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0 | Introduction

Student Facing Materials	Teacher Notes
Social Isolation as a Public Health Issue Human beings are social creatures. We need each other to survive and we need social interaction to stay emotionally and mentally healthy. Research shows that many people, especially older adults,	**Social Isolation as a Public Health Issue** Human beings are social creatures. We need each other to survive and we need social interaction to stay emotionally and mentally healthy. Research shows that many people, especially older adults, feel lonely.

feel lonely. Some researchers consider social isolation and loneliness a significant public health issue of our time.

Due to social distancing during the coronavirus pandemic, social isolation has become more common and many are concerned about the long-term consequences on people's wellbeing. While social distancing guidelines are important to prevent the spread of COVID-19, they should not be synonymous with social isolation. There are a number of creative ways in which each and everyone of us can connect with other people. This module explores the following questions:

- ***Why are human connections important? What are the effects of social isolation?***
- ***How can we stay connected and prevent isolation during difficult times or situations, such as the current pandemic?***

Let's get started!

MODULE OVERVIEW
Genre Focus: Informative/Explanatory Genre
Key Language Functions: Compare & Contrast, Cause & Effect
Culminating Tasks: An Informative/Explanatory Text (an informational brochure, and an Oral Presentation (documenting history project)
Key Language Resources: Text structure (informative/explanatory), present tense verbs, passive voice, attributive tags

For more information about the Informative/Explanatory Genre and associated language and tasks, click here: **Language Development Guide for Designated ELD (Informative/Explanatory)**
KEY RESOURCES FOR MODULE DESIGN

1. **https://bit.ly/InstructionalSequence-HSdELDModules**

2. **https://bit.ly/dELD-HealthModulesAtaGlance**

As you adapt this module to the specific needs of your students, it is important to maintain all of the stages of the instructional sequence (see graphic in the link above) and to include at least one task from each of the stages.

If you have students at the emerging or early expanding proficiency levels, you can find additional ideas and resources for differentiation of tasks in the corresponding Emerging and Expanding Module.

ELD STANDARDS
Part I - Interacting in Meaningful Ways
A. Collaborative
> **A.1** Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
> **A. 2.** Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)
> **A.4** Adapting language choices to various contexts

B. Interpretive
> **B.5** Listening actively to spoken English in a range of contexts
> **B.6** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
> **B.8** Analyzing how writers and speakers use vocabulary and other language resources for specific purposes

C. Productive

C.9 Expressing information and ideas in formal oral presentations on academic topics

C.10 Writing literary and informational texts to present, describe, and explain ideas and information

C.12 Selecting/applying varied and precise vocabulary and other language resources to effectively convey ideas

Part II - Learning About How English Works
A. Structuring Cohesive Texts
    A.1 Understanding text structure (Informative/Explanatory test)
    A.2 Understanding cohesion (Compare and contrast language, cause and effect language)
B. Expanding and Enriching Ideas
    B.3 Using verbs and verb phrases (Timeless present, passive voice)
C. Connecting and Condensing Ideas
    C.6 Connecting Ideas
    C.7 Condensing Ideas

Click here to access the California English Language Development Standards

Distance Learning Design Considerations for Language Learners
When designing distance learning opportunities for language learners, keep in mind the six considerations below. For detailed descriptions of each consideration, access the document here: **Distance Learning Design Considerations for Language Learners**
1. Attend to socio-emotional needs
2. Know your students and define learner experience
3. Strengthen home-school connections

4. Make input comprehensible
5. Provide support for language production and interaction
6. Provide feedback and opportunities for practice

IMPORTANT NOTE TO TEACHERS: English language learners need additional support and frequent targeted feedback in order to be able to access and interact with the content and to develop their proficiency in English. For this reason, we recommend that teachers schedule **frequent live instructional sessions** with English learners via video conferencing tech tools and/or phone. During these sessions, teachers will be able to support students with the most challenging tasks, clarify misconceptions, provide frequent feedback, and conduct ongoing formative assessment to inform instruction.

1 I Notebook and Double-Entry Journal

Student Facing Materials	Teacher Notes
Throughout this module, you will be building your knowledge on the topic of social connections. Use a double-entry journal to note-take and help organize the information you gather from a variety of sources. The double-entry journal is a simple graphic organizer that you can	**NOTE TO TEACHERS:** **If you have students at the exit expanding or bridging proficiency levels, you can find additional ideas and resources for differentiation of this task in the corresponding Expanding and**

easily draw on your composition books. No need for a handout. This will help you to:

- Collect and record main ideas and key information from texts.

- Collect and organize ideas and text evidence.

How to create and use a double entry journal:

- Your teacher will give you prompts or questions to help you focus on key information from a text.

- You can draw the double-entry journal graphic organizer in your composition book or on a sheet of paper

- As you read the text to respond to the prompt or question, you can write the information and evidence from the text in the double-entry journal.

The double-entry journal will be the place where you will record and organize your ideas and evidence as you research the topic for writing throughout the module.

See the Double-Entry Journal example below.

Prompt: *How is the situation of astronauts when they are in space parallel (similar) to what people are experiencing during the pandemic?*

Your Answers	Evidence from the text

Bridging module.

The Double-Entry Journal

The double-entry journal is a simple **graphic organizer and a very powerful tool** to support student learning, especially for English learners. The double-entry journal:

- Can be easily drawn by students directly into composition books or any other paper. No need for a handout.

- Supports students in collecting and recording main ideas and key information as they are making sense of complex texts.

- Helps students collect and organize ideas and text evidence.

- Is very versatile since the two columns can be used in multiple ways, depending on the learning purpose.

The double-entry journal will be the place where students will record and organize their ideas and evidence as they research the topic for writing throughout the module.

In this module, we suggest you give students prompts or questions to provide them with a reading focus. Students then read the text in question and respond to the prompts, recording their answers and evidence in the double-entry journal. See an example here:

Prompt: *How is the situation of astronauts when they are in space parallel (similar) to what people are experiencing during the pandemic?*

Answers	Evidence from the text

Left Column = write questions and responses

Right Column = write evidence from text

This is what the double-entry journal would look like in your composition book.
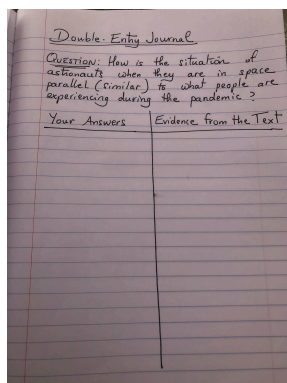
(Source: E. Pando-Solis)

2 | Launch Tasks Options

Student Facing Materials	Teacher Notes
LAUNCH TASKS OPTIONS:	**LAUNCH TASKS OPTIONS:**
Launch Task: Quickwrite	**Engaging Students in Meaningful Talk - Distance Learning Considerations**

Quickwrite: Respond to <u>one or more</u> of the following questions.

- ❏ *What does it mean to feel or be connected to other people?*
- ❏ *Describe or illustrate a time when you felt connected to another person or a group of people.*
- ❏ *How have you been able to stay socially connected with family, friends, and your community (or make new connections) during this pandemic?*

Submit Response in Notebook OR use a voice recording tool.

Launch Task: Responding to Quotes

Connection Quotes

Select <u>2-3 quotes</u> that speak to you (resonate with you)

    Click **Connection Quotes** (1)

Once you have selected your 2-3 quotes, copy and paste them in your online notebook OR tape them in your provided notebook

Explain why you selected these 2-3 quotes.

Summarize the quote (What is the author's opinion on human connections?)

- ❏ *The author believes that … I know this because the author says, "..." and uses words like, "..."*

NOTE TO TEACHERS:
If you have students at the emerging and early expanding proficiency levels, you can find additional ideas and resources for differentiation of this task in the corresponding Emerging and Expanding module.

Ways for Students to Engage in Meaningful Talk
- ❏ Zoom breakout rooms
- ❏ Google Hangouts
- ❏ Phone calls, **WhatsApp, Google Duo**
- ❏ Home discussions
- ❏ **Vocaroo**
- ❏ **Flipgrid**
- ❏ **Screencastify**

Formative Assessment Opportunities:
Throughout the module, look for opportunities to formatively assess students as they engage in the tasks. This will inform your decisions about appropriate scaffolding, additional learning opportunities needed, as well as supporting students to organize their work and develop learning strategies.

When reviewing students' notebook and/or voice recording, you will be able to assess their prior knowledge and language skills. Some questions you might ask yourself are:

- ● Are they able to articulate their understanding of isolation?

<table>
<tr><td>

Why did you select this quote?

❏ *I selected this quote because…*

❏ *This quote speaks to me (or resonates with me) because...*

Submit Response in Notebook OR using a voice recording tool.

</td><td>

- Are they able to draw from their experience to answer the questions in the task?
- Are they able to organize their thoughts to create coherent explanations?
- What kind of vocabulary are they using?
- Are they using the sentence stems provided successfully?

</td></tr>
</table>

Links Used in this Lesson:

1. Connection Quotes
https://bit.ly/ELDHSLink130

3 I Building Background Knowledge Task Options

Student Facing Materials	Teacher Notes
Background Knowledge Task: Student Perspectives **Step 1 - WATCH THE VIDEOS AND TAKE NOTES (First Viewing)** Watch the following videos to hear a group of teenagers' perspectives on quarantine life during the pandemic. You will need to watch these videos at least two times. *NOTE: The videos provide closed captioning (CC), varying playback speeds (recommend normal or 0.75)* QuaranTeens-Teenagers reveal what being in quarantine during	**Background Knowledge Task: Student Perspectives** **NOTE TO TEACHERS:** **If you have students at the emerging and early expanding proficiency levels, you can find additional ideas and resources for differentiation of this task in the corresponding Emerging and Expanding module.**

COVID-19 is really like (1) (April 17, 2020)

Video Transcript: QuaranTeens (April 17, 2020) (2)

QuaranTeens (part 2) (3) (May 27, 2020)

For your first viewing of the video, think about the following questions and use a double entry journal to record your thoughts. You can also read the video transcript (4) or translate the transcript by using google translate (5).

Teens' overall experiences during quarantine life

- How are these teens feeling about quarantine life?
  - What are some of the things they miss or want to do?
  - What are some of the things they have enjoyed doing?
  - What are some of their worries and hopes?
- Do you connect to any of these teens' feelings or thoughts?

Step 2 - WATCH THE VIDEOS AND TAKE NOTES (Second Viewing)

Watch the videos again, but this time focus only on 1-2 teenagers. For the second viewing of the video, think about the following questions and jot down some notes.

Focus on 1-2 teens' experiences during quarantine life.

- Based on the videos, how does _____feel about being quarantined?
  - What are some of _____'s emotions?
  - What are some of _____'s thoughts?

Differentiated Support by English Language Proficiency Levels

Asking questions is one of the most effective ways of engaging students, checking for understanding, and supporting language development. Carefully planning the questions we ask students can dramatically increase instructional effectiveness.

Using **prompts and questions** adapted to a particular proficiency level is one way to help students feel supported and encouraged to participate, thereby increasing oral language practice.

Additionally, providing students with **sentence stems** to support their responses provides additional scaffolding for English learners.

Use the documents below to help you select appropriate scaffolds for students by taking into consideration their **language proficiency levels**.

- **Sample Sentence Stems by Proficiency Level and Language Function**
- **Sample Questions by Proficiency Level and Blooms Taxonomy**

It is important to remember that during ELD instruction, our purpose is to support and challenge students not to stay within their current proficiency level, but to work toward the next. Keep that in mind as you select scaffolds from the documents above.

Engaging Students in Meaningful Talk - Distance Learning Considerations

○ Do you connect to _____'s feelings or thoughts?

STEP 3 - PARTNER DISCUSSION

With a partner, discuss these teens' overall experiences being quarantined during the COVID-19 pandemic. Also, discuss the experiences of 1-2 of the teenagers in more depth. Use your notes from Step 1 to support you during the discussion.

REMINDER:

The role of the speaker is to share his/her ideas with others. The speaker should use complete sentences, provide details to support his/her ideas, and speak in a clear voice.

The role of the listener is to be attentive and truly listen to understand what the speaker is saying. The listener should also ask any clarifying questions and/or paraphrase the speaker's ideas.

Listener's Role

Clarifying	Paraphrasing
What do you mean?	What I understand is …
Can you repeat that please?	It sounds like you think that …
Can you say more about that?	In other words, you are saying …
Can you elaborate on ...?	To paraphrase, ...

Ways for Students to Engage in Meaningful Talk
- ❏ Zoom breakout rooms
- ❏ Google Hangouts
- ❏ Phone calls, **WhatsApp**, **Google Duo**
- ❏ Home discussions
- ❏ **Vocaroo**
- ❏ **Flipgrid**
- ❏ **Screencastify**

Instructional Scaffolds for Talk (The Great Eight)

- ❏ Provide **explicit instructions** on the purpose and expectations of the talk, as well as **modeling** how to engage in the discussion (e.g. teacher-created video explanations and modeling, amplification of written instructions, translations)
- ❏ **Establish discussion norms and reinforce these norms** before, during, and after the discussion
- ❏ **Assign discussion roles** to facilitate turn-taking and to practice academic discussion skills
- ❏ **Use dialogue protocols** to promote equitable participation
- ❏ **Offer sentence stems and/or key words** to scaffold the talk
- ❏ **Provide wait time** to allow students to reflect on the discussion questions
- ❏ **Provide praise and feedback** on both what is being discussed *and* how the students engage in the discussion, including the language they use
- ❏ **Provide opportunities for students to reflect** on the learning they gained from the discussion *and* on their own participation and language used during the discussion

Teens' overall experiences during quarantine life

- How are these teens feeling about quarantine life?
    - What are some of the things they miss or want to do?
    - What are some of the things they have enjoyed doing?
    - What are some of their worries and hopes?
- Do you connect to any of these teens' feelings or thoughts?

Possible Response Starters

- *These teens feel ...*
- *They think that ….*
- *They want to …*
- *They miss …*
- *They enjoy …*
- *_____ is worried about …*
- *_____ hopes that …*
- *I connect to these teens because…*
- *I also feel/think ...*

Focus on 1-2 teens' experiences during quarantine life

- Based on the videos, how does _____feel about being quarantined?

Thoughts and feelings

Possible Response Starters

- *_____feels …*
- *_____ thinks that ….*
- *_____ wants to …*
- *_____ misses …*
- *_____ enjoys …*
- *_____ is worried about …*

Formative Assessment Opportunities:

As students engage in this task, you could ask them to turn in a recording of their partner discussion. In this way, you will be able to assess their prior knowledge and language skills. Some questions you might ask yourself are:

- What is their use of verb tenses?
- What types of sentences are they constructing (simple, complex, compound…)?
- Are they able to organize their thoughts to discuss their observations coherently?
- What kind of vocabulary are they using?
- Are they using the sentence stems provided successfully?

- ____ *hopes that …*

Connections

❏ Do you connect to any of _____'s feelings or thoughts?

Possible Response Starters

- *I connect with _____ because …*
- *I also feel/think …*
- *Similar to ___, I also ...*

Background Knowledge Task: Summary of Research on Social Connections

Step 1 - WATCH THE VIDEO AND TAKE NOTES

Watch the following video multiple times to learn what the research says about the importance of social connections. Use a double entry journal to help you remember key details.

The Importance of Social Connectedness while Physical Distancing (BYU psychology professor Julianne Holt-Lunstad) (6)

Step 2 - COLLABORATIVE SUMMARY OF KEY POINTS

Work with a partner to discuss what you learned from the video (refer to your notes). Come to consensus (agree) on the following questions:

❏ In her research, psychology professor Holt-Lunstad discovered that perceptions of support increase physical and emotional well-being. What does this mean and why is this important?

[watch video from 0:00-1:16]

Possible Response Starters

- *"Perceptions of support" means …*
- *Professor Holt-Lunstad's research indicates that...*
- *This is important because ...*

❏ According to professor Holt-Lunstad, how can we stay socially connected while physically distancing? **[watch video from 1:44-3:10]**

Possible Response Starters

- *According to professor Holt-Lunstad, we can stay socially connected while physically distancing by …*
- *Some examples that she gives for how we can stay socially connected are …*
- *Holt-Lunstad's hope is that ...*

Background Knowledge Task: Perspectives on Human Connections

Step 1 - WATCH THE VIDEOS AND TAKE NOTES

NOTE: The videos provide closed captioning (CC), varying playback speeds (recommend normal or 0.75), and some offer translations into many other languages.

Explore one or more of these videos:

❏ **Unseen Connectivity** (7) (Spoken Word Poem by Marshall Davis Jones)

❏ **Human Again** (8) (Spoken Word Poem by Oveous)
❏ **Connection** (9) (Song by OneRepublic)

Now, select ONE of the videos above and respond to the focus questions.

Focus Questions:

❏ What is the speaker's claim (or message) about human connections? In other words, what does he want us to understand or learn? **[CLAIM]**
❏ What makes him think that? What information is given to support his claim? **[EVIDENCE]**

Use your double-entry journal to record your thinking.

Step 2 - PARTNER TALK

With a partner, discuss what the speaker's claim is about social connections.

Using your notes from your double-entry journal, share your response with a partner who took notes on the same video as you.

❏ Partner A shares **Claim** and **Evidence** using academic language (see examples on right side of the Claim/Evidence Chart)
❏ Partner B listens to understand (i.e., asks clarifying questions; paraphrases). *Click **here** (10) for language to clarify or paraphrase (listener's role)*
❏ Rotate roles (Partner B speaks now)

CONSENSUS: Reach **consensus** (11) on **Claim and Evidence**

C-**E** Questions	**C**-**E**- Response Starters
Claim What does [Name] think?	**[Name] thinks that…** **[Name] believes that ...**
Evidence What makes him/her think that? What information is given to support his/her claim?	**For example, in the video [Name] states, …** **Another piece of evidence is ...**

SYNCHRONOUS DISCUSSION

Links Used in this Lesson:

1. QuaranTeens-Teenagers reveal what being in quarantine during COVID-19 is really like

https://bit.ly/ELDHSLink131

2. Video Transcript: QuaranTeens (April 17, 2020)

http://bit.ly/ELDHSLink203

3. QuaranTeens (part 2)

https://bit.ly/ELDHSLink132

4. video transcript

http://bit.ly/ELDHSLink201

5. google translate

http://bit.ly/ELDHSLink202

6. The Importance of Social Connectedness while Physical Distancing (BYU psychology professor Julianne Holt-Lunstad)

https://bit.ly/ELDHSLink133

7. Unseen Connectivity

https://bit.ly/ELDHSLink134

8. Human Again

https://bit.ly/ELDHSLink135
9. Connection
https://bit.ly/ELDHSLink136
10. here
https://bit.ly/ELDHSLink137
11. consensus
https://bit.ly/ELDHSLink138

4 I Research Tasks

Student Facing Materials	Teacher Notes
Research Task: Conduct A Survey **Step 1 - TAKE THE SURVEY** First, take this **Social Connection Survey** that your teacher will provide you. Be sure to answer all the questions and then click "submit" when done. **Step 2 - HAVE OTHERS TAKE THE SURVEY** Next, send out (or print and distribute)the **Social Connection Survey** (2) to at least 5 people. The people who take your survey may be family members, neighbors, friends (beyond this class), and community members. Let them know that this is an **anonymous** (1) survey, and that the goal is to collect information about different people's experiences with social connections during the Coronavirus Pandemic. **Step 3 - SUMMARIZE THE SURVEY RESULTS** *NOTE: Your teacher will provide you with a visual display of the*	For this task, students will be taking a **Social Connection Survey.** IMPORTANT: MAKE A COPY OF THIS SURVEY BEFORE SENDING IT OUT TO STUDENTS. Encourage students to survey people from various age groups and backgrounds. These individuals may be family members, neighbors, friends (beyond this class), and community members. Let them know that this is an **anonymous** survey, and that the goal is to collect information about different people's experiences with social connections during the Coronavirus Pandemic. We encourage YOU to take the survey as well! Once the surveys are completed, it will be helpful to provide students with some type of visualization of the data. Since there is a lot of quantitative data in the survey, this is an excellent opportunity for you to collaborate with your math colleagues on how to both display the data and how to effectively summarize this quantitative data (ex. calculate the mean, median or mode). For example, the first 3 questions in Step 3, "Summarize the Survey Results", require students to determine the mean of certain data points from the survey. Calculating the mean may be teacher-directed or

survey data.

As a class or in small groups, look closely at the visual display of the survey data. <u>Discuss with your class</u> and <u>write down</u> your responses to the questions. Use the note-taking guide below to take notes during your class discussion. Make sure that you take detailed notes of significant information and ideas because you will use this information to write your informative/explanatory text.

Find a PDF of the note-taking guide here: **Survey Data Analysis Note-Taking Guide** (2)

During your discussion, you will address these questions:

- What does the data tell us? What story does the data tell?
  - What is the mean or "average" on how people are feeling socially connected to family, friends, and their community?
  - What is the mean or "average" on how people are feeling about the importance of social connections to family, friends, and their community?
  - What is the mean or "average" on how many people they feel comfortable sharing a personal problem?
  - What were the top 3 most frequent emotions that people reported feeling during the past couple of weeks?
  - What were some common things that people reported doing to stay connected with family, friends, and their community?
  - What were some common suggestions they listed for supporting those who feel lonely or disconnected right now?
- Did anything surprise you about the data?
- Why is this data important?

teacher-guided, depending on the needs of your students.

Link to the Google Slide Presentation: **Survey Data Visualization and Analysis**

Overview of Mean, Median, and Mode see the links below from Khan Academy.
- **Statistics Intro: Mean, medium, and mode** (video from Khan Academy)
- **Mean, Medium, and Mode Review** (article from Khan Academy)

During the class discussion, ask the students to use the note-taking guide provided to take notes. They will use this information to write their informative/explanatory text.

Find a PDF of the note-taking guide here: **Survey Data Analysis Note-Taking Guide**

After the class discussion and summarizing the survey data, students should now have time to take their individual, as well as some collective, class notes from the discussion and record those. Instruct them to go back to their own notes and the class notes and reflect on the following:

- Think about what ideas from your data analysis would be important to write about in your informative/explanatory text to:
  - explain the importance of social connections
  - describe the different ways or strategies to overcome isolation and stay socially connected to one another during this pandemic
- Think about what data would be important to include in your writing as evidence.
- Record these ideas in your double-entry journal. Remember to include data as evidence for ideas as well.

Step 4 - TRANSFER SUMMARY OF SURVEY RESULTS INTO DOUBLE-ENTRY JOURNAL

After your class discussion and data analysis, you should have individual notes in your note-taking guide, as well as some collective class notes. Go back to the notes and do the following:

- Think about what ideas from your data analysis would be important to write about in your informative/explanatory text to:
  - explain the importance of social connections
  - describe the different ways or strategies to overcome isolation and stay socially connected to one another during this pandemic
- Think about what data would be important to include in your writing as evidence.
- Record these ideas in your **double-entry journal**. Remember to include data as **evidence** for each idea as well.
- You should have both qualitative and quantitative data in your notes.

Data = factual information such as numbers, percentages, and statistics.

- You should have both qualitative and quantitative data in your notes.

NOTE TO TEACHERS:
If you have students at the emerging and early expanding proficiency levels, you can find additional ideas and resources for differentiation of this task in the corresponding Emerging and Expanding module.

Links Used in this Lesson:
1. Anonymous
https://bit.ly/ELDHSLink174
2. Survey Data Analysis Note-Taking Guide
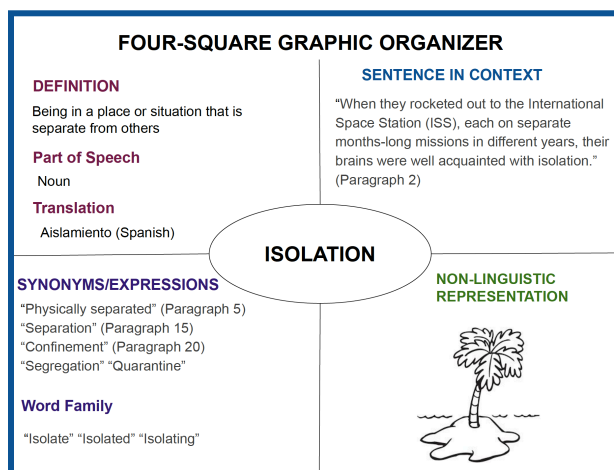**https://bit.ly/ELDHSLink140**

5 | Vocabulary Learning

Student Facing Materials	Teacher Notes
Learning Task: Vocabulary Learning During this module, you are going to learn some new vocabulary that will help you understand the content and be able to share what you have learned with others. As you learn new words, you are going to collect them in a **Vocabulary Notebook**. In this notebook, you will make entries for each of our key words for the module, which our class will be learning together. You can also add any new words that you are learning independently, or other academic words that you want to include in your writing and oral expression. Below you can see what each word entry in your notebook will look like. This is called the Four-Square Graphic Organizer: FOUR-SQUARE GRAPHIC ORGANIZER DEFINITION — SENTENCE IN CONTEXT Part of Speech Translation WORD SYNONYMS/EXPRESSIONS — NON-LINGUISTIC REPRESENTATION Word Family *(Source: E. Pando-Solis)* You can see a PDF of this organizer here: **Four-Square Graphic**	**Learning Task: Vocabulary Learning** **Purpose of the Task** ● Vocabulary knowledge is an excellent predictor of reading comprehension. ● Vocabulary instruction should not be limited to random moments when students inquire about words that they find challenging. English learners especially need **explicit systematic vocabulary instruction**. ● Vocabulary must be learned by **making meaning in context**. For more information about **Vocabulary Instruction, click here.** **The Vocabulary Notebook** In this module, students are asked to create a **Vocabulary Notebook** where they will add vocabulary entries for: ● The key words for the module ● Any new words they are learning independently ● Any other academic words that the students want to include in order to increase their repertoire Each notebook entry consists of a graphic organizer, called the Four-Square (adapted from Torres & Rao, 2019; from Dunston & Tyminski, 2013). Students can also use index cards to create their vocabulary entries instead of a notebook. For a pdf of this organizer click here: **Four-Square Graphic Organizer**

Organizer (1)

You will work with your class to create the first few examples so that you will know exactly how to record your words in your notebook. You can use index cards instead if you prefer, one for each new word.

Here is an example of a word entry for the word "Isolation":

FOUR-SQUARE GRAPHIC ORGANIZER

DEFINITION
Being in a place or situation that is separate from others

Part of Speech
Noun

Translation
Aislamiento (Spanish)

SENTENCE IN CONTEXT
"When they rocketed out to the International Space Station (ISS), each on separate months-long missions in different years, their brains were well acquainted with isolation." (Paragraph 2)

ISOLATION

SYNONYMS/EXPRESSIONS
"Physically separated" (Paragraph 5)
"Separation" (Paragraph 15)
"Confinement" (Paragraph 20)
"Segregation" "Quarantine"

Word Family
"Isolate" "Isolated" "Isolating"

NON-LINGUISTIC REPRESENTATION

(Source: E. Pando-Solis)

Key Words that we will be learning in this module:

- Isolation
- loneliness
- Interaction
- Cause
- Effect
- Research
- Evidence

Step 1 - CREATE SEVEN VOCABULARY ENTRIES (FOUR-SQUARE

FOUR-SQUARE GRAPHIC ORGANIZER

DEFINITION

Part of Speech

Translation

WORD

SYNONYMS/EXPRESSIONS

Word Family

SENTENCE IN CONTEXT

NON-LINGUISTIC REPRESENTATION
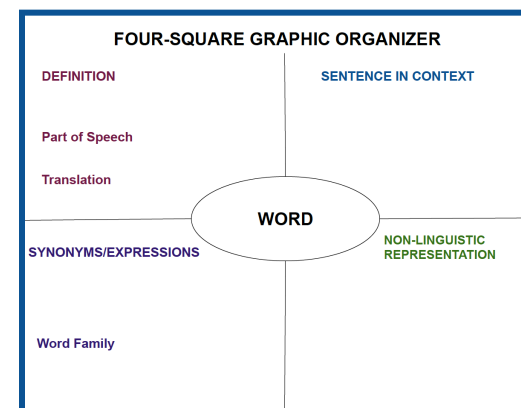
(Source: E. Pando-Solis)

Here is a sample of what an entry might look like for the word "isolation:"

FOUR-SQUARE GRAPHIC ORGANIZER

DEFINITION
Being in a place or situation that is separate from others

Part of Speech
Noun

Translation
Aislamiento (Spanish)

SENTENCE IN CONTEXT
"When they rocketed out to the International Space Station (ISS), each on separate months-long missions in different years, their brains were well acquainted with isolation." (Paragraph 2)

ISOLATION

SYNONYMS/EXPRESSIONS
"Physically separated" (Paragraph 5)
"Separation" (Paragraph 15)
"Confinement" (Paragraph 20)
"Segregation" "Quarantine"

Word Family
"Isolate" "Isolated" "Isolating"

NON-LINGUISTIC REPRESENTATION

(Source: E. Pando-Solis)

Marzano's Six-Step Process for Building Academic Vocabulary

<mark>GRAPHIC ORGANIZERS)</mark>

In your notebook or on your index cards, begin by creating seven vocabulary entries (Four-Square Graphic Organizers) like the blank example above, one for each of our new key words.

<mark>Step 2 - WRITE EACH OF THE WORDS IN THE CENTER OF THE GRAPHIC ORGANIZERS</mark>

Neatness is important when working on your vocabulary notebook, because you will revisit it often to review and learn your words.

<mark>Step 3 - KEEP YOUR EYE OUT FOR THE SEVEN KEY WORDS</mark>

Throughout the module, you will have a chance to learn about these key words, how to use them, and how to add them to your vocabulary notebook.

Let's get started!

In this instructional module, we will be using Marzano's Six-Step Process (2005) for building academic vocabulary.

These six steps are:

Step 1 - Describe, explain, and get examples of the new term
Step 2 - Restate explanation and definitions in your own words
Step 3 - Create non-linguistic representations
Step 4 - Do activities that help add to your knowledge of terms
Step 5 - Discuss the vocabulary with one another
Step 6 - Play games that utilize the vocabulary

For a more detailed description of the process - **Click here**

Formative Assessment Opportunities:
Make sure students are creating a word entry for each of the module's key words and are filling in the appropriate windows as you go through Marzano's Six Steps. As students move through the module, they should be able to include the new words in their discussions, explanations and writing. The degree to which students are able to do this will inform your instructional decisions.

Differentiated Support by English Language Proficiency Levels

The use of Marzano's process is highly supportive for all English learners for several reasons:

- The six steps work by activating different regions of the brain while associating meaning with new terms.
- The use of non-linguistic representations and associations support ELs, especially students at the emerging level.
- There is abundant repetition and opportunities for making meaning in multiple ways.
- Translations and cognates support connections to the student's primary language.

IMPORTANT NOTE:
Marzano's research shows that for maximum effectiveness, students must engage in **ALL the steps in the process**.

WEBSITES
Reference site on the English language, word origins, Greek and Latin roots, historical development of English: **http://wordinfo.info/**

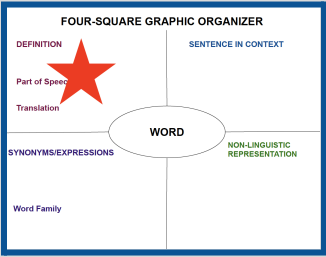Reference sites for word origins, synonyms, antonyms:
www.dictionary.com
www.thesaurus.com

Links Used in this Lesson:
1. Four-Square Graphic Organizer
https://bit.ly/ELDHSLink141

6 | Text Deconstruction

Student Facing Materials	Teacher Notes
Learning Task: Text Deconstruction	**Learning Task: Text Deconstruction**

Student Facing Materials

Learning Task: Text Deconstruction

In this task, you will learn about the purpose and organization of an **informative/explanatory text** into several stages. This learning will help you to write your own informative/explanatory piece and do an oral presentation at the end of this module.

Step 1 - LEARN ABOUT AN INFORMATIVE/EXPLANATORY TEXT

Read this **Informative/Explanatory Overview Handout** (1) to learn what an informative/explanatory text is and how it is organized into several stages.

Vocabulary Alert!
Research and **evidence** are two of our seven key words. As you read the handout, pay attention to these words. Look for the words in a dictionary and think about their meaning in this context. Take notes and add them to your word entry on the top left corner of your chart. Also, add to your word entries the part of speech and a translation into your first language.

FOUR-SQUARE GRAPHIC ORGANIZER

DEFINITION | SENTENCE IN CONTEXT

Part of Speech

Translation

WORD

SYNONYMS/EXPRESSIONS | NON-LINGUISTIC REPRESENTATION

Word Family

(Source: E. Pando-Solis)

Teacher Notes

Learning Task: Text Deconstruction

Purpose of the Task
In this task, students will use a mentor text, **Effects of Social Isolation on Human Health and Wellbeing**, to learn about the organizational structure of an informative/explanatory text, the author's purpose for using this genre, as well as the main idea of the text.

Typical **Organizational Structure** of an Informative/Explanatory text:

- ❏ Identification of Subject, Concept, or Phenomenon
- ❏ Description and Explanation of Subject, Concept, or Phenomenon
- ❏ Summary Statement/Personal Comment
  (Note: Not all informative/explanatory texts include this)

See **Informative/Explanatory Overview Handout**

Below is a link to an annotated version of the mentor text. This version includes an analysis of the structure of the text as well as some examples of essential features of an informative/explanatory text (cause and effect language, compare and contrast language, "timeless present," passive voice and attributive tags) present in this particular text.

Annotated Mentor Text (Informative/Explanatory)

Additionally, students will begin to learn **key words** that are connected to central concepts of the module. Throughout the use of **Marzano's**

Step 2: READ FOR MAIN IDEA

You will now read an example of an informational text. Independently or with a partner, read the text **Effects of Social Isolation on Human Health and Wellbeing** (2). As you read, keep the following question in mind:

Reading Focus Prompt:

- What is the topic of this text? In other words, what is the text about?

Vocabulary Alert!

Isolation and **loneliness** are key words for this module. You will find them in several places in the article. As you read, think about the meaning of these words.
- *Are they synonyms or is there a difference in their meaning?*
- *If there is a difference in meaning, what is it?*

Keep these questions in mind as you read the text. We will come back to them later.

Step 3: READ TO UNDERSTAND TEXT STRUCTURE

Using the same text as in Step 2, work with a partner and discuss the following questions, one at a time.

- *Which paragraph(s) in this text introduces the topic and/or gives*

Six-Step Process, we want students to develop a deep understanding and expressive knowledge of the word. In this task, we are tackling steps 1 and 2 of Marzano's process.

Key words for this task:
- Isolation
- loneliness
- Research
- Evidence

Differentiated Support by English Language Proficiency Levels

Asking questions is one of the most effective ways of engaging students, checking for understanding, and supporting language development. Carefully planning the questions we ask students can dramatically increase instructional effectiveness.

Using **prompts and questions** adapted to a particular proficiency level is one way to help students feel supported and encouraged to participate, thereby increasing oral language practice.

Additionally, providing students with **sentence stems** to support their responses provides additional scaffolding for English learners.

Use the documents below to help you select appropriate scaffolds for students by taking into consideration their **language proficiency levels:**

Sample Sentence Stems by Proficiency Level and Language Function
Sample Questions by Proficiency Level and Blooms Taxonomy

It is important to remember that during ELD instruction our purpose is to support and challenge students not to stay within

you background information about the topic?

Mark this section on the text and label it "IDENTIFICATION OF THE SUBJECT, CONCEPT OR PHENOMENON"

- *Which paragraph(s) describes and/or gives explanations about the topic?*

Mark this section on the text and label it "DESCRIPTION AND EXPLANATION OF THE SUBJECT, CONCEPT OR PHENOMENON"

- *Which paragraph(s) provides a summary statement or personal comment about the topic?*

Mark this section on the text and label it "SUMMARY STATEMENT / PERSONAL COMMENT"

NOTE: The above are the typical stages of an informative/explanatory text.

Step 4 - READ TO UNDERSTAND AUTHOR'S PURPOSE

Using the same text, discuss with a partner the following question:

- *Why do you think the writer wrote this text? In other words, what was his purpose for writing?*

Vocabulary Alert!

Based on your reading of the text, what is your understanding of the words **isolation** and **loneliness** now? How would you answer the questions below?

- *Are these words synonyms or is there a difference in their*

---

their current proficiency level, but to work toward the next. Keep that in mind as you select scaffolds form the documents above.

Formative Assessment Opportunities:
As a result of engaging in this task, students should be able to identify the main idea of the mentor text as well as the author's purpose. They should also be able to apply their understanding of the organization of an informative/explanatory text to analyzing the mentor text and identifying the typical stages within the text. Below are some opportunities for formative assessment:

- Ask additional questions to check for understanding about the form and the content in the text
- Ask students to share the way they marked each of the stages on the mentor text and justify their responses referring back to the Informative/Explanatory Overview Handout
- Ask students to compare whether their stages match those of a partner and justify their responses
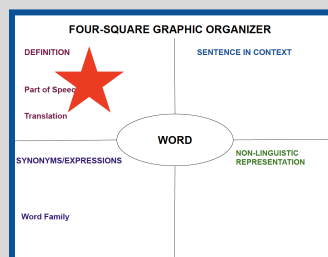
Before moving forward with the learning, we need to make sure that students understand the organizational structure of an informative/explanatory text and that they are developing the key concepts and vocabulary that will support future learning.

meaning?
- *If there is a difference in meaning, what is it?*

Try to create a definition for each one based on your reading and add them to the top left corner of your vocabulary entries. You can use a dictionary to help you answer the questions. Also, add the part of speech and a translation into your first language.

You will be discussing these words with your class in the next step so make sure that you are ready to share your definitions and explain your thinking.

FOUR-SQUARE GRAPHIC ORGANIZER

DEFINITION	SENTENCE IN CONTEXT
Part of Speech	
Translation	
SYNONYMS/EXPRESSIONS	NON-LINGUISTIC REPRESENTATION
Word Family	

WORD

(Source: E. Pando-Solis)

Step 5 - CLASS DISCUSSION
As a class, discuss the text structure and purpose of this informative/explanatory text. At the same time, you will also be discussing your understanding of the first four key terms (**Research, evidence, isolation,** and **loneliness**). Be ready for the discussion with your definitions and with ideas about how you will explain your thinking.

Links Used in this Lesson:
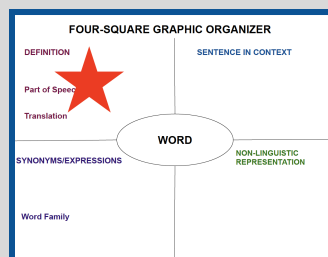**1.** Informative/Explanatory Overview Handout

https://bit.ly/ELDHSLink142
2. Effects of Social Isolation on Human Health and Wellbeing
https://bit.ly/ELDHSLink143

7 | Language Investigation - *Cause and Effect Language*

Student Facing Materials	Teacher Notes
Learning Task: Language Investigation - *Cause and Effect Language* Cause and effect language is used to describe the relationships between a **cause** (or reason for something) and its **effect** (the result). When describing cause and effect relationships, it is important to be clear on which is the cause and which is the effect so that we can use the appropriate linguistic patterns and connecting expressions. Generally, the cause happens first and the effect appears later, as a consequence of the cause. However, when expressing cause and effect, the speaker or writer can choose in which order to mention the cause and the effect: **Cause - effect** **Effect - cause** In this section, you will learn more about this topic and you will get to practice using cause and effect language. **Vocabulary Alert!** **Cause** and **effect** are two of our vocabulary words for this module.	**Learning Task: Language Investigation -** *Cause and Effect Language* **Purpose of the Task** By engaging in this task, students will learn about and practice the language used for expressing cause and effect relationships. ● Students read several pairs of sentences and decide which ones indicate **cause** and which ones indicate **effect** then sort them in a graphic organizer. ● Students connect the sentences that they sorted to express cause and effect relationships, using different cause and effect language patterns from the chart provided**.** Within this language investigation task, we provide a menu of activities for teachers to choose from. It is entirely up to the teacher to decide which of these to assign students depending on their language development needs. While engaging in this task, students will learn two new **key words** connected to central concepts of the module. We continue to follow **Marzano's Six-Step Process**. In this task, we are working on steps 1 and 2 of the process.

Based on your learning about cause and effect so far, what is your understanding of these words? Create a definition for each of them and add them to your word entries in the top left corner. Also, add the part of speech and a translation into your first language. You can use a dictionary to help you create more complete definitions.

FOUR-SQUARE GRAPHIC ORGANIZER

DEFINITION	SENTENCE IN CONTEXT
Part of Speech	
Translation	
	WORD	NON-LINGUISTIC REPRESENTATION
SYNONYMS/EXPRESSIONS	
Word Family	

(Source: E. Pando-Solis)

Key words for this task:
- Cause
- Effect

NOTE TO TEACHERS:
If you have students at the emerging and early expanding proficiency levels, you can find additional ideas and resources for differentiation of this task in the corresponding Emerging and Expanding module.

Step 1 - SORT STATEMENTS AS "CAUSE" OR "EFFECT"

Read the pairs of sentences below. Decide which ones indicate **cause** (the reason for something) and which ones indicate **effect** (the result). Place each of them in the appropriate column in the graphic organizer below.

You can also get a PDF of the graphic organizer here: **Cause and Effect Sorting Graphic Organizer** (1)

1. *A film producer wants to turn his novel into a movie. His first novel was a great success.*
2. *I went to sleep early. I was feeling very tired from such a long walk.*
3. *The dress she liked was very expensive. She didn't buy the dress.*

Cause and Effect Language

Simple Language Patterns	More Complex Language Patterns
• ...(effect) because … (cause) • ... (cause) so … (effect) • If (something happens) then ... (result) • The cause of _____ is ... • The effect of _____ is ... • One reason for _____ is... • When (cause) …,	● As a result of … (cause), … (effect) ● Due to … (cause), … (effect) ● … (cause), consequently, … (effect) ● The impact of _____ led to … ● _____ contributed to … ● _____, _____, and _____ are factors that led to…

4. *We decided to stay in and watch a movie. It was a rainy and cold evening.*
5. *They had to buy a new computer. John dropped the old computer and it broke.*
6. *The prices of plane tickets increased. My boss decided to cancel his trip to China.*
7. *The farmer decided to build a fence. Rabbits were getting inside his garden and eating his vegetables.*

Graphic Organizer

Cause	Effect
1. His first novel was a great success.	A film producer wants to turn his novel into a movie.
2.	
3.	
4.	
5.	
6.	
7.	

Step 2- LEARN ABOUT CAUSE AND EFFECT LANGUAGE

Below is a list of some language patterns and expressions that are

....(effect)
• After (cause) ..., … (effect)
• Because; so; since; cause; effect; if… then ...
• As a result of … (cause), … (effect)
• Due to … (cause), … (effect)

- … (cause), thus, … (effect)
- As a result; due to; consequently, led to; impact of; contributed to; therefore; thus, as a consequence

Differentiated Support by English Language Proficiency Levels

In order to provide appropriate scaffolding for each of the levels of language proficiency, keep these considerations in mind:

- If you have students at the **emerging/early expanding** levels, start with simple cause and effect expressions that are concrete and commonly used. Gradually increase the complexity of the expressions.
- Challenge students at the **exit expanding** and **bridging** levels with more complex or abstract expressions.
- Add explanations, definitions, and provide additional information. **Amplify, don't simplify!**
- Provide abundant opportunities for students to share and discuss their thinking with others (peers, the teacher, family members, etc.).
- Provide visual and auditory scaffolding to help make input comprehensible and give students access to content, text,

commonly used to express **cause and effect relationships**.

Sample Language Patterns and Expressions for CAUSE & EFFECT

Simple Language Patterns	More Complex Language Patterns
...(effect) because … (cause) ... (cause) so … (effect) - If (something happens) then ... (result) - The cause of _____ is ... - The effect of _____ is ... - One reason for _____ is... - When (cause) …, ...(effect) - After (cause) ..., … (effect) - Because; so; since; cause; effect; if… then ... - As a result of … (cause), … (effect) - Due to … (cause), … (effect)	- As a result of … (cause), … (effect) - Due to … (cause), … (effect) … (cause), consequently, … (effect) - The impact of _____ led to … _____ contributed to … _____, _____, and _____ are factors that led to… … (cause), thus, … (effect) - As a result; due to; consequently, led to; impact of; contributed to; therefore; thus, as a consequence

Step 3 - USE CAUSE AND EFFECT LANGUAGE TO EXPRESS CAUSE AND EFFECT RELATIONSHIPS

You are now going to connect the sentences that you sorted in the graphic organizer above to express cause and effect relationships. You will use different cause and effect language patterns from the chart.

teacher instructions, directions, learning tasks, and other language-based information essential for the learning.

Engaging Students in Meaningful Talk – Distance Learning Considerations

Ways for Students to Engage in Meaningful Talk
- ❏ Zoom breakout rooms
- ❏ Google Hangouts
- ❏ Phone calls, **WhatsApp, Google Duo**
- ❏ Home discussions
- ❏ **Vocaroo**
- ❏ **Flipgrid**
- ❏ **Screencastify**

Instructional Scaffolds for Talk (The Great Eight)

- ❏ Provide **explicit instructions** on the purpose and expectations of the talk, as well as **modeling** how to engage in the discussion (e.g. teacher-created video explanations and modeling, amplification of written instructions, translations)
- ❏ **Establish discussion norms and reinforce these norms** before, during, and after the discussion
- ❏ **Assign discussion roles** to facilitate turn-taking and to practice academic discussion skills
- ❏ **Use dialogue protocols** to promote equitable participation
- ❏ **Offer sentence stems and/or key words** to scaffold the talk

Practice Task # 1 - Connect Sentences 2, 3 and 4 using cause and effect language. Place the cause first and the effect after the cause.
Make sure that you use a different language pattern or expression for each sentence. You can modify the sentence as needed to convey your meaning (see the example provided).

You can also get a PDF of the practice task here: **Cause & Effect Practice Task 1** (2)

Example:

Cause	Effect
1. His first novel was a great success.	A film producer wants to turn his novel into a movie.
His first novel was a great success (cause) **so** *a film producer wants to turn it into a movie (effect).* *Other expressions we could use:* **consequently, therefore…***(see the chart above for a description of how each of these would be used in a sentence.)*	

Cause	Effect
2.	

Cause	Effect
3.	

- ❏ **Provide wait time** to allow students to reflect on the discussion questions
- ❏ **Provide praise and feedback** on both what is being discussed *and* how the students engage in the discussion, including the language they use
- ❏ **Provide opportunities for students to reflect** on the learning they gained from the discussion *and* on their own participation and language used during the discussion

Formative Assessment Opportunities:

As students engage in the practice tasks, you will be able to assess their understanding and use of cause and effect language:

- Are they able to identify and sort cause and effect accurately? If not, what are they confused about? What are the misconceptions?
- Are they able to use the chart to construct cause and effect sentences that make sense?
- Are they able to modify the sentences when needed to convey meaning or are they following the language patterns in a formulaic fashion?

Cause	Effect
4.	

Practice Task # 2 - Connect Sentences 5, 6 and 7 using cause and effect language. This time, make sure that you place the effect first and the cause after the effect so you can practice different ways of expressing cause/effect. Remember to use a different language pattern or expression for each sentence. You can modify the sentence as needed to convey your meaning (see the example provided).

You can also get a pdf of the practice task here: **Cause & Effect Practice Task 2** (3)

Example:

Cause	Effect
1. His first novel was a great success.	A film producer wants to turn his novel into a movie.
A film producer wants to turn his first novel into a movie (effect) ***because*** it was a great success(cause). Other expressions we could use***: since, due to…***(see the chart above for a description of how each of these would be used in a sentence.)	

Cause	Effect
5.	

Cause	Effect
6.	

Cause	Effect
7.	

Step 4 - PRACTICE WITH A PARTNER USING CAUSE AND EFFECT LANGUAGE

Think about a cause and effect relationship that you are familiar with from your own experience. Create at least two different ways of expressing it using the cause and effect language that you have been learning (you can jot your sentences down if that is helpful). Share both of them with a partner. Find at least two other people and repeat this process.

If you are not able to work with someone in person or through video, you can record yourself and share the recording with your teacher and classmates. You can also share it with a family member.

<table>
<tr><td>

Step 5 - IDENTIFY CAUSE AND EFFECT LANGUAGE IN AN INFORMATIONAL TEXT

Now, go back to the mentor text, **Effects of Social Isolation on Human Health and Wellbeing** (4)**,** and look for the cause and effect language that this writer used. Highlight or underline all the cause and effect expressions you find. You may refer to the chart with cause and effect language patterns and expressions.

Share what you found with your teacher and classmates.

</td><td></td></tr>
</table>

Links Used in this Lesson:

1. Cause and Effect Sorting Graphic Organizer

https://bit.ly/ELDHSLink144

2. Cause & Effect Practice Task 1

https://bit.ly/ELDHSLink145

3. Cause & Effect Practice Task 2

https://bit.ly/ELDHSLink146

4. Effects of Social Isolation on Human Health and Wellbeing

https://bit.ly/ELDHSLink143

8 | Language Investigation - *Compare and Contrast Language*

Student Facing Materials	Teacher Notes
Learning Task: Language Investigation - *Compare and Contrast Language* Compare and contrast language is common in academic texts. Compare and contrast language is used to describe the **similarities and**	**Learning Task: Language Investigation - *Compare and Contrast Language*** **Purpose of the Task**

differences between two or more things, groups of things, or ideas. By analyzing and reflecting on the similarities and differences between two things, we can increase our understanding and learn more about each of them.

When thinking about comparing and contrasting two things or ideas in your writing, it is important to discover the similarities and differences between them first. In order to do that, it can be useful to make a Venn diagram or a chart. From there, it will be easier to select which of the similarities and differences are the most important, and which of them you want to include in your writing.

Once you have identified the similarities and differences you want to write or talk about, you will need to select the appropriate linguistic patterns and connecting expressions you will use to convey your ideas clearly.

In this section, you will learn more about this topic and you will get to practice using compare and contrast language.

Vocabulary Alert!

Interaction is one of our key words. Based on all your reading and learning so far, what is your understanding of this word? Try to create a definition and add it to the word entry in the top left corner. Also, add the part of speech and a translation into your first language.

By engaging in this task, students will learn about and practice the language used for comparing and contrasting.

- Students are asked to select two things to compare from a list given, and then brainstorm similarities and differences in a graphic organizer. The students get to choose between a Venn diagram or a chart. You can find PDF versions of each at these links:

    - **Venn Diagram**
    - **Compare and Contrast Chart**

- Then, students use compare and contrast language from the chart provided to create sentences that they will share with others**.**

NOTE TO TEACHERS:
If you have students at the emerging and early expanding proficiency levels, you can find additional ideas and resources for differentiation of this task in the corresponding Emerging and Expanding module.

Compare and Contrast Language

Simple Language Patterns	More Complex Language Patterns
_____ and _____ (are/have) … - Both _____ and	The (similarities/differences) between _____and ____ are…

FOUR-SQUARE GRAPHIC ORGANIZER

DEFINITION | SENTENCE IN CONTEXT

Part of Speech

Translation

WORD

SYNONYMS/EXPRESSIONS | NON-LINGUISTIC REPRESENTATION

Word Family
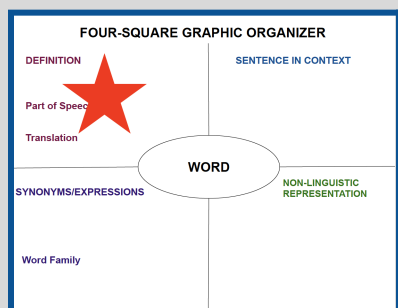
(Source: E. Pando-Solis)

Step 1 - CHOOSE TWO THINGS TO COMPARE AND CONTRAST

You are going to practice comparing and contrasting two different things, and then practice expressing the similarities and differences you noted using compare and contrast language. Read the options below and choose one of them for your practice. We recommend that you choose something that you are familiar with so you can draw from your own experience.

Compare and contrast:
1. In person learning / distance learning
2. Living in a big city / living in the country
3. Camping in the forest / going to the beach
4. Reading a novel / watching the movie for the novel
5. Having a pet / not having a pet
6. Two sports (how they are played, where, equipment needed, advantages and disadvantages of each …)
7. Two people (where they are from, age, occupation, what they have done or are known for, what stands out about each of them …)
8. Two countries (languages, cultural aspects, characteristics of

- _____ are …
- _____ and _____ are similar because they both…
- _____ and _____ have different …
- _____ (are/have/can) …, but _____ (are/have/can) ...
- _____ and _____ are different because…
- like; same; both; different; unlike; but;

- … in the same way as …
- Similar to _____, _____ also…
- Compared to _____, ____ (is/has/can)
- In contrast to ____, ____ (is/has/can)
- There are several major differences between _____ and ___. The most notable is…
- While ____ and ____ (are/can/have), they differ in that…
- Likewise; similarly; in the same way; compared to; on the other hand; even though; as opposed to

Differentiated Support by English Language Proficiency Levels

In order to provide appropriate scaffolding for each of the levels of language proficiency, keep these considerations in mind:

- If you have students at the **emerging/early expanding** levels, start with simple compare and contrast expressions that are concrete and commonly used. Gradually increase the complexity of the expressions.
- Challenge students at the **exit expanding** and **bridging**

people, food, government …)

Step 2 - IDENTIFY SIMILARITIES AND DIFFERENCES IN A GRAPHIC ORGANIZER

Click on the links below to see the two graphic organizer options. Choose one of them for brainstorming similarities and differences. You can also use a different graphic organizer of your choice if you prefer.

- **Venn Diagram** (1)
- **Compare and Contrast Chart** (2)

Use the graphic organizer to list all the similarities and differences that you can think about between the two things that you chose in Step 1.

Step 3 - LEARN ABOUT COMPARE AND CONTRAST LANGUAGE

Below is a list of some language patterns and expressions that are commonly used to compare and contrast.

Sample Language Patterns and Expressions for COMPARE & CONTRAST

Simple Language Patterns	More Complex Language Patterns
_____ and _____ (are/have) … - Both _____ and _____ are … _____ and _____ are	- The (similarities/differences) between _____ and _____ are… … in the same way as …

levels with more complex or abstract expressions.
- Add explanations, definitions, and provide additional information. **Amplify, don't simplify!**
- Provide abundant opportunities for students to share and discuss their thinking with others (peers, the teacher, family members, etc.)
- Provide visual and auditory scaffolding to help make input comprehensible and give students access to content, text, teacher instructions, directions, learning tasks, and other language-based information essential for the learning.

Engaging Students in Meaningful Talk – Distance Learning Considerations

Ways for Students to Engage in Meaningful Talk
- ❏ Zoom breakout rooms
- ❏ Google Hangouts
- ❏ Phone calls, **WhatsApp**, **Google Duo**
- ❏ Home discussions
- ❏ **Vocaroo**
- ❏ **Flipgrid**
- ❏ **Screencastify**

Instructional Scaffolds for Talk (The Great Eight)

- ❏ Provide **explicit instructions** on the purpose and

similar because they both…

- _____ and _____ have different …
- _____ (are/have/can) …, but _____ (are/have/can) ...
- _____ and _____ are different because…
- like; same; both; different; unlike; but;

- Similar to _____, _____ also…
- Compared to ____, ____ (is/has/can)
- In contrast to ____, ____ (is/has/can)
- There are several major differences between _____ and ___. The most notable is…
- While ____ and ____ (are/can/have), they differ in that…
- Likewise; similarly; in the same way; compared to; on the other hand; even though; as opposed to

expectations of the talk, as well as **modeling** how to engage in the discussion (e.g. teacher-created video explanations and modeling, amplification of written instructions, translations)

- ❏ **Establish discussion norms and reinforce these norms** before, during, and after the discussion
- ❏ **Assign discussion roles** to facilitate turn-taking and to practice academic discussion skills
- ❏ **Use dialogue protocols** to promote equitable participation
- ❏ **Offer sentence stems and/or key words** to scaffold the talk
- ❏ **Provide wait time** to allow students to reflect on the discussion questions
- ❏ **Provide praise and feedback** on both what is being discussed *and* how the students engage in the discussion, including the language they use
- ❏ **Provide opportunities for students to reflect** on the learning they gained from the discussion *and* on their own participation and language used during the discussion

Step 4 - USE COMPARE AND CONTRAST LANGUAGE TO EXPRESS SIMILARITIES AND DIFFERENCES

You are now going to choose some similarities and differences from your graphic organizer to write a few sentences that you will later share with a partner. Read carefully all the similarities and differences that you identified:

- *Which of the **similarities** are the most important?* Highlight or underline at least **three** similarities.
- *Which of the **differences** are the most important?* Highlight or underline at least **two** for each of the two things you compared.

Formative Assessment Opportunities:

As students engage in the practice tasks, you will be able to assess their understanding and use of compare and contrast language:

Once you have highlighted the most important similarities and differences, review the language patterns and expressions in the chart above. You will use these to write a few sentences about the two things that you compared. See an example here:

Comparing and Contrasting a STAR and a PLANET

- ***Both*** *planets* and *stars are celestial bodies, and they* ***both*** *are observable to the human eye.*
- ***There are several major differences between*** *planets* ***and*** *stars.* ***One of the most notable (important) ones is that*** *a star gives off light,* ***in contrast*** *a planet only reflects light.*
- *A star is a ball of gas,* ***while*** *a planet can be a ball of rock or gas.*
  (Adapted from Derewianka & Jones, *Teaching Language in Context)*

It's your turn to create some compare and contrast statements! Make sure that you use a different language pattern or expression for each sentence. Write at least four sentences that include both similarities and differences.

<mark>**Step 5 - PRACTICE WITH A PARTNER USING COMPARE AND CONTRAST LANGUAGE**</mark>

Share your sentences with a partner. Find at least two other people, and repeat this process. If you are not able to work with someone in person or through video, you can record yourself and share the recording with your teacher and classmates. You can also share it with a family member.

<mark>**Step 6 - IDENTIFY COMPARE AND CONTRAST LANGUAGE IN AN INFORMATIONAL TEXT**</mark>

Now, go back to the mentor text, **Effects of Social Isolation on Human Health and Wellbeing** (3), and look for the compare and contrast

- Are they able to come up with relevant similarities and differences?
- Are they able to use the chart to construct meaningful compare and contrast sentences?
- Do the sentences make sense and are they creative, or are they only formulaic repetitions of the expressions in the chart?

language that this writer used. <u>Highlight or underline</u> all the <u>compare and contrast expressions</u> you find. You may refer to the chart with compare and contrast language patterns and expressions. Share what you found with your teacher and classmates.

Links Used in this Lesson:

1. Venn Diagram
https://bit.ly/ELDHSLink147
2. Compare and Contrast Chart
https://bit.ly/ELDHSLink148
3. Effects of Social Isolation on Human Health and Wellbeing
https://bit.ly/ELDHSLink143

9 | Language Investigation - *The Timeless Present*

Student Facing Materials	Teacher Notes
Learning Task: Language Investigation - *The Timeless Present*	**Learning Task: Language Investigation -** *The Timeless Present* **Purpose of the Task**

One important feature of informative/explanatory texts is the use of the "timeless present." The "timeless present" is used to convey general factual information about the topic and to express general truths.

Here you are going to learn more about how to use the timeless present in an informative/explanatory text.

Step 1 - LEARN ABOUT THE PRESENT TENSES IN ENGLISH AND HOW THEY WORK

In English, we have **two present tenses**:

Simple Present - Grammar Notes (1)

Present Continuous or Progressive - Grammar Notes (2)

Click on the links above to learn about each of these tenses. You don't have to memorize the information but you can use the examples to help you with your work and your informative/explanatory writing. You can go back to the links as needed.

Step 2 - IDENTIFY EXAMPLES OF THE TIMELESS PRESENT IN AN INFORMATIVE TEXT:

Go back to the mentor text, **Effects of Social Isolation on Human Health and Wellbeing** (3), and look for examples of verbs in the "timeless present" Highlight or underline all the verbs in the "timeless present" that you can find. Notice how they refer to factual information or general truths.

Share what you found with your teacher and classmates.

Step 3 - PRACTICE THE USE OF THE "TIMELESS PRESENT"

Expressing Present Actions
This task will help students learn "how English works" regarding the use of the "timeless present" in informative/explanatory texts.
- Students learn how to form and use the simple present tense.
- Students apply this knowledge to the analysis of the verbs in the mentor text and their role in the informative/explanatory text.

Mentor text link: **Effects of Social Isolation on Human Health and Wellbeing**

Students will have the opportunity to learn about the following tenses:
- The Simple Present
- The Present Continuous or Progressive

You can refer to these notes when explaining to your English learners some of the different ways of using the present tense in English.

Present Tenses - Teacher Grammar Notes

Differentiated Support by English Language Proficiency Levels

Depending on the English proficiency levels of your students, you may:
- Assign only the simple present to students at the **emerging/early expanding** levels. That will allow them to focus only on one tense at a time.
- Assign more than one tense to students at the **exit expanding** and **bridging** levels and ask them to provide their own example to illustrate the differences between the

Think about a few "general truths" that you are familiar with from your own experience. General truths are things that are always or almost always true. As we have seen, these general truths are expressed using the "timeless present."

- Many natural laws, for example, are expressed using the "timeless present."
  The sun sets in the west.
  Hens lay eggs.
  Planet Mars is not inhabited.

- Also, things that may not *always* be true but which may be true *under certain circumstances* can also be expressed in the "timeless present."
  After a rainy spring, roses have more blooms.

Create four sentences using the "timeless present" to express general truths. Make sure that two of those sentences are **affirmative** and the other two are **negative**. Then, turn two of them into **interrogative** sentences. Write your sentences down.

Step 4 - PRACTICE WITH A PARTNER

Share your sentences with a partner. Find at least two other people, and repeat this process.

If you are not able to work with someone in person or through video, you can record yourself and share the recording with your teacher and classmates. You can also share it with a family member.

forms and usage of the tenses.

Specific Support Ideas for Steps 3 and 4

Differentiated Support by English Language Proficiency Levels

Depending on the English proficiency levels of your students, you may consider pairing students at the **emerging/early expanding** levels with a peer at a higher proficiency level. The student at the lower proficiency level receives support to be able to engage in the task, while the student who is more proficient develops metalinguistic awareness while teaching another student. A win-win!

NOTE TO TEACHERS:
If you have students at the emerging and early expanding proficiency levels, you can find additional ideas and resources for differentiation of this task in the corresponding Emerging and Expanding module.

Formative Assessment Opportunities:
Through this task, you will be able to assess students' understanding and use of the "timeless present" and whether they are able to self-monitor and correct their own and others' errors. Note how students at the emerging and even expanding levels may need more practice and support.

Links Used in this Lesson:
1. Simple Present - Grammar Notes

https://bit.ly/ELDHSLink149

2. Present Continuous or Progressive - Grammar Notes

https://bit.ly/ELDHSLink150

3. Effects of Social Isolation on Human Health and Wellbeing

https://bit.ly/ELDHSLink143

10 | Language Investigation - *The Passive Voice*

Student Facing Materials	Teacher Notes
Learning Task: Language Investigation - *The Passive Voice* The passive voice is one of the features of **informative/explanatory** texts. When we share factual information or explain something, we usually want to direct the reader or listener's attention to the main information, or the thing being explained rather than to the doer of the action. For that reason, we use the passive voice. In this way, informative reports and other academic writing have a more objective tone. They are also more focused on the relevant information or explanation. Here you are going to learn more about how the passive voice works in an informative/explanatory text. **Step 1 - LEARN ABOUT THE PASSIVE VOICE IN ENGLISH AND HOW IT IS FORMED** English has two voices: **Active** or **passive**. This means that when **B** does something to **A**, there are two ways of expressing it: **Active:**	**Learning Task: Language Investigation -** *The Passive Voice* **Purpose of the Task** This task will help students learn "how English works" regarding the use of the passive voice in informative/explanatory texts. ● Students learn how the passive voice is formed, and why informative/explanatory texts frequently use the passive voice to convey an objective tone and focus the attention on the action and not the subject. ● Students apply this knowledge to the analysis of the passive voice in the mentor text and its role in this particular informative/explanatory text. Mentor text link: **Effects of Social Isolation on Human Health and Wellbeing** You can refer to these notes when explaining to your English learners some of the different ways of using the present tense in English.

When we want to put the focus on **B** (the doer of the action), we use the **active** voice and we make **B** the subject of the sentence.

>   *Miguel de Cervantes* **wrote** *his novel "Don Quijote de la Mancha"*
in 1605.
>   **B**   **A**

Passive:
When we want to put the focus on **A** (the receiver of the action) or on the **action itself**, we use the **passive** voice and we make **A** the subject of the sentence.

>   *The novel "Don Quijote de la Mancha"* **was written** *in 1605.*
>   **A**

Sometimes in a passive sentence, we may mention who did the action using **"by"**

>   *The novel "Don Quijote de la Mancha"* **was written** *by* *Miguel de Cervantes in 1605.*
>   **A**   **B**

We may also use the passive voice when we don't know who did the action.

>   *She was run over in a hit-and-run*.

Learn more about the **passive voice** and how it is formed by clicking on this link:

Passive Voice Grammar Notes (1)

You don't have to memorize this information but you can use the

---

Passive Voice - Teacher Grammar Notes

Differentiated Support by English Language Proficiency Levels

Depending on the English proficiency levels of your students, you may consider pairing students at the **emerging/early expanding** levels with a peer at a higher proficiency level. The student at the lower proficiency level receives support to be able to engage in the task, while the student who is more proficient develops metalinguistic awareness while teaching another student. A win-win!

NOTE TO TEACHERS:
If you have students at the emerging and early expanding proficiency levels, you can find additional ideas and resources for differentiation of this task in the corresponding Emerging and Expanding module.

Formative Assessment Opportunities:
Through this task, you will be able to assess students' understanding of the passive voice and their ability to find it in an informative/explanatory text. Note how students at the emerging and even expanding levels may need more practice and support.

examples to help you with your work and your informative/explanatory writing. You can go back to the link as needed.

Step 2 - IDENTIFY EXAMPLES OF THE PASSIVE VOICE IN AN INFORMATIVE TEXT:

Go back to the mentor text, **Effects of Social Isolation on Human Health and Wellbeing** (2), and look for examples of the passive voice. Highlight or underline all the sentences in the passive voice that you can find. Notice how they place the focus on the information or explanation provided and not on who did the actions.

Share what you found with your teacher and classmates.

Links Used in this Lesson:
1. Passive Voice Grammar Notes
https://bit.ly/ELDHSLink151
2. Effects of Social Isolation on Human Health and Wellbeing
https://bit.ly/ELDHSLink143

11 | Language Investigation - *Attributive Tags*

Student Facing Materials	Teacher Notes
Learning Task: Language Investigation - *Attributive Tags*	Learning Task: Language Investigation - *Attributive Tags*
Step 1 - LEARN ABOUT ATTRIBUTIVE TAGS AND WHY THEY ARE USED IN INFORMATIVE/EXPLANATORY TEXTS	**Purpose of the Task**

This task will help students learn about attributive tags and their use in |

Attributive tags are short phrases that indicate that an idea or information in the author's writing comes from somewhere else. Attributive tags are very common features of **informative/explanatory** texts.

- The use of attributive tags in informative/explanatory texts lets the reader know where the information in the text came from and what were the sources. This allows the reader to evaluate the reliability of the sources, to read critically.

- Attributive tags also help the writer to avoid plagiarism (claiming someone else's ideas/words as your own).

- Attributive tags can also make the writer's evidence more credible.

- **Citation of sources** is also another way in which authors indicate where the information in their text came from. Although we are not studying this topic here, it is important to keep in mind when writing an informative/explanatory text.

Examples of Attributive Tags
• Lucas reports that ...   • According to CNN News, ...   • As researcher Jensen explains ...   • The research indicates that ...

informative/explanatory texts.

- Students learn about attributive tags, and why authors of informative/explanatory texts use them.
- Students apply this knowledge to the analysis of the attributive tags in the mentor text.
- Students share their findings and have a class discussion about the following question: *Do you think that the use of these sources makes the writer's evidence more credible? Why?*

Mentor text link: **Effects of Social Isolation on Human Health and Wellbeing**

Examples of Attributive Tags
• Lucas reports that ...   • According to CNN News, ...   • As researcher Jensen explains ...   • The research indicates that ...   • The article mentions a 2018 national survey that shows that ...   • A 2019 study from the American Cancer Society found that ...   • Research from John Hopkins University suggests ...

Differentiated Support by English Language Proficiency Levels

Depending on the English proficiency levels of your students, you

• The article mentions a 2018 national survey that shows that ...

• A 2019 study from the American Cancer Society found that ...

• Research from John Hopkins University suggests ...

You don't have to memorize this information but you can use the examples to help you with your work and your informative/explanatory writing.

Step 2 - IDENTIFY EXAMPLES OF ATTRIBUTIVE TAGS IN AN INFORMATIVE TEXT:

Go back to the mentor text, **Effects of Social Isolation on Human Health and Wellbeing** (1) and look for examples of attributive tags. Highlight or underline all the examples of attributive tags that you can find. Notice how they let the reader know where the information in the text came from and what were the sources.

● *Do you think that the use of these sources makes the writer's evidence more credible? Why?* Be ready to discuss this point with your class.

Step 3 - SHARING AND CLASS DISCUSSION

Share the attributive tags you found with your teacher and classmates. Discuss what sources are identified in the attributive tags in this text, and how the use of these sources might make the writer's evidence more credible.

may consider pairing students at the **emerging/early expanding** levels with a peer at a higher proficiency level. The student at the lower proficiency level receives support to be able to engage in the task, while the student who is more proficient develops metalinguistic awareness while teaching another student. A win-win!

Formative Assessment Opportunities:
Through this task, you will be able to assess students' understanding of attributive tags and their ability to find them in an informative/explanatory text. Note how students at the emerging and even expanding levels may need more practice and support.

Links Used in this Lesson:

1. Effects of Social Isolation on Human Health and Wellbeing
https://bit.ly/ELDHSLink143

12 | Vocabulary Learning

Student Facing Materials	Teacher Notes
Learning Task: Vocabulary Learning Until now, you have been collecting your new key words in a **Vocabulary Notebook**, adding definitions, part of speech, and translations of the terms. You have also been developing your understanding of these words in multiple ways through your learning in this module. In order to help you deepen your understanding and memorize the words, you are now going to add a **non-linguistic representation** for each of the seven words: ● Isolation ● Loneliness ● Interaction ● Cause ● Effect ● Research	**Learning Task: Vocabulary Learning** **Purpose of the Task** We continue to utilize Marzano's Six-Step Process to provide explicit, systematic vocabulary instruction in context. This particular task takes us into Step 3. Students will be creating **non-linguistic representations** (a picture, sketch, symbol, graphic, chart, map, etc.) for each of the key words. Have students place the non-linguistic representations on the bottom right corner of their graphic organizers. Remind students that this should not take too long. They are not creating an art project but sketching a simple image that will help them make connections and remember the word. For more information about **Vocabulary Instruction** - **Click here**

- Evidence

A **non-linguistic representation** is a picture, sketch, symbol, graphic, chart, map, etc. that will help you make connections and remember the word. Place the non-linguistic representation on the bottom right corner of your graphic organizer.
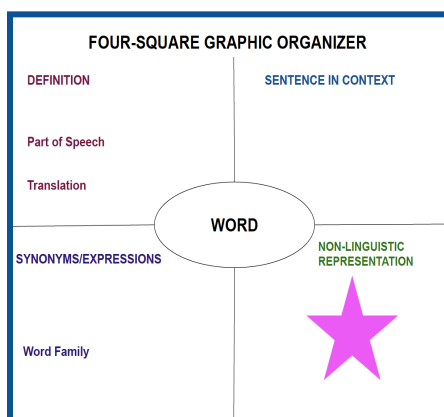
(Source: E. Pando-Solis)

For a more detailed description of **Marzano's Six-Step Process for Building Academic Vocabulary** - **Click here**

Differentiated Support by English Language Proficiency Levels

The use of Marzano's process is highly supportive for all English learners for several reasons:

- The six steps work by activating different regions of the brain while associating meaning with new terms.
- The use of non-linguistic representations and associations support ELs, especially students at the emerging level.
- There is abundant repetition and opportunities for making meaning in multiple ways.
- Translations and cognates support connections to the student's primary language.
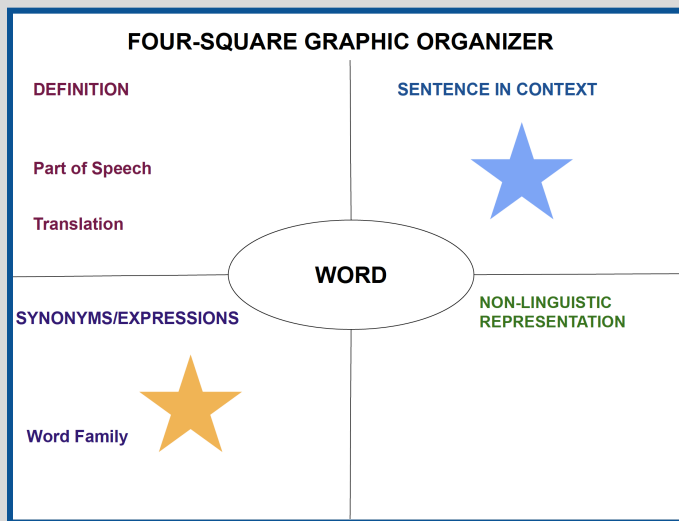
IMPORTANT NOTE:
Marzano's research shows that for maximum effectiveness, students must engage in **ALL the steps in the process**.

Formative Assessment Opportunities:

<table>
<tr><td></td><td>As students move through the module, they should be able to include the new words in their discussions, explanations and writing. The degree to which students are able to do this will inform your instructional decisions and your support for students at the different proficiency levels.</td></tr>
</table>

13 | Vocabulary Learning

Student Facing Materials	Teacher Notes
Learning Task: Vocabulary Learning	**Learning Task: Vocabulary Learning**

Vocabulary Alert!

During upcoming tasks, you are going to continue to deepen your knowledge of our seven key words. This knowledge will help you to:
- Understand what you hear or read
- Use them appropriately when speaking or writing

In order to do this, you are going to **pay special attention** when you find these words during your work. Work independently and/or with your teacher and classmates to:
- Find a sentence containing each of the words
- Find a synonym or phrase with a similar meaning
- Find cognates, if applicable
- Find other words in the same word family

Add these to your vocabulary notebook

Marzano's Six-Step Process for Building Academic Vocabulary

As mentioned above, in this instructional module, we are using Marzano's Six-Step Process for building academic vocabulary.

Step 4 - Do activities that help add to your knowledge of terms
- Morphology instruction
- Synonyms and antonyms
- Cognates or translations into the primary language

Step 5 - Discuss the vocabulary with one another
- Think-Pair-Share (pictures, descriptions, how they are going to remember the word, sentences with the word, etc.)

Step 6 - Play games that utilize the vocabulary
- Word Charades
- Jeopardy

FOUR-SQUARE GRAPHIC ORGANIZER

DEFINITION

Part of Speech

Translation

SENTENCE IN CONTEXT

WORD

SYNONYMS/EXPRESSIONS

NON-LINGUISTIC REPRESENTATION

Word Family

(Source: E. Pando-Solis)

Reference site on the English language, word origins, Greek and Latin roots, historical development of English:
http://wordinfo.info/ (1)

Reference sites for word origins, synonyms, antonyms:
www.dictionary.com (2)
www.thesaurus.com (3)

- Memory Game

For a more detailed description of the process Click here

Also during the rest of the module, work with your students on the tasks below and make sure they add the new information to their Vocabulary Notebook:

- Find a sentence containing each of the words
- Find a synonym or phrase with a similar meaning
- Find cognates, if applicable
- Find other words in the same word family

WEBSITES

Reference site on the English language, word origins, Greek and Latin roots, historical development of English:
http://wordinfo.info/

Reference sites for word origins, synonyms, antonyms:
www.dictionary.com
www.thesaurus.com

Formative Assessment Opportunities:
As students move through the module, they should be able to include the new words in their discussions, explanations and writing. The degree to which students are able to do this will inform your instructional decisions and your support for students at the different proficiency levels.

Links Used in this Lesson:
1. http://wordinfo.info/
https://bit.ly/ELDHSLink152
2. www.dictionary.com
https://bit.ly/ELDHSLink153
3. www.thesaurus.com
https://bit.ly/ELDHSLink154

14 | Analyzing a Text - *An Informative/Explanatory Text*

Student Facing Materials	Teacher Notes

Learning Task: Analyzing a Text - *An Informative/Explanatory Text*
 	
By now, you are getting really good at recognizing the stages of informative/explanatory texts. You are going to practice more by analyzing an article. In the article, you will also learn some ways in which people can stay connected during the pandemic. This will help you get ready for creating your own informative/explanatory text and oral presentation.
 	
Step 1 - TEXT SELECTION
 	
Your teacher will assign you one of the texts from the selection below. Click on the version that your teacher has assigned you and follow the steps below to analyze the text.
 	
Newsela Article - *Social distancing advice from astronauts, experts on isolation during Coronavirus* (Newsela.com)
 	
   ● **Version 1** (1)
   ● **Version 2** (2)
	Learning Task: Analyzing a Text - *An Informative/Explanatory Text*
	
	Purpose of the Task
	Analyzing an article
	
	This task requires students to use their understanding of the organizational structure (typical stages) of an informative/explanatory text to analyze an article.
	
	This task:
	   ● Allows students to develop a deeper understanding of the genre
	   ● Encourages meaning making and metacognition
	   ● Prepares students to write their own informative/explanatory text
	
	TEXT SELECTION

san diego county office of
EDUCATION
FUTURE WITHOUT BOUNDARIES℠

CCEE Distance Learning Consortium
High School | Public Health
Designated ELD Expanding and Bridging Proficiency Levels Gr 9-12

- **Version 3** (3)

Step 2 - TEXT PREVIEW AND BUILDING BACKGROUND KNOWLEDGE

Before you begin reading the article, take note of the text features (e.g., title, headings, subheadings, pictures/photos, captions, bolded or italicized text, charts, graphs, etc.)

1. *What do you notice?*
   a. *I notice/see…*

2. *What do you predict this text will be about?*
   a. *I predict this text will be about …*
   b. *I predict this text will give me information on ...*

Now, build your background knowledge by watching this related video:

"What My Spacewalk Taught Me About Isolation" (4)

Step 3 - READ FOR MAIN IDEA

You will now read your text independently following the same process that you followed before when reading about *The Effects of Social Isolation on Human Health and Wellbeing*. As you read, keep the following question in mind.

Reading Focus Prompt:

- *What is the topic of this text? In other words, what is the text about?*

Step 4 - READ TO UNDERSTAND TEXT STRUCTURE:

Using the same text as in Step 2, reread the text and answer these questions, one at a time. Be ready to discuss with a partner or your class.

- *Which paragraph(s) in this text introduces the subject, concept or phenomenon (topic) and/or gives you background information?*

IMPORTANT NOTE TO TEACHERS:

In order for students to be successful with this task, it is critical that the teacher assign them the appropriate level of text. Please see below how to assign your students the appropriate level of the text used in this task.

The text used for these tasks is an article from Newsela.com which is available for free on the website with a free subscription.

Newsela.com offers articles on a variety of topics. Many of the articles are available through a free subscription, others are only accessible through a paid subscription. Each Newsela article is available at several reading levels. The article used for this module is available at five readability levels. For students at the **expanding** and **bridging** levels, we recommend selecting your text assignments from the top three levels available.

Newsela Article - *Social distancing advice from astronauts, experts on isolation during Coronavirus* **(Newsela.com)**

VERSION	READING LEVEL	WORD COUNT
Version 1	MAX	1205
Version 2	820L	760
Version 3	740L	691

Use the information in the table above as well as your knowledge of

Mark this section on the text and label it "IDENTIFICATION OF THE SUBJECT, CONCEPT OR PHENOMENON"

- *Which paragraph(s) describes and/or gives explanations about the subject, concept or phenomenon (topic)?*

Mark this section on the text and label it "DESCRIPTION AND EXPLANATION OF THE SUBJECT, CONCEPT OR PHENOMENON"

- *Which paragraph(s) provides a summary statement or personal comment about the subject, concept or phenomenon (topic)?*

Mark this section on the text and label it "GENERAL STATEMENT"

Step 5 - UNDERSTANDING AUTHOR'S PURPOSE:
Using the same text, answer the following question and be ready to discuss with a partner or your class:

- *Why do you think the writer wrote this text? In other words, what was his purpose for writing?*

Step 6 - CLASS DISCUSSION:
Meet with a small group of students. Discuss the text structure and purpose of the text. Make sure that you also discuss how each person in the group divided the text in stages justifying your decisions.

Discussion Questions:
- *What is the topic of this text? In other words, what is the text about?*

- *Which paragraph(s) in this text introduces the subject, concept or phenomenon (topic) and/or gives you background information?*

- *Which paragraph(s) describes and/or gives explanations about the*

each of your students level of language acquisition and your overall assessment of their proficiency to select for each of them the version that best meets their needs.

NOTE TO TEACHERS:
If you have students at the emerging and early expanding proficiency levels, you can find additional ideas and resources for differentiation of this task in the corresponding Emerging and Expanding module.

Differentiated Support by English Language Proficiency Levels

The first level of differentiation for this task is the assignment of the appropriate level of article for each student based on proficiency and instructional needs. Version 3 is less complex, and it is also shorter. It might fit the needs of students at the **emerging** or **early expanding** levels. The other two texts are more complex making them appropriate for students at the **expanding** and **bridging** levels. However, text selection is always at the discretion of the teacher based on their knowledge of each individual student's instructional needs.

In this task, there is also a video that will help scaffold the reading for the students by providing background knowledge..

Support your students as they work with the texts by *Making Input Comprehensible:*

- ❖   **Provide additional explanations** using vocabulary and

subject, concept or phenomenon (topic)?

- *Which paragraph(s) provides a summary statement or personal comment about the subject, concept or phenomenon (topic)?*

- *Why do you think the writer wrote this text? In other words, what was his purpose for writing?*

sentence structures that are easier to understand: "The government's funds were depleted. The government was almost out of money." (Not dumbing down the content).

❖ **Expansion of Ideas** – Add information that helps build some context: "The government had spent a lot of money on different things. It didn't have any more money to spend on anything more."

❖ **Direct Definition** – "It means that the government had spent all of its money."

❖ **Provide additional "wait time."**

❖ **Provide appropriate linguistic supports, such as leveled questions and sentence stems.**

Use the documents below to help you select appropriate scaffolds for students by taking into consideration their **language proficiency levels:**

Sample Sentence Stems by Proficiency Level and Language Function

Sample Questions by Proficiency Level and Blooms Taxonomy

It is important to remember that during ELD instruction our purpose is to support and challenge students not to stay within their current proficiency level, but to work toward the next. Keep that in mind as you select scaffolds form the documents above.

Engaging Students in Meaningful Talk

Have students meet in a small group with other students to discuss text structure, purpose of the text, and how they divided the text in stages justifying their decisions.

Engaging Students in Meaningful Talk - Distance Learning Considerations

Ways for Students to Engage in Meaningful Talk
- ❏ Zoom breakout rooms
- ❏ Google Hangouts
- ❏ Phone calls, **WhatsApp, Google Duo**
- ❏ Home discussions
- ❏ **Vocaroo**
- ❏ **Flipgrid**
- ❏ **Screencastify**

Instructional Scaffolds for Talk (The Great Eight)
- ❏ Provide **explicit instructions** on the purpose and expectations of the talk, as well as **modeling** how to engage in the discussion (e.g. teacher-created video explanations and modeling, amplification of written instructions, translations)
- ❏ **Establish discussion norms and reinforce these norms** before, during, and after the discussion
- ❏ **Assign discussion roles** to facilitate turn-taking and to

practice academic discussion skills
- ❏ **Use dialogue protocols** to promote equitable participation
- ❏ **Offer sentence stems and/or key words** to scaffold the talk
- ❏ **Provide wait time** to allow students to reflect on the discussion questions
- ❏ **Provide praise and feedback** on both what is being discussed *and* how the students engage in the discussion, including the language they use
- ❏ **Provide opportunities for students to reflect** on the learning they gained from the discussion *and* on their own participation and language used during the discussion

Formative Assessment Opportunities:
During this task, students should be able to identify the main idea and author's purpose. They should also be able to apply their understanding of the organization of an informative/explanatory text to analyzing the article and identifying the stages. Below are some opportunities for formative assessment:

- ● Ask additional questions to check for understanding about the form and the content of the text
- ● Ask students to share the way they marked each of the sections on the mentor text and justify their responses referring back to the **Informative/Explanatory Overview Handout**
- ● Ask students to compare whether their sections match those of a partner and justify their responses

Before moving forward with the learning, make sure that students understand the organizational structure of an

informative/explanatory text and that they are developing the key concepts and vocabulary that will support future learning.

Learning Task: Continue with Text Analysis - *Language Investigation*

Text Analysis - Features of an Informative/Explanatory Text

We will now continue with the text analysis of your assigned text. We have identified the overall structure (stages) of the text as an informative/explanatory text. We will now go deeper into the analysis by identifying other key language features of an informative/explanatory text that are present in the example.

- Cause and effect language
- Compare and contrast language
- Timeless present
- Passive voice examples
- Attributive tags

Step 1 - ANALYZE THE TEXT FOR KEY FEATURES

Find at least one example of each of the features above and write it on the graphic organizer below.

You can also find a pdf of the graphic organizer here:

Astronaut Text - Feature Analysis (5)

Learning Task: Continue with Text Analysis - *Language Investigation*

Purpose of the Task

This task will allow students to apply what they have learned about informative/explanatory texts.

The students will apply this knowledge to the analysis of an article:
- Cause and effect language
- Compare and contrast language
- Timeless present
- Passive voice examples
- Attributive tags

Differentiated Support by English Language Proficiency Levels

Depending on the English proficiency levels of your students, you may pair students at the **emerging** level with a peer at higher proficiency level. The students at the emerging level receive support to be able to engage in the task, while the student who is more proficient develops metalinguistic awareness while teaching another student. A win-win!

Engaging Students in Meaningful Talk

Be ready to share with your class.

Graphic Organizer

Features of Informative/Explanatory Texts	Examples I found	Other examples my friends found
Cause and effect language		
Compare and contrast language		
Timeless present		
Passive voice		
Attributive tags		

Step 2 - SHARING AND CLASS DISCUSSION

Meet with a small group of students.

SHARING: ROUND ROBIN - Each student in the group shares an example of **compare and contrast language** from the text. Each student must write on the third column of the graphic organizer **at least one example shared by someone else.** Do the same for each of the features in the graphic organizer.

CLASSROOM DISCUSSION - Have a whole class discussion about the

Have students meet in a small group with other students to discuss the language and key features found in the article.

Engaging Students in Meaningful Talk - Distance Learning Considerations

Ways for Students to Engage in Meaningful Talk
- ❑ Zoom breakout rooms
- ❑ Google Hangouts
- ❑ Phone calls, **WhatsApp, Google Duo**
- ❑ Home discussions
- ❑ **Vocaroo**
- ❑ **Flipgrid**
- ❑ **Screencastify**

Instructional Scaffolds for Talk (The Great Eight)

- ❑ Provide **explicit instructions** on the purpose and expectations of the talk, as well as **modeling** how to engage in the discussion (e.g. teacher-created video explanations and modeling, amplification of written instructions, translations)
- ❑ **Establish discussion norms and reinforce these norms** before, during, and after the discussion
- ❑ **Assign discussion roles** to facilitate turn-taking and to practice academic discussion skills
- ❑ **Use dialogue protocols** to promote equitable participation
- ❑ **Offer sentence stems and/or key words** to scaffold the talk

text features and examples from the text. What do these examples convey to the reader? How do they contribute to the tone of the article?	❑ **Provide wait time** to allow students to reflect on the discussion questions ❑ **Provide praise and feedback** on both what is being discussed *and* how the students engage in the discussion, including the language they use ❑ **Provide opportunities for students to reflect** on the learning they gained from the discussion *and* on their own participation and language used during the discussion

Links Used in this Lesson:

1. Version 1
https://bit.ly/ELDHSLink155

2. Version 2
https://bit.ly/ELDHSLink156
3. Version 3
https://bit.ly/ELDHSLink157
4. "What My Spacewalk Taught Me About Isolation"
https://bit.ly/ELDHSLink158
5. Astronaut Text - Feature Analysis
https://bit.ly/ELDHSLink159

15 | Informational Brochure: Reading to Gather Ideas for Writing

Student Facing Materials	Teacher Notes
Learning Task: Informational Brochure: Reading the Article to Gather	**Learning Task: Informational Brochure: Reading the Article for**

Ideas for Writing

As you gather ideas for your writing, it will be helpful to go back to the suggestions shared by the astronauts in the article. In order to help you with this, you will be given a set of prompts and questions for reflection. You will also have graphic organizers to capture your thinking.

Read each of the prompts and questions below, go back to the article to gather ideas and respond to the questions in each of the graphic organizers.

Later, you will have an opportunity to discuss your responses and other ideas with your class.

For these tasks, you will be using again the version of the text that your teacher has assigned to you.

Newsela Article - *Social distancing advice from astronauts, experts on isolation during Coronavirus* (Newsela.com)

- **Version 1** (1)
- **Version 2** (2)
- **Version 3** (3)

Step 1 - FIND SIMILARITIES

Using your understanding of the text and what you have learned about comparing and contrasting, think about the prompt and use the note-taking guide below to collect your ideas.

Gather Ideas for Writing

Purpose of the Task

Through this task, students will go back to the suggestions shared by the astronauts in the article in order to gather ideas for their writing. By engaging in this task, students will increase their understanding of the article and connect the information to their own ideas and experiences in order to answer questions. They also will record ideas in graphic organizers. Additionally, they will have the opportunity to discuss their learning with others. This will help prepare them for the creative writing tasks ahead.

Newsela Article - *Social distancing advice from astronauts, experts on isolation during Coronavirus* (Newsela.com)

VERSION	READING LEVEL	WORD COUNT
Version 1	MAX	1205
Version 2	820L	760
Version 3	740L	691

Prompt: *How is the situation of astronauts when they are on a space mission parallel (similar) to what people are experiencing during the coronavirus pandemic?* (paragraphs 4-5)

Click here for the note-taking guide: **Note-Taking Guide - Similarities** (4)

Step 2 - COMPARE LIFE BEFORE THE PANDEMIC WITH LIFE DURING THE PANDEMIC

Consider the questions below and answer them based on your experience during the pandemic. Use the graphic organizer to record your responses.

Prompt: *What are some of the things you could do before that you can't do now? What are some of the things you can do now that you couldn't do before?*

Click here for the Graphic Organizer: **Questions for Reflection and Discussion - Comparing Before and During the Pandemic** (5)

Step 3 - GATHER MORE IDEAS FOR WRITING

Use what you have learned by reading the text and your own personal experiences to respond to this prompt. Collect your ideas in the graphic organizer.

Prompt: Select your three favorite pieces of advice for staying connected during times of isolation given by the astronauts. Think about some examples of how you might apply them to your life right now.

Differentiated Support by English Language Proficiency Levels

Here are some ideas if you feel that you need to adapt this task to the needs of your students:

- If you have students at the **emerging/early expanding** levels, consider engaging them in this task in a small group setting. Give students some time to read sections of the text on their own and support them in reading them aloud before asking them to respond. Ask questions to support understanding and encourage thinking.

- Ask students to involve a family member by asking them to read the article and respond to the questions. Encouraging students to involve family members in discussions increases opportunities for oral interactions connected to content during distance learning. Also, it will contribute to maintaining family connections stronger and reducing the risk of loneliness and isolation during the pandemic.

NOTE TO TEACHERS:
If you have students at the emerging and early expanding proficiency levels, you can find additional ideas and resources for differentiation of this task in the corresponding Emerging and Expanding module.

Click here for the Graphic Organizer: **Staying Connected Chart** (6)

Graphic Organizer

Advice for staying connected during times of isolation	Examples from the astronauts	How I could apply this to my life
1. 2. 3.		

Step 4 - SHARE AND DISCUSS IDEAS

You are now going to have a discussion with your class or a small group of students to share and discuss your learning from Steps 1, 2, and 3. Be ready with your graphic organizers. You will also need your notes about compare and contrast language because you will use it to share and discuss ideas with your class.

You can use the sentence stems in this chart as you listen to other students and ask clarifying questions and/or paraphrase ideas.

Listener's Role

Clarifying	Paraphrasing
What do you mean?	What I understand is…
Can you repeat that please?	It sounds like you think …

Engaging Students in Meaningful Talk - Distance Learning Considerations

Ways for Students to Engage in Meaningful Talk
- ❏ Zoom breakout rooms
- ❏ Google Hangouts
- ❏ Phone calls, **WhatsApp, Google Duo**
- ❏ Home discussions
- ❏ **Vocaroo**
- ❏ **Flipgrid**
- ❏ **Screencastify**

Instructional Scaffolds for Talk (The Great Eight)

- ❏ Provide **explicit instructions** on the purpose and expectations of the talk, as well as **modeling** how to engage in the discussion (e.g. teacher-created video explanations and modeling, amplification of written instructions, translations)
- ❏ **Establish discussion norms and reinforce these norms** before, during, and after the discussion
- ❏ **Assign discussion roles** to facilitate turn-taking and to practice academic discussion skills
- ❏ **Use dialogue protocols** to promote equitable participation
- ❏ **Offer sentence stems and/or key words** to scaffold the talk
- ❏ **Provide wait time** to allow students to reflect on the discussion questions
- ❏ **Provide praise and feedback** on both what is being discussed *and* how the students engage in the discussion, including the language they use

Can you say more about that?	In other words, you are saying...
Can you elaborate on ...?	To paraphrase, ...

❏ **Provide opportunities for students to reflect** on the learning they gained from the discussion *and* on their own participation and language used during the discussion

Step 5 - RECORD KEY IDEAS AND EVIDENCE IN YOUR DOUBLE-ENTRY JOURNAL

After your discussion with your class, record some of the key ideas that you want to include in your writing in your double-entry journal. Remember to include text evidence for each one as well.

Formative Assessment Opportunities

As students engage in this task, you will be able to assess your students' language skills and their ability to maintain a meaningful discussion. Additionally, you may be able to get a sense for which students have concrete ideas for their writing and who still needs to gather more information. Some questions that you might be able to answer are:

- How are students using the compare and contrast language learned earlier in this module?
- What kind of vocabulary are they using?
- Are students effectively engaging in the discussion?
- Are they clarifying and paraphrasing, adding on to others' ideas, etc.?
- Whose voice is not being heard?
- Who is still struggling to find ideas for writing, and what support would be helpful?

The answers to these questions will inform the support you provide to students as they move into the upcoming writing tasks.

Links Used in this Lesson:

1. Version 1

https://bit.ly/ELDHSLink155

2. Version 2

https://bit.ly/ELDHSLink156

3. Version 3

https://bit.ly/ELDHSLink157

4. Note-Taking Guide - Similarities

https://bit.ly/ELDHSLink160

5. Questions for Reflection and Discussion - Comparing Before and During the Pandemic

https://bit.ly/ELDHSLink161

6. Staying Connected Chart

https://bit.ly/ELDHSLink162

16 | Informational Brochure: Pre-Writing/Drafting

Student Facing Materials	Teacher Notes
Learning Task: Informational Brochure: Pre-Writing/Drafting During previous lessons, you learned about the purpose and structure (stages) of an informative/explanatory text. You also learned that in an informative/explanatory text, writers use specific language such as: cause and effect words/phrases, compare and contrast words/phrases, attributive tags, timeless present tense, and passive voice. Now it is time for you to create your own informative/explanatory text! For this writing task you will be creating **an informational brochure** that:	**Learning Task: Informational Brochure: Pre-Writing/Drafting** **Purpose of the Task** This task supports students in applying their understanding of an informative/explanatory text to create their own informational brochure. Pre-writing and drafting are important elements in the writing process. Many language learners, and native English speakers, struggle with how to begin writing a text. Also, they may not be clear on what the expectations are for a particular writing piece. For this reason, an **Informative/Explanatory Overview**

1. Explains the importance of social connections
2. Describes the different ways or strategies to overcome isolation and stay socially connected during this pandemic

Note: Your teacher will show you some examples of informational brochures.

Step 1 - REVIEW THE CRITERIA FOR THE INFORMATIONAL BROCHURE
Before you begin creating your informational brochure, let's get clear on the expectations for this task.

CRITERIA FOR INFORMATIONAL BROCHURE (1)

Organizational Structure
❏ Identifies the topic (social connections) and provides background information
❏ Describes and explains information related to the topic by including <u>evidence and details</u>
  ❏ explains the importance of social connections
  ❏ describes the different ways or strategies to overcome isolation and stay socially connected during this pandemic
❏ Includes a general statement or section that tells why this topic is important and possible implications

Language
❏ Compare and contrast words/phrases
❏ Cause and effect words/phrases
❏ Attributive tags
❏ Timeless present tense
❏ Passive voice

Handout and a **Criteria for Informational Brochure** is provided to highlight success criteria. Furthermore, students are provided with a **Writer's Outline for an Informative/Explanatory Text** to help organize their thinking before they begin writing their first draft.

NOTE: Show students examples of various informational brochures and discuss the format and purpose for each one.

Remind students about the importance of paraphrasing information and citing their sources to avoid plagiarism. Some student resources are listed below:

Plagiarism
Watch the video or read/listen to the article below to learn more about what plagiarism is and how to avoid it.

Plagiarism explained: Different types, consequences, and tools

What is Plagiarism

Paraphrasing Tips

Use attributive tags, quotation marks, citations to avoid plagiarism!

Lastly, students are encouraged to read their drafts aloud (and to have another person read aloud their draft) to notice any inconsistencies or confusing sentences or sections.

Differentiated Support by English Language Proficiency

Brochure Presentation
- ❏ Brochure includes graphics or pictures that help to explain or emphasize the written content
- ❏ The brochure has clear formatting and well-organized information
- ❏ The brochure includes citations from a variety of sources accurately listed on the brochure

Step 2 - REVIEW YOUR NOTES
You have explored many different texts and engaged in numerous discussions on the topic of social connections. Look back at your notes from your double-entry journal to gather the details and evidence you will use in your informational brochure. Highlight key ideas and details that would help you to:
- ❏ Explain the importance of social connections
- ❏ Describe the different ways or strategies to overcome isolation and stay socially connected during this pandemic

Step 3 - USE A WRITER'S OUTLINE TO ORGANIZE THE CONTENT FOR YOUR INFORMATIONAL BROCHURE
Use the **Writer's Outline for an Informative/Explanatory Text** (2) to note key content and language to include in your informational brochure. Consider the ideas that you have highlighted in your double-entry journal and decide which section of the Informative/Explanatory text you want to include them in.

Step 4 - DRAFT YOUR INFORMATIONAL BROCHURE
Use the ideas from your **Writer's Outline for an Informative/Explanatory Text** (3) to draft your informational brochure. Be sure to include many details and to **paraphrase** (4) the information you gathered from different sources. Here is a link to some **Paraphrasing Tips** (5) in order to avoid plagiarism.

Plagiarism

Levels

As students are writing independently, it will be important to differentiate the support you provide based on student needs. You may want to set up writing conferences to provide individual or small group assistance or opportunities for extension.

Based on the CA ELD Standards, below is an example of the differentiated expectations for writing an informative/explanatory text

Emerging
Students will **write short informative/explanatory texts** collaboratively and independently, using:
- evidence and facts to support ideas
- verbs primarily in the timeless present tense
- simple language patterns/expressions for compare & contrast AND/OR cause & effect
- familiar general academic and domain-specific words
- basic ways to combine clauses and condense ideas

Expanding
Students will **write longer informative/explanatory texts**, with appropriate text organization, collaboratively and independently, using:
- evidence and facts to support ideas
- verbs primarily in the timeless present tense
- simple to more complex language patterns/expressions for compare & contrast AND/OR cause & effect
- a variety of grade-appropriate general academic and

Watch the video or read/listen to the article below to learn more about what plagiarism is and how to avoid it.

Plagiarism explained: Different types, consequences, and tools (6)

What is Plagiarism (7)

Use attributive tags, quotation marks, citations to avoid plagiarism!

Step 5 - ADD APPROPRIATE LANGUAGE
Look back at all the resources on compare and contrast language, cause and effect language, attributive tags, timeless present tense, and passive voice. Make sure you include these language resources in your informational brochure. See **Informative/Explanatory Overview Handout** (8) for examples and review.

Step 6 - READ ALOUD THE DRAFT OF THE CONTENT OF YOUR INFORMATIONAL BROCHURE
First, practice reading the written content of your brochure to yourself. If you notice any details you missed, add them to your draft. Next, ask another person to read the written content of your informational brochure aloud and listen for anything that may sound confusing. If possible, record what you wrote in the brochure and share with others.

domain-specific academic words
- a growing number of ways to combine clauses and condense ideas

Bridging
Students will **write longer and more detailed informative/explanatory texts**, with appropriate text organization, collaboratively and independently, using:
- Evidence and sound reasoning
- Verbs primarily in the timeless present tense
- Use of passive voice
- More complex language patterns/expressions for compare & contrast AND/OR cause & effect
- A variety of grade-appropriate general and domain-specific academic words and phrases
- A variety of ways to combine clauses and condense ideas

*The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the students' English language proficiency level (CA ELD Standards).

Formative Assessment Opportunities

As mentioned above, setting up individual or small group writing conferences will provide you with an opportunity to differentiate your support for students, as well as to plan extension and challenge tasks when appropriate.

These conferences are also an optimal context for formative assessment. Use the differentiated expectations to help you identify areas of strength and challenge for individual students or groups of students with similar needs. Once identified, you can determine how best to support them to build on their strengths and work on their areas of need.

It is important to remember that during ELD instruction our purpose is to support and challenge students not to stay within their current proficiency level, but to work toward the next.

* See below for additional guidance and ideas for writing conferences.

Links Used in this Lesson:
1. CRITERIA FOR INFORMATIONAL BROCHURE
https://bit.ly/ELDHSLink163
2. Writer's Outline for an Informative/Explanatory Text
https://bit.ly/ELDHSLink164
3. Writer's Outline for an Informative/Explanatory Text
https://bit.ly/ELDHSLink164
4. Paraphrase
https://bit.ly/ELDHSLink165
5. Paraphrasing Tips
https://bit.ly/ELDHSLink166
6. Plagiarism explained: Different types, consequences, and tools

https://bit.ly/ELDHSLink167
7. What is Plagiarism
https://bit.ly/ELDHSLink168
8. Informative/Explanatory Overview Handout
https://bit.ly/ELDHSLink169

17 | Informational Brochure: Revising/Editing a Written Text

Student Facing Materials	Teacher Notes
Learning Task: Informational Brochure: Revising/Editing a Written Text It is time to revise and edit your informational brochure. **Step 1 - FEEDBACK ON WRITTEN CONTENT OF YOUR INFORMATIONAL BROCHURE** Share the draft of the written content of our informational brochure with at least one other person. Also, provide feedback (suggestions or comments) on someone else's informational brochure. **FEEDBACK ON INFORMATIONAL BROCHURE** **Possible PEER Feedback Questions and Actions:** ❏ Did the writer identify the topic and provide background information? (If yes, circle the sentences or paragraph.) ❏ Did the writer include many details and evidence to explain the importance of social connections? If yes, give or note an example. ❏ Did the writer include many details and evidence to describe the different ways or strategies to overcome isolation and stay socially connected to one another during this pandemic? If yes, give or note an example.	**Learning Task: Informational Brochure: Revising/Editing a Written Text** **Purpose of the Task** During this task students will have the opportunity to receive and give peer eedback on their writing drafts. Participation in a structured peer feedback process, such as the **Praise, Question, Suggest, Critique Protocol,** allows students to reflect on the success criteria for an informative/explanatory text as it relates to their own writing and to the writing of their peers. This process helps them internalize the expectations for the genre instead of solely relying on the teacher for help. Of course, you still play a very critical role in both modeling and facilitating effective peer feedback conversations and providing individual/small group support as needed. See this handout, **Teacher-Guided Questions for Writing Conferences (Informative/Explanatory)** to help students become more reflective on their writing. Resource documents to support student understanding of success criteria for an informative/explanatory text:

- ❏ Did the writer include a general statement or personal comment about the importance of this topic or the possible implications? If yes, underline it.
- ❏ Highlight compare & contrast and cause & effect words/phrases.
- ❏ Did the writer use the timeless present tense?
- ❏ Did the writer use any passive voice? (If yes, put a star by that sentence)
- ❏ What are some strengths about this writing piece?
- ❏ What suggestions do you have to improve this writing piece?

Step 2 - REVISE AND EDIT INFORMATIONAL BROCHURE
After receiving feedback on the draft of your written content, reread your writing and make changes to improve it. Also, schedule a writing conference with your teacher, if needed.

Before turning in your completed informational brochure, review the **Feedback on Informational Brochure** (1) and make sure you included all of the necessary components. Also, use a dictionary and a thesaurus to improve your vocabulary. Check spelling, capitalization and punctuation too.

Informative/Explanatory Overview Handout

Criteria for the Informational Brochure

Feedback on Informational Brochure

Writer's Outline for an Informative/Explanatory Text

Formative Assessment Opportunities
Writing Conferences
When conferring with students on their writing, focus your feedback first on the content and structure of the text, and then provide feedback on language. Look for patterns and trends in student needs to form more purposeful writing conference groups.

Remember, these conferences are an optimal context for formative assessment. Use the differentiated expectations to help you identify areas of strength and challenge for individual students or groups of students with similar needs. Once identified, you can determine how best to support them to build on their strengths and work on their areas of need. **It is important to remember that during ELD instruction our purpose is to support and challenge students not to stay within their current proficiency level, but to work toward the next.**

Handout:**Teacher-Guided Questions for Writing Conferences (Informative/Explanatory)**

Links Used in this Lesson:

1. Feedback on Informational Brochure

https://bit.ly/ELDHSLink170

18 | Documenting History Project (Oral Presentation)

Student Facing Materials	Teacher Notes
Learning Task: Documenting History Project (Oral Presentation)	**Learning Task:** Documenting History Project (Oral Presentation)
For this culminating performance task, you will take photos and document history during the Coronavirus Pandemic. Once the photos are taken, you will deliver an oral presentation sharing the stories behind the photos. As photography teacher Wendy McElfish said, "We are living history. This is the time for YOU to document for future generations to see. *This is what I see. I was here. I matter*."	**Purpose of the Task** **NOTE:** This assignment is adapted from Wendy McElfish, photography teacher at Capistrano Valley High School in California. Click on the link below to hear more about the assignment and how it empowers students and gives them voice and a place in history.
DOCUMENTING HISTORY PROJECT	**Student Photographers Document History During the Pandemic**
Step 1 - VIEW PHOTOS OF THE GREAT DEPRESSION BY DOROTHEA LANGE	To learn more about how this assignment was adapted by another teacher and see her google slide presentation go to the **Edutopia Website**.
View the photos taken by American photographer Dorothea Lange during the Great Depression. These pictures helped to tell the story of what was really happening during the Great Depression and the human condition.	For this culminating performance task, students will take photos and document history during the Coronavirus Pandemic. Once the photos are taken, students will deliver an oral presentation sharing the stories behind the photos. As photography teacher McElfish said, "We are living history. This is the time for YOU to document for future generations to see. *This is what I see. I was here. I*
Dorothea Lange: Words and Pictures (1)	
Step 2: TAKE PHOTOS DOCUMENTING HISTORY DURING THE	

CORONAVIRUS PANDEMIC

Using the photo prompts below, take 5-15 pictures documenting life right now.

Photo Prompts:
- ❏ Life outside your door
- ❏ Through a window
- ❏ My different life inside
- ❏ Porch photos (in front of main house door) of your household members
- ❏ Life out in the community

NOTE: Take black and white photos, if possible.

Step 3: DOCUMENTING HISTORY- ORAL PRESENTATION
You will give an oral presentation, sharing the stories behind the photos you have taken. Be creative! Think about the unique ways you could deliver your oral presentation. For example, you may choose to create a digital story, poster presentation, video presentation, etc. Ask your teacher about the different digital tools you can use to engage your audience.

Step 4 - REVIEW THE DOCUMENTING HISTORY- ORAL PRESENTATION CHECKLIST
Before you begin preparing for your oral presentation, let's get clear on the expectations for this task.

Documenting History: Oral Presentation Checklist (2)

Your oral presentation must include:
Content

---

matter."

Photo Prompts:
- ❏ Life outside your door
- ❏ Through a window
- ❏ My different life inside
- ❏ Porch photos (in front of main house door) of your household members
- ❏ Life out in the community

NOTE: Take black and white photos, if possible.

Important Teacher Notes:

- ❖ For the photo prompt, "Life out in the community", remind students of any existing restrictions that may be in place due to the pandemic.
- ❖ If students do not have access to a camera or smartphone, you may consider providing them with disposable cameras.

Scaffolds for Students:

- ❏ **Documenting History: Oral Presentation Checklist**
- ❏ **Documenting History Oral Presentation Template #2** (expanding/bridging)

NOTE TO TEACHERS:
If you have students at the emerging and early expanding proficiency levels, you can find additional ideas and resources for differentiation of this task in the corresponding Emerging and Expanding module.

- ❏ An <u>introduction</u> to your photos and some <u>background information</u> (your name and purpose for this presentation; where and when these pictures were taken)
- ❏ A <u>description</u> of your photos and an <u>explanation</u> of how they compare to life BEFORE the pandemic
- ❏ A <u>personal comment</u> on the importance of these photos and how you felt about participating in this project

Language
- ❏ Use of timeless present tense
- ❏ Use of compare and contrast language
- ❏ A variety of vocabulary
- ❏ Appropriate eye contact (if it is a video presentation)
- ❏ Appropriate voice projection (the listener can hear you well)

Step 5 - DESIGN YOUR DOCUMENTING HISTORY- ORAL PRESENTATION

Once you have decided on the format for your oral presentation, begin the creative process of designing it. Your teacher will provide you with digital tools, key resources, and feedback to support you along the way.

Step 6 - DELIVER YOUR DOCUMENTING HISTORY- ORAL PRESENTATION

<u>Lights, camera, action!</u> Time for you to deliver (or share) your formal oral presentation to an authentic audience. In addition to presenting the stories behind your photos to your teachers and classmates, present to a new audience as well. Some examples of additional audience members may include: members of your family or household, neighbors or other community members, students from another class, or your principal. Ask your teacher about the target audience for your presentation.

The expectations for this formal oral presentation, as well as options you can offer students for delivering their presentations, are listed below.

Differentiated Support by English Language Proficiency Levels

Based on the CA ELD Standards, below is an example of the differentiated expectations for delivering an oral presentation

Emerging
Students will **plan and deliver a brief oral report, describing their photos and explaining how these photos show a different experience than before the pandemic,** using:
- Primarily timeless present tense
- Simple language patterns for compare and contrast
- Simple descriptive language
- Familiar general academic and domain-specific words
- Appropriate eye contact (if applicable) and voice projection

Expanding
Students will **plan and deliver an oral report, describing their photos and explaining how these photos show a different experience than before the pandemic,** using:
- Primarily timeless present tense
- May use passive voice
- A variety of language patterns for compare and contrast and describing

See **Documenting History Oral Presentation Template #2** (3) to help you with the language needed to share the stories behind your photos

<mark>**Step 7 - LISTEN AND RESPOND TO ORAL PRESENTATIONS**</mark>
Listen to <u>at least two</u> other classmates' oral presentations. In writing or using a voice recording tool, respond to the following questions and send your response to your teacher and to the two classmates:

❏ What did you learn about your classmates' experiences during the pandemic?

❏ Did anything surprise you? Did any questions or wonderings come into your mind?

❏ Were there any similarities between these photos and your own photos?

❏ How can documenting history with photos or art help us connect to one another and/or promote positive change for a community?

- ● A variety of grade-appropriate general and academic and domain-specific words
- ● Appropriate eye contact (if applicable) and voice projection

<mark>**Bridging**</mark>
Students will **plan and deliver an oral report, describing their photos and explaining how these photos show a different experience than before the pandemic,** using:
- ● Primarily timeless present tense
- ● May use passive voice
- ● More complex language patterns for compare and contrast and describing
- ● A variety of grade-appropriate general and academic and domain-specific words
- ● Appropriate eye contact (if applicable), voice projection, and clarity of pronunciation

*The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the students' English language proficiency level (CA ELD Standards).

Documenting History: Oral Presentation Checklist

Your oral presentation must include:
Content
❏ An <u>introduction</u> to your photos and some <u>background</u>

information (your name and purpose for this presentation; where and when these pictures were taken)
❏ A <u>description</u> of your photos and an <u>explanation</u> of how they compare to life before the pandemic
❏ A <u>personal comment</u> on the importance of these photos and how you felt about participating in this project

Language
❏ Use of timeless present tense
❏ Use of compare and contrast language
❏ A variety of vocabulary
❏ Appropriate eye contact (if it is a video presentation)
❏ Appropriate voice projection (the listener can hear you well)

Digital Tools and Ideas for Oral Presentation

➢ Use **Screencastify** or **Screencast-o-matic** to create an oral presentation.
➢ Use **Loom** to create an oral presentation.
➢ Have someone take a video of you while you share and explain the photographs you took.
➢ Use **Vocaroo** to record your presentation and share with others. You can also add the Vocaroo recording link to a Google slide presentation.
➢ Use **Wevideo** to create a video presentation

Links Used in this Lesson:
1. Dorothea Lange: Words and Pictures
https://bit.ly/ELDHSLink171
2. Documenting History: Oral Presentation Checklist

https://bit.ly/ELDHSLink172

3. Documenting History Oral Presentation Template #2

https://bit.ly/ELDHSLink173

19 | Reflection

Student Facing Materials	Teacher Notes
Learning Task: Reflection Congratulations! You have learned and demonstrated your understanding of an informative/explanatory text. You have also researched and written about social isolation and how to stay connected during the pandemic. Your research and the products you have created will help people in your family and your community to increase their awareness of the importance of staying connected and how to do so. Before you move on to the next unit, it is important to take some time to reflect on your learning. <u>Choose at least four questions</u> to respond to. In writing or using a voice recording tool, send your response to your teacher.	**Learning Task: Reflection** **Purpose of the Task** Reflection is a vital part of the learning process. By looking back and thinking about their learning, students can develop personal insights, identify their own strengths and needs, develop critical thinking skills, and increase motivation and ownership in the learning. Below are some sample reflective questions. In the student directions, students are given choice and asked to select four questions to respond to. Feel free to modify or add your own questions.
Reflective Questions: 1. *What were the three most important things you learned from this module?* 2. *What helped you learn this information or skill?*	**Possible Reflective Questions:** ❏ *What were the three most important things you learned from this module?* ❏ *What helped you learn this information or skill?*

3. *What did you enjoy most about this module?* 4. *What was difficult for you to do in this module?* 5. *What could your teacher have done differently to better support you?* 6. *What did you learn about others from listening to interviews, listening to oral presentations or reading the surveys?* 7. *What did you do in this module that makes you feel proud?* 8. *What did you learn about yourself as a learner during this module?* 9. *Which English skills do you feel more comfortable with now?* 10. *Which English skills do you still need to work on?*	❏ *What did you enjoy most about this module?* ❏ *What was difficult for you to do in this module?* ❏ *What could your teacher have done differently to better support you?* ❏ *What did you learn about others from listening to interviews, listening to oral presentations or reading the surveys?* ❏ *What did you do in this module that makes you feel proud?* ❏ *What did you learn about yourself as a learner during this module?* ❏ *Which English skills do you feel more comfortable with now?* ❏ *Which English skills do you still need to work on?*

20 | Summary

Student Facing Materials	Teacher Notes
This module provided you the opportunity to explore the following guiding	This module provided students with the opportunity to explore the

questions:

- ***Why are human connections important? What are the effects of social isolation?***
- ***How can we stay connected and prevent isolation during difficult times or situations, such as the current pandemic?***

For this reason, during this module, you learned about the purpose and structure of an informative/explanatory text. You also learned that, in this genre, writers and speakers use compare and contrast language and cause and effect language. You also learned that in an informative/explanatory text, the "timeless present," passive voice, and attributive tags are frequently found features. You also created your own informational text about how to stay connected with others during the pandemic and delivered an oral presentation documenting your experience during the pandemic using photos. Finally, you were able to reflect on your own learning by answering some questions of your choice.

Through your engagement in this module, you have acquired one piece in your learning about significant aspects of public health. By engaging in the modules for other content areas, you will increase your understanding about this topic from other perspectives. Ultimately, you will be able to reach your own conclusions and synthesize your learning about this unit's topic.

guiding questions:

- ***Why are human connections important? What are the effects of social isolation?***
- ***How can we stay connected and prevent isolation during difficult times or situations, such as the current pandemic?***

To that effect, students learned about the purpose and structure of an informative/explanatory text. They also learned that in this genre, writers and speakers use compare and contrast language and cause and effect language. Additionally, students applied their understanding of the genre to creating an informational text about how to stay connected with others during the pandemic. They also delivered an oral presentation documenting their experience during the pandemic using photos. Finally, students reflected on their own learning by answering questions.

In order to empower students with a comprehensive and collective understanding about significant aspects of public health, engagement in this module provides them with a piece in the larger learning about this complex topic. By engaging in the modules for the different content areas, students will deepen their understanding from several perspectives. Ultimately, they will be able to reach their own conclusions and synthesize their learning about the topic.