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Language development is a fundamental, but often overlooked, consideration in curriculum and instruction. The ELPA 21 Standards note that "*At present, second language development is seen largely as the responsibility of the ESL/ELD teacher, while content development is seen as that of the subject area teacher*" (CCSSO, 2014). Kenji Hakuta refers to this paradigm as the Cyclops dilemma; this artificial division of responsibility limits our students ability to think and reason deeply because they lack the specific language instruction to help them access, and then express understanding of their class content (personal communication, 2014). Given the language demands inherent in 21st century college and career standards like the Common Core and Next Generation Science Standards, *"far greater alignment and integration"* of disciplinary language, literacy practices, and content are needed to support students as they learn language throughout their school day (CCSSO, 2014).

A Connection to Intentional Planning Practice

To accomplish greater integration of language and content, teams of teachers can collaboratively develop intentional planning practices that explicitly teach disciplinary language through disciplinary content. In each lesson, these intentional planning practices can be *"conceptualized in three moments: first preparing learners for the learning embodied in the lesson text; second, scaffolding students' interaction with the text; and third, extending their understanding of the ideas in the text"* (van Lier, Walqui, 2010). Within each moment, teachers design tasks to address the varying purposes in a lesson moment. It's helpful to picture tasks as invitations for students to apprentice in using language *"in worthwhile disciplinary contexts"* (Heritage, Walqui, Linquanti, 2015). These invitations are activities in which our students use language to share, negotiate, and compare ideas and information. For example, tasks present ways for students to collaboratively explore, negotiate, and reconcile their collective and respective gaps in experience, information, and opinion.

An Introduction to this Guide

This guide synthesizes a collection of language-rich tasks within the Three Moments lesson design frame (van Lier, Walqui, 2010). The tables below outline examples of tasks from detailed in *Scaffolding the Success of Adolescent English Learners* (van Lier, Walqui, 2010, pp.151-186)*,* in addition to principled adaptations developed by staff at Education Northwest *.* The tasks below are scaffolds, each designed to illustrate intentional planning practices for

English learner students (Marzano Element 2.2c.6, p.34). Each task is paired with examples, description, and cross walk to the Marzano EL Considerations documents. The examples below can be adapted across grades, disciplines, and and even languages to support language learner students.

References to the [Marzano EL Considerations Document](#) are noted in the following format:
- Domain. Component. Element, Page Number (e.g., 1.1a.1, p.4)

Moment 1 - Preparing the learner

An essential guiding principle of the ELP Standards refers to the importance of validating our students' **funds of knowledge**. Funds of knowledge is a term that refers to our students' *"primary languages, and other social, cultural, and linguistic background knowledge"* (CCSSO, 2014). Despite the fact that a student may have emergent English language proficiency, their experience outside of school, and their home language skills are rich resources that can be leveraged for learning new class concepts and language.

The first moment in the Three Moments scaffolding framework is referred to as Preparing the Learner. In this lesson moment, teachers emphasize connections to our students' schema to bridge prior knowledge to our class content. Tasks in this moment of the lesson prepare our learners for the themes, vocabulary, concepts, and disciplinary language they will encounter later. First moment tasks blend multiple domains of language and students use all of their language (including their L1) to connect to lesson themes, vocabulary, and concepts. Generally speaking, Moment 1 tasks are heavily interactive, encouraging students to exchange ideas.

The following considerations are critical elements of tasks in the first moment:
- Focus Attention on Concepts to be Developed
- Activate or Build Prior Knowledge
- Introduce Vocabulary in Context

Focus Attention on Concepts to be Developed

Sample Task & Description	Marzano Crosswalk
Quick Write This task starts individually, then moves to small groups of 4. Students reflect independently then share with partners (van Lier, Walqui, 2010, p.157). Independent reflection on topics, especially in the students' home language, primes understanding and improves access to concepts in future texts. ● Sample Quick Write template ● Example	1.1b.7,p.10 1.1b.8,p.11 1.1b.12,p.15
Extended Anticipatory Guide The Extended Anticipatory Guide presents language and themes that students will encounter in the text. This is an excellent example of a tool that signals class themes and vocabulary to give teachers a formative sense of what students already know. *How to do it* - Students first respond with their opinion, later, this guide is used as a tool to capture text evidence. It's also a great conversation tool to discuss the difference between the text evidence and the student's initial opinion (van Lier, Walqui, 2010,p.163). ● Extended Anticipatory Guide - *The Circuit* (Jimenez, 1999) ● Extended Anticipatory Guide - with short answer writing with evidence (field trip to the American Museum of Natural History) ● Extended Anticipatory Guide (p.6) - *A People's History of the US*, Chapter 1 (Zinn, 1995)	1.1b.7,p.10 1.1b.8,p.11 1.1b.10,p.13
Listening with Purpose Prior to reading text about a particular topic, it is always a good idea to present class concepts, vocabulary and language through a video or audio excerpt. Analytic lenses can help focus student listening (Post It Notes work great for this). *How to do it* - After the audio excerpt, encourage students to converse about their understanding of the main idea, connections, and questions. Students can make their own Triple Entry Journal like the one outlined below. They can also use three Post It Notes, or even the example noted in the second example below. ● Listening Organizer (general) <table><tr><td>Resonates</td><td>Connections</td><td>Questions</td></tr><tr><td></td><td></td><td></td></tr></table> ● Listening with Purpose (social studies, p.5)	1.1b.7,p.10 1.1b.8,p.11 1.1b.10,p.13

Activate or Build Prior Knowledge	

Sample Task & Description	Marzano Crosswalk
Think- Pair- Share Students reflect on a prompt before sharing with a partner. Be sure to connect the prompt to a concept or theme to be introduced later. *How to do it -* In the example below, the prompt exercises summary, but on a topic familiar to students. For whole group shares, student shares their partner's thinking before sharing their own points (van Lier, Walqui, 2010, p.157). ● Think Pair Share - sample lesson ● Think Pair Share - example 2	1.1b.8,p.11
Whip Around Listening with purpose is a skill that requires daily practice. To encourage active listening, use the whip around activity with an added challenge - students must report what their partner shared in the preceding activity. *How to do it -* After partner conversation tasks, lead a whip around the room - a share out with each student, or by drawing names on Talking Sticks (there are also name randomizer apps, and playing cards work well too). Ask students to share what their partner said - partners can support or confirm as necessary. ● Refer to the lesson above for application	1.1b.7,p.10 1.1b.8,p.11
Image Analysis Image analysis connects students to the lesson themes and activates prior knowledge. Here, students are encouraged to use all the language they have to make connections and establish foundational vocabulary associated with core lesson themes. Image Analysis tasks should somehow signal concepts, themes, and language students will require later while simultaneously giving the teacher a sense of what students already know and associate with essential class concepts and language. *How to do it -* Students build vocabulary in the language of instruction by noting their observations with the language they have. Later, they can translate the terms they don't yet know with partners or with their teacher. KWL charts are excellent tools to follow Image Analysis tasks as a way of capturing what we know as a class and what we have yet to find out. ● Image analysis slides ● KWL ● Image Analysis - sample lesson ● Image Analysis - sample lesson 2	1.1b.7,p.10 1.1b.8,p.11 1.1b.12,p.15

Novel Ideas Only Each group builds consensus by making a list of ideas from each member of the group. Novel Ideas Only is a focused listening task that helps the whole class build consensus, while also validating the contributions of each group. Novel Ideas Only tasks are great to do after Image Analysis, Think Pair Shares, and Quick Writes. Novel Ideas Only can work in any language of instruction. *How to do it* - Each group, one at a time, will share one idea that is either novel, or that builds upon the idea of a preceding group. Small groups listen with purpose, adding new themes to their list as they listen to the contributions of their peers (van Lier, Walqui, 2010, p.159). ● [Lesson Plan](#) with Novel Ideas Only	1.1b.7,p.10 1.1b.8,p.11

Compass Partners
 	
Compass Partners, or clock partners, are a great way to break up your lesson and to engage students with multiple interlocutors. Once your students set their compass or clock partners, they can use them for a day or even a week! It's a great way to foster interaction while also getting kids to stretch out.
 	
How to do it - This task is as simple as a Post It Note, or you can provide copies of one of the documents included below. Students make appointments with a partner by noting their names in the same appointment time (or compass direction). When you're ready for students to share, direct them to *"find your (north, south, east, or west) partner to share your ideas."* This task works really well with the sentence frames included below.
   ● [Compass Partners](#)
   ● [Clock Partners](#)
	1.1b.7,p.10
	1.1b.8,p.11

Inside/Outside Partner Share Inside/Outside Partners is another great way to connect students with many interlocutors. Paired with writing tasks like Quick Write, or with sentence frames detailed below, this task is a quick and easy way for students to share their ideas with others, while also listening to ideas of their peers. *How to do it* - This takes a little practice for the instructions, but once the system is set, this is a reliable interaction activity. Display the image below - have students number off into groups of 4 or 5 (depending on the size of your class). Each group will then merge into concentric circles - in a class of 30, with groups of 5, you would have 3 inside/outside circles of 10 students. ● [Inside/Outside Circles](#)	1.1b.7,p.10 1.1b.8,p.11

Introduce Vocabulary in Context	

Sample Task & Description	Marzano Crosswalk
Vocabulary in Context Vocabulary in context tasks are heavily based in ELP Standard 8. This task requires students to build vocabulary practices like context, connections to the student's home language (i.e., cognates), and word morphology to build understanding of core class vocabulary. Deep vocabulary work will help students access their texts and make their writing clearer and more precise. *How to do it-* These tasks require students to connect with their texts. In small groups, have students build student friendly definitions before checking with dictionaries, or online tools like Google Translate. Students can create Vocabulary Ring reminders of their terms for later use. ● Vocabulary in Context ● Vocabulary in Context - sample lesson	1.1b.8,p.11 1.1b.9,p.12
Cloze Activity Clozes activities are collaborative information gap tasks. Together, students collaboratively piece the puzzle back together. By working with classmates, students apprentice in the focus vocabulary, key concepts, and language forms and functions. The support of a heterogeneous group, emergent language learners in any language benefit from the time and exposure to class concepts and language in this information gap task. *How to do it* - Emphasizing the language you want students to use expressively, Cloze Activities push students to categorize the terms in the word bank by part of speech (metalinguistic awareness), and then discuss how to best reconstruct the paragraph with the missing terms. ● Sample Cloze ● Cloze Activity - sample lesson	1.1b.8,p.11 1.1b.10,p.13 1.1b.11,p.14
Jigsaw Vocabulary Review Jigsaw Vocabulary Reviews are a great way to return to essential vocabulary terms that students have already been introduced to. A highly interactive task, this strategy assigns a role to each student in a group of 4. Note how easily you can differentiate the roles based on a student's language proficiency. *How to do it-* Select essential vocabulary terms that students will need to understand in an upcoming text, and use for some productive language purpose. Follow the steps in the example below to assign roles to each student in a group of 4. An important note - this is a vocabulary review task, not an introductory task. ● Jigsaw Vocabulary - Sample A ● Jigsaw Vocabulary - Sample B	1.1b.8,p.11 1.1b.10,p.13 1.1b.11,p.14

Word Play Word Play tasks require students to reconstruct a model sentence. The teacher crafts sentences using the target vocabulary, language forms & functions, and class concepts. The time and exposure to focus concepts, vocabulary and language forms is a great receptive language task and will improve comprehension of new, related texts. *How to do it* - The teacher crafts a model paragraph and sorts it into focus sentences. The teacher cuts each sentence into individual words and phrase, and then mixes them up in an envelope assigned to each group of 4 students. Students collaboratively reconstruct the sentence using conceptual and linguistic cues. The teacher then facilitates consensus of reconstructing the paragraphs - Google Docs is a great tool for this (especially in 1:1 classrooms). ● Sample Word Play Task ● Word Play - sample lesson	1.1b.8,p.11 1.1b.10,p.13 1.1b.11,p.14
Word Study Word study tasks are great poster activities for high frequency words that are malleable with differing affixes. Important to note is the focus on building metalinguistic awareness through the study of the parts of speech and corresponding affixes. *How to do it* - Students can use a graphic organizer like the one below analyze their assigned term before building their poster (student example link below). ● Word Study ● Word Study Organizer ● Word Study Student Example	1.1b.15,p.18 1.1b.17,p.19

Moment 2 - Interacting with Text

ELP Standard 1 presents a dramatic shift in practice for teachers of English learner students. Although the guiding principle of student potential (Guiding Principle 1) runs thematically throughout the Standards, high expectations for all students is especially clear in ELP Standard 1. Shifting from practice that included a reliance on heavily modified texts, ELP Standard 1 requires students to "construct meaning" of "literary and informational grade-appropriate" texts (CCSSO, 2014). For emergent language learner students, this interaction with text requires substantial support.

The second Moment of Lesson Design in Three Moments supports students as they negotiate the meaning of new text. To learn more about how much scaffolding to provide for students as they work to independence in grade-level concepts and texts, consult ELP Standard 1. The Proficiency Descriptors associated with ELP Standard 1 will illustrate how to best support students with the grade-level text. Further, "each task in the Interacting with Text moment of a lesson must be purposely designed to move students toward a lesson's objectives" (van Lier, Walqui, 2010, p.168-169). As a result, the tasks outlined below illustrate tasks in the second lesson moment to support language learner students in complex texts.

Tasks in the second moment are designed to support students as they:
- Deconstruct Text, Focus on Understanding a Chunk
- Connect their Understanding of the Text to the Larger Whole;
- Establish Connections between Ideas

Deconstruct Text, Focus on Understanding a Chunk

Sample Task & Description	Marzano Crosswalk
Double Entry Journal Double Entry Journals are "also known as a dialectical journal"; not only do students make note of text evidence, they also track their own connections to the text (van Lier, Walqui, 2010). These organizers can be used across texts (i.e., literary or informational), disciplines, and languages. *How to do it* - These tools work best as students are actively negotiating a new texts. Teachers can draw on scaffolds above to foreground a new text, then provide a Double Entry Journal to amplify access. ● Sample Double Entry Journal ● Further examples on (pp. 12 & 17)	1.1b.9,p.12 1.1b.10,p.13 1.1b.13,p.16 1.1b.20,p.21 2.2a.1,p.31 2.2a.2,p.32
Reading with a Purpose Also known as Reading with a Focus, this task uses focus questions to hone text analysis skills. Text features like heading, subheadings, images, and captions can help students make inferences about the information that lies ahead. Text structures in the form of disciplinary language can cue students	1.1b.9,p.12 1.1b.10,p.13 1.1b.19,p.21

for relationships between ideas (such as sequencing, cause/effect, and compare/contrast).

How to do it - With the questions in mind, students can "navigate the difficulties of the text without unnecessary tension" (van Lier, Walqui, 2010, p. 171) by using the questions to identify salient themes and details. Note how the text features in the Activity Guide (p.7) below amplify access to grade-level text. Annotation tools, like the example linked below, are great school-wide strategies to improve access to grade level text.
- [Sample Activity Guide](#) (p.7)
- [Annotation Tool](#)

Sample Task & Description	Marzano Crosswalk

Extended Anticipatory Guide
 	
The Extended Anticipatory Guide (EAG) becomes a great Moment 2 organizer to deconstruct chunks of text as students note relevant text evidence associated with a particular theme. Later, students can use their EAG to inform their discussions with text evidence.
 	
How to do it - Once students have noted their respective opinions, the EAG is used to capture text evidence. Further, it can serve as a point of reference between the text evidence and the student's initial opinion (van Lier, Walqui, 2010,p.163).
   ● [Extended Anticipatory Guide](#) - *The Circuit* (Jimenez, 1999)
   ● [Extended Anticipatory Guide](#) (p.6) - *A People's History of the US*, Chapter 1 (Zinn, 1995)
	1.1b.7,p.10
	1.1b.8,p.11
	1.1b.10,p.13

Reconnect a Chunk to the Whole Text

Sample Task & Description	Marzano Crosswalk

Triple Entry Journal
 	
Triple Entry Journal tasks are analytical tools designed to support students as they make meaning of text. Triple Entry Journals emphasize metacognition - encouraging students to reflect on their own thinking (i.e., how their perceptions and knowledge changes with new information) to amplify access to new text. Beyond analysis, these tools can be helpful in synthesizing, or connecting various ideas, under one main point.
 	
How to do it - Teachers can swap new lenses as needed. The example below illustrate a few ways to coach analysis, interpretation, and synthesis.
   ● [Sample Triple Entry Journal](#)
   ● [It Says, I Say, So Text Analysis](#)
	1.1b.13,p.16
	1.1b.18,p.20
	1.1b.20,p.21
	2.2a.1,p.31
	2.2a.2,p.32

Cause & Effect Organizer Cause and effect organizers help students make sense of text evidence that are linked by causality. Organizers such as these help students return to their texts with purpose. The "redundancy and abundancy" (Babbi, 2005) of purposeful opportunities with text enhance understanding.	1.1b.9,p.12 1.1b.10,p.13 1.1b.21,p.22 2.2a.1,p.31 2.2a.2,p.32

How to do it - It's recommended to have students deconstruct the passage first (with annotation strategies) before giving the Cause & Effect Organizers like the second bullet below. ● Sample Cause/Effect Organizer ● Sample Cause/Effect Organizer (p.22), HS Social Studies	
Compare and Contrast Matrix It's best to think about this tool in phases - space for collecting evidence and then space for comparing and contrasting. *How to do it* - The first part works much like a T-Chart. Here, students collect relevant information about the two things they will compare and contrast. Later, they shift to identifying similarities and differences. The final part of this task is to synthesize these similarities and differences in a claim. This claim will reveal much about the extent of student understanding of the class text. ● Sample Lesson ● Compare & Contrast Matrix ● Compare & Contrast Matrix (p.18), HS Social Studies	1.1b.9,p.12 1.1b.10,p.13 1.1b.17,p.19 2.2a.1,p.31 2.2a.2,p.32
Clarifying Bookmark As students work with grade-level text, they will frequently encounter text that is challenging or unclear. Clarifying Bookmarks build awareness of what happens during these challenges (metacognition) and provides support (i.e., formulaic expressions) that helps students resolve their challenge. *How to do it* - As students read together, they can use the prompts in the Clarifying Bookmark as prompts when they encounter elements that are unclear, interesting, or connected to previous learning. ● English version ● Versión en español (grados 1-3)	1.1b.13,p.16 1.1b.18,p.20

Establish Connections between Ideas within a Text

Sample Task & Description	**Marzano Crosswalk**
Fishbone Map As students read new texts, it is important that they are making connections between the discrete chunks of text. Fishbone Maps help students track essential themes throughout a text - they are especially helpful when reading stories with multiple, interconnected themes. *How to do it* - Fishbone Maps push students to re-read their texts with purpose as they find evidence associated with particular themes. Before looking for evidence, students establish and come to conesus on core themes in the text. Then, students analyze their texts for evidence of the	1.1b.11,p.14 1.1b.12,p.15 2.2a.1,p.31 2.2a.2,p.32

connected themes.
- [Fishbone Map]

Summary with Literary & Informational Text Students use summary extensively in and out of school. This highly portable skill will help students establish connections between texts and contexts throughout their school day. Important to note here is the disciplinary language of summary; those that are building academic language will need support with the specific language function of summary and the associated forms of sequencing language. *How to do it -* By leveraging the ways students already summarize, teach the essential elements and language of summary.The example below uses as a wordless cartoon, Shaun the Sheep, as a way to connect to a practice they use extensively in school and out. - [Sample lesson for summary] - [Summary Organizer]	1.1b.11,p.14 1.1b.12,p.15 2.2a.1,p.31 2.2a.2,p.32
Characterization Activity This scaffold is a great analytical tool for aggregating information about a particular character. Tasks such as this reveal the connections students make to the text and characters, illustrating the extent of their access to the text. Further, this task enhances understanding by pushing students to return to their texts with purpose. *How to do it -* Students collect text evidence about the character based on the analysis they have done through previous tasks. The lenses in this tool help students establish connections within the text. - [Sample Characterization Activity] - [Character traits jigsaw]	1.1b.11,p.14 1.1b.12,p.15 2.2a.1,p.31 2.2a.2,p.32
Jigsaw Reading with Purpose Jigsaw Reading with Purpose is a helpful way to cover a lot of ground in terms of text by leveraging the size of the class. Further, it's a great way to differentiate the complexity of texts, moving from heterogeneous home groups to focused homogeneous groups for the jigsaw reading task. The trick to this task is in the transition from expert groups back to home groups, as students are responsible for teaching the content they learned to their home group peers. *How to do it -* Teachers will want to establish two things before using Jigsaw reading. First, a system for naming home groups and homogeneous groups. Color coding, numbering or naming systems, anything to make the transition to new groups simple. Secondly, students must feel accountable to their peers for assessing essential information in their expert groups and teaching it in their home groups. Merely copying the work will not suffice. Teachers should combine jigsaw reading with graphic organizers and a reading focus. - [Jigsaw Reading Video] - Teaching Channel - [Jigsaw Reading Diagram] - animated slides to illustrate group transitions	

Moment 3- Extending Student Learning

Aida Walqui's notion of *invitations* is an instructive metaphor to describe tasks in the third lesson moment, *Extending Student Learning* (Heritage, Walqui, Linquanti, 2015). Invitations are intentionally designed tasks - opportunities for students to apply their understanding of class concepts and language in novel contexts. Over time, students apprentice, or grow in their use and understanding of disciplinary language and concepts before eventually appropriating the target language, concepts, and skills (Heritage, Walqui, Linquanti, 2015). John Balbi extends this metaphor with a helpful maxim, "abundancy and redundancy" (John Balbi, personal communication, May 12, 2005). When our students have abundant and redundant opportunities to connect with their peers to apply their learning in novel ways they eventually make learned skills, language, and concepts theirs by applying it across contexts.

Moment 3 tasks highlight the following task purposes:
- Recreate text in a new genre or create new text to represent new understanding
- Apply new gained knowledge to novel situations or use to problem solve
- Connect ideas learned to other ideas and experiences outside of the text

The above task purposes focus on critical thinking, novel application, and depth of knowledge. As a result, it's helpful to keep the ELP Standards and a few Marzano elements in mind when crafting Moment 3 invitations. While each of the tasks in this guide are rooted in improving access for EL students (2.2c.6,p.34), elements focused on accessing greater depths of knowledge, in addition to elements focused on accessing grade level standards, are helpful tools for developing language opportunities (1.1b.11,p14; 2.2a.2, p.31; 1.1b.22,p.22). Further, the Productive and Interactive Modalities detailed in the ELP Standards draw attention to the specific language forms and functions required to analyze, explain, and connect ideas (CCSSO, 2014, p.5). Scaffolds to extend student learning should account for the language required for explaining, connecting ideas to demonstrating student understanding of class concepts. As a result, ELP Standards 2, 3,4,5, 6, 7,9 & 10 can be particularly helpful in designing scaffolds to extend student learning.

Recreate text in a new genre or create new text to represent new understanding

Sample Task & Description	Marzano Crosswalk
Collaborative Dialogue Task Collaborative dialogue tasks meet both elements of this task purposes. Here, students create a text in a new genre (play or skit) to demonstrate their understanding of a text. Students must blend salient portions of their anchor texts with their own language to create a novel skit. This task is text agnostic, but it is especially powerful in literary contexts. *How to do it* - Students use their interpretation of the text (drawing from	1.1b.11,p.14 1.1b.12,p.15 2.2a.1,p.31 2.2a.2,p.32 2.2a.3,p.33

their Moment 1 and 2 scaffolds) to create a skit that includes salient text quotes with their own original language to tell an interpretation of the anchor text. Peers can provide feedback during presentations with the rubric below. Further, groups can use the tool to determine whether they have met the task requirements.
- [Collaborative Dialogue Task Instructions](#)
- [Collaborative Dialogue Rubric](#)

Mind Mirror
 	
A class Moment 3 task, Mind Mirrors task students with the novel application of their understanding of the text and characters. Students must create graphic illustration to bring a character from their anchor text to life using a combination of symbols, images, text quotations, and original student language (Marzano element 1.1b.12, p.15).
 	
How to do it - Small groups of 4 work best for this task. Assign each group a focus character and remind them to use tools like the Characterization Activity, Character Jigsaw, or Double Entry Journal as resources for analysis. Each group must decide how to apply their understanding of the text and character by using original text (interpretation), salient text quotations, images , and symbols. The examples below illustrate a sample lesson, as well as task instructions and accompanying rubric.
   ● [Mind Mirror Sample Lesson](#), Elementary science
   ● [Mind Mirror](#) - Example
   ● [Mind Mirror](#) - Rubric
	1.1b.12,p.15
	2.2a.1,p.31
	2.2a.2,p.32
	2.2a.3,p.33

Rainbow Claims
Argumentation is an essential disciplinary practice that students must do throughout their school day. Not only must they organize their thinking to justify their claims with strong reasoning and evidence, they must also have the disciplinary language to connect their ideas. One way to teach both the disciplinary language and practice of argumentation is Rainbow Claims. Rainbow Claims are a color coded post writing check intended to encourage metalinguistic awareness.
 	
How to do it - After developing draft claims, perhaps with tools like the cause/effect or compare/contrast matrices listed above, students can check their language by color coding their draft claims. For further scaffolding, check out the Rainbow Claims task in the Moment 1 section.
   ● [Sample Lesson](#)
   ● [Student Example](#)
   ● [Rainbow Claims Self Evaluation](#)
	1.1b.11,p.14
	1.1b.19,p.21
	1.1b.22,p.22
	2.2a.1,p.31
	2.2a.2,p.32
	2.2a.3,p.33

Stronger Clearer Each Time Stronger Clearer Each Time comes from Jeff Zwiers' work on Constructive Classroom Conversations. This task blends listening, speaking, and peer feedback. Students share their thinking, and as they do, their partners listen for specific content to make the idea *stronger*, and specific language to make the idea *clearer*. *How to do it* - The teacher prepares a Think Pair Share or Quick Write	

prompt. The students collect then share their thinking with a partner. Contrary to standard Think-Pair-Share tasks, this activity requires careful listening and constructive conversation a students provide feedback for their partners to make their ideas stronger and clearer each time.

- Stronger Clearer Each Time
- Jeff Zwiers' Oral Output Analysis Tool
- Academic Language Network

Apply Newly Gained Knowledge to Novel Situations or Use to Problem Solve

Sample Task & Description	Marzano Crosswalk

Collaborative Poster
Collaborative posters are another great example of Marzano Element 1.1b.12 (p.15) because they are an opportunity for students to apply their understanding of class concepts in a novel way. The poster becomes the invitation, or the space in which students are invited to extend their thinking by applying what they know and can do with class concepts, practices, and language.
 	
How to do it - The blog post below explains the process for assigning collaborative posters. As a twenty first century alternative, check out Google Drawings as a cooperative platform in lieu of chart paper.
    ● A Powerful Invitation - blog post
    ● Sample Instructions - slides
    ● Sample Lesson - 5th grade math
	1.1b.12,p.15
	1.1b.22,p.22
	2.2a.1,p.31
	2.2a.2,p.32
	2.2a.3,p.33

Constructive Conversations Starters
As students engage in conversations to explain their thinking, build claims backed by reasoning and evidence, or clarify, these frames can support students as they initiate or respond in conversations. The examples below match mathematical habits of mind - they can be adjusted for language proficiency, grade level, and language of instruction.
 	
How to do it - An important element to consider when using these tools is to identify the specific language function and form students will need for a particular task. With a clear picture of the specific language students will need, cue them to use the corresponding frames to support their thinking.
    ● Constructive Conversations Tools - Academic Language Network, Jeff Zwiers
    ● Constructive Classroom Conversations Starters
    ● Agree/Disagree Table Toppers
    ● Math Table Toppers for Constructive Conversations	

Socratic Seminar The Socratic Seminar is a space to extend student learning into student-led, teacher facilitated discussion. Tasks described above in Moments 1 and 2 will prepare students with the scaffolds they need to arm their argument with evidence and nuance learned in their texts, and language	

forms to connect their thinking. Socratic Seminars rely on careful listening and a classroom culture that encourages the exchange of ideas.

How to do it - Socratic Seminars are a great way to engage students in the practice and language of argumentation. The sample lesson below illustrates scaffolds for engaging math concepts, while supporting student language use. Consult the videos for more specific considerations for setting up the Socratic Seminar.
- [Sample Lesson](#) - HS Geometry
- [Setting up a Socratic Seminar](#) - video from Oregon State University & Understanding Language (2014)
- [Socratic Seminar](#) - student video from Oregon State University & Understanding Language (2014)

Connect ideas learned to other ideas and experiences outside of the text

Sample Task & Description	Marzano Crosswalk
Clarifying Bookmark As students work with grade-level text, they will frequently encounter text that is challenging or unclear. Clarifying Bookmarks build awareness of what happens during these challenges (metacognition) and provides support (i.e., formulaic expressions) that helps students resolve their challenge. *How to do it* - As students read together, they can use the prompts in the Clarifying Bookmark as prompts when they encounter elements that are unclear, interesting, or connected to previous learning. ● [English version](#) ● [Versión en español](#) (grados 1-3)	
Philosophical Chairs In this highly-interactive task, students use critical thinking to resolve conflicts that arise when challenged by alternative perspectives. This task is an excellent illustration of ELP Standards 4 & 6 - students draw on their resources and life experience for reasoning and evidence as they defend their claims and respond to counterclaims. Consider adding co-pilots and peer feedback, to the task to engage the whole class in the discussion. *How to do it* - After reading a text, students respond to prompts prepared by the teacher. After preparing their claims, be sure to coach students to anticipate potential counterclaims to their perspective, and prepare reasoning and evidence to support their position. Once students are ready, they should move to the side of the room that corresponds with their thinking like the video examples below.	

● [Secondary example](#) ● [Elementary example](#)(slides 2-5, [video here](#))	
Storyboard Storyboard tasks are much like collaborative dialogues in that they blend salient text evidence with student interpretation in the form of original language. The task template and rubric below can be adapted for any literary text, and can also be used to tell narratives of historical figures based in informational text. Storyboards are excellent Moment 3 tasks because they push students to re-engage their texts with the purpose of interpreting the narrative. *How to do it -* The lesson plan below serves as an example to set up a storyboard. The accompanying graphic organizer can be used as a scaffold to creating a longer form version like the student example below. Teachers and students will want to make sure that the story moments - the snapshots - do indeed tell a logical story. As such, it can be helpful to introduce sequencing language (i.e., first, second, next, then, finally) Like other Moment 3 tasks, students can rely on their Moment 2 scaffolds (i.e, Extended Anticipatory Guides, Double Entry Journals) to facilitate the process for finding appropriate text evidence. ● [Sample Task Template & Rubric](#) ● [Sample Lesson](#) - 9th/10th grade ELA for newcomers ● [Sample Graphic Organizer](#) ● [Storyboard That](#) - free online tool to create digital storyboards ● [Student example](#) - *The Circuit* by Francisco Jimenez	1.1b.11,p.14 1.1b.12,p.15 2.2a.1,p.31 2.2a.2,p.32 2.2a.3,p.33

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