Ms. Garza supports student learning through scaffolded Writing to Learn strategies.

SCAFFOLDING WRITING TO LEARN

Step 1: With a partner, students annotate a text – underlining and circling key details and images.

Step 2: Using their annotations, partners identify five main concepts from the text.

Step 3: Students draw images of the main concepts to support visual learners.

Step 4: Students briefly summarize each main concept in their own words.

Step 5: Using their images and summaries, students “Make the Connection,” answering a high-level thinking question that asks them to analyze the causes of the American Revolution.
Mr. Lopez uses Collaborative Group Work and Classroom Talk to help students learn from one another. In his macroeconomics class, students work in groups of three to understand opportunity cost, inflation and recession. Students must graph key concepts individually and then explain their graphs to their group. Because each student is assigned a different kind of graph, each student is responsible to their group members for completing and understanding their work in order to teach to others.

FOR EXAMPLES OF LESSON PLANS AND RESOURCES MR. LOPEZ USES TO TEACH MACROECONOMICS WITH COMMON INSTRUCTIONAL FRAMEWORK STRATEGIES, CLICK HERE.
To scaffold prior knowledge and connect students to the day’s new learning, Ms. Robles-Balli begins her lesson on Manifest Destiny with a journaling question. Providing opportunities for her students to share and discuss journals provides deeper enrichment as students learn from one another.

**USING EVIDENCE**

In pairs, students read about Manifest Destiny and answer comprehension and analysis questions. To deepen their learning during this activity, students are required to discuss and justify their answers prior to writing their final responses individually.

**EXIT TICKETS**

To ensure students have met the learning target for the day, Ms. Robles-Balli ends the lesson with an exit ticket. Not only does this Writing-to-Learn activity provide a means of formative assessment, but it also provides the students with one final opportunity to solidify their understanding of the day’s lesson through the process of writing.
Mr. Najera uses the Jigsaw protocol to structure Collaborative Group Work and to ensure that all students are participating and teaching one another.

**JIGSAW INSTRUCTIONS**

1. Divide learning material into sections.
2. Divide students into small groups – one small group for each section of the material.
3. In their “expert” groups, students learn material for their assigned section. Students are responsible for ensuring that every member of the group completes the work and becomes an expert for the assigned section.
4. Once “expert” group work is completed, students are re-assigned into “jigsaw” groups. “Jigsaw” groups include one expert from each section of learning material.
5. In their “jigsaw” groups, experts are responsible for teaching their assigned section to the other students.

**THE IMPACT**

Using the Jigsaw for Collaborative Group Work ensures that every student in the classroom has a role in both “expert” and “jigsaw” groups. Ensuring every student has a role leads to increased engagement and ownership of the learning.
During lectures and note-taking activities, Mr. Alanis scaffolds student learning by attaching new learning to prior knowledge and related everyday events. For example, during notes on the causes of the American Revolution, students participate in a Stop and Jot activity. First, students respond in writing to a scenario about a younger sibling who takes advantage of an older sibling’s financial help. After writing their answers, students share with a partner. By comparing causes of the Revolution to a relatable event, Mr. Alanis makes it easy for students to make connections and retain new learning.

When asking students to complete a complex task, Mr. Alanis breaks the activity into smaller pieces to build knowledge and support thinking. For example, when asking students to respond to a document-based question, he first scaffolds the process of thinking by outlining a series of steps, and then he scaffolds through the use of specific questions. By outlining the process for students with specific steps, Mr. Alanis is not only scaffolding the content knowledge but also the thinking skills to complete the work independently in the future.

For examples of these scaffolding techniques, [click here](#)!
In her lesson on Teddy Roosevelt and the role he played in changing government interaction with business and society, Ms. Garza engages her students in numerous Writing-to-Learn strategies, incorporating a variety of contexts to maintain student engagement.

**WRITING IDEAS FROM MS. GARZA’S LESSON**

**Thank-you notes:**
Write Teddy a note thanking him for the *Pure Food and Drug Act* and the *Meat Inspection Act of 1906*. Include how they have impacted you and benefited our health today.

**Twitter:**
Create a Tweet from Roosevelt to the railroads.

**Tombstone:**
Create a tombstone that highlights 3 character traits and 3 examples of Roosevelt’s legacy.

FOR RESOURCES USED IN MS. GARZA’S ROOSEVELT LESSON, [CLICK HERE](#).
Ms. Gutierrez uses a variety of Classroom Talk strategies to teach about the changing role of women in the 1920’s. For a little extra fun, she adds a twist to traditional protocols.

**BACK TO BACK**

In Back to Back, a variation on Stand Up, Hand Up, Pair Up, that Ms. Gutierrez says, “feels different enough to students to mix things up,” the traditional protocol is changed so that students stand back to back after pairing up. The teacher poses a question, and students have time to think. After think time, the pairs of students turn to face each other, and they answer the question simultaneously. Students then have time to discuss their responses. After discussion, they stand Back to Back again, and the teacher calls on pairs to report. For this lesson, students do the Charleston while looking for their next partner.

**PAIRED LISTENING**

Paired Listening is a protocol that takes a simple turn and talk and turns it up a notch by adding structured listening expectations. During the turn and talk, students select a partner to speak first for a specific amount of time while the listener takes notes without responding. After the speaker finishes, the listener synthesizes what the speaker said in his/her own words. The activity is repeated, and partners switch roles.

CLICK HERE FOR A LESSON PLAN, RESOURCES, AND ADDITIONAL PROTOCOLS USED IN THE LESSON.
Individually, students complete a travel brochure about their assigned civilization. Travel brochures include information about the civilization’s history, politics, society, culture and accomplishments.

COMMERCIALS

In groups, students assigned to the same country share their travel brochures, and then they create a commercial presentation in which they advertise their civilization and encourage people to visit. Students work together to write and present the script.

EXIT TICKETS

Students use the information they learned through presentations to individually write one paragraph in which they choose two civilizations and compare and contrast them. This final activity allows Ms. Angell to assess students’ understanding of the lesson.

FOR RESOURCES MS. ANGELL USES DURING THIS LESSON, CLICK HERE.
Ms. Garza uses Writing to Learn strategies with graphic organizers to help her students make comparisons and connections between concepts.

**T-CHART**

Students use a t-chart at the beginning of Ms. Garza’s lesson to review a prior concept. Working with a partner, students use the t-chart to summarize the positives and negatives of Westward Expansion. Using the t-chart helps students to structure their thinking.

**VOCABULARY FLOW CHART**

The vocabulary flow chart allows students to review key vocabulary terms and make connections between the terms for a deeper understanding of the Gilded Age. To create a vocabulary flow chart, students work with a partner to:

1. review and define key terms from their notes,
2. post the key words on chart paper, in any order desired and
3. use arrows to connect the words to one another; each word must be connected, and all arrows must be accompanied by a written explanation of the connection.

For the complete lesson plan, [click here](#).
WHAT IS YOUR GO-TO STRATEGY?

“I guess it is 3-2-1 and the gallery walk. The 3-2-1 protocol can be done with a partner or individually. Students share and reflect what they missed. It shows how they are learning the same concepts, but it showcases what each student thought was note-worthy. They start to see different perspectives. They come up with a question. Some are pretty general, but some think beyond the literal and are able to get shy students to provide input. These protocols allow all students to be placed on the same level.”

HOW HAS THE COMMON INSTRUCTIONAL FRAMEWORK HELPED STUDENTS IN YOUR CLASSROOM?

“It has helped them by allowing [lessons] to be interactive learning experiences. [Students] are so used to memorizing information. It is focused on activities where they are engaged with a partner or a group.”

FOR RESOURCES INCLUDING INSTRUCTIONS FOR OTHER STRATEGIES AND A ROMAN REPUBLIC COMIC BOOK, CLICK HERE.
2. Each student receives a card with a picture/excerpt/phrase/term/name from the unit.
3. Students migrate toward the corner they believe their card is associated with.
4. Once students have chosen a corner, they huddle up and discuss why they think their card belongs in that corner.
5. Once students come to a consensus, students are asked to explain their card to the class and justify why their card belongs in the corner they chose.

FOR A LIST OF VOCABULARY WORDS FOR THIS ACTIVITY AND FOLLOW-UP QUESTIONS, CLICK HERE.
I DO, WE DO, YOU DO

The I Do, We Do, You Do protocol provides scaffolding for student activities. During I Do, the teacher models a skill or activity for students. During We Do, students work with partners, or in small groups, to support one another in trying the skill or activity themselves. Finally, once they have worked in groups, students move on to You Do. During this portion of the protocol, they are responsible for successfully completing the activity or skill independently. This gradual release model ensures that students have support during the process of learning.

In this lesson, Ms. Goodwin uses the I Do, We Do, You Do protocol with a graphic organizer to explore the 13th, 14th and 15th Amendments. For the 13th Amendment, Ms. Goodwin models reading a section of the textbook, highlighting key information and then completing the graphic organizer. Students work in groups for the 14th Amendment, and then they work independently for the 15th Amendment.