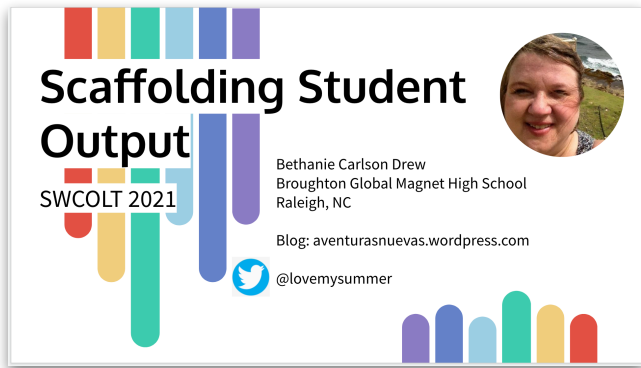


RESOURCES CONNECTED TO THIS SESSION:

Additional reading:

- [Erin's article](#)
- [7 Steps to a Language-Rich Foreign Language Classroom](#)
- [Breaking the Sound Barrier](#)



Scaffolding Student Output
SWCOLT 2021



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Broughton Global Magnet High School
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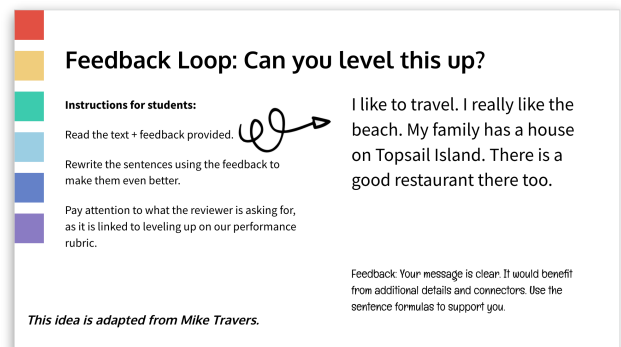
Blog: aventurasnuevas.wordpress.com

@lovemysummer

The graphic features a vertical bar on the left with colored segments (red, yellow, green, blue, purple) and a circular profile picture of Bethanie Carlson Drew on the right. The text is arranged in a clean, modern font.


Key Concepts:

1. Level up with **chat mats** (find resources [here](#))
2. Level up with a **framework**
 1. [Erin's article](#)
 2. Guided templates for students in this handout 
 3. Feedback loops are quite helpful
 1. Also see checklist/feedback space on handout p.4
 4. And exemplars are too! 



Feedback Loop: Can you level this up?

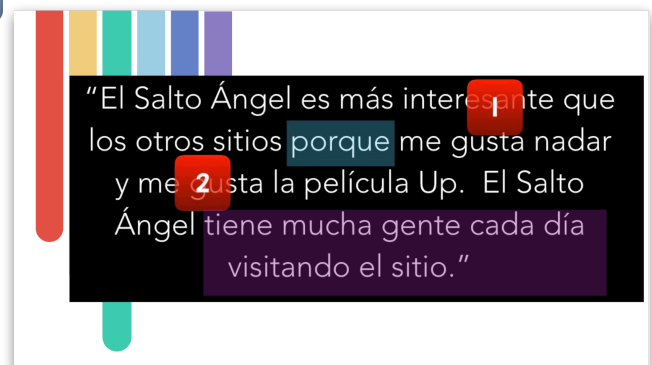
Instructions for students:

- Read the text + feedback provided. 
- Rewrite the sentences using the feedback to make them even better.
- Pay attention to what the reviewer is asking for, as it is linked to leveling up on our performance rubric.

I like to travel. I really like the beach. My family has a house on Topsail Island. There is a good restaurant there too.

Feedback: Your message is clear. It would benefit from additional details and connectors. Use the sentence formulas to support you.

This idea is adapted from Mike Travers.



"El Salto Ángel es más interesante que los otros sitios porque me gusta nadar y me gusta la película Up. El Salto Ángel tiene mucha gente cada día visitando el sitio."

3. Level up with **Sentence Builders & Sentence Starters**

1. 7 Steps & Breaking the Sound Barrier books are very helpful (links above)
2. Sample sentence builder work packs [here](#)
3. My top 10 sentence starters & connectors—See next page
4. [Slide deck](#) of sentence starters to discuss any text (easy to print into discussion cards too)

MY TOP 10 SENTENCE STARTERS

- **Diría que...** *I would say that...*
- **Opino que....** *It's my opinion that...*
- **Aprendí que...** *I learned that...*
- **Lo que más me sorprendió fue...** *What surprised me the most was...*
- **Compararía ... con** *I would compare ... with ...*
- **Todavía no comprendo...** *I still don't understand...*
- **Es obvio que....** *It's obvious that...*
- **Me pregunto....** *I wonder*
- **... es cierto. Otro ejemplo es cuando....** *...is right/correct. Another example is when...*
- **Me gustaría saber más sobre....** *I would like to know more about...*

MY TOP 10 CONNECTORS

- **además** *besides, in addition*
- **aunque** *although, even though*
- **debido a** *because of, as a result of, due to*
- **mientras que** *while*
- **no obstante** *however, nonetheless*
- **porque** *because*
- **por eso** *as a result, because of that*
- **sin embargo** *however*
- **sobretudo** *above all, most of all*
- **también** *also, too*

TIPS FOR SUCCESS WITH SENTENCE STARTERS/CONNECTORS:

- Embed them into your practice and assessments. Provide them as stimuli just like you provide written instructions.
 - Give students 3-6, encourage them to use several
 - Use the same ones repeatedly for a while to build confidence and consistency, then mix them up a bit to keep it fresh
- Don't be afraid of "advanced grammar" stems. Novices can easily handle *diría que* and *compararía .. con* (for example) before they've been presented with conditional tense
- Novices can also use connectors if they are supported in doing so. Comparing can easily be "Although I like basketball, I like soccer most of all", which is much more interesting—but not really harder than— "I like basketball and soccer". Consider providing them with a sentence frame model as they get started: *Although I like ____, I like ____ most of all. (in target language)*
- Building these into lower levels helps to support success—short term and later in AP/IB
- In speaking, encourage "bounce expressions" like *__ is right, and another example is...*

¡SUBE DE NIVEL! *Level up!*



We can use frameworks to help us level up our language performance.

“Leveling up” doesn’t necessarily mean “harder”—it usually means using more complete thoughts and details.

ejemplos:

La frase básica:
A mí me interesa viajar.

Mi frase básica:

**affirmative/
negative**

**Answer in
affirmative,
expand with a
counterpoint**

- **(affirmative/negative)** A mí me interesa viajar pero no puedo viajar mucho.

**myself/someone
else**

**Answer for
yourself, then
bring in another
person**

- **(myself/someone else)** A mí me interesa viajar, especialmente con mi familia.
- **(myself/someone else)** A mí me interesa viajar y espero visitar a mis amigos en Chile pronto.
- **(myself/someone else)** A mí me interesa viajar porque típicamente **conozco** a gente nueva que tienen intereses similares.

conozco = I meet

answer/add more

**Answer, then
expand with more
relevant, related
material.
(When? Where?
How often? Why?
With whom?
When?)**

- **(answer/add more)** A mí me interesa viajar porque me encanta explorar otras culturas. Aprendo mucho en cada viaje y siempre quiero viajar más.
- **(answer/add more)** A mí me interesa viajar en los países hispanohablantes porque me gusta practicar el español. Fui a España con mi familia en julio y esperamos 🙌 regresar pronto.



Level Up structure formulas include:

- Affirmative/Negative
- Myself & Someone Else
- Answer & Add More

Write complete, complex, two-part sentences to respond to these prompts/questions. Use at least **two** of the formulas in your response.

¿Cuál sitio de Patrimonio de la Humanidad que estudiamos te interesa más: Las Líneas Nazca, Chichén Itzá, Teotihuacán, El Salto Ángel, La Sagrada Familia, o La Alhambra?

En tu opinión, ¿cuáles son unos beneficios importantes de viajar?

AUTO-EVALUACIÓN

- todo en español
- responde directamente a la pregunta
- usa al menos dos de los fórmulas
 - affirmative/negative
 - myself & someone else
 - answer, add more (who, why, where, with whom, how often, when, how long)
- está escrito bien (acentos, escritura...)
- usa palabras conectivas

WHAT WENT WELL...

THIS WOULD MAKE IT EVEN BETTER...

Level up!



We can use frameworks to help us level up our language performance.

“Leveling up” doesn’t necessarily mean “harder”—it usually means using more complete thoughts and details.

examples:

The basic starter:

My starter sentence

**affirmative/
negative**

**Answer in
affirmative,
expand with a
counterpoint**

- *(affirmative/negative)*

**myself/someone
else**

**Answer for
yourself, then
bring in another
person**

- *(myself/someone else)*

answer/add more

**Answer, then
expand with more
relevant, related
material.
(When? Where?
How often? Why?
With whom?
When?)**

- *(answer/add more)*



¡SUBE DE NIVEL! Level up!

Nombre _____
Período _____

Mi respuesta básica

¿Con quién?

¿Cuándo?

¿Por qué?

¿Dónde?

¿Con cuánta frecuencia?

PALABRAS CONECTIVAS
además: besides, in addition
también/tampoco: also/
neither
sin embargo: however
aunque: although

