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Designing Quality Learning Opportunities for Elementary Multilingual Learners

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This paper describes how teachers can design quality learning opportunities for multilingual learners—and all students. Opportunities that are intellectually inviting and challenging and are coupled with high support can help all students realize their full potential. Written for elementary educators across all content areas, the paper emerges from the work of WestEd's Quality Teaching for English Learners (QTEL). QTEL aims to provide K–12 educators with tools to accelerate students' language development, academic literacy, and disciplinary knowledge. QTEL's approach draws on sociocultural and sociolinguistic theories of learning and emphasizes the central role of language and interactions in the learning process. This paper outlines an application of QTEL's sociocultural approach to learning, providing a framework for designing powerful, inviting, and challenging lessons critical for the successful learning experiences of multilingual learners.

Where to Begin

Quality learning opportunities begin with the teacher's vision that multilingual learners, like all students, bring to the classroom immense potential waiting to be realized. It is the role of educators to recognize students' potential by drawing on the strengths and resources they bring to the classroom, including languages, interests, background knowledge, and experiences. Only by recognizing students' potential can teachers begin to create quality learning opportunities that will support students in fully realizing their dreams and goals—their full potential. Such a vision necessitates a future-oriented perspective that seeks to develop students' future promise regardless of how perfect their English may or may not be (Walqui & Bunch, 2019; Walqui & van Lier, 2010).

However, quality learning opportunities require careful planning and enactment by teachers who draw on their professional expertise, knowledge of pedagogy and content, and knowledge of their students and the local community. This paper briefly describes principles and framing to help educators design such learning opportunities for elementary school multilingual learners.

How Can Teachers Create Quality Learning Opportunities?

Quality learning opportunities require a quality curriculum centered on quality texts. Whether using a curriculum that is mandated by the district or written in house, teachers who understand the elements of quality instruction can develop expertise to amplify the curriculum to ensure that all of their students have access to rigorous and engaging learning opportunities even when the teachers are required to use a curriculum they feel does not adequately support multilingual learners.

For designing or analyzing curricular units, lessons, and tasks, the QTEL initiative at WestEd articulates several guiding principles (Walqui & van Lier, 2010), including the following:

◎ *Sustain academic rigor: Promote deep disciplinary knowledge and generative cognitive, analytic, and disciplinary skills.*

◎ *Hold high expectations: Engage students in learning opportunities that are high challenge and high support. Differentiation should come in the form of support, not in the expectation or task.*

◎ *Engage students in quality interactions: Engage students in sustained, reciprocal interactions with peers and the teacher that focus on co-constructing meaning.*

◎ *Sustain a language focus: Promote disciplinary language use and learning in highly contextualized ways.*

Together, these principles provide a framework for quality instruction. In using these principles for planning or reviewing lessons, educators must also keep in mind where their instruction is positioned relative to the students' continuum of understanding. Teaching is always slightly ahead of students' current abilities—if teachers focus on what students already know and understand, then students are not really learning, they are simply performing. Learning can only occur in students' zone of proximal development, the space beyond what students can do independently (Vygotsky, 1978). It is within the zone of proximal development that students are challenged to engage in activities that are slightly beyond their development; yet when coupled with high support, they can accomplish that which they would otherwise be unable to do on their own. This process requires a pedagogical balance of high challenge and high support (Billings & Walqui, 2017) through the lessons and tasks that make up the learning opportunities extended to multilingual learners.

With this understanding in mind and drawing on the above-mentioned principles, the design of quality learning opportunities occurs at three levels: unit level (macro), lesson level (meso), and task level (micro) (Walqui & van Lier, 2010). This paper explores these levels briefly and considers how to approach planning for and analyzing quality learning opportunities, even when using a school-adopted curriculum.

Unit Level (Macro)

At the macro level of designing instructional opportunities is the larger unit of study within which a series of lessons (meso level) and lesson tasks (micro level) are embedded. While most teachers are required to teach the units of study included in their district-adopted curriculum, it is important to start here—at the end, with the final goals in mind. In other words, teachers begin designing a unit of study by knowing where they want students to arrive in terms of the students' conceptual understanding, disciplinary practices, and related disciplinary language at the conclusion of the unit. A unit typically consists of three to five lessons (sometimes more) that focus on unpacking one overarching and powerful theme.

Figure 1 depicts an example of an interdisciplinary unit of study developed for upper elementary students around the theme of *waste*. This unit, designed for about 5–6 weeks of instruction, has five lessons and centers on reading and writing informational texts and graphics. In Lesson 1, students learn about the sources and types of waste that humans produce. (This first lesson is explored in more detail later in this paper.) Lesson 2 builds on students' understanding of and developing interest in the many types of waste on Earth to consider more deeply what happens to it all. Lesson 3 explores scientific approaches to studying waste. Lesson 4 continues to build on the key concepts developed in the first three lessons and focuses on students' ideas for how they can learn more about waste. The unit culminates with students developing an action plan

in Lesson 5 for addressing the problems of waste. Conceptual understanding, disciplinary practices, and related disciplinary language spiral throughout the unit, with each lesson returning to and building on ideas, skills, and language introduced in the previous lessons. In this way, the unit is crafted with a spiraling progression that provides students with multiple entry points and opportunities to engage with the disciplinary content, practices, and language. Each opportunity guides students to go deeper and build on previous understanding. This spiraling progression also provides teachers with the comfort of knowing that if some students struggle with "getting" certain concepts, skills, or language initially, they will be afforded many more opportunities to do so in the lessons that follow.

Figure 1. Spiraled Unit on *Waste: Sources, Impacts, and Actions*

LESSON 1
Where does waste come from?
Reading informational texts and graphs to understand waste and compare and contrast different kinds of waste

LESSON 2
Where does waste go?
Reading informational texts to understand the impacts of waste on humans, animals, and the environment

LESSON 3
How do scientists study waste?
Reading and writing to describe and study phenomena systematically

LESSON 4
How can we learn more about waste?
Searching for information across multiple modes and genres

LESSON 5
What can we do about waste?
Integrating multiple sources in developing an action plan by writing texts and creating graphs

WASTE Sources, Impacts, and Actions: Reading and Writing Informational Texts and Graphics

Questions to ask when designing or analyzing a unit of study (macro level) include the following:

◎ *What are the macro learning objectives of this unit?*

- *What conceptual understanding will students have developed by the end of the unit? For example, in this unit on* waste*, students will learn that bar graphs represent quantities through size and that graphical representations can facilitate comparisons.*

- *What disciplinary analytic practices will they have developed? For instance, in the* waste *unit, students will engage in several analytic practices, including analyzing, interpreting a graphic, comparing and contrasting, and using appropriate tools strategically.*

- *What related disciplinary language will students be able to use appropriately? In the sample unit on* waste*, some of the disciplinary language that students will use includes descriptive language as they describe quantities in the graphs they read; they will also use the language of* compare and contrast *as they compare information depicted in graphs.*

◎ *How will students demonstrate their newly developed or expanded understanding, analytic practices, and related language?*

Lesson Level (Meso)

With an understanding of the unit's overarching learning objectives, teachers can turn to the meso level of designing lesson plans. Here, planning begins with the strategic selection of the theme or concept to address, a related text or texts that are suitable in addressing the theme or concept, and the learning objectives for the specific lesson. The importance of text selection with the theme or concept in mind cannot be emphasized enough—even for teachers who are using a published curriculum. All too often teachers who use a district-adopted curriculum trust publishers to select rigorous and engaging texts that appropriately address the identified theme or concept, but the predesignated texts

may not be so adequate. For this reason, it is important for teachers to read the text selected by publishers to determine whether indeed it is the best choice for the stated learning goals. Otherwise, the outcomes can be disastrous, leading to a less-than-quality learning experience for students because the themes or elements of the text are only tangentially related to the learning objectives. When the publisher's choice of text is unsatisfactory, it is both an opportunity and a responsibility for the teacher to seek a more suitable text to use. In seeking a text, teachers should look for one that is robust and engaging. For instance, a text about the letter names and sounds does not provide much room for in-depth thinking and discussion. In some cases, a teacher may decide to use an alternative text as the core text, supplementing the publisher's selection.

Regardless of whether the teacher selects a new text or stays with the text suggested by the published curriculum, it is critical for the teacher to thoroughly get to know the text, reading it multiple times so as to understand where students might struggle; where examples of the conceptual understanding and disciplinary practices and/or language occur; how the text is structured; and where the text might be divided into meaningful chunks if needed. When selecting an enticing and engaging text, the teacher should realize that there are multiple text modalities to choose from. Thinking of texts often brings to mind traditional books with print, some with and some without images or graphics. However, there are many types of texts to choose from, including video; recordings of speech, song, and music; and picture books and graphic novels with limited or no text that address a multitude of complex topics from fitting in to loss, love, and death.

Once satisfied with the selection of a theme or concept and the text, the teacher should identify the specific learning objectives for the lesson. These will likely be related to the state's specific content area standards. With this context, the following sections of this paper explore the three-moment lesson architecture that supports students at both the lesson (meso) and task (micro) levels of design by carefully considering the tasks to include in the lesson and the structure and supports within each task.

What Is a Lesson in Three Moments?

A well-scaffolded lesson for multilingual learners can be conceptualized around three key moments named for what students accomplish in each: Preparing Learners, Interacting With Text or Concept, and Extending Understanding (Walqui & van Lier, 2010). Within each moment, tasks serve as scaffolds that both challenge and support students to develop their conceptual understanding, analytic practices, and related disciplinary language—with each task building on the learning supported by the previous task. As such, tasks are thoughtfully selected, as they craft the learning journey that supports students in reaching the learning goals of the lesson. Because teaching is highly contingent and must take into account a number of factors, including students' familiarity with the focal themes or concepts, prior knowledge and experience, growing understanding, the time of the year, and so on, the number of tasks in each moment is not fixed but rather is attuned to the ever-changing needs of the students at that particular point in time. Additionally, because humans' language development and learning both occur through talk, interaction is central to each task. As such, tasks are designed to provide meaningful opportunities for students to interact with their peers to share ideas, questions, and new discoveries as they co-construct meaning.

For the end of a lesson, teachers need to consider how students will demonstrate their developing conceptual understanding, disciplinary practices, and related language. With a sense of the culminating task for the lesson, the teacher can return to the beginning of the lesson to select and craft the tasks that will chart the learning journey for students.

Before exploring the three-moment lesson architecture further, considering classroom schedules is vital. Often, especially in elementary classrooms, lessons take place in short, truncated periods of time. It is not uncommon to see 30-minute (or shorter) classroom periods during which a teacher attempts to teach an entire lesson. Curriculum publishers accommodate and even push this approach to teaching in which the focus for teachers can become more about pacing and

getting through a sequence of activities than on the deep conceptual understanding, disciplinary practices, and related language that students are developing. The three-moment lesson architecture recognizes that quality learning opportunities and the tasks that support them are not defined by what might be seen as artificial time constraints but rather are highly situated within the particulars of the learning space, including students' familiarity with the concepts, the genre of text, the structure and process of a task, and so on. Therefore, a teacher may guide students' full engagement in one or more tasks within a given period with the understanding that, at least in some cases, a task may take place over more than a single day.

The next sections examine the three moments in QTEL's approach to lesson design: Preparing Learners, Interacting With Text or Concept, and Extending Understanding. Each moment's section articulates the purpose for the moment and offers examples of tasks that come from an interdisciplinary elementary lesson on *The Many Types of Waste*. These sections look at both the meso and micro levels of design. Task selection is at the meso level, and the design of task structures is at the micro level of designing quality learning experiences for students.

Preparing Learners

It is important to help students get ready for the deeper learning to take place in the lesson ahead. Thus, before diving into the lesson text or concept, the first moment focuses students' attention on the themes to be explored, demonstrating the personal relevance of the lesson by activating their related prior knowledge and, if necessary, introducing a few of the key words related to the big ideas of the lesson in a highly contextualized way. In sum, the three goals of this moment are

◎ *establishing a focus for and an interest in the lesson;*

◎ *activating students' relevant prior knowledge or, if they do not have relevant contextual knowledge, building the field to anchor new ideas or processes; and*

◎ *introducing a few of the most essential key words related to the big ideas of the lesson in a highly contextualized way.*

With these goals in mind, the interactive tasks selected for the Preparing Learners moment simultaneously meet students where they are and entice them to want to discover more while expanding their zone of proximal development.

The Preparing Learners moment also offers teachers the opportunity to get to know their students better—including the many resources and the knowledge and experiences they bring to the classroom—thereby serving as a lens to the family and community. Tasks in this moment can surface students' interests and possible misconceptions held about a theme or concept. The teacher can use this understanding to adjust the lesson tasks as needed to best support students.

During the Preparing Learners moment, having just one task might not adequately prepare students to fully engage with the text or concepts of the lesson. For example, in *The Many Types of Waste* lesson created for upper elementary students, there are seven tasks in the Preparing Learners moment. This may seem like a large number of tasks before introducing the primary text; however, due to the multidisciplinary nature of the lesson and the complex themes addressed, it is critical to ensure that students have multiple opportunities to focus on core concepts developed in the lesson, make personal connections to these, and begin to familiarize themselves with some essential terms that are key to the disciplinary ideas of the lesson. Table 1 describes each task and its purpose from *The Many Types of Waste* lesson.

Table 1. Tasks in the Preparing Learners Moment of *The Many Types of Waste* Lesson

Task	Purpose
Viewing With a Focus Students take 2 minutes to observe pictures related to the theme of the lesson, focusing on the following questions: • *What do you notice in each of the pictures?* • *What do these pictures make you think of?* • *How are the pictures related?* Students record their observations and then work in pairs to discuss.	Focus students' attention on key ideas and themes to be explored in the lesson.
Quick-Write Students individually jot down a few ideas in response to the following questions in their notebooks: • *What have I thrown in the garbage or trash can today?* • *What does my family throw away most often?*	Make connections between personal background knowledge and experiences and text themes.

Task	Purpose
Round Robin Students share their Quick-Write responses in groups of four, using a Round Robin format in which each person gets a turn to offer their answer. Nobody should interrupt the person who has the floor, and nobody can pass. If a student's answer is similar to or the same as a prior one, they have to start by acknowledging peers who had similar ideas and proceed with sharing theirs.	Equitably share information about their knowledge on waste.
Sort and Label Students work in groups of four taking turns describing and sorting pictures of various types of waste into any categories they see. Group members need to either agree or disagree and provide reasons. After reaching consensus on a category, group members create a label or title for that category.	Solidify and apply co-constructed understanding of key concepts, terms, and classification systems.
Listening With a Focus The teacher reads aloud a text about the types of waste that humans produce; students follow along with individual copies of the text. As the teacher reads, students listen and think about the following question: *What is waste and where does it come from?*	Listen to a text with the specific purpose of developing basic contextual understanding around the key themes to be explored in the lesson; introduce, in a highly contextualized way, a few essential terms connected to key ideas in the lesson.
Double-Entry Journal Students reread the text and record their ideas in a Double-Entry Journal that has two parts: • *quote from the text* • *example from your life*	Guide and focus students' reading on understanding key ideas and making connections to their own lives.
Semantic Map In groups of four, students cocreate a semantic map about waste with information that they have learned from the article and knowledge from their own lives. The Semantic Map responds to at least one of the following questions: • *What are some words used to describe waste?* • *Why do people create so much waste?* • *What are different types of waste?* • *What happens to all the waste we produce?* • *Why is waste a problem?*	Help students build semantic knowledge using discipline-specific categories, information learned from the text, and prior knowledge and experiences.

Notice that each task in the Preparing Learners moment is open-ended and does not have just one right answer. The tasks in this moment are intended to surface students' opinions, ideas, prior relevant experiences and knowledge about the general lesson topics, theme, or concept, beginning broadly and then increasing the focus on the specific lesson theme as the tasks progress— in this case highlighted by the series of questions in the Semantic Map. This approach means that neither deep knowledge of nor experience with the lesson theme or concept is a prerequisite for engaging in meaningful, critical dialogue with peers and the teacher, all of which serves to prepare students to more fully engage with the lesson text or texts and the theme or concept in the next moment—Interacting With Text or Concept.

Questions to Ask When Planning the Preparing Learners Moment

◎ *How will I help students activate prior knowledge relevant to the key theme or concept to be explored in the lesson?*

◎ *How will I focus students' attention on the key theme or concept that will be developed in the lesson?*

◎ *Is there any vocabulary related to the big ideas of the lesson that I want to introduce? How will I introduce it* in context*?*

Interacting With Text or Concept

With students prepared for the text or concept with which they will engage, the teacher can think of how best to support students in this process. There are three broad purposes for the Interacting With Text or Concept moment:

1. *Deconstruct the text, focusing on one meaningful chunk at a time to understand its meaning.*

2. *Reconnect the text chunks and the ideas within to make sense of the text as a whole.*

3. *Develop a critical stance toward the ideas in the text, establishing conceptual connections among ideas within the text.*

Throughout this moment, teachers invite students to interact with the text through a series of carefully thought-out tasks that guide students to meaningfully move through the text. These tasks must guide students in noticing key aspects of the text, support establishing interconnections of ideas, and offer opportunities to practice analytic thinking, all as the tasks support students to engage in continuous dialogue with their peers. Well-selected tasks in this moment scaffold students' simultaneous development of conceptual understanding alongside the related disciplinary language needed to express their ideas, ask questions, and co-construct meaning around the text.

As mentioned earlier, designing appropriate and meaningful tasks for the Interacting With Text or Concept moment entails being intentional with text selection. It is worth repeating here that not all texts have substantive themes upon which a lesson in three moments can be anchored. For those that do, the teacher's deep understanding of the text's ideas and structure is required for crafting a lesson that takes students beyond the surface to engage in deeper analytic thinking.

Additionally, a deep understanding of the selected text supports the ability to make important decisions about which of the text's ideas are both substantive and generative enough to expand student learning and ultimately support students in reaching the lesson objectives.

As with the Preparing Learners moment, the number and types of tasks selected depends, in part, on the learning goals of the lesson and on students' familiarity with the text genre, the lesson theme, and so on. Table 2 identifies the tasks selected to guide students through the texts from *The Many Types of Waste* lesson along with a description and an explanation of each task's purpose.

Table 2. Tasks in the Interacting With Text or Concept Moment of *The Many Types of Waste* Lesson

Task	Purpose
Jigsaw Project Students become experts on one type of waste and learn from their peers about other types of waste.	Support students' understanding of key disciplinary concepts and development of analytic practices and related disciplinary language by having them analyze meaningful chunks of text with peers, then reconstruct the chunks as they dialogue with peers, and then make interconnections of ideas across the text as a whole.
Interpreting a Graphic Working with a partner, students read the picture graphs and bar graphs embedded in their "Expert" text and use the suggested analytic practices and related formulaic expressions to make sense of the graphics together.	Read and interpret different types of graphs using analytic practices and related disciplinary language.
Clarifying Bookmark With their partners, students use the Clarifying Bookmark to read and make sense of their Expert text as they take turns reading each section, pausing after each to discuss with their partner.	Support co-construction of meaning as students make sense of chunks of text; also support students to implement and ultimately internalize the reading practices used by strong readers, particularly as they engage with a text that may be challenging or slightly beyond their reach— increasing students' familiarity with reading practices that can increase their capacity to monitor and remedy their own comprehension difficulties when engaging with future texts.
Round Robin Students share what they learned from their reading with the rest of their expert group in a Round Robin format.	Equitably share information.
Reaching a Consensus Expert groups come to consensus regarding the answers to the focus questions and decide what key information they will write for their waste type in the Expert Jigsaw Matrix. They share this information when they return to their base groups, so all must agree and have correct information to share.	Support students in learning how to negotiate and reach an agreement regarding key ideas to present to their peers.

Notice how each task in the Interacting With Text or Concept moment builds on the previous—with each new task expanding on the developing understanding and analytic skills that occur in the previous. In this way, tasks themselves serve as scaffolds that support the students' learning journey, carefully guiding students closer to reaching the learning goals as they progress through the lesson.

For example, to scaffold students' engagement with the text in *The Many Types of Waste* lesson, the first task—a Jigsaw Project—places students into "expert" groups. Each group is assigned a segment of the text that focuses on a different type of waste. Chunking the text into meaningful segments can provide enough support for students to read and engage with the text without having to simplify the text.

To further support students' engagement with their assigned segments of text, the lesson (meso level) incorporates an Interpreting a Graphic task. The structure of this task (micro level) carefully scaffolds students' initial reading of the text by having them work with a partner and focus on reading the picture and bar graphs embedded throughout their assigned text prior to reading the entire text. The Interpreting a Graphic task further guides and supports students' reading of the graphs by offering suggested analytic practices and related formulaic expressions with language for students to use as they make sense together of the graphs (see Table 3).

Table 3. Interpreting a Graphic

What You Can Do	What You Can Say
Look at labels	"The title of this graph is…." "This graph is about…." "This part shows…."
Find specific values	"One number I see is…. It means…." "The number … means…." "I can count…. Each one means…."
Compare and contrast quantities	"… is more than…." "… is the same as…." "… is less than…."

Once students have read the graphs embedded in their assigned text segments, they are further supported as they then read the entire text segment using a Clarifying Bookmark. The Clarifying Bookmark guides students to take turns reading the first four (of five) paragraphs of the text with their partner, pausing after each to discuss their understanding or any questions they may have.

The structure (micro level) of the Clarifying Bookmark task carefully scaffolds students' reading of the text by having them work with a partner, inviting them to pause after reading a segment to process what they just read, focusing on analytic practices used by strong readers, and offering formulaic expressions for students to use as they make sense together of what they read (see Table 4).

Table 4. Image of Clarifying Bookmark

I am going to…	What you can say…	What your partner can say…
Summarize what I read	I can summarize this part by saying: _____ OR I think the main idea of this part is: _____	I agree with your summary and I can add: _____ OR I disagree with your summary because: _____
Ask for clarification	I wonder: _____ OR I'm not sure what this is about, but I think it might mean: _____	Yes, I can help. I think this part means: _____ OR I am confused about this part, too, because: _____
Use prior knowledge to help me understand	I know something about this from: _____ OR I have read or heard something about this when: _____	This also reminds me of: _____ OR I think the main idea of this part is: _____

Note. Created by Robert Thompson of the International Newcomer Academy, Fort Worth, TX.

This deeper examination of two of the Interacting With Text or Concept tasks selected for this lesson demonstrates how each task builds on the previous task, guiding and scaffolding students' reading of the text. Notice that each task invites students to return to the text to engage in different and more challenging forms of critical analysis. As such, the tasks within the lesson (meso level) work together to guide students' learning journey, scaffolding students' engagement with the text while fostering deeper understanding of the text.

In addition to tasks acting as scaffolds for the learning journey, further scaffolding exists within each task as well. At this task (micro) level of planning, scaffolding is embedded within the structures that guide each task and the interactive processes that these structures enable. This scaffolding is in the structures and language supports that guide students' interactions with their peers as they practice new or developing analytic practices and use the related disciplinary language to express their ideas. These structures consist of the planned, ritualized routines that surround learning tasks. For example, the steps for using a Clarifying Bookmark include partners taking turns reading a segment of text, pausing after each segment to discuss by choosing a preselected reading practice such as summarizing, and having one partner use the associated formulaic expressions to express their thinking and then having the other partner add their ideas using the corresponding formulaic expressions. The Clarifying Bookmark provides scaffolding for students to read a chunk of text, pause to make sense of what they read, state their understanding, and listen to their peers' ideas before moving on to the next segment. It also provides scaffolding through formulaic expressions—the language offered to students to guide the exchange of ideas with their partners about the meaning of the text. The result of this micro-level planning within tasks is that students are enabled to co-construct meaning of a text that might otherwise be beyond their grasp (Billings & Walqui, 2017).

Questions to Ask When Planning the Interacting With Text or Concept Moment

- *How will I support students' deconstruction of a text or concept?*

- *Which tasks will I use to support students in making connections between concepts within and across texts?*

Extending Understanding

Now that students have completed their deliberate examination and analysis of the text or sets of texts, as in the case of the sample lesson, students are ready to apply their new and/or expanded understanding, analytic practices, and related disciplinary language beyond the text or texts to new and different situations. Such extended application supports students to make connections beyond the lesson and form increasingly more complex understanding. The purposes of the Extending Understanding moment are for students to

- *create or recreate* a representation of the key ideas of the text based on their understanding of the text,

- *connect ideas* from the text to those outside of the text (e.g., other texts, lessons, life), and

- *apply new understanding* to novel situations and solve problems.

Table 5 identifies the tasks selected to extend students' new and expanded understanding of the central ideas from *The Many Types of Waste* lesson, along with a description of each task's purpose.

Table 5. Tasks in the Extending Understanding Moment of *The Many Types of Waste* Lesson

Task	Purpose
Collaborative Letter Writing	Extend and apply disciplinary conceptual understanding, analytic practices, and related language by analyzing waste production and collaboratively constructing a letter that synthesizes key ideas from the texts analyzed in the lesson.
Oral Presentation of Letters	Support formal oracy skills, continued deepening of disciplinary understanding, and novel ways to apply this understanding.

Teachers often recognize the value of having a final activity after students have read a text. Often such activities are intended to serve as a form of assessment and thus are designed to be completed individually (e.g., writing a final paragraph or essay summarizing key ideas). In contrast, the tasks in the Extending Understanding moment of the sample lesson on *The Many Types of Waste* are collaborative in nature— designed for students to engage in with their peers as they demonstrate and continue to solidify and expand upon their understanding. Although teachers should not refrain from including tasks for students to complete individually, collaborative tasks can be important in the Extending Understanding moment, as the structures within a given collaborative task can be crafted not only to support students in extending their individual understanding in a collective manner but also to allow for multiple forms of assessment, including self-, peer, and teacher assessment.

Questions to Ask When Planning the Extending Understanding Moment

◎ *How will students connect concepts learned to other ideas outside the text?*

◎ *Which task(s) will support students in applying their newly gained knowledge to a novel situation or problem?*

Putting It All Together

Designing quality learning opportunities for multilingual learners (and all students) begins with a proleptic vision of the potential that each and every student brings to the classroom. It also requires careful planning to ensure that all students are offered engaging, rigorous instruction accompanied by high support so they can accomplish that which they could not otherwise, and all with less-than-perfect English. This paper outlines an approach for designing lessons that accomplish these goals through a lesson architecture comprising the three moments of Preparing Learners, Interacting With Text or Concept, and Extending Understanding. Even for teachers using a district-adopted curriculum, a deeper understanding of how to craft high-challenge, high-support learning experiences can support teachers' expertise in critically analyzing and amplifying their curriculum to ensure that their students have access to rigorous, engaging, and high-quality learning opportunities.

If you found the ideas in this paper informative and useful, please visit the Quality Teaching for English Learners website at www.qtel.wested.org/publications to read additional resources with information on pedagogical issues related to the effective instruction of multilingual learners.

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