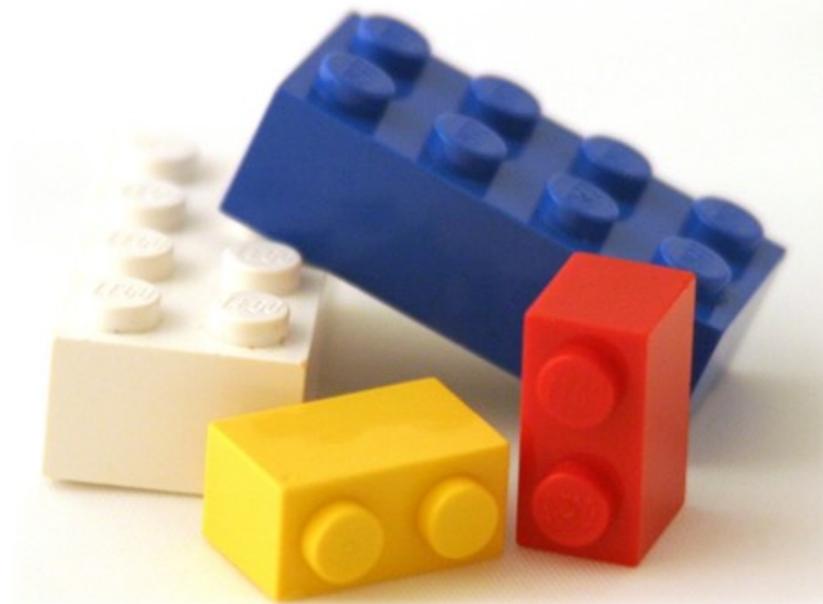




Linguistic Legos: Designing Project-based Language Learning



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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 audience outside of classroom (All 5 Cs)



Gold Standard PBL: 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.** 



Project-based Language Learning Planning Template

Brainstorm Topic Ideas

What do your students...?

...talk about (i.e. interests/hobbies)?

...think/worry about?

**...care deeply
about?**

Project-based Language Learning Planning Template

Brainstorm Project Ideas

Which topics would you and your students enjoy exploring?

Brainstorm as many ideas as you can in _____ minutes.

(For ideas, see: [AP Global Themes](#) & [Global Issues](#))

Identify three topics to explore in more depth.

- 1) _____
- 2) _____
- 3) _____

Project-based Language Learning Planning Template

Craft a Meaningful Driving Question

- 1) Review the 3 ideas you selected from brainstorming.
- 2) Find the first column in the chart below.
- 3) List each idea in a numbered box.
- 4) Work across the row to refine each idea.
- 5) Be sure to address each category.

	Selected Topic or AP Theme	Related Conceptual Content from an Academic Discipline	Related Global Issue or Social Problem	Related Cultural Issue or Context	Related Connection to Students' Personal Lives
1					
2					
3					

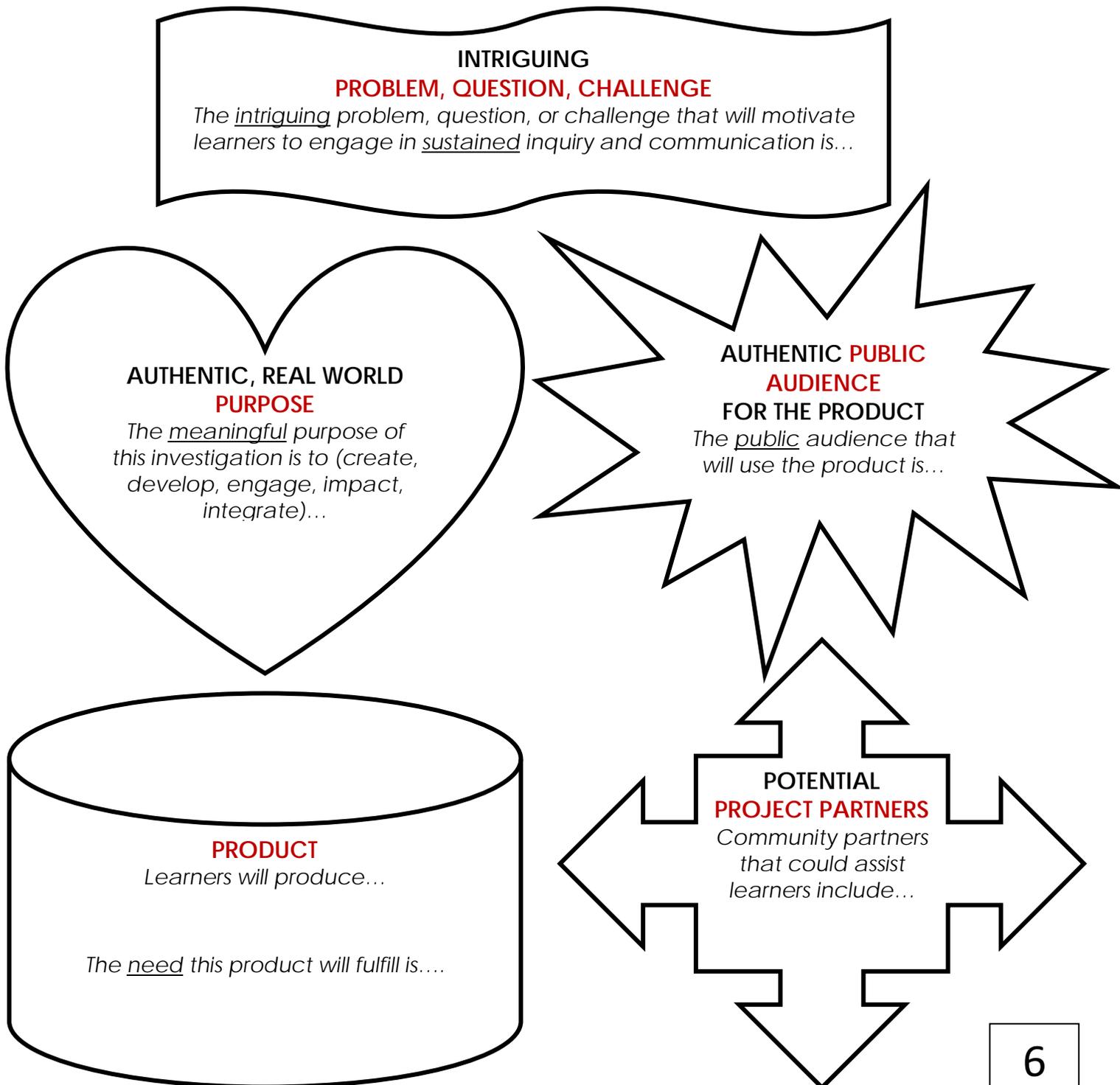
Choose your most promising idea. What do you wonder about the topic?
Write a driving question to guide your project.

5

Project-based Language Learning Planning Template

Design a Compelling Language Learning Environment

- 1) Develop your project by responding to these prompts.
- 2) Try to use only one sentence per box.



Project-based Language Learning Planning Template

Develop Interculturality Through the 5 Cs

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

SPECIFIC CULTURAL CONTEXT FOR COMMUNICATION

The cultural context within which learners will communicate is...

POSSIBILITIES FOR CULTURAL INTERACTION WITH TARGET LANGUAGE COMMUNITIES

This project will engage learners in intercultural observation & interaction by...

OPPORTUNITIES TO COMPARE & CONTRAST

In order to deepen interculturality, learners will compare and contrast...

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

OPPORTUNITIES TO REFLECT ON INTERCULTURALITY

In order to deepen interculturality, learners will reflect on...

Using: [Field Trip Reflections](#), [Reflection Spinner](#), [Self-Reflection Worksheet](#), [The Final Word](#), [Video/Audio Response Sheet](#)

OPPORTUNITIES TO CRITICALLY INTERPRET INTERCULTURAL EXPERIENCES...

Learners will critically interpret their intercultural experiences by means of the following activities...

Key Principles of Developing Interculturality

Embedding Culture into Project-based Language Learning

- **Activate prior knowledge and experiences** - Start locally and then expand the cultural context (i.e., self, families, organizations, communities, geographical regions, nations).
- **Teach learners that they have a culture** (i.e., how would they respond to the idea of eating chicken soup on Thanksgiving?)
- **Uncover learners' mental models about culture** by giving them opportunities to talk about their own culture.
- **"Make the Familiar Strange"** - Encourage learners to examine their own culture from the perspective of an "outsider."
- **Build on what learners already know about their own culture** to help them understand cultural ideas and practices that are new to them.
- **Frame the target culture positively** - Encourage learners to avoid value judgments (i.e., "different," not "better," "worse," "stupid," or "weird"). Speak about the culture as though a native speaker were standing in the room--honestly, openly, but respectfully.
- **Avoid stereotypes** - Purposefully provide counterexamples to stereotypes and over-generalizations. You can "type" without "stereotyping." Try to avoid:
 - absolutes (i.e. "All French people"),
 - "othering" (objectifying the other culture or separating "US" from "THEM," often with the intent to criticize or pass value judgments),
 - "exoticizing" (i.e., emphasizing only what grabs attention or will be perceived as strange or weird by learners),
 - "trivializing" (i.e., presenting only what is quaint or silly), or
 - "political bias."
- **Elicit & challenge incomplete or mistaken information** - Address learners' misconceptions respectfully.

Key Principles of Developing Interculturality

Don't "Teach Culture!"

Help students to become learners of culture by:

Embedding & Normalizing the Target Culture

Give learners opportunities to interact with cultural products, practices, & perspectives every day (preferably in EVERY activity). Use culturally authentic images and materials on a regular basis. Try not to "frame" or "teach" the culture as something that needs to be separated or "pulled out" each time.

Sharing Multiple Representations & Encouraging Noticing & Observation

Offer learners multiple examples and representations of the cultural phenomena under study so they can see the diversity that exists within the target culture. Be sure to address both "big C and little c" culture. Encourage learners to take time to observe and notice various aspects of the target culture.

Engaging Learners: Interaction & Participation

Provide learners with multiple opportunities to interact with the target culture (through exposure to culturally authentic artifacts and materials, native speakers, opportunities to view and participate in culturally authentic practices, community events, etc.).

Encouraging Comparison/Contrast

Present both similarities and differences between the target culture and the dominant culture of your learners (i.e., refrain from "othering" the target culture by emphasizing solely the differences).

Inviting Reflection – Invite learners to reflect on their own culture, the target culture(s), and the relationships between cultural products, practices, and perspectives.

CRITICAL EVALUATION

Assist learners in evaluating the accuracy, authenticity, authority, credibility, and coverage of the cultural information they encounter.

Critically Interpreting Culture with:

Alternative Hypotheses -

Teach learners to generate a variety of alternative hypotheses about the meaning of their cultural encounters

Sound Reasoning &

Evidence - Teach learners to base their interpretations on sound reasoning and evidence (as opposed to emotional reactions or hearsay).

Relationships - Focus on the *connections and relationships* between the cultural products, practices, and perspectives of the target culture rather than considering each one separately, in isolation.

Prioritize Perspectives -

Encourage learners to examine how the beliefs, values, historical events, and physical conditions of the culture influence the logic of their lives.

Project-based Language Learning Planning Template

Engage Learners in Sustained Inquiry

OPPORTUNITIES FOR **SUSTAINED INQUIRY** RELEVANT TO LEARNERS' PERSONAL LIVES

Learners will engage in sustained inquiry they care about in the following ways...

Guided by questions such as...

Using the following resources, cognitive processing, and critical thinking strategies...

([Cycle of Inquiry](#), [Five Whys](#), [Peeling the Onion](#),

OPPORTUNITIES FOR **VOICE & CHOICE**

Learners will **make decisions** about (select all that apply)...

- **Topic** of inquiry
- **Texts** that will support inquiry
- **Tasks** they will complete or projects they will create during the project
- **Teams** with whom they will collaborate
- **Tools** they will use to produce the product
- **Timeline** for the project

Learners will **express opinions and share personal experiences** using activities such as...

OPPORTUNITIES TO

CONNECT WITH OTHER DISCIPLINES

Learners will make personal connections with other disciplines such as...

Using the following activities...

OPPORTUNITIES TO **REFLECT**

Learners will reflect on their experiences (when?)...

Using: [Field Trip Reflections](#),
[Reflection Spinner](#), [Self-Reflection Worksheet](#),
[Video/Audio Response Sheet](#)

Project-based Language Learning Planning Template

Build Background Knowledge Regarding the Focus of Inquiry

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

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

- The topic of the project**
- A social issue or problem related to the project:** ([Social Problems & News Topics in the 21st 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: _____
- Different perspectives on the project topic, social issue, or problem:**
 - U.S. v. the target culture
 - Pros v. cons
 - Various stakeholders

Finding Culturally Authentic Texts

HOW CAN I FIND CULTURALLY AUTHENTIC TEXTS?

- Use a [country-specific search engine](#)
- Search in your target language.
- Put your search terms in **quotation marks** (i.e., "search terms")
- Narrow your search with **multiple search terms** (i.e., *Picasso "Spanish civil war"*)
- Try searching for **specific types of texts** (i.e., *audio files, images, or videos*)
- Try a **file type search** (filetype:jpg "search terms") [docx, mp4, pdf, pptx, xlsx, etc.]

WHAT IS A CULTURALLY AUTHENTIC TEXT?

A text produced by a member of the target culture for consumption in the target culture.

Where else can I find culturally authentic texts to support inquiry?

Culture Connection Wiki

<http://cultureconnection.wikispaces.com/>

ASL: <http://cultureconnection.wikispaces.com/ASL>

Arabic: <http://cultureconnection.wikispaces.com/Arabic>

Chinese: <http://cultureconnection.wikispaces.com/Chinese>

French: <http://cultureconnection.wikispaces.com/French>

German: <http://cultureconnection.wikispaces.com/German>

Indonesian: <http://cultureconnection.wikispaces.com/Indonesian>

Italian: <http://cultureconnection.wikispaces.com/Italian>

Japanese: <http://cultureconnection.wikispaces.com/Japanese>

Korean: <http://cultureconnection.wikispaces.com/Korean>

Latin: <http://cultureconnection.wikispaces.com/Latin>

Persian: <http://cultureconnection.wikispaces.com/Persian>

Portuguese: <http://cultureconnection.wikispaces.com/Portuguese>

Russian: <http://cultureconnection.wikispaces.com/Russian>

Spanish: <http://cultureconnection.wikispaces.com/Resources>

Vietnamese: <http://cultureconnection.wikispaces.com/Vietnames>

What should language teachers consider when selecting a text for project-based language learning?

- 1) **Developmentally appropriate:** Can be adapted to learners' age, interests, language skills, personality) and illustrations & organization support comprehension
- 2) **Communication:** The cognitively challenging, emotionally engaging, personally meaningful text motivates learners' desire to share personal experiences or opinions relevant to the project (**Student Voice & Choice**)
- 3) **Cultures:** The cultural products, practices, and perspectives embedded within the text help learners understand global issues or social problems that are relevant to the project from multiple perspectives (**Authenticity**)
- 4) **Connections:** The text evokes curiosity regarding the conceptual or cultural content of the project and invites them to build knowledge, clarify misconceptions, revise preconceived opinions, and/or to develop new skills (**Challenging Problem or Question**)
- 3) **Comparisons:** The text motivates critical intercultural questions, comparisons, and reflections due to its intriguing content, information, conflict, or plot (**Sustained Inquiry, Reflection**)
- 6) **Communities:** Emotionally satisfying text moves learners to apply 21st century skills and share its controversial theme, powerful life lesson, or universal truth with others (**Key Knowledge, Understanding, & Success Skills; Public Product**)

How will you scaffold authentic texts to support inquiry?

1) The [culturally authentic texts](#) I have selected are: (Circle 3 options below)

<ul style="list-style-type: none">• Article• Artwork, image, or photograph• Brochure or Pamphlet• Business Website• Cartoon• Children’s Book• Commercial• Cultural artifact or piece of realia• Editorial• Flyer• Infographic• Interview	<ul style="list-style-type: none">• Magazine Article• Movie Trailer• Newscast• Newspaper Article• Poem• Results from a poll or survey (Gallup, etc.)• Radio Story• Short Story• Song• Video Clip or “Short”• Website
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Text 1: _____

Text 2: _____

Text 3: _____

2) I have included a variety of media:

- **Artwork, image, or a photograph:** _____
- **Cultural artifact or piece of realia:** _____
- **Infographic:** _____
- **Song:** _____
- **Video clip or “short”:** _____

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 Worksheet](#); [Appraising Change Worksheet](#))
- Various stakeholders ([Stakeholder Analysis](#); [Potential Stakeholders or Partners](#); [List of Possible Stakeholders](#))

Strategies for Scaffolding Reading

<p style="text-align: center;">Scaffolding Texts <i>(Products, Practices, Perspectives)</i></p> <p>Goals:</p> <ul style="list-style-type: none"> □ 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 <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">Key Principles</p> <ol style="list-style-type: none"> 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 	<p style="text-align: center;">Scaffolding Text Structure</p> <ul style="list-style-type: none"> • Format the text: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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) 	<p style="text-align: center;">Scaffolding the Reading Process</p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;">Scaffolding Engagement</p> <p><i>Extract information for a purpose</i></p> <ul style="list-style-type: none"> • 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
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Planning Menu for Reading Activities

<p>Culturally Authentic “Texts” <i>(Products, Practices, Perspectives)</i></p> <ul style="list-style-type: none"> • 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 	<p>Ways to Read a Text</p> <ul style="list-style-type: none"> • Describe & Draw • Hear/Say • I Have. . ., Who Has? • Inside/Outside Circles • Jigsaw (Read & Retell) • Recording Studio (Audacity) • Read & Respond (√, ?, !, ♥) • Roll & Retell, Roll a Topic • Say Something (Sentence Stems) • Story Switches • Table Tents <p>Reading Activities</p> <ul style="list-style-type: none"> • Analogize, Analyze, Infer, Predict, or Problem-Solve • Categorize, Prioritize, Sequence, Sort, 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, Known Words • Inductive Grammar • Reciprocal Strategies Wksheet • Save the Last Word for Me • Scavenger Hunt (Another ex.) • State, Support, Justify, Defend Opinions • Text Rendering Protocol 	<p>Collaboration (Activity Structures)</p> <p>Individual Pairs Groups Whole Class</p> <p><i>Word ♦ Phrase ♦ Sentence ♦ Strings of Sentences ♦ Paragraph ♦ Connected Paragraphs</i></p> <ul style="list-style-type: none"> • Affinity Diagram (Example) • Carrousel Walk • Contextual Inquiry • Experiments • Focus Groups • Four Corners • Games (Tell Me About) • Human Graphing (Ex 1, Ex 2) • Inside/Outside Circles • Interviews • Jigsaw • Learning Centers • Mixers • Paired Activities (Info. Gap) • Problem-solving Tasks • Reciprocal/Power Teaching • Role Plays, Simulations, or Skits • Roll a Story • Rotation Reviews • Scavenger Hunts • Show & Tell • Signature Searches • Snowballs • Stand When You Hear... • Story Squares • Surveys or Questionnaires • Think-Pair-Share 	<p>Technology</p> <p>Brainstorming</p> <ul style="list-style-type: none"> • Padlet or Popplet • TitanPad • Tricider <p>Creating Products</p> <ul style="list-style-type: none"> • Canva, Infogr.am, Venngage • Edublogs • Glogster or Mixbook • Issuu • Letterpop • MakeMyNewspaper • Motivator • Simplebooklet or Smore • Storybird • StoryboardThat • Timetoast or Capzles • ToonDoo • Weebly, Wix, Wikispaces <p>Gathering & Analyzing Info.</p> <ul style="list-style-type: none"> • BlendSpace or Wikispaces • Glify or Mindomo • Google Forms or Wufoo • PollEverywhere or Survey Monkey • Thinglink <p>Interviewing</p> <ul style="list-style-type: none"> • Appear.in • Audacity or Vocaroo • ChatWing • Google Hangouts or Skype • Voicethread or Voki
<p>Checks for Understanding</p> <ul style="list-style-type: none"> • ABC Boxes, ABC Summary, or Acrostic • Blog, Discussion Forum, or Journal • Closure Activities • Foldables or Graphic Organizers • Gimme 5 • PearDeck • Popcorn • 3-2-1 or Exit Tickets • Total Physical Response (TPR) • Wows, Wishes, & Words of Wisdom 			

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

Possible Pre-, During, & Post-Reading Activities

Pre-Reading Activities

- [ABC Brainstorm](#)
- [Anticipation Guide](#)
- [Associogram](#)
- Cloze Passages
- Comparisons
- [Concept Definition Map](#)
- Describe & Draw
- [Games](#) (Charades, Taboo, \$20,000)
- Gouin Series
- Highlight words they KNOW
- [Inquiry Chart](#)
- [Inside/Outside Circles](#)
- Journals
- [KWL Chart \(Modified\)](#) or [Inquiry Chart](#)
- Magic Box
- Mystery Picture
- Opinionnaire/Survey
- Predict the Text with Pictures
- Predictions
- [Questioning](#)
- Read an Easier Text on Same Topic
- Sequencing
- Show & Tell
- Signal Cards
- [Total Physical Response \(TPR\)](#)
- Unscramble
- Video Clips or Slide Shows
- [Vocabulary Word Map \(Alternate version\)](#)
- What is the question?

During Reading Activities

Pause to participate:

- [Annotate](#) or Highlight
- Checklists
- Cloze Passages
- [Compare & Contrast](#)
- Dramatize
- Draw or Illustrate
- [Graphic Organizers](#)
- Journals
- Manipulatives
- Maps
- [Opinion/Proof](#)
- Paraphrase
- [QAR](#)
- Questions
- [Reader Response](#)
- [Reading Comprehension Strategies](#)
- [Responding to Non-fiction Template](#)
- [Scavenger Hunt](#)
- [Selective Underlining](#)
- [Semantic Feature Analysis](#)
- Sequence
- Signal Cards
- [Sound Effects Read Aloud Activity](#) -
- [SQ4R](#)
- Subtitles
- [Text Rendering Protocol](#)
- [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
- [Reading Response Choice Boards](#)
- Self-assessments (I can . . .)
- [Sentence Starters for R. Response](#)
- Sequence Events from the Text
- [Three, Two, One](#)
- Write True/False Statements

ORGANIZE & SYNTHESIZE INFO.

- Cause and Effect Worksheet
- Character Comparisons/Maps
- [Graphic Organizers](#)
- [Pattern Puzzles](#)
- [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](#)
- [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-related Vocabulary** (*Congruent, Immigration, Photosynthesis, Stanza*)
- **Expand the Context** (*Self → Neighborhood → Community → Country → Culture → World*)
- **Focus on General Academic Language That Transfers Across Disciplines** (*Argument, Contribution, Convey, 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, to cut out = to excise*)
- **Teach Transitional Words & Phrases** (*By contrast, Consequently, Furthermore, However, Therefore*)
- **Use Technical Terms** (*Calibrate, cardiac, configure, contusion, pediatric, polymer*)

COMPONENTS OF ACADEMIC LANGUAGE

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

Technological Tools That Support Reading

Site	Description	Languages	Link
Ayamel	Streaming audio and video in multiple languages that is annotated, captioned, and transcribed. Teachers can upload their own videos and annotate, caption, etc.	Multilingual	https://ayamel.byu.edu/
Culture Connection	Wiki that contains an extensive collection of culturally authentic materials in multiple languages (particularly Spanish). Materials are organized by language, genre, conceptual themes, and vocabulary topics	Multilingual	
Embedded Reading	Blog that contains information and materials for creating embedded readings for language learners	English	https://embeddedreading.com/
Lecture Enfant	Leveled books in French	French	http://lectureenfant.net/books/
Lingro	Enter a URL, it makes all the words on the webpage clickable and provides translations when you click	Multilingual	http://lingro.com/
Lingual.ly	Select a text of interest to you based on the subject areas of interest you indicate. The software provides a summary and all the words in the article become clickable for translations. It tracks your vocabulary use.	Multilingual (Arabic, French, German, Italian, Portuguese, Russian, Spanish, etc.)	https://lingua.ly/
Lyrics Gaps	Select a language and a song (easy, medium, etc.), and it generates a worksheet with dropdown menus for inputting missing lyrics. You can also use it in karaoke mode. Sometimes it is linked to the YouTube video	Multilingual (Chinese, Danish, Dutch, English, French, German, Italian, Japanese, Korean, Portuguese, Russian, Spanish, etc.)	http://www.lyricsgaps.com/

Technological Tools That Support Reading

Lyrics Training	Select a language and a music video, it plays the video with a second screen that highlights the lyrics below the video. When you come to an elipses, you type in the missing characters. It provides correction	Multilingual (Dutch, English, French, German, Italian, Japanese, Portuguese, Spanish, Turkish)	http://lyricstraining.com/
Many Books	An extensive collection of free e-books	Multilingual (French, German, Italian, Portuguese, Spanish, etc.)	http://manybooks.net/
Newsela	Contains high interest text sets in Spanish & English, organized by subject areas (literature, science, and social studies) and topics. Change the Lexile level of any given text with the click of a button! Also includes writing prompts and comprehension quizzes. Searchable database lets you search by grade level, reading standard, or language.	English & Spanish	https://newsela.com/
Reading A-Z	Leveled books (both fiction and non-fiction) for elementary learners in translation in English, French, Spanish	Multilingual (English, French, Spanish)	https://www.readinga-z.com/translations/
ReadLang	Searchable database of fiction, non-fiction, songs, and conversations popular with language learners—organized by European proficiency levels. Offers paced reading, clickable translations, and self-checks	Multilingual (French, German, Portuguese, Russian, Spanish, etc.)	http://readlang.com/
SpeakIt	A chrome extension that reads text aloud – change the language setting to get a native speaker to read the target language	Multilingual (50 languages)	https://chrome.google.com/webstore/detail/speakit/pgeolalilifpo dheeocdmbbehgnkkbak/related?hl=en-US

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.

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

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.

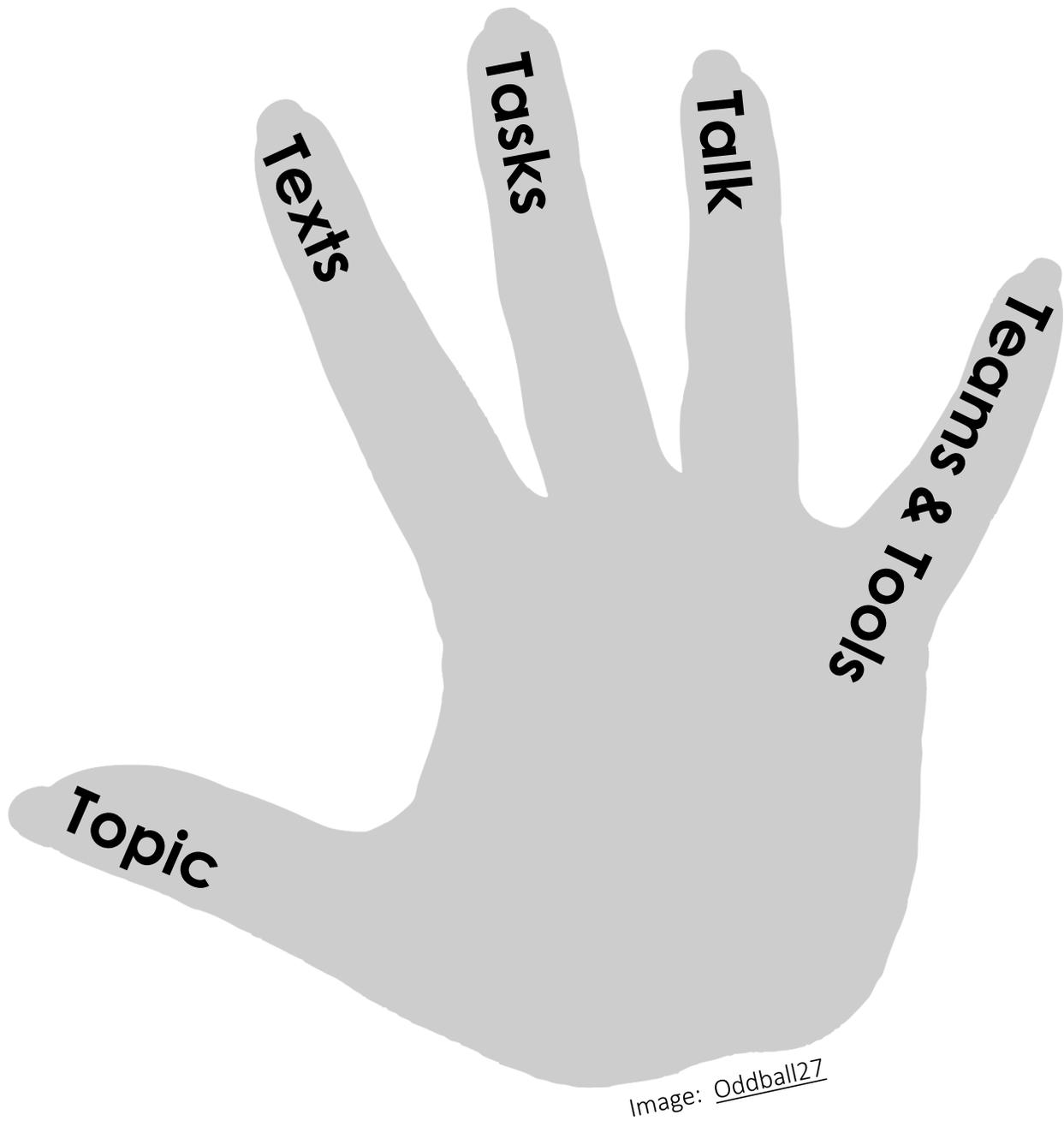
a) _____

b) _____

c) _____

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

Project-based Language Learning Planning Template



Planning for Proficiency:
Content → Critical Thinking → Communication
(Interpretive) (Interpersonal) (Presentational)

Text(s):

Text(s):

TASKS

TALK

Lesson Phases

Disciplinary Content

Academic Language

Language for the Task

Social Language

Pre-reading

During Reading

Post-reading

Can Do Statement:

Formative Assessment:

Project-based Language Learning Planning Template

How will you scaffold interpersonal communication to support the development of academic language and interculturality?

Interact

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

Narrate & Describe

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

Compare & Contrast

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

Reflect & Interpret

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

Possible Scaffolds:

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

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.			

Scaffolding Process: Group Reporting 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** _____.

Note the criteria can be about team process, grammatical structures, cultural content, conceptual understanding, or a combination of these things.

Scaffolding Critique & Revision

Peer Feedback for Mock Interviews

Performance Criteria	Performance Target	Peer 1 Rating Rater:	Peer 2 Rating Rater:
Target Language Use	4: Circumlocutes when stuck 3: Stays in the TL, but uses English for a few words that don't translate well 2: Stays in the TL, but translates word for word 1: Code-switches between the TL and English, especially when it comes to words they don't know	Rating: _____ Comments:	Rating: _____ Comments:
Culturally Appropriate Behaviors	4: Exhibits culturally appropriate non-verbal behaviors (such as bowing or shaking hands) and verbal behaviors (such as using appropriate filler words, pauses, etc.) 3: Linguistically polite and uses some cultural conventions. 2: Linguistically polite, but does not demonstrate awareness of cultural conventions. 1: Demonstrates a lack of linguistic, cultural, and social grace	Rating: _____ Comments:	Rating: _____ Comments:
Initiating, Sustaining, & Closing the Interview	4: Begins, sustains, and closes the interview. 3: Begins and sustains the interview, but the interviewee closes it. 2: Begins the interview with prompting from the interviewee, who helps keep it going and closes it. 1: Interviewee begins, sustains, and closes the interview.	Rating: _____ Comments:	Rating: _____ Comments:
Asking Questions	4: Asks open-ended questions using a variety of sentence patterns. 3: Asks open-ended questions using a variety of interrogative words. 2: Asks yes/no questions using appropriate interrogative words. 1: Asks simple, informational tag questions (i.e., A statement + yes? no?)	Rating: _____ Comments:	Rating: _____ Comments:
Responding Politely & Asking for Clarification	Reacts to the interviewee's responses with: 4: Comments or requests for additional clarification and elaboration. 3: Appropriate rejoinders. 2: Single word responses. 1: Only non-verbally.	Rating: _____ Comments:	Rating: _____ Comments:

PBL Feedback Sentence Starters

#	Aspect of Work	Positive Sentence Starters	Specific Example From Work	Reasons
	One...	...that...	...is/was...	...because it...
1	Approach	...captured the audience's attention...		... activated the audience's prior knowledge and experiences with...
2	Aspect	...developed a sense of community...		... captured the audience's interest.
3	Component	...facilitated collaboration and/or student voice and choice...		... challenged the audience to think more critically about...
4	Concept	...highlighted your strengths...		... clarified ...
5	Decision	...improved the quality of the experience...		... elicited meaningful discussion about...
6	Element	...provoked reflection...		... enabled the audience make sense of...
7	Example	...sparked the audience's curiosity/interest...		... engaged the audience while you...
8	Facet	...surprised the audience...		... facilitated ...
9	Idea	...was cognitive challenging...		... generated a genuine desire in the audience to find out more about...
10	Item	...was emotionally engaging...		... guided the audience's attention to...
11	Part	...was especially effective...		... helped the audience to feel...
12	Piece	...was extremely thought-provoking...		... invited the audience to...
13	Principle	...was inspiring...		... motivated the audience to...
14	Segment	...was personally empowering...		... prepared the audience to/for...
15	Strategy	...was meaningful...		... re-engaged the audience...
16	Technique	...was powerful...		... required the audience to produce...
17	Thing	...was socially satisfying...		... scaffolded --- for the audience...
18	Way	...worked really well...		... shifted the audience's perspective about...

PBL Feedback Sentence Starters

#	Aspect of Work	Suggestions for Change	Specific Example From Work	Reasons
	<i>One...</i>	<i>...that...</i>	<i>...is/was...</i>	<i>...because... ...needs... ...so that the audience could...</i>
1	Approach	...confused me...		...a wider variety of options/strategies...
2	Aspect	How did you decide...?		...breaking it down into smaller steps/more scaffolding...
3	Component	...I didn't understand...		...different options...
4	Concept	...I found challenging...		...more attention to aesthetics/visual support.
5	Decision	...I needed more of...		...more audience involvement...
6	Element	...I wanted to know more about...		...more authenticity...
7	Example	I was wondering what would happen if...		...more choice/voice in...
8	Facet	...would have been helpful...		...more concrete examples/details...
9	Idea	...would make this even better...		...more evidence of...
10	Item	...you might consider...		...more information...
11	Part	...you could further develop...		...more opportunities to...
12	Piece	...you may wish to refine...		...more personal connections...
13	Principle	...you might add...		...more physical involvement...
14	Segment	...you might expand...		...more reflection...
15	Strategy	...you might explore in more depth...		...more selective information...
16	Technique	...you might highlight...		...more structure...
17	Thing	...you might include...		...more sustained inquiry...
18	Way	...you might remove...		...more time for...

Project-based Language Learning Checklist

- ___ 1) I can brainstorm possible project ideas.
- ___ 2) I can evaluate possible project ideas and select one.
- ___ 3) I can craft a meaningful driving question.
- ___ 4) I can design a compelling learning environment.
- ___ 5) I can determine a meaningful product.
- ___ 6) I can identify an authentic purpose and public audience.
- ___ 7) I can locate, evaluate, and select effective project partners.
- ___ 8) I can engage learners in sustained inquiry and critical reflection.
- ___ 9) I can develop interculturality through activities that engage learners in comparison/contrast, personal reflection, and critical interpretation.
- ___ 10) I can develop a compelling entry event.
- ___ 11) I can build background knowledge regarding the focus of the inquiry.
- ___ 12) I can select culturally authentic texts that support inquiry.
- ___ 13) I can progressively and strategically build linguistic proficiency across the three modes of communication (interpretive, interpersonal, presentational).
- ___ 14) I can scaffold language, content, and process using effective pedagogical strategies.
- ___ 15) I can develop effective rubrics, formative assessment strategies, and protocols for engaging learners in critique, revision, and providing effective feedback.
- ___ 16) I can use a variety of technologies to support each phase of the project.
- ___ 17) I can reflect on, evaluate, and improve my project with colleagues.
- ___ 18) I can collaborate with learners to implement my project.

Project-based Language Learning Can Do Statements

- ___ 1) I can brainstorm project ideas that link learners to community-based partners.
- ___ 2) I can evaluate possible project ideas and select one that will be compelling for learners and feasible for my instructional context.
- ___ 3) I can craft a meaningful driving question that engages learners in interacting with global issues, social problems, cultural contexts, and content from other academic disciplines.
- ___ 4) I can design a compelling learning environment.
- ___ 5) I can determine a meaningful product that develops learners' target language proficiency, interculturality, and 21st century skills.
- ___ 6) I can identify an authentic purpose and public audience for student products.
- ___ 7) I can locate, evaluate, and select effective project partners.
- ___ 8) I can engage learners in sustained inquiry and critical reflection.
- ___ 9) I can develop interculturality through activities that engage learners in comparison/contrast, personal reflection, and critical interpretation.
- ___ 10) I can develop a compelling entry event that will ignite learners' curiosity and interest in participating in the project.
- ___ 11) I can build background knowledge regarding the focus of the inquiry.
- ___ 12) I can select culturally authentic texts that support inquiry.
- ___ 13) I can progressively and strategically build linguistic proficiency across the three modes of communication (interpretive, interpersonal, presentational) in ways that elicit learners' desire to communicate.
- ___ 14) I can scaffold language, content, and process in ways that support inquiry, develop interculturality, and improve learners' engagement and performance.
- ___ 15) I can develop effective rubrics, formative assessment strategies, and protocols for engaging learners in critique, revision, and providing effective feedback that improves learners' language performance, participation, and products throughout the project.
- ___ 16) I can use a variety of technologies to communicate with authentic audiences; to facilitate critical inquiry, collaboration, and accountability; and to support learners' creation and sharing of public products.
- ___ 17) I can reflect on, evaluate, and improve my project by engaging in professional dialogue, mentoring, collaboration, and reflection with colleagues.
- ___ 18) I can collaborate with learners to implement my project.

Project-based Language Learning Design Rubric

Foster Language Proficiency Development				
Foster proficiency development across the three modes of communication through compelling, project-based language learning experiences				
Project Plan Criteria	1 - Emerging	2 - Developing	3 - Proficient	4 - Exemplary
Communicative Language Functions Across All Three Modes of Communication	The project does not explicitly identify any communicative language functions , although they may be implied by statements about what learners will know, understand, learn, or practice	The project explicitly identifies and develops communicative language functions in only a single mode	The project explicitly identifies and develops communicative language functions across at least two modes	The project explicitly identifies and develops communicative language functions across all three modes in ways that engage learners in meaningful personal expression and active negotiation of meaning

A communicative language function tells how learners will use language while communicating during the course of a learning activity or assessment task.

Communicative Functions That Support Interpretive Communication	Communicative Functions That Support Interpersonal Communication	Communicative Functions That Support Presentational Communication
<ul style="list-style-type: none"> Analyze and Evaluate Classify, Compare, Contrast, or Sequence Hypothesize Interpret Predict Make Inferences Synthesize 	<ul style="list-style-type: none"> Ask for clarification Ask for information Express, justify, defend feelings or opinions Negotiate Persuade Provide information 	<ul style="list-style-type: none"> Describe Explain or Inform Express & support an opinion Narrate Paraphrase or Summarize Persuade Recommend

Project-based Language Learning Design Rubric

Foster Interculturality				
Foster the ability to inhabit and interpret different cultures and to reflect upon one's own culture through the lens of another culture's values.				
Project Plan Criteria	1 - Emerging	2 - Developing	3 - Proficient	4 - Exemplary
Logistics and cultural framing for development of intercultural competence through (tele)collaborative partnerships *Ideas adapted from the ICCinTE Project, http://www.ecml.at/iccinte/en/index.htm and from Byram, M. (2013), Developing intercultural competence through education	AWARENESS OF C2 Project design engages learners in identifying general cultural facts The project fosters cultural awareness , but may lead to oversimplification or uncritical acceptance of stereotypes	KNOWLEDGE, DISCOVERY & INTERACTION Project design engages learners in interacting with a diversity of products and practices and a variety of people The project fosters tolerance and the realization that their own perspective is one of many, grounded in varying beliefs and values	INTERPRETING & RELATING Project design engages learners in examining their own culture, asking deeper questions of C2 partners, and reflecting on a variety of possible interpretations The project fosters openness towards other cultures and the ability to flexibly respond to ambiguous intercultural situations and values	CRITICAL CULTURAL AWARENESS Project design engages learners in critically interpreting discoveries and negotiating cultural misunderstandings The project fosters the learner's capacity to inhabit the other culture and its ways of interacting and thinking, transforming their own value system

AWARENESS OF OTHER → SELF-AWARENESS → TOLERANCE → SYMPATHY → EMPATHY → PERSONAL TRANSFORMATION

Facets of interculturality and key points about them: attitudes	Self-awareness on the personal level; empathy (or, minimally, suspension of disbelief) on the social level; potential for transformation/reconstruction of one's own identity .
knowledge	Not mere information, but information structured relationally . Comparison (C1/C2) is a strong driver for gaining this.
skills of interpreting and relating	Ability to explain texts/artifacts/events from C2 and relate them to texts/artifacts/events from C1.
skills of discovery and interaction	New knowledge, attitudes and skills are deployed under constraints of real-time communication and interaction.
critical cultural awareness	Learner demonstrates cultural analysis that transcends both cultures , a skill applicable to any cultural setting.

Project-based Language Learning Design Rubric

Effective Scaffolding Strategies				
Language, disciplinary content, culture, collaborative processes, technology use, and product creation are carefully scaffolded to support learners' success				
Project Plan Criteria	1 - Emerging	2 - Developing	3 - Proficient	4 - Exemplary
Instructions, Modeling, Scaffolding	One or two scaffolding strategies support learners in a single aspect of product creation	Various scaffolding strategies support learners in language use as well as some aspects of product creation	Frequent use of different types of scaffolding strategies support language development, collaborative processes, and product creation	A wide variety of different types of scaffolding strategies are strategically embedded throughout the project to progressively support language development, culture learning, comprehension of disciplinary content, collaborative processes, technology use, and product creation

Sample Scaffolding Strategies:

- Activate prior knowledge
- [Activity structures to guide collaborative work and discussion](#) ([Feedback Carousel](#), [Peer Feedback Worksheet](#), [Project Team Work Plan Worksheet](#))
- Clear instructions (Each step on a separate, numbered line; no more than 5 steps; no more than 7-10 words per step)
- Graphic organizers or mind maps ([Building an Argument](#), [Compare/Contrast](#), [Debate Graphic Organizer](#), [Discussion Web Worksheet](#), [KWL Chart](#))
- Formulas, sentence starters/stems, templates, word banks, or word walls ([Language for Classroom Collaboration](#), [Sentence Stems for Interview ?s](#))
- List of rejoinders or [transitional words and phrases](#)
- Models or examples
- [Pre-](#), [during](#), and [post-reading](#)/viewing activities

Project-based Language Learning Design Rubric

Assessments of Student Learning (Project Assessment Map)

Learning outcomes are meaningful and measurable; regular formative assessment improves work-in-progress and culminating product; culminating product assessed based on clear evaluation criteria using an effective rubrics

Project Plan Criteria	1 - Emerging	2 - Developing	3 - Proficient	4 - Exemplary
<p>Learning Outcomes, Content, & World-Readiness Standards for Learning Languages</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> Sample Formative Assessment Strategies Formative Assessment Tools <p>Evaluation Criteria</p> <ul style="list-style-type: none"> QuickRubric Rubistar 	<p>Implied, do not explicitly address the development of skills in language, content, or culture</p> <p>Feedback is grade-focused rather than performance-oriented, and consists primarily of task scores correction of isolated errors, & final product grades</p> <p>Criteria shared with learners <u>before final product is due</u>, but vague performance descriptors are not likely to impact the quality of the work</p>	<p>Clearly stated, but do not explicitly address language development, & not easily measurable or well-aligned with learning outcomes or standards</p> <p>One-time formative feedback provided by instructor only on the culminating product</p> <p>Criteria are shared with learners <u>before final product is due</u>, but performance descriptors focus on issues that don't significantly improve work</p>	<p>Explicitly address language and culture or disciplinary content in measurable ways that are aligned with learning outcomes and standards</p> <p>Occasional formative feedback from learners, peers, and instructors on both work-in-progress and final product</p> <p>Criteria are shared with learners at beginning of project and an odd number of performance descriptors focus on issues that improve the overall quality of the work</p>	<p>Explicitly address language, disciplinary content, and culture in meaningful, measurable ways well-aligned with learning outcomes and standards</p> <p>Regular formative feedback from learners, peers, instructors, and community is strategically embedded in project work flow to improve work-in-progress+final product</p> <p>Criteria are co-constructed with learners, and an even number of performance descriptors concretely identify what learners must do to elevate their work to the next level</p>

Formula for Writing Learning Outcomes: Students will (insert communicative language function) about (insert social issue) in (insert cultural context) using (insert grammatical structure or language pattern) and (insert vocabulary topic). **(Do NOT use the words know, learn, practice, or understand!)** **Sample Learning Outcome:** Students will make recommendations about immigration policies in Mexico using the present subjunctive and social issues vocabulary.

Project-based Language Learning Design Rubric

Technology & Success Skills				
Learners use technology in ethical ways to engage in critical inquiry & problem-solving (<i>investigation, comparison/contrast, synthesis, analysis, generalization, or evaluation</i>), collaboration, and creative production and sharing of information with audiences from target language communities				
Project Plan Criteria	1 - Emerging	2 - Developing	3 - Proficient	4 - Exemplary
Technology <ul style="list-style-type: none"> • Selection & Evaluation • Variety • Safety & Legality • Purposes 	Consumption: Learners use technological tools to access, consume, and collect existing information	Participation: Learners use several technological tools in safe ways to acquire and analyze information, exchange ideas, and share personal insights and opinions with one another during the project	Collaboration: Learners use a wide variety of technological tools in safe, legal ways to critically evaluate and synthesize information from different sources to collaboratively generate ideas, justify and defend opinions, and develop solutions with TL users outside the classroom	Creative Production: Learners effectively select and employ a diverse array of technological tools in safe, legal, & ethical ways in order to generate and exchange information, create well-designed innovative products, or provide useful services for communities of target language speakers

Useful Tech Tools:

Brainstorming <ul style="list-style-type: none"> • Padlet • Popplet • TitanPad • Tricider 	Creating Products <ul style="list-style-type: none"> • Canva or Infogr.am or Venngage • GoAnimate • MakeMyNewspaper • Simplebooklet or Smore • Storybird • StoryboardThat • ToonDoo • Weebly or Wix 	Gathering & Analyzing Information <ul style="list-style-type: none"> • BlendSpace • PollEverywhere • Survey Monkey • Thinglink • Wufoo 	Interviewing <ul style="list-style-type: none"> • Appear.in • Audacity • ChatWing • Google Hangouts • Screencastify • Skype • VoiceThread
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PBLL Project Plan

Project Author: _____

Project Title: _____

Project Purpose: The purpose of this project is to engage learners in investigating how and why...

This project will be meaningful to learners because it gives them opportunities to...

Project Description: This project engages (*middle school/high school*) (*novice/intermediate/advanced level of proficiency*)(*language*) (*level of class such as I, II, III, IV, V*) learners in exploring (*global issue, social problem, cultural context*). The project will involve students in (*list the communicative functions*) (*list the topics*) using (*list the primary grammatical structures or language patterns*). Major activities include: (*list of major activities*). The project culminates in the production of (*list public product*) which will be presented to (*list public audience and context for presentation*).

Driving Question: Learners will develop communicative proficiency by exploring the question: (*list the driving question*).

Project Partners: In order to investigate this question, learners will collaborate with (*list project partners*).

Entry Event: The event that will launch the project is (*BRIEF description of the event*).

Sustained Inquiry Process: Learners will engage in sustained inquiry by... (*list project steps*).

- **Texts for Interpretive Input:** Learners will develop knowledge about the project topic/issue by reading/listening/viewing (*list texts and activities*).
- **Interpersonal Communication Activities That Develop Critical Thinking, Interculturality, & Proficiency:** Learners will (*list texts and activities*).
- **Presentational Communication (i.e., Public Audience & Product):** Learners will share their learning with (*list public audience*) by creating (*list public product*).

Critique & Revision: Learners will receive feedback on their work (*list checkpoints and strategies for critique and revision*).

Reflection: Learners will reflect on (*list what learners will reflect on and how*).

Workshop Evaluation

- | | | | | |
|--|--------------------------|-----------------|--------------|-----------------------|
| 1) Overall, I would rate this workshop as: | POOR | MEDIOCRE | GOOD | EXCELLENT |
| 2) The content of this workshop matched my expectations: | STRONGLY DISAGREE | DISAGREE | AGREE | STRONGLY AGREE |
| 3) I learned things that will help me in my classroom: | STRONGLY DISAGREE | DISAGREE | AGREE | STRONGLY AGREE |
| 4) The resources shared in this workshop will be useful to me. | STRONGLY DISAGREE | DISAGREE | AGREE | STRONGLY AGREE |
| 5) The most valuable part of this workshop was . . . | | | | |
| 6) One new insight I gained from this workshop was . . . | | | | |
| 7) One thing I will do differently in my classroom as a result of attending this workshop is . . . | | | | |
| 8) The most useful resource that was shared during this workshop was . . . | | | | |
| 9) One thing I would recommend that you change about this workshop is . . . | | | | |
| 10) One question I still have is . . . | | | | |