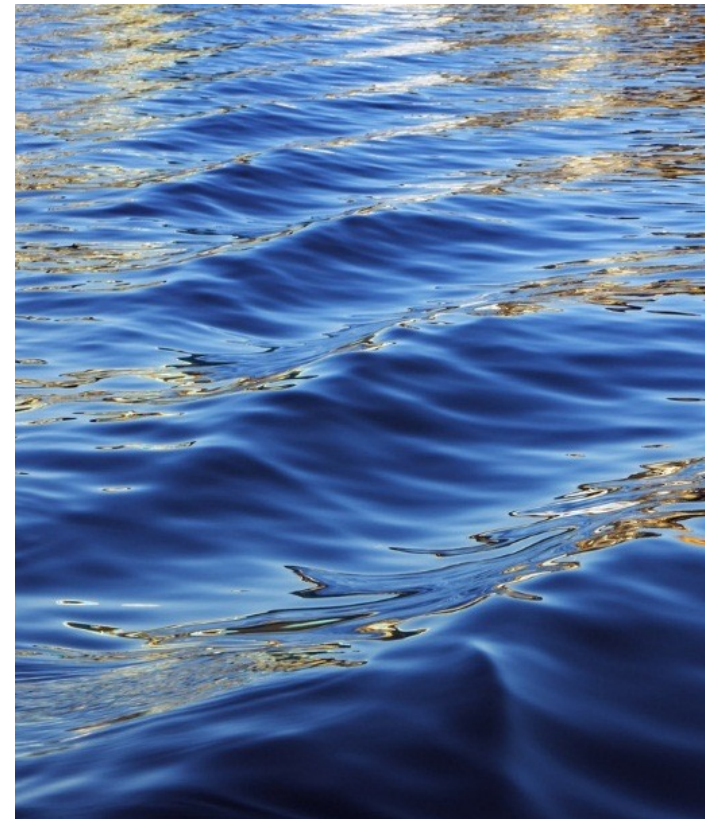




ELA Scaffolding

LUHSD Summer Institute



Concept Attainment: Guess the concept from examples

Category 1

- Diary
- Interview
- Speech
- Scholarly Journal
- Artifact

Category 2

- Biography
- Political Commentary
- Editorial
- Reaction Video
- Review

Concept Attainment: Guess the concept from examples

Primary Sources

- Diary
- Interview
- Speech
- Scholarly Journal
- Artifact

Secondary Sources

- Biography
- Political Commentary
- Editorial
- Reaction Video
- Review

Vocabulary & Key Terms

- Word Bank

Xynaasopodal. Cuewert

Chetingist. Snodalobal

Fill in the blank:

The _____
tasted the dessert and
determined that the pastry
chef was much too heavy
handed with the nutmeg.

- Choose one

- The (xynaasopodal /
chetingist) tasted the
dessert and
determined that
the pastry chef was
much too
heavy handed with the
nutmeg.

Levelled Vocabulary (Chunking in this case)

“Two Kinds” Vocabulary 4 Name: _____ Period: _____ Date: _____

Using the reference sheet, match the vocabulary words to their definitions.

Prodigy	Indignity	Nairobi	Lamented	Listlessly
Lilting	Sauciness	Mesmerizing	Sonatas	Arpeggios
Staccato	Reverie	Discordant	Debut	Dawdled
Stricken	Fiasco	Betrayal	Nonchalantly	

1. _____ a child of highly unusual talent or genius
2. _____ liveliness, in an energetic way
3. _____ loss of dignity or honor
4. _____ without energy
5. _____ a first appearance in public for a performer
6. _____ a daydream
7. _____ the capital of Kenya, Africa
8. _____ without interest or care
9. _____ with a light, graceful rhythm
10. _____ notes in a chord that are played one at a time, not all at once
11. _____ spellbinding or fascinating
12. _____ music written for just one or two instruments
13. _____ clashing, not in harmony
14. _____ quick notes; with clear-cut breaks between notes
15. _____ wasted time, lingered
16. _____ said with regret or sorrow
17. _____ heartbroken; affected by the pain of another
18. _____ failure to fulfill another’s hopes; disloyalty
19. _____ a total failure

“Two Kinds” Vocabulary 1 Name: _____ Period: _____ Date: _____

Using the reference sheet, match the vocabulary words to their definitions.

Prodigy	Indignity	Nairobi	Lamented	Listlessly
----------------	------------------	----------------	-----------------	-------------------

1. _____ loss of dignity or honor
2. _____ a child of highly unusual talent or genius
3. _____ the capital of Kenya, Africa
4. _____ without energy
5. _____ said with regret or sorrow

Lilting	Sauciness	Mesmerizing	Sonatas	Arpeggios
----------------	------------------	--------------------	----------------	------------------

6. _____ notes in a chord that are played one at a time instead of all at once
7. _____ with a light, graceful rhythm
8. _____ liveliness, in an energetic way
9. _____ spellbinding or fascinating
10. _____ music written for just one or two instruments

Staccato	Reverie	Discordant	Debut	Dawdled
-----------------	----------------	-------------------	--------------	----------------

11. _____ wasted time, lingered
12. _____ a daydream
13. _____ quick notes; with clear-cut breaks between notes
14. _____ a first appearance in public for a performer
15. _____ clashing, not in harmony

Stricken	Fiasco	Betrayal	Nonchalantly
-----------------	---------------	-----------------	---------------------

16. _____ a total failure
17. _____ without interest or care
18. _____ failure to fulfill another’s hopes; disloyalty
19. _____ heartbroken; affected by the pain of another

But hey, aren't we supposed to use vocabulary in context rather than stand alone? Yes and no.

- Use sentences (providing there is enough context) from the reading.
- Sentence translation-students write down the sentence with the vocab word from the reading and then rewrite it in a simplified way.

Hearken! Anon thou shalt read tomes with more rapidity!

Listen! Soon you will read huge books with more speed!

But hey, aren't we supposed to use vocabulary in context rather than stand alone? Yes and no.

- Create or have students create sentences using the word (with context, of course).
- Do a vocabulary activity (see the handout).
- Frontload to get familiar with the words that may be difficult (effective when pictures are a part of it).

Aegis - the protection, backing, or support of a particular person or organization.



Levelled Reading

- Levelled Reading – breaking down complicated text to match reading level or just above.
- <https://rewordify.com/>
- <https://larryferlazzo.edublogs.org/2014/11/16/the-best-places-to-get-the-same-text-written-for-different-levels/>



Note Taking: from Annotation to Analysis

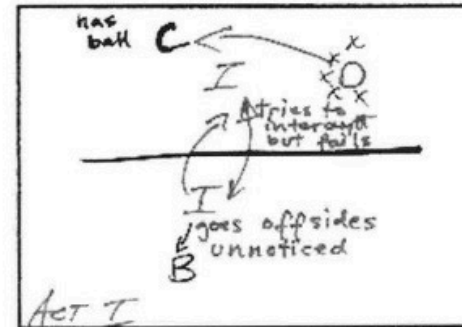
Chapter(s):	
Scene I	Caption for Scene I: Antonio was fishing at the river on the rock and he thought he was sleeping as dreamy because the sun make him feel sleep
Scene II	Caption for Scene II: Emilia gave the ball in Tony's face and Lico started to cry he started to feel sick and vomited. The yellow froth and juice carrots that he was eating
Scene III	Caption for Scene III: Antonio dreams that he was walking by the shore of a great lake and a bewitching melody filled the air it was the melody of the mer-woman!

Assignment/Topic	Othello Visual Explanation	Period	5 ^o
------------------	----------------------------	--------	----------------

Episodic Notes

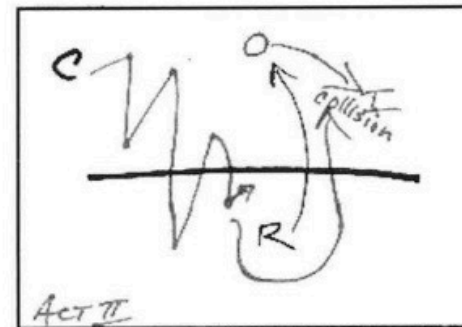
Purpose: Identify most important moments; show cause-effect and organization (sequence).

1. Determine the three most crucial stages, scenes, or moments in the story or process.
2. Draw in the box what happens and what you "see" in the text. Be as specific as possible.
3. Remember: these are notes not works of art: Try to capture the action and important details of the moment.
4. Explain (in the notes section) what is happening and why it is important.



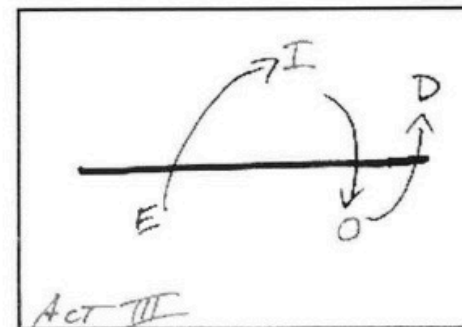
Caption I = Iago C = Cassio
D = Desdemona O = Othello

O is QB; I really wants the ball. O passes to C instead. I betrays O by crossing to other side to tell O's father about O's secret wedding to his daughter.



Caption R = Roderigo

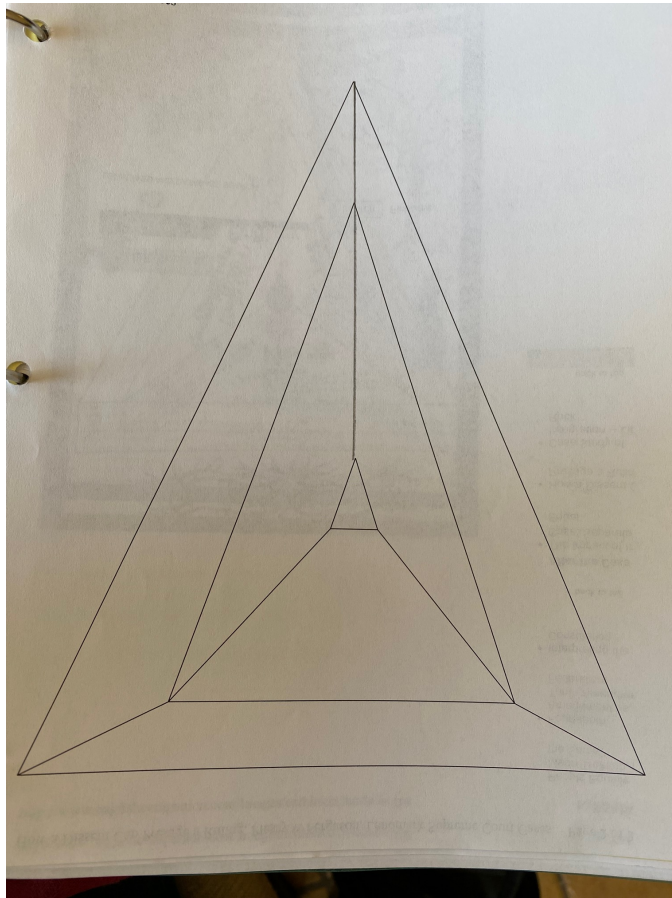
Roderigo subs for Cassio. Cassio runs on field to distract players while Roderigo tries to sack Othello. Roderigo and Cassio both head for Desdemona, but collide. Cassio kicked out of the game.



Caption E = Emilia

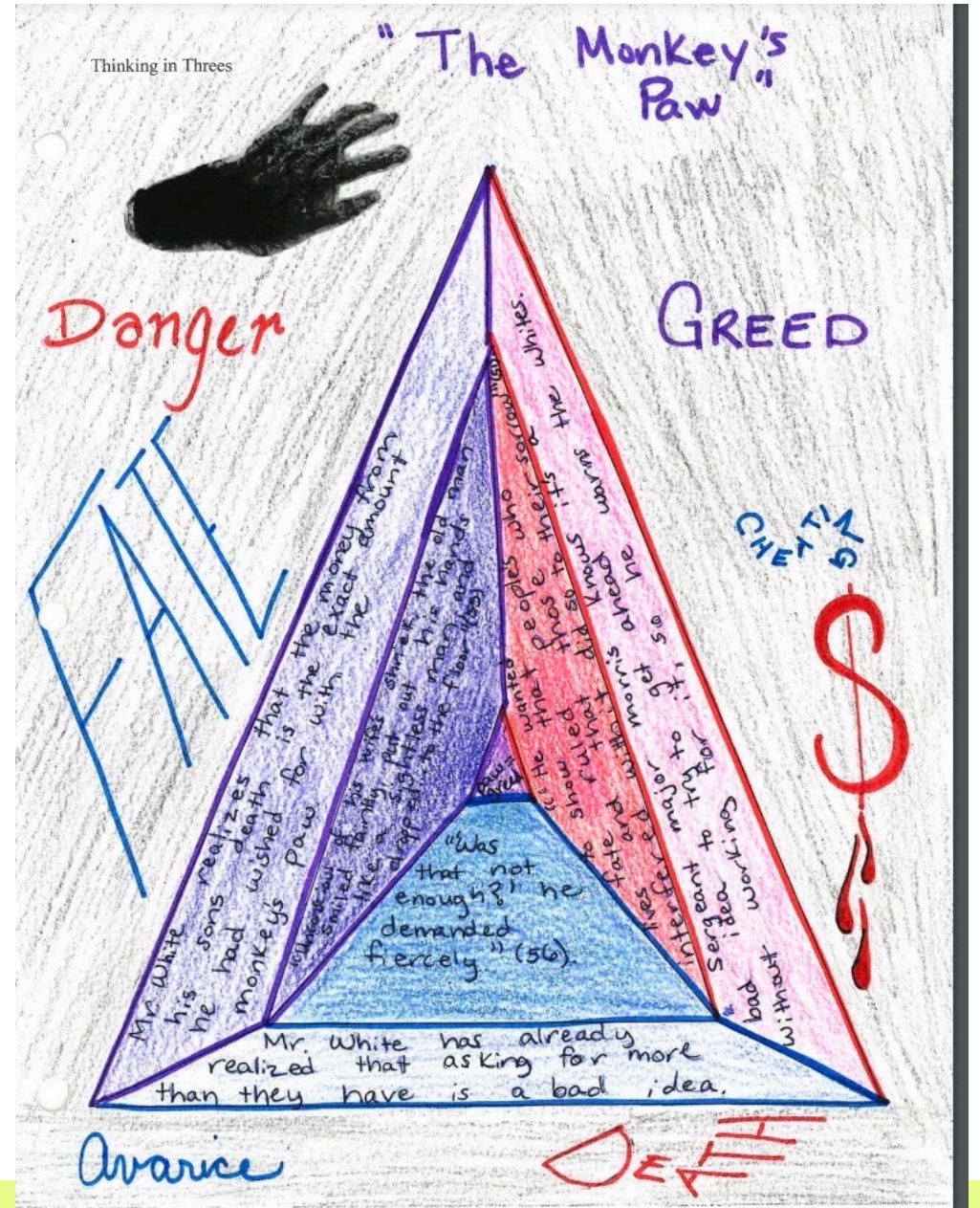
E intercepts the ball by giving hanky to I. I tries to tackle O by giving hanky to C, knowing O will go after D.

Note Taking



Series of Three:

- Symbols
- Procedures
- Examples
- Quotations with Explanation
- Themes
- Causes and Effects
- Related Formulas
- Multiple Meaning Words



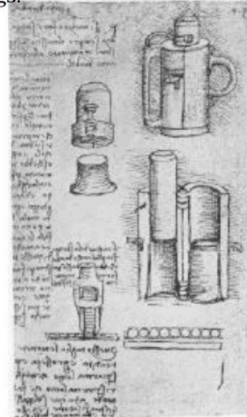
Note Taking

Leonardo da Vinci's Notes: Visual Explanations & Visual Narratives

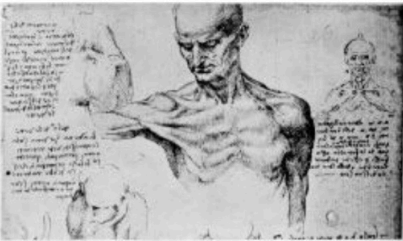
Leonardo da Vinci used a vocabulary of both images and words to help him make sense and make visible the ideas in his head. Through such "studies," he learned and shaped the ideas that lead to his final paintings.



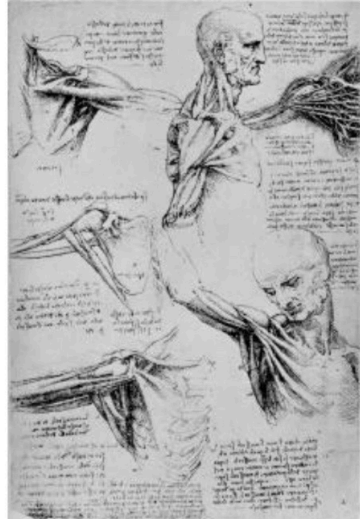
Even da Vinci used Cornell Notes as this page from his journal shows



Visual Explanations



Visual Narrative: Study for "Last Supper"



Bi-fold Notes

As you read your assignment, fill out bi-fold notes.

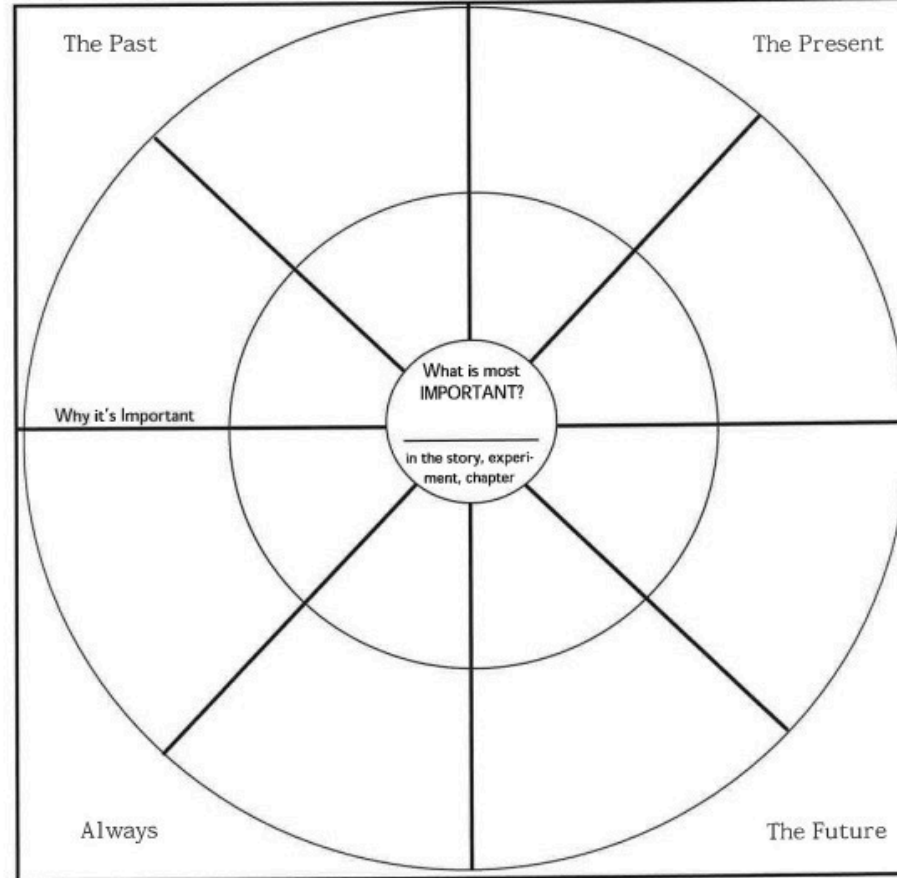
Left column:	Right column:
<ul style="list-style-type: none"> • Questions 	Possible answers to questions
<ul style="list-style-type: none"> • Key Words & Big Ideas (Main Points) 	Details that are important to remember
<ul style="list-style-type: none"> • Structure 	How <u>it is</u> put together? Why this way and not another way?
<ul style="list-style-type: none"> • Character names 	Details about the character (Speech, personality, looks, actions, thoughts)
<ul style="list-style-type: none"> • Vocabulary Words & Important Terms 	Definitions of words and terms
<ul style="list-style-type: none"> • Quotations 	Your thoughts on a point, quotation, character, or idea
<ul style="list-style-type: none"> • Symbols 	Possible meaning of symbols & where it appears
<ul style="list-style-type: none"> • Figurative Language • Rhetorical Devices 	What effect this language or device has, why the writer may have chosen to use this <u>particular word</u> or phrase instead of another
<ul style="list-style-type: none"> • Purpose 	What point is the author making? Is this written to inform, persuade, or just to entertain? How do you know?

Note Taking

What Matters Most: How to Tell What's Important

Name	Date
Subject	Period

Suggestions for Use: Fill in the blanks with words like Author, Teacher, Teenagers, Parents, Society, a character's name, or some other person or agency appropriate to your inquiry. Think also about when it is important: always, the past, present, or future.



0 ————— 10 Questions to Help Determine Importance
Continuum of Importance/Performance

Vocabulary of Importance

- | | | |
|----------------|-----------------|----------------|
| 1. important | 7. urgent | 13. necessary |
| 2. significant | 8. imperative | 14. prominent |
| 3. critical | 9. main | 15. remarkable |
| 4. essential | 10. substantial | 16. key |
| 5. crucial | 11. eminent | 17. major |
| 6. vital | 12. invaluable | 18. primary |

- 1.
- 2.
- 3.

Testing the Notes: It's not me; it's you!

- After having students experiment with the various note taking systems, have them choose their favorite type to use on a new reading.
- Let them know they will be using the notes on a quiz about the reading.
- Have students read the text and take notes.
- Once they are ready, have them take the quiz with their notes.
- When done, score it. Then have students do a metacognitive review of how helpful (or not) their notes were in attempting to pass the quiz. This is the real meat of the assignment.
 - How well did the notes help you?
 - What could you have done differently, if anything?
 - What might you do in the future if you are allowed to use notes on the quiz?

Learning Circles

Credit: Tim Burke

A full set of note-taking worksheets for each role in the group is located at my site www.bluewatersarts.com under Free Downloads

Lit Circle Notes: Overview of the Roles

Discussion Director: Your role demands that you identify the important aspects of your assigned text, and develop questions your group will want to discuss. Focus on the major themes or "big ideas" in the text and your reaction to those ideas. What interests you will most likely interest those in your group. You are also responsible for facilitating your group's discussion.

Sample Questions

What were you thinking about as you read?
What did the text make you think about?
What do you think this text/passage was about?
How might other people (of different backgrounds) think about this text/passage?
What one question would you ask the writer if you got the chance? Why?
What are the most important ideas/moments in this text/section?
What do you think will happen next--and why?
What was the most important change in this section? How and why did it happen?

Illuminator: You find passages your group would like to/should hear read aloud. These passages should be memorable, interesting, puzzling, funny, or important. Your notes should include the quotations but also why you chose them, and what you want to say about them. You can either read the passage aloud yourself or ask members of your group to read roles.

Sample Questions

What were you thinking about as you read?
What did the text make you think about?
What do you think this text/passage was about?
How might other people (of different backgrounds) think about this text/passage?
What one question would you ask the writer if you got the chance? Why?
What are the most important ideas/moments in this text/section?
What do you think will happen next--and why?
What was the most important change in this section? How and why did it happen?

Illustrator: Your role is to draw what you read. This might mean drawing a scene as a cartoon-like sequence, or an important scene so readers can better understand the action. You can draw maps or organizational trees to show how one person, place, or event relates to the others. Use the notes area to explain how your drawing relates to the text. Label your drawings so we know who the characters are. **Make your drawing on the back of this page or on a separate sheet of paper.**

Sample Questions

Ask members of your group, "What do you think this picture means?"
Why did you choose this scene to illustrate?
How does this drawing relate to the story?
Why did you choose to draw it the way you did?
What do we see--i.e., who and/or what is in this picture?
What, if anything, did drawing it help you see that you had not noticed before?
What did this quotation/passage make you think about when you read it?
What are you trying to accomplish through this drawing?

Connector: Your job is to connect what you are reading with what you are studying or with the world outside of school. You can connect the story to events in your own life, news events, political events, or popular trends. Another important source of connections is books you've already read. The connections should be meaningful to you and those in your group.

Sample Questions

What connections can you make to your own life?
What other places or people could you compare this story to?
What other books or stories might you compare to this one?
What other characters or authors might you compare to this one?
What is the most interesting or important connection that comes to mind?
How does this section relate to those that came before it?

Word Watcher: While reading the assigned section, you watch out for words worth knowing. These words might be interesting, new, important, or used in unusual ways. It is important to indicate the specific location of the words so the group can discuss these words in context.

Sample Questions

Which words are used frequently?
Which words are used in unusual ways?
What words seem to have special meaning to the characters or author?
What new words do you find in this section?
What part of speech is this word?
What is the connotative meaning of this word?
What is the denotative meaning of this word?

Summarizer: Prepare a brief summary of the day's reading. Use the questions to the right to help you decide what to include. In some cases, you might ask yourself what details, characters, or events are so important that they would be included on an exam. If it helps you to organize the information, consider making a numbered list or a timeline.

Sample Questions

What are the most important events in the section you read?
What makes them so important?
What effect to these events have on the plot or the other characters?
What changes--in plot, character, or tone--did you notice when you read?
What questions might appear on an exam about this section you read?
What might be a good essay topic for this section of the story?

Writing (Moffat and Kaplan)

From Personal to Academic

Writing letters

Show not Tell

Writing as a
character/
historical figure

Code Switching

Journaling

Pictorial

- Photo Essays
- Graphic Essays
- Comics
- Doodles

Graphic Essay

Walden

- Henry David Thoreau, Walden, is surrounded by principles of time, greed, and the understanding of nature.

Quotes

1. "I often in these seasons like corn in the field and they were far better than any sort of the harvest... They were not time subtracted from my life, but so much over and above my usual allowance."

2. "My days were not days of the week, bearing the stamp of any handiwork, nor were they mined into hours and fitted by the ticking of a clock..."

3. "In the passage of time, man may wish one's own surroundings during the acts of labor and through the acts of scenery. Work is never a waste of time, but rather a gift to the soul. It is not the work itself, but the work which does not waste one's self-worth and growth."

4. "There is a great deal of money calculated issued by man, which should ultimately be over looked. To value what appreciates his own actions and accomplishments in regard to his own life and the inheritance of passing time."

TIME

Quotes

1. "The setting sun is reflected from the windows of the almshouses brightly as from the rich man's palace..."

2. "Money is not required to buy one necessary of the soul."

3. "No matter the name or the way and nor the pride of one's history takes away the rhythm of the cycle of life. Greed or wealth does ultimately ends with the same reckoning as any other man upon Earth."

4. "Materials like money do not define the soul nor fulfil. And through death, Greed is merely an obstacle for each soul to attain complete peace and fulfillment."

UNDERSTAND NATURE

Quotes

1. "I heard a robin in the distance, the first I had heard for many a thousand years, I thought, whose note I shall not forget for many a thousand more - the same sweet and powerful song of joy."

2. "I wished to live deliberately, to front only the essential facts of life and see if I could not learn what it had to teach and not when I came to die, discover that I had not lived."

3. "The wonder of nature's beauty remains surrounded by missed elements of each season. The season of spring is yet purified to be full of liveliness and elated awes. Nature has its life that coincides into man's own needs, where appreciation and gratitude is needed, as well as comprehension."

4. "Life with pure solitude within the eye of nature reminds the human mind the need of life. Nature reminds man the body and soul what is needed or desired."

GREED

Paragraph Frames

Essay by Paragraph Frames English I with Erin

Name: _____

In your introduction, you want to catch your reader's attention and then briefly let the reader know what kind of information they can expect to find in it. It will also let the reader know what your opinion is on the topic you will be writing about. The introduction should have

- A hook
 - This may be an important quotation, a surprising statistic or fact, a question that gets someone thinking, or a statement that shows some kind of important conflict
- A thesis
 - Your stance and the main reasons you will be discussing that back up your stance.

Introduction

(Hook-quotation, question, conflict, statistic, fact)

(Sentence to explain your hook or link it to your

thesis) _____ (Additional sentence for

explaining your hook/linking to your thesis) _____ (Thesis: your stance)

_____ + _____ + _____

(1st reason/1st point)

_____ + _____

(2nd reason/2nd point) (3rd reason/3rd point)

Example:

One in four women will be diagnosed with breast cancer. Think about three of your
(Hook-, statistic) _____ (Sentence to explain your hook)

close female friends or family members. This means that one of you may experience this
devastating disease, yet not enough is being done to prevent people from dying from breast
cancer. It is critical that more government funds are reserved for finding prevention,
(thesis with stance and reasons)

Body

The body of your essay is the place to explain why you arguing your point. By the time the reader is done reading this section, s/he should understand what you believe about the topic, what experts have to say about it, and what your points look like in the real world. Be obvious! The person reading your essay may not understand much about the topic, so you really need to spell it out. Don't assume they already know what you know.

In the paragraphs, be sure to have

- A topic sentence explaining the reason or point behind your stance
- A quotation that gives important expert information on your point
- An example that shows what someone might experience in regard to your point
- Enough explanation to connect your quotation and example to the point.

Paragraph 1

(Topic sentence-a sentence that gives one of the main reasons or points that you are arguing)

(A sentence to set up the quotation

_____ . According to

you are using to back up the point of this paragraph) _____

" _____

(last name of author(s)) (Quotation)

_____ " (_____ , _____). This

(Year published, number of page)

quotation shows that

For example, _____

(Give an example that proves your point)

(A sentence that tells how the

example

proves your point or is important to consider)

Thank you!