

APPLICATION ACTIVITY 8.3

Creating TDQs Using a Template

Step 1: Consider these TDQ guidelines for ELs.

Achieve the Core Guideline	EL Suggestion	Example(s) from Text and Ideas for Instruction
1. Think about what you believe to be the most important learning to be drawn from the text. Note this as raw material for the culminating assignment and the focal point for other activities to build toward.	Depending on their level of English language proficiency, ELs will need different amounts of scaffolding to comprehend the text on a deep level. ELs may require some additional steps to get to this level of learning.	Most important learning: Scaffolding for ELs:
2. Determine the key ideas of the text. Create a series of questions structured to bring the reader to an understanding of these.	ELs might need to be provided with some concise background knowledge to access the key ideas of the text. TDQs will need to be scaffolded so that ELs at different levels of English language proficiency can understand them. ELs might need sentence frames or sentence starters to support their answers to the questions.	Key ideas: Background knowledge:
3. Locate the most powerful academic words in the text, and integrate questions and discussions that explore their role into the set of questions above.	Teachers of ELs will need to decide which academic words to teach ELs. Some resources include Colorín Colorado’s (n.d.) “Selecting Vocabulary Words to Teach English Language Learners,” the University of Nottingham’s (n.d.) Academic Word List Highlighter, and Achieve the Core’s (n.d.a) Academic Word Finder.	Most powerful academic words for ELs:
4. Take stock of what standards are being addressed in the series of questions above. Then, decide if any other standards are suited to be a focus for this text. If so, form questions that exercise those standards.	In addition to content standards, English language proficiency and development standards will also need to guide the creation of TDQs. ESOL teachers will need to collaborate with content teachers to help them integrate English language proficiency and development standards into their TDQs.	Content standard(s): ELD standard(s):

(Continued)

(Continued)

Achieve the Core Guideline	EL Suggestion	Example(s) from Text and Ideas for Instruction
<p>5. Consider if there are any other academic words that students would profit from focusing on. Build discussion planning or additional questions to focus attention on them.</p>	<p>Teachers of ELs will need to decide which other academic words to teach ELs. They must be careful not to teach too many words in the text, or ELs could become overwhelmed.</p>	<p>Other academic words to teach ELs:</p>
<p>6. Find the sections of the text that will present the greatest difficulty, and craft questions that support students in mastering these sections. These could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences.</p>	<p>The sections of text that will present the greatest difficulty to ELs may differ from those that will present the greatest difficulty for non-ELs. Teachers should analyze the academic language found in each text and teach the academic language to the ELs, as well as the non-ELs.</p>	<p>Academic language to teach:</p>
<p>7. Develop a culminating activity around the idea or learning identified in Guideline 1. A good task should reflect mastery of one or more of the standards, involve writing, and be structured to be done by students independently.</p>	<p>The culminating activity should incorporate content standards, as well as English language proficiency and development standards for ELs. Classroom-based assessments should be scaffolded so that ELs can demonstrate what they know and can do. In order for ELs to take part in the task, they will need scaffolding in order to do so. The amount and type of scaffolding needed will depend on their level of English proficiency.</p>	<p>Culminating activity that incorporates content and ELD standards:</p> <p>Scaffolding for task:</p>

Step 2: Provide additional support for ELs.

Background knowledge instruction (What background knowledge, if any, will you teach? How will you teach it?)

Academic vocabulary instruction (What vocabulary will you focus on, and how will you teach it? Will you provide a glossary? If so, what words will you include?)

Step 3: Provide a guiding question or questions to frame instruction.

Guiding question or questions:

(Continued)

(Continued)

Step 4: Outline the TDQs, and provide sentence frames or starters for ELs. (Write three questions for each step.)

First Read (Key Ideas and Details)

TDQ 1:

Sentence frame or starter:

TDQ 2:

Sentence frame or starter:

TDQ 3:

Sentence frame or starter:

Second Read (Craft and Structure)

TDQ 4:

Sentence frame or starter:

TDQ 5:

Sentence frame or starter:

TDQ 6:

Sentence frame or starter:

Third Read (Integration of Knowledge and Ideas)

TDQ 7:

Sentence frame or starter:

TDQ 8:

Sentence frame or starter:

TDQ 9:

Sentence frame or starter: