

# What is Gold-Standard Project-based Learning?

## 1) Challenging Problem or Question → Global/Social + Cultural + Conceptual + Personal (Connections Standard)

- Characterized by a real “need to know”
- Relevant to students’ current lives
- Potential for impact or personal transformation

## 2) Sustained Inquiry (All 5 Cs)

- Associative: Can’t just “Google” it
- Cumulative: Multiple sources of information
- Generative: One question leads to another
- Iterative: Progressively develops depth

## 3) Authenticity → “Real or genuine, not fake” (Larmer & Mergendoller, 2015, p. 3). (Cultures Standard)

- Global or Social: Real World Problems
- Cultural Authenticity: Contexts, Materials, Texts
- Professional Authenticity: Processes, Tasks, Tools, & Quality Standards
- Personal Authenticity: Meaningful, Impactful, Transformative

## 4) Student Voice & Choice → Input → Ownership & Control → Motivation & Flow (Communication Standard)

- Choice of: Who (Groups, Roles), What (Topic, Questions, Tasks), When, Where, & How (Tasks, Processes, Resources)
- Voice in: Project Design, Process, and Products

## 5) Reflection → Synthesize knowledge, consolidate learning, set goals, improve future performance

- Reflect on: Content, project outcomes, personal progress (language/skills)
- Using: Blogs, discussions, exit tickets, formative assessments, journals, public presentations

## 6) Critique & Revision → Feedback, Process-oriented

## 7) Public Product → An authentic audience outside of the classroom (All 5 Cs)



# Essential Project Design Elements

*Essential Project Design Elements (Excerpt)*  
*Buck Institute for Education 2015*

## Challenging Problem or Question

The heart of a project — what it is “about,” if one were to sum it up — is a problem to investigate and solve, or a question to explore and answer. It could be concrete (the school needs to do a better job of recycling waste) or abstract (deciding if and when war is justified). An engaging problem or question makes learning more meaningful for students. **They are not just gaining knowledge to remember it; they are learning because they have a real need to know something, so they can use this knowledge to solve a problem or answer a question that matters to them.**  The problem or question should challenge students without being intimidating. When teachers design and conduct a project, we suggest they (sometimes with students) write the central problem or question in the form of an open-ended, student-friendly “driving question” that focuses their task, like a thesis focuses an essay (e.g., “How can we improve our school’s recycling system, so we can reduce waste?” or “Should the U.S. have fought the Vietnam War?”).

## Sustained Inquiry

**To inquire is to seek information or to investigate—it’s a more active, in-depth process than just “looking something up” in a book or online.**  The inquiry process takes time, which means a Gold Standard project lasts more than a few days. **In PBL, inquiry is iterative; when confronted with a challenging problem or question, students ask questions, find resources to help answer them, then ask deeper questions — and the process repeats**  until a satisfactory solution or answer is developed. Projects can

incorporate different information sources, mixing the traditional idea of “research” —reading a book or searching a website — with more real-world, field-based interviews with experts, service providers and users. Students also might inquire into the needs of the users of a product they’re creating in a project, or the audience for a piece of writing or multimedia.

## Authenticity

When people say something is authentic, they generally mean it is real or genuine, not fake. **In education, the concept has to do with how “real world” the learning or the task is. Authenticity increases student motivation and learning.**  A project can be authentic in several ways, often in combination. It can have an authentic *context*, such as when students solve problems like those faced by people in the world outside of school (e.g., entrepreneurs developing a business plan, engineers designing a bridge, or advisors to the President recommending policy). It can involve the use of real-world *processes, tasks and tools, and quality standards*, such as when students plan an experimental investigation or use digital editing software to produce videos approaching professional quality. It can have a real *impact* on others, such as when students address a need in their school or community (e.g., designing and building a school garden, improving a community park, helping local immigrants) or create something that will be used or experienced by others. Finally, **a project can have *personal* authenticity when it speaks to students’ own concerns, interests, cultures, identities, and issues in their lives.** 



## Willing to Be Disturbed

---

As we work together to restore hope to the future, we need to include a new and strange ally—our willingness to be disturbed. Our willingness to have our beliefs and ideas challenged by what others think. **No one person or perspective can give us the answers we need to the problems of today.** Paradoxically, we can only find those answers by admitting we don't know. We have to be willing to let go of our certainty and expect ourselves to be confused for a time.

**We weren't trained to admit we don't know.** Most of us were taught to sound certain and confident, to state our opinion as if it were true. **We haven't been rewarded for being confused. Or for asking more questions rather than giving quick answers.** We've also spent many years listening to others mainly to determine whether we agree with them or not. We don't have time or interest to sit and listen to those who think differently than we do.

But the world now is quite perplexing. We no longer live in those sweet, slow days when life felt predictable, when we actually knew what to do next. We live in a complex world, we often don't know what's going on, and we won't be able to understand its complexity unless we spend more time in not knowing.

**It is very difficult to give up our certainties—our positions, our beliefs, our explanations.** These help define us; they lie at the heart of our personal identity. Yet I believe we will succeed in changing this world only if we can think and work together in new ways. Curiosity is what we need. **We don't have to let go of what we believe, but we do need to be curious about what someone else believes.** We do need to acknowledge that their way of interpreting the world might be essential to our survival.

We live in a dense and tangled global system. Because we live in different parts of this complexity, and because no two people are physically identical, we each experience life differently. It's impossible for any two people to ever see things exactly the same. You can test this out for yourself. Take any event that you've shared with others (a speech, a movie, a current event, a major problem) and ask your colleagues and friends to describe their interpretation of that event. I think you'll be amazed at how many different explanations you'll hear. Once you get a sense of diversity, try asking even more colleagues. You'll end up with a rich tapestry of interpretations that are much more interesting than any single one.

To be curious about how someone else interprets things, we have to be willing to admit that we're not capable of figuring things out alone. If our solutions don't work as well as we want them to, if our explanations of why something happened don't feel sufficient, it's time to begin asking others about what they see and think. **When so many interpretations are available, I can't understand why we would be satisfied with superficial conversations where we pretend to agree with one another.**

There are many ways to sit and listen for the differences. Lately, I've been listening for what surprises me. What did I just hear that startled me? This isn't easy – I'm accustomed to sitting there nodding my head to those saying things I agree with. But **when I notice what**

## Willing to Be Disturbed

---

surprises me, I'm able to see my own views more dearly, including my beliefs and assumptions.

**Noticing what surprises and disturbs me has been a very useful way to see invisible beliefs.** If what you say surprises me, I must have been assuming something else was true. If what you say disturbs me, I must believe something contrary to you. My shock at your position exposes my own position. When I hear myself saying, "How could anyone believe something like that?" a light comes on for me to see my own beliefs. These moments are great gifts. If I can see my beliefs and assumptions, I can decide whether I still value them.

**I hope you'll begin a conversation, listening for what's new.** Listen as best you can for what's different, for what surprises you. See if this practice helps you learn something new. Notice whether you develop a better relationship with the person you're talking with. If you try this with several people, you might find yourself laughing in delight as you realize how many unique ways there are to be human.

We have the opportunity many times a day, everyday, to be the one who listens to others, curious rather than certain. But the greatest benefit of all is that listening moves us closer. When we listen with less judgment, we always develop better relationships with each other. **It's not differences that divide us. It's our judgments about each other that do;** curiosity and good listening bring us back together.

**Sometimes we hesitate to listen for differences because we don't want to change.** We're comfortable with our lives, and if we listened to anyone who raised questions, we'd have to get engaged in changing things. If we don't listen, things can stay as they are and we won't have to expend any energy. But most of us do see things in our life or in the world that we would like to be different. If that's true, we have to listen more, not less. And we have to be willing to move into the very uncomfortable place of uncertainty.

**We can't be creative if we refuse to be confused. Change always starts with confusion; cherished interpretations must dissolve to make way for the new.** Of course it's scary to give up what we know, but the abyss is where newness lives. Great ideas and inventions miraculously appear in the space of not knowing. If we can move through the fear and enter the abyss, we are rewarded greatly. We rediscover we're creative.

As the world grows more strange and puzzling and difficult, I don't believe most of us want to keep struggling through it alone, I can't know what to do from my own narrow perspective. I know I need a better understanding of what's going on. I want to sit down with you and talk about all the frightening and hopeful things I observe, and listen to what frightens you and gives you hope. I need new ideas and solutions for the problems I care about. I know I need to talk to you to discover those. I need to learn to value your perspective, and I want you to value mine. I expect to be disturbed by what I hear from you. **I know we don't have to agree with each other in order to think well together. There is no need for us to be joined at the head. We are joined by our human hearts.**

# Learning Outcomes Planning Menu

**Learning Outcome:** Students will (insert proficiency-based communicative language function) about (insert global issue or social problem using information from (academic content or [career cluster](#)), and (insert grammatical structure) and (insert topic) vocab.

## Proficiency-based Functions:

- Ask for directions, info., help
- Circumlocute or paraphrase
- Compare & contrast
- Defend an opinion
- Describe (events, people, places, problems)
- Explain (convey info. in steps)
- Hypothesize
- Narrate (relate a story)
- State an opinion
- Support an opinion (with a logical argument)

## More Communicative Functions:

- Clarify or verify understanding
- Complain
- Express dis/agreement, emotion
- Give & receive compliments
- Give advice, reasons
- Initiate/close conversations
- Interrupt
- Leave a message
- Make appointments or plans
- Make excuses or requests
- Make recommendations/suggest
- Make small talk
- Offer or refuse help
- Respond appropriately with rejoinders
- Shop (buy/sell)
- State preferences

## Global Issue or Social Problem:

- [Advertising](#)
- [Aging/Generation Gap](#)
- [Beauty & Aesthetics](#)
- [Bullying](#)
- [Community Service](#)
- [Crime & Safety](#)
- [Diversity & Interculturality](#)
- [Dreams/Future](#)
- Economic Issues
- [Education](#)
- [Emergencies](#) (Preparedness)
- [Entertainment/Fine Arts](#)
- [Ecology/Environmental Issues](#)
- [Exploration](#)
- [Family Violence](#)
- [Fashion](#)
- [Friendship & Love](#)
- [Health Care & Hygiene](#)
- [Heroism](#)
- [Homelessness & Hunger](#)
- [Human Rights](#)
- [Identity](#) & Self-Expression
- [Immigration](#)
- [Literacy](#)
- [Natural Disasters](#)
- [News & Current Events](#)
- [Nutrition](#)
- Peace & [War](#)
- [Prejudice & Stereotyping](#)
- [Science & Technology](#)
- [Substance Abuse](#)
- [Women's Rights](#)

## Cultural Context:

- Community Organization
- Country
- Cultural Issue
- Culturally Important Site
- Geographical Region
- Social Group or Setting

## Academic Content:

- [Art](#)
- [Business Management & Administration](#)
- Career Education
- Economics
- English/Language Arts
- Family & Consumer Science
- [Health Sciences](#)
- [Information Technology](#)
- [Marketing](#)
- Mathematics
- Music
- Physical Education
- Science
- Social Studies
- Theater Education

## Career Cluster

## Grammatical Structure:

- Adjective Agreement
- Commands
- Comparatives & Superlatives
- Conditional
- Demonstratives
- Direct & Indirect Object Pronouns
- Future
- Imperfect Subjunctive
- Interrogatives
- Measure Words
- Negation
- Present Perfect
- Past Perfect
- Present Indicative
- Present Subjunctive
- Preterit v. Imperfect
- Relative Pronouns

## Vocabulary:

- Adjectives
- [Animals](#)
- [Body parts](#)
- [Colors](#)
- [Community](#)
- [Emotions](#)
- [Health](#)
- [Numbers](#)
- [Pastimes](#)
- [Place, & Professions](#)
- [School](#)
- [Technology](#)

## Assessment & Projects (Which will align best with your learning outcome?)

- Advertising Campaigns
- Biographies
- Brochures or Flyers
- Business Plans
- Children's Stories
- Commercials
- Community Events
- Curriculum Materials
- Documentaries
- Editorials
- Exhibits
- Field Guides
- Infographics
- Interviews
- Learning Centers
- Maps
- Models or Prototypes
- Newscasts
- Newspaper Articles
- Oral Histories
- Photo Essays
- Plays
- Poems
- Press Releases
- Public Service Announcements (PSAs)
- Service Projects
- Signs
- Speeches
- Time Capsules/Time Lines
- TV Programs
- Video Shorts
- Websites

## Build Background Knowledge Regarding the Focus of Inquiry

---

- Which facets your **project topic** will learners investigate?
- What **background information** do learners need about the topic?
- Locate at least **three culturally authentic texts**.
- The texts should be in your **target language**.
- Try to find texts that represent **different genres, modalities, viewpoints, cultural perspectives, or career pathways**.

Learners need **background information about**: *(Check all that apply, & star the priority)*

- The topic of the project**
- A social issue or problem related to the project:** ([Social Problems & News Topics in the 21<sup>st</sup> Century](#); [Defining the Social Problem](#); [Community Challenges](#))
- The cultural context of the project:** *(List relevant elements in the space below)*
  - Specific country/geographical location: \_\_\_\_\_
  - Sector or subculture of society (if applicable): \_\_\_\_\_
  - Related cultural products: \_\_\_\_\_
  - Related cultural practices: \_\_\_\_\_
  - Related cultural perspectives: \_\_\_\_\_
- Career cluster(s) related to the lesson:**
- Different perspectives on the project topic, social issue, or problem:**
  - U.S. v. the target culture
  - Various groups within the target culture
  - Pros v. cons
  - Various stakeholders
- Opportunities to clarify their own beliefs, values, and perspectives about...**

**What will learners do with the texts?** Analyze and evaluate alternatives, ask questions, justify and defend opinions, propose actions, solve problems, synthesize information

## How will you scaffold authentic texts to support inquiry?

---

- 1) The topic of my project is: \_\_\_\_\_
- 2) The learning objective for my project is:

Students will (proficiency-based communicative language function) about (global issue or social problem) in (cultural context) using information from (academic content or career cluster), and (grammatical structure) and (topic) vocabulary.

- 3) The **culturally authentic texts** I have selected are: *(Circle 3 options below)*

<ul style="list-style-type: none"><li>• Ad or commercial</li><li>• Article</li><li>• Artwork, image, or photograph</li><li>• Brochure or Pamphlet</li><li>• Business Website</li><li>• Cartoon or comic strip</li><li>• Children's Book</li><li>• Cultural artifact or piece of realia</li><li>• Documentary</li><li>• Editorial, Essay, or Opinion Piece</li><li>• Flyer</li><li>• Infographic</li><li>• Interview</li></ul>	<ul style="list-style-type: none"><li>• Magazine or Newspaper Article</li><li>• Meme</li><li>• Movie Trailer</li><li>• Newscast</li><li>• Poem</li><li>• Proverb</li><li>• Public Service Announcement</li><li>• Results from a poll or survey (Gallup, etc.)</li><li>• Radio Story</li><li>• Short Story</li><li>• Song</li><li>• Video Clip or "Short"</li><li>• Website</li></ul>
---	--

Text 1: \_\_\_\_\_  
*Informational Print Text*

Text 2: \_\_\_\_\_  
*Literary or Popular Text*

Text 3: \_\_\_\_\_  
*Multimedia Text (Artwork, image, infographic, photograph, song, video)*

- 3) The key concepts and ideas I want learners to **notice** in these texts are:

- 4) The types of **questions** I hope engagement with this text may generate are:

- 5) I will **scaffold** learners' analysis of these texts using graphic organizers such as:

U.S. v. the target culture ([Chart](#), [Compare & Contrast Key Words](#), [Graphic Organizer](#); [Map](#); [Mind Map](#); [Open Compare/Contrast](#); [T-chart](#), [Venn Diagram](#), [Web](#))

Pros v. cons ([Weighted Pros and Cons](#); [Decision Making Wksht](#); [Appraising Chg](#))

# Craft a Compelling Entry Event to Launch Your Project

*(The event should evoke interest and initiate inquiry)*

1) Examine this list of possible entry events.

• <b>Challenge</b>	• <b>Guest Speaker</b>
• <b>Commercials</b>	• <b>Interesting Object</b>
• <b>Debate</b>	• <b>Mystery</b>
• <b>Demonstration</b>	• <b>Problem-solving Activity</b>
• <b>Dramatic Enactment</b>	• <b>Provocative Reading</b>
• <b>Event</b>	• <b>Puzzle</b>
• <b>Experiment</b>	• <b>Scavenger Hunt</b>
• <b>Expert</b>	• <b>Skit</b>
• <b>Festival</b>	• <b>Simulation</b>
• <b>Field Research</b>	• <b>Statistics</b>
• <b>Field Trip</b>	• <b>Video Trailer</b>
• <b>Game</b>	• <b><a href="#">Window Activity</a> (with image)</b>

2) Highlight events that would appeal to your students.

3) List additional ideas that occur to you here.

4) Identify three possible entry events to consider.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

5) Pursue the additional information you need to select one.

# Purposes of Pre-, During, & Post-Reading/Listening, and Viewing Activities

## **Purposes of** **Pre-reading**

Activate students' prior knowledge and experiences

Build background knowledge to prepare students for the content of the text

- Conceptual
- Cultural
- Language Patterns (Grammar)
- Vocabulary

Capture students' attention and interest

Develop schema to help students' brains organize information

Establish a purpose for reading

## **Purposes of** **During Reading**

Apply reading strategies

Break up (scaffold) the text

Critically process the content/meaning of the text

Develop interpersonal communication skills

Evaluate and support comprehension

## **Purposes of** **Post-reading**

Analyze text

Briefly summarize text

Consolidate and organize information to improve memory

Develop syntheses of information

Extend learning through application, creative production, interpersonal communication, and evaluation

# Strategies for Scaffolding Reading

## Scaffolding Texts

(Products, Practices, Perspectives)

### Goals:

- Construct a clear **path** through the text
- **Guide attention** to main ideas and important details (formatting)
- Help learners **make decisions** (informational sign posts)
- Ensure **safety and success** in overcoming obstacles (scaffolding)
- Help learners **engage** with the text
  - Comprehend → Meaning of text (literal, figurative, for self, for society)
  - Discuss → Global Issues & Social Problems
  - Critically Interpret → Culture
  - Apply → Disciplinary Content
  - Leverage → Language Patterns
  - Share → Learning & Opinions

## Key Principles

- 1) **Activate** prior knowledge and experiences
- 2) **Build** conceptual and cultural background knowledge
- 3) **Connect** to students' personal lives
- 4) **Develop** scaffolding to help students overcome difficult sections
- 5) **Engage** students with the content of the text
- 6) **Format** the text to improve comprehension
- 7) **Give** students pre-, during, and post-activities
- 8) **Have** students make multiple passes through the text for different purposes

## Scaffolding Text Structure

### • Format the text:

- Divide it into smaller, more manageable chunks
- Increase the font size
- Double-space between sentences & paragraphs
- Bold main ideas
- Highlight and color code important language patterns
- Add headings, titles, or captions to long passages for orientation

### • Add Features to the Text:

- **Hints** regarding genre
- **Images** that clarify meaning
- **Links** or QR codes to related texts
- **Paraphrases** of main points
- **Opportunities to DO** something at strategic points (Create, make a personal connection, reflect, summarize, tell a partner something)

## Scaffolding the Reading Process

- Engage students with pre, during, post-reading activities
- Read a simpler text first that exposes students to conceptual or cultural content, language patterns, or vocabulary
- Read multiple texts on the same topic
- Focus on main ideas, then details, then implications
- Teach reading strategies
- Use activity protocols

### Scaffolding Engagement

*Extract information for a purpose*

- Annotate the text
- Ask questions
- Categorize
- Compare and contrast
- Highlight words you know
- Identify main ideas
- Illustrate
- Locate important details
- Match pictures to sentences
- Note comprehension (✓, ?, !, ♥)
- Paraphrase or summarize
- Predict (Y/N, Word Splash)
- Sequence main ideas, ¶s
- Write headings or titles

# Planning Menu for Reading Activities

## Culturally Authentic “Texts”

*(Products, Practices, Perspectives)*

- Ads or Commercials
- Art, Images, Photos, or Pictures
- Brochures or Flyers
- Cartoons, Comics, & Graphic Novels
- Children’s Books
- Documentaries or Newscasts
- Games, Jokes, or Puzzles
- Guest Speakers
- Infographics or Results from a Survey
- Interviews
- Magazine or Newspaper Articles
- Movie Trailers or “Shorts”
- Music, Audio Books, Radio Stories
- Online (blogs, e-mails, websites)
- Proverbs, Quotes, Tongue Twisters
- Realia (Programs, Receipts, Tickets)
- Short Stories, Plays, or Poems
- Video Clips

## **Checks for Understanding**

- [ABC Boxes](#), [ABC Summary](#), or [Acrostic](#)
- Blog, Discussion Forum, or Journal
- [Closure Activities](#)
- [Foldables](#) or [Graphic Organizers](#)
- [Games](#) (Catch Phrase, Taboo, 20 ?s)
- [Gimme 5](#) or [PearDeck](#)
- Grab-a-Word/Picture or Hear/Circle
- Popcorn, Signal Cards, [Snowballs](#)
- [3-2-1](#) or [Exit Tickets](#), [Think-Pair-Share](#)
- Total Physical Response (TPR)
- Wows, Wishes, & Words of Wisdom

## **Ways to Read a Text**

- Choral → Shared → Guided → Paired → Individual Rdg.
- Describe & Draw
- Hear/Say or I Have/Who Has?
- [Inside/Outside Circles](#)
- [Jigsaw](#) ([Read & Retell](#))
- Round Robin Reading
- Recording Studio (Audacity)
- Read & Respond (✓, ?, !, ♥)
- [Roll & Retell](#), [Roll a Topic](#)
- [Say Something](#) ([Sentence Stems](#))
- Story Switches or Table Tents

## **Reading Activities**

- [Analogize](#), Analyze, Infer, Predict, or Problem-Solve
- Categorize, Match, Prioritize, Sequence, Sort (objects, pix, sentences), or Unscramble Text
- Chart, Checklist, Concept Map, Draw, Graph, Illustrate, Infographic, Map, Venn Diagr.
- Compare/Contrast
- Evaluate ([The 4 As Protocol](#))
- Grab-a-Word/Picture
- Highlight Cognates/Words
- Inductive Grammar
- Manipulatives, Picture Pop-ups
- [Reciprocal Strategies Wksheet](#)
- [Save the Last Word for Me](#)
- [Scavenger Hunt](#) ([Another ex.](#))
- State, Support, Justify, Defend Opinions
- [Text Rendering Protocol](#)

## **Discussing or Retelling a Text**

Individual Pairs Groups Whole Class

*Word ♦ Phrase ♦ Sentence ♦ Strings of Sentences ♦ Paragraph ♦ Connected Paragraphs*

- [Affinity Diagram](#) ([Example](#))
- [Carrousel Walk](#)
- [Contextual Inquiry](#)
- Focus Group
- [Four Corners](#)
- [Games \(Tell Me About\)](#)
- [Human Graphing \(Ex 1, Ex 2\)](#)
- [Inside/Outside Circles](#)
- Interviews or Panel of Experts
- [Jigsaw](#)
- [Learning Centers](#)
- Listening Grids
- Mixers or Musical Chairs
- Paired Activities (Info. Gap)
- [Problem-solving Tasks](#)
- [Reciprocal/Power Teaching](#)
- Role Plays, Simulations, or Skits
- [Roll a Story](#) or Silly Stories
- Rotation Reviews
- [Scavenger Hunts](#)
- [Show & Tell](#)
- Signature Searches
- Stand When You Hear...
- Story Squares
- [Surveys or Questionnaires](#)
- Telephone
- [Think-Pair-Share](#)

## **Technology**

### **Brainstorming**

- [Padlet](#) or [Popplet](#)
- [TitanPad](#)
- [Tricider](#)

### **Creating Products**

- [Canva](#), [Infogr.am](#), [Venngage](#)
- [Edublogs](#)
- [Glogster](#) or [Mixbook](#)
- [Issuu](#)
- Letterpop
- [MakeMyNewspaper](#)
- [Motivator](#)
- [Simplebooklet](#) or [Smore](#)
- [Storybird](#)
- [StoryboardThat](#)
- [Timetoast](#) or [Capzles](#)
- [ToonDoo](#)
- [Weebly](#), [Wix](#), [Wikispaces](#)

### **Gathering & Analyzing Info.**

- [BlendSpace](#) or [Wikispaces](#)
- [Gliffy](#) or [Mindomo](#)
- [Google Forms](#) or [Wufoo](#)
- [PollEverywhere](#) or [Survey Monkey](#)
- [Thinglink](#)

### **Interviewing**

- [Appear.in](#)
- [Audacity](#) or [Vocaroo](#)
- [ChatWing](#)
- [Google Hangouts](#) or [Skype](#)
- [Voicethread](#) or [Voki](#)

# Possible Pre-, During, & Post-Reading Activities

## Pre-Reading Activities

*Activate Prior Knowledge & Experiences:*

- [ABC Brainstorm](#)
- Analogies or Metaphors
- [Anticipation Guide](#)
- [Cloze Passages](#)
- [Compare & Contrast \(Elementary\)](#)
- [Concept Definition Map](#)
- [Concept Sort \(List, Group, & Label\)](#)
- [Describe & Draw](#), Circumlocution
- [Frayer Model](#)
- [Games \(Charades, Detective, M&Ms, Taboo \(Cards\), \\$10,000 Pyramid\)](#)
- [Gouin Series](#)
- Highlight words they KNOW
- [Idea Rating Sheet](#)/Opinionnaire
- [Inquiry Chart](#)
- [Inside/Outside Circles](#)
- [KWL Chart \(Modified\)](#) or [Inquiry Chart](#)
- [Magic Box](#)
- [Mystery Picture](#)
- Predict the Text (Pix in Wordless Bks)
- Predictions([First Lines](#))([Possible Sent](#))
- Put Scrambled Paragraphs in Order
- [Questioning](#), Surveys
- Read an Easier Text on Same Topic
- [Respond to a Quote \(Essay\)](#), Journals
- [Show & Tell](#)
- [Signal Cards](#) (May use other content)
- [Total Physical Response \(TPR\)](#)
- Video Clips or Slideshows
- [Vocabulary Word Map \(Alternate ver.\)](#)

## During Reading Activities

*Pause to participate:*

- [Annotate](#) or [Highlight](#)
- [Checklists](#)
- [Cloze Passages](#)
- [Compare & Contrast](#)
- Dramatize, Draw, or Illustrate
- [Embedded Reading](#)
- [Graphic Organizers](#)
- Journals ([Dialectical](#), [Double-entry](#))
- [Metacognitive Activities](#)
- [Opinion/Proof](#)
- [Paraphrase](#)
- [Question Answer Response \(QAR\)](#)
- [Reader Response \(Tax. of Reflection\)](#)
- [Reading Comprehension Strategies](#)
- [Responding to Non-fiction Template](#)
- [Scavenger Hunt \(Inquiry Chart\)](#)
- [Selective Underlining](#)
- [Semantic Feature Analysis](#)
- [Sequence \(Events, Images, or Text\)](#)
- [Signal Cards](#) (May use other content)
- [Sound Effects Read Aloud Activity](#)
- [SQ4R](#)
- Subtitles
- [Text Rendering Protocol](#)
- [Text Structures](#)
- [Think Aloud](#)
- [Think-Pair-Share](#)
- [Three-minute Pause](#)
- [Venn Diagram \(2, 3, with summary\)](#)
- [Vocabulary Word Map](#)

## Post-Reading Activities

### CHECK COMPREHENSION

- [Choose Your Own Reading Activity](#)
- [Games](#)
- Interview the Text, Write T/F Stmt
- [Reading Response Choice Boards](#)
- [Reflect](#) or [Self-assess \(I can . . .\)](#)
- [Sentence Starters for R. Response](#)
- [Sequence \(Events, Images, Text\)](#)
- [Three, Two, One](#)

### ORGANIZE & SYNTHESIZE INFO.

- [Cause and Effect Worksheet](#)
- [Character Comparisons/Maps](#)
- [Graphic Organizers](#)
- [Pattern Puzzles](#)
- [Story Map](#)
- [Text Rendering Protocol](#)
- [Thesis/Proof](#)
- [Venn Diagram \(2, 3, w/ summary\)](#)

### SUMMARIZE TEXT

- [ABC Brainstorm](#)
- Assemble Cut-up Summaries
- Checklist Retelling
- [Common Core Sentence Frames](#)
- Illustrate Key Passages of Text
- [Lesson Closure Frame](#)
- [Making Inferences](#)
- [Map the Story \(Story Pyramid\)](#)
- [Read & Retell, Roll & Retell \(Rubric\)](#)
- [Reciprocal Teaching](#)
- [Sum It Up \(Instructions\)](#)

# Developing Academic Language

## What is academic language?

"... the set of words, grammar, and organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts" Jeff Zwiers, *Building Academic Language*, 2008, p. 20.



### Building Academic Language

- **Categories** (i.e. Carnivores, Dairy, Perennials, Produce, Reptiles)
- **Content-specific Vocabulary** (Congruent, Immigrate, Mitosis, Stanza)
- **Expand the Context** (Self → Neighborhood → Community → Country → Culture → World)
- **Focus on General Academic Language That Transfers Across Disciplines** (Argument, Contribute, Evolve, Expansion, Generate, Network, Preserve)
- **Mind Maps & Word Families** (nourish, nutrients, nutrition, nutritious, malnourished)
- **Progressively Shift from Concrete to Abstract** (My boyfriend → Affection)
- **Substitute Prepositional Phrases** (to come back = to return; to give up = to surrender)
- **Teach Transitional Words & Phrases** (By contrast, Consequently, Furthermore, However, Therefore)
- **Use Technical Terms** (Calibrate, cardiac, configure, contusion, pediatric, polymer)
- **Word Study** (i.e. word roots, prefixes, suffixes, synonyms and antonyms, compound words)

## COMPONENTS OF ACADEMIC LANGUAGE

- **Complex Sentences**
- **Content-Specific Vocabulary**
- **Formal, Professional Language**
- **General Academic Language**
- **Specialized Vocabulary**
- **Transitions & Connecting Language**

# Develop Interculturality Through the 5 Cs

---

- 1) Respond to these prompts.
- 2) Use no more than three bullet points per box.

Learners will **observe** multiple examples of...within the cultural context of...using...

Learners will **reflect** on their own culture, the target culture(s), and cultural relationships by...

Using: [Field Trip Reflections](#), [Reflection Spinner](#), [Self-Reflection Worksheet](#), [The](#)

Learners will **compare & contrast**...

Using: [Chart](#), [Compare & Contrast Key Words](#), [Graphic Organizer](#); [Map](#); [Mind Map](#); [Open Compare/Contrast](#); [T-chart](#), [Venn Diagram](#), [Web](#)

Learners will **interact** with target language communities by...

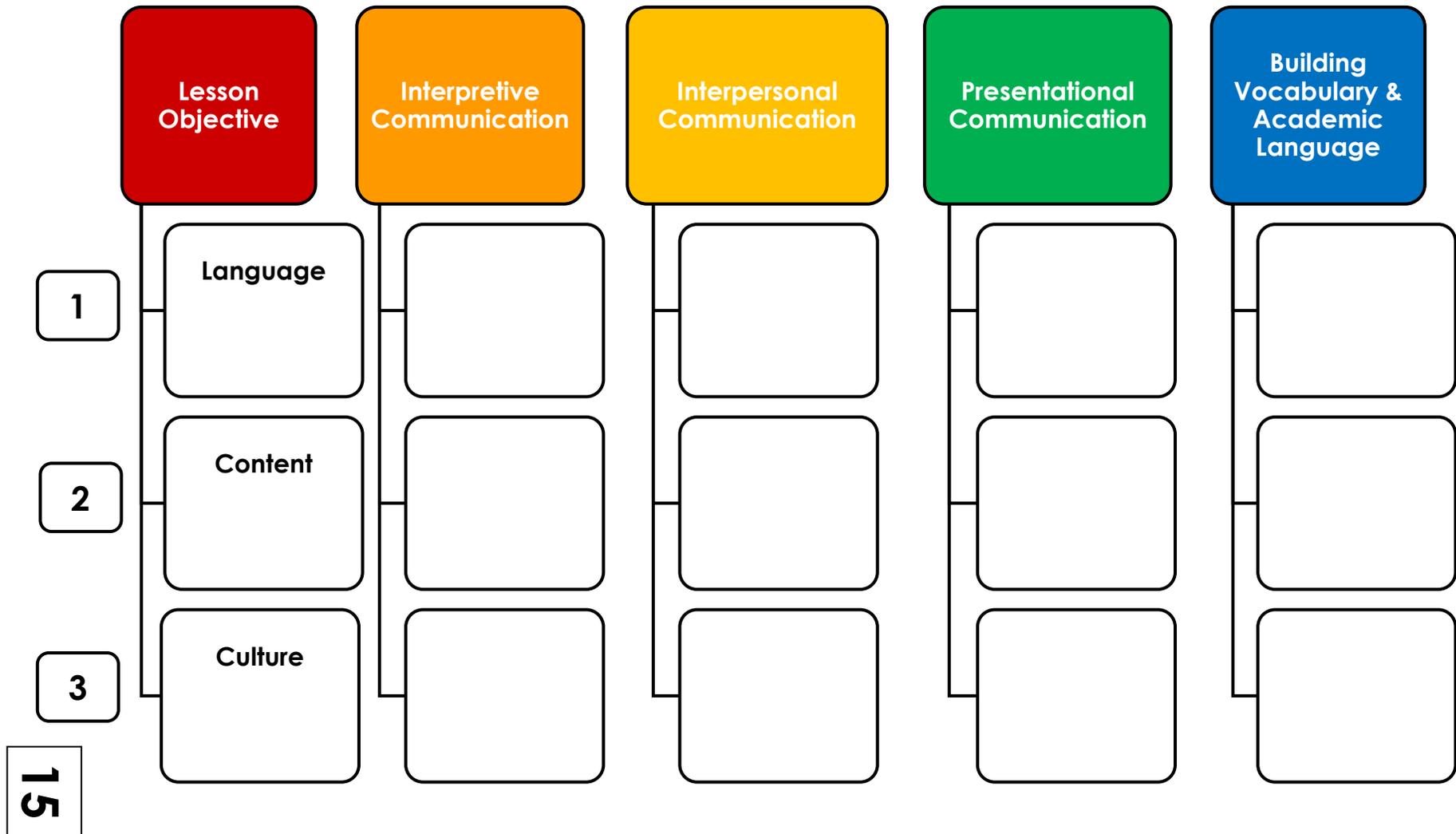
*Collaborating with native speakers, interviewing members of target language communities, participating in community events*

Learners will **critically interpret** intercultural experiences by...

*Evaluating the accuracy, authenticity, authority, credibility, and coverage of cultural information; generating alternative hypotheses; grounding interpretations in sound reasoning and evidence, and verifying interpretations*

How will you use authentic texts to develop proficiency in language, content, & culture?

Use the chart to brainstorm possible TASKS that would help students accomplish each lesson objective.



# Communicative Functions That Lead to Interculturality

What are the cognitive and linguistic demands of each task?

## **Observe & Reflect (Narrate & Describe)**

- State observations
- Sequence information
- Indicate chronology
- Provide descriptive details regarding events, people, places, things, and ideas

## **Interact**

- Ask questions
- Request clarification
- Respond to someone else's comment
- Interrupt
- Rejoinders

## **Possible Scaffolds:**

- Formatting
- Graphic Organizers
- Pre-speaking Activities
- Processes & Protocols
- Sentence Frames/Starters
- Word Banks & Word Walls

## **Compare & Contrast**

- Identify items for comparison
- Determine inherent characteristics of each item
- Divide characteristics into categories
- Generate contrasting descriptions

## **Critically Interpret**

- State & frame the issue
- Hypothesize re: observations
- Support & justify opinion with explanation & evidence
- Defend: With relevant info., logical arguments

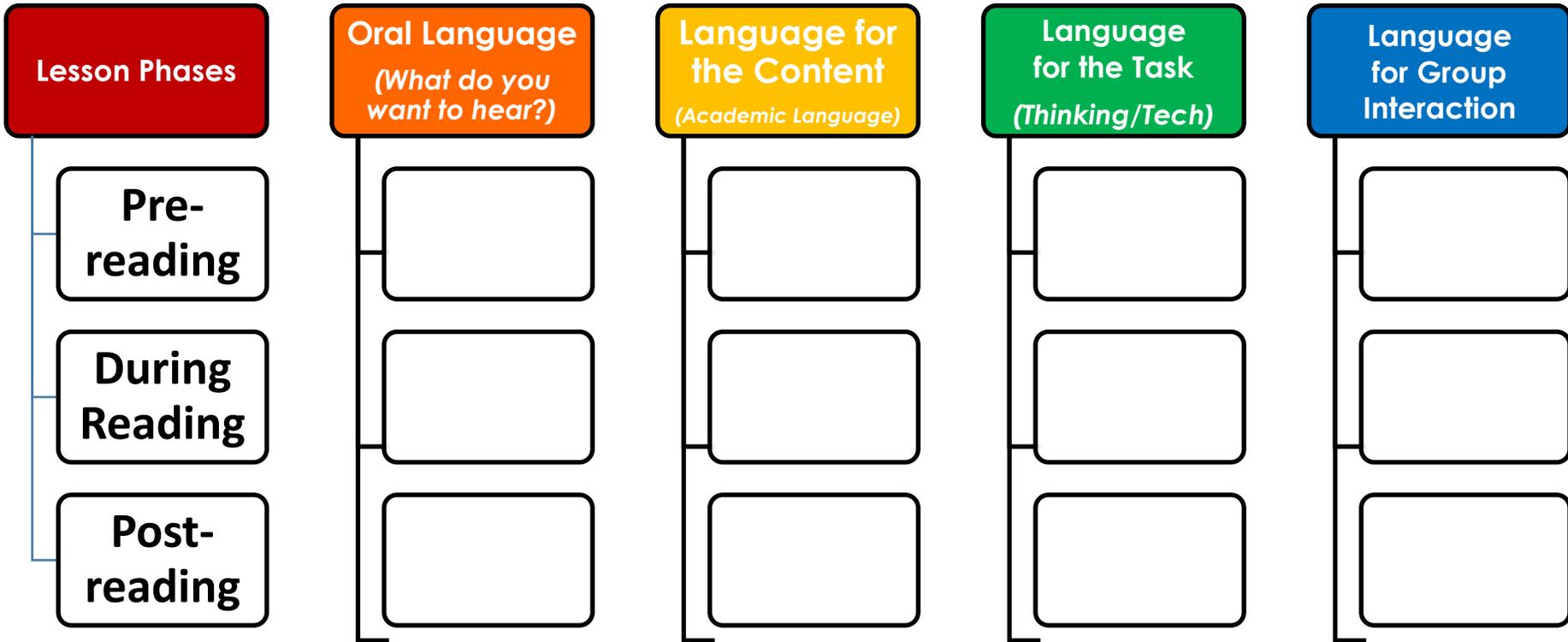
**What language will learners need in order to fulfill the demands of the tasks?**

**Text 1:**

**Text 2:**

**THINKING TASKS:**

**TALK:**



**Can Do Statement:**

**Formative Assessment:**

# Scaffolding Interpersonal Communication

## Strategies for Making Input Comprehensible

- Actively Involve Students
- Chunk Information
- Cognates
- Comparisons or Analogies
- Comprehension Checks
- Connections to Learners' Prior Knowledge & Experiences
- Drawing, Images, or Visuals
- Facial Expressions
- Formatting (Highlight Language Patterns)
- Gestures/Total Physical Response (TPR)
- Models
- Multiple Examples & Representations
- Paraphrasing, Rephrasing, & Repetition
- Props, Realia, or Costumes
- Questions (Y/N, either/or, names, multiple choice, open-ended)
- Simple, Well-paced Language
- Sound Effects
- Synonyms, Antonyms, Roots, Prefixes, & Suffixes
- Tone of Voice

## Strategies for Connecting the Classroom to the World

- Create meaningful opportunities to communicate
- Integrate language, disciplinary content, culture, & Career Pathways
- Craft opportunities for critical thinking
- Collaborate with TL communities

## Strategies for Fostering Meaningful Interpersonal Communication

- Provide compelling reasons to communicate
- Create an information gap
- Give learners meaningful content to discuss
- Target specific communicative language functions
  - Ask Questions
  - Compare/Contrast
  - Describe
  - Explain
  - Narrate
  - State Opinions
  - Hypothesize

## Strategies for Developing Intercultural Communication Skills

- Explore culturally authentic materials
- Observe cultural products and practices
- Reflect on own culture
- Compare & contrast
- Investigate multiple perspectives
- Critically interpret

# Rubric Template

Performance Criteria ↓	1	2	3	4

19

Comments:

## Scaffolding Process: PBL Skills Inventory

**Instructions:** Read each statement. → Write an answer in each column. → Don't use the same name twice.

List three people in this class who...	The first person I think of in this class	A friend in this class	Someone I don't know well
1) ...demonstrate artistic skills.			
2) ...are collaborative (work well with others).			
3) ...are good communicators in English.			
4) ...are good communicators in the target language.			
5) ...are good at generating creative ideas and possibilities.			
6) ...are critical thinkers and effective problem-solvers.			
7) ...good graphic designers.			
8) ...good at interacting with people from different cultures.			
9) ...good at motivating others.			
10) ...effective leaders.			
11) ...well-organized.			
12) ...good researchers.			
13) ...persuasive public speakers.			
14) ...good at using technological tools.			
15) ...good writers.			

# Collaboration Progress Tracking Sheet

---

Names of Team Members:

---



---



---



---

Rate your team on each of the following criteria using the scale below:

This is not true of our team.		This is true of some, but not all of the team.		Uncertain.		Our team has addressed this issue, but we don't all agree.		Our team agrees on this issue.	
1	2	3	4	5	6	7	8	9	10

- \_\_\_\_\_ 1) We have **introduced ourselves** to one another.
- \_\_\_\_\_ 2) We have **identified which aspect of the project we will work on** today.
- \_\_\_\_\_ 3) We have **set a goal** for what we want to accomplish today.
- \_\_\_\_\_ 4) We have **decided what we need to learn** in order to complete our task
- \_\_\_\_\_ 5) We have **divided up responsibilities** among the members of our team.
- \_\_\_\_\_ 6) **We all know how to** \_\_\_\_\_.
- \_\_\_\_\_ 7) Our team can **describe and explain** \_\_\_\_\_.
- \_\_\_\_\_ 8) Our team can **narrate** \_\_\_\_\_.
- \_\_\_\_\_ 9) Our team can **state an opinion about** \_\_\_\_\_.
- \_\_\_\_\_ 10) Our team can **demonstrate how to** \_\_\_\_\_.
- \_\_\_\_\_ 11) One **question** our team still has is: \_\_\_\_\_.
- \_\_\_\_\_ 12) Our team **needs help with** \_\_\_\_\_.

## Paradise Challenges

---

- 1) What opportunities do you see for world language students at any level to make a difference with a project?
  
- 2) How do designed and/or organic features of the environment support or constrain human activity?
  
- 3) How does the level of your language (novice, intermediate, advanced) vary during your weekend?
  
- 4) What experiences during your weekend did you wonder about? Were cultural factors involved?