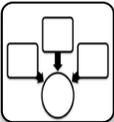| Preparing the Learner	Interacting with Texts	Extending Understanding
Activate prior relevant knowledge.	Deconstruct text, focus on understanding a chunk.	Connect ideas learned to other ideas outside the text.
Focus attention on concepts to be developed.	Reconstruct chunk to whole text.	Apply newly gained knowledge to novel situation or problem solving.
Introduce vocabulary in context.	Establish connections between ideas and text.	Create or recreate based on new understandings.

	Purpose	**Scaffolding Suggestions**	**Procedure**
Anticipatory Guide	Anticipatory Guide is a discourse structure used for bridging, metacognitive development, and schema building. This task activates student's prior knowledge on a topic and introduces key vocabulary. This task focuses students' attention on key ideas and concepts that will be developed in a lesson or unit. The guide is also a vehicle for teaching students the importance of being aware as a reader of one's own position in relation to a text. The guide also can be used as a diagnostic tool for the teacher. It makes it possible for teachers to learn ahead of the lesson what students know or believe about a certain theme or topic.	• **Moderate Scaffolding:** Have students read statements silently, mark opinion, share out in Round Robin format. • **Maximum Scaffolding:** Have student use formulaic expression to read each statement out loud, mark opinions, and share their partner's answers in groups of four. • Purposefully partner students based on language assets. • Focus considerations provided in the graphic organizer.	With a partner, use the formulaic expressions: 1. Read each statement. 2. Mark agree or disagree in the <u>before reading</u> column. 3. Discuss. 4. Write at least one reason to support your opinion. 5. Read the text. 6. Reread each statement. 7. Mark agree or disagree in the <u>after reading</u> column. 8. Discuss. 9. Cite at least one piece of evidence to support your opinion.

Clarifying Bookmark	Clarifying Bookmark is a discourse structure used for metacognitive development and modeling. The Clarifying Bookmark models metacognitive language and processing for students. It teaches students to tolerate ambiguity and become willing and accurate guessers. This task develops students' capacity to monitor and remedy their own comprehension difficulties.	• Provide formulaic expressions to guide conversations. • Purposefully partner students based on language assets. • Focus considerations provided in the graphic organizer.	1. A reads part one of the text aloud and identifies the metacognitive skill ("What you can do"). 2. A does a think aloud with a formulaic expression ("What you can say"). 3. Switch roles and repeat until the entire text has been read and discussed.
Collaborative Writing	Collaborative Writing is a discourse structure requiring students to work collaboratively on a task to capture big ideas around a specific concept or content. The task should be designed to focus students' understanding of the concept or content and/or apply their understanding of the concept or content.	• **Maximum Scaffolding:** In a small group or in a full class setting, the teacher leads the discussion of the task. Teacher acts as scribe. • **Moderate Scaffolding:** Student team verbally agrees on every sentence. One student serves as scribe for that sentence. Team provides input to the scribe as needed. Role of scribe rotates.	1. Student team verbally agrees on every sentence. 2. One student serves as scribe for that sentence. 3. Team provides input to the scribe as needed. 4. Role of scribe rotates.
Double Entry Journal	Double Entry Journal is a discourse structure used for schema building. This task guides and focuses students' reading on key ideas and citing of evidence to justify findings.	• Provide formulaic expressions to guide conversations. • Purposefully partner students based on language assets.	1. Select a quote from the text that makes you think about … 2. Write about an example from your life that relates to the selected quote. 3. Share your ideas with your group using a Round Robin structure.

Listening with a Focus	Listening with a Focus is a discourse structure used for bridging, modeling, and schema building. This task requires students to listen with a specific purpose in mind, guiding their understanding of the text and alerting them to pertinent information.	• Provide formulaic expressions to guide conversations. • Purposefully partner students based on language assets. • Focus considerations provided in the graphic organizer.	1. Preview open-ended focus question(s). Record ideas. 2. Students listen as teacher reads the first portion of the text. Then, they listen as teacher models using a Think-Aloud of the first portion of the text. Finally, they read the remainder of the text aloud in groups of 4. 3. Students answer the focus questions.
Novel Ideas Only	Novel Ideas Only is a discourse structure for eliciting and activating prior knowledge or predictions. The activity ensures student participation by providing a routine structure with clearly defined steps and focusing students' attention on listening to the ideas of others. After hearing the class's collective ideas, students have built interest in the text and are eager to find out if their predictions are relevant.	• Provide formulaic expressions to guide conversations. • Purposefully partner students based on language assets. • Generate a separate running list on chart paper, so students can copy the list after they have listened attentively to the contributions of all the groups.	1. Students work in teams to generate a list of up to 8 ideas on a topic. 2. All groups stand. 3. Teacher calls on first group's reporter to read their ideas. 4. Teacher calls on the next group whose reporter must share any ideas not shared by the previous group. 5. Teacher calls on the each of the other groups whose reporter must share any ideas not shared by the previous groups. 6. When a group has no more new ideas, they sit down.
Reading with a Focus	Reading with a Focus is a discourse structure used for bridging, modeling, and schema building. This task requires students to read with a specific purpose in mind, guiding their understanding of the text and alerting them to pertinent information.	• Provide formulaic expressions to guide conversations. • Purposefully partner students based on language assets. • Focus considerations provided in the graphic organizer.	1. Teacher previews the text and focus questions. 2. Students read independently and write their answers to the focus questions. 3. Students discuss their answers with partners.

Round Robin	Round Robin is a discourse structure designed for generating and developing ideas in a group brainstorming setting. It relies on an interactive process building off consecutive contributions by each participant. The structure ensures all students have a voice and that students who might otherwise monopolize a conversation do not limit anyone else's opportunities to participate.	• Require students to write their individual responses before starting the Round Robin. • Provide formulaic expressions to guide conversations. • Purposefully partner students based on language assets. • Lead the whole class in analyzing a similar question together. Model how to answer the questions using a think aloud and then call on volunteers to respond.	1. Rotate around group as students take turns sharing their ideas. 2. No one may interrupt or pass. 3. No one may comment on someone else's statement until everyone has had a turn to share.
Semantic Map	Semantic Map is a discourse structure used for schema building and bridging. This task provides students with useful ways of organizing ideas that they possess or that they have recently researched.	• Provide formulaic expressions to guide conversations. • Purposefully partner students based on language assets.	1. Teacher provides focus questions. 2. Groups create maps. 3. Each group shares one idea with the class that was not shared by another team.
Sort and Label	Sort and Label is a discourse structure used for schema building. This task requires students to classify terms or symbols to examine relationships among subject matter. It also helps to develop a deeper understanding of concepts and promotes the use of content vocabulary.	• Provide formulaic expressions to guide conversations. • Purposefully partner students based on language assets.	In your group of four, 1. Place the cards facedown in a stack on your table. 2. Take turns picking a card from the stack and describing it to your group. 3. Take turns suggesting how you might sort the cards into three or more categories. 4. Take turns agreeing or disagreeing with the categorization suggestions. 5. Continue until all agree on the categories.
Think-Pair-Share	Think-Pair-Share is a discourse structure that requires students to think, organize their thoughts in writing, and use discourse to express their ideas. In addition, this structure holds students accountable for active listening.	• Provide formulaic expressions to guide conversations. • Purposefully partner students based on language assets.	1. Students think about the prompt or question and write initial ideas. 2. Students take turns sharing their own ideas with a partner. 3. Students take turns telling partner's ideas to the group.

Three Step Interview	Three Step Interview is a discourse structure used for bridging and schema building. This task connects topics to students' own experiences. It also requires students to use different registers, informal sharing, interviewing, and reporting to help develop a voice in small group work.	• Provide formulaic expressions to guide conversations. • Purposefully partner students based on language assets.	Using teacher provided focus questions: 1. A interviews B while C interviews D. 2. B interviews A while D interviews C. 3. Students share partner responses with their group of four before commenting.
Viewing with a Focus	Viewing with a Focus is a discourse structure used for bridging, modeling, and schema building. This task requires students to view with a specific purpose in mind, guiding their understanding of a video or visual presentation and alerting or focusing them to pertinent information.	• Provide formulaic expressions to guide conversations. • Purposefully partner students based on language assets. • Focus considerations provided in the graphic organizer.	1. Display lesson related pictures. 2. Ask prompting questions to stimulate student thinking on the topic. 3. Provide formulaic expressions (as needed).
Vocabulary Review Jigsaw	Vocabulary Review Jigsaw is a discourse structure used for bridging and schema building. This task, when used at the end of a unit of study, helps students review key concepts and terms while helping them weave together concepts.	• Purposefully assign students to groups composed of varying language levels. • Differentiate by purposefully assigning roles to specific students.	1. Student A picks the next numbered word to discuss. 2. Each person reads the clue on their card corresponding to that number. 3. The group must discuss and come to a consensus on the word that best fits clues A, B, C, and D. 4. Students repeat the same process until all clues are complete.