

## Collaborative Text Reconstruction Instructions

(adapted from Gibbons, 2015 and Spycher & Linn-Nieves, 2014)

**What this is:** Students recreate—or reconstruct—a text that they have listened to several times, taken notes from, and discussed with their partners, without looking at the text. As students work with partners to reconstruct it, they are negotiating meaning, discussing the content and how it was expressed in the original text, and eventually agreeing as to how the text should be reconstructed so that its meaning closely resembles that of the original text.

**Purpose of this Task:** Text reconstruction is a *teaching technique* that teachers use to help students look closely at text versus a *student learning strategy* that students can use when reading independently.

In this lesson, text reconstruction is used to support students' understanding of Malala's life by explicitly drawing their attention to the meanings and the language features in a complex text about Malala. It's also used to "apprentice" students into writing this text type, biography, since students will be writing biographies on another person they research as a culminating task of this unit.

**Preparation:** Select or prepare a short excerpt from a text students are already using or a text (same topic) from another source. The text should be short, about 1 minute read aloud. The text should support the features of language you are highlighting within the text type. If needed, the text can be re-written to highlight the specific language features you have chosen to draw students' attention to.

**Learning outcome:** Students will learn more about Malala's life and use some language features typical of biographies.

We will collaboratively reconstruct a complex text we listen to about the life of Malala Yousafzai. We'll use our content knowledge and knowledge of language to reconstruct the short biographical text.

### Lesson Sequence

**Set the purpose:** Today, you're going to work with a partner to reconstruct a text you listen to a few times. We're doing this because by listening carefully and then negotiating with one another about how to reconstruct the meanings in the text you heard, you'll gain a better understanding of Malala's life. Also, with this game that we're going to be playing, you have to really pay attention to both the meaning in the text and the language used to make that meaning. The text type you'll be reconstructing is a biography, the same text type we've been studying in this unit. Biographies have particular ways of using language, and that's one thing we're going to be focusing on this week. By focusing on the language features of biographies, you'll gain some insights into the kind of language you can use when you write your own literary non-fiction texts, like biographies.

Step	Instructional Notes
1. <b>Planning:</b> Select a short text on the content you're studying that you can read aloud to students in 60 seconds or fewer.	Select (or write yourself) a short text (60 sec. to read aloud) which models the text type (e.g., biography) students are reading and will later be writing. The text should contain content and sophisticated language the students are already familiar with and that you want them to start using in their own writing.
2. <b>Active Listening:</b> Set the purpose by reviewing the learning target. Then, the teacher reads the text aloud while students just listen.	Read the text aloud at a fluent pace. This should take about a minute.
3. <b>Focused Listening:</b> Teacher reads the text aloud a second time and asks the students to listen for key words and phrases	<p>Students still just listen, but this time, they are focused on content words or phrasing that are important in the text. Ask students to listen to these key words and phrases:</p> <ul style="list-style-type: none"> <li>• Taliban</li> <li>• Ban</li> <li>• Advocate</li> <li>• Nobel Peace Prize</li> <li>• United Nations</li> </ul>
4. <b>Note-taking:</b> Teacher reads the text a third time while students listen and take notes of words and phrases they determine to be important in the text (1-3 words for each note).	<p>Each student takes notes in their column of the two-column notes.</p> <p>If students are not familiar with note-taking, the teacher may need to model note-taking several times in this way before asking students to take notes independently. This might be done by having a fluent student reader or another student read the text out loud while the teacher models note-taking on a document camera or chart (so everyone can see).</p>
5. <b>Oral reconstruction:</b> Students (in partners) take turns using their notes to orally reconstruct the text. The listener adds notes as they listen.	<p>Have students compare their notes with a partner by taking turns to orally recount what they heard for one another, using their notes. Partner #1 reads their notes while Partner #2 listens and fills in any missing information on their notes. Then partners switch roles so that partner 2 reads while partner 1 listens and writes.</p> <p>Students do not copy each other's notes completely. Rather, they should fill in any information missing from their notes.</p> <p>The teacher circulates around the room to assist in the process.</p>
6. <b>Written Reconstruction:</b> Students (in same partners) work collaboratively to reconstruct the text in	Students use their completed notes to reconstruct the text together. As the students rewrite the text, they discuss their reasoning for why the text makes sense. They must agree on what they will write before they write it, they must both write their own copy, and they must both write

writing.	<p>the same thing.</p> <p>Students do not need to reconstruct the text exactly, but they should attempt to make it as close to the original text as possible. Students may disagree about how to reconstruct the text. Students should work together to discuss the meaning of the text. The teacher circulates around the room to assist and facilitate student conversation, providing judicious “just-in-time” scaffolding where appropriate but letting students negotiate the meaning and language of the text with one another.</p>
<p>7. <b>Focused attention to language:</b> Invite a volunteer set of partners to share their reconstructed text. Ask students to compare similarities and differences. Then show the original text and facilitate a discussion about differences or similarities or about language features students found challenging or interesting.</p>	<p>Have a volunteer set of partners show their reconstruction on the document camera while the other students compare their own reconstructions and notice any similarities or differences.</p> <p>Then, place the original text on the document camera. Ask students to discuss what they notice. Specific features to highlight could include:</p> <ul style="list-style-type: none"> <li>• Organization of the text (the order of events, reasons for events, Malala’s achievements, the last/conclusion sentence)</li> <li>• Time phrases- discuss where in the sentence these fall (at the beginning/end)</li> <li>• Prepositional phrases with location</li> <li>• Academic vocabulary- advocate, seize, criticize, ban, threat, right, activism</li> <li>• Verbs- actions that Malala does/ actions that Malala receives</li> </ul> <p>Draw attention to one or two of the language features planned ahead of time, discusses language features students noticed, or discusses in greater detail challenges that multiple students had during the reconstruction tasks.</p>
<p><b>Closure/Recap:</b> Review the learning target. Emphasize that the reason you’re paying close attention to the <i>language</i> used in the text is to both deepen understanding of the meanings in the text and to understand how the language in this type of text, biographies, works to make these meanings.</p>	<p>This lesson is an example of building content knowledge through language rich experiences, but it also gets into learning about the text type a bit. All language learning is in the service of content knowledge building and supporting students to be intentional and purposeful language users.</p>

### **Text for Reconstruction**

Malala Yousafzai was born on July 12, 1997, in Mingora, Pakistan. As a child, she became an advocate for girls' education when the Taliban began to destroy girls' schools. She gave speeches publicly criticizing the Taliban for their ban on girls' education.

At eleven years old, Malala began blogging for the BBC where she described living under the Taliban's law against girls' education. With this growing public platform, she continued to speak out for the right of all women to an education. She was awarded Pakistan's National Youth Peace Prize in 2011. Her advocacy resulted in the Taliban issuing a death threat against her. On October 9, 2012, a gunman shot 14-year-old Malala when she was traveling home from school. The shooting resulted in a massive outpouring of support for Malala.

She survived the attack, and has continued to advocate for girls' education. On her 16<sup>th</sup> birthday, she addressed the United Nations. In 2014, seventeen year-old Malala became the youngest person to win the Nobel Peace Prize.

## Student Note-Taking Sheet

Topic: Malala Yousafzai

Text Type: Biography

Name:

Partner's Name:

Key vocabulary:



ban



Malala **advocates** at the **United Nations**<sup>1</sup>.

MY NOTES

MY PARTNER'S NOTES

<sup>1</sup> <http://www3.pictures.zimbio.com/gi/Malala+Yousafzai+Advocate+Girls+Education+OhKfjOTtTnDI.jpg>

**Collaboratively Reconstructed Text**