

Scaffolding Routines for Supporting English Learners

Strategy	Purpose of Strategy	Page
COLLABORATIVE: Promoting Collaborative Discussions About Content		
<u>Student Interaction Intro</u>	Utilizes peer-to-peer scaffolding and academic language practice, provides opportunities for formative assessment.	4
<u>Paraphrase Passport</u>	Students practice paraphrasing, which is critical skill for academic conversations.	4
<u>Lines of Communication</u>	Students exchange ideas with multiple partners, thereby building language fluency and deepening content understanding.	5
<u>Give One, Get One, Move On</u>	Students exchange ideas with multiple partners, thereby building language fluency and deepening content understanding.	5
<u>Text Rendering</u>	Students collaboratively deepen comprehension of a text by considering significant sentences, phrases, and words in the text.	5
<u>Three Levels of Text</u>	Students explore the impact of a text and make connections to other learning	6
<u>Save the Last Word for Me</u>	Students clarify and deepen their thinking about articles they read by hearing others' perspectives	6
<u>Language Patterns to Support Conversation</u>	The teacher provides the language to support collaborative conversations such as asking for clarification and disagreeing respectfully, often inspired by Speaking and Listening standards.	7-8
<u>Reciprocal Teaching</u>	Students within a group are assigned roles to interpret a text together.	8

INTERPRETATIVE: Supporting Comprehension and Interpretation of Complex Texts		
<u>Close Reading of the Text</u>	Manner in which the teacher guides students' understanding of text using a combination of actions, usually including: <i>previewing the text structure & features; reading for a purpose/ setting a purpose for reading, chunking the text, text dependent questions and partner interaction.</i>	9
<u>Background Overview</u>	The teacher accesses and builds students' background knowledge to prepare students for reading, especially helpful for building motivation.	9
<u>Student-friendly Definitions</u>	This strategy enables students' understanding of target academic language.	10
<u>Setting the Purpose for Reading and Chunking the Text</u>	Students read with a specific purpose to monitor their comprehension and increase motivation. Students interact and discuss what they have read after each section, or chunk, of text.	10

<u>Text Dependent Questions</u>	Students respond to text dependent questions during reading to monitor their comprehension; to allow the teacher to check for understanding and point out language features; and to engage in peer-to-peer scaffolding.	10-11
<u>Sentence Deconstruction</u>	Students notice academic language and syntax through teacher questioning focused on a complex sentence from a text.	11-12
<u>Vocabulary Organizer / Word Map / Frayer Model</u>	Students “map out” definitions, examples and other related information to a teacher-provided vocabulary word.	12

PRODUCTIVE: Supporting Academic Writing and Speaking

<u>Graphic Organizers</u>	Students organize ideas and make connections about the text in preparation for text-based conversations and writing.	13
<u>Language Patterns</u>	The teacher provides students with the academic language needed to participate in the lesson and express themselves effectively across the day.	13-14
<u>Sentence Imitating</u>	Students apply the academic language found in text to another context to practice and build flexibility with language.	15
<u>Sentence Combining</u>	Students practice joining ideas to create more complex sentences.	15
<u>Sentence Expanding</u>	Students learn to augment ideas by adding additional information and using more complex syntax.	15
<u>Stronger and Clearer Each Time</u>	Students strengthen and clarify academic ideas in preparation for argument writing.	15
<u>Claim, Evidence, Reasoning</u>	Teachers explicitly show how claims, reasons, and evidence should be connected, supporting students with explanation and argumentation across disciplines.	16
<u>Language Charts</u>	The teacher creates a visual which organizes a particular language features for ongoing student reference.	17
<u>Language Hunt</u>	Students revisit a text to find specific language which can then be added to the Language Chart as additional examples.	17
<u>Language Logs</u>	Students record academic language they are learning for future reference and use.	18
<u>Google Doc Collaborative Paragraph</u>	The teacher guides the students in collaboratively writing, revising, and editing a paragraph in order to effectively apply academic language in their writing.	18
<u>Routine for Teaching Language</u>	The teacher provides a language mini-lesson to address a language need based on students’ language use and/ or an upcoming task.	19

<u>Features and Conventions</u>		
<u>Summarizing to Check for Understanding</u>	Students summarize the text at certain points with a partner to support comprehension monitoring and to allow the teacher to check for understanding.	20

Scaffolding Routines for Supporting English Learners

A Focus on Language Development and Content:

COLLABORATIVE: Promoting Collaborative Discussions About Content

Student Interaction Introduction

Purpose:

- Peer-to-peer scaffolding, practice oral academic language, allows for formative assessment, supports student engagement

How to:

- Establish partnerships and small groups (4 is ideal) in your classroom
- Provide opportunities often for partner interaction during whole group discussions
- Provide **sentence starters** to support student interaction
- Set and model procedures for partner, small group, and whole class discussion and interaction
- Model effective academic discussions when you are facilitating classroom conversations by modeling the “moves and language” (building on others’ ideas; asking clarifying questions; paraphrasing others’ comments; summarizing and synthesizing; citing evidence from the text; disagreeing politely) of academic discussions
- Conduct “fish bowls” (where class is observing a group of their classmates engaged in discussion) for students to observe both examples and non-examples of collaborative academic conversation
- Teach students structured routines and protocols such as,
 - Paraphrase Passport
 - Save the Last Word for Me
 - Lines of Communication
 - Give One, Get One, Move On (GoGoMo)

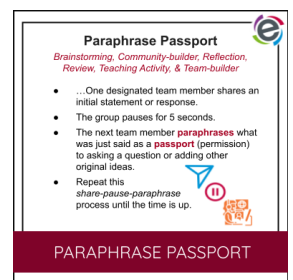
Paraphrase Passport (adapted from Adaptive Schools)

Purpose:

- For students to practice paraphrasing and asking clarifying questions with motivating and simple topics to apply those skills to academic conversations

How to:

- Choose a photo, picture, video clip, or short motivating text as a conversation stimulus. If necessary, provide students with a prompt to start discussion.
 - What is interesting about _____?
 - What do/did you notice about _____?
 - Do you agree with _____?
- Student 1 makes a statement.
- Student 2 paraphrases their statement before responding with a statement or question.
- Student 3 makes a synthesis paraphrase of statements 1 & 2 responding with a statement or question.



Lines of Communication

Purpose:

- To support meaning making and language development by providing students with multiple opportunities to explain their ideas to a peer
- To allow students to build oral fluency in explaining their ideas

How to:

- Give students time to write a few notes and collect their thoughts to prepare.
- Ask students to form two lines of each length and facing each other (each student should be facing another student).
- Tell students that they will step forward to speak to the person across from them, making sure that each person has a chance to share their ideas related to the prompt
- At the signal, all the people in one line will take a step to the right/ left so that they are facing a new partner.
- The person at one end of the moving line will walk/ dance, etc. down the middle of the lines to go to the end of their line and find a new partner.
- Allow for 2-3 partner shifts.
- The whole group debriefs the process by identifying how the process and their peers aided understanding.



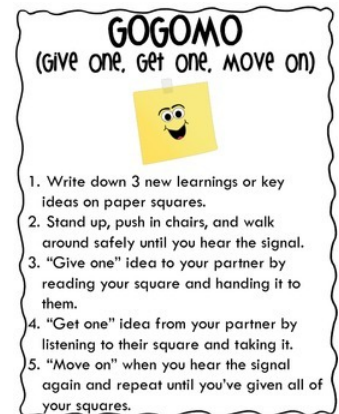
Give One, Get One, Move On

Purpose:

- To provide students with an opportunity to share their ideas with multiple people thus supporting communication fluency and synthesizing ideas

How to:

- Provide students with time to consider what they know about a topic. You might provide a simple 8 box grid with words related to your topic or open-ended questions.
- Tell students that they should respond to 2-3 of the items in preparation to share ideas with their peers.
- Direct students to stand with their paper and a pen and find a partner. Each partner will share one idea related to the prompt/ grid. Students should note their partner's idea on their paper along with their partner's name (to cite their source).
- When each partner has shared, they thank their partner and raise their hands to find a new partner, repeating the cycle.
- Challenge students to share with 3-4 different partners or to find a response for each of the grid items.
- Debrief the process and give students an opportunity to summarize what they have learned with their table or to journal their learning.



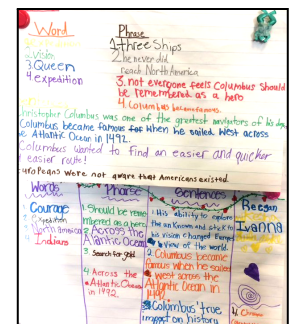
Text Rendering (from National School Reform Faculty)

Purpose:

- To support meaning-making by clarifying and expanding thinking about a text or document
- To provide an opportunity for peer-to-peer scaffolding and collaboratively developing comprehension

How to: (students should have some basic understanding of the text already, established through teacher questioning and partner summarizing)

- Ask students to return to the text and mark the following:
 - o a sentence that they feel is particularly significant
 - o a phrase that they feel is significant
 - o a word that is significant



- After everyone has prepared, students gather in groups of 3-6 and identify a “scribe”
 - **First round:** each person shares the sentence that they feel is particularly significant
 - **Second round:** each person shares the phrase that they feel is particularly significant and the scribe records each phrase
 - **Third round:** each person shares the word that they feel is particularly significant and the scribe records the words
- The group discusses what they heard and what it says about the text.
- The group shares the trend(s) that emerged and any new insights they have gained about the text.
- The whole group debriefs the process by identifying how the process and their peers aided understanding.

Three Levels of Text Protocol (from National School Reform Faculty)

Purpose:

- To support meaning making by clarifying and expanding thinking about a text or document
- To provide an opportunity for exploring the impact of a text and making connections to other learning

How to:

- Establish a time limit of 5 minutes per “round” per person.
- Ask students to revisit the text and mark sentences/ sections that they feel are important to their work/ current topic of study.
- Identify a person in each group to be first to share.
- Each person shares 3 levels:
 - o **Level 1**--- read aloud the sentence/ section they chose
 - o **Level 2**--- say what they think about the section (interpretation, connection to other texts or learning)
 - o **Level 3**--- say what they see as the implications for the work
- The group discusses what was shared by each person and comes up with a summary statement to report back to the larger group.
- After all rounds are completed, debrief each group’s summary.
- Debrief the process.

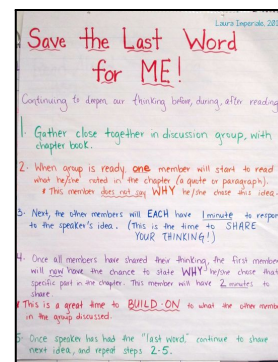
Save the Last Word for Me

Purpose:

- For students to clarify and deepen their thinking about articles they read by hearing others’ perspectives.

How to:

1. Create a group of 4 participants. Choose a timekeeper (who also participates) who has a watch.
2. Each participant silently identifies what they consider to be the most significant idea addressed in the article, and highlights that passage.
3. When the group is ready, a volunteer member identifies the part of the article that they found to be most significant and reads it aloud to the group. This person (the presenter) says nothing about why they chose that particular passage. Provide students with language patterns to scaffold their interaction as needed.
4. The group should pause for a moment to consider the passage before moving to the next step.
5. The other 3 participants each have 1 minute to respond to the passage — saying what it makes them think about, what questions it raises for them, etc.
6. The first participant then has 3 minutes to state why they chose that part of the article and to respond to—or build on — what they heard from their colleagues.
7. The same pattern is followed until all four members of the group have had a chance to be the presenter and to have “the last word.”



8. Optional open dialogue about the text and the ideas and questions raised during the first part of the protocol.
9. Debrief the experience. How was this a useful way to explore the ideas in the text and to explore your own thinking?

Language Patterns

Purpose:

- To provide students with the academic language needed to participate in the lesson and demonstrate their understanding of the text
- To provide students' ongoing development in academic language to be applied across content area

Sample Collaborative Conversation Patterns

These conversation language patterns connect to standards-based conversation skills. Consider introducing/reviewing one skill at a time with the related language. Model the skill and language and have students practice before using them in academic conversations.

Building on Others' Ideas

You made a good point when you said _____.

My idea is related to _____'s idea. I think _____.

My idea builds on _____'s idea. I think _____.

I see what you're saying. I agree because _____.

I'd like to add to that idea. I think _____.

Yes, and I also think that _____.

I agree with that because _____.

Ask Clarifying Questions

I have a question about what you said about _____.

Do you mean that _____?

Could you expand a little on what you said about _____?

Could you give an example of what you mean by _____?

Could you explain that again, please?

I don't understand. Can you repeat that?

Paraphrase Another's Comments

When you said _____, do you mean _____?

The reasons they stated include _____.

In a few words, they said _____.

So you're saying that _____.

To paraphrase what you said, you _____.

Let me see if I understood correctly, you said _____.

In other words you think _____.

Summarize and Synthesize

The main point is _____.

The main ideas are _____.

In summary, _____.

To synthesize, we said _____.

Sentence Starters	Sentence Starters	Sentence Starters
Requesting Assistance - Could you please help me? - I'm having trouble with this. Would you mind helping me? - Could you please show me how to do/write/draw/pronounce/solve...? Interrupting - Excuse me, but... (I don't understand). - Sorry for interrupting but... (I missed what you said). - May I interrupt for a moment? - May I add something here? Expressing an Opinion - I think/solve/predict/imagine that... - In my opinion... - It seems to me that... Building on What Others Say - I agree with what _____ said, because... - You bring up an interesting point, and I also think... - That's an excellent point. I would add... - Based on the ideas from _____ and _____ it seems like we all think that Solating a Response - What do you think? - Can someone else ask a question or offer an opinion? - Do you agree? Classroom Reporting _____ explained to me that... _____ shared with me that... _____ brought to my attention that... _____ pointed out something interesting/surprising/ intriguing...	Requesting Assistance - Could you please help me? - I'm having trouble with this. Would you mind helping me? - Could you please show me how to do/write/draw/pronounce/solve...? Interrupting - Excuse me, but... (I don't understand). - Sorry for interrupting but... (I missed what you said). - May I interrupt for a moment? - May I add something here? Expressing an Opinion - I think/solve/predict/imagine that... - In my opinion... - It seems to me that... Building on What Others Say - I agree with what _____ said, because... - You bring up an interesting point, and I also think... - That's an excellent point. I would add... - Based on the ideas from _____ and _____ it seems like we all think that Solating a Response - What do you think? - Can someone else ask a question or offer an opinion? - Do you agree? Classroom Reporting _____ explained to me that... _____ shared with me that... _____ brought to my attention that... _____ pointed out something interesting/surprising/ intriguing...	Requesting Assistance - Could you please help me? - I'm having trouble with this. Would you mind helping me? - Could you please show me how to do/write/draw/pronounce/solve...? Interrupting - Excuse me, but... (I don't understand). - Sorry for interrupting but... (I missed what you said). - May I interrupt for a moment? - May I add something here? Expressing an Opinion - I think/solve/predict/imagine that... - In my opinion... - It seems to me that... Building on What Others Say - I agree with what _____ said, because... - You bring up an interesting point, and I also think... - That's an excellent point. I would add... - Based on the ideas from _____ and _____ it seems like we all think that Solating a Response - What do you think? - Can someone else ask a question or offer an opinion? - Do you agree? Classroom Reporting _____ explained to me that... _____ shared with me that... _____ brought to my attention that... _____ pointed out something interesting/surprising/ intriguing...

We all agree that _____.

We can conclude _____.

Cite Evidence from the Text

On page ____, paragraph ____, the author says _____.

When I read ____ on page ____, I thought that _____.

I think the text supports my thinking on page ____, paragraph ____, by stating that _____.

Another example of _____ is on page ____, paragraph ____, where the author states _____.

I think _____ because in the text it says _____.

Disagree Respectfully

I see what you're saying, but I think that _____.

Another way to look at it is _____.

I do agree with what you said about _____, but I think _____.

I see it another way. Based on ____, I think ____.

Another possibility might be _____.

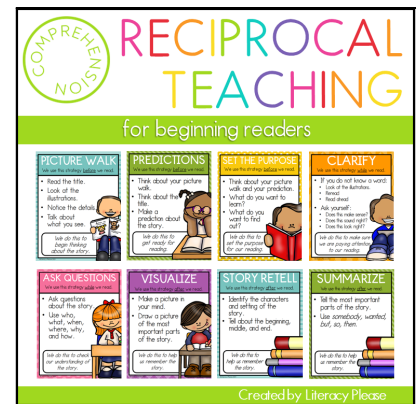
Reciprocal Teaching

Purpose:

- To aid students in interpreting a text
- To allow students text-dependent speaking and listening time

How to:

- Students:
 - read a chunked text to each other
 - summarize each chunk
 - clarify vocabulary
 - anticipate possible questions
 - make predictions



Role A

- Reads the given selection aloud to the group
- Identifies any essential terms and all participants write them on their note-taking guide

Role B

- Offers a summary or paraphrase of the selection
- Participants discuss the offered summary and develop a version on which they can all agree to write down on their note-taking guide.

Role C

- Asks one "right there" question (you can point to the answer in the text) from the selection.
- OR Responds to the reading prompt and points to where they found the answer in the text
- Participants discuss and answer the "right there" question OR the response to the prompt and write it down in their note-taking guide.

Role D

- Makes a prediction about the next selection to be read based on what was previously read.
- One of the following frames can be used: Based on _____, I predict that _____ will.
OR Based on _____, I predict that _____.
- Participants discuss and write this prediction on their note-taking guide.

Scaffolding Routines for Supporting English Learners

A Focus on Making Meaning and Content Knowledge:

INTERPRETIVE: Supporting Comprehension & Interpretation of Complex Texts

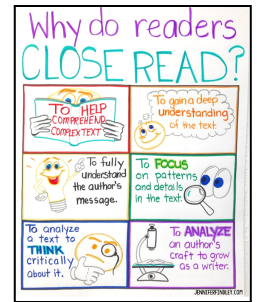
Close Reading of the Text

Purpose:

There is no single “correct” way to engage in a careful or close reading but it should be primarily focused on meaning. Often close reading is made up of several actions including: *previewing the text structure & features; reading for a purpose/ setting a purpose for reading, chunking the text, text dependent questions and partner interaction.*

How to:

1. Students read, or are read to, to gain a general understanding of a text.
2. Students **return to the text, or a section of the text, to read for deeper meaning.** This may involve analyzing the author’s language, style, or point of view; comparing the text to other texts; and or other purposes related to the CaCCSS for ELA/Literacy. In math, it might be reading to identify the situation, quantities, and mathematical questions involved. The teacher and students use thoughtful prompting and questioning along the way.
3. Students interact with a partner or small group to discuss their analysis.



The Background Overview

Purposes:

- To access and build students’ background knowledge
- To pre-teach key vocabulary and concepts needed to understand the text
- To motivate students to read

How to:

- Analyze the text to uncover:
 - necessary prior knowledge needed
 - concepts
 - historical context or setting in literature
 - important vocabulary that can’t be defined in context by your learners
 - how you might make the text relevant for students
- Select the concepts and vocabulary that need to be pre-taught, but be careful not to give too much away. The goal is to make students want to read the text and help them be successful at it, while not teaching them what the text says or giving away things they could comprehend from a close read.
- Choose one or more methods to deliver the concepts and vocabulary identified for your background overview:
 - **Pictorial or graphic organizer**
 - Create (in pencil) a graphic that includes the target information and draw (trace with marker) and label it in front of the students.

- Provide student friendly definitions and examples for vocabulary
- Solicit choral response/echo for vocabulary and key phrases.
- Stop periodically to have students summarize with a partner.
- o **Video clip**
 - Set the purpose for watching the video clip.
 - Stop the video at key points to allow students to process and to check for understanding.
- o **An easier text**
 - Choose a text that will build the necessary background knowledge for the more complex focus text
 - Set the purpose for reading the text (related to the focus text they will read)
 - The text may be read by students independently or with a partner, but conduct a class discussion about the text that connects it to the focus text.

Student Friendly Definitions and Examples

Purpose:

To help students understand target academic language in terms they can understand

How to:

1. Construct a student-friendly definition of the target vocabulary word or grammatical feature. It can be helpful to use the *Longman Dictionary of Contemporary English* to create the definition. An online version can be found here: <https://www.ldoceonline.com/>.
2. Next, provide students with multiple examples of the use of the target vocabulary or language in familiar contexts that they will understand.
3. Consider having students record the language in their language logs if they will be using the language in multiple contexts over the course of the year.

Setting the Purpose for Reading and “Chunk” the Text

Purpose:

Students read with a specific purpose in order to monitor their comprehension and increase motivation. Students discuss what they have read after each section, or chunk, of text with a partner.

How to:

- Determine the purpose for reading the text. What do you want students to learn? “Read to find out _____.”
- Write the purpose, or objective, on the board for students to see. Have them read it aloud.
- Check in with students during or after reading to have them monitor their comprehension by checking to see if they are “meeting the purpose” for reading.

Purpose P.I.E.		
Author's Purpose:	It looks like:	My Purpose:
1. Persuade  The author writes to change your mind or help you form an opinion.	1. Persuade  Newspaper or magazine article Advertisement Commercials Debates	1. Persuade  Understand what I already believe Change my mind about what I believe
2. Inform  The author writes to teach you something new about a topic.	2. Inform  Newspaper or magazine article Nonfiction book Biographies and Autobiographies	2. Inform  Discover new information Answer a question about a topic
3. Entertain  The author writes something that will keep your attention.	3. Entertain  Fairy Tales Tall Tales Fiction Stories Poetry	3. Entertain  For fun For enjoyment

***Note:** Students might use a specific question or prompt to serve as a purpose for revisiting a section of the text. Using the text features such as subheadings is a helpful tool when revisiting text to find or confirm particular information.

Text Dependent Questions

Purpose:

- To aid students in monitoring their comprehension
- To allow the teacher to check for understanding, especially as it relates to CCSS Reading Standards
- To provide opportunities for peer-to-peer scaffolding

How to:

- Read the text to determine what you want students to learn from it.
- Analyze the text for the qualitative features that make it complex (levels of meaning, vocabulary, structure, etc.).
- Create questions that require students to cite evidence from the text.
- Make sure to address the qualitative aspects (levels of meaning, vocabulary, structure, etc.) of your text analysis with questions that will help students uncover those specific complexities
- Check the CCSS reading standards to see which standards you have addressed with your questions and which you could address by adding questions.
- Chunk the text and ask the related text dependent questions after each chunk, with students answering orally in partners or with a small group, and in a class discussion.
- Create additional questions as necessary, based on your observation, to provide more scaffolding, or have students create text-dependent questions based on [Costa's Levels of Inquiry](#).

Sentence Deconstruction

Purpose:

- To aid students in deriving meaning from complex sentences
- To help students analyze how complex sentences are organized with a purpose, including word choice
- To provide students with a routine/ questions they can use to tease apart complex sentences when reading independently
- To help students see flexibility of language and notice techniques they can use in their own speaking and writing

How to:

Planning:

- Read the text to determine what you want students to learn from it.
- Identify complex sentences which contain critical information of the text.
- Break the sentence into phrases / clauses.
- Create questions to guide students in understanding each of the components.
- Write the sentence on a sentence strip and cut it into the respective phrases / clauses.

Teaching:

- Before or after the 1st read of the text, read the sentence with students. Ask them to record what the sentence means. Guide students to see the clauses of the sentence. Remove all but the most important section (main clause) of the sentence and ask questions to support student understanding of the section. Piece by piece add the other portions of the sentence back as you continue asking questions as you go to ensure student understanding.
- Ask students questions to help them uncover meaning related to:
 - Vocabulary - Grammatical structure - Pronoun reference
- Ask students how the sentence would be different if a different word was substituted for another. For example, "How would the meaning of the sentence change if the author would have used the word *could* instead of *must*?" or "Why did the author use the word *sobbed* instead of *cried* in this sentence? How does the word "sobbed" affect the meaning of the sentence?"
- Once the sentence is complete, ask questions to uncover/ determine that students understand the meaning of the whole sentence.
- As an extension, try reconstructing the sentence by removing all of the pieces except the main clause. Incrementally, add the other clauses but in a different way than in the original sentence, changing the punctuation as necessary.
- Allow the students to engage in partner talk throughout the sentence deconstruction and make sure that you are having them do the thinking as much as possible, instead of telling them the answers.
- Encourage students to use an aspect of language that they just saw in the sentence in their own writing. If applicable, create a language pattern based on an aspect of the sentence.

Sample Teacher Question Starters for Sentence Deconstruction

- What is this sentence telling us? How do you know?
- Who or what is the sentence about?
- What is the author trying to say?
- This sentence has two sections or clauses. What does the first clause tell us/ mean?
- What does the word _____ mean in this sentence?
- What is another way to say _____?
- Why do you think the author used the word(s) _____?
- How would the meaning of the sentence change if we changed _____ to say _____.
- Who or what is the pronoun _____ referring to?
- What do you notice about this verb? Is it telling us something is happening, might happen, will happen, or already happened? How do you know?

Vocabulary Graphic Organizer / Word Map / Frayer Model

Purpose:

- To aid students in understanding key vocabulary
- To aid students in making connections with key vocabulary
- To aid students in identifying synonyms and antonyms

How to:

1. Introduce the vocabulary word and the [map](#) to the students.
2. Teach them how to use the map by putting the target word in the central box.
3. Ask students to suggest words or phrases to put in the other boxes which answer the following questions: "What is it?" "What is it like?" and "What are some examples?"
4. Encourage students to use synonyms, antonyms, and a picture to help illustrate the new target word or concept.
5. Model how to write a definition using the information on the word map.

Frayer Model			
Write the selected word. Identify characteristics of the word. Identify examples of the word. Identify non-examples of the word. Create your own definition of the word. Check the meaning of the word with the dictionary definition.			
Definition	Characteristics		
Examples		Non-examples	

Scaffolding Routines for Supporting English Learners

A Focus on Effective Expression and Content:

PRODUCTIVE: Supporting Academic Writing & Speaking

Graphic Organizers to “Reorganize” Text

Purpose:

- To scaffold the oral and written expressive task (language objective) for the text
- To show how concepts in the text are related

How to:

- Choose, or help students choose, a graphic organizer that matches the thinking skill/language function of the language objective (cause and effect, compare and contrast, classify and categorize, main ideas and supporting details).
- If the students don’t know how to use this particular organizer, model how to use it to organize the information and build it together the first time.
- If students are familiar with the graphic organizer they can work in pairs, small groups, or independently to create it, citing evidence from the text in the graphic organizer.
- Have students use the organizer to complete the expressive task (language objective).

Language Patterns to Support Expressive Task

Purpose:

- To provide students with the academic language needed to participate in the lesson and demonstrate their understanding of the text
- To provide students’ ongoing development in academic language to be applied across content area

How to:

- How to write language patterns:
 1. Select a question or prompt related to the text; most likely your expressive task (language objective).
 2. Write appropriate desired student responses across English proficiency levels.
 3. Underline or circle the topic-specific words in the sample responses.
 4. The words that remain constitute the language pattern that will hold the topic-specific words together to form a connected sentence.
- How to use language patterns:
 1. Give students the prompt or question you developed.
 2. Model how to apply the language pattern to respond to the question.
 3. If students created a graphic organizer related to the text, the topic words for the language patterns can come from there.
 4. Have students repeat you. Once students understand how to use the language patterns, have them use the language patterns to **ORALLY** answer the question in pairs or small groups.
 5. Don’t restrict students to using the language patterns if they are able to use academic language beyond them.
 6. Once students have had ample ORAL practice with the language patterns, they can answer the prompt in writing.

Stating an Opinion

I think _____ because _____.

In my opinion _____.

My position is _____, because _____.

My point of view is that _____, because _____.

I believe that _____, because _____ and _____.

Based on _____, my theory is _____.

Some people would say _____, but my own view, however, is that _____.

Often people think _____, but I take the opposite position. I believe _____ because _____ and _____.

Sequencing

First, _____.

At first, _____.

Next, _____.

Later, _____.

Finally, _____.

Prior to _____, _____.

Eventually, _____.

Summarizing

The main idea is _____.

The author explains how _____.

The author states that _____.

The author argues why _____.

In summary the story is about _____.

In conclusion, the main idea of the article is _____.

In conclusion, the author's main idea is _____.

In summary the author explores issues of _____ and concludes ____.

Citing Evidence from Text

In the text it states that _____.

One example from the text _____.

Another example from the text is _____.

The author states _____.

The author also states _____.

According to _____, _____.

_____ 's article/chapter/book on _____ discusses the

_____. _____, in their article/book/chapter,

_____ argues that _____

In the article/video/chapter/book) _____, argues/claims/reports/contends/maintains/states that _____.

Sentence Imitating (adapted from *Book Worms*)

Purpose:

- To help students notice how sentences from one source can inspire new messages
- To promote curiosity about language and sentence formation
- to provide a context for using particular language resources

How to:

1. Present a sentence from a text the students have read. Remove 1+ of the content words (nouns, verbs, adjectives, adverbs) and use blanks as “place holders”.
2. Prompt the students to substitute other content words and share their new sentence with a partner.
3. Note: The meaning of the sentence will change but the syntax will remain intact.
4. This strategy could be varied by removing additional content words.

Sentence Combining (adapted from *Book Worms*)

Purpose:

- To help students practice joining ideas to create more complex sentences

How to:

1. Present two or three short sentences and lead the students in combining them into a sentence, or more than one sentence, with more complex syntax.
2. Sentences can be written on sentence strips or in an electronic document and projected.
3. Question the students about the relationship between the sentences and about how you might try to combine them by using text connectives (but, because, while, and, so, after, before, etc.) or punctuation (semi-colon, commas, dashes, etc.).
4. Encourage students to suggest various ways the sentences can be combined to form a more complex sentence.
5. Discuss the differences in connotative meaning of each sentence and which sentence may be the right choice for the situation.

Sentence Expanding (adapted from *Book Worms*)

Purpose:

- To guide students in augmenting ideas by adding additional information and using more complex syntax

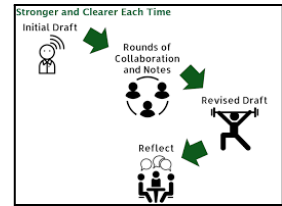
How to:

1. Present a simple/simplified sentence from a text and guide the students in adding to it by attaching words, phrases, and clauses, making the syntax more complex while providing more details.
2. Question the students to elicit ideas for adjective, adverb, and prepositional phrases to add
3. Demonstrate how a word can change forms (from adjective to noun or from a noun to a verb) to change the emphasis and focus of a sentence.
4. When expanding sentences, it is a good idea to insist that the suggestions offered by students reflect the original meaning of the text.

Stronger and Clearer Each Time (Jef Zwiers)

Purpose:

- To help students strengthen and clarify academic ideas.
 - to include better evidence, examples, explanations,
 - to improve topic sentence, organization, linked sentences, precise words
- To prepare for writing an argument



How to:

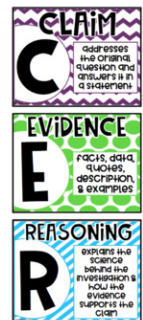
1. Create the prompt or question that students will respond to. This strategy works best with an argumentative prompt.
2. Have students respond to the prompt by either a) thinking about their response and jotting down a few notes OR b) writing a draft paragraph.
3. Direct students to stand with a partner.
4. Each partner takes a turn to share their response.
 - a. The listening partner takes notes on ideas, evidence, and language that will help their own idea be stronger and clearer.
 - b. The listening partner may ask the speaker to elaborate, clarify, explain, and/or provide more evidence.
5. Students repeat the process with two more partners. Decide whether you will have students change partners as they finish, or wait for your signal. If you have them find a new partner as they finish, direct them to raise a hand in the air and look for someone doing the same.
6. Direct students to return to their seats to write their paragraph incorporating what they heard from their partners.
7. Ask students to compare their original idea to their revised paragraph.
 - a. Ask: How did your idea become stronger? How did it become clearer?

Claim Evidence Reasoning (CER)

Purpose:

- To explicitly teach how claims, reasons, and evidence should be connected
- To provide opportunities for informal and formal practice of the components of explanation and argumentation across disciplines

How to:



1. Craft a prompt or question that will require students to make a claim. The prompt could ask students to explain a phenomenon in science, explain how they solved a problem in math, interpret sources in history, interpret texts in language arts, or make judgements about pieces of music and art.
2. When first introducing the procedure, keep the content familiar. You might even use a picture with multiple interpretations.
3. Introduce the graphic organizer similar to the one below. Model the process of responding to the prompt using think-alouds for each component (claim, evidence, and reasoning).
4. If students need scaffolding with the language of CER, model the use of the CER sentence frames for each CER component, have students first practice them orally, and then use them when creating their CERs.
5. Provide the students multiple opportunities to practice.

Prompt:	
Claim (What do you know?):	Evidence (How do you know that?):
Reasoning (How does your evidence support your claim? What is the logic that leads you from the evidence to the claim?):	

Sentence Frames for CER	
Making a Claim <i>A statement that answers the original question/problem.</i>	I observed _____ when _____. I noticed _____ when _____. The effect of _____ on _____ is _____. I agree/disagree with _____. _____ is true/false when _____. _____ will sometimes/never/always be _____.
Providing Evidence <i>The appropriate/sufficient data or work that supports the claim.</i>	The evidence I use to support _____ is _____. I believe _____ because _____. I know that _____ is _____ because _____. An example of _____ is _____. For instance, _____ shows _____.
Reasoning <i>A justification that connects the evidence to the claim. It shows why the data count as evidence using appropriate and sufficient discipline specific principles.</i>	As can be seen by _____, my conclusion is _____. Since _____ that means _____. In summary, _____ shows that _____. In conclusion, _____ displays _____.

Adapted from *The Art of Argumentation; Science & Children*, Nov. 2009; Ross, Fisher & Frey

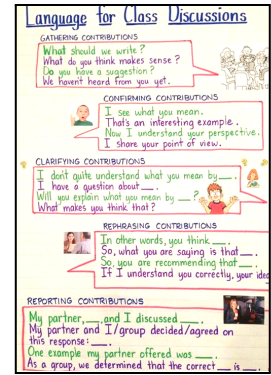
Language Charts

Purpose:

- To organize language features and provide a visual for ongoing student reference

How to:

1. Consider the language feature you are teaching and how it can be organized in a chart for instruction (verb tenses, pronouns, words to connect ideas, etc).
2. Create a chart on chart paper.
3. Use the chart to teach the target language feature.
4. You might provide a copy for students to keep in their language logs as well.



Language Hunt

Purpose:

- To help students to notice the target language in additional contexts
- To identify more examples to add to language charts

How to:

1. Consider the focus language feature (prepositions for time, adverbs, transition words, etc.) and identify a text from current teaching in which many examples of the target language can be found.
2. Give students the parameters (pages 30- 32 or paragraph 2) and a purpose for the hunt ("Reread pages 30-32 to find examples of prepositions of time that we can add to our chart.")
3. After students have a few minutes to "hunt" with a partner, call on non-volunteers to share the page number and the example of the target language and add those examples to the language chart
4. Provide a question/ prompt so the students can apply the target language found in the "hunt" to another context. ("Use one of the prepositions of time to tell your partner about your day."--- *Before I eat dinner, I do my homework.; I like to play soccer during lunch recess.*)
5. You might ask students to copy a few examples in their language logs as well

Language Logs

Purpose:

- For students to record academic language they are learning for future reference and use

How to:

1. Determine if student language logs will be kept in a paper (composition book, notebook) or digital format (Google doc).
2. Consider how the log will be organized. For example, you might have a section for functional language patterns , language patterns for collaborative conversations, language charts by type, or other categories that students will need for your context. The language should be organized in such a way that students can find it when they need it.
3. Leave space between sections so that students can continue to add new language within the categories.
4. To avoid prolonged copying of language, decide which language students will record and if sometimes you will provide them with a pre-printed copy to insert into their logs.
5. Make sure to use student friendly examples and explanations for any language recorded in the language log.

Google Doc Collaborative Paragraph (adapted From Project GLAD)

Purpose:

- To provide students' ongoing development in productive academic language including to be applied across content areas with a particular emphasis on modifying to add details and connecting and condensing ideas

How to:

1. The teacher creates a topic sentence based on the writing prompt (from a unit of study) and writes it in a Google doc that they share with the class (or projects if students do not have devices).
2. Each team is responsible for formulating one supporting sentence (with devices closed). Each teams' members work together to formulate a sentence **orally**. When they all agree on a sentence, they raise their hands to state the sentence to the teacher.
3. After confirming that the team agreed on the sentence and that it has not already been used, the teacher assigns the team a color font to use and asks them to open their devices and record it in the shared Google doc. All teams, after teacher approval, record their sentences in a different color font into the shared Google doc.
4. After all of the teams have recorded their sentences, the teacher begins to facilitate the revision and editing process. All of the students should be focused on the projected Google doc.
5. The teacher begins with revising. They have the class read the piece chorally, and then ask the students to identify some strong words or phrases found in the paragraph. The teacher highlights these words with the highlighting feature.
6. Next, the teacher indents the first line of the paragraph, and arranges the sentence strips to look like a paragraph.
7. The class reads through the paragraph again. Referring to the standards and rubric for revision, the teacher solicits possible revisions (changing the order of the sentences, combining sentences, expanding sentences to add more details, substituting more precise words, adding connecting words, substituting pronouns for nouns, etc.). Each time revisions are made, the class reads the paragraph again.
8. Next, referring to the standards and corresponding rubric, the teacher solicits ideas for editing, including spelling and punctuation. The final version of the paragraph can be used for reading material and as a model of writing.

Routine for Teaching Language Features and Conventions

1. Choose a language feature focus based on:

- Student needs
- ELD Standards
- A focus text
- An upcoming task
- CA CCSS Language Standards

2. Point out the feature during reading through text dependent questions, for example:

- *Why did the author use _____ in this sentence?*
- *How would the meaning of the sentence change if the author used _____ instead of _____.*
- *What does _____ mean in this sentence? How do you know?*
- Sentence deconstruction strategy (questions with student talk)

3. Explain why and how the feature is used

_____ tells us that _____. We use _____ when we want to _____.

(Ex: Might shows us that we aren't sure if something is going to happen.)

- Language Charts
 - Co-construct language charts with students to not only clarify proper language use, but also to use as a reference. Examples of charts include: verbs in various tenses (such as past and present), pronouns (object, subject, possessive), and transition words.
 - Create functional language pattern charts around specific language functions that students need to complete assignments and tasks (compare/contrast, cause/effect, etc.).

4. Show students examples of the structure in varied contexts

- Student friendly examples (*You **might** win the game if you practice enough.*)
- Other texts
 - Texts class is reading
 - "Hunts" as students are reading together or independently

5. Provide students with a context to practice the structure

- Language patterns linked to a graphic organizer (_____ *might* _____ *if* _____.)
- Speaking and writing

6. Connect the focus language/ structure back to the content being studied and continue to reinforce its use

- Ask a question that requires the students to use the language about a text the class is reading.

Summarizing to Check for Understanding

Purpose:

- To aid students in monitoring their comprehension
- To allow the teacher to check for understanding, especially as it relates to CCSS Reading Standards 1 – 3
- To provide opportunities for peer-to-peer scaffolding

How to:

- Stop after reading each chunk of text and ask students to mentally summarize what they read:
 - A summary includes the main idea and the most important details in the text.
 - Another way to teach summary is to have students identify the "5 W's" (who, what, when, where, and why).
- After taking time to think...
 - First, partner A tells their summary to their partner and partner B asks a clarifying or follow-up question.
 - Next, partner B tells their summary and partner A asks a clarifying or follow-up question.
 - Circulate and listen in on students to check for understanding
 - Ask text dependent questions as necessary to scaffold students.