserted into the original lesson.

**Example: Background Knowledge (AIR New Activity 2 for Work Time)**

|  |  |  |
| --- | --- | --- |
| **AIR Additional Supports**  Students look at a map and picture of the Mississippi and read a brief description of the river; they watch a short video clip about the river; they answer questions about both to develop background knowledge. Providing a glossary offers additional support for all students. Sentence frames support ELLs at entering (EN) and emerging (EM) levels of proficiency. Sentence frames support ELLs at transitioning (TR) levels of proficiency. | | |
| **AIR Instructions for Teachers**   * Show students the picture and map of the Mississippi. * Ask students to read the short text using the glossary as needed. Then students should answer the questions provided. * To provide additional background information on flooding, show the short clip. Have students read the questions before watching the video. Show the video once or twice. After watching the video have students answer the questions using the glossary as needed. | | |
| **AIR Instructions for Students**   * Look at the picture and map of the Mississippi. * Read the short text and answer the questions. Use the glossary to look up unfamiliar words. * Watch the short video clip. Before you watch, read the questions about the video. Answer the questions. Use the glossary to look up unfamiliar words that appear in the video. | | |
| **The Mississippi River** | | |
|  | |  |
| **The Mississippi River** | **Glossary** | |
| The Mississippi River is the largest river in the United States. The part of the Mississippi River from its **headwaters** to St. Louis is called the **Upper** Mississippi. East Moline, Chad’s hometown, **is located on** the Upper Mississippi. The Mississippi River has experienced a lot of **pollution**, and there is a lot of trash in the river and along the **shoreline**. | *headwaters*—the beginning of a river  *upper*—higher in place  *is located on*—is next to  *pollution*—poisons, waste, or other things that hurt the environment  *shoreline*—the place where land and water meet | |
| **Questions**   1. What is the longest river in the United States? [ALL] The largest river in the United States is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the longest river in the United States. [EN, EM] 2. The Upper Mississippi runs between which two points? [ALL] The Upper Mississippi runs between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[TR]. The Upper Mississippi runs between \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] 3. Where is Chad’s hometown? [ALL] Chad’s hometown is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] Chad’s hometown is located on the \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] 4. What is a problem the Mississippi has experienced? [ALL]  A problem the Mississippi has experienced is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] The river has experienced \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] 5. Where is the trash located? [ALL] The trash is located \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] The trash is located in the \_\_\_\_\_\_\_\_\_\_\_\_\_ and along the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] | | |

## **References**

August, D., & Shanahan, T. (Eds.). (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth.* Mahwah, NJ: Lawrence Erlbaum Associates.

August, D., & Shanahan, T. (Eds.). (2008). *Developing reading and writing in second-language learners.* New York: Routledge.

August, A., Branum-Martin, L., Cardenas-Hagan, E., & Francis, D. J. (2009). The impact of an instructional intervention on the science and language learning of middle grade English language learners. *Journal of Research on Educational Effectiveness, 2*(4), 345–376. doi:10.1080/19345740903217623

Baker, S., Lesaux, N. Jayanthi, M., Dimino, J. Proctor, C. P., Morris, & J. Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). Washington, DC: U.S. Department of Education, Institute for Education Sciences, National Center for Education Evaluation and Regional Assistance.

Brown, B., Ryoo, K., & Rodriguez, J. (2010). Pathways towards fluency: Using “disaggregate instruction” to promote science literacy. *International Journal of Science Education, 32*(11), 1465–1493. doi:10.1080/09500690903117921

Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D. N.,…White, C. E. (2004). Closing the gap: Addressing the vocabulary needs for English language learners in bilingual and mainstream classrooms. *Reading Research Quarterly, 39*(2), 188–215. doi:10.1598/RRQ.39.2.3

Common Core State Standards Initiative. (2010). *Common Core State Standards for English language arts & literacy in history/social studies, science, and technical subjects.* Washington, DC: Author. Retrieved from <http://www.corestandards.org/>

Denton, C. A., Wexler, J., Vaughn, S., & Bryan, D. (2008). Intervention provided to linguistically diverse middle school students with severe reading difficulties. *Learning Disabilities Research & Practice, 23*(2), 79–89. doi:10.1111/j.1540-5826.2008.00266.x

Dressler, C., with Kamil, M. L. (2006). First- and second-language literacy. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners: Report of the National Literacy Panel on language minority children and youth* (pp. 197–238). Mahwah, NJ: Lawrence Erlbaum Associates.

Fisher, Frey, & Lapp (2012). *Text complexity: Raising rigor in reading*. Newark, DE: International Reading Association

Francis, D., Lesaux, N., & August, D. (2006). Language of instruction. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners* (pp. 365–414). Mahwah, NJ: Lawrence Erlbaum Associates.

Kim, J., Olson, C. B., Scarcella, R., Kramer, J., Pearson, M., van Dyk, D.,… Land, R. (2011). A randomized experiment of a cognitive strategies approach to text-based analytical writing for main-streamed Latino English language learners in grades 6 to 12. *Journal of Research on Educational Effectiveness, 4*(3), 231–263. doi:10.1080/19345747.2010.523513

Lesaux, N. K., Kieffer, M. J., Faller, S. E., & Kelley, J. G. (2010). The effectiveness and ease of implementation of an academic vocabulary intervention for linguistically diverse students in urban middle schools. *Reading Research Quarterly, 45*(2), 196–228. doi:10.1598/RRQ.45.2.3

Lesaux, N. K., Kieffer, M. J., Kelley, J. G., & Harris, J. R. (in press). Effects of academic vocabulary instruction for linguistically diverse adolescents: Evidence from a randomized field trial. *American Educational Research Journal*.

Liang, L. A., Peterson, C. A., & Graves, M. F. (2005). Investigating two approaches to fostering children’s comprehension of literature. *Reading Psychology, 26*(4–5), 387–400.

Restrepo, M.A, Castilla, A.P, Schwanenflugel, P. J., Neuharth-Pritchett, S., Hamilton, C. E., & Arboleda, A. (2010). Effects of a supplemental Spanish oral language program on sentence length, complexity, and grammaticality in Spanish-speaking children attending English-only preschools” *Language, Speech, and Hearing Services in Schools*, January 2010, Vol. 41, Issue 1, p. 3–13.

Ryoo, K. (2009). *Learning science, talking science: The impact of a technology-enhanced curriculum on students’ science learning in linguistically diverse mainstream classrooms* (Doctoral dissertation). Retrieved from http://gradworks.umi.com/33/64/3364450.html

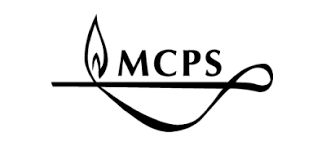
Silverman, R., & Hines, S. (2009). The effects of multimedia-enhanced instruction on the vocabulary of English-language learners and non-English-language learners in pre-kindergarten through second grade. *Journal of Educational Psychology, 101*(2), 305–314. doi:10.1037/a0014217

Vaughn, S., Martinez, L. R., Linan-Thompson, S., Reutebuch, C. K., Carlson, C. D., & Francis, D. J. (2009). Enhancing social studies vocabulary and comprehension for seventh-grade English language learners: Findings from two experimental studies. *Journal of Research on Educational Effectiveness, 2*(4), 297–324. doi:10.1080/19345740903167018

METS Secondary Literacy Instructional Guide

Core Knowledge Lesson





# Montgomery County Public Schools

## **Core Knowledge Skills Routines**

### **Overview**

These routines include the most prominent skill routines introduced.

In the Core Knowledge Skills routines, the level of scaffolding is the same for ELLs at all four levels of proficiency because English has a deep orthography, making this level of scaffolding important for helping ELLs master code-related skills and thus avoid the necessity of subsequent Tier 2 intervention. However, as noted in the Introduction to this document, teachers should differentiate further to meet the specific needs of students in their classrooms. For example, ELLs with transitioning and expanding levels of proficiency probably do not need to learn the labels for the words they are learning to read or the names of body parts used for teaching orthography (e.g., touching their shoulder for a first sound) because they tend to be high-frequency words in English.

AIR suggests that teachers learn about the sounds in English do not appear in student’s home language because students might have trouble pronouncing these English sounds. The Core Knowledge *Introducing the Sound* technique will help students make and practice these sounds.

The scaffolding methods that follow include teachers defining target words in context, teachers modeling routines before students try them, students repeating target words and phrases, teachers providing pictures to accompany the target words, and teachers using gestures and visuals to help reinforce word meanings.

For ELLs, additional practice is very helpful. AIR suggests that all instructed words be put on a ring with pictures representing them so that students can practice reading them to build word-reading automaticity. The pictures help ensure students know the meanings of words they are reading. Teachers might mark in some way words that are *not* decodable.

In the routines that follow, the text in blue boxes is the text that appears in the original lessons. *AIR Additional Supports* describes the supports AIR recommends. The text in green is text that AIR has added to the Core Knowledge routines. *AIR Routines for Teachers* are presented as teacher talk to students. Text in brackets are instructions for teachers. Anticipated student responses are in brackets also but are italicized. For some routines, *AIR Instructions for Students* also are provided.

# **Expeditionary Learning Lessons**

## **METS Tier II, Module 2 Unit 3, Lesson 3:** [**“Tackling the Trash”**](https://www.engageny.org/file/53066/download/3m4.3l3.pdf?token=D2bhmE_yxFUA92iGWAv6M2Vd767WZCxtGm0u5HRVW4Y)

### **Overview**

In the final unit for this module, students bring their knowledge of the challenges of water to a focus on the solutions. Students develop an opinion about the “one thing” that should be done to ensure that everyone has access to clean water. In the first half of the unit, students read informational texts that focus on what people are doing to solve these water challenges. They also receive a Performance Task Invitation and listen to a model VoiceThread recording. Students engage in a discussion group to begin formulating their opinion about the one thing that should be done to ensure that everyone has clean water. Students use the information they have gathered from texts to develop their opinion. In the mid unit assessment, students write an on-demand opinion paragraph about the one thing that should be done. Students then listen to a model VoiceThread multiple times to engage with, and fully understand, the final Performance Assessment Rubric. Students use the writing they did in Units 1 and 2 to develop the script for their VoiceThread recording of a public service announcement. For the end of unit assessment, students present their VoiceThread script to their peers. Through a process of critique, students give and receive peer feedback in order to make improvements to their final performance task PSA.

In lesson one, of this unit students did a close read of the text “One Well: The Story of Water on Earth” and began discussing what can be done to help people become “well aware.” In lesson two, students found the main idea for “Dry Days in Australia.” For homework, they were asked to read “Water Conservation for Kids,” decide one way they will help conserve water, and make a commitment card about that decision.

This is the third lesson in Unit 3. As noted in the introduction, AIR provides scaffolding differentiated for ELL students at the entering (EN), emerging (EM), transitioning (TR), and expanding (EX) levels of English language proficiency in this prototype. We indicate the level(s) for which the scaffolds are appropriate in brackets following the scaffold recommendations (e.g., “[EN]”). Where “[ALL]” is indicated, it means that the scaffold is intended for all levels of students. Scaffolds are gradually reduced as the student becomes more proficient in English.

The following table displays the Expeditionary Learning lesson components as well as the additional supports and new activities AIR has provided to scaffold instruction for ELLs.

**Tackling the Trash**

|  |  |  |
| --- | --- | --- |
| **Expeditionary Learning Lesson Component** | **AIR Additional Supports** | **AIR New Activities** |
| **Opening** | | |
| Engaging the reader | Have a few student pairs model Back-to-Back, Face-to-Face; carry out the activity in front of the class one pair at a time and have a bilingual student translate the English for Spanish speakers and Spanish for English speakers. | Bilingual homework |
| Unpacking learning targets | Define the terms *main ideas* and *details* and have students work with a partner to practice finding the main idea and details from text that they read in a previous lesson. |  |
| **Work Time** | | |
| Determining the main idea |  | Preview the text (AIR new activity 1 for Determining the Main Idea); enhance background knowledge (AIR new activity 2 for Determining the Main Idea); develop vocabulary (AIR new activity 3 for Determining the Main Idea); teach a mini lesson on context clues (AIR new activity 4 for Determining the Main Idea); and engage in scaffolded close reading (AIR new activity 5 for Determining the Main Idea). |
| Answering questions about “Tackling the Trash” | Supply student charts and glossary. |  |
| Finding key details and revising the main idea statement | Provide ELLs with a graphic organizer and direct them back to the student charts associated with new activity 5 for Determining the Main Idea to pull information into this graphic organizer. |  |
| **Closing and Assessment** | | |
| Sharing Ways to Be Well Aware | Model or have a student model an example for each category in the Being Well Aware anchor chart. |  |
| **Homework** | | |
|  | Encourage home language use, support selecting books at independent reading levels, and preview independent reading form. |  |

**Text**

|  |
| --- |
| **Tackling the Trash**  Because of the length, the text students are reading is integrated throughout this lesson rather than displayed here in its entirety. |

### **1. Opening**

**A. Engaging the Reader: Sharing Conservation Commitments**

|  |
| --- |
| **Expeditionary Learning Teacher and Student Actions**  The teacher asks students to refer to the commitment cards they made for homework and think about how they can act out their commitment cards for each other. The teacher reviews the Back-to-Back, Face-to-Face protocol and asks students to stand back-to-back with a partner. When the teacher says “front-to-front,” students turn around and act out their commitment. Students call out their guesses for their partner’s action. When the teacher says “back-to-back” again, students find a new partner and repeat the activity. The teacher invites students to share some of the ways to save water that were not on the Being Well Aware anchor chart and adds these to the chart. |
| **AIR Additional Supports**   * Have a few student pairs model Back-to-Back, Face-to-Face. * Another option is to carry out the activity in front of the class one pair at a time and have a bilingual student translate the English for Spanish speakers and Spanish for English speakers. |

**Bilingual Home Work (AIR New Activity for Engaging the Reader)**

|  |
| --- |
| **AIR Additional Supports**  For homework in the prior lesson, students were expected to read “Water Conservation Tips” and prepare one commitment card that names the commitment and explains why it was chosen. “Water Conservation Tips” is very challenging text. Because the activity was done for homework, one way to scaffold the text is to prepare versions in student’s home language. Students who are not literate in their home language could have their parents read the text aloud to them in their home language if the parents are literate in their home language. Students could choose one commitment and prepare an explanation (in their home language or English) for why they chose the commitment. Another suggestion is to provide ELLs at the entering or emerging levels of proficiency with the opportunity to work with a bilingual partner who could help translate the English to student’s home language and discuss the text in student’s home language. ELLs at the transitioning or expanding level of proficiency might work with an English-proficient partner who could help explain the text in English, choose one commitment, and prepare the commitment card. We have modeled with Spanish, but this activity could be translated into other home languages represented in the schooling context. |
| **AIR Instructions for Teachers**   * Give the translated handout to students and have them read the translated text. [EN, EM] * If students are not literate in Spanish, have them work with a partner who is literate in Spanish or ask them to review the handout with their parents. * Explain to students that they will have to act out the conservation tip that they choose. Model this for students. |
| **AIR Instructions for Students (English)**   * Read these tips or work with a partner literate in Spanish to read them. * Discuss them with a family member and decide which one you will do and why. * Be prepared to act out or perform the conservation tip that you choose in class. |
| **AIR Instructions for Students (Spanish)**   * Lea estos consejos o trabaje con un compañero quien lee español para leerlos. * Discútalos con un miembro de la familia y decidir cuál va a escoger y por qué. * Esté preparado para actuar o realizar en clase la punta de conservación que usted eligió.   **Consejos para la conservación del agua en el interior**  ***General***   * Nunca vierta el agua por el desagüe cuando puede haber otro uso para ella. Usted puede usar este agua para regar las plantas de su jardín o las que tiene en el interior. * Repare los grifos que gotean reemplazando las arandelas. Una gota por segundo desperdicia 2,700 galones de agua por año.   ***Cuarto de baño***   * Considere comprar un inodoro de “bajo volumen.” Estos utilizan menos de la mitad del agua de los modelos antiguos. Nota: En muchas áreas, los inodoros de bajo volumen son requeridos por la ley. * Reemplace su ducha con una versión que gaste menor cantidad de agua.   ***Cocina***   * Opere los lavaplatos automáticos sólo cuando estos estén completamente llenos. Utilice la función de “lavado ligero,” si la tiene, con el fin de usar menos agua. * Al lavar los platos a mano, llene dos recipientes—uno con agua con jabón y el otro con agua de enjuague que contenga una pequeña cantidad de blanqueador de cloro.   **Consejos para la conservación de agua al aire libre**  ***General***   * Revise periódicamente el contador de agua. Si la bomba automática se enciende y se apaga mientras no se está utilizando el agua, probablemente puede tener una fuga. * Una vez establecidas, las plantas nativas y/o pastos resistentes a la sequía, las cubiertas de tierra, arbustos y árboles. No necesitan agua con tanta frecuencia y por lo general van a sobrevivir un período seco sin regar. Las plantas pequeñas requieren menor cantidad de agua para establecerse. Agrupe las plantas basadas en las necesidades de agua similares.   ***Lavado de coches***   * Use una boquilla de cierre que se puede ajustar a un rocío fino de su manguera. * Use un lavado de autos comercial que recicle agua. Si usted lava su coche, aparque su coche en la hierba para que la riegue al mismo tiempo.   ***Cuidado del césped***   * Evite el exceso de riego de su césped. Una fuerte lluvia elimina la necesidad de riego por un máximo de dos semanas. La mayor parte del año, los jardines sólo necesitan una pulgada de agua por semana. * Rocíe su césped en varias sesiones cortas en lugar de un solo y largo riego, de esta manera su césped absorberá mejor el agua. |

**B. Unpacking Learning Targets**

|  |  |
| --- | --- |
| **Expeditionary Learning Teacher and Student Actions**  The teacher directs students’ attention to the posted learning targets and asks students to read them silently. The teacher asks students to discuss with a partner why they have spent so much time on main ideas and key details. The teacher calls on students to share their ideas. | |
| **AIR Additional Supports**   * Define the terms *main ideas* and *details*. * Have students work with a partner to practice finding the main idea and details from text that they read in a previous lesson. | |
| **AIR Instructions for Teachers**  Define main ideas and details. Using the excerpt below as a reminder, ask students to work with a partner to find the main idea of the second paragraph of the Australia text and a supporting detail for the main idea. | |
| **AIR Instructions for Students**   * The main idea is the most important idea of a paragraph or text. It is what the author wants you to know. Supporting details help explain or prove the main idea. * Read the text below and fill in the blanks to provide the main idea for the second paragraph of the text. | |
| **Text** | **Glossary** |
| In Australia, most people live within a 30-minute drive of the ocean. For many of them, going to the beach is a part of everyday life. So are severe drought, and laws that dictate how and when water can be used. | *severe drought—*a long time with little or no rain  *dictate—*tell  *restrictions—*limits  *freshwater—*water that is not salty  *routine—*things you do all the time |
| Lachlan McDonald, 14, and his 16-year-old brother, Mitchell, live with their parents and younger sister in Beaumaris (boh-MAR-iss). Their hometown is an attractive suburb of Melbourne, with spacious ranch houses on tree-lined streets. The brothers love to surf. But restrictions on freshwater have changed their routine—including the long hot showers they used to take afterward. “When you go surfing and it’s freezing and you want to have a hot shower, you can’t,” Lachlan tells JS. “When you can, it’s too short to really warm up.” |  |
| 1. What is the main idea in the second paragraph of “Dry Days in Australia”? [ALL] The main idea in the second paragraph of “Dry Days in Australia” is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [TR]. One detail that helps me know this is \_\_\_\_\_\_\_\_\_[(TR]   The main idea in the second paragraph of “Dry Days in Australia” is that restrictions on \_\_\_\_\_\_\_\_have changed their \_\_\_\_\_\_\_\_\_\_\_. [EN, EM] One detail that helps me know this is that Lachlan cannot take \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ showers. [EN, EM] | |

### **2. Work Time**

**A. Determining the Main Idea of “Tackling the Trash”**

|  |
| --- |
| **Expeditionary Learning Teacher and Student Actions**  The teacher distributes “Tackling the Trash” and the Determining the Main Idea and Key Details task card. The teacher explains that the text tells the story of Chad Pregracke. Students are encouraged to think how they might include ideas for this text in their VoiceThread. Students read and teacher circulates, giving support when needed. As students begin working on their main idea statements, the teacher asks questions to individuals, small groups, and the class about what is helping them determine the main idea and what the text is about. Students share their main idea statements with a partner. Selected students share main idea with whole class. |
| **AIR Additional Supports**  This text will be too challenging for most ELLs to read cold and figure out main ideas and details. Besides the text complexity, it is not that obvious what the main ideas are because the text is more of a narrative about activities related to cleaning the river from trash.   * Use the new activities that follow to help all ELLs read and understand the text: * Previewing the Text (AIR new activity 1 for Determining the Main Idea) * Enhancing Background Knowledge (AIR new activity 2 for Determining the Main Idea) * Acquiring and Using Vocabulary (AIR new activity 3 for Determining the Main Idea) * Mini Lesson on Context Clues (AIR new activity 4 for Determining the Main Idea) * Reading for Main Ideas and Details (AIR new activity 5 for Determining the Main Idea) * Use student charts that accompany these activities to provide students with opportunities to see the questions and record responses. Examples are provided below. * After students comprehend the text, have them share their ideas with a partner. ELLs who are in entering and emerging stages of proficiency would ideally be partnered with a bilingual classmate. |

**Previewing the Text (AIR New Activity 1 for Determining the Main Idea)**

|  |  |
| --- | --- |
| **AIR Additional Supports**  Help students determine what the text is about by asking students about the title. | |
| **AIR Instructions for Teachers**   * Use the title of the text to help students understand what the text is about. Develop questions about the title that will help students connect the title with the text. * Explain that underlined words in the text are defined to the right. | |
| **AIR Instructions for Students**   * Use the title of the text to figure out what the text is about. The glossary will help you. | |
| **Title** | **Glossary** |
| The title is ***Tackling Trash***. Look at the definitions for tackleandtrash. What do you think this article is about? [ALL]  I think this article is about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] | *tackle—*try to solve something difficult  *trash—*anything that is thrown away because it is not wanted |

**Enhancing Background Knowledge (AIR New Activity 2 for Determining the Main Idea)**

|  |  |  |  |
| --- | --- | --- | --- |
| **AIR Additional Supports**  Have students look at a map and picture of the Mississippi and read a brief description of the river to build background knowledge. Show a short video clip about the river. Have students answer questions about the reading selection and video. Provide a glossary to offer additional support. | | | |
| **AIR Instructions for Teachers**   * Show students the picture and map of the Mississippi. * Ask students to read the short text using the glossary as needed. Then students should answer the questions provided. * To provide additional background information on flooding, show the short clip. Have students read the questions before watching the video. Show the video once or twice. Have students answer the questions using the glossary as needed. | | | |
| **AIR Instructions for Students**   * Look at the picture and map of the Mississippi. * Read the short text and answer the questions. The meanings of underlined words are in the glossary. * Watch the short video clip. Before you watch, read the questions about the video. Use the glossary to look up unfamiliar words. Answer the questions. | | | |
| **The Mississippi River** | | | |
|  | | |  |
| **The Mississippi River** | | **Glossary** | |
| The Mississippi River is the largest river in the United States. The part of the Mississippi River from its headwaters to St. Louis is called the Upper Mississippi. East Moline, Chad’s hometown, is located on the Upper Mississippi. The Mississippi River has experienced a lot of pollution, and there is a lot of trash in the river and along the shoreline. | | *headwaters*—the beginning of a river  *upper*—higher in place  *is located on*—is next to  *pollution*—poisons, waste, or other things that hurt the environment  *shoreline*—the place where land and water meet | |
| **Supplementary Questions**   1. What is the longest river in the United States? [ALL] The longest river in the United States is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the longest river in the United States. [EN, EM] 2. The Upper Mississippi runs between which two points? [ALL] The Upper Mississippi runs between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[TR]. The Upper Mississippi runs between \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] 3. Where is Chad’s hometown? [ALL] Chad’s hometown is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] Chad’s hometown is located on the \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] 4. What is a problem the Mississippi has experienced? [ALL]  A problem the Mississippi has experienced is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] The river has experienced \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] 5. Where is the trash located? [ALL] The trash is located \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] The trash is located in the \_\_\_\_\_\_\_\_\_\_\_\_\_ and along the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] | | | |
| **Video Clip** | **Glossary** | | |
| [*http://www.discovery.com/tv-shows/other-shows/videos/raging-planet-mississippi-flood.htm*](http://www.discovery.com/tv-shows/other-shows/videos/raging-planet-mississippi-flood.htm)   1. When does the water in the Mississippi River rise? [ALL] The water rises \_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] The water rises every \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] 2. What happens when it floods? [ALL] When it floods, \_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] When it floods, the riverbanks cannot contain the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] | *rise—*move up  *flood—*a strong movement of water onto land that should not be under water  *develop—*grow or cause to grow  *predictable—*known ahead of time that something will happen  *flash flood—*a quick and strong flood after a lot of rain  *riverbank—*the ground next to the river  *contain—*have or hold inside  *tributary—*a river that goes into a larger river  *flood plain—*a wide, flat area of land near a river that floods regularly | | |

**Building Vocabulary (AIR New Activity 3 for Determining the Main Idea)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **AIR Additional Supports**  Provide students with a glossary to support their comprehension of the text. Throughout the lesson, provide explanations of additional vocabulary that may need more elaboration than is provided in the glossary, and use English as a second language techniques to make word meanings clear. | | | | | | | | |
| **AIR Instructions for Teachers**   * Students have access to a glossary that includes word keys to understanding the text as well as words that appear frequently in the text. Note that in actual lessons all these words would be glossed but in the example below only some of these words are glossed to model comprehensible definitions. The words in this text that are high-frequency general academic words are *community, resources, area, finally, grant, found, volunteers, goal, final, job, fund, project, involved, individuals, participate, devoting.* * During close reading, for each underlined word in the text, students find the word in their glossary and rewrite it. An example of one entry for a student glossary follows the word list. For homework, students can complete the glossary—drawing a picture or writing a word or phrase to help them remember the new word. If the student speaks a language that shares cognates with English, he or she indicates if the word is a cognate. | | | | | | | | |
| **AIR Instructions for Students**   * Use the target word list below to help you as you read the text. * As you read the text, look for boldfaced words. Write each boldfaced word in your glossary. * For homework, complete the glossary. | | | | | | | | |
|  | **Target Word List** | | | | | | |  |
|  | **Word** | | **Definition** | | | | |  |
|  | *Tackle* | | try to solve or fix a problem | | | | |  |
|  | *Shoreline* | | the place where land and water meet | | | | |  |
|  | *Flood* | | a strong movement of water onto land that should not be under water | | | | |  |
|  | *Load* | | something that is carried | | | | |  |
|  | *Hooked* | | be very interested in something, or enjoy doing something a lot | | | | |  |
|  | *Community* | | an area where a group of people live | | | | |  |
|  | *Resource* | | a source of help or support; a source of wealth | | | | |  |
|  | *Support* | | help a cause, a person, or a group | | | | |  |
|  | *Agency* | | a company or group that works to help other companies or people | | | | |  |
|  | *Donate* | | give money or needed objects to people or an organization | | | | |  |
|  | *Determined/determination* | | work on something even when it is difficult | | | | |  |
|  | *Area* | | a place or region | | | | |  |
|  | *Company* | | a business | | | | |  |
|  | *Finally* | | after everything else; at the end | | | | |  |
|  | *Grant* | | a gift of money to be used for a certain project | | | | |  |
|  | *Found* | | past tense of *find* (to discover) | | | | |  |
|  | *Impressed* | | have a strong influence on the mind or feelings of someone | | | | |  |
|  | *Enthusiasm* | | a strong happy interest in something | | | | |  |
|  | *Volunteer* | | a person who offers to work or help without pay | | | | |  |
|  | *Goal* | | a result or end that a person wants and works for | | | | |  |
|  | *Final* | | happening at or being at the end of something; last | | | | |  |
|  | *Job* | | work | | | | |  |
|  | *Fund* | | give money for | | | | |  |
|  | *Project* | | an activity that takes great effort or planning | | | | |  |
|  | *Involved* | | be part of; to be concerned with | | | | |  |
|  | *Individual* | | a single human being, person | | | | |  |
|  | *Participate* | | take part; to become involved | | | | |  |
|  | *Devote* | | be dedicated or committed to something or someone | | | | |  |
| **Glossary** | | | | | | | | |
| **Word**  ***Translation*** | | **Rewrite the Word** | | **English Definition** | **Example From Text** | **Picture or Phrase** | **Is It a Cognate?** | |
| Shoreline  *la orilla* | | Shoreline | | A place where land and water meet | That’s when he first noticed the junk dotting its shoreline. |  | No | |

**Mini-lesson on Context Clues (AIR New Activity 4 for Determining the Main Idea)**

|  |  |  |
| --- | --- | --- |
| **AIR Additional Supports**  It is important to teach ELLs word-learning strategies. One example of a word-learning strategy is identifying the meaning of words from context. | | |
| **AIR Instructions for Teachers**   * Tell students that if they come across a word they don’t know, they can use clues in the surrounding text to figure out what it means. These are called context clues. * Tell students to first identify the word they don’t know. Then look at the surrounding words for clues. For example, for the word *litter* (first example), the text says “picking up other people’s litter.” So it probably has to do with something that other people have thrown away. What other words in the text have to do with throwing away something? [*junk, trash*] We can guess that litter are objects that are thrown away as waste. * Review the student instructions. * Have students work in pairs to complete the chart. * Review students’ answers as a whole class. | | |
| **AIR Instructions for Students**  Follow along as your teacher explains what context clues are. Then use the context clues to determine the meanings of the mystery words in the chart. First, underline the mystery word in the sentence where it appears. Next, find the clues in the text and circle them. Line numbers are provided to help you find the clues. Then write the clues in the space provided (some are already filled in). Finally, use the clues to write in the definition for each mystery word. The first one is done for you. | | |
| **Mystery Words** | | |
| ***Mystery Word*** | ***Location*** | ***Clues*** |
| 1. litter | Line 1 | Lines 1, 6, 7, 8 |
| clues: *picking up, junk, throw trash*  definition: *pieces of waste paper and other objects scattered around a place* | | |
| 2. junk | Line 6 | Lines 1, 6, 7, 8 |
| clues: picking up litter, throw trash  definition: | | |
| 3. shoreline | Line 6 | Lines 5-7 |
| clues: alongside, Mississippi, river  definition: | | |
| 4. clutter | Line 9 | Lines 8-10 |
| clues: trash, added to, tin cans, tires, TV sets  definition: | | |
| 5. landfill | Line 18 | Lines 17-19 |
| clues:  definition: | | |
| 6. donate | Line 27 | Lines 23, 27-28 |
| clues:  definition: | | |
| 7. determination | Line 30 | Lines 20-23, 30 (*How did Chad feel about his work?)* |
| clues:  definition: | | |
| 8. grant | Line 31 | Line 23-25, 30-31 |
| clues:  definition: | | |

**Text**

|  |  |
| --- | --- |
| 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20  21  22  23  24  25  26  27  28  29  30 | Not many people would spend their free time picking up other people’s litter. But Chad Pregracke has spent most of the past five years doing just that along the Mississippi, Ohio, and [Illinois Rivers](http://encyclopedia2.thefreedictionary.com/Illinois+River).  Why?  Chad grew up in a house alongside the Mississippi. He loved to fish and camp on the river’s wooded islands. That’s when he first noticed the junk dotting its shoreline. Many other boaters and campers used the river, too. Unfortunately, some of them didn’t care where they threw their trash.  Spring floods added to the clutter. When flood waters went down, they left behind everything from [tin cans](http://encyclopedia2.thefreedictionary.com/tin+cans) to 55-gallon [steel drums](http://encyclopedia2.thefreedictionary.com/steel+drum), from tires to TV sets.  “It was getting worse every year,” Chad says. “And nobody was cleaning it up.”  In May of 1997, Chad came home from college for [summer vacation](http://encyclopedia.thefreedictionary.com/Summer+vacation). As usual, he was disgusted by the junk that littered the riverbanks near his [hometown](http://www.thefreedictionary.com/Hometown) of [East Moline, Illinois](http://encyclopedia.thefreedictionary.com/East+Moline%2c+Illinois). But this time, instead of wondering why someone else didn’t clean it up, he decided to tackle a few miles of shoreline himself.  With only a flat-bottom boat, a wheelbarrow, and a [sturdy](http://medical-dictionary.thefreedictionary.com/sturdy) pair of gloves, he motored up and down the river. Whenever he spotted trash, he pulled to shore and picked it up. When his boat was full, he took the load to a landfill. Chad even took pictures of the junk he hauled away. “I thought it might be fun to see how much trash I could pick up,” he says.  Soon the riverbanks near his hometown were litter-free. And Chad was hooked. “I really enjoyed it,” he says. “I could see the results day after day. It made me feel good to help my community.” So he kept going, sleeping under a tarp each night.  But Chad’s money was disappearing fast. Food, [gasoline](http://encyclopedia2.thefreedictionary.com/gasoline) for his boat, landfill charges, and film costs were gobbling up his resources. He wondered if others would help support his cleanup.  First Chad talked to government agencies like the National Fish and Wildlife Service and the U.S. Army Corps of Engineers. While happy about his work, they didn’t have much money to donate.  So Chad called area businesses. He explained about growing up beside the river, the mess it had become, and his determination to clean it up. Most companies wouldn’t help either. But finally one company decided [to lend a hand](http://www.thefreedictionary.com/To+lend+a+hand). Chad got his first small grant and the encouragement he needed to find others to help as well. |

**Scaffolded Close Reading (AIR New Activity 5 for Determining the Main Idea)**

|  |
| --- |
| **AIR Additional Supports**   * Create guiding questions and supplementary questions for each section of text. The main ideas for ELLs to get out of this reading are: U.S. rivers have a lot of trash; Chad did many things to make a difference; Chad had to overcome many obstacles to accomplish his goals. * Use sentence frames and word banks for entering and emerging level ELLs. Use sentence starters for transitioning ELLs. |
| **AIR Instructions for Teachers**   * Review student instructions for first close reading with the class. * Remind students that the guiding questions are designed to help them identify the key ideas and details in the text and the supplementary questions are designed to help them answer the guiding questions. * Tell students to use their glossary to find the meanings of words that are underlined in the text. These are words that are important for understanding the text and/or high-frequency words in English. * Read each section of the text aloud using proper pacing and intonation. During this reading, the teacher uses the glossed definitions or gestures to explain the meanings of challenging words. For example, “Spring floods added to the clutter.” Floods are strong flows of water. |
| **AIR Instructions for Students**  Listen and follow along as your teacher reads the text. In this close reading, you will be answering questions about the text below. Your teacher will review the guiding question(s) with you. Work with a partner to answer the supplementary questions*. If needed*, use the word bank and sentence frames to complete your answers to the questions. Your teacher will review the answers with the class. Then, you will discuss the guiding question(s) with your teacher and the class. Finally, you will complete the response(s) to the guiding question(s). Remember to use your glossary to find the meanings of words that are underlined. |

**Part 1 (P1–P4)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Guiding Questions**   * What do we know about the condition of the Mississippi, Ohio, and Illinois Rivers? * Why are our rivers like this? * What had Chad done for most of the past five years? | | | | |
| ***Tackling the Trash***  Not many people would spend their free time picking up other people’slitter. But Chad Pregracke has spent most of the past five years doing just that along the Mississippi, Ohio, and [Illinois Rivers](http://encyclopedia2.thefreedictionary.com/Illinois+River).  Why?  Chad grew up in a house alongside the Mississippi. He loved to fish and camp on the river’s wooded islands. That’s when he first noticedthe junk dotting its shoreline. Many other boaters and campers used the river, too. Unfortunately, some of them didn’t care where they threw their trash.  Spring floods added to the clutter. When flood waters went down, they left behind everything from [tin cans](http://encyclopedia2.thefreedictionary.com/tin+cans) to 55-gallon [steel drums](http://encyclopedia2.thefreedictionary.com/steel+drum), from tires to TV sets.  “It was getting worse every year,” Chad says. “And nobody was cleaning it up.” | | | | |
| **Word Bank** | | | | |
| trash | boaters | shoreline | island | junk |
| spread | flood | Trash | campers | house |
| fish | camp | Junk | Mississippi |  |
| **Supplementary Questions**   1. What does the word *litter* mean? [ALL] Litter is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] Litter is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ around a place. [EN, EM] 2. Where did Chad grow up? [ALL] Chad grew up \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] Chad grew up in a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ alongside the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] 3. What did he like to do? [ALL] He liked to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] He liked to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] 4. What did he notice? [ALL] He noticed the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] He noticed the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dotting the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] 5. Why was there junk dotting the shoreline? [ALL] There was junk dotting the shoreline because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] There was junk dotting the shoreline because other \_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ didn’t care where they threw their \_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] 6. How did the spring flood waters add to the clutter? [ALL] The spring flood waters added to the clutter because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] The spring flood waters added to the clutter because when the \_\_\_\_\_\_\_\_\_\_\_\_ waters went down, they left behind different kinds of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] | | | | |
| **Response to Guiding Questions**   1. What do we know about the condition of the Mississippi, Ohio, and Illinois Rivers? [ALL] We know that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] Why are our rivers like this? [ALL] The rivers are like this because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] 2. What had Chad done for most of the past five years? [ALL] Chad had \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] | | | | |

**Part 2 (P5–P7)**

|  |  |  |
| --- | --- | --- |
| **Guiding Question**   * What were Chad’s activities in the summer of 1997? * How did he make a difference? | | |
| ***Tackling the Trash***  In May of 1997, Chad came home from college for [summer vacation](http://encyclopedia.thefreedictionary.com/Summer+vacation). As usual, he was disgusted by the junk that littered the riverbanks near his [hometown](http://www.thefreedictionary.com/Hometown) of [East Moline, Illinois](http://encyclopedia.thefreedictionary.com/East+Moline%2c+Illinois). But this time, instead of wondering why someone else didn’t clean it up, he decided to tackle a few miles of shoreline himself.  With only a flat-bottom boat, a wheelbarrow**,** and a [sturdy](http://medical-dictionary.thefreedictionary.com/sturdy) pair of gloves, he motored up and down the river. Whenever he spottedtrash, he pulled to shore and picked it up. When his boat was full, he took the load to a landfill. Chad even took pictures of the junk he hauled away. “I thought it might be fun to see how much trash I could pick up,” he says.  Soon the riverbanks near his hometown were litter-free. And Chad was hooked. “I really enjoyed it,” he says. “I could see the resultsday after day. It made me feel good to help my community.” So he kept going, sleeping under a tarpeach night. | | |
| **Word Bank** | | |
| waste | shore | wheelbarrow |
| pictures | gloves | enjoyed |
| tackle | landfill | picked up |
| **Supplementary Questions**   1. What did Chad decide to do in the summer of 1997? [ALL] Chad decided to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] Chad decided to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a few miles of shoreline himself. [EN, EM] 2. What did he use to do it? [ALL] He used \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] He used a flat-bottom boat, a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and a pair of \_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] 3. Chad did four things when he was cleaning up the trash. What were they? [ALL] The four things were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] When he saw trash, he pulled to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the trash. When he had a full load, he took the trash to a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He took \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the trash. [EN, EM] 4. What do you think the word *landfill* means in the phrase “when his boat was full he took the load to a landfill”? Check your answer in a reference book. [ALL] The word *landfill* means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] A landfill is a place for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from cities and towns. [EN, EM] 5. Why was Chad hooked? [ALL] He was hooked because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] He was hooked because he really \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the work. [EN, EM] | | |
| **Response to Guiding Questions**   1. What were Chad’s activities in the summer of 1997? [ALL] He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] 2. How did he make a difference? [ALL] He made a difference by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] | | |

**Part 3 (P8–P11)**

|  |  |  |
| --- | --- | --- |
| **Guiding Question**   * What obstacles or challenges did Chad face? * What did he do to get support? | | |
| ***Tackling the Trash***  But Chad’s money was disappearingfast. Food, [gasoline](http://encyclopedia2.thefreedictionary.com/gasoline) for his boat, landfill charges**,** and film costs were gobbling up his resources. He wondered if others would help support his cleanup.  First Chad talked togovernment agencies like the National Fish and Wildlife Service and the U.S. Army Corps of Engineers. While happy about his work, they didn’t have much money to donate.  So Chad called area businesses. He explained about growing up besidethe river, the mess it had become, and his determination to clean it up. Most companies wouldn’t help either. But finallyone company decided [to lend a hand](http://www.thefreedictionary.com/To+lend+a+hand). Chad got his first small grant and the encouragement he needed to find others to help as well.  Chad began visiting other companies in person and found that his careful record keeping paid off. People couldn’t help being impressed by his enthusiasm, or by the pictures of the junk he’d already hauled away. The next year, Chad receivedenough money to *finish* his summer’s work with several volunteers to help him. In two years he raisedenough money to buy two more boats and hire five helpers for the next summer. | | |
| **Word Bank** | | |
| agencies | area | money |
| businesses | carry | place |
| government | grant | disappearing |
| **Supplementary Questions**   1. Why did Chad need support? [ALL] Chad needed support because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] His \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fast. [EN, EM] 2. Who did he talk to first? [ALL] He talked to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] He talked to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ like the National Fish and Wildlife Services and the U.S. Army Corps of Engineers. [EN, EM] 3. Who did he talk with next? [ALL] Next he talked to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] 4. What donation did he get from one company? [ALL] The donation he got was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] He received a small \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] 5. What do you think the phrase “hauled away” means in the phrase “junk he hauled away”? [ALL] “Hauled away” means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] It means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from one \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to another. [EN, EM] | | |
| **Response to Guiding Questions**   1. What obstacles, or challenges, did Chad face? [ALL] The obstacles Chad faced were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN,EM,TR]  What did he do to get support? [ALL] To get support, he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN,EM,TR] | | |

**Part 4 (P12–P13)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Guiding Questions**   * What did Chad do in the summer of 1998? * How did he make a difference? * What obstacles did he face? | | | |
| ***Tackling the Trash***  In 1998, Chad's goal was to clean 1,000 miles of shoreline. Beginning in northern Iowa, he and hiscrew slowly worked their way south. Their final destination was St. Louis, Missouri. Along the way, Chad had to receive permission from each town to pile his junk in a parking lot or field. When he finished each area, he trucked the trash to the nearest landfill.  As the hot summer *wore on,* the work became more difficult. Thefarther south they traveled, the more trash littered the shore. One mile of shoreline was so full of old tires, it took more than a month to clean—one small [boatload](http://www.thefreedictionary.com/boatload) at a time. *Sheltered* only by tents and tarps, Chad and his crew *battled*mosquitoes and summer storms**.** By summer’s end, only Chad and one helper*remained*on the job. When cold weather forcedthem to stop, they were just fifty miles from St. Louis. | | | |
| **Word Bank** | | | |
| field | 1,000 miles | storms | trucked |
| mosquitoes | trash | parking lot | shoreline |
| junk | landfill |  |  |
| **Response to Supplementary Questions**   1. What was his goal? [ALL] His goal was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] His goal was to clean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] 2. What did he need permission for? [ALL] He needed permission to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] He needed permission to pile his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] 3. What did he do after he finished each area? [ALL] After he finished each area, he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the trash to the nearest \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] 4. Why did the work become more difficult? [ALL] The work became more difficult because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] The work became more difficult because Chad and his volunteers had to face more \_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and summer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] | | | |
| **Response to Guiding Questions**   1. What did Chad do in the summer of 1998? [ALL] In the summer of 1998, he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN,EM,TR] 2. How did he make a difference? [ALL] He made a difference by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] 3. What obstacles did he face? [ALL] His obstacles were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] | | | |

**Part 5 (P14–P17)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Guiding Questions**   * What was Chad’s goal during the winter of 1998? * How did he accomplish it? * How did Chad make a difference? | | | |
| ***Tackling the Trash***  Chad didn’t spend the winter months catching up on sleep. He needed to raise more than $100,000. Part of the money would go toward finishing his work near St. Louis. The rest would fund his next project, cleaning the 270-mile shoreline of the Illinois River.  Chad also traveled from town to town. He spoke at schools, churches, and town halls. He shared his story with community groups, conservation clubs, and scout troops. He asked them to help keep the river clean.  People were eager to help. Someone even offered him a used houseboat for free. There was only one catch**:** it was resting on the muddy bottom of the Illinois River. “It was a real mess,” Chad remembers. “The most totally [trashed](http://www.thefreedictionary.com/trashed) thing you’ve seen in your life.”  After a lot of repairwork and elbow [grease](http://encyclopedia2.thefreedictionary.com/grease), *The Miracle* became the crew’sfloating home andheadquarters**—**a big step up from tents and tarps. | | | |
| **Word Bank** | | | |
| houseboat | community | clubs | help |
| repair | clean | river |  |
| **Supplementary Questions**   1. What did Chad do in the towns he visited? [ALL] In the towns he visited, he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] Chad spoke to many groups including \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ groups, conservations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and scout troops. He asked them to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ keep the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clean. [EN, EM] 2. Chad got a new home. What was it and what did he have to do to make it livable? [ALL] His new home was a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. To make it livable, he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] His new home was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He had to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_it before it was livable. [EN, EM] | | | |
| **Response to Guiding Questions**   1. What was Chad’s goal during the winter of 1998? [ALL] His goal was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] 2. How did he accomplish it? [ALL] He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] 3. How did Chad make a difference? [ALL] He asked people to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] | | | |

**Part 6 (P18–P21)**

|  |  |  |
| --- | --- | --- |
| **Guiding Questions**   * What did Chad do in 2000? * How did Chad make a difference? | | |
| ***Tackling the Trash***  In 2000, Chad began hosting community-wide cleanup days in cities along the Mississippi. “I want to get as many people involved as possible,” he says.  Toward that goal, Chad encourages individuals and community groups to participate in his Adopt-a-Mississippi-Mile program, pledging to keep a mile of shoreline litter-free.  Chad did return to college in 2001 and receivedhis [associate’s degree](http://www.thefreedictionary.com/Associate's+degree). But for now, Chad is devoting himself to the river, and cleaning it up has taken over his life.  But he doesn’t mind one bit. “I work with good people who have become my best friends,” he says. “I love it.” | | |
| **Word Bank** | | |
| friends | community | litter-free |
| pledge | people | Individuals |
| **Supplementary Questions**   1. What is the Adopt-a-Mississippi-Mile program? [ALL] The Adopt-a-Mississippi-Mile program is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] With this program, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ groups \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to keep a mile of the shoreline \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] 2. What is one reason Chad likes what he does? [ALL] One reason is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] Chad likes what he does because he works with good \_\_\_\_\_\_\_\_\_\_\_\_\_\_ who have become his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM] | | |
| **Response to Guiding Questions**   1. What did Chad do in 2000? [ALL] He began \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] 2. How did Chad make a difference? [ALL] He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] | | |

**B. Answering Questions About “Tackling the Trash”**

|  |  |  |  |
| --- | --- | --- | --- |
| **Expeditionary Learning Teacher and Student Actions**  Teacher displays a copy of “Tackling the Trash” on a document camera. Teacher asks students to look at the first three paragraphs and find synonyms for *garbage*. Teacher asks why the author uses different words for *garbage*. Teacher asks for a synonym for *landfill*. Teacher reads paragraphs 3 and 4. Teacher refers students to the word *donate* and explains the meaning of *donate* and *donation*. Teacher asks students to give a synonym for a donation of money from the fourth paragraph. | | | |
| **AIR Additional Supports**  ELLs will be better prepared to complete this activity because of new activities 1 through 5 for Determining the Main Idea. However, create a student chart because this will allow ELLs to read as well as hear the instructions. It also provides a running record for the lesson that enables them to review what they have learned. A glossary of the target words should be part of the student chart. An example for the word *garbage* is provided below. | | | |
| **AIR Instructions for Teachers**   * Give students a student chart for this activity. * Review student instructions. | | | |
| **AIR Instructions for Students**   * Find four words from the text related to *garbage* that have similar meanings. * Look each up in the glossary to check that that they are correct. * Complete the chart below. | | | |
| *Synonyms—*words that have the same or similar meaning | | | |
|  | **Word** | **Definition** |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Why do you think the author uses these different words to describe garbage? [ALL] The author uses these different words to describe garbage because  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] | | | |

**C. Finding Key Details and Revising the Main Idea**

|  |  |  |  |
| --- | --- | --- | --- |
| **Expeditionary Learning Teacher and Student Actions**  Teacher redirects students’ attention to the posted learning targets and asks a volunteer to read the second learning target aloud. Teacher tells students they are now going to complete Part 2 of the task card with their partners. Teacher suggests to students that they figure out the main idea one paragraph at a time. Each student receives a highlighter or colored pencil. Students complete Part 2. Teacher circulates, asking students why they selected certain passages as a key detail. Teacher asks students to discuss in pairs if they would change their main idea statement because of the key details they found. Students share. | | | |
| **AIR Additional Supports**   * ELLs will be better prepared to complete this activity because of new activities 1 through 5 for Determining the Main Idea. * ELLs might be given a graphic organizer and directed back to the student charts associated with new activity 5 for Determining the Main Idea to pull information into this graphic organizer. | | | |
| **AIR Instructions for Teachers**   * Give students the graphic organizer for this activity. * Review student instructions. | | | |
| **AIR Instructions for Students**   * Answer each question, to help you determine the details for these main ideas from the text. * Write three main ideas in the chart. * Provide the details from the text to explain how you know. | | | |
| 1. The rivers in the United States have many problems. What are some problems with these rivers? Review your answers to questions 4, 5, and 6. [ALL] **Main Idea:** U.S. rivers are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] 2. Chad did many things to make a difference. What did Chad do? Review your answers to questions 10, 16, 29, 31, 35, and 39. [ALL] **Main Idea:** Chad did many things to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] 3. Chad overcame many obstacles so that he could make a difference. What were the obstacles he overcame? Review your answers to questions 17, 22, 27, and 30. [ALL] **Main Idea:** Chad had \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] | | | |
|  | **Main Idea** | **Supporting Details From Text (How do you know?)** |  |
|  | U.S. rivers are filled with trash. | junk dotting shoreline, campers and boaters throwing their trash, clutter left after spring floods |  |

### **3. Closing and Assessments**

**A. Sharing Ways to Be Well Aware**

|  |
| --- |
| **Expeditionary Learning Teacher and Student Actions**  Teacher asks students to find a new partner and share what they learned from Chad Pregracke’s story about the importance of tackling trash. Students are encouraged to use examples from the text. At least three students share their ideas, and these ideas are added to the Being Well Aware anchor chart. Teacher distributes Independent Reading recording form. |
| **AIR Additional Supports**  AIR suggests that teachers begin by modeling or having a student model an example for each category in the Being Well Aware anchor chart. Categories include Learn More and Educate Others; Join Others; Conserve Water; Protect Water, and Improve Access. ELLs with entering and emerging levels of proficiency should be given sentence starters and word and phrase banks. An example of a sentence starter for Conserve Water is presented below. |
| **AIR Instructions for Teachers**   * Have students return to their Being Well Aware Anchor Chart. * Model or have students model an example for each category of Being Well Aware. * After each model, have ELLs work with an English-proficient partner to provide additional examples. * ELLs with lower levels of proficiency should be given sentences starters and word and phrase banks. |
| **AIR Instructions for Students**  Take out your Being Well Aware Chart.  What is an example of conserving water? [ALL]  *One way to conserve water is to* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] |

### **4. Homework**

|  |
| --- |
| **Expeditionary Learning Teacher and Student Actions**  Teacher asks students to share with someone at home three things Chad did to make a difference and think about which of these ideas they might want to share in their VoiceThread. Teacher asks students to continue reading their independent reading book and complete their Independent Reading recording form. |
| **AIR Additional Supports**   * Encourage ELLs to share with someone at home in their home language or in English and decide which activities they want to share in their VoiceThread. The previous inserts and activities will support ELLs. * Students are supposed to be continuing to read their independent reading books and complete their Independent Reading recording form. Help ELLs select books at their independent reading levels. The resources that follow might be used to help ELLs find the appropriate independent reading materials. * In addition, it is important to ensure that ELLs understand the task demands of the Independent Reading form. The students will have completed the form previously. Ensure ELLs understand the meanings of the words or phrases *struck you, precise*, and *unsure* and that they see an example. |
| **AIR Instructions for Teachers**  ***Support for Finding Independent Reading Materials***  Help students find independent reading materials at the appropriate lexical level. Resources such as those listed below provide information to help find reading materials at student’s lexile levels.  <http://www.lexile.com/fab>  <http://www.lexile.com/about-lexile/how-to-get-lexile-measures/text-measure/>  <http://about.edsphere.com/> |
| **AIR Instructions for Students**  ***Support for Completing the Independent Reading Form***   * Review the meanings of *where, who,* and *what*. Then talk about precise language. Before students work on their own, ask them to give examples from the *Tacking the Trash* reading of words that are precise and explain why. * Have several students indicate a word whose meaning they were unsure about. * Use the following questions to guide the discussion:  1. Who remembers what it means if a word is precise? [ALL] If a word is precise, it means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] 2. Who can give an example of a word from “Tackling the Trash” that you feel is precise? [ALL] An example of a word from “Tackling the Trash” that I feel is precise is \_\_\_\_\_\_\_. [EN, EM] An example is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] 3. Who can give another example? [ALL] An example of a word from “Tackling the Trash” that I feel is precise is \_\_\_\_\_\_\_. [EN, EM] An example is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [TR] 4. What is a word from “Tackling the Trash” that you were unsure of when you were reading? [ALL] A word I was unsure of is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] 5. What is another example? [ALL] Another example is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. [EN, EM, TR] |







I also need to insert this entire section of Scaffolding for ELLs

<https://www.engageny.org/resource/scaffolding-instruction-english-language-learners-resource-guides-english-language-arts-and>