

Dr. Virginia P. Rojas

**Supporting
English
Language
Learners**



2006

Table of Contents

Session	Materials	Page
I: Foundations Day 1	Agenda	4
	Toolkit Booklet	5
	Find The Fib	15
	Draw What I Say <i>notes</i>	17
	Stations:	n/a
	<i>Structured Sort/ Turn-4- Thought/ Found Poem/</i>	
	<i>Send-A-Problem/ Spend-A-Buck/ Partners/</i>	
	<i>Team-Pairs/Solo/ Quotes/Video</i>	
	Cooperative Learning Strategies	18
II: Visions	Agenda	20
	Pre & Post Vocabulary	21
	Power Point Overview	22
	Self-Assessment Checklist:	31
	<i>3 Step Interview</i>	
III. Transitions	Agenda	39
	Time-Honored ESL Scaffolds	40
	Checklist	
IV: Choices Day 2	Agenda	46
	Inductive Strategy Preview	47
	<u>CIRCLE</u> : K-2 Rubric	48
	3-12 Rubric	49
	Task Planner	50
	Graphic Organizers	51
	<u>SEAT</u> : Vocabulary Sort	56
	Vocabulary Strategies	61

Table of Contents

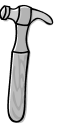
	<u>CENTER #1</u> Inquiry Chart & articles	79
	K-2 Reading & Writing Strategies	83
	3-12 Reading Strategies	94
	<u>CENTER #2:</u> 4-2-1 Writing articles	123
	3-12 Writing Strategies	125
	<u>CENTER #3:</u> TIC TAC TOE	140
	Differentiation Strategies	142
	<u>CENTER #4:</u> Living Bulletin Board	147
	Co-Teaching Models	
	Find Someone Who Review	151
V: Journeys	Agenda	152
	Feedback Tools	153
	Task-Based Rubric Design (TEAM)	154
	K-5 Sample Assessment Tasks	155
	6-12 Sample Assessment Tasks	157
	Task Planner (PAIR)	158
	Scaffolding Comments (SOLO)	n/a
	ELL Planning Checklist	159
	Numbered Heads Together	n/a

Scaffolding Tools For ELL

Schedule	Content (knowledge)	Skills (behaviors)	Assessments (evidence)	Strategies/ Scaffolds (tools)
Foundations	<p>How do second language acquisition principles, bilingualism and academic achievement interrelate?</p> <p>How does cooperative learning facilitate second language acquisition and academic achievement?</p>	<p><u>Academic Interaction:</u> comprehend & communicate orally, using English to participate in academic settings</p> <p><u>Vocabulary:</u> comprehend & communicate orally, using English vocabulary for personal, social, and academic purposes</p>	<p>retellings (formative)</p> <p>toolkit booklet (summative)</p>	<p><u>Self-Monitoring Strategy:</u></p> <p>Tool kit booklet</p> <p><u>Content Obligatory & Background Schema Strategies:</u></p> <p>Think/Pair/Share Mix/Freeze/Group</p> <p>Find The Fib</p> <p>Cooperative Stations</p> <p>Cooperative Learning Strategies</p>

	Exceeds expectations	Meets expectations	Needs attention
<p>TASK:</p> <p>Select cooperative learning strategy</p>	Participants will select a cooperative learning tool, justifying its potential to develop first and second language learners' vocabulary and schema.	Participants will select a cooperative learning tool, reflecting on its potential to develop vocabulary or build background knowledge of ELL.	Participants will list a cooperative learning tool which they like or have already used and list it in the booklet.

My Tool Kit



Strategy: _____

What Is it? _____

Why Use It? _____

How Does It Work? _____

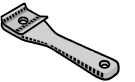


Strategy: _____

What Is it? _____

Why Use It? _____

How Does It Work? _____



My Tool Kit



Strategy: _____

What Is it? _____

Why Use It? _____

How Does It Work? _____

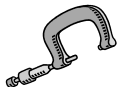
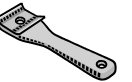


Strategy: _____

What Is it? _____

Why Use It? _____

How Does It Work? _____



My Tool Kit

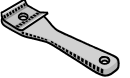


Strategy: _____

What Is it? _____

Why Use It? _____

How Does It Work? _____

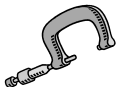


Strategy: _____

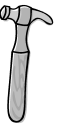
What Is it? _____

Why Use It? _____

How Does It Work? _____



My Tool Kit



Strategy: _____

What Is it? _____

Why Use It? _____

How Does It Work? _____

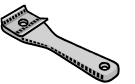


Strategy: _____

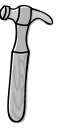
What Is it? _____

Why Use It? _____

How Does It Work? _____



My Tool Kit



Strategy: _____

What Is it? _____

Why Use It? _____

How Does It Work? _____

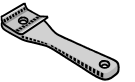


Strategy: _____

What Is it? _____

Why Use It? _____

How Does It Work? _____



My Tool Kit



Strategy: _____

What Is it? _____

Why Use It? _____

How Does It Work? _____

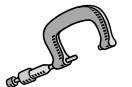
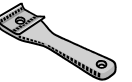


Strategy: _____

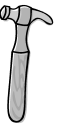
What Is it? _____

Why Use It? _____

How Does It Work? _____



My Tool Kit



Strategy: _____

What Is it? _____

Why Use It? _____

How Does It Work? _____

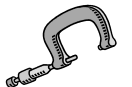
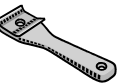


Strategy: _____

What Is it? _____

Why Use It? _____

How Does It Work? _____



My Tool Kit



Strategy: _____

What Is it? _____

Why Use It? _____

How Does It Work? _____

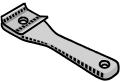


Strategy: _____

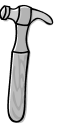
What Is it? _____

Why Use It? _____

How Does It Work? _____



My Tool Kit



Strategy: _____

What Is it? _____

Why Use It? _____

How Does It Work? _____

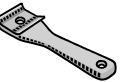


Strategy: _____

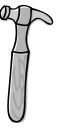
What Is it? _____

Why Use It? _____

How Does It Work? _____



My Tool Kit



Strategy: _____

What Is it? _____

Why Use It? _____

How Does It Work? _____

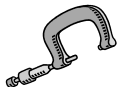
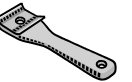


Strategy: _____

What Is it? _____

Why Use It? _____

How Does It Work? _____



Find the Fibs

MYTH #1: One significant difference between teaching in an English-school (e.g. US) and an international-school environment is that the former promotes subtractive bilingualism while the latter fosters additive bilingualism.

MYTH #2: Younger children are more effective language learners than older learners.

MYTH #3: Acquiring a second language is completely different than acquiring one's first language.

MYTH #4: Important variables impacting upon the second language acquisition success of learners include the following: the level and quality of proficiency one has in their primary language, language aptitude, age, motivation, and how comfortable one feels in the immersion environment (e.g. acculturation potential).

MYTH #5: It takes two years to attain a cognitively academic level of language proficiency; in other words, two years for English learners to be peer-competitive with English-proficient students in academic settings.

MYTH #6: There are many ways that teachers can speed up students' acquisition of a second language.

MYTH #7: The differences amongst English language learners are considerable and complex, and blanket decisions about their bilingual development (or non-development) should not be made.

MYTH #8: The use of students' primary languages will hinder their success in English.

MYTH #9: Most of the mistakes which second language learners make are due to interference from their primary language.

MYTH #10: The more languages one knows, the *easier* it might get to acquire an additional one.

MYTH #11: The difference between immersion and submersion is that immersion teachers are trained to support second language acquirers not to 'sink or swim' through the use of specific instructional strategies.

MYTH #12: An effective program for preparing English language learners for mainstream classrooms is the often-used pull-out model.

MYTH #13: English Language Learners need to be grouped by language proficiency levels because second language acquisition follows a linear-learning process (i.e. Level I, Level II, Level III).

MYTH #14: Classroom teachers should not assess or grade English language learners with the same criteria used for English-proficient students.

MYTH #15: Accepting too many English language learners can lower the standards of international schools.

MYTH #16: Researchers generally agree on the features of effective schooling for second language students.

MYTH #17: Using instructional strategies for English Language Learners in mainstream classrooms slows down the learning of the other students.

MYTH #18: Assessing English Language Learners suspected of having a learning disability or special need can be done using the same procedures as those with native English students as long as they are conducted in students' primary languages as well.

MYTH #19: English language learners should not be allowed to study the host-country language when they are trying to learn English since this will confuse them.

MYTH #20: Teachers of English or academic content in English need to be native speakers of English.

NOTES:

© 1998 Kagan's Cooperative Learning Structures

<p>1. Agreement Circles Students stand in a large circle, then step to the center in proportion to their agreement with a statement by a student or teacher.</p> <p>2. Blind Sequencing Students sequence all pieces without peeking at the pieces of teammates.</p> <p>3. Circle-the-Sage Students who know, stand to become sages; teammates each gather around a different sage to learn. Students return to teams to compare notes.</p> <p>4. Corners Students pick a corner, write its number, go there, and interact with others with same corner choice in a Rally Robin or Timed Pair Share.</p> <p>5. Fan-N-Pick Played with higher level thinking Q cards. #1 fans; 2 picks; #3 answers. #4 praises. Students then rotate roles.</p> <p>6. Find My Rule The teacher places items in a frame (two boxes, Venn, on a line); Students induce the rule.</p> <ul style="list-style-type: none"> Two Box Introduction What's My Line Crack My Venn <p>7. Find Someone Who Students circulate, finding others who can contribute to their worksheet.</p> <ul style="list-style-type: none"> People Hunt: Students circulate, finding others who match their own characteristics Fact Bingo: Find Someone Who played on bingo worksheet <p>8. Find the Fib Teammates try to determine which of three statements is a fib.</p> <ul style="list-style-type: none"> Fact or Fiction: Teammates try to determine if a statement is true or false. 	<p>9. Flashcard Game Flashcards in pairs, with rounds, progressing from many to no clues.</p> <p>10. Formations Students stand together as a class to form shapes.</p> <p>11. Four S Brainstorming Sultan of Silly, Synergy Guru, Sergeant Support, and the Speed Captain play their roles as they quickly generate many ideas which are recorded by Synergy Guru.</p> <ul style="list-style-type: none"> ThinkPad Brainstorming: No roles. Students generate items on thinkpad slips, announcing them to teammates and placing them in the center of the table. <p>12. Idea Spinner Spin Captain "Shares an Idea" or "Quizzes a Pal" to Summarize, Evaluate, Explain, or Predict.</p> <p>13. Inside/Outside Circle Students in concentric circles rotate to face a partner to answer the teacher's questions or those of the partner.</p> <p>14. Jigsaw Problem Solving Each teammate has part of the answer or a clue card; teammates must put their info together to solve the team problem.</p> <p>15. Line Ups Students line up by characteristics, estimates, values, or assigned items.</p> <ul style="list-style-type: none"> Value Lines: Student, line up as they agree or disagree with a value statement. Folded & Split Line Ups: Students fold the Line Up or Split and Slide it to interact with someone with a different point of view, characteristic or estimate. <p>16. Lyrical Lessons Students write and/or sing songs based on curriculum, often to familiar tunes.</p>	<p>17. Match Mine Receivers arrange objects to match those of Senders whose objects are hidden by a barrier.</p> <ul style="list-style-type: none"> Draw-What-I-Say: Receiver draws what sender describes Build-What-I-Write: Receiver constructs what Sender has described in writing. <p>18. Mix-Freeze-Group Students rush to form groups of a specific size, hoping not to land in "Lost and Found."</p> <p>19. Mix-Pair-Discuss Students pair with classmate, to discuss question posed by the teacher</p> <p>20. Mix-N-Match Students mix, then find partners with the matching card.</p> <ul style="list-style-type: none"> Snowball: Students toss crumpled papers over imaginary volleyball net, stop, pick up a snowball, then find the person with the matching "snowball." <p>21. Numbered Heads Together Students huddle to make sure all can respond, a number is called, the student with the number responds.</p> <ul style="list-style-type: none"> Paired Heads Together: Students in pairs huddle to make sure they both can respond, an "A" or "B" is called, the student with that letter responds. Traveling Heads Together: Students in Numbered Heads travel to new teams to share response. <p>22. One Stray The teacher calls a number: students with that number "stray" to join another team, often to share.</p> <ul style="list-style-type: none"> Two Stray: Two students stray to another team, often to share and to listen. Three Stray: Three students stray to another team, often to listen to the one who stayed to explain a team project. 	<p>23. Pairs Check Students work first in pairs each doing a problem and receiving coaching and praise from their partner: then pairs check and celebrate after every two problems.</p> <p>24. Pairs Compare Pairs generate ideas or answers, compare their answers with another pair, and then see if working together they can come up with additional responses neither pair alone had.</p> <p>25. Paraphrase Passport Students can share their own ideas only after they accurately paraphrase the person who spoke before them.</p> <p>26. Partners Pairs work to prepare a presentation, then present to the other pair in their team.</p> <p>27. Poems for Two Voices Partners alternate reading "A" and "B" lines of a poem, and read "AB" lines together in unison.</p> <ul style="list-style-type: none"> Songs for Two Voices: Partners alternate singing "A" and "B" lines of a song, and sing "AB" lines together in unison. <p>28. Q-Spinner Students generate questions from one of 36 question prompts produced by spinners.</p> <p>29. RallyRobin Students in pairs take turns talking.</p> <ul style="list-style-type: none"> RallyToss: Partners toss a ball (paper wad) while doing RallyRobin. <p>30. RallyTable Students in pairs take turns writing, drawing, pasting, (2 erasers, 2 pencils per team)</p> <ul style="list-style-type: none"> Pass-N-Praise: Students in pairs take turns writing and hand their paper to the next person only after receiving praise.
---	---	---	---

<p>31. ReadingBoards Students manipulate game pieces relating to the song as they sing along.</p> <p>32. Rotating Review Teams discuss topic, chart their thoughts, rotate to the next chart to discuss and chart their thoughts.</p> <ul style="list-style-type: none"> ▪ Rotating Feedback: Teams discuss, then chart their feedback to another team's product: then rotate to do the same with the next team. <p>33. RoundRobin Students in teams take turn talking.</p> <ul style="list-style-type: none"> ▪ Turn Toss: Students toss a ball (paper wad) while doing RoundRobin. ▪ Think-Write-RoundRobin: Students think, then write before the RoundRobin. <p>34. Roundtable Students in teams take turns writing, drawing, pasting, (1 paper, 1 pencil per team)</p> <ul style="list-style-type: none"> ▪ Rotating Recorder: Students take turns recording team responses. ▪ Simultaneous Roundtable: RoundTable with more than one recording sheet passed at once. (4 papers, 4 pencils per team) <p>35. Sages Share Students ThinkPad Brainstorm ideas, and each initial those ideas they can explain, then students take turns interviewing the "sages"- those who can explain an idea they don't understand.</p> <p>36. Same-Different Students try to discover what is the same and different in two pictures, but neither student can look at the picture of the other.</p> <p>37. Send-A-Problem Teammates make problems which are sent around the class for other teams to solve. Trade-A-Problem: Teammates make problems which are traded with another learn to solve.</p>	<p>38. Showdown Teammates each write an answer, then there is a "showdown" as they show their answers to each other. Teammates verify answers.</p> <p>39. Similarity Groups Students form groups based on a commonality.</p> <p>40. Spend-A-Buck Each student has four quarters to spend on two, three, or four items. The item with the most quarters is the team choice.</p> <p>41. Spin-N-Think Students follow a thinking trail (Read Q. Answer Q. Paraphrase & Praise, & Discuss). At each point on the trail a student is randomly selected to perform after all students have had think time.</p> <ul style="list-style-type: none"> ▪ Spin-N-Review: Students review questions by following trail (Read Q, Answer Q, Check Answer, Praise or Help). <p>42. Stir-the-Class Teams stand in circle around room, huddle to discuss a question from the teacher, stand shoulder to shoulder when they have their answers, rotate to next team when their number is called to share their answer, and join the new team for next question.</p> <p>43. Talking Chips Students place their chip in the center each time they talk; they cannot speak gain until all chips are in the center and collected.</p> <ul style="list-style-type: none"> ▪ Gambit Chips: like Talking Chips but chips contain gambits (things to say or do): For examples, Affirmation Chips contain praisers: Paraphrase Chips contain gambits for paraphrasing. <p>Response Mode Chips: Like Talking Chips but chips contain response modes: For examples, Summarizing, Giving an Idea, Praising an Idea</p>	<p>44. Team Chants Teammates come up with words and phrases related to the content, then come up with a rhythmic chant often with snapping, stomping, tapping, and clapping.</p> <p>45. Team Interview Students are interviewed, each in turn, by their teammates.</p> <p>46. Teammates Consult For each of a series of questions, students place pens in a cup, share and discuss their answers, and then pick up pens to write answer in own words.</p> <p>47. Team-Pair-Solo Students solve problems first as a team, then as a pair, finally alone.</p> <p>48. Team Stand-N-Share All teams stand. Teams share ideas and record ideas from other teams. Teams sit when all ideas are shared and continue to record until all teams sit.</p> <p>49. Team Statements Students think, discuss in pairs, write an individual statement, RoundRobin individual statements, and then work together to arrive at team statement they all endorse more strongly than their individual statements.</p> <p>50. Team Word-Web Students write the topic in the center, Round Table core concepts then free-for-all supporting elements, and bridges. Students each use a different color pen or marker for individual accountability and to ensure equal participation.</p> <ul style="list-style-type: none"> ▪ Team Mind Map: Students draw and label the central image, brainstorm, draw and label main ideas radiating out of the central image, and finally add details using colors, images, branches and key words. 	<p>51. Telephone One student leaves the room. The teacher teaches the remaining students. The absent student returns and is taught by teammates.</p> <p>52. Think-Pair-Share Students think about their response to a question, discuss answers in pairs, and share their own or partner's answer with the class.</p> <ul style="list-style-type: none"> ▪ Think-Pair-Square: Same except students share their answers with teammates rather than with the class. <p>53. Three-Pair-Share Students share on a topic three times, once with each teammate.</p> <p>54. Three-Step Interview Students share with a partner, the partner shares with them, and then they RoundRobin share their partner's response with the other teammates.</p> <p>55. Timed Pair Share Students share with a partner for a predetermined amount of time and then the partner shares with them for the same amount of time.</p> <p>56. Who Am I? Students attempt to determine their secret identity (taped on their back) by circulating asking "yes-no" questions of classmates. They are allowed three questions per classmate (or unlimited questions until they receive a no response). They then find a new classmate to question. When the student guesses his/her identity, he/she becomes a consultant to give clues to those who have not yet found their identity.</p>
---	--	---	--

Scaffolding Tools For ELL

Schedule	Content (knowledge)	Skills (behaviors)	Assessments (evidence)	Strategies/ Scaffolds (tools)
Visions	What are best programs, schoolwide attributes, & instructional conditions necessary to enable second language development & academic achievement?	<u>Academic Interaction:</u> comprehend & communicate orally, using language to participate in academic settings <u>Informational Text:</u> identify & analyze purposes, structures, & elements of nonfiction texts	discussion (formative) notes (formative) toolkit booklet (summative)	<u>Pre-Text Vocabulary Strategy:</u> Dichotomies <u>Direct Teaching Strategy:</u> Power Point <u>Comprehension Check 3-Step Interview Strategy:</u> Self-assessment checklist

	Exceeds expectations	Meets expectations	Needs attention
TASK: Select a checklist tool	Participants will select a checklist tool and justify its selection as one that will support language acquisition, literacy development and academic achievement of all students in classrooms.	Participants will select a checklist tool and explain how it could support English language learners' language acquisition and academic achievement in classrooms.	Participants will list a checklist tool which is already used in their classrooms or schools.

Pre- & Post Activity
Success with English Language Learners

Place a "T" next to the terms you know well enough to teach someone else.

Place an "H" next to the terms you have heard of.

Place a question mark "?" next to terms that are new to you.

- _____ additive vs. subtractive bilingualism
- _____ immersion vs. submersion classrooms
- _____ BICS vs. CALP
- _____ medical vs. ecological models
- _____ pull out vs. push in programs
- _____ language-led vs. content-led curriculum
- _____ language learning vs. language acquisition
- _____ scripted vs. generated language
- _____ formative vs. summative assessments
- _____ bilingual vs. dual language programs

Write a sentence that includes one term you know from the list. Make certain that your sentence shows that you know the distinction between the terms.

When a signal is given to move from your seat, find someone in the room who can tell you what a dichotomy you are uncertain of means. Write the explanation down.

A Toolkit for Teachers of English Language Learners

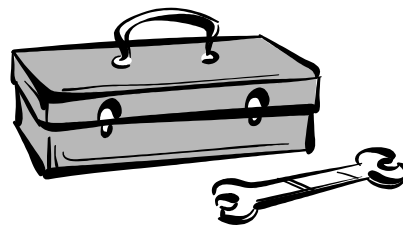
Dr. Virginia P. Rojas
ASCD Faculty

2006

What is our purpose?

The central idea . . .

- To use a standards-based and assessment-driven curriculum model to improve teaching and learning for all students
- To build capacities of teachers to impact upon language acquisition and academic achievement



Creating a Scenario for Success

How can ELL achieve proficiency
and academic achievement
simultaneously?

Typology of Programs

	English + primary language instruction	English-language instruction exclusively
Separate provision	<ul style="list-style-type: none">➤ Early-exit or transitional bilingual education➤ Late-exit or developmental bilingual education➤ One-way dual language or enrichment bilingual education➤ Heritage schools	<ul style="list-style-type: none">➤ Newcomer programs➤ ESL pull out taught traditionally➤ Content-based ESL pull out➤ SDAIE, CALLA, or Sheltered instruction
Inclusive provision	<ul style="list-style-type: none">➤ Two-way dual language or bilingual education	<ul style="list-style-type: none">➤ Collaborative sheltered immersion

PreK–12 English Language Proficiency Standards in the Core Content Areas

- Standard 1: English language learners communicate for social, intercultural, and instructional purposes within the school setting.
- Standards 2 through 5: English language learners communicate information, ideas, and concepts necessary for academic success in the area of language arts, mathematics, science, and social studies.

Assessment Framework

		Language Proficiency				Academic Achievement			
		L	S	R	W	LA	Ma	Sci	SS
Classroom-based Assessment	Diagnostic								
	Formative								
	Summative								
Standardized Assessment	District								
	State								
	National								

Assessment Framework

		Language Proficiency				Academic Achievement			
		L	S	R	W	LA	Ma	Sci	SS
Classroom-based Assessment	Diagnostic	listening comprehension exercises, observation checklists, anecdotal records, student interviews, running records, miscue analyses, retellings, reading logs, journals, writing samples, vocabulary and spelling records, metacognitive self-assessments, teacher-student conferences				LANGUAGE ARTS: journals, poems, essays, logs, graphic organizers, oral presentations, conferences, MATH: word problems, diagrams, graphs, charts, self-reflections, spreadsheets SCIENCE: conclusions, notes, experiments, lab reports, inquiry projects, illustrations, SOCIAL STUDIES: summaries, reports, opinions, comparisons, timelines, editorials, lists, logs, political cartoons, debates			
	Formative								
	Summative								
Standardized Assessment	District	rating scales, analytic or holistic rubrics criterion- or norm-referenced tests with selected- or constructed-response item formats				rating scales, analytic or holistic rubrics criterion- or norm-referenced tests with selected- or constructed-response item formats			
	State								
	National								

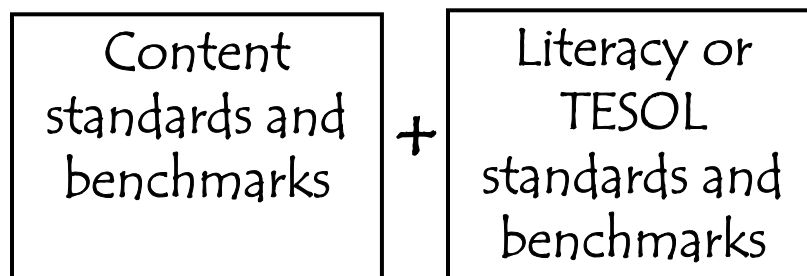
Curriculum Model

How can ESL teachers work with mainstream curricula and teachers to support ELL at different stages of language proficiency and academic achievement levels?

UbD and ELL

Stage 1	Identify desired results
Stage 2	Determine acceptable evidence
Stage 3	Plan learning experiences & instruction
Stage 4	Build scaffolds

Identifying desired results



Complex Assessment Tasks

	Exemplary	Acceptable	Improving
TASK			
TASK			
TASK			
TASK			

Complex Assessment Tasks

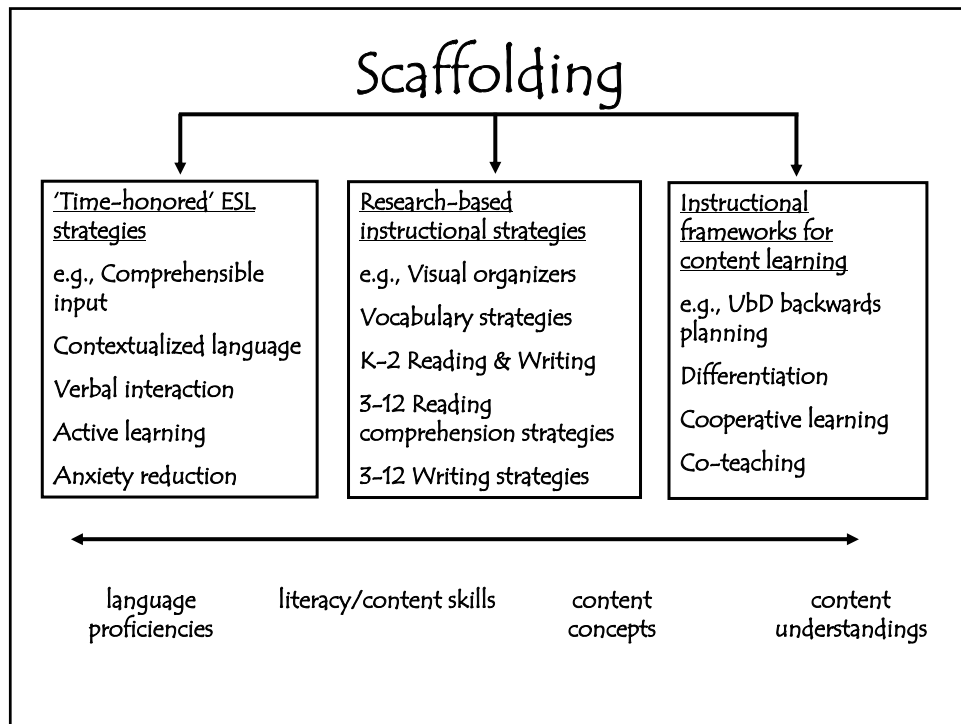
	Exemplary	Acceptable	Improving
Gather information		Summarizes information gathered through research	
Use the writing process		Organizes information into paragraphs with a topic sentence and supporting details	
Illustrated report		Uses graphics and images to support text	
Oral presentation		Uses appropriate vocabulary and grammar, clear pronunciation, eye contact, volume and intonation	

Task Planner

Content	Skills	Assessment	Strategies	Scaffolding
		Task		

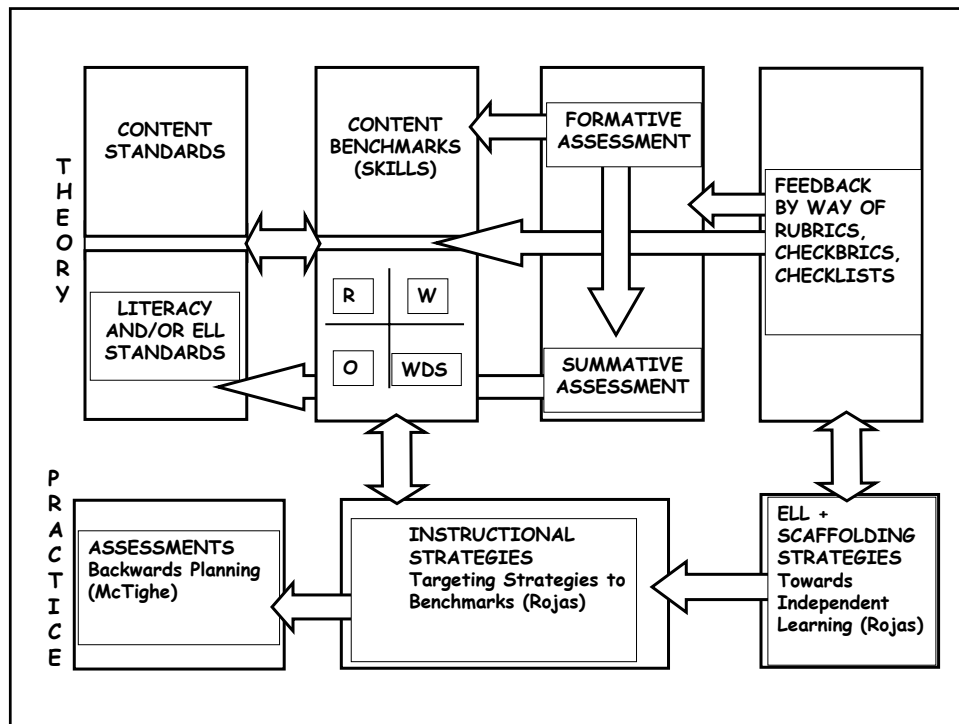
Task Planner

Content	Skills	Assessment	Strategies	Scaffolding
Informational text	Summarize information gathered through research	<u>Task</u> Gather information	Do you hear what I hear? (K) Guided Reading (1-2) Collaborative Strategic Reading (3-5) Check Those Facts! (6-8) Group Summarizing Four Way Reporting & Recording (9-12)	Modeling, visual organizers, parallel co-teaching Cooperative learning, peer co-teaching Alternative co-teaching Flexible groupings differentiation



Collaborative Teaching Framework

Content (knowledge)	Skills (behaviors)	Assessment (evidence)	Strategies (instructional tools)	Scaffolding (ways of supporting)
mainstream teacher	both teachers	mainstream teacher	mainstream teacher	support teacher



A Toolkit for Teachers of English Language Learners

Dr. Virginia P. Rojas
ASCD Faculty

2006

Scaffolding Success for English Language Learners ©VPRojas, 2006

Research exists which characterize responsive learning environments for English language learners. Specific conditions are specified which maximize second language acquisition and academic achievement. The three areas presented for reflection include: (1) responsive programs, (2) responsive school-wide attributes, and (3) responsive instructional conditions. Check the column that best portrays your school.

Responsive Program Specifications	Exceeds	Meets	Needs Attention
We embrace our English language learners (ELL) as an asset to our school and do not feel that they 'pull down' our program, teaching or learning standards (evidence = no quota system to limit enrollment; ELL not considered as remedial or special needs).			
We have articulated language policies across the curriculum which honors <i>additive</i> bilingualism and emphasizes language acquisition and development as lifelong processes for students (evidence = policy statements to which the community and staff assent; understanding of students' primary languages as beneficial to and necessary for English language acquisition).			
We allow the use of students' primary languages as a tool <u>for</u> learning and are aware of and sensitive to variables which may cause students to use their primary language to avoid learning (evidence = language usage self-assessments; primary language materials; linguistic autobiographies; conferences; counseling support).			
We understand how long peer-competitive English proficiency takes and how variable the process is, and we understand how different variables impact upon ELL with distinct needs (evidence = profiles of students based on second language acquisition variables).			
We are sensitive to cultural identity issues among our learners (evidence = bias checklist for materials selection; awareness sessions on issues which could cause divisions among groups in school, whether it be students, teachers, or parents).			

We have an inclusive program model for our ELL whereby EVERYONE understands and embraces their roles and responsibilities as teachers of ELL (evidence = a program whereby mainstream teachers are language sensitive and ESL teachers are content based; a program which is focused on long-term efforts and not short-term <i>fix it</i> solutions for a <i>problem</i>).			
We do not perceive the need for a separate ESL program as a safe haven for our ELL because all classrooms in our school are safe learning environments for all our students (evidence = empathetic teachers and peers; strive for excellence and equity resonates as mutual goals).			
Our program allows English language learners' access to grade-level content while they are learning English as per the 2006 TESOL standards for English language learners (evidence = ESL program model is content-based and supports grade-level core academic subjects; delivery of <u>one</u> curriculum to all students by classroom and ESL teachers).			
We use an assessment framework to collect data on language proficiency and academic achievement (evidence : diagnostic, formative and summative classroom-based assessments; standardized assessments which are valid and reliable for our population).			
We participate in ongoing staff development efforts in order to learn to help <u>all</u> students learn and we reflectively 'transfer' our knowledge into classroom practice (evidence = study groups; courses & workshops; small scale investigations; peer coaching and mentoring; assessment teams).			
Responsive School Environment	Exceeds	Meets	Needs Attention
We conceive of and implement literacy within a -reading-and-writing-to-learn framework; reading and writing across the curriculum is a meta-goal for acquiring and synthesizing information (evidence = all teachers use language development strategies as a part of their disciplines; attention is explicitly paid to genre studies as a part of content in all subject areas; all classrooms use the reading and writing processes for learning).			

We avoid the <i>twin sins</i> of schooling; that is, topics and activities in elementary school and curriculum coverage and transmission of information in upper school (evidence = concepts and purposeful strategies in elementary school and depth of understanding and learning-centered strategies in upper school).			
We use a backwards planning curriculum model which identifies what we want students to know and be able to (Stage I); how we will collect evidence of what they know and can do (Stage II); and how we will plan learning experiences and instructional strategies to facilitate their attainment of the evidence (Stage III). (evidence = UbD, IB, assessment-driven planning).			
We conceive of assessment as informative; i.e. assessment for learning so students can show 'what they got' through performance tasks; teachers can assist learners to 'get more' since tasks are multi-step and require coaching over time (evidence = formative and summative complex assessment model).			
We provide expectations to students before instruction and feedback after instruction along with instructional strategies to enable their progression (evidence = checklists; rating scales; analytic/ holistic/ task-based rubrics).			
Our classes emphasize problem-posing and solving through an inquiry model of learning (evidence = use of inquiry-based essential questions which are conceptual, overarching, open-ended, succinct, require elaborated responses, and have an information gap or some tension; identified complex assessment tasks as evidence of responses to these questions).			
Our classes are learning-centered meaning it is the students who are doing the <i>doing</i> (evidence = gradual release of responsibility model of learning which emphasizes that students do more than teachers to show what they know and can do).			
We hold high expectations for English Language Learners to use <i>generated</i> language and do not stop with <i>scripted</i> tasks (evidence = NO ditto sheets; NO vocabulary or grammar skills practiced out of context; lots of complex tasks integrating all four language skills).			

We - mainstream and ESL teachers - collaborate in order to ensure that all learning experiences of English language learners are <i>scaffolded</i> or supported as necessary (evidence = co-planning; co-teaching; collaborated assessments).			
We practice three-way communication - among ELL parents, mainstream teachers, and ESL teachers (evidence = newsletters; conferences; meeting minutes).			
Responsive Instructional Conditions	Exceeds	Meets	Needs Attention
I develop language through content by focusing on linguistic features/discourse markers of my discipline (evidence = lessons with explicit content and implicit linguistic form and function).			
I plan my instructional experiences and strategies only after I have designed evidence-based assessments (evidence = backwards design model of planning).			
I use the benchmarks or performance indicators from our curriculum to design my feedback tools, and I provide exemplars for learners to follow (evidence = assessment tasks with checklists, rating scales, or rubrics).			
I use portfolios to collect evidence of what students know and do and I conference with students to give them explicit strategies for improving their performance (evidence = portfolios full of projects, papers, checklists, rubrics, drafts, tapes, self-assessments).			
I identify the content and language skills (benchmarks or performance indicators) students are to master as a result of completing the assessment tasks, and I am proficient at targeting instructional strategies to the skills (evidence = lesson plans list content and language skills matched or aligned with instructional strategies).			
I utilize time-honored ESL scaffolds to make the content comprehensible to my ELL (evidence = visuals; demonstrations; paraphrasing; linguistic buddies; active hands-on materials; preview vocabulary; comprehension checks; graphic organizers).			

I consistently utilize five to ten research-based instructional strategies to develop vocabulary which may be new for all students (evidence = open word sorts; four dimensional word study; vocabulary graphics; knowledge rating scales).			
I consistently utilize five to ten research-based reading strategies to develop the comprehension skills of all students so reading becomes a tool for learning (evidence = Guided Reading; SSR; Collaborative Strategic Reading; Math Notes; SQR3; DRTA; Pen-in-Hand; T-Notes; PORPE; SPAWN; Proposition Support; an array of graphic organizers).			
I consistently utilize research-based instructional strategies to develop the writing skills of all students so writing becomes a tool for learning (evidence = cubing; 4-2-1 drafting; Hennings Sequence; exemplars; divorcing the draft; unsettling; writer's workshop).			
I utilize the instructional framework scaffold of cooperative learning to increase verbal interaction in my classes and to extend the classroom discourse beyond 'teacher asks question/ students respond one at a time.'			
I utilize the instructional framework scaffold of differentiation in order to provide multiple paths to learning for my diverse students (evidence = differentiation of material through jigsaw or literature circles; differentiation of tasks through tiered activities or learning menus; differentiation of instructional strategies through centers or curriculum compacting; differentiation of classroom configuration through flexible student groupings).			
I utilize the instructional framework scaffold of co-teaching with my ESL teachers in order to provide ELL' access to mainstream learning experiences (evidence = parallel teaching; alternative teaching; station teaching; team teaching).			
I consistently work with and listen to students in small groups whether it be with a group which needs support or with a group which needs to be extended (evidence = co-teaching; conferencing records).			

I use multiple sources of information and materials including technology (<u>evidence</u> = textbook is only <u>one</u> resource for learning; also use instructional software, internet investigations, SMART Boards).			
I develop students' metalinguistic awareness focusing on English- and primary-language usage patterns and on language development strategies to assist my ELL with their language acquisition (<u>evidence</u> = self-regulating tasks; self-assessments; learning strategies checklists).			

Suggested Readings

Becker, H. (2001). Teaching ESL K-12: Views from the Classroom, Boston, MA: Heinle & Heinle.

Clegg, J. (Ed.). (1996). Mainstreaming ESL: Case Studies in Integrating ESL into the Mainstream Curriculum, Clevedon, UK: Multilingual Matters.

Cloud, N. Genesee, F. & Hamayan, E. (2000). Dual Language Instruction: A Handbook for Enriched Education, Boston, MA: Heinle & Heinle.

Echevarria, J. Vogt, M, & Short, D. (2004). (2nd Ed.). Making Content Comprehensible for English Language Learners: The SIOP Model, Boston, MA: Pearson Allyn & Bacon.

Fay, K. & Whaley, S. (2004). Becoming One Community: Reading & Writing with English Language Learners, Portland, ME: Stenhouse Publishers.

Garcia, G. (2003). English Language Learners: Reaching the Highest Level of English Literacy, Newark, DE: International Reading Association.

Gibbons, P. (2002). Scaffolding Language, Scaffolding Learning: Teaching Second Language Students in the Mainstream Classroom, Portsmouth, NH: Heinemann.

Gottlieb, M. (2006). Assessing English Language Learners: Bridges From Language Proficiency to Academic Achievement, Thousand Oaks, CA: Corwin Press.

Houk, F. A. (2005). Supporting English Language Learners: A Guide for Teachers and Administrators, Portsmouth, NH: Heinemann.

Lachat, M. A. (2004). Standards-Based Instruction and Assessment for English Language Learners, Thousand Oaks, CA: Corwin Press.

- Lessow-Hurley, J. (2003). Meeting the Needs of Second Language Learners: An Educator's Guide, Alexandria, VA: ASCD.
- McNary, S.J., Glasgow, N.A. & Hicks, C.D. (2005). What Successful Teachers Do in Inclusive Classrooms, Thousand Oaks, CA: Corwin Press.
- Papatzikou Cochran, E. (2002). Mainstreaming: Case Studies in TESOL Practice Series, Alexandria, VA: TESOL Publications.
- Peregoy, F. & Boyle, O. F. (2005). (4th Ed.). Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers, Boston, MA: Pearson Education.
- Reiss, J. (2005). Teaching Content to English Language Learners: Strategies for Secondary School Success, White Plains, NY: Longman.
- Richard-Amato, P. A. & Snow, M. A. (Eds.). (2005). Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers, White Plains, NY: Longman.
- Rojas, V. P. (forthcoming, 2006). Scaffolding Success for English Language Learners: An Action Toolkit, Alexandria, VA: ASCD.
- Schechter, S. R. & Cummins, J. (2003). Multilingual Education in Practice: Using Diversity as a Resource, Portsmouth, NH: Heinemann.
- Tomlinson, C.A. (1999). The Differentiated Classroom: Responding to the Needs of All Learners, Alexandria, VA: ASCD.
- Walter, T. (2004). Teaching English Language Learners: The How-To Handbook, White Plains, NY: Pearson Education.
- Wiggins, G. & McTighe, J. (2005). (2nd Ed.). Understanding by Design, Alexandria, VA: ASCD.
- Young, T. A. & Hadaway, N. L. (Eds.). (2006). Supporting the Literacy Development of English Language Learners: Increasing Success in All Classrooms, Newark, DE: International Reading Association.

Scaffolding Tools For ELL

Schedule	Content (knowledge)	Skills (behaviors)	Assessments (evidence)	Strategies/ Scaffolds (tools)
Transitions	How can time-honored ESL scaffolds support ELL in mainstream classrooms?	<u>Academic Interaction:</u> comprehend & communicate orally, using French or Spanish to participate in academic settings	retellings/ graphic organizer/ drawings (formative) toolkit booklet (summative)	<u>Simulation lessons:</u> Structured Sort <u>OR</u> French Fairy Tales <u>OR</u> Spanish Genetics Time-honored ESL checklist

	Exceeds expectations	Meets expectations	Needs attention
Task: Select time-honored scaffold for toolkit booklet	Participants will engage with one another to justify the selection of the time-honored ESL strategy which in their opinion will support second language acquisition and academic achievement.	Participants will engage with one another to select a time-honored ESL strategy for the toolkit booklet, reflecting on its potential to support language acquisition.	Participants will list a time-honored ESL strategy in the toolkit booklet which they already use in their classrooms.

Time-Honored ESL Scaffolding Strategies

INPUT

- ❑ provide an affectively-supportive environment (have empathy for learning in another language and provide an emotionally safe learning environment)
- ❑ use comprehensible input strategies like paraphrasing, pausing so students can process what is said, providing clear explanations of academic tasks with models, contextualizing through visuals, using a graphic organizer on the overhead while talking so students can follow conceptually, explaining concepts in the primary language (i.e. you, a peer, an aide, a dictionary, translated material, online), think alouds with demonstrations, or the use of mnemonics (pictures with text to provide meaning)
- ❑ build students' background for texts to be read or before lecturing (e.g. use photos, illustrations, demonstrations, videos, incorporate a variety of instructional techniques such as brainstorming, anticipatory guides, KWL charts, quick writes, preview vocabulary which is needed to grasp major concepts, help students survey the text prior to reading)
- ❑ model step by step how to accomplish a task and provide concrete examples of the finished product
- ❑ give explicit instructions for all tasks and continually check comprehension (i.e. through reading logs, sentence strips, clozes, board games, & retellings)
- ❑ videotape your lessons and watch them with the sound turned off - see how much you or others can get what the content is when lecturing, paraphrase rather than slow down, use gestures & body language, keep notes on a flipchart or overhead (and then copy them for learners as study guides) or order a Smart Board to do this for you
- ❑ tape record yourself and give the tape to learners so they can listen and take notes at their own pace afterwards

- ❑ vary oral language delivery modes (i.e. explanation, modeling, demonstration, and visual representation)
- ❑ utilize a variety of materials including picture books, visuals, bilingual or mother tongue resources, graded readers or reference books, magazines, environmental print, dictionaries, activity books, student-developed materials, recorded materials
- ❑ use technologies - word processors, digital photography, calculators, small electronics, cassettes, computer-assisted instruction, CD ROMS, laser videodiscs, HyperCard, satellite networks, and the internet - to help students find supportive information in English or in their own languages
- ❑ adapt or support content material through any of the following strategies: advance organizers, outlines, leveled study guides, highlighted text, taped text, jigsaw text reading, and marginal notes
- ❑ focus on the 'big' ideas and gather materials (i.e. visuals, manipulatives, models, multimedia, realia) to contextualize essential vocabulary (i.e. clues for meaning) and concepts
- ❑ identify 'key' vocabulary & teach new words and phrases before each new unit - be sure to do so INDUCTIVELY & CONTEXTUALLY (i.e. use vocabulary strategies such as induction, personal dictionaries, word walls, clozes, concept definition maps, open sorts, analogies, metaphors)
- ❑ provide explicit instruction in the structure of English (i.e. sounds of English, grammar, writing, structural analysis) through subject-area specific genre and through Readers' and Writers' Workshops (i.e. mini lessons) or during the editing stage of the writing process
- ❑ use consultative time (with specialists), team-teaching, tutorial sessions, cross-curricular teaching, peer tutoring, and assistive technology to expand instructional routes
- ❑ provide students with time for self-directed activities around their own interests with a variety of materials to support curriculum concepts

Intake

- ❑ use a process ontology of instruction to guide students through a progression of better understanding (e.g. prewriting/ drafting/ revising/ editing; pre-reading/ during reading/ after reading; prepare for/ rehearse/ perform orally)
- ❑ use an inquiry model of learning (i.e. students form questions about topics, gather information using many sources, present their findings, and evaluate their own success of their inquiry) which aligns with the nature of the second language acquisition process
- ❑ allow English language learners to use primary languages when necessary (e.g. bilingual dictionaries, reading and writing in mother tongue, work with linguistic buddy) as a tool for learning English (build in language usage self-assessments to help them understand not to use their own language as a way not to learn English if this worries you)
- ❑ build up background knowledge of learners by allowing them to read about concepts/ topics in their own language before reading materials in English (then select an English reading selection which is not too easy)
- ❑ use graphic organizers to make student thinking visible and help learners bridge connections among concepts (i.e. concept maps, comparison charts like a Venn, expanded thinking charts like a PMI, cause/ effect charts like the fishbone, and problem/ solution outlines)
- ❑ continually vary instructional arrangement patterns or student groupings (i.e. total class teacher-directed instruction, individual practice opportunities, pair or peer teaching, and small-group and student-centered activities)
- ❑ use active learning strategies such as role plays, simulations, songs, chants, and brain-compatible methods
- ❑ emphasize higher order thinking by providing students opportunities to apply concepts and skills with others, engage students in problem-solving activities, and ask questions at different cognitive levels

- ❑ plan in advance the use of strategic differentiation strategies to vary the material (e.g. jigsaw reading), to vary the tasks (e.g. tiered activities), to vary the material, tasks and instructional strategies (e.g. centers or stations), and to vary the ways of grouping learners (e.g. flexible groupings)
- ❑ adapt curricular objectives through additional time for responding in class, longer completion rates for tasks, varied response options
- ❑ modify texts (i.e. graphics, prepared outlines, rewrites, audiotapes, tabbed sections, highlighted sections, resource guides, table of contents for each unit, and supplementary readings)
- ❑ modify assignments (i.e. alternatives to written assignments at first such as taped conversations or written responses in the primary language, mastery of key concepts evidenced in graphic organizers or through demonstrations, chunks of assignments at separate intervals to check for comprehension or progress)
- ❑ use a range of instructional and management strategies such as jigsaw, taped books, varying organizers, varied texts, varied questioning strategies, varied homework, and varied journal prompts
- ❑ learn to use cooperative learning correctly (it is NOT group work) in order to reap its benefits for heterogeneous classes (increased academic achievement, improved self-esteem, active learning, social skill development, peer acceptance and friendship)
- ❑ provide frequent opportunities for discussion and elaborated responses by decreasing 'teacher talk' and increasing student-student interaction through cooperative learning, conversation groups and discussion circles, small-group interactions with students reporting back to class
- ❑ provide learners with multiple opportunities to practice ways of interacting with texts (i.e. reciprocal teaching, logs, think alouds, pen-in-hand modeling, sticky notes, and journey maps) and focus on what students DO know (i.e. highlighting cognates or words that appear similar between English and other languages)

- ❑ allow opportunities for 'working talk' and 'rehearsed talk' (i.e. working talk is classroom based and rehearsed talk is performance based - in other words give opportunities for practice before presentations)
- ❑ use a repertoire of pre-reading, during-reading and after- reading strategies across the curriculum (i.e. reading aloud techniques, shared reading, guided reading, and independent reading for younger learners; literature study groups and text responses through conversations and focused talk for older learners)
- ❑ use the writing process (i.e. shared writing, interactive writing, guided writing & independent writing for younger learners; writing-across-the-curriculum for older learners including pre-writing, drafting, reflecting, revising, editing and publishing)
- ❑ emphasize the importance of how good readers and writers think - model meta-cognitive processes for students in reading and writing through think alouds and self-assessments
- ❑ provide opportunities for all learners to practice learning strategies including meta-cognitive strategies, cognitive strategies, and social/ affective strategies (i.e. define them, provide guidelines/ checklists on how to select and use them, and embed specific strategies in reading, writing and content areas)
- ❑ encourage memory strategies to aid in learning (i.e. mnemonics, acronyms, rhymes, chunking, imaging)
- ❑ provide ongoing and improvement-focused feedback by sharing the expected criteria of performance (i.e. rubrics) and then coaching learners to perform better through teacher and peer conferences which offer specific strategies of how to improve expected performances (i.e. coaching students through the rubric)
- ❑ spend some time conferencing with students or arrange for peer conferencing opportunities among students as a means to focus on the relationship between instructional process and feedback
- ❑ utilize as many support systems involving others as possible - including peer tutoring, cross-age tutoring, intergenerational tutoring, team teaching, school personnel, & parents

Output

- ❑ be culturally-sensitive when assessing students (i.e. wait time, individual or group responses, feedback, eye contact, guessing, question and answer format, volunteering) and try to minimize total-group response situations
- ❑ utilize a range of outcome- and performance-based assessments and compile portfolios for diverse learners in order to focus on the progress made (e.g. anecdotes, checklists, rubrics, rating scales, journals, graphic organizers, running records, clozes, projects)
- ❑ ways to help language learners speak in class are through role plays, photographs, story boxes, 'luck of the draw' stories, puppets, readers theatre stories, debating, extemporaneous speaking, investigative reports, small-group interactions, and author's day
- ❑ a valuable framework for talk in the classroom is encompassed by the acronym *SAID* - STIMULATE (introduce an activity), ARTICULATE (identifies the focus of discussion, states clear goals), INTEGRATE (links new to previous knowledge), & DEMONSTRATE (illustrates new knowledge in action)
- ❑ encourage elaborated responses in teacher-student interactions (i.e. "Can you tell me more?")
- ❑ to encourage participation, use the NAME CARD METHOD (students' names on index cards randomly selected)
- ❑ give models, interim assignments, checkpoints, and classroom lab time to the long-term project - a centerpiece of performance-based curriculum
- ❑ provide for homework options according to conceptual understanding
- ❑ make connections with students' lives (i.e. do not become a cultural trivia expert and do become an effective communicator)

Scaffolding Tools For ELL

Schedule	Content (knowledge)	Skills (behaviors)	Assessments (evidence)	Strategies/ Scaffolds (tools)
Choices	How can research-based literacy and instructional framework scaffolds support all students in classrooms with a wide range of knowledge and skill levels?	<u>Research</u> : gather information from a variety of sources, analyze & evaluate the quality of the information obtained, & use it to answer their own and others' questions	task planner (formative) graphic organizers (formative) TIC TAC TOE (formative) drawings (formative) toolkit booklet (summative)	<u>@Circle</u> - rubrics & task planners <u>@Seat</u> - vocabulary sort <u>@Centers</u> <u>#1</u> - inquiry reading <u>#2</u> - 4 2 1 writing <u>#3</u> - TIC TAC TOE differentiation <u>#4</u> - co-teaching Find Someone Who

	Exceeds expectations	Meets expectations	Needs attention
Task: Circle Seat Center	Participants will select scaffold strategies to develop literacy and to provide access to concepts and understandings. Specific classroom examples will be cited.	Participants will select scaffold strategies they want to try and describe their potential outcome or impact in the toolkit booklet.	Participants will list scaffold strategies because they are easy or because they have to.

Inductive Learning Strategy

(Hanson, Silver & Strong)

Support	Hypothesis	Refute
---------	------------	--------

Support	Hypothesis	Refute
---------	------------	--------

Support	Hypothesis	Refute
---------	------------	--------

1. choice boards
2. zip cloze
3. four dimensional study
4. graphic organizers
5. comprehensible input
6. draw what I say
7. question menu strategy
8. science connection overview
9. jigsaw
10. find someone who
11. socratic seminar
12. math notes
13. linguistic buddies
14. magnet summaries
15. knowledge rating strategy
16. rubrics & checbrics
17. recorded reading
18. task rotation strategy
19. numbered heads together
20. narrow reading
21. unsettling strategy
22. K-N-W-S strategy
23. parallel teaching
24. 'X' marks the spot
25. orbital studies
26. explicit mediation strategy
27. semantic gradient scales
28. line ups
29. character trait maps
30. performance tasks
31. sages share
32. visuals & media
33. tiered activities
34. semantic feature analysis
35. reciprocal reading
36. Hennings sequence
37. 3-step interview
38. self-assessments
39. team teaching
40. highlighting strategy

Rubric for K-2 Research

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS ATTENTION
Gather information from a variety of resources _____ %		<input type="checkbox"/> Study categories of words to learn grade-level vocabulary (i.e. animals, places) <input type="checkbox"/> Engage in pre-reading and reading activities to identify what they know, want to know and have learned <input type="checkbox"/> Read informational texts to collect data, facts, and ideas with assistance <input type="checkbox"/> Share reading experiences and work cooperatively with peers to comprehend texts	
Draw pictures/ Drite or write _____ %		<input type="checkbox"/> Writes words or draws pictures to capture important understandings <input type="checkbox"/> Uses resources such as picture dictionary or word wall to find and write new words <input type="checkbox"/> Use a concept map to organize information <input type="checkbox"/> Uses writing process to compose informational text that has a topic and uses words others can understand <input type="checkbox"/> Writes voluntarily to share information with peers <input type="checkbox"/> Maintains a portfolio of informational writings and drawings with assistance	
Oral presentation _____ %		<input type="checkbox"/> Share what they have learned about a theme with appropriate visual aids <input type="checkbox"/> Express an opinion of a judgment <input type="checkbox"/> Speak audibly, use grade-level vocabulary and conventional grammar <input type="checkbox"/> Listen attentively to acquire information <input type="checkbox"/> Ask questions to clarify information share	

Rubric for 3-12 Research Paper

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS ATTENTION
Gather information from a variety of resources _____ %		<input type="checkbox"/> Formulate questions to be answered <input type="checkbox"/> Find, evaluate and combine information from print and electronic sources for inquiry <input type="checkbox"/> Determine the meaning of unfamiliar words and terms by using context, dictionaries, glossaries <input type="checkbox"/> Distinguish between relevant and irrelevant information <input type="checkbox"/> Classify, draw conclusions and infer to interpret data, facts, and ideas from informational text <input type="checkbox"/> Evaluate the validity of information presented by examining details to support ideas	
Employ the writing process _____ %		<input type="checkbox"/> Take research notes <input type="checkbox"/> Use organizers to plan and to write for a specific purpose and audience in mind <input type="checkbox"/> Revise ideas using examples, definitions, analogies and direct references to the text in order to paraphrase <input type="checkbox"/> Edit papers for spelling, punctuation, quotations, grammatical usage, and word choice <input type="checkbox"/> Maintain a portfolio of informational writing with cited references	
Oral presentation _____ %		<input type="checkbox"/> Communicate main ideas in an organized and coherent way <input type="checkbox"/> Speak with expression, volume, pace, and gestures <input type="checkbox"/> Listen attentively and respectfully to peers	

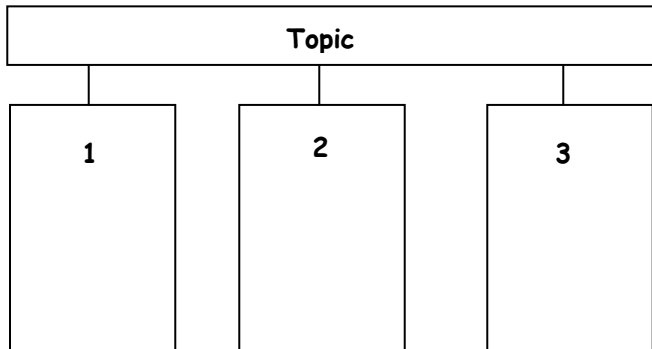
Literacy Task Planner

Content (Question)	Skills (Language)	Assessment (Task)	Strategies (Instructional)	Scaffolding (Support)
<u>ELA:</u>		Drawings (formative)	<u>Pre-Reading</u> Draw What I Say	Presents new information visually
		graphic organizer (formative)	Induction Vocabulary	Previews vocabulary
<u>Science:</u>		notes (formative)	<u>During Reading</u> Circle Seat Center	Differentiates material, task, strategy & student configuration
<u>Social Studies:</u>		graphic organizers (formative)	<u>After Reading/ Pre- Writing</u> Inquiry Chart & 4-2-1 Free Write	Graphic organizers Verbal interaction
<u>Math:</u>		drafts, revisions, edits (formative)	<u>Drafting/ Revising/ Editing</u> Team Pair Solo or TIC TAC TOE	cooperative learning 'process' or differentiation of tasks
<u>PE/Tech/Art/ Music/:</u>		checklist or rating scales (formative)	<u>Prepare & Rehearse for Oral</u> 3-Step Interview	cooperative learning
		task-based rubric (summative)	<u>Perform</u> Jigsaw or Sages Share	Small groups

©1998 Kagan's Graphic Organizers

Categorize/Classify Organizers

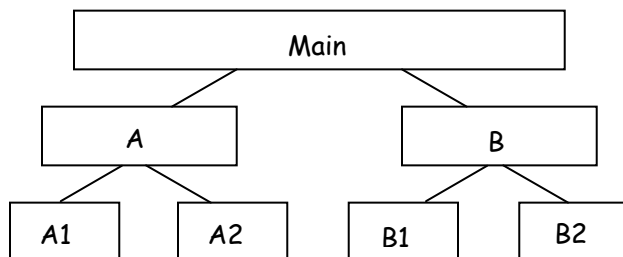
Categories



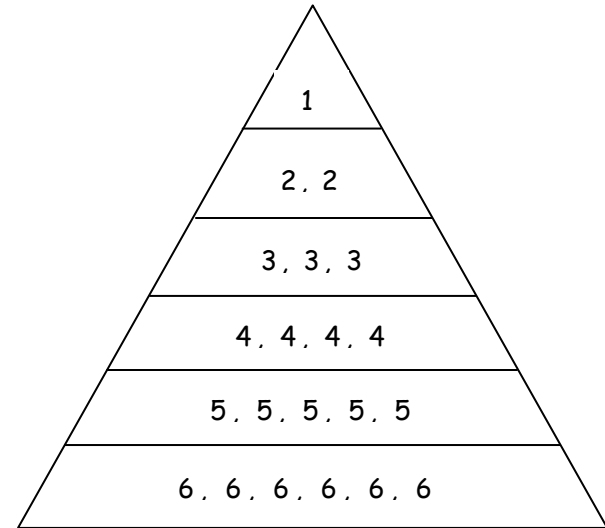
Topic



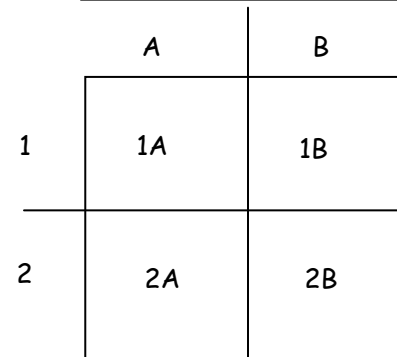
Tree



Pyramid

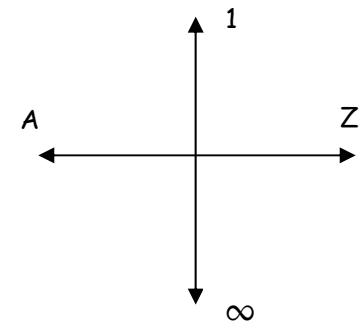


Matrix



2 X 2 Matrix

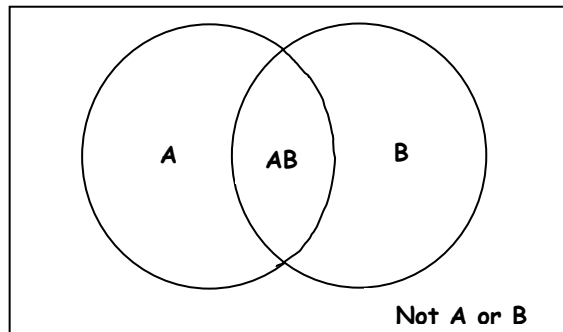
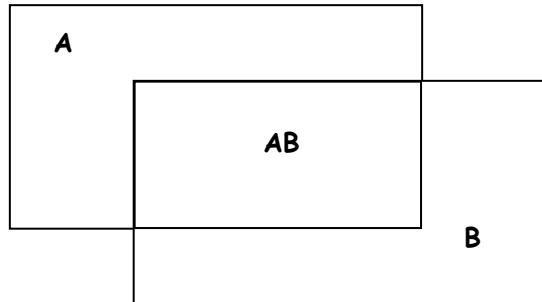
Plot



©1998 Kagan's Graphic Organizers

Compare/Contrast Organizers

Venn Diagrams



Comparison Charts

Same	Different

Item 1	Item 2
Characteristic 1	
Characteristic 2	
Characteristic 3	

Item 1	Item 2	Item 1	Item 2
COMPARE		CONTRAST	
Characteristic 1		Characteristic 1	
Characteristic 2		Characteristic 2	
Characteristic 3		Characteristic 3	

©1998 Kagan's Graphic Organizers

Concept Development Organizers

Concept Charts

Who		Looks
What		Tastes
Where		Feels
When		Smells
Why		Sounds

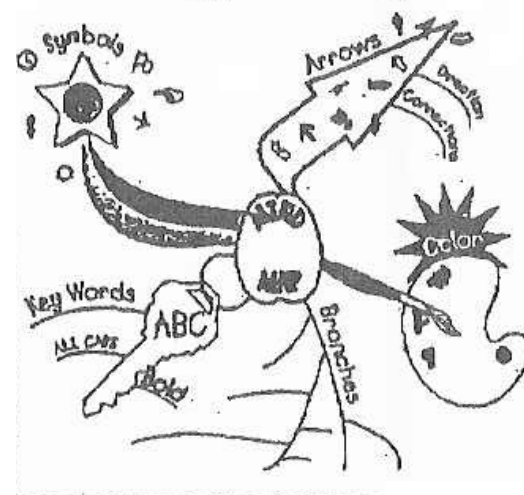
5W Chart

Senses Chart

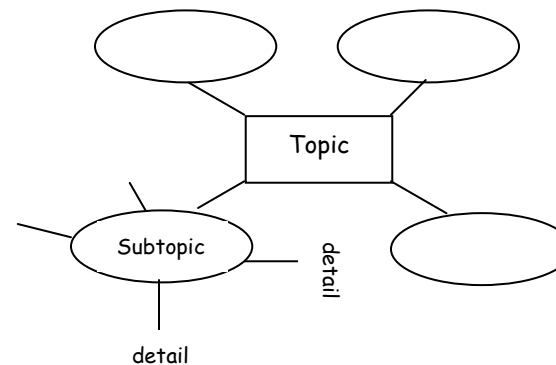
Know	Wonder	Learned

Know-Wonder-Learned Chart

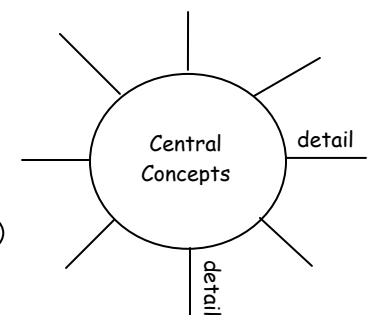
Mind Map



Word Web



Concept Map



©1998 Kagan's Graphic Organizers

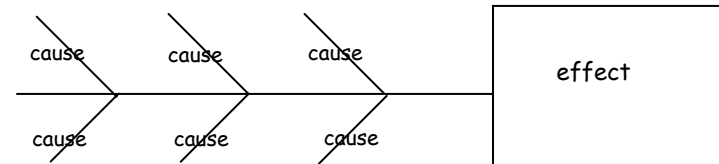
Evaluation Organizers

Evaluation Charts

P	M	I	+	-
Plus	Minus	Interesting	Positive or Like or Agree	Negative or Dislike or Disagree

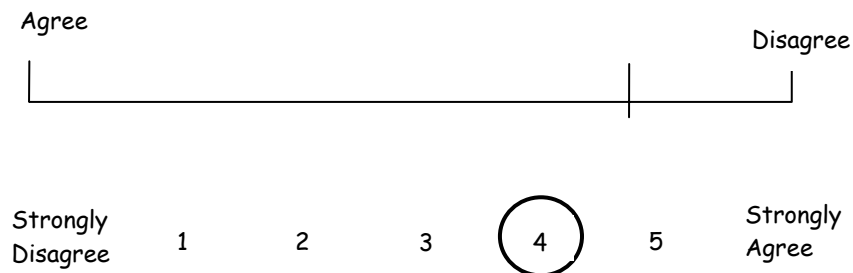
Relational Organizers

Fish Bone

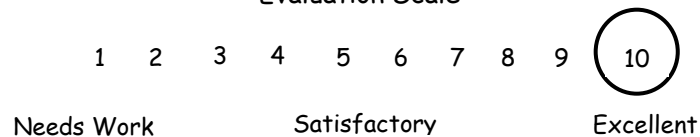


Scales

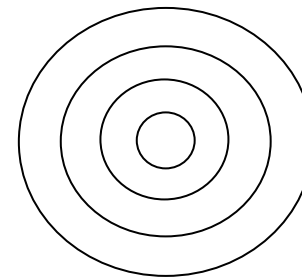
Agreement Scales



Evaluation Scale

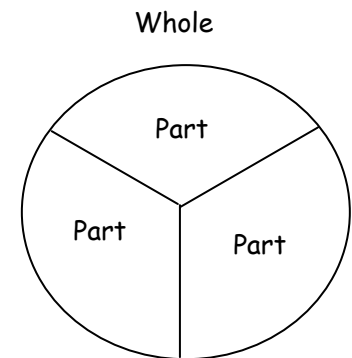


Target



Embedded concepts
or objects

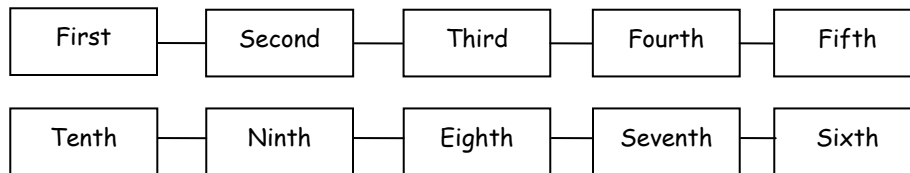
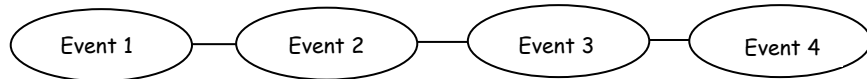
Pie Chart



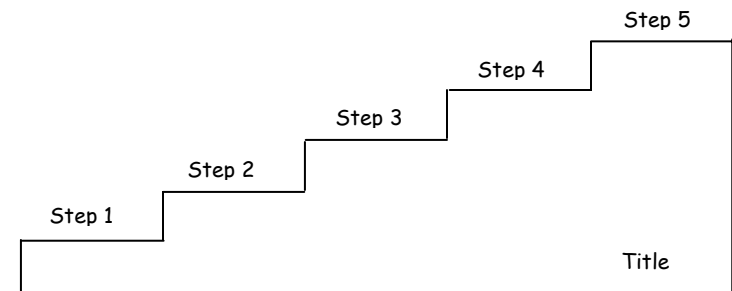
©1998 Kagan's Graphic Organizers

Sequence Organizers

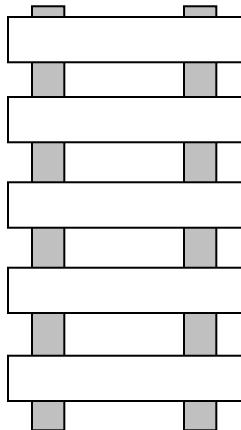
Chains



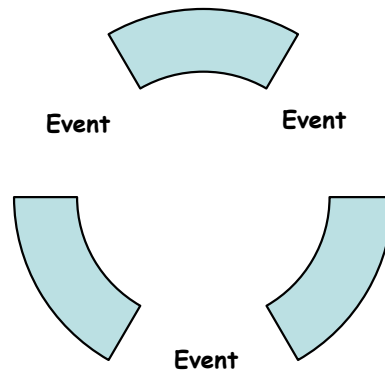
Step Chart



Ladder

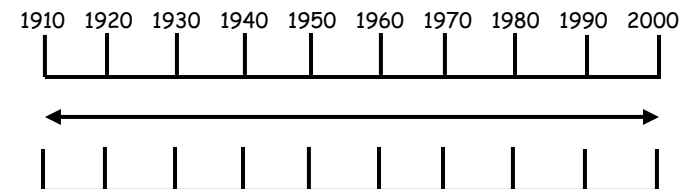


Cycle Graph

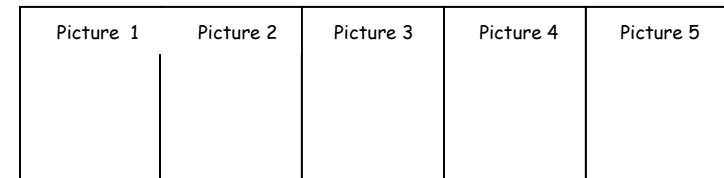


Line Graphs

Tine Line & Number Line



Cartoon & Picture Strip



Vocabulary Sort Directions: Record the 'do's' and 'don'ts' on the attached arrow (i.e. 'do's go next to 'a' and 'don'ts' go next to 'c'). Celebrate the 'do' you do best by recording it in 'b' and record a 'don't' you will stop doing in 'd.'

1. Vocabulary acquisition is facilitated by approaches that provide varied experiences in a sequential, language-development approach (i.e. listening first, then speaking, then reading, and finally writing).
2. Extra vocabulary teaching for struggling students can best be offered through one-on-one tutoring with a special teacher.
3. English Language Learners need multiple exposures to words so it is best not to move on to another theme or topic until core vocabulary has been mastered by the majority of students.
4. Teachers, assistants, or peers should not use the mother tongue to clarify meanings of new vocabulary.
5. English Language Learners will have an easier time acquiring vocabulary which establishes ties between instructed words and their own experiences and prior knowledge.
6. Focusing on word meaning initially is more important than grammatical correctness when it comes to vocabulary usage.
7. Focusing on correct pronunciation is more important initially than accuracy of meaning.
8. Teachers should model conversational descriptions, explanations or examples of new terms, and then students should restate these in their own words.
9. Reading is a complex task that requires English Language Learners to master two separate skills: recognizing the words and understanding what those words say.
10. English Language Learners should create nonlinguistic representations of new terms used in classes.

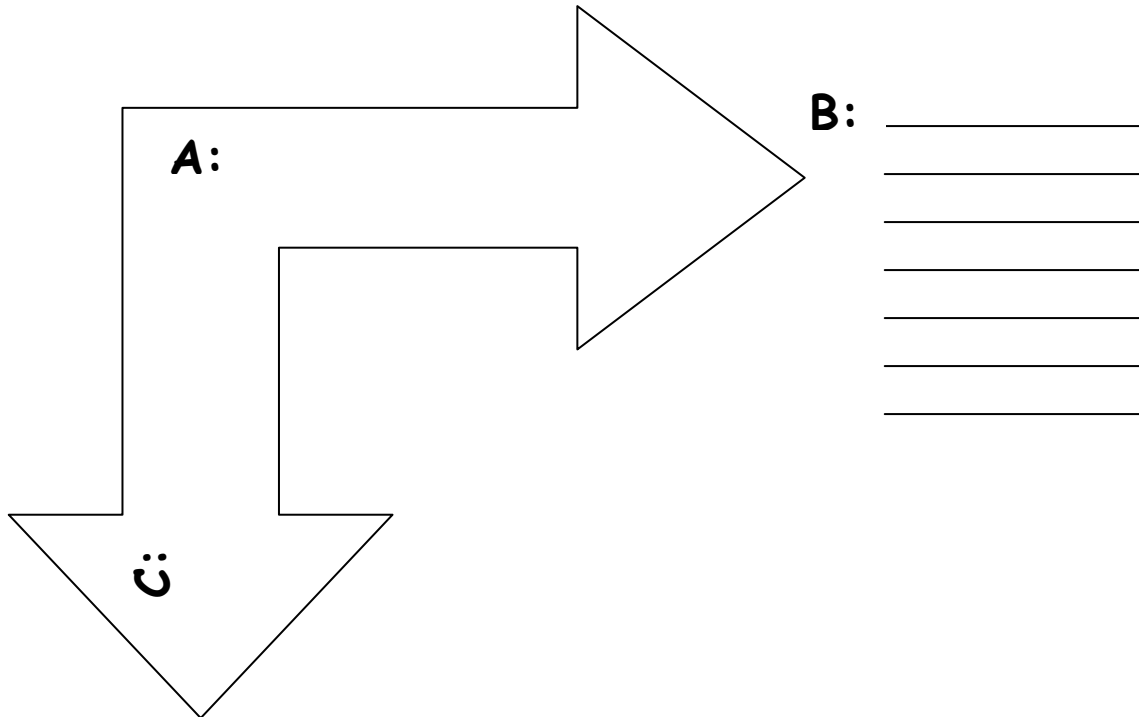
11. Successful approaches to decoding words include (1) systematic training to develop phonological awareness; (2) lots of practice reading, (3) explicit instruction in phonics, & (4) frequent in-class assessments to identify students who are falling behind.
12. Oral language fluency precedes students' capacities to use a rich and varied vocabulary.
13. Structured talk activities about academically relevant content is an effective way for English Language Learners to acquire the words needed to engage in class discussions and to comprehend what they read.
14. Students need to have plenty of opportunities to practice new vocabulary with one another; as such, teachers need to use more cooperative learning strategies.
15. English Language Learners should periodically do activities that help them add to their knowledge of vocabulary terms in all their classes. Such activities include: comparing and classifying terms, generating metaphors and analogies using the terms, revising initial descriptions of terms, and using understanding of roots and affixes to deepen knowledge of terms.
16. Repeating new words after the teacher or memorizing word lists are effective ways to have students use new vocabulary.
17. Group science experiments, carefully chosen videos, art projects, singing songs and field trips are other activities besides reading that can provide content for vocabulary development.
18. Vocabulary development should not be integrated with other subject area lessons as this will only confuse English Language Learners.
19. Teachers should provide structured academic conversations built around books and other subject matter topics to build vocabulary.
20. English Language Learners should be involved in games that allow them to play with new terms.

21. Whether students read a book on their own or listen to a 'read aloud,' what is important is that teachers have deliberate strategies for clarifying word meanings and that English Language Learners have opportunities to practice those words in context.
22. English Language Learners should not be encouraged to guess the meanings of words from context as they may guess incorrectly and then remember these incorrect guesses.
23. It is important to pre-teach vocabulary and then explain word meanings again when actually discussing the text focus of any reading.
24. Teachers can use books, drawings, objects, and gestures to get across word meaning.
25. Teachers should ask English Language Learners to define words from the dictionary, to then use the words in sentences, and finally to answer questions about the words.
26. Teachers need not provide explicit instruction on phonics and phonemic awareness in order to make better spellers.
27. Teaching a spelling rule a week is necessary when working in classrooms where the majority of children come from second language backgrounds.
28. Effective ways of practicing new vocabulary words include worksheets in which students fill in blanks or match words and definitions.
29. High-quality vocabulary instruction involves a combination of defining new words, using them in class discussions and routines, and writing sentences and stories or essays.
30. Teachers should have English Language Learners write frequently - and these activities can range from taking dictations, using new vocabulary in revised written works, working on semantic webs, and generating stories about their personal lives.

31. Effective teachers use a number and a variety of vocabulary activities via learning stations in which students can work alone, in pairs, or in small groups.
32. Introducing more words – say twenty or more per unit rather than seven to ten – is a more effective way for English Language Learners to develop vocabulary.
33. Criteria for selecting which words to teach include words that convey key concepts, are of high utility, are relevant to the bulk of the content being learned, and have meaning in the lives of students.
34. Five research-proven approaches to vocabulary development include teachers using: (a) vocabulary as a curricular anchor, (b) visuals to reinforce concepts and vocabulary, (c) cooperative learning and peer tutoring strategies, (d) strategic use of the native language, and (e) modulation of cognitive and language demands.
35. Effective modeling or instructional activities for very young English Language Learners can be accomplished through morning message, predictable charts, read alouds, shared reading, interactive word walls, and environmental print.
36. Effective practice activities for vocabulary development should focus on English Language Learners' sorting words by conceptual connections, reading and writing tasks, illustrating words, making words, doing word hunts, putting words in order, playing word games, and doing dictionary work.
37. Assessing letter-naming fluency and phonological skills can predict moderately well English Language Learners' future reading achievement.
38. Teachers need not worry about students who are not mastering their phonological or phonics concepts since a delay does not signal a learning issue.
39. The guided reading model along with word study activities and extensive oral and writing opportunities is intended for native speakers and therefore not an effective program for English Language Learners.

GRADE _____

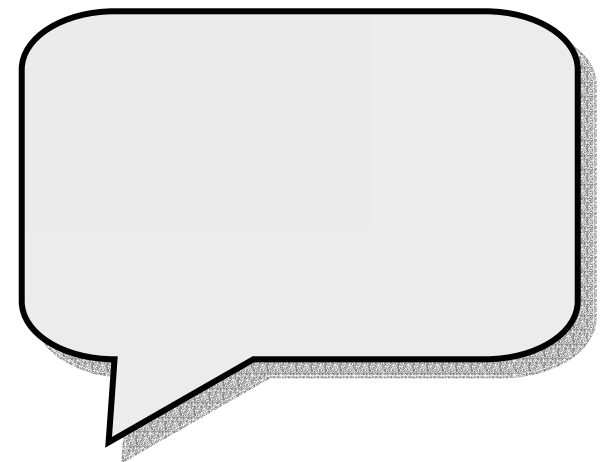
The Right Angle



D:

Vocabulary Strategies

©2005



Vocabulary Strategies for Diverse Learners

Analogies: (Sejnost & Thiese, 2001) - Procedure: (a) select a concept and explain how it relates to a concept that the students recognize (e.g. see the example below), (b) model the graphic organizer on an overhead, (c) have small groups generate similarities and differences, and (d) ask students to identify categories (e.g. rule making that comprise the basis for comparison).

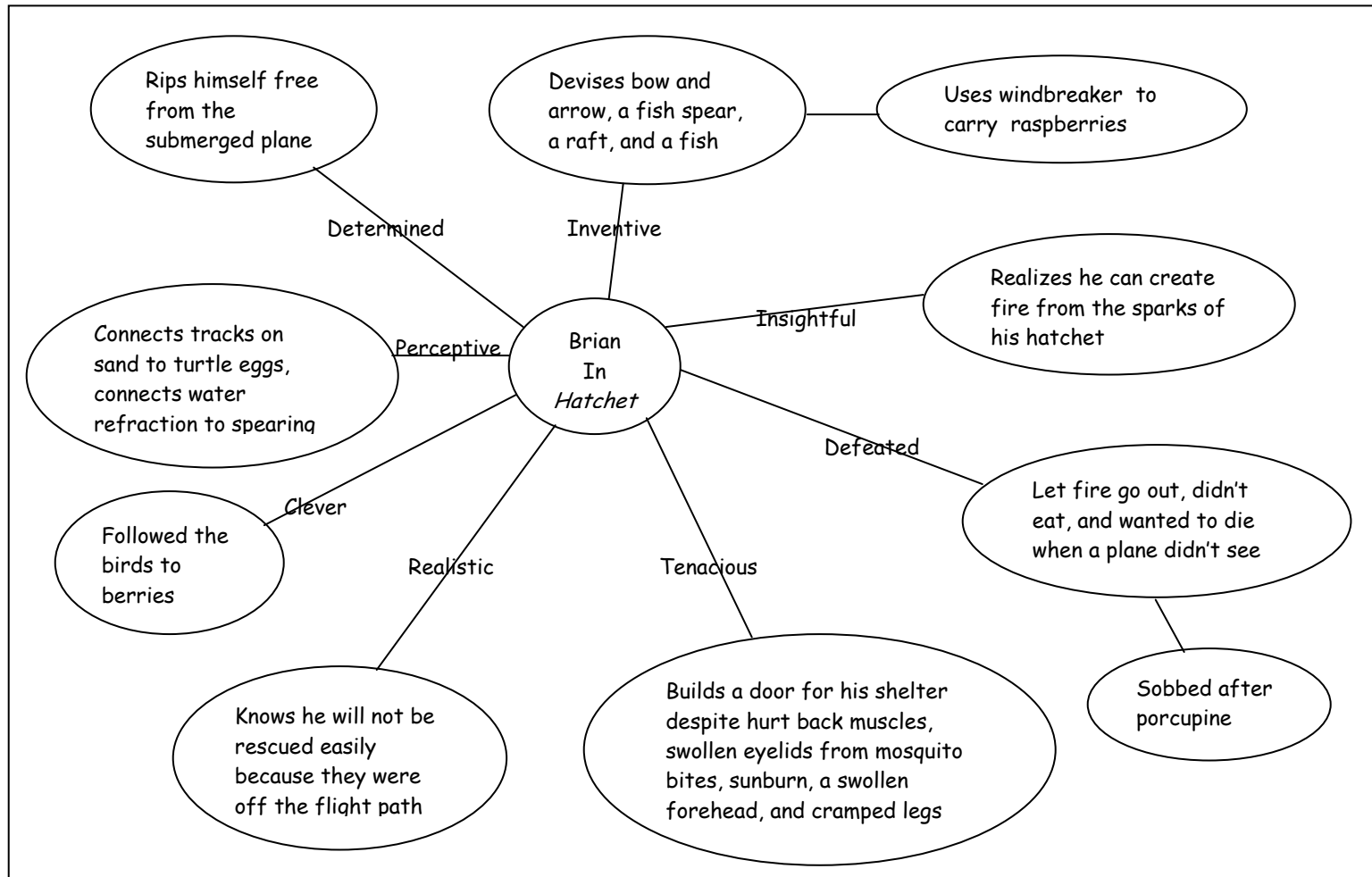
Example: Analogies

Analogies	
Similarities and Differences Between the Concepts of:	
Congress and a School Principal	
Congress and a principal both set rules and regulations.	Congress has more members and rules and regulations.
Both organizations need to work together to achieve goals.	Congress has nationwide goals.
Neither has complete power regarding issues.	Congress has a Senate and president; a principal has a superintendent and a school board.
Both organizations represent other groups of people.	Congress rules the nation; principals rule the school community.
Both have committees.	Congress has joint committees; principals have assistants and parent advisors.
Both have processes for achieving goals.	Congress votes; principals make rulings based on input from others.

Character Trait Maps: - (Burns, 1999) - Words for labeling character traits are often missing in student's vocabularies. Even if the words are known, students are often unable to distinguish the subtle differences among connotations. Procedure: (a) after reading, have the class discuss the characters and in pairs have them try to visually verbalize the character traits (see example that follows), and (b) as a

Vocabulary Strategies for Diverse Learners

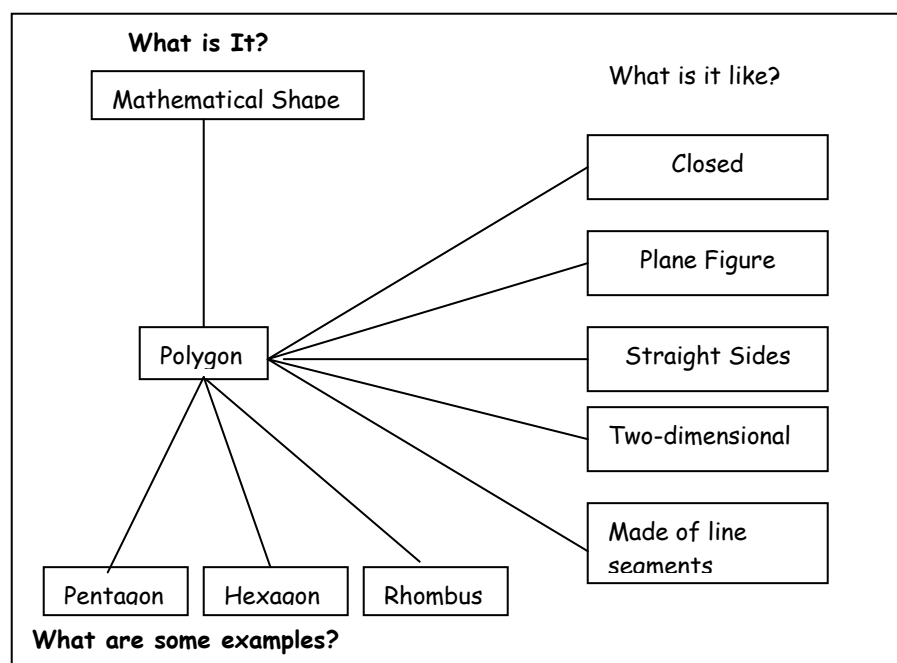
class, again, have the students compare their maps in order to select the words they think work best.



Vocabulary Strategies for Diverse Learners

Click and Clunk - (Sadler, 2001) - Have students create two columns on a paper labeled "click" and "clunk." They read a passage and then list words they understand or don't understand in the two columns. Direct instruction or group discussion is used to clarify meanings of the words.

Concept Definition Mapping - (Billmeyer & Barton, 1998) - This strategy teaches students the meaning of key concepts by helping them understand the essential attributes, qualities, or characteristics of a word's meaning. Procedure: (a) use an overhead to display an example of a concept definition map (b) select a term and have students brainstorm information for such a map, (c) have students work in pairs to complete a map with a term you have chosen from the unit, and (d) instruct students to write a complete definition, using the information from their maps. See examples below.



Concept: Heroes in Literature					
Heroes	Noble demi-god	human with super- powers	are admirable	common man whose values and insights are anti- hero	tragic figure
Achilles	x				
Billy Budd			x		x
Huck Finn			x		
Paul Bunyan		x	x		
Willy Loman				x	x

Connect-Two - (Cloud, Genesee, & Hamayan, 2000) - A vocabulary strategy which can be used before, during or after reading text.

Procedure: Given a list of words, students try to identify connections between any two words on the list and explain the rationale. For example, they might explain the connections between "benefit" and "benefactor."

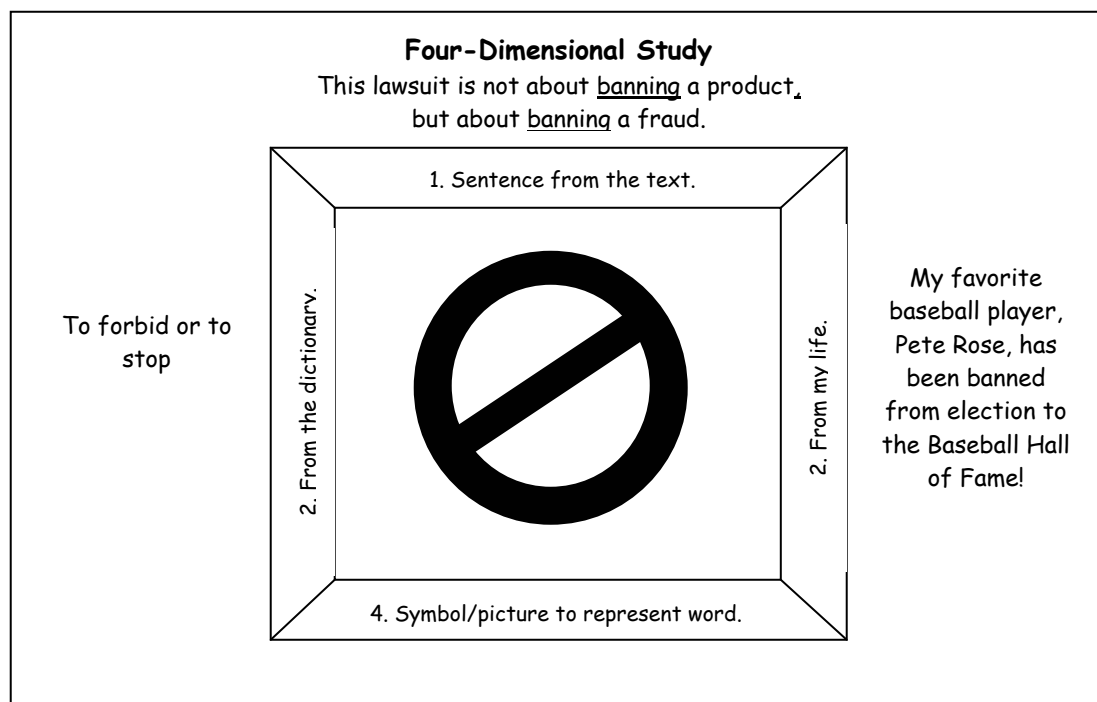
Contextual Redefinition - (Readence, Moore, & Rickelman, 2001) - It is essential that readers are able to use context clues to derive

Vocabulary Strategies for Diverse Learners

meaning; this strategy provides a format for students to realize this importance. Procedure: (a) select unfamiliar words from the text that are central to comprehending important concepts, (b) write a sentence for each word onto a transparency, (c) ask groups of students to provide a meaning for each word and to defend their guess, (d) then present the words in the original text, and (e) students consult a dictionary for verification. In essence, appropriate reading behavior is being modeled for the class.

Find Someone Who - (Kagan, 1992) - This is an interactive strategy to help students practice new vocabulary. Procedure: (a) prepare a *Find Someone Who* ... form that looks similar to a bingo card, (b) in each space put a new vocabulary word, (c) give one form to each student and give the class about ten minutes to roam and get definitions (i.e. the name of the student and what he or she gives as the meaning of the word or concept), and (d) the student who gets most of the spaces filled without using anyone twice 'wins.' Translations into the mother tongue are acceptable.

Four-Dimensional Study - (Stejnost & Thiese, 2001) - This strategy encourages students to learn vocabulary from different approaches: context clues, dictionary definitions, application, and visual. Procedure: (a) choose 5 to 10 words that are unfamiliar, (b) instruct students to do the following on an index card - copy a sentence from the text that uses the word, write the dictionary meaning, write a personal knowledge or experience, and draw a picture. See example below.



Vocabulary Strategies for Diverse Learners

4-Square Vocabulary Approach - (Stephens & Brown, 2000) - This provides an interactive way to introduce key vocabulary words and helps students to draw on their prior knowledge and personal experience. The strategy takes less time as students learn how to use the strategy on their own. **Procedure:** (a) have the students fold and number their papers into four squares, (b) in square 1, students write the key term while the teacher presents the word in context and explains its definition, (c) in square 2 students write an example from personal experience that fits the term (can be done in the mother tongue if necessary), (d) in square 3 students write a non-example of the term, and (e) in square 4 students write their own definition of the word. See the example below.

(square 1) compromise compromised compromising	(square 2) Sometimes people have to settle things by giving up something they want. Some government delegates had to agree to give up some things they wanted to reach an agreement.
(square 3) The fighting couple could not settle their differences and so they divorced. An agreement between the two countries was not reached, and so a war was started.	(square 4) A compromise is an agreement between two or more people or groups where both must give up something.

Frayer Model - (Billmeyer & Barton, 1998) - This is a word categorization strategy which provides students with different ways to think about the meaning of word concepts and develop understanding of content area reading vocabulary. Students form hierarchical word relationships by listing essentials, examples, non-essentials, and non-examples of a particular word (i.e. knowing what a concept isn't can help define what it is). **Procedure:** (a) assign concepts to groups, (b) explain the attributes of the Frayer model, (c) complete one with the class, (d) have students work in pairs to complete their concepts, and (f) have students share and then display their boards so the concepts can be continuously during the unit of study. See the example on the following page.

Vocabulary Strategies for Diverse Learners

DINOSAURS - PREHISTORIC REPTILES	
ESSENTIALS: prehistoric reptiles: backbone, lay eggs, straight legs, walk or run fast	NON-ESSENTIALS: cold. blooded (some may have been warm blooded); eat meat (some eat plants): chew food, hunt in packs
EXAMPLES: brontosaurus, allosaurus, stegosaurus, diplodocus	NON-EXAMPLES: snakes, crocodiles, turtles, lizards

Knowledge Rating - (Stejnost & Thiese, 2001) - **Procedure:** (a) distribute a list of words appropriate to the topic, (b) ask students to respond individually to each category by placing an 'x' in the boxes, (c) have students share their responses in small groups, and (d) have a whole class discussion to foster prior knowledge about the topic. See examples below.

Knowledge Rating for Science						
Word	Have Seen or Heard	Can Say	Can Define	Can Spell	Can Use in a Sentence	Don't Know at All
diffusion	X					
permeable						X
glucose	X	X		X		
dialysis	X	X	X	X	X	
endocytosis						X
phagocytosis						X
impermeable						X
osmosis	X	X	X	X	X	

Knowledge Rating for Social Studies						
Word	Have Seen or Heard	Can Say	Can Define	Can Spell	Can Use in a Sentence	Don't Know at All
oligarchy						X
anarchy	X	X	X	X	X	
democracy	X		X			
communism		X		X		
socialism						X
impeachment	X	X				
monarchy		X		X		
banishment	X					

Independent Word Learning Strategies - (Barton, 2001) - These three methods consistently help students learn to determine meaning of unfamiliar words on their own:

1. **Modeling context clues** - When you are reading together with your students, be on the lookout for words you think they might not know. Stop and ask them what they think the words might mean in this text. Walk them through the process of looking around the unfamiliar

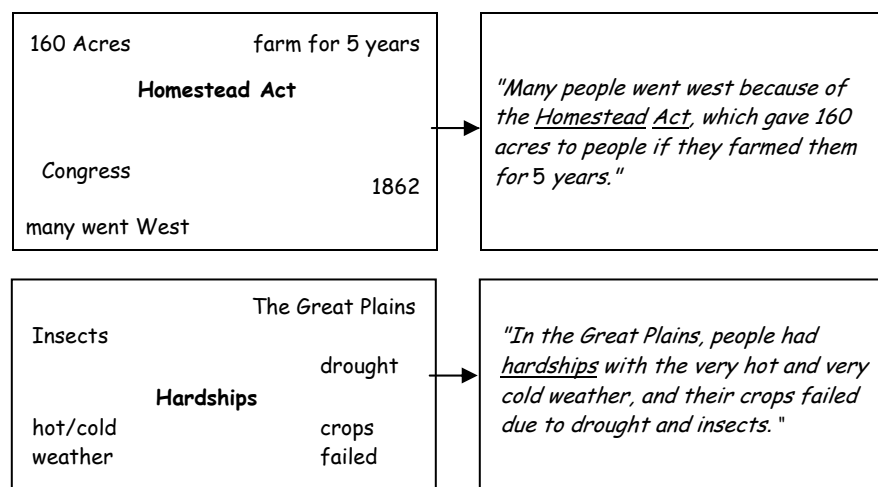
Vocabulary Strategies for Diverse Learners

word for words that offer clues to meaning, and tell them they are using context clues. Modeling this strategy on a regular basis a few times a week will help students begin to apply them on their own;

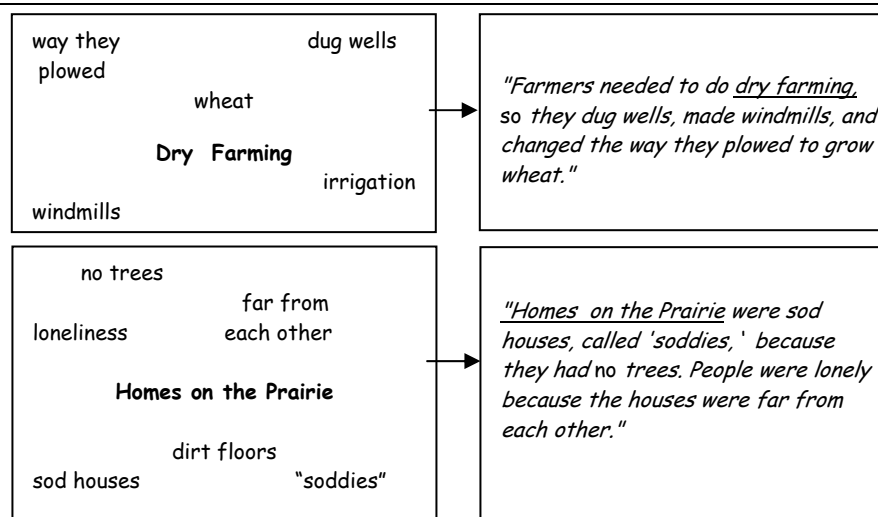
2. Structural analysis - Reading also offers many opportunities for this strategy. Structural analysis means to look within an unfamiliar word for familiar word parts. Students can learn through your modeling to use this strategy if you explicitly show them how it works and practice with them regularly; and
3. Using the dictionary - It is worth the time to teach students how to use the dictionary to look up unknown words since they tend to note only the first few words that appear in the dictionary definition when they look up a word. A practical format for helping students use the dictionary productively is to have them answer two questions when they define a word: "What larger group of 'things' does this word belong to?" and "What makes this word different from the rest of its group?"

Magnet Summaries - (Buehl, 2001) - This strategy involves the identification of key words - magnet words from a reading- that students then use to organize information into a summary (prewriting). Procedure: (a) have students read a short portion of text, looking for key terms to which the details in the passage seem to connect, (b) on a transparency model writing details from the passage that are connected to the magnet word, (c) distribute index cards for recording magnet words while students read the rest of the passage (tell younger students they should identify a magnet word for each paragraph or heading), (d) in groups have students share their words and decide on the best magnet words and generate the details, (e) model for students how the information can be organized into a sentence, (f) have students construct sentences for their remaining cards (on scratch paper first and then on the back of the cards), and (g) direct students to arrange the cards in the order they want their summary to read. See example.

MAGNET SUMMARIES FOR HISTORY



Vocabulary Strategies for Diverse Learners



Missing Words - (Stephens & Brown, 2000) - Missing words - an adaptation of the cloze procedure - engages students in reading a selection with certain words deleted, and then predicting in writing the missing words. It helps students learn to draw upon prior knowledge, use meta-cognitive skills, think inferentially, and understand relationships. **Procedure:** (a) the teacher selects a passage that the students haven't read and deletes certain words - leaving the beginning and ending sentences intact- (the deleted words may be key vocabulary words, certain parts of speech, or based on a numerical pattern like every seventh word), (b) the teacher also models - using a different passage - how to skim a passage for an overview and how to read the material looking for clues, (c) the teacher uses a think-aloud to model the meta-cognitive process of rereading the passage - monitoring the word choices and their effect upon the meaning of the passage.

Open Word Sort - (Cloud, Genesee, & Hamayan, 2000) - A strategy for before, during or after reading text. **Procedure:** (a) Student pairs are given words written on individual strips of paper, (b) they collaborate to categorize the words by identifying and explaining relationships among them, (c) students then read and reorganize the words in a way that would be effective for teaching key information to others, and (d) following the reading they use the resorted words to explain the reading or answer questions.

Semantic Feature Analysis - (Johnson & Pearson, 1978) - This develops vocabulary concepts and categorization skills when students find similarities and differences in related words. **Procedure:** (a) write a category above a matrix, (b) list words or examples in the category vertically in the matrix, (c) write features horizontally on the matrix, and (d) have students study each feature and write a '+' if the word contains the feature and a '-' if the word does not. The strategy helps students form broader vocabulary concepts and review information by comparing and contrasting words in the same category. See example on following page.

Vocabulary Strategies for Diverse Learners

DINOSAURS							
	Triassic (220m)	Jurassic (213m)	Cretaceous (144m)	Meat Eaters	Plant Eaters	Large	Small
Tyrannosaur	--	--	+	+	--	+	--
Coelophysis	+	--	--	+	--	--	+
Bronotosauris	--	+	--	--	+	+	--
Trodan	--	--	+	+	--	--	+
Duckbills	--	--	+	+	--	+	--
Prosauropods	+	--	--	--	+	+	--
Alosaurus	--	+	--	+	--	+	--

Semantic Gradient Scales - (Blachowicz & Fisher, 1996) - This scale helps students to see how new words fit into a patterns *of* known words. Procedure: (a) establish a semantic gradient scale (see example), (b) have the students develop words that fit between the two poles (e.g. developing words between courageous and cowardly might coordinate with a literature lesson while a freedom list might fit with a social studies unit).

THE SEMANTIC GRADIENT SCALE		
Hottest	Courageous	Free To Do As You Please
scorching		
sultry		
steamy		
tropical		
balmy		
sunny		
cool		
nippy		
raw		
freezing		
frigid		
glacial		
Coldest	Cowardly	Totally Controlled

Vocabulary Strategies for Diverse Learners

Specialized Verb Lists - (Benjamin, 1999) - To understand verbs is to understand the action. Give students the 50-verb lists for writing tasks in the specific subject areas and have them use them to write sentences to describe the concepts:

- Math - *add, subtract, multiply, divide, equalize, factor, correspond, graph, plot, compare, represent, travel, substitute, intersect, calculate, suppose, assume, function, bisect, depend, vary, estimate, slope, change, interpret, measure, connect, apply, match, distribute, simplify, evaluate, express, solve, construct, predict, order, designate, assign, follow, differ, coincide, justify, arrange, demonstrate, operate, extrapolate, draw, determine, find*
- History - *cause, change, affect, influence, conflict, force, govern, rule; invade, dominate, rebel, attack, establish, expand, lead to, explore, follow, build, form, export/import, increase/decrease, support, promote, vanquish, develop, reign, result, contribute, grow, demand, produce, trade, modernize, industrialize, urbanize, reflect, turn, control, end, begin, rise, decline, believe, practice, advance, retreat, convert, isolate, integrate, worship*
- Literature - *evoke, convey, express, imply, mean, infer, ascertain, contrast, coincide, relate, begin, proceed, end, tie in, juxtapose, clash, rhyme, alliterate, compare, analyze, symbolize, represent, relate, connect, explain, describe, expose, inform, interpret, foreshadow entail, suggest, summarize, imagine, satirize, understate, exaggerate, personify, motivate, dramatize, connote, denote, characterize, specify, philosophize, translate, narrate, portray, conflict, empathize*
- Chemistry - *separate, mix, behave, join, bond, fuse, attract, repel, lower, raise, remain, liquefy, burn, calculate, discharge, explode, implode, deploy, balance, equate, level, form, involve, remove, melt, cool, dissolve, heat, change, affect, release, free, oxidize, control, absorb, differ, maintain, react, act, share, transfer, contain, saturate, exchange, equalize, occur, produce, complete, respond, evaporate*
- Earth Science - *fill, develop, split, cleave, cut, flow, spin, drop, raise, increase, decrease, absorb, weather, erode, build, turn, drift, move, accumulate, maintain, change, support, release, migrate, sift, dissolve, moderate, float, sink, originate, reflect, radiate, settle, form, melt, cement, compact, collapse, disintegrate, arrange, date, overturn, precipitate, elongate, shorten, intensify, weaken, travel, diverge, converge*
- Biology - *interact; develop, flow, block, react, act, metabolize, pump, oxygenate, deoxygenate, inflame, expand, contract, nourish, respond, produce, die, protect, reproduce, exchange, process, perform, digest, excrete, secrete, synthesize, breathe, divide, differentiate, transmit, filter, cross, graft, regenerate, disperse, fertilize, evolve, mutate, ingest, control, transport, stimulate, impede, function, connect, hydrate, dehydrate, acidify, proliferate, decompose*

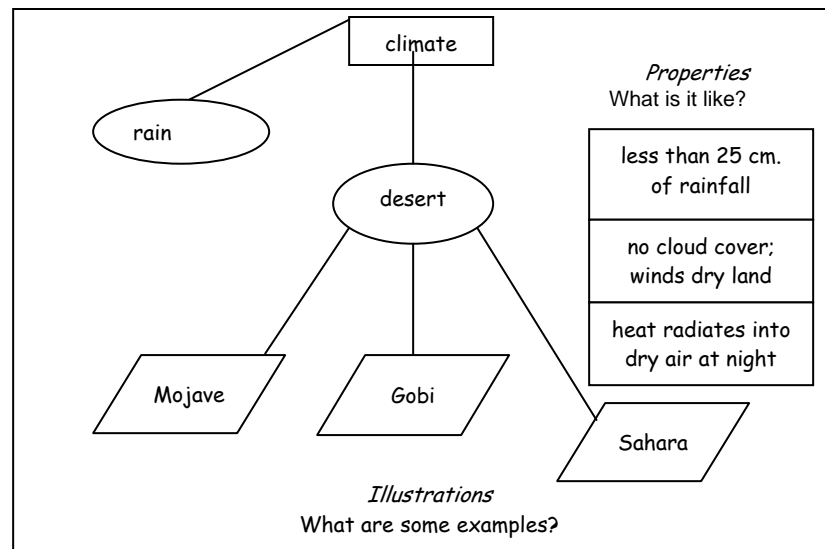
Vocabulary Strategies for Diverse Learners

- Physics - *push, pull, fly, raise, lower, burn, flow, cohere, adhere, engage, disengage, force, float, expand, contract, melt, evaporate, sink, spin, differentiate, turn, drive, exert, convert, balance, calibrate, measure, deflect, bounce, reflect, explode, implode, relay, launch, meet, gather, collect, signal, ignite, draw, touch, attract, repel, rotate, reverse, vibrate, recycle, counteract, act, react*

10 Most Important Words - (Stephens & Brown, 2000) - This is designed to help students become aware of the value of key concepts in developing content knowledge. It can be used as a 'pre' or 'post' unit activity. Procedure: (a) the teacher introduces a topic by helping students think about what they already know, (b) students are then asked to predict in pairs what they think the ten most important words of the unit will be, (c) then pairs share their lists with another pair - and they agree to a final list of ten, (d) the lists are continually referred to, revised and at the end of the unit the class reflects on which ten were the most important after all.

Visual Structures - (Barton, 2001) - This strategy is intended to replace the common one of selecting in advance words from students' reading in order to preview them with the class (one that Barton suggests doesn't work in spite of good intentions). He suggests making a clear connection between words and important concepts from the texts through the use of visual structures that show the relationships explicitly. Examples include word webs or semantic mapping, word weave or matrixes, or vocabulary thermometers. Once the visual structure is created, decide when to introduce it (i.e. before-during-after reading) and where to display it (i.e. so that it can be revisited during the unit). Later, have students re-categorize words into a new structure, to retell the story using the structure for help, create a role play using the vocabulary, as an organizer for responding in writing, or as a performance assessment where students have to recreate the structure from memory.

Completed Concept Map for *desert*



Vocabulary Strategies for Diverse Learners

Vocab Alert! - (Stephens & Brown, 2000) - The design of the Vocab Alert! Helps make students aware of important terms prior to reading or a lecture. It serves as a form of self-assessment as well as an assessment tool for teachers. Procedure: (a) the teacher selects the most important words (between 5 and 10) from the text, (b) using the continuum below, students self assess their familiarity with each term, (c) then the teacher introduces the significance of the terms to the topic, (d) as the students read/hear the text, they record information, and (e) afterwards the teacher engages the class in discussion to further clarify and develop understanding of the terms.

I know	2	It's sort of familiar	4	Don't know
1		3		5
<hr/>				
List of Words:				
1. embargo				
Notes: government restricts trade; see p. 356				
2. treaty				
Notes: agreement between nations; see p. 359				
3. _____				
Notes: _____				

Vocab-marks - (Stephens & Brown, 2000) - A Vocab-mark is a bookmark made from laminated paper with spaces for students to list unfamiliar words as they encounter them in their reading. Procedure: (a) the teacher models finding unfamiliar words while reading and how to record them on a Vocab-mark and (b) students make their own and begin to list new words, the page number, and a brief definition (either through a dictionary or a friend). Some teachers structure the use of Vocab-marks by specifying what students must look for (e.g. three technical terms, two unfamiliar terms, etc).


Vocabulary Cards - (Kagan, 1990) - These cards are designed to generate higher level thinking among students in cooperative learning groups. Procedure: (a) the teacher provides a group of four with the vocabulary words from the unit, (b) after the question is read students pair up in the group of four to discuss the answer, and (c) then the pairs share their responses with one another; or (a) the teacher provides pairs with the vocabulary words, (b) student 1 asks the question, (b) both students write their answers down and then

Vocabulary Strategies for Diverse Learners

share, and (c) student 2 asks the next question (and so on). Cards are available from www.kaganonline.com.


Vocabulary Connections - (Brisk & Harrington, 2000) - Choose a reading selection. Choose words crucial to understanding the selection - preferably in limited semantic fields. Have students look up the words in a dictionary - in class or as homework. Have students discuss their definitions with one another in class (i.e. give examples in their own lives of the selected words and their meanings). Have students read the selection. Have students retell or write a summary of the selection - using the new vocabulary.

Vocabulary Graphics - (Stojnost & Thiese, 2001) - Procedure: (a) give students 5 x 7 index cards, (b) instruct students to find the meaning of a given word and write it in the center of the card, (b) tell them to record the following information in each of the card's four corners: a sentence using the word, a synonym, an antonym, an illustration, and (d) hook the cards together for unit vocabulary file. See the example below.

SENTENCE: When I think of a NUCLEUS, I think of a sunny-side up egg!	SYNONYM: core
WORD: Nucleus DEFINITION: A nucleus is the center	
ANTONYM: edge	ILLUSTRATION: 

Vocabulary Writing in Math - (Billmeyer, 2004) - Learning math is often equated to learning a new language due to the vocabulary-dense texts and conceptual context within which vocabulary is presented. One way to help students assimilate mathematical language is to have them create their own vocabulary journal as follows:

Vocabulary Strategies for Diverse Learners

WORD	PICTURE	DEFINITION
yard	ft ft ft 	A standard unit of measure made up of three feet. It is smaller than a meter.

Vocabulary Story Map - (Blachowicz & Fisher, 1996) Integrating new vocabulary with students' schema or prior experiences makes them more accessible. Procedure: for an upcoming story, map out the story line choosing vocabulary words that are critical to the story elements (see example). The possible big ideas section may not be in the story but are needed for effective discussion and the vocabulary should be used multiple times in discussing, explaining, summarizing, and responding to the story.

"THE NECKLACE" (Vocabulary Story Map)

Characters

Mathilde, who believes there is nothing more humiliating than to look poor among women who are rich.
 M. Loisel, who gives his wife 400 francs for a ball gown.
 She suffered ceaselessly from the ugliness of her curtains.

Setting

The vestibule of the palace
 The ministerial ball
 A tented garret

Problem

Mathilde loses a borrowed diamond necklace and is sick with chagrin and anguish.
 M. Loisel borrows money and accepts ruinous obligations.
 They are impoverished by the debt.

Resolution

M. and Me. Pay the accumulations of debt and interest for years. After the debt is paid, Mathilde sees the friend from whom she borrowed the necklace and finds out it was only paste.

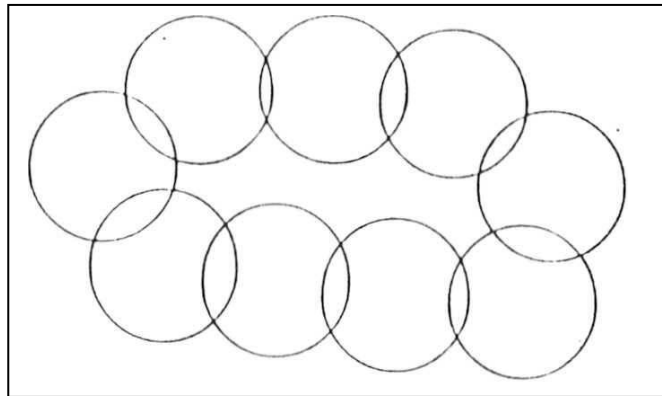
Possible Big Ideas

Putting on airs, humiliation, egotism, arrogance, conceit, vanity, disdain, haughtiness, destitute, indigent, irony, false pride, image, deprivation, poverty, calamity, compromised, luxuries

Vocabulary Strategies for Diverse Learners

Word Boxes/Journals & Logs - (Fogarty, 2001) - These are based on the same principles but are for different age groups. For younger students, shoeboxes are used for individual word boxes. Students gather new words each day using 8 inch x 3 inch colored construction strips to record them. Students play the game "Go Fish" mixing their word cards with partners. When students know their words, they keep them (unknown words are discarded). Word strips are then used to create a story - some- of which are illustrated, bound and read to others. Over the months students will see their own progress. Vocabulary journals and logs serve the same purpose for older students as they use their growing list of words to better understand content specific material.

Word Chains - (Stephens & Brown, 2000) - A word chain provides students with a structure to explore relationships among words, understand how they can be used, and remember their meanings. Procedure: (a) the teacher selects 5 to 7 new vocabulary words that are related to the same concept and models how to develop a word chain based on the connections, (b) the students - in pairs - are given a group of words, (c) the students develop a word chain and then share it with another pair (or the rest of the class), and (d) finally each student writes a short paragraph using the new words in a way that demonstrates their connection. See the example that follows.

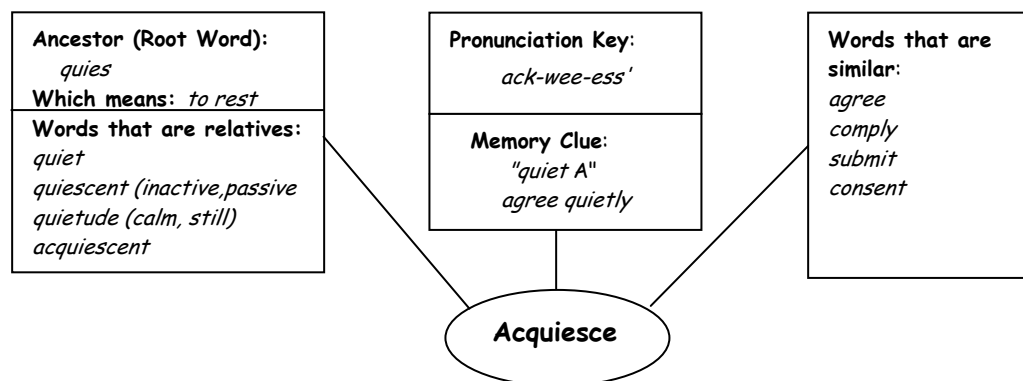


Word Cards Strategy - (Brisk & Harrington, 2000) - Procedure: Prepare strips of strong cardboard. Each day have each student give a word; write it on the card. Give the cards to the students to read alone or to trace the letters. Keep a file box in which to place the cards (first write the names of the children on the cards). Every day have the children find their own words, sit with a classmate, and read their words to each other. If they can't remember their words, sit and help them. Once students have 20 to 30 cards, use these follow-up activities:

- . Taking a few and checking to see if they remember them
- . Choosing one to elicit discussion of a topic by a group or the whole class
- . Having the students write their word and draw a picture
- . Having students put together a dictionary or create a game with the words

Vocabulary Strategies for Diverse Learners

Word Family Tree - (Buehl, 2001) - This strategy involves students in connecting a key term to its origins, to related words or words that serve a similar function, and to situations in which one might expect the word to be used. **Procedure:** (a) select a group of target words for students to investigate (i.e. pivotal words in a story, a unit of study, or general-high utility vocabulary) and (b) have students work with partners or in cooperative groups to complete the organizer using appropriate resources (see example below).



Definition: to go along reluctantly,
to give in maybe even if you really don't want to

A sentence where you found this word:
Eventually the Native Americans acquiesced to the treaty, even though they felt betrayed by the government.

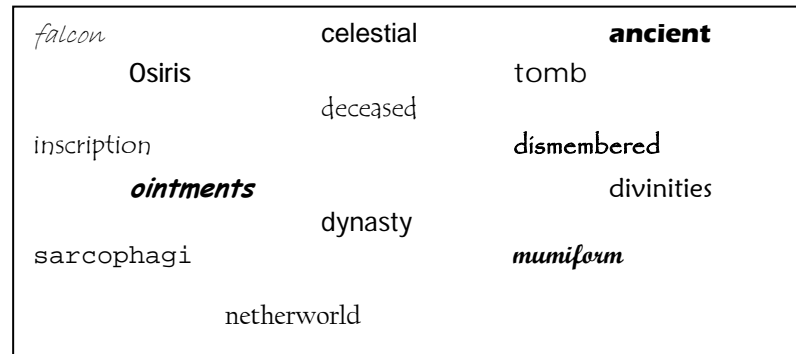
Who would say it? Pick three kinds of people who might say this word and write a sentence showing how they might use it:

Politician	Judge	Business Person
After a few changes to the bill, the senator <u>acquiesced</u> to vote for it.	The judge told the jury that every member had to <u>acquiesce</u> to reach the verdict.	I will <u>acquiesce</u> to buy your computers if you guarantee that they will work for my company.

Word of the Week - (Stephens & Brown, 2000) - This process of making new words their own helps students to construct an ever-widening vocabulary. **Procedure:** (a) students identify a new word that they are interested in adding to their vocabularies, (b) they list the word, the part of speech, the definitions, and a sentence, (c) students use 'their word' in class all week, and students share their words with partners, then small groups, then the class.

Vocabulary Strategies for Diverse Learners

Word Splash - (Burns, 1999) - Word splash sounds very simple but an amazing amount of connected information is shared in a relatively short amount of time. The strategy may not produce precision with vocabulary but when the words are encountered in the text, they will not be complete strangers. Procedure: (a) a variety of words that are integral to the unit are spread across a transparency, (b) the teacher elicits from the student what is already known about the terms - including their use in sentences, and (c) the teacher checks off the words as they are used, (d) The next step is to predict the story based on the word splash. See the example below.



Word Walls - (Pinnell & Fountas, 1998) - Procedure: (a) be selective and *stingy* about what words go up there, limiting the words to those really common words that students need a lot in writing, (b) add words gradually - about five a week, (c) make them accessible where everyone can see them, write them in big letters, and use a variety of colors, (d) practice the words by chanting and writing them in different ways (i.e. magnetic letters, sand, portable word walls), (e) do a variety of review activities, (e) make sure that word-wall words are spelled correctly in any writing the students do. See examples in their books!

Zip Cloze - (Burns, 1999) - Procedure: Put a reading passage on an overhead and block out words with masking tape. Choosing selected vocabulary words seems more useful than deleting every seventh word (the usual doze). Students use all the strategies they know to guess the missing words. When the tape is guessed, the tape is *zipped* off and students can compare their choice with the author's.

Inquiry Chart Directions: As a group, discuss and record what you already know. Alone, read the articles assigned and answer the questions if possible. As a group, share your responses so that everyone is able to fill in their notes.

Topic: Reading in the Content Areas	Q1: What is unique about reading in this content area?	Q2: What are difficulties faced by students in this content area?	Q3: What are some specific strategies for teaching reading in this content area?	Q4: What research has been done about this content area?	New Questions
What we know:					
English Language Arts article(s)					

Mathematics article(s)					
Science article(s)					
Social Studies article(s)					

Art & Music					
PE & Health					
'Foreign' Language					
English Language Learner					

Reading - the 'young,' the 'reluctant' adolescent, & the 'essential'					
Summaries					

Pre-K to 2 Reading and Writing Strategies^{©2006}



Pre-K to 2 Reading & Writing Strategies for Diverse Learners

Pre-K to 2 Reading Strategies for Diverse Learners

The following alphabetical list of reading strategies can be used in diverse classrooms. Good references for other early learners' reading strategies include the following:

- Billmeyer, R. (2004). Strategic Reading in the Content Areas, Rachel & Associates.
- Brisk, M. E. & Harrington, M. M. (2000). Literacy and Bilingualism: A Handbook for All Teachers, Lawrence Erlbaum.
- Carbo, M. (2000). What Every Principal Should Know About Reading, National Reading Styles Institute.
- Cloud, N., Genesee, F. & Hamayan, E. (2000). Dual Language Instruction: A Handbook for Enriched Education, Heinle & Heinle.
- Diller, D. (2003). Literacy Work Stations: Making Centers Work, Stenhouse Publishers.
- Dorn, L. J. & Soffos, C. (2001). Scaffolding Young Writers: A Writer's Workshop Approach, Stenhouse Publishers.
- Fountas, I.C. & Pinnell, G.S. (1996). Guided Reading: Good First Teaching for All Children, Heinemann.
- Gibbons, P. (2002). Scaffolding Language, Scaffolding Learning, Heinemann.
- Opitz, M.F. & Rasinski, T. (1998). Good-bye Round Robin: 25 Effective Oral Reading Strategies, Heinemann.
- Peterson, R. & Eeds, M. (1990). Grand Conversations: Literature Groups in Action, Scholastic.
- Routman, R. (2003). Reading Essentials: The Specific You Need to Teach Reading Well, Heinemann.
- Routman, R. (2005). Writing Essentials: Raising Expectations and Results While Simplifying Teaching, Heinemann.
- Schlick Noe, K. L. & Johnson, N. J. (1999). Getting Started with Literature Circles, Christopher-Gordon.
- Short, K. G., Harste, J. C. & Burke, C. L. (2nd Ed.). (1996). Creating Classrooms for Authors and Inquirers, Heinemann.
- Silver, H. F., Strong, R. W. & Perini, M. (2000). Discovering Nonfiction: 25 Powerful Teaching Strategies, Canter & Associates.
- Smith, P. G. (Ed.). (2001). Talking Classrooms: Shaping Children's Learning Through Oral Language Instruction, International Reading Association.
- Stephens, E.C. & Brown, J. B. (2nd Ed.). (2005). A Handbook of Content Literacy Strategies: 125 Practical Reading and Writing Ideas, Christopher-Gordon.

Pre-K to 2 Reading & Writing Strategies for Diverse Learners

Character Home Pages - (Stephens & Brown, 2005) - Students create a 'home page' for a character they select from a reading. The steps are: (1) the teacher models developing a home page, (2) students identify a character, (3) students assume the point of a view of the character to design the home page using information like "What I look like ...", "What I am like" Some teachers use this strategy to have students explore other aspects of the book; e.g. setting or author of the book.

Choral Reading - (Carbo, 1997) - Two or more students read a passage in unison. Less fluent readers try to follow the reading model provided by the more fluent readers. Group members may be teachers, parents, students, etc.

Comprehension Game - (Mercer & Mercer, 1998) - This game reinforces skills relating to vocabulary, story comprehension, and synonyms. Make a game board with red, blue, or white squares and cut out cards of red, blue and white construction paper. On the set of red cards, write story questions pertaining to *who, what, where, when, why* and *how*; on the blue set, write vocabulary words; on the white cards (synonym cards), write a sentence with a word underlined. Players roll the dice (or a spinner), go to the numbered square, and select a card that represents that color. If it is red, students answer a story question, blue a vocabulary question, and white, they must provide a synonym to the underlined word. If students are correct, they stay on the square, and if the students are incorrect, they go back to the *Start*.

Creating Content-Related Picture Books - (Stephens & Brown, 2005) - Creating picture books is an effective way for students to apply concepts they are learning through content and can be done individually, in pairs or in small groups. The steps are: (1) the teacher shares a number of content-related picture books, (2) a topic is selected, information is brainstormed, and any additional research is conducted, (3) a storyboard is created, (4) the text for the book is drafted, (5) pictures and illustrations are created or obtained, (6) the text is revised and edited, and (7) the completed text is presented.

Do You Hear What I Hear? Strategy - (Strong, Silver & Perini, 2000) - Teachers read aloud brief, challenging texts that are centered on one higher-order thinking question. Students draw, take notes or complete a graphic organizer during the reading - focusing on the text in order to answer the question. They then discuss their product with each other.

Echo Reading - (Carbo, 1997) - The teacher first reads and discusses a story with the children. Then she/he reads a sentence or two, and the students repeat it using the same intonations. A big book or multiple copies of a storybook can be used. Pointing to the words as they are read helps the children focus on print instead of simply relying on auditory memory. For very young readers, this technique helps establish the concept of that word and allows them to 'read' an entire text. Mature readers will incorporate some

words into their sight vocabularies. Less experienced readers can 'echo read' with more experienced children, especially following a group session which functioned as a model.

Experience-Text-Relationships - (Optiz, 1998) - This method uses discussion to link what children already know to what they will be reading about. The method consists of three steps: (1) in the experience sequence, the teacher has the children explain the experiences they have had or knowledge they have that relates to the story; (2) the teacher has the children read short parts of the story - usually a page or two - answering the teacher's questions after each section is read; and (3) the teacher attempts to draw relationships for the children between the content of the story and their outside experience and knowledge.

Guided Reading - (Fountas & Pinnell, 1996) - This is a small-group instructional context where the teacher supports the children's use of strategies in reading novel texts. Children are grouped according to the current reading levels and goals for improvements. Steps include: (1) select a book for the children, one that provides just enough challenge to use reading strategies effectively; (2) introduce the book to the children and ask each child to read the whole text or a unified part of it at his or her own pace, either softly or silently, (3) during reading, intervene briefly to support problem solving, but keep in mind that the emphasis is on developing independence and on having children advance to more complex texts and read for increasingly longer period; and (4) after the child reads the text, revisit it with him or her to focus on examples that help develop a reading process.

Independent Reading - (Fountas & Pinnell, 1996) - Popular forms of independent reading include Sustained Silent Reading (SSR), DEAR, Buddy Reading, and Reader's Workshop. These forms allow for children to have free choice of their reading, to meet on a regular basis with peers and teachers to share what they are reading, and to have the option of creating a personal response to what they read.

Language Experience Approach (LEA) - (Brisk & Harrington, 2000) - The LEA helps develop reading and writing through the use of the student's own language, thoughts, and ideas. Students are able to read the stories with minimal cueing because they already know the meaning. The following steps can be done with the entire class, small groups, or individuals: (1) engage the students in a conversation about an experience they have had; (2) as they speak, write on the board, on chart paper, on an overhead projector, or at the computer; (3) when done, read the story to the students, pointing precisely to each word; and (4) reread a sentence, pointing to the words and then have the students read the sentence while pointing to the words. NOTE: The original approach recommended writing exactly what the students say, but these authors suggest using the opportunities to 'teach' correct language through the 'explicit paraphrase technique.'

Pre-K to 2 Reading & Writing Strategies for Diverse Learners

Literacy Work Centers - (Diller, 2003) - A literacy work station is an area within the classroom where students work alone or interact with one another, using instructional materials to explore and expand their literacy. It is a place where a variety of activities reinforces and/ or extends learning, often without the assistance of the teacher. It is a time for children to practice reading, writing, speaking, listening and working with letters and words. Some sample work stations might include a big book work station, writing work station, drama work station, ABC/ Word Study work station, poetry work station, computer work station, buddy reading work station, creation work station, science/ social studies work station, handwriting work station, etc.

Memory Box - (Stephens & Brown, 2000) - This strategy is used best with fiction or biographies. Put together a memory box - a collection of objects that represent events in a story. As you show each object to the class, talk about its significance to the story. Read the story. A variation is to have students put together a memory box with objects they think the story will be about (i.e. predicting).

Patterned Reading - (Burns, 1999) - Children are able to 'read' predictable books with the teacher right away. Teachers use a story with a simple pattern like "Brown Bear, Brown Bear, What Do You See?" Although books like these are 'read' from memory of the patterns, from nursery rhymes, and from picture cues, children are able to sound like adult readers. They feel accomplished and gain confidence while developing word and print awareness, a sense of sentence and story, increased vocabularies, and their first ideas about fluency.

PREP (Preview, Read, Examine, Prompt) Learning Guide - (Billmeyer, 2004) - instructs the students to construct questions before reading. Questions engage the minds of the readers and also focus their thinking while reading. Teachers use PREP as a change from K-W-L. Ideas and vocabulary recorded on the PREP can be used later as a writing experience. Students enjoy creating a class book about the topic. Here's a math example:

"Sarah's mom made a bird house for the back yard. First Sarah saw 9 birds fly into the house. Then 5 more flew in the house. How many birds are there in all?"

<i>Before reading</i> <i>What I already know</i>	<i>During reading</i> <i>Questions to focus my learning</i>	<i>After reading</i> <i>What I have learned</i>
It's a story problem. There are numbers in it. There is a question mark.	What kind of problem is it? Will I add or subtract? What words tell me what to do?	It is a plus problem because it says, "How many in all?" There are two number to add.

Pre-K to 2 Reading & Writing Strategies for Diverse Learners

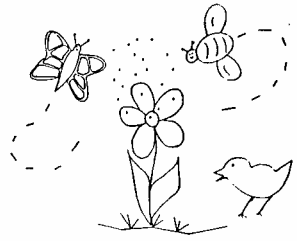
Read Aloud - (Fountas & Pinnell, 1996) - This strategy is simply when teachers or other adults read aloud stories to children. Its benefits include: children learn about literacy through modeling; they learn how print functions and how it is used; they learn about story structure; they acquire new words, new sentences, and new discourse patterns; and they develop positive attitudes towards reading. Activities after the read aloud can include stick puppets, singing rhymes, drawing, making books, and arts and crafts. Logical reading follow-ups to read aloud are SSR, buddy reading, guided reading, and literature circles; writing follow-ups to read alouds are shared writing, interactive writing, guided writing, and individual writing.

Reader-Generated Questions - (Brisk & Harrington, 2000) - The purpose of this strategy is to walk students through the steps of the reading process: stimulating background knowledge, predicting, actual reading, and synthesizing. Steps include: (1) introduce the topic of the reading through pictures, maps, time lines, real objects and have students relate the topic to their own experiences; (2) ask the students to generate from one to ten questions about the topic; (3) have the students guess responses to the questions in small groups; (4) read aloud the story or have the students read the text alone or in pairs; (5) ask the students to answer the questions or to check on their guesses; and (6) have the students respond to the reading by writing a summary, completing a graph, drawing a picture, outlining the content, or some other activity.

Recorded Books - (Carbo, 1997) - The youngster listens one or more times to a word-for-word recording while following along in the text, and then reads it aloud. Less fluent readers can listen one or more times to two- to five- minute segments, recorded at a slower-than-usual pace, and then read the passage aloud.

Say Something - (Cloud, Genesee, & Hamayan, 2000) - Students are invited to take turns saying something at intervals during the reading of a story; to respond personally to an engaging piece of literature. The focus is on reading to say something rather than reading to decode individual words (*understand the message vs. crack the code*).

Split Screen Strategy - (Silver, Strong, & Perini, 1999) - Read a book or passage aloud and, along the way, discussing difficult vocabulary words with students. Read the book or passage again - this time a bit more slowly and with emphasized emotion. During this reading, students sketch their ideas on one side of the paper and write words or phrases on the other side. You will need to pause during this rereading to give students time to create their visualizations on the organizer. At key points, stop reading and ask students to explain their pictures to each other. After the second reading, put students into groups to create posters. This strategy builds listening and visualizing skills that are necessary for effective reading. Split Screen is a 'note-making' strategy.

Words (Ideas and Details)	Pictures (Sketches and Doodles—No Words)
birds butterflies bees drink nectar bring pollen help flower	

Shared Reading - (Fountas & Pinnell, 1996) - This approach practices reading through modeling and coaching and introduces strategies in context. Write a short passage or poem on chart paper for students to read and reread (i.e. or you can use a story from a book). First read the passage, pointing to each word or phrase, and model fluent reading. Next, ask students to read the passage with you. Direct their attention to useful visual information; for example, high frequency words. Cover selected words and ask students to predict the word using the surrounding text. Have response activities ready for those students who do not need to continue to participate in the repetitive reading, have small versions of the original available for students to read on their own or in pairs, and use the reading to do different types of exercises (i.e. cloze, word analysis, letter identification).

Sketch-to-Sketch Strategy - (Short, Harste, & Burke, 1996) - A reading strategy that helps students learn to visualize what they read. Individually, with a partner or a team, students draw and share the mental images conveyed in a reading. They may also sketch the personal meaning of a reading.

Sticky Notes - (Peterson & Eeds, 1990) - Students write on their sticky notes why they chose passages they want to discuss with others. The teacher models the strategy using passages they learned from, loved, couldn't stop reading, connected to, questioned, thought were funny, or were puzzled by.

Story Hats - (Schlick, Noe, & Johnson, 1999) - Students draw scenes from a story on 11x14 sheet of construction paper while the story is read aloud. They share the pictures with one another and then fold the paper into a hat to wear home.

Story Impression - (Cloud, Genesee, & Hamayan, 2000) - This is a reading strategy that prompts students to creatively predict the plot of a story. The teacher lists clue words or important phrases (drawings or print), and students predict their impressions of

how they think the words will fit together prior to reading. (Note: The words should convey the main character, the setting, and the problem in the story). After reading, students compare their versions to the real thing. The steps include: (1) introduce the students to the strategy; (2) show the clues on a transparency; (3) students read the clues together and brainstorm how they link together; (4) they dictate a story to the teacher; (5) the class compares the Story Impression with the actual story; and (6) once they are familiar with the strategy, students could do it on their own or in small groups.

Talking Drawings - (Readence, Moore, & Rickelman, 2001) - This strategy uses simple student drawings as a bridge between background knowledge and new information to be studied in the text. Teachers ask students to make a drawing showing what they already know about a topic. Students then get into small groups and share their drawings, discussing the similarities and differences among the drawings. A whole-class follow-up discussion takes place and then the class organizes their thoughts into a single concept map. Students either read or are read to and then modify (add on to) their drawings or begin a new drawing based on what they have just learned. Students then get into small groups again to compare their first and second drawings with one another.

The Instant Storyteller - (Stephens & Brown, 2005) - The steps are: (1) the teacher identifies groups with roles (e.g. storyteller, timer, recorder, responder), (2) the teacher provides each group with visual images (e.g. photos, art works, CD cover), (3) the storyteller selects a visual and spend two minutes planning a story, (4) the storyteller relates the story for three minutes while the recorder writes notes down, and (5) the responder gives feedback on the story. Roles are switched and eventually the group selects one of the stories to retell to the class.

Writers' Workshop Approach - (Dorn & Soffos, 2001). Writers' Workshop is a literacy block where children learn the processes of how to read and write. The teacher structures the time to ensure that children have an opportunity to plan, organize, and carry out writing projects in response to stories they have been read/ read. Students learn how to select their own topics and develop these ideas through multiple drafts. Thus, they acquire an understanding of the writing process. The block of time for writers' workshop in kindergarten is approximately thirty to forty minutes; in first and second grade, the block of time can vary from forty-five to sixty minutes. Components of the writers' workshop can include a shared writing event, independent writing time, conferences, sharing, mini-lessons, and the keeping of writers' notebooks and reading logs.

Teaching for Word Solving Within Guided Reading (© Fountas & Pinnell, 1996)

	<i>Before the reading</i>	<i>During the reading</i>	<i>After the reading</i>
Teacher	<ul style="list-style-type: none"> - Selects book, considering words children know or can get to with strategies they control as well as format of text. - Introduces book - has children find one or two familiar and new words. - Uses some of the new words in conversation so children can hear them. - Builds concepts for words that might be unfamiliar. 	<ul style="list-style-type: none"> - Listens to determine how readers are processing print. - Observes the readers' use of word-solving strategies. - Reinforces and comments on word-solving - both successful and good tries. - Interacts with children to assist in word solving. - Prompts for word solving. - Tells the word when needed to help the reader move on through the text (when appropriate). - Makes observational notes to provide documentation. 	<ul style="list-style-type: none"> - Returns for the text for one or two teaching opportunities such as problem solving on words. - Reinforces effective problem solving on the part of individual readers or the group. - Attends to specific words within the text. - May take words out of the text - using white board, easel and paper, or magnetic letters - for teaching demonstrations related to word analysis, moving back to the text at the end. - Discusses difficult vocabulary.
Students	<ul style="list-style-type: none"> - Notice particular words and find them. - Notice features of words that will help them when they encounter them while reading. - Think about the meaning of words in the text. - Say words as guided by the teacher. - Use words in conversation. 	<ul style="list-style-type: none"> - Read the whole text or a unified part of the text. - Recognize most words without conscious attention. - Slow down to problem-solve new words when needed. - Apply strategies in flexible ways to solve words as needed. - Use print information in combination with meaning and language knowledge. 	<ul style="list-style-type: none"> - Revisit the text as points of problem solving as guided by the teacher. - May become involved in some extended written work that reinforces word analysis or word solving (such as making a book or working with letters or words).

Four Kinds of Reading / Four Levels of Support (©Fountas & Pinnell, 1996)

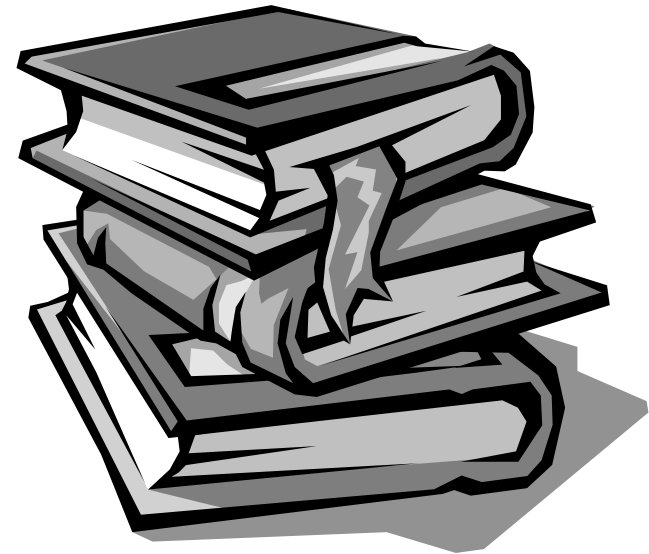
<i>Four Kinds of Reading</i>	<i>Levels of Support</i>	<i>Materials</i>
<i>Reading Aloud</i>		
<ul style="list-style-type: none"> ○ The teacher selects and reads a book or other text to the children. Texts rich in meaning or language and class favorites are read again and again and are used as a base for other activities. 	<ul style="list-style-type: none"> ○ Teacher provides full support for children to access the text. ○ Children respond to pictures, meaning and language. ○ They may join in but usually do not focus on features of print. 	<ul style="list-style-type: none"> ○ Individual book for the teacher.
<i>Shared Reading</i>		
<ul style="list-style-type: none"> ○ The teacher introduces and reads an enlarged text or a small text of which each child has a copy. On refrains and in multiple readings, children join in, reading in unison. 	<ul style="list-style-type: none"> ○ Teacher provides high level of support. ○ There is some group problem solving and a lot of conversation about the meaning of the story. ○ Readers support each other. 	<ul style="list-style-type: none"> ○ Large-print charts. ○ Big books. ○ Individual copies. ○ Easel. ○ Pointers.
<i>Guided Reading</i>		
<ul style="list-style-type: none"> ○ The teacher selects and introduces a new text. ○ Children read the whole text to themselves. 	<ul style="list-style-type: none"> ○ Some teacher support is needed. ○ Reader problem-solves a new text in a way that is mostly independent. 	<ul style="list-style-type: none"> ○ Individual books. ○ Easel and chart paper.
<i>Independent Reading</i>		
<ul style="list-style-type: none"> ○ The children read to themselves or with parents. 	<ul style="list-style-type: none"> ○ Little or no teacher support is needed. ○ The reader independently solves problems while reading for meaning. 	<ul style="list-style-type: none"> ○ Big and little books. ○ Large-print charts. ○ Writing displayed in the room. ○ Classroom library. ○ Pointers.

Four Kinds of Writing/ Four Levels of Support (© Fountas & Pinnell, 1996)

<i>Four Kinds of Writing</i>	<i>Levels of Support</i>	<i>Materials</i>
Shared Writing		
<ul style="list-style-type: none"> ○ The teacher guides children to compose messages and acts as their scribe. The message is reread many times. ○ Teachers may use a combination of writing for children and interactive writing, being aware of time and pacing. 	<ul style="list-style-type: none"> ○ Teacher provides full support. ○ The teacher models and demonstrates the process of putting children's ideas into written language. 	<ul style="list-style-type: none"> ○ Large charts and markers. ○ Materials for making big books. ○ Individual slates (optional). ○ Magnadoodle or slate for the teacher. ○ White tape for making corrections. ○ Pointer for reading. ○ Letter chart or letters for use as a model for information.
Interactive Writing		
<ul style="list-style-type: none"> ○ The teacher guides the group writing of a large-print piece, which can be a list, chart, pages of a book, or another form of writing. ○ All children participate in composing and constructing various aspects of the writing. ○ The piece of writing is read many times by the group during the process and as shared reading. 	<ul style="list-style-type: none"> ○ There is a high level of teacher support. ○ The teacher models and demonstrates writing processes but also involves individual children. ○ The teacher selects letters, words, or other writing actions for individual children to do; the pen or marker is shared. ○ The message or story is composed by the group and then constructed word by word. 	<ul style="list-style-type: none"> ○ Large charts and markers. ○ Materials for making big books. ○ Individual slates (optional). ○ Magnadoodle or slate for the teacher. ○ White tape for making corrections. ○ Pointer for rereading. ○ Letter chart or letters for use as a model for formation
Guided Writing or Writing Workshop		
<ul style="list-style-type: none"> ○ The teacher has individual conferences with writers, giving selected feedback. ○ The teacher may work with the whole class or a small group to provide general guidance and mini-lessons on any aspect of writing. 	<ul style="list-style-type: none"> ○ Some teacher support is needed. ○ Children generally select their own topics and pieces but the teacher sets the scene and gives specific guidance and/or feedback. ○ Children solve their own problems in writing with teacher assistance and/or feedback. ○ The teacher provides specific instruction in mini-lessons and conferences. 	<ul style="list-style-type: none"> ○ Word wall, dictionaries, or other resources. ○ Paper, pencils, markers, staples, pre-made plain books, and art materials. ○ Print-rich environment as a resource.
Independent Writing		
<ul style="list-style-type: none"> ○ Children write their own messages and stories, sometimes helping each other. 	<ul style="list-style-type: none"> ○ Little or no teacher support is needed. ○ The reader independently composes and writes, using known words and constructing the spelling of unknown words. ○ Children know how to use the resources in the room to get to words they cannot write independently. 	<ul style="list-style-type: none"> ○ Paper, pencils, markers, staples, pre-made plain books, and art materials. ○ Resources children use on their own such as the word wall or dictionaries. ○ Print-rich environment as a resource.

Reading Strategies

©2006



Reading Strategies For Diverse Learners

Reading Strategies for Diverse Learners

The following list provides examples of reading strategies to use with diverse classrooms. Some good references for more reading strategies include:

- Allen, J. (2004). Tools for Teaching Content Literacy, Stenhouse Publishers.
- Barton, M. L. & Heidema (2000). Teaching Reading in Mathematics, McREL.
- Barton, M. L. & Jordan, D.L. (2001). Teaching Reading in Science, McREL.
- Billmeyer, R. (2004). Strategic Reading in the Content Areas: Practical Applications for Creating a Thinking Environment, Dayspring Printing.
- Billmeyer, R. (1998). Teaching Reading in the Content Areas: If Not Me, Then Who?, ASCD.
- Buehl, D. (2001). (2nd Ed.). Classroom Strategies for Interactive Learning, International Reading Association (IRA).
- Burke, J. (2002). Tools for Thought: Graphic Organizers for Your Classroom, Heinemann.
- Campbell Hill, B. (2001). Developmental Continuums: A Framework for Literacy Instruction and Assessment K-8, Christopher Gordon.
- Doty, J. K., Cameron, G. N. & Barton, M. L. (2003). (2nd Ed.). Teaching Reading in Social Studies, McREL.
- Fitzgerald, J. & Graves, M. F. (2004). Scaffolding Reading Experiences for English-Language Learners, Christopher-Gordon.
- Hoyt, L. (1998). Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension, Heinemann.
- Lapp, D., Flood, J. & Farnan, N. (2004). (2nd Ed). Content Area Reading and Learning: Instructional Strategies, Lawrence Earlbaum.
- Opitz, M. F. and Rasinski, T. (1998). Good-bye Round Robin: 25 Effective Oral Reading Strategies, Heinemann.
- Readence, J.E., Moore, D.W. and Rickelman, R.J. (2000). (3rd Ed.). Pre-Reading Activities For Content Area Reading and Learning, IRA.
- Reiss, J. (2005). Teaching Content to English Language Learners: Strategies for Secondary School Success, Pearson.
- Sadler, C. R. (2001). Comprehension Strategies for Middle Grade Learners: A Handbook for Content Teachers, IRA.
- Silver, H.F., Strong, R.W. and Perini, M.J. (1999). Discovering Nonfiction: 25 Powerful Teaching Strategies, Canter and Associates.
- Strong, R.W., Silver, H.F. Perini, M.J. & Tuculescu, G. M. (2002). Reading for Academic Success: Powerful Strategies for Struggling, Average, and Advanced Readers Grades 7-12, Corwin Press.
- Sejnost, R. and Thiese, S. (2001). Reading and Writing Across Content Areas, Skylight Publishers.
- Stephens, E.C. and Brown, J.E. (2005). A Handbook of Content Literacy Strategies: 125 Practical Reading and Writing Aids, Christopher-Gordon.
- Tovani, C. (2004). Do I Really Have to Teach Reading?: Content Comprehension, Grades 6-12, Stenhouse Publishers.

Reading Strategies For Diverse Learners

Anticipation Guides (Barton & Heidema, 2000) Anticipation guides have two columns labeled 'me' and 'text.' Before reading the text, students place a check next to any statement with which they agree. After reading the text, students compare their opinions with information contained in the text. An example for a math anticipation guide on statistics might look like the following:

Me	Text	
___	___	1. There are several kinds of averages for a set of data.
___	___	2. The mode is the middle number in a set of data.
___	___	3. Range tells how far apart numbers in a data set can be.
___	___	4. Outliers are always ignored.
___	___	5. Averages are always given as percentages.

An example for a science anticipation guide on matter might look like the following:

Me	Text	
___	___	1. Matter is made up of elements.
___	___	2. An element is made up of many different atoms.
___	___	3. An element is the same thing as a compound.
___	___	4. Most compounds are made up of molecules.
___	___	5. Elements are represented by chemical symbols.

Check Those Facts! - (Stephens & Brown, 2005) - This strategy serves a dual purpose: to help students become better judges of the Internet information and to allow students to explore an area of interest related to the content. The procedures are: (1) each student selects a topic of research, (2) they are directed to use a search engine like Google or Ask Jeeves, (3) students print the articles making sure they have the URL, (4) they seek corroborating articles from two additional Internet sources, (5) they compare and contrast the information, (6) they draw conclusions about the validity of their sources, and (7) through panel or roundtable discussions, they share the information.

Circle-Seat-Center - (Sadler, 2001) - Have students read the text. Divide the class into three groups: Circle, Seat or Center. The circle group reviews the text with your assistance. The seat group members work alone using study guides. The center group works on a project related to the text. Students rotate to all three groups.

Reading Strategies For Diverse Learners

Coding Strategy - (Devine, 1998) - Think of a complex reading selection. Students take notes on the text itself while reading alone or in pairs. The note taking system consists of: (a) colored markers for main ideas, (b) circles for new terms, (c) numbers for sequential events, (d) arrows for related concepts, and (e) question marks for unclear issues. Pairs share with others when finished.

Collaborative Strategic Reading - (Klingner & Vaughn, 2000) - Students of various reading and achievement levels work in small groups to assist one another in applying four reading strategies to facilitate their comprehension of content-area text:

1. *Preview*: Prior to reading, students recall what they already know about the topic and predict what the passage might be about.
2. *Click and clunk*: During reading, students monitor comprehension by identifying *clunks*, or difficult words and concepts in a passage, and using fix-up strategies when the text does not make sense.
3. *Get the gist*: During reading, students restate the most important idea in a paragraph or section.
4. *Wrap-up*: After reading, students summarize what has been learned and generate questions that a teacher might ask on a test.

Initially, the teacher presents the strategies to the whole class using modeling, role-playing, and teacher think-alouds. Students record their ideas in learning logs and complete RESPONSE activities.

Concept Collection (Stephens and Brown, 2005) - Students divide their paper into four columns and label them: Familiar Concepts, Evidence, New Concepts, and Evidence. Before reading, students fill out the first column by listing major concepts they already know about the topic. They read the selection, recording evidence that supports concepts in the first column. After reading, they identify new concepts they've developed as a result of reading. They then look for evidence to support these concepts. Developing concepts as opposed to listing facts requires teacher modeling and substantial guided practice over time.

Cornell Method of Note Taking - (Strong, Silver, Perini, & Tuculescu, 2003) - Students use the method to summarize main ideas and details from their reading. Steps are: (1) guide students in a survey of the text to identify topics and subtopics, (2) have students convert the topics and subtopics into questions, (3) as students read, have them stop periodically to fill in details and main ideas (some will need this process modeled), (4) on completion of the reading, allow students time to review and refine their notes. Here is an example of the graphic organizer to be used:

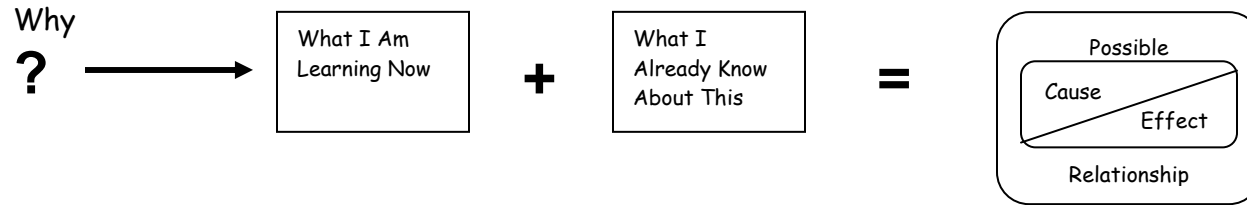
QUESTIONS	DETAILS	MAIN IDEA

Reading Strategies For Diverse Learners

Directed Reading Thinking Activity (DRTA) - (Readence, Moore, and Rickelman, 2001) - The DRTA consists of (1) directing the reading-thinking process and (2) fundamental skills training. The first element entails setting purposes for reading, reading to verify those purposes, pausing to evaluate understanding, and then reading again. Three essential questions guide this strategy: *What do you think will happen next?*, *Why do you think so?*, and *How can you prove it?* Select predetermined reading 'points' for students to read (i.e. major shift in the action, the introduction of a new character, the resolution of a conflict). Students complete the three questions that are designed to encourage thoughtful contemplation, reflective discussion, and individual purposes for reading. The second element consists of students reexamining the text to learn to effectively use the skills of word recognition, contextual analysis, and concept development.

Elaborative Interrogation - (Buehl, 2001) - This strategy aims to rekindle an inquisitive attitude toward learning by teaching students to ask appropriate *why* questions. Using this strategy involves the following steps: (1) select a series of factual statements from the reading and present them to the students - model for them appropriate *why* questions to focus their attention on implied cause-effect relationships; (2) present students with the formula for asking why questions (see below); (3) have them work with partners to generate why questions and to brainstorm possible answers; and (4) have them create a series of questions to exchange with another pair (using different reading sections). Emphasize to them that relationships between information are what is important.

Example: FORMULA FOR ANSWERING WHY QUESTIONS



Ethical Choices - (Stephens & Brown, 2005) - The strategy is designed to help students take a position after exploring difficult issues. The steps are: (1) the teacher introduces an issue with opposing positions, (2) students discuss a position based on what they know, (3) the teacher provides a packet of reading materials (i.e. balanced accounts), (4) students complete an issues map listing pro and con arguments, and (5) students compare their original stand with the issue map to determine if they have changed their opinions.

Four-Way Reporting and Recording - (Strong, Silver, Perini, & Tuculescu, 2003) - This is intended to help students develop a repertoire of note-making strategies so they can make decisions to follow their style or the features of a text. The steps are: (1) put students into groups of '4' in which each group member becomes responsible for a different reading related to the topic, (2) students read the text and select a method of note making, (3) students share notes with a partner (2 x2) and while one shares the other takes notes using a different method of note making, (4) as a group of '4' students share all their information until each student has all four quadrants of the

Reading Strategies For Diverse Learners

sample organizer completed (examples of the kinds of note making strategies are provided), and (5) provide students with a synthesis task (e.g. students develop criteria for a great speech).

Concept Mapping	Power Notes
Cornell Method	Listing

Graphic Organizers - These provide a visual/spatial format to help students organize, understand, and remember information they read. Used before reading, these provide opportunities for prediction. Used during and after reading, these generate discussion and can also serve as prewriting outlines. Teachers can prescribe which organizers students should use or allow students to select the one they think best represent their ideas. Some of the most commonly used organizers include the semantic web, venn diagram, K-W-L Chart (and variations), pyramid diagrams, character analysis grid, and I-charts (see example of an Inquiry (I-) Chart below).

Topic: Jazz	Q1: Who invented jazz?	Q2: What kinds of music is jazz related to?	Q3: Who were some famous Jazz musicians	Q4: How has jazz influenced other music?	Other Interesting Facts	New Questions
What We Know:	African Americans New Orleans	Rock music	Duke Ellington Kenny G.	Rock-Bruce Springsteen has instruments like a saxophone.	There are jazz clubs in New Orleans.	
Source: <i>Book-The Story of Jazz</i>						
Source: <i>Smithsonian Magazine-"Our Jazz Heritage"</i>						
Source: <i>Groves Music Dictionary-"Jazz"</i>						
<i>Summaries</i>						

Group Summarizing - (Barton & Jordan, 2001) - Class summaries help learners review and remember information while also helping

Reading Strategies For Diverse Learners

students practice the skill of distinguishing between key and subordinate ideas. Here is how this strategy can be used in a science class: (1) instruct students to survey the text passage to identify major topics for focus, (2) divide the board or chart paper into parts and label the sections based on major topics (establishing a purpose for reading), (3) after students have read the text, ask for volunteers to provide information for each of the categories, and (4) the critical information is then transferred to the appropriate labeled sections of the chart. Examples of the sections for a unit on electricity might include: description, kinds of electricity, electric circuits, producing electricity, using electricity, and measuring electricity.

Kindling - (Strong, Silver, Perini, & Tuculescu, 2003) - This strategy uses provocative questions to help students generate informal ideas and activate prior knowledge. The ideas are fleshed out through writing and peer collaboration to become the foundation for active reading. The steps are: (1) pose an open-ended question before students read, (2) encourage students to think about what they might already know and what they will need to know to answer the question, (3) refer students to their journals to sketch their thoughts, have students meet in pairs or small groups to share their thoughts and record them on chart paper, and (4) have students read the given text.

K-N-W-S- (K-W-L for math word problems) - (Barton & Heidema, 2000) - Students use a graphic organizer similar to the K-W-L chart (i.e. what I know, what I want to know, what I learned) except that the columns for math reading are: K or what facts do I KNOW from the information in the problem, N or which information do I NOT need from the problem, W or what does the problem ask me to find, and S or what strategy/ operation/ tools/ will I use to SOLVE the problem.

Inductive Learning Strategy - (Silver, Strong, Perini, 1999) - Teachers select approximately 30 words and phrases from the reading that support the generalizations they expect students to make. In small groups, students group the words into categories based on common attributes. Once students have grouped the words, they must devise a descriptive label for each group that succinctly identifies the common relationship among words. Students then use their groupings to make three hypotheses about the reading. They then read the selection to find out if their hypotheses were correct or mistaken. Using this organizer, they jot down evidence from the reading that supports or refutes each hypothesis. Good for middle and high school - especially in science.

Interactive Reading Guide - (Buehl, 2001) - This strategy is a treasure hunt that helps students learn to locate information in textbooks (i.e. especially when they are too difficult for independent reading). Using the strategy involves the following steps: (1) preview reading assignments to determine major information to be learned and to locate possible pitfalls for understanding, (2) construct an interactive reading guide (see examples below) for students to complete with partners or in cooperative groups, (3) divide the passage into segments - those to be read orally by individuals to their groups, those to be read silently by each student, and those less important to be skimmed, and (4) have each group use the guide to report the information to the whole class. See sample on following page.

Reading Strategies For Diverse Learners

INTERACTIVE READING GUIDE FOR BIOLOGY

Water Clarity and Sediments (pages 11-12)

1. Look at the drawing of the fish at the top of the page. Two things are mentioned as "stream trouble-makers." What are these two things?
2. A key word in your reading is "clarity." Student A: Read aloud paragraph 1 to your group. Group: Decide what "water clarity" means and write it below: If you were a fish, what would be the best type of water, according to paragraph 1?
3. Paragraph 2 talks about the color of a stream. Group: Silently skim this paragraph and find two things that can change the color of water in a stream.
4. Paragraph 3 is the main point of your article. Student B: Read paragraph 3 aloud to your group. Group: Decide what effects algae and sediments have on water.
5. Paragraph 4 describes algae. Group: Silently read the paragraph and look for the following information on algae:
 - What kinds of streams are most likely to have algae?
 - What exactly is algae?
 - What color is water that has a lot of algae?
6. Student C: Read paragraph 5 aloud to your group. Group: Tell what kinds of things could be "sediment" in a stream.
7. Group: Read paragraph 6 silently and look for ways sediment gets into streams. Discuss what these ways are and write them here.
8. Group: Silently skim paragraphs 7, 8, and 9. If you were a fish, which source of sediment sounds the worst to you?
9. Sediment and algae make water cloudy, which cause trouble for fish. The next paragraphs tell five reasons why. Student A: Silently read paragraphs 10 and 11. Student B: Silently read paragraphs 12 and 13. Student C: Silently read paragraph 14. Share the five reasons why cloudy water is bad for fish and write them below in your own words.

Developed by Doug Buehl & S. Krauskopf, 1998. Madison East High School. Madison. WI, USA.

INTERACTIVE READING GUIDE FOR HISTORY

Section A: Introduction to Ellis Island (pages 1-2) 1

1. Class: Listen and follow along in the article as I read this passage to you. Then based on what you remember, respond to the questions below. If you need to, you can locate information from the article:
 - Ellis Island is located in what city?
 - What famous national landmark can be seen from Ellis Island?
 - List four reasons why immigrants came to the United States that were mentioned.

Section B: Early Immigration to the United States (pages 2-3)

1. Partners: Read paragraph 1 silently and decide on an answer to the following question:
 - Who were the first immigrants to the United States?
2. Partner X: Read aloud paragraph 2.
Partner Y: Listen and decide how to answer the following questions:
 - Were the early immigrants to the United States regarded as a good thing?
 - Why or why not?
3. Partner Y: Read aloud paragraph 3.
Partner X: Listen and decide how to answer the following questions:
 - Did the government keep very close track of immigrants in the early days?
 - What clues in the article helped you figure this out?
4. Partners: Read paragraphs 4, 5, & 6 silently. List four things that attracted people to the United States.
5. Partner X: Read paragraphs 7 & 8 out loud.
Partner Y: Listen and decide how to answer:
 - What are some of the nationalities of the new immigrants?
 - What was the attitude of many Americans to the new immigrants?

Developed by Doug Buehl & P. McDonald, 1999, Madison East High School, Madison, WI, USA.

Reading Strategies For Diverse Learners

Infofiction - (Stephens & Brown, 2005) - Students read novels that have a significant informational dimension (i.e novels that combine fact and fiction). Steps to follow: (1) while reading the novel, students identify the informational content in the book, (2) students verify information from the book by checking facts in reference books or on the Internet, and (3) the teacher and students plan further investigation of the information.

BOOK TITLE AND AUTHOR		
FACTUAL INFORMATION	PAGE #	VERIFICATION SOURCE

Investigative Teams - (Stephens & Brown, 2000) - This strategy resembles literature circles but is used for non-fiction or info-fiction. Groups of students are given a different book on a particular topic or theme. Roles are assigned (e.g. always an investigative reporter and then any of the following: headline writer, graphic artist, editorial consultant, critic, travel reporter, ad designer, researcher, and social columnist). The teacher and class establish a calendar for reading and responding, for meeting in their groups for discussion, and for rotating roles.

Jigsaw - (Kagan 1992) - Students take an active role in their learning as they teach each other what they have learned in their reading. To execute the jigsaw: (1) divide material into sections, (2) group students according to the number of sections, (3) ask each group to send one member to an 'expert' group where one section of the material will be read and discussed, (4) have the students return to their 'home' groups and report to their peers what they learned, and (5) have students individually do an activity to show how much of the reading they learned (e.g. write a summary).

Key Concept Strategy - (Stephens & Brown, 2005) - This strategy was developed to help students understand key concepts in mathematics and to improve their comprehension of mathematics texts. The steps include: (1) the teacher records a phrase identifying the lesson focus, (2) the key concept is described or explained by the teacher or by students after reading a section of the text, (3) students write a concise summary of the key concept in the grid, (4) students summarize any properties/ rules/ processes essential for understanding the key concept, (5) the teacher helps the students complete the examples/ nonexamples section, and (6) students complete a practice problem.

LESSON FOCUS -	
KEY CONCEPT	PROPERTIES/ RULES/ PROCESSES
EXAMPLES/ NONEXAMPLES	PRACTICE PROBLEM

Reading Strategies For Diverse Learners

L. E.T.S. Connect - (Billmeyer, 2004) - The steps are: (1) select a text to read aloud, (2) review with students the importance of thinking about what they are learning before, during, and after reading, (3) explain what the acronym L.E.T.S. stands for (L = listen to the selection, E = engage with the content, T = think about the characteristics of the genre, S = say something to your partner about your thoughts), (4) organize students into pairs or trios, (5) read the selection aloud to the students and at various predetermined times stop reading and announce "L.E.T.S. connect." As a final connection, students create a summary statement about the entire selection.

Listservs, Message Boards, DVD-ROMS/ CD-ROMS - (Stephens & Brown, 2005) - Listservs are electronic discussion groups organized around a common interest of the members. Students participate through e-mail. For example, Book Report is a listserv for students to share their reactions to books they have read. There are also listservs for content areas like math, science, and social studies so students can verify the information they might read in their books. While listserv messages arrive via e-mail, message boards are web based and usually hosted by a third party. Participants must go to the message board rather than having messages arrive in their e-mail boxes. Membership is interest-driven so the discussions are focused on specific topics. Content teachers can supplement their classroom resources with content-appropriate DVD-ROMS or CD-ROMS (the former can hold as much information as an entire library while the latter can replace entire books). Both can be resources focused on particular topics - presented in multimedia fashion. An original text may be narrated and include still photos, background music, film clips, audio clips, graphics, and automated cartoons. One of the benefits of these resources is that it provides interactive reading and writing opportunities.

Learning Logs - (Reiss, 2005) - These are structured content journals based on reading assignments from the textbook.

TEXT PAGES	WHAT I UNDERSTOOD	DIFFICULT VOCABULARY	QUESTIONS I HAVE

Literature Circles - (Burns, 1999; Fogarty, 2001) - Groups of four to eight students read and study a single book together. Two key features of this strategy are that students choose their own books and the groups are heterogeneous. Reading is done independently but study and discussion are collaborative. Follow these simple steps: (1) select themes such as friendship, trust, courage, or fear (i.e. appropriate to age), (2) assign roles and distribute role assignments to students (e.g. *Discussion Director, Vocabulary Enricher or Wordsmith, Passage Picker, Character Actor, Illustrator, Surveyor, or Quotation Chooser*), (3) plot the reading assignments for each group and have students meet to discuss, share, and read aloud, using the assigned roles, and (4) use a culminating day to share their books with other groups as students may want to read the other books on their own. As each group finishes its discussion, the students receive a packet for the next round, and each student has to pick a role he or she has not done before. Literature circles are a simulated 'book club' experience.

Math Notes Strategy - (Silver, String, and Perini, 1999) - Present students with a word problem that they must solve. Have them use the

Reading Strategies For Diverse Learners

'window' to help them take notes and deepen their understanding. They are to break down the problem in this sequence:

- In the 'facts' box - they identify the facts of the problem and identify what is missing.
- In the 'question' box, they isolate the main question that the problem is asking, and they search for hidden questions and assumptions.
- In the 'diagram' box, they visualize and draw the problem as they see it.
- In the 'steps' box, they determine what steps will solve the problem.

Students solve the problem and check for accuracy. Example: Math Notes Strategy

Math Notes	
The Facts What are the facts? What is missing?	The Steps What steps can we take to solve the problem?
The Question What question(s) need to be answered? Are there any hidden questions that need to be answered?	The Diagram How can we represent the problem visually?
Now use the back of this page to solve the problem.	

Reading Strategies For Diverse Learners

Math Reading Keys - (Buehl, 2001) - Students must learn that reading math texts is different than reading other kinds of textbooks (i.e. math language is conceptually laden but precise and compact and students often glide over the text thinking or looking for the problems to solve). Using this strategy involves the following steps: (1) model how to read a challenging section of text on an overhead by thinking aloud and highlighting *knowledge gaps* -- spots where the author thinks readers have sufficient knowledge and therefore need no further explanation; (2) point out how your think aloud followed the steps in the Math Reading Keys Bookmark (see the example below). Then pair students to read portions of the text during class time; (3) encourage students to compile their own definitions of key terms in a notebook, and (4) have students create a classroom dictionary of key math terms. See example on following page.

MATH READING KEYS BOOKMARK	TRANSLATING MATH TERMS INTO ENGLISH
<ol style="list-style-type: none"> 1. Read carefully to make sure each sentence makes sense. 2. Summarize what you read in your own words. 3. When you encounter tough words think of easier words that mean that same thing and substitute. 4. Discuss with a partner what you read <ol style="list-style-type: none"> a. to make sure you understand, and b. to clear up things you don't understand. 5. Look for things the author assumes you already know, and things you have learned in math before. 6. Read with a pencil <ol style="list-style-type: none"> a. to work any examples provided, and b. reread each section after working the examples. 7. Write and store your own definitions for key terms in a notebook. 	<p style="text-align: center;">Decimal Notation</p> <p>The way we write numbers, using 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. Each place in the number is a power of ten.</p> <div style="text-align: center; margin: 20px 0;"> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">hundred thousands</div> <div style="text-align: center;">ten thousands</div> <div style="text-align: center;">thousands</div> <div style="text-align: center;">hundreds</div> <div style="text-align: center;">tens</div> <div style="text-align: center;">ones</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> Example: 7 0 9 , 8 7 3 </div> </div>

Narrow Reading Strategy - (Krashen, 1981) - Narrow reading is reading on the same topic over the course of a number of texts. Teachers can collect stories on an engaging topic or theme, reading in a single genre (e.g. a series with recurring characters and situations, or texts from a single author). The Internet also provides a vast amount of authentic texts available on almost any topic imaginable. From a reading perspective, focusing on texts on a recurrent topic gives learners the chance to practice reading more fluently and quickly. From a vocabulary perspective, multiple exposures to recurrent words facilitate vocabulary learning.

One-to-One Tutoring - (Farr, 2000) - This method uses the modeling-coaching-reflection strategy and can be used before-during- or after reading. Before reading, the teacher models the talk-aloud strategy of predicting what the reading is about based on the title. During reading, the teacher stops and thinks aloud and predicts what will happen next. After reading, the teacher summarizes his or her interpretation with specific examples from the text. The emphasis is on comprehending what one what is reading *while* one is reading. In a one-to-one scenario, the student practices the talk-aloud with coaching by the teacher or a fellow student.

Reading Strategies For Diverse Learners

Opinion Guide - (Stephens & Brown, 2005) - Opinion guides provides students with a series of statements to respond to from two different perspectives: their own and that of the author. The teacher creates an opinion guide by writing three to seven statements from the reading material. Each statement is preceded by two columns: one labeled "you" and the other "author." The students read and mark whether they agree or not. While they read the text, they search for ideas to help them understand the author's opinions and then, after reading, mark whether they think the author agreed or disagreed with the statements. In small groups or as a whole class, students discuss each statement, comparing the opinions of all.

Paired Guided Reading - (Stephens & Brown, 2000) - The teacher directs the students to read a certain amount of text with a specific purpose (e.g. read the first four paragraphs to find three major causes of pollution). When finished reading, students record on sticky notes what they remember. In pairs, they compare and discuss their notes, grouping the ones that are similar. They monitor themselves by asking, "Did we leave out anything important?" "Was there anything we didn't understand?" Then they reread the material as they check, add to, or change their notes. Students repeat the process until done reading and finally arrange their notes into a graphic organizer that demonstrates the relationship of the notes.

Pen-in-Hand Strategy - (Stephens and Brown, 2005) - The following continuum of writing-reading interactions is based on the degree of student involvement:

underlining margin notes graphic organizers note taking outlining summarizing paraphrasing précis writing	
Low	High

The Pen-in-Hand strategy focuses on two of these interactions to help students engage in the construction of meaning when reading textbooks: (1) underlining/ highlighting - provide students with photocopies of text pages or transparencies they can use on top of text pages and then model for them how to interact with text and (2) margin notes - provide students with sticky notes and then model writing notes in the margins of the texts (i.e. reactions, associations, questions, applications, examples, drawings, or symbols).

Peer Reading Strategy - (Silver, Strong, and Perini, 1999) - Select a reading and break it up into manageable sections. For each section, create a question or a set of questions that will require students to summarize the section. Break up students into pairs. Distribute the reading and the summarizing questions to all students. Ask students to read the first section, mark their text, and then engage in coaching partnerships (reader A puts his reading aside while the coach asks the summarizing questions and coaches reader A to a more complete answer using her marked copy). Have students reverse roles for each of the remaining sections of the text. When done, ask students to use the summarizing questions and notes to create a summary collaboratively. Over time, gradually model and coach students

Reading Strategies For Diverse Learners

through the process of identifying their own summarizing questions and using their skills to summarize readings and conduct research.

PORPE (predict, organize, rehearse, practice, evaluate) - (Simpson, 1986) - This strategy is intended to help students think through and prepare successful writing essays, particularly for exams. Prior to modeling the strategy, share several essays (effective and ineffective) with students. Ask them to sort the essays by degree of effectiveness (have students use a rubric if that is what they are already used to). After a list of critical characteristics has been generated, demonstrate the following: (1) predict - after reading, ask students to predict questions that would make good essay questions and try to move them away from literal-level questions, (2) organize - students return to the text to collect information that would help them answer the questions they have written and organize the information into a graphic organizer of some kind, (3) rehearse - writers then rehearse writing their essays by verbalizing connections between and among the answers collected, (4) practice - students are now ready to practice writing their essay questions from memory, using their self-generated questions as prompts and the organizers as support, and (5) students are now ready to evaluate their essay responses with the checklist or rubric previously modeled as a way of seeing where their essays might still need work.

Proposition/Support Outlines - (Billmeyer and Barton, 1998) - In large group sharing, introduce a blank Proposition! Support outline on an overhead and model for students how support for a proposition (related to your content) could be categorized as facts, statistics, examples, expert authority, logic, or reasoning. Assign a text passage that follows the same framework and have pairs of students complete the outline as they analyze the author's arguments. This is an excellent guide for independent research. See example that follows.

Example: Proposition / Support Outline

Proposition/Support											
Topic	<input type="text"/>										
Proposition	<input type="text"/>										
Support	<table border="1"><tbody><tr><td>1.</td><td>Facts</td></tr><tr><td>2.</td><td>Statistics</td></tr><tr><td>3.</td><td>Examples</td></tr><tr><td>4.</td><td>Expert Authority</td></tr><tr><td>5.</td><td>Logic and Reasoning</td></tr></tbody></table>	1.	Facts	2.	Statistics	3.	Examples	4.	Expert Authority	5.	Logic and Reasoning
1.	Facts										
2.	Statistics										
3.	Examples										
4.	Expert Authority										
5.	Logic and Reasoning										

Reading Strategies For Diverse Learners

Pyramid Diagram - (Solon, 1980) - Students often need to sort through information to draw conclusions and make generalizations from their reading. This strategy guides students in selecting appropriate information from a reading to be analyzed and possible implications considered. Using the strategy involves the following steps: (1) provide students with a focusing question that will help them select relevant information, (2) distribute index cards to the students and have them read a selection in pairs (1 reads, 1 writes) in order to record information which is relevant to the focusing question, (3) put the question on the board and have students begin the process of placing their index cards into categories around the question (i.e. the foundation of the pyramid), (4) ask students to brainstorm category headings for each grouping of cards and tape the category headings as the second layer of the pyramid, (5) draw on the board two rectangles representing the top two layers of the pyramid, asking students to determine an appropriate title (pyramid top) for the pyramid along with an overall summary statement (second layer of the pyramid). This is a reading response strategy which can turn into a prewriting strategy - have students write their drafts from the pyramid structure.

QAR (question-answer relationship) Strategy - (Stephens & Brown, 2000) - Teacher gives students four types of questions classified as follows:

1. Right There! (The answer is found directly in the text. The words in the question can usually be found in the same sentence with the answer).
2. Think & Search! (The answer is in the text but the words are not in the same sentence. You must read the text, look for ideas that you can put together, and think about what the author is saying).
3. You and the author! (The author gave you some ideas and made you think, but you must figure out what you know and use it to answer the question).
4. On your own! (You must apply what you know and what you have learned to answer the question).

Teacher models some examples and then students apply QAR while reading.

Q-SPACE - (Strong, Silver, Perini, & Tuculescu, 2003) - This is an acronym that stands for the following steps: (1) Question - pose a content-specific question for students to answer, (2) Silence - remain silent to allow time for students to generate ideas, (3) Probe - respond to answers with questions about the process of answering (e.g. How did you arrive at that answer?), (4) Accept - communicate to students the positive aspects of their answers, (5) Clarify - aid students in making their answers clearer (e.g. when the answer is incorrect, state the question for which it is an answer), (6) Elaborate - encourage students to look past answers to see where they may lead (e.g. generalizations).

Questioning the Author (QtA) - (Beck, McKeown, Hamilton, & Kucan, 1998) - This strategy is designed to assist students in their efforts

Reading Strategies For Diverse Learners

to understand text as they read, especially for Social Studies or Language Arts texts. Select passages based on important concepts, develop queries that will prompt discussion and build understanding, instruct students to read the passage, facilitate a query-driven discussion about the passage, giving students the opportunity to grapple with ideas in small groups first, and be sure to model the strategy yourself by thinking aloud how you might grapple with ideas to build understanding around a passage.

Question Menu Strategy - (Silver, Strong, and Perini, 1999) - Select an appropriate text. Using the question stem menu, establish at least one question for each level of understanding. Have students review the questions before reading. As they read, they are to collect the information needed to generate a response for each question. Allow students to meet with other students to discuss their responses. As they become more competent, foster independence by encouraging them to ask their own style-based questions as a way to expose the multiple layers of a reading. See example below.

Example: Question Menu Strategies

<p>Mastery questions ask students to:</p> <p>Focus on Reading Facts:</p> <ul style="list-style-type: none"> Who was involved? Where did it take place? When did it occur? What happened? How did it occur? <p>Supply information based on observation:</p> <ul style="list-style-type: none"> What did you observe? What is wrong with this? How would you correct this? Can you describe the data? <p>Establish procedures on sequence:</p> <ul style="list-style-type: none"> What are the steps? How would you go about doing this? What comes first? Next? What is the correct order for this? 	<p>Interpersonal questions ask students to:</p> <p>Empathize and describe feelings:</p> <ul style="list-style-type: none"> How would you feel if _____ happened to you? How do you think _____ felt? Can you describe your feelings? <p>Value and appreciate:</p> <ul style="list-style-type: none"> Why is _____ important to you? What's the value of _____? What decision would you make? <p>Explore human interest problems:</p> <ul style="list-style-type: none"> How would you advise or console _____? What is the issue facing _____? What would you do about it? How would you help each side come to agreement? 	<p>Understanding questions ask students to:</p> <p>Focus on making connections:</p> <ul style="list-style-type: none"> What are the important similarities and differences? What is the cause? What is the effect? How are the parts connected? <p>Make inferences and interpret:</p> <ul style="list-style-type: none"> Yes, but why? How would you explain _____? Can you prove it? What can you conclude? What experience do you have to support your position? <p>Focus on understanding meaning:</p> <ul style="list-style-type: none"> What are the hidden assumptions? What does this prove? What have you discovered? 	<p>Self-Expression questions ask students to:</p> <p>Rethink their ideas:</p> <ul style="list-style-type: none"> What come to mind when you think of _____? How is _____ like _____? <p>Develop images, hypothesis, and predictions:</p> <ul style="list-style-type: none"> What would happen if _____? Can you imagine _____? What would it look like? What would it be like? <p>Focus on alternatives and original solutions:</p> <ul style="list-style-type: none"> How many possible ways can you _____? What is another way to do this? Is there a better way to design _____? <p>Think metaphorically and creatively:</p> <ul style="list-style-type: none"> How is _____ like _____? Can you create a poem, icon or skit that represents this?
---	---	--	---

RAFT Strategy - (Billmeyer and Barton, 1998) - The RAFT strategy enhances understanding of informational text by encouraging creative thinking and reflection. RAFT is an acronym that stands for: Role of the writer. What is the writer's role: reporter, observer, eyewitness?, Audience. Who will be reading this writing: the teacher, other students, people in the community, an editor?, Format. What is

Reading Strategies For Diverse Learners

the best way to present this writing: in a letter, an article, a report, a poem?, Topic. Who or what is the subject of this writing: a famous mathematician, a reaction to a specific event? To use this strategy, analyze the information you want students to learn from a reading. Brainstorm possible roles students could assume in their writing. Decide who the audience will be and determine the format for the writing. After students have read, explain RAFT and list the role, audience, format, and topic for the writing. All students could do the same or you could offer choices. See below for examples of RAFT assignments.

Role	Audience	Format	Topic
Newspaper Reporter	Readers in the 1870s	Obituary	Qualities of General Custer
Lawyer	U.S. Supreme Court	Appeal Search	Dred Scott Decision
Abraham Lincoln	Dear Abby	Advice Column	Problems with his generals
Mike Royko	Public	News Column	Capital punishment
Frontier Woman	Self	Diary	Hardships in the West
Constituent	U.S. Senator	Letter	Gun Control
News Writer	Public	News Release	Ozone layer has been formed
Chemist	Chemical company	Instructions	Combinations to avoid
Wheat Thin	Other Wheat Thins	Travel Guide	Journey through the digestive system
Plant	Sun	Thank-you note	Sun's role in plant's growth
Scientist	Charles Darwin	Letter	Refute a point in evolution theory
Square Root	Whole Humber	Love letter	Explain the relationship
Repeating Decimal	Set of Rational Numbers	Petition	Prove you belong to this set
Cook	Other Cooks	Recipe	Alcoholism
Julia Child	TV Audience	Script	Wonders of eggs
Advertiser	TV Audience	Public Service	Importance of fruit
Lungs	Cigarettes	Complaint	Effects of smoking
Huck Finn	Jim	Letter	What I learned during the trip
Joseph Stalin	George Orwell	Letter	Reactions to <i>Animal Farm</i>
Comma	9 th grade students	Complaint	How it is misused
Trout	Self	Diary	Effects of acid rain on lake

Reading For Meaning - (Strong, Silver, Perini, & Tuculescu, 2003) - This strategy is intended to help students with the difficulties they

Reading Strategies For Diverse Learners

may have in getting meaning (i.e. literal meaning, seeing important themes or ideas, ambiguous or symbolic language, and personally challenging texts). The steps are: (1) create statements keyed to important information in the text, (2) review the purpose and goals of the strategy with students by explaining the use of the organizer (sample below), (3) students read the passage to collect evidence to support or refute the statements, (4) students form small groups to discuss the statements and share responses, and (5) students apply what they've learned to a writing task.

For Cherokees, moving west of the Mississippi is preferable to being oppressed in their homeland. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<u>SUPPORT</u>	<u>REFUTE</u> "We wish to remain in the land of our fathers." "If we are compelled to leave, we see nothing but ruin before us."
Relocation is an inhumane policy. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	Cherokees would come into conflict with other tribes west of the Mississippi. The region was badly supplied with food and water, and they were forced to go against their will.	

Read Three Times - (Sadler, 2001) - This is a mathematics strategy used in solving word and logic problems. Steps: (1) students read through problem quickly, (2) they list the words they do not understand, and (3) they try to answer questions (i.e. What is the problem asking us to do, What do we need to know, What is unnecessary information, What materials do we need, What math operation(s) will we use?) The class reviews their responses to the questions.

Reading- and Writing- To Learn Strategy - Think of reading selections that would go well with the following types of journals. How could students share their ideas? What kind of activity could follow? Which journals are good for which grade levels?

Examples: Reading- and Writing- To Learn Journals

Double Entry Journal	Divide a sheet of paper in half. On the left side, copy a quotation or passage from the text. On the right side of the paper, you may respond, question, make personal connections, evaluate, reflect, analyze and interpret. In other words, the left column is for note taking from the text and the right column is for your own note making.
Problem Solution Journal	Identify a problem, brainstorm possible alternatives, choose a probable solution, anticipate stumbling blocks, and propose arguments while writing in favor of a proposed solution.

Reading Strategies For Diverse Learners

Meta-cognitive Journal	Divide a paper in half. On the left side of the paper, record "What I learned." On the right side of the paper, record "How I came to learn it."
Synthesis Journal	Divide your paper into sections. Record "What I did", "What I Learned", and "How I Can Use It."
Speculation About Effects Journal	Divide paper in half. On the left side, record "What happened." On the right side, record "What might/ should happen as a result of this."
Reflective Journal	Divide paper into sections. Record "What happened," "How I felt," and "What I learned," <u>or</u> "What I did," "What I learned," "What questions do I still have," "What surprises did I experience," and "Overall Response."

REAP - (Eanet & Manzo, 1976) - REAP is an acronym for *read, encode, annotate, & ponder*. Explain or model the following: read on your own, encode the text by putting the gist of what you read in your own words, annotate the text by writing down the main ideas and the author's message, and ponder what you read by thinking and talking with others in order to make personal connections, develop questions about the topic, and/ or connect this reading to other reading.

Reciprocal Teaching Strategy - (Billmeyer & Barton, 1998) - A four-step procedure (summarize, question, clarify, and predict) makes the reading process interactive between the teacher and the text. Initially, the teacher works with small groups of students to model the strategy - the teacher reads a paragraph or two and then summarizes. The teacher then poses questions for discussion, models how to clarify the meaning of the text, and asks students to make predictions about what happens next. After this modeling, it is time for students to reciprocate. A designated student-leader assumes the role of teacher and repeats the process. One by one, students take responsibility for the active, attentive-read-think process of critical readers. The leadership role is reciprocal, turning over responsibility to the students, and in reciprocating, students eventually internalize the reading process.

Reflective Sharing Technique - (Meinbach, Fredericks, and Rothlein, 2000) - Record the subject of the reading selection on the board and have students brainstorm as many ideas or concepts as they can for about 3-5 minutes. Ask each student to write about one of the ideas for 3-5 minutes. Sharing what each student has written is the most important part of this strategy. Divide them into groups of four and assign the following roles: reader, summarizer, reflector, and questioner. The process is repeated until all four have shared. Have the group select one idea to share with the class. Invite the students to read the selection together.

ReQuest - (Readence, Morre, & Rickelman, 2001) - ReQuest is an abbreviation of reciprocal questioning, a strategy intended to help students (1) formulate their own questions about the text they are reading, (2) develop an active inquiring attitude toward reading, (3)

Reading Strategies For Diverse Learners

acquire purposes for reading, and (4) develop independent comprehension abilities. ReQuest involves students and teacher silently reading portions of text and taking turns asking and answering questions concerning that material. It is the reciprocal nature of the questioning sequence that differentiates ReQuest from teacher-directed questioning strategies and provides the format for students' active involvement.

ROW - (Stephens & Brown, 2005) - ROW stands for read/ organize/ write and is designed to help students with understanding different types of expository text. The steps include: (1) the teacher presents an expository text pattern using short, clear examples for the class to read, (2) the class develops a working definition of the pattern and a graphic organizer of that represents it (e.g. sequence/ direction; listing/ description; definition/ explanation; comparison/ contrast; problem/ solution; cause/ effect), and (3) the students then write a selection using the text pattern.

Save the Last Word for Me - (Buehl, 2001) - This strategy helps students to reflect on what they read and is especially useful with material that may elicit differing opinions. Reluctant speakers have an opportunity to be in small group settings with time to rehearse. Using the strategy involves the following steps: (1) have students locate five statements that they find interesting while they read, (2) distribute index cards for students to write their statements on - they write comments about the statements on the other side, (3) divide the students into groups of four and have each student share their statements one at a time - they also help their team members locate the statement in the text, (4) comments can not be shared until all group members give their reactions - this gives the initial student *the last word*.

Scored Discussion Strategy - (Billmeyer & Barton, 1998) - This strategy gives students the opportunity to practice and evaluate effective discussion skills. A small group (6 to 8) of students carry on a reading related discussion while classmates listen. Meanwhile, the teacher and the rest of the class observe the small group discussion and score individual contributions to the discussion. Students are awarded points for contributing relevant information, using evidence, asking questions; making analogies, and encouraging others. Negative points are assigned for interruptions, irrelevant comments, and personal attacks. At the conclusion, the feedback is provided to the discussion group members. **See the example of a scored discussion rating sheet on the next page.**

Reading Strategies For Diverse Learners

Discussion Score Sheet			
Student _____			
Class _____			
Positive/Productive Behavior	Points	Non-Productive Behaviors	Points
(1) 1. Offers his / her position on a topic	_____ x (1) = _____	(-2) 1. Not paying attention or distracting others	_____ x (-2) = _____
(1) 2. Makes a relevant comment	_____ x (1) = _____	(-2) 2. Interruption	_____ x (-2) = _____
(3) 3. Uses evidence to support position	_____ x (3) = _____	(-1) 3. Irrelevant comment	_____ x (-1) = _____
(2) 4. Points out contradictions in another person's statements	_____ x (2) = _____	(-3) 4. Monopolizing	_____ x (-3) = _____
(2) 5. Recognizes when another person makes an irrelevant comment	_____ x (2) = _____	Total Points:	
(3) 6. Develop an analogy	_____ x (3) = _____	<i>Positive / Productive Behavior:</i>	_____
(1) 7. Asks a clarifying question	_____ x (1) = _____	<i>Non-Productive Behavior:</i>	_____
(3) 8. Uses active listening skills (e.g. rephrases or restates what another student says before commenting)	_____ x (3) = _____	<i>Overall Total:</i>	_____
		<i>Grade:</i>	

Scintillating Sentences and Quizzical Quotes - (Stephens and Brown, 2000) - While reading (in pairs), students find a sentence that represents a significant idea, illustrates a point of view, or has special meaning for understanding content as well as a sentence that they don't understand or they find confusing. These are recorded on strips or chart paper along with the author, title, page number, and

Reading Strategies For Diverse Learners

students' initials. The papers are sent around the room so the class members can write their comments.

Science Connection Overview - (Buehl, 2001) - This is a pre-reading strategy that helps students connect possible relationships between the science in their texts and their understandings of the world around them. Using the strategy involves the following steps: (1) distribute a blank form (see example that follows) and model for students on an overhead how to skim a portion of text and think aloud about things mentioned with which you are familiar (avoid technical vocabulary), (2) have students work with partners to survey the rest of the chapter, (3) if the chapter has a summary, direct students to read it, asking them to identify key topics that seem to be the focus of the chapter, (4) ask students to generate personal questions about the topic (i.e. you could model the kinds of questions people normally have about science), (5) have students complete the "How is it organized?" section of the overview to become familiar with information to be found in the chapter, (6) have students read the chapter using the overview to remind them what the chapter is about and (7) have students complete 3x5 index cards for technical vocabulary (i.e. they need to 'translate' the terms into understandable language).

Example: SCIENCE CONNECTION OVERVIEW FOR FUNGI

What's familiar?

What's the Connection? Skim and survey the chapter for things that are familiar and that connect with your life or world. List them below:

- mushrooms
- mold on spoiled food
- spores
- yeasts
- plant rusts
- fungi on rotting plants
- lichens
- penicillin
- Dutch Elm disease

What questions do you have?

Questions of Interest. What questions do you have about this material that may be answered in the chapter?

- Why do mushrooms grow in damp places?
- Why does food get moldy when it spoils?
- Why do they put yeast in bread doughs?
- Why are some mushrooms poisonous?
- How can you tell which mushrooms are poisonous and which are safe?
- What do fungi eat?
- Does the medicine penicillin come from a fungus?

What topics are covered?

Read the Summary. What topic areas seem to be the most important?

- How they look or are structured
- How they reproduce
- How they feed and stay alive

How is it organized?

Chapter Organization: What categories of information are provided in this chapter?

- Structure of Fungi
- Nutrition
- Reproduction
- Variety of Fungi: molds imperfect yeasts mushrooms lichens

Translate

Read and Translate: Use 3X5 cards for vocabulary.

Socratic Questioning - (Sojnost and Thiese, 2001) - A very effective after-reading strategy is to have students delve into, reflect upon and extend the concepts rather than the traditional 'teacher question/student gives short response' framework. The dialogue is characterized with the following types of questions: *What reasons do you have for saying that?*, *How are you defining the terms?*, *Could*

Reading Strategies For Diverse Learners

you clarify that comment?, What follows from what you just said?, Could you give an example of that?, Are you familiar with incidents like that?, I wonder if what you're saying is ...?, Are you suggesting ...?, If you're correct, would it follow...?, What is your reason for saying that ...?, (See reference for a complete list).

Skimming & Scanning - (Allen, 2004) - This strategy requires a reader to look quickly and find the most important features and information in a text. Follow these steps: (1) give students a reading assignment from a textbook; (2) ask students to work in pairs to skim and scan the reading by looking at the title, the headings and subheadings, the visuals, the boldfaced words, and the first and last paragraphs in order to make predictions about what they think the reading is about; (3) give the students a three-columned form with *first impressions, fast facts & final thoughts* and as a whole class have them fill in the *first impressions* column; (4) ask students to skim and scan again writing down several *facts* they discover in this limited reading; and (5) ask students to look at the two previous columns and determine what they believe will be the most important points and then have them read the text to look for these *final thoughts*.

SMART (Self-Monitoring Approach to Reading and Thinking) - (Buehl, 2001) - This strategy helps students learn to carry on an internal monologue while they read (i.e. like proficient readers naturally do). Using this meta-cognitive strategy involves the following steps: (1) select a challenging passage of about four or five paragraphs and enlarge it on an overhead in order to model the process of thinking aloud while reading, (2) place a check mark next to sentences or paragraphs you understand immediately and a question mark next to those you don't, (3) after reading the passage, model the *READ SMART* protocol below, and (4) have them practice the whole process on their own or with partners.

READ SMART!

1. **READ.** Read a section of the text. Using a pencil, lightly place a check mark next to each paragraph that you understand and a question mark next to each paragraph that contains something you do not understand.
2. **SELF-TRANSLATE.** At the end of each section, stop and explain to yourself, in your own words or language, what you read.
3. **TROUBLESHOOT.** Go back to each (?) paragraph and see if you can now make sense of the paragraph.
 - Re-read the trouble spot to see it now makes sense. If it still does not make sense:
 - Pinpoint a problem by figuring out why you are having trouble: Is it a difficult word or unfamiliar vocabulary?, Is it a difficult sentence or confusing language?, Is it a subject about which you know very little?
 - Try a Fix-Up Strategy: Use the glossary or some other vocabulary aid, Look over pictures or graphs to assist with meaning, Examine other parts of the chapter (summary, review section, diagrams) to assist with meaning.
 - Explain to yourself exactly what you do not understand or what confuses you.
 - Get help. Ask the teacher or a classmate.

SPAWN - (Martin, Martin & O'Brien, 1984) - SPAWN stands for special powers, problem solving, alternative viewpoints, what if, and next. This strategy encourages students to examine complex issues and extend thinking related to content reading. After reading a text/

Reading Strategies For Diverse Learners

researching a topic/ working with a concept, students work collaboratively on one or more writing tasks in each of the above five areas. Examples include: (1) You have been granted special powers. How is this situation different because you of the way you choose to use your powers?, (2) How would you solve this problem differently than the way presented?, (3) You are a journalist interviewing different people on this topic - what kinds of viewpoints are you hearing?, (4) What if the events had been different?, and (5) What do you think should happen next?

SQ3R - (Holdaway, 1980) - This strategy is best used with non-fiction and textbooks. The steps are: (1) Survey-Preview or note the format of the book and discuss students' previous knowledge of the topic, (2) Question or make predictions and pose questions inspired by the preview, (3) Read through a shared reading format, (4) Recite or answer and discuss questions generated earlier, and (5) Review or state the main idea, recalling and revisiting the text to assure comprehension.

Story Impressions - (McGinley & Denner, 1987) - This strategy introduces significant terms and concepts to students before they encounter them in an assignment. Using the strategy involves the following steps: (1) preview a text section or story and identify a series of terms of two- or three-word phrases related to significant information, (2) list the phrases in the order they students will encounter them, (3) have students work with partners to brainstorm possible connections to the chain of clues on their worksheets, (4) have students draft some simple summary statements - or their own impressions - of what they think the text might contain, (5) have the partners share their prediction statements with one another, (6) now have the students actually read the text while checking off the terms they encounter from their worksheets to determine if they had come close to the actual textbook meaning, and (7) have students write a second round of summary statements.

Story Grammar/Maps - (Billmeyer and Barton, 1998) - Story grammar identifies the story's structure, literary elements, and their relationships to one another. A story map is a visual representation of the story structure. Students fill them out in as they read in small groups and then share and discuss them as a class. See example on following page.

Reading Strategies For Diverse Learners

Example: Story Map

Title: _____

Climax:

10. _____ 11. _____

9. _____ 12. _____

8. _____ Falling Action 13. _____

7. _____ 14. _____

6. _____

5. _____ Events: Rising Action

4. _____

3. _____

2. _____

1. _____

Main Characters _____

Minor Characters _____

Setting:

Conflict:

Resolution:

Author's Theme:

Reading Strategies for Diverse Learners

Student Teams Achievement Division (STAD) - (Kagan, 1998) - This strategy is useful for reviewing material that was read. The steps are: (1) divide students into four-member mixed-skill groups, (2) have students complete a study guide together, (3) give a test on the content, and (4) recognize the team with the highest score. Giving team and individual scores motivates the teams to make sure that all understand the material.

Task Rotation Strategy - Think of a reading selection that implies 'how to.' Come up with four tasks going from the literal and concrete to the highly abstract (e.g. (1) defining terms, (2) webbing a summary, (3) creating an outline, and (4) writing a response). Figure out how you could group students so that some complete all four tasks and others just do the tasks they can. Another idea is to require all students to complete all tasks but to differentiate timelines.

Think-Aloud Self-Assessment Strategy - (Billmeyer and Barton, 1998) - Select a passage to read aloud that contains difficult points, unknown vocabulary terms, or ambiguous wording. Develop questions to ask yourself which show what you think as you confront these problems. Try to model the kinds of coping strategies you could use (see self-assessment). Have students work with partners to practice "think aloud" when reading short passages of text. Periodically revisit this strategy so that meta-comprehension skills become second nature. See example below.

Example: Think-Aloud Strategy

Assessing My Use of the "Think-aloud" Strategy				
While I was reading, how much did I use these "think-aloud" strategies?				
	Not much	A little	Most of the time	All of the time
Making and revising predictions				
Forming mental pictures				
Connecting what I read to what I already know				
Creating analogies				
Verbalizing confusing points				
Using fix-up strategies				

Reading Strategies for Diverse Learners

T-Notes (Reiss, 2005) - This strategy are a simplified form of an outline which helps students with reading comprehension and note-taking skills. T-notes have two columns: the left-hand side lists the main ideas of the reading and the right-hand side is for students to complete details/ examples of the main ideas. Here is an example from Social Studies:

The Civil War - A Turning Point in American History	
Main Ideas	Details/ Examples
1. The Civil War was expensive in lives and money.	360,000 Union soldiers died. 250, Confederate soldiers died. \$20 billion spent.
2. The Civil War was a turning point.	The Democratic party got weaker. The Republican party got stronger. States lost some power. The federal government got stronger.
3. The Civil War officially ended slavery.	Millions of African-Americans became free. Millions of Americans thought about the meaning of 'free and equal.'
4. The Civil War didn't end the struggle for equality.	In the Gettysburg Address, Lincoln said that the nation must work hard in the fight for equality. This struggle made the US a stronger, freer country.

Reading Strategies for Diverse Learners

Two-Minute Preview (Stephens and Brown, 2000) - This strategy provides students with an overview of the reading and helps them develop a strategic plan for reading it. Provide students with an outline or checklist (see example). Pair them and give them five minutes to preview the material and jot their responses. To be effective, model several different ways of previewing and provide students with ongoing practice. This is especially helpful with non-fiction reading passages.

Textbook Preview

Introduction: What is the author talking about?

Headings and Subheads: What are the topics of these sections?

Graphs, charts, maps, and tables: Do I understand how to interpret this information?

Margin notes: What kind of information do they provide?

Summary: Does it provide a clear overview of the chapter?

Questions: Do the questions cover major ideas in the chapter?

Reading Strategies for Diverse Learners

Visual Reading Guide - (Readence, Moore, and Rickelman, 2001) - This approach introduces students to a passage by predicting information based on graphics in a text. The following steps are involved: (1) the teacher explains to students why some graphics are more important than others by modeling the qualities that make one chart optional and another crucial, (2) students analyze what each graphic is depicting by answering questions like *What is this showing us?*, *How is this graphic organized?*, *Why is this important to the topic?*, and *Is there anything that does not make sense?*, and (3) students should discuss the information to formulate a main idea, citing evidence to support their statement. This is especially useful for ESL students in content-area classes like Science, Math, and Social Studies.

WebQuest - (Urquhart & McIver, 2005) - Using primarily but not exclusively Internet resources, students acquire information, analyze it deeply, transform it in some way, and demonstrate an understanding of it, perhaps by writing a traditional research paper or developing a multimedia project. Steps to follow for implementation: (1) become familiar with online resources available in your content area and organize them according to category, such as searchable database, reference material, (2) identify topics that fit your curriculum and for which there are materials online, (3) create a complex assessment tasks embedded in your standards and benchmarks along with a rubric, (4) introduce the WebQuest to students and share the rubric so they understand how to meet the performance criteria, (5) provide students with a set of information sources including Web documents, available experts via e-mail or real-time conferencing, searchable Internet databases, and physically available materials in the media center, (6) provide an organizational framework for students to complete as they work through the task, and (7) conclude the Web Quest with a writing activity such as a journal entry that brings closure to the quest.

X Marks the Spot - (Stephens & Brown, 2005) - Students use a coding system to help them interact with their reading. The three-part reading response code helps them to identify significant information, new information, and information that is unclear. The teacher models the reading response code as follows: X means "I've found a key point"; ! means "I've found some interesting, new information"; and ? means "This is confusing" or "I have a question about what this means." Have students list the information on charts to serve as a guide for answering questions and reviewing the major text concepts.

4-2-1 Free Write

Directions: (a) Read the article and then write the four big ideas on your organizer. (b) Pair up and share your ideas, selecting the two most important ideas from the lists. (c) As a pair, pair up with another pair to share the two ideas. Reach agreement on the single most important ideas. Write the idea down on chart paper. (d) After the group has decided on the most important idea, write freely for five minutes on that idea as if you were explaining it to someone who did not understand it. (e) Return to your groups and listen to each other's written responses.

Individually: Four Ideas

--	--	--	--

Pairs: Two Central Ideas

--	--

Groups of Four: The One Big Idea

--

Free Write

--

Writing Strategies

©2005



Writing Strategies for Diverse Learners

Prewriting:

- Use the 4-2-1 strategy (Lapp, 2005) to make the connection between reading and writing. Individually, students read and jot down four main ideas. In pairs, they share their ideas and together come up with two main ideas (select or synthesize from among the eight). This pair joins another pair and, as a group of four, the students come up with one main idea. Finally, each student writes as much as she can about that one main idea. Here is a graphic organizer to use:

1.	2.	3.	4.
1.		2.	
1.			
Free Write			

Writing Strategies for Diverse Learners

- Develop a chart with students about the kinds of writing that will be expected in your class or subject. Stephens and Brown (2005) indicates the chart should help students distinguish three broad categories of school writing: writing without composing, writing to learn, and writing to demonstrate learning. An example is as follows:

Writing without Composing	Writing to Learn	Writing to Demonstrate Learning
Lists Note taking Brainstorming Fill-in-the-blank Outlining	Journals Logs Quickwrites Rough drafts Short answers Content notebooks Response guides Lab notebooks	Essays Book reports & reviews Research papers Written projects Formal letters Newspaper writing Expository writing Narrative writing Creative writing

- Have students complete a writing inventory in order for you and they to have more information about their writing lives (Urquhart & McIver, 2005). Try to make adjustments to your writing assignments based on the collected information; at the same time, give students reasons why you won't be able to accommodate all of their styles. Some questions might include: What is the best piece of writing you have ever written?, What makes it your favorite?, What kind of topics do you like writing about?, What are your best writing genres?, Are you a quick starter or a procrastinator?, Do you like to write in silence or with background noise?, What tools do you need to write?, How can I help you become a better writer?
- Have students learn from examples (Urquhart & McIver, 2005). Select a nonfiction text for students to read and highlight text features they find effective and, if needed, model a couple yourself with the class. Students should pay close attention to the final column in the following example when planning their writing:

Writing Strategies for Diverse Learners

Sample text	Feature or craft	Effect	When will I use it?
"Folk Art Jubilee" by Brian Noyes (<i>Smithsonian</i> , October 2003)	mixes photographs and sketches	Photographs are precise; sketches leave more to the viewer's imagination	I will use a photograph when I want my reader to see the exact features of an object and a sketch when the reader does not need a precise rendering.
"The typically taciturn Suddeth brightens as he recalls his breakthrough moment at age 7" (p. 80).	uses alliteration	Lets the writer be playful without having to use slang	When I want to use slang or other commonly used words

- Have students keep writer's notebooks to keep track of whatever they see, hear, or read - these pages serve as prewriting activities for focused writing later. They could use the following questions to guide their thinking: Why am I writing about this topic?, Why is this important to me?, What do I really want to say about _____?, What details will help to communicate a clear message?, What models can I use to guide the organization of my document?, and What will my final product have in common with my models?
- The most commonly used prewriting activities include brainstorming, concept mapping, outlining, discussion, note-taking from lecture, free writing, e-journals or e-learning logs, readings and film, lists, experiments or procedures, and a series of questions.
- Have students complete a graphic organizer in order to produce a coherent piece of writing; graphic organizers can help students leap from skillful reading to skillful writing.
- Put a question of the day on the board or overhead (i.e. the question needs to be one that stimulates problem-

Writing Strategies for Diverse Learners

solving) and have students brainstorm responses with a partner (i.e. perhaps making a drawing or diagram as well).

- Use the discussion continuum (a structured format for a whole class discussion of a topic) - write two statements on opposite ends of the board - one for a position and one against - have students write their initials along the continuum to show where they stand and then explain their positions, often using references from reading to support their ideas (note: all students must have a chance to speak before others have a second chance).
- Use cubing to help students construct meaning about a specific topic - students write for three to five minutes on each of the six sides of a cube (i.e. describe it, compare it, associate it, analyze it, apply it, and argue for or against it).
- Activate students' background knowledge with a quick write - students respond to a teacher-formulated statement or question related to the content for a five- to seven-minute period (i.e. students should express thoughts and ideas without concern for organization or mechanics) and then have them share their papers with a partner.
- Teach students to write a short statement as a precursor to a longer writing task - it is a 50-word statement comprised of two sentences where the second sentence is a refinement of the first.
- Establish clear criteria through the use of a teacher- or student-generated rubric *before* students write compositions.
- Use expectation network charts (visual representations of what English-language readers look for) to enable ESL writers to produce text that is reader-considerate.

Writing Strategies for Diverse Learners

- Keep in mind that the quality of writing is higher for unassigned topics and for those with higher personal involvement (i.e. pragmatic engagement or that spark in your brain called "learning").
- Have students use a variety of written formats in response to what they have read (i.e. personal responses to story events and themes, interpretation of characters or events, meta-cognitive responses, debates of moral dilemmas, or comparisons).
- Help students establish a purpose for writing (i.e. for obtaining and communicating information, for literary response and expression, for learning and reflection, for problem solving and application).

Drafting:

- The Writing Workshop can be used as an effective tool for drafting in the writing process. Use the following format: a five- to ten-minute mini lesson focusing on a skill or concept, student writing for 20 to 25 minutes, and the last 10 to 15 minutes are used for sharing.
- Use brain writing - Place students in small groups and assign a topic, each student writes for a few minutes, then all students put their papers in the middle of the table, each student reads another's paper and adds on to it until all the papers have been read and added to by each group member. Each group develops a master list of ideas from all the papers.
- Use the talk-write approach to help students *work out* vocabulary and linguistic structures that might impede their writing: in pairs, have one student talk about what he or she wants to write in response to questions posed by the other student and then have them both draft what was said.
- Use the guided writing procedure after the students have brainstormed what they already know about a topic: (1) a list of terms get categorized, (2) these categories become an outline, (3) a rubric identifying criteria is shared, (4) a draft is written from the outline, and (5) students peer evaluate papers using the rubric. Students

Writing Strategies for Diverse Learners

are ready for sharing and revising.

- Use the climbing and diving technique (Ballenger & Lane, 1989) to help students draft. The steps include: (1) students begin writing drafts nonstop for 10 minutes, (2) they then read over their writing and select one aspect to explore further, (3) they write for another 10 minutes about the selection, (4) they circle characteristics or details from the second draft they like, and (5) they select one circled word or phrase and write another 10 minutes about it.
- Use the Hennings Sequence Strategy® to help writers clarify the organization of information: (1) 'fact storming' is a way to record students' knowledge after they have had a chance to become familiar with a topic through viewing films and slides, interviewing people, going on excursions, reading, talking, and observing; (2) students organize the concepts from 'fact storming' by producing data charts in small groups (i.e. vertical and horizontal categories of information); (3) students draft paragraphs by directly translating the information contained in the data charts' columns, rows, or cells; (4) students then draft the introduction and conclusions as a teacher-guided, group writing activity; (5) students are guided through reading similar pieces of discourse using the data chart concept as a post-reading activity in addition to a prewriting one; and (7) students return to their writing to revise their drafts.
- Use looping - students write for 3 to 5 minutes and then go back to circle key words or phrases in their writing. They repeat the procedure and write again to learn to develop details related to a topic.
- A well-constructed writing task suggests a length based on the number of well-developed paragraphs, rather than a certain number of words or pages. The writing tasks features an active word (e.g. describe, analyze, explain, enumerate) that has an object (describe the effects of, analyze the workings of, explain the reasons for, enumerate the types of) and the task should stipulate the number of effects, workings, reasons, and/or types.
- Remind writers that a work in progress is not a pretty thing.

Writing Strategies for Diverse Learners

- Allow the across-the-board-journal as a vehicle for informal writing where students learn to process and connect information, language, and problem-solving skills from one class to another (**Tips:** start small, use class time to write, show exemplars, and model learning outside your own field).
- ESL writers need more time, more contact with English, and more opportunity to read and write. Use your ESL teachers to gain that time outside of class.

Sharing:

- Conduct individual writing conferences with students (while others read and write) for information gathering, sharing ideas, or direct instruction.
- Think about the kinds of things that can happen during the four particular kinds of sharing: (1) simple response share - students simply share their writing from the drafting process so **DO** have them in small groups simultaneously and **DON'T** have a few share in front of the entire class; (2) survey share - every student contributes something concise to the whole class so they can hear a wide variety of responses to that one thing (e.g. find a line that you think is particularly well crafted, share with us what your revision plans are for this piece, share with us something you are struggling with right now) so **DO** put students in a circle to enhance the flow of comments one after another during the read around and **DO** ask afterwards, "*What did we notice?*" until they themselves can respond with insight; (3) focused share - students share in order to gain new insights and possibilities for themselves as writers so **DO** have students share in small group formats again with a directed purpose (e.g. listen for things that others are doing that you might want to try yourself) and **DO** close out the focus share with some whole-class talk or written reflections; and (4) student-as-teacher share - as the teacher moves around the room conferring and notices something smart that a student is doing (e.g. rearranging sentences or words in a piece of writing) **DO** have the student share it with the class immediately so students realize the value of smart work and **DON'T** fall into the trap of only celebrating the smart writing moves of the

Writing Strategies for Diverse Learners

non-struggling writers since struggling writers do smart things, too!

- Teach social skills - such as not complaining when partners are assigned and listening without interruption - through role plays of 'do's' and 'don't's'.
- Provide questions to focus peer commentary during peer response feedback activities.
- Use peer or cross-age dialogue journals to improve writing among learners.
- Use peer evaluation strategies to facilitate the transition from 'writer-based' writing to 'reader-based' writing.
- Have the students practice the picture perfect technique: in pairs, have one student ask for clarity when a statement is too general (e.g. she has a good personality) and then have the writer *draw* some clarifying details.
- Have students read extensively and talk about their reading (i.e. talk is a preface to writing).
- Read two or three exemplars (outstanding pieces from previous classes) to give students a global idea of expectations. Using an overhead and a sample piece of writing have students justify their ratings against criteria scales in order to get them all on the *same page*.
- Oral conferencing is an excellent way to explore the deeper purposes of a paper (i.e. the goals, the roles and the rules of speaking in a conference).
- Audiotape your responses to student writing so they sense a 'live' audience.
- Divide a piece of paper into columns with one of the following sets of headings:

Writing Strategies for Diverse Learners

- | | |
|--|-------------------|
| 1. Questions the reader wants to know more about | 1. I like |
| 2. Comments | 2. I wonder |
| 3. Concerns | 3. Questions |
| | 4. Plan of action |

Use the formats in a teacher-student conference, a student-student conference, or by a student alone.

- Use post-its when responding to students' writing to emphasize non-intrusiveness and non-permanence on their writing.
- When giving feedback on ESL writing, be a writing teacher and not a language teacher (i.e. separate feedback on mechanics from feedback on ideas).
- Remember that ESL students' output is in the process of developing - errors are a part of the process.
- Teach ESOL writers how to use top-level rhetorical structures, how to plan writing to achieve specific goals, and how to signal organization through appropriate linguistic devices.
- Develop students' awareness that cross-cultural differences (i.e. in handling essay prompts and in constructing text) can influence raters' judgments of texts.
- Use reading/writing workshops to help students develop a personal voice and become more aware of the power of language.
- Use a double-entry journal format to respond to students' writing: one column copies students' words and the other column is used for your response to selected pieces.

Writing Strategies for Diverse Learners

- Use a likert rating scale® when observing students' effective writing behaviors.
- Have students keep meta-cognitive logs about their writing.
- Encourage open - even adventurous thinking - and not constrained, no-exit cognition.

Revising:

- Areas to focus on in the revision stage (i.e. Writer's Workshop checklist) include vocabulary, content, conciseness, clarity, strength, introduction, connectors, conclusion, proofreading, and presentation
- Use O&A (question and answer) to get from rough to final form. Sample questions include *Tell me more about* , *Give me some examples* , *What does this look like?* *What are the three types of....* , and *Where can you find examples of each?*
- Have the student color code his or her draft to get from rough to final form: green = technical terms, red = connectors/transitions, blue = detail, gold = reasons, silver = examples.
- Allow students to read, write or reflect on revision questions in their mother tongues.
- Significant gains can occur when students revise using criteria scales they can apply to their drafts (i.e. rubrics).
- Have students identify what aspect of their writing they want feedback on to guide the process.
- Have students use the rewording technique (Urquhart & McIver, 2005). Ask them to choose a selection of writing that needs revision. Direct them to switch papers with a partner and have the partners read the

Writing Strategies for Diverse Learners

selection, highlighting any words that are new to them. Partners then read each word to the authors, asking them to write a definition for each term using their own words. Partners substitute these definitions for the highlighted word and reread the sentences.

- The divorcing the draft strategy (Ballenger & Lane, 1989) gives writers an opportunity to detach themselves from a draft in its current form. The steps include: (1) ask students to select a draft that needs revising, (2) tell them to use a pair of scissors to cut the draft by paragraphs or sentences, (3) mix the paragraphs or sentences out of the original order, (4) ask students to sift through the cut pieces looking for the one that best describes the message they want to convey, (5) students continue sorting through the remaining pieces looking for those that relate to the central idea, (6) when the sorting is complete, students should lay out the saved items and reorder them, (7) students tape the rearranged sentences and add new ones, and (8) they retype the revision. Cutting and pasting may seem to be a time-consuming endeavor, but doing so creates the space most writers need to divorce the draft.
- Use the 'unsettling' strategy with writers who resist 're-visioning' their writing based on teacher or peer comments (i.e. "things they can do to change a piece of writing" like writing two new introductions or conclusions, using the conclusion as the introduction and then writing a new conclusion, switching a point of view, changing description to dialogue, writing a stream of consciousness, describing a character in the paper, describing what happened before the events in the paper, writing an argument as a narrative, writing an analysis as a letter to a friend).
- Have students use a coding strategy to indicate their main ideas and supporting details before the assessment (revision) process (i.e. use colored markers for main ideas, circles for new terms, numbers for sequential events, arrows for related concepts, and question marks for unclear issues).
- Have students do an exercise where they list the first word of every sentence and then count the number of words in those sentences. By writing the results on a page with two columns - one column for the first words

Writing Strategies for Diverse Learners

and one with the word totals - they might see that some sentence variety is needed (or that some sentences are probably long enough to be run-ons).

Editing:

- Explicit error correction is different from implicit feedback - the former *may* not produce gains in accuracy while the latter *may* engage students in self-correction strategies.
- As a whole class or in cooperative groups, generate topic-specific spelling lists - have students keep spelling journals, and display a cumulative list in the classroom.
- Avoid 'rubber stamped comments' (i.e. neither text specific nor student specific).
- Use comments instead of symbols to request additional information and structural changes from writers.
- Have students self-assess their compositions against a rubric and write a paragraph describing and justifying their own grade.
- Use peer-editing surveys to help writers think about their editing skills.
- Adopt the philosophy that fewer, more specific and meaningful comments should be given to help improve students' writing.
- Use a series of checkmarks throughout the composition with accompanying asterisks, describing the error.
- Don't grade and comment on students' writing at the same time (i.e. do the two as separate activities since the students will only focus on the grade).

- If students do not know how to edit their work using the symbols of an editing checklist, then an explicit mediation strategy is needed. Divide a paper into two columns - one labeled 'don'ts' and the other labeled 'do's.' Invest some time in copying the errors that students made in their papers onto the 'don'ts' column (i.e. spelling, grammar, and usage errors). Copy them exactly as the students wrote them. Pair students into 'like error' pairs and have them work together to turn the 'don'ts' into 'do's.' Try to give them some strategies for getting this task done; for example, use dictionaries for the spelling errors, use grammar reference books for the grammar errors, and use a proficient peer for the usage errors). Once students begin to explicitly grasp the concept of errors (don'ts) and the need for self-correction (do's), they will grow into the process implicitly (i.e. using an editing checklist). The time you invest will be worth the results.
- Grade portfolios of accumulated work rather than single essays.

Publishing / Evaluation:

- The word publication has a formal connotation, but all it really means is that eyes other than the teacher's will fall upon student work. The following list provides a starting point for publications ideas: (1) writing to display on bulletin boards, show cases, or waiting rooms, (2) 'coffee house' writing which will be read aloud in an informal setting, (3) public letters to editors, public officials, businesses, organizations, or community publications, (4) writing contests, (5) publication in newspapers, magazines, brochures, flyers, newsletters, manuals, technical reports, case studies, fiction, poetry, informational books, and picture books, (6) writing for performance in plays, songs, TV programs, commentaries, or films, and (6) electronic writing via e-mail, web pages, or CD-ROMS.
- A Byzantine structure of procedural requirements defeats the purpose of the writing process; not enough process looks like no word lists, no spelling lessons, no modeling, no explicit directions, no instruction in how to take the piece from rough to final draft, no clear expectations, and no follow-up.

Writing Strategies for Diverse Learners

- To get more trustworthy evidence of a writer's ability use portfolios and multiple-trait scoring (i.e. avoid conventional holistic or analytic scoring).
- The goal must be for students to no longer be dependent on the grade of a teacher to tell if they have produced solid writing. Have students grade themselves as a part of the preface to their writing portfolios - have them write a justification for the grade.
- Have students graph - using specific criteria - all of their writing pieces before they decide which works to include in their portfolios.
- Have students participate in an assessment conference session to anchor or benchmark papers together.
- 'Ranking' writing undermines teaching and learning - evaluating is harder than ranking but more important.
- Evaluate your writing program through logs, journals, surveys, tests, benchmark assessments, interviews, case studies, focus groups, statistics, and portfolios.

TIC-TAC-TOE

Directions: Select and complete one horizontal row with your partners (i.e. either two's or three's).

discuss how you might use three of the differentiation strategies in your class this year	identify three differentiation strategies you have already used in your class - then identify one you might like to try	select one differentiation strategy and actually design it to use for a unit this year
discuss how you might use the jigsaw strategy (i.e. think differentiation of material) in your class this year	discuss how you might use the TIC-TAC-TOE strategy (i.e. think differentiation of task) in your class this year	actually design either a jigsaw or a TIC-TAC-TOE strategy for a unit this year
sort the differentiation strategies into two piles: ones we might do and ones we won't do	discuss how you might use the 'do' strategies in your class this year	actually design one of the 'do' strategies for a unit this year
draft a summative assessment task	select a differentiation strategy that would work well with the task	Discuss how the differentiation strategy would allow inclusion of all students to work on the summative task

DISCUSSION & DESIGN EVIDENCE:

DIFFERENTIATION STRATEGIES

Alternative Assignments	These can include various ways for students to represent their understanding of a text they have read. Students might represent the main idea or message in the form of a drawing, a dramatic representation, or a written analysis. These can be assigned by the teacher or self-selected by the student.
Anchor Activities	These are tasks to which students automatically move as soon as they complete an assignment. They are a good way to help students cultivate the habit of using time wisely and with a clear purpose and should not be conceived of as busywork.
Agendas	A personalized list of tasks that a particular student must complete in a specified time. They usually take a student two to three weeks to complete, and a designated time of the day or period is set aside for this purpose. While students are working, teachers can move about to coach and monitor progress.
Centers or Stations	These are different spots in the classroom where students work on different tasks simultaneously (i.e. the tasks can be distinct or work in concert with one another). Not all students have to visit all locations all the time, nor do all students have to spend the same amount of time at any location. Sometimes the teacher decides who will go where and other times the students self-select.
Choice Boards	Changing assignments are placed in permanent pockets or folders. By asking a student to make a work selection from a particular pocket or folder, the teacher targets work toward student need and at the same time allows student choice.
Curriculum Compacting	This approach begins with a focus on student readiness and ends with an emphasis on student interest. Teachers assess students before a unit of study or development of a skill. Students who do well on the pre-assessment do not continue working on what they already know. Three-stage compacting documents what students know, identifies what students do not know yet, and develops a plan for what these students will do with the 'bought' time.

DIFFERENTIATION STRATEGIES

Complex Instruction	A collaborative instructional strategy which has students work together in heterogeneous groups to complete tasks that genuinely draw upon the skills of each of them in order to ensure that each student is indispensable to the work of the group as a whole. The tasks should be open ended, interesting, accomplishable in more than one way, challenging, & use a variety of expressive modalities (e.g. oral, reading & writing, media). The tasks should not be exclusively dependent on decoding, encoding, computation or memorization.
Entry Points	This has been described as a strategy for addressing varied intelligence profiles. Students explore a given topic through as many as five avenues; for example, narrational, logical-quantitative, foundational, aesthetic, or experiential.
4MAT	Based on several personality and learning inventories, this approach hypothesizes that students have one of four learning preferences. Teachers plan instruction for each of the four preferences during the course of several days on a given topic. Thus, some lessons focus on mastery, some on understanding, some on personal involvement and some on synthesis. All students take part in all approaches based on the belief that each learner has a chance to approach the topic through preferred modes and also to strengthen weaker modes.
Flexible Groupings	These are fundamental to the differentiated classroom. Students move into and out of small groups either by choice or by teacher assignment. Students work with many different classmates during a unit of study because groups do not stay the same for long periods of time; likewise students can work as a total class, alone, or in pairs.

DIFFERENTIATION STRATEGIES

Group Investigations	The teacher guides students through selection of topics and breaks the class into groups by learner interest. Then the teacher helps them with planning the investigation, carrying out the investigation, presenting findings, and evaluating outcomes both individually and as a group.
Homework	Many teachers begin differentiating assignments by creating more than one option for students. For example, students may respond to different questions or may read different books.
Independent Studies	This offers a tailor-made opportunity to help students develop talent and interest areas. Teachers systematically aid students in developing curiosity, pursuing topics that interest them, identifying intriguing questions, developing plans to find out more about those questions, managing time, setting goals and criteria for work, assessing progress, and presenting new understandings.
Jigsaw Activities	This is a popular cooperative learning strategy that divides the material to be studied into sections and makes individuals or groups responsible for learning and then teaching their section to the other students.
Learning Menus or Contracts	These are designed to give learners choices of tasks while still ensuring that each learner focuses on knowledge and skills designated as essential. Typically, they will include a 'main course' which students are required to complete in its entirety; 'side dishes' from which students must select a designated number of options; and 'desserts' which are optional extension or enrichment tasks. For older learners, the terms 'imperatives,' 'negotiables', and 'options' might be used in the form of a contract.
Literature Circles	Students may be assigned to read different texts connected by theme or genre or to select a text from possible titles. Then students can participate in discussion groups or produce an artifact such as a report or speech.

DIFFERENTIATION STRATEGIES

Multiple Texts & Resource Material	Using multiple texts and combining them with a wide variety of supplementary materials increases teachers' chances for reaching all students. Teachers can develop valuable differentiation resources by building a classroom library of varied-level texts, magazines, newsletters, brochures, and other print materials. Additionally, there is a rich array of materials available through the Internet, computer programs, manipulatives, audio and video materials, etc.
Orbitals	These are independent investigations revolving around some facet of the curriculum and lasting from three to six weeks. Students select their own topics and are guided by their teacher to develop more expertise on the topic and on the process of becoming an independent investigator.
Projects	Students explore a topic as investigators, researchers, or discoverers of knowledge. Several variations are available: (1) structured projects (e.g. build the tallest structure that will stand alone using the materials given), (2) topic-related projects (e.g. choose a political figure and create a collage), and (3) open-ended projects (e.g. develop an innovative product that would be useful to the elderly).
Schedule Chart or Work Board	These are used by teachers to help organize class time and to help students work independently as they follow the schedule. What students do in a particular task can vary based on interest or need; the chart assigns names of students accordingly. Students then go to the designated tasks on the chart in the designated order.
Socratic Seminar	This is a discussion strategy that emphasizes thoughtful dialogue among the students without teacher intervention. In one model, all students sit in a circle and participate in an open-ended discussion based on teacher- or student-generated questions. Or students can sit in two concentric circles with the inner circle discussing and the outer circle listening (then they switch roles).

DIFFERENTIATION STRATEGIES

Tic-Tac-Toe	This seems like a positive way to present a variety of assignments. The assignments on the board can be arranged by rows representing degree of difficulty or learning preferences. A variation is to use the board for extension activities for students who have demonstrated the capacity to go beyond the core class assignments. Another variation is to have students complete three assignments, not necessarily in a row.
Tiered Activities	An instructional approach designed to have students of differing skill levels work with essential knowledge, understanding, and skill - but to do so at levels of difficulty appropriately challenging for them as individuals at a given point in the instructional cycle. Begin by developing one challenging activity squarely focused on the stated outcomes; then develop two to four different versions of the task to challenge the range of learners.
Web Quests	These are inquiry-based activities designed by teachers to help students negotiate the Internet for a teacher-assigned or student-selected topic. When creating these, the teacher pre-determines links that are connected to the topic. They support differentiated instruction because they can be based on student readiness and interest and can be conducted as a group or individual inquiry.
Writing Workshop	Students work at their own pace at the various stages of the writing process. They may be working individually, in pairs, in small groups, or in conferences with the teacher.



Living Bulletin Board

HOW MANY?

PAIRS OR MORE

MATERIALS?

ATTACHED SEVEN CO-TEACHING MODELS

HOW?

LOOK THROUGH THE SEVEN CO-TEACHING MODELS AND SEE WHICH ONE(S) MIGHT BE POSSIBLE TO USE IN YOUR SETTING.

THINK ABOUT WHAT IT MIGHT *LOOK AND SOUND LIKE*- WHERE ARE THE STUDENTS AND WHAT ARE THEY DOING / WHERE ARE THE TEACHERS AND WHAT ARE THEY DOING.

CREATE THE SCENARIO ON POSTER BOARD.

Co-Teaching Model	Roles & Responsibilities	Perceived Ownership of ELL	Planning Time	Instructional Capacities
Alternative Teaching	each teacher works with different groups of students to teach different content using different methods; students then switch from one group to the other	both teachers own all students	some co-planning time is needed to coordinate what students need to know and be able to do and for agreeing on grading criteria	each teacher needs to have a repertoire of scaffolding tools for ELL students
Complimentary Teaching	ESL teacher scaffolds what the classroom teacher is teaching as a part of instruction	perception might be that ESL teacher is responsible for ELL	some co-planning time is needed for ESL teacher to know what classroom teacher wants students to know and be able to do as well as what strategies will be used	ESL teacher needs to have a repertoire of instructional scaffolds to make content accessible to ELL
Parallel Teaching	each teacher works with different groups of students to	ESL teacher is responsible for ELL (i.e. closest model to traditional	some co-planning time is needed for ESL teacher to know what	each teacher needs to have the instructional capacity to

	teach the same content using different methods; not all students have both teachers but rather each teacher has his or her own instructional group	ESL pull out model)	classroom teacher wants students to know and be able to do	teach own group
Peer Teaching	students learn together using structured cooperative learning strategies which frees both teachers from direct instruction to observe, drift, or assess	both teachers own all students	co-planning time is needed to coordinate what students need to know and be able to do as well as to design the instructional experiences to facilitate peer teaching	teachers need to have a shared vision (i.e. peers are better for leaning than teachers) and a solid repertoire of cooperative leaning, differentiation, and time-honored ESL scaffolds
Station Teaching	both teachers may rotate among stations, one teacher may rotate while the other staffs a station, or both teachers	both teachers own all students	co-planning time is needed to coordinate what students need to know and be able to do as well as to design the instructional	teachers need to have a shared vision (i.e. peers are better for leaning than teachers) and a solid repertoire of

	may staff stations while students work independently at other stations		experiences and materials for each center (e.g. work can be divided between teachers)	cooperative learning, differentiation, and time-honored ESL scaffolds
Support Teaching	classroom teacher maintains lead instructional role and ESL teacher observes or drifts to assist ELL	perception may be that ESL teacher is responsible for success of ELL	minimum co-planning time is needed since classroom teacher works out what students need to know and be able to do	ESL teacher needs to have a repertoire of moment-to-moment scaffolding tools
Team Teaching	both teachers assume responsibility of taking on the lead instructional role	both teachers own all students	intensive co-planning time is needed to coordinate what students need to know and be able to do and to plan the instructional experiences and scaffolds to enable all students to know and do	teachers need to have a shared vision of learning and teaching and a solid repertoire of scaffolding tools (i.e. time honored ESL strategies, literacy tools, and instructional framework tools)



Find Someone Who

Can give examples of BICS or CALP	Can distinguish between additive and subtractive bilingualism	Is trilingual	Is fossilized in their second language	Can give an example of a note-taking strategy
Can give an example of a reading comprehension strategy	Can give examples of classroom-based assessments in a specific subject area	Can give an example of a differentiation strategy scaffold	Can describe the difference between scripted and generated language tasks	Can give an example of a time-honored ESL scaffold
Can give an example of a cooperative learning strategy	Can define what is meant by sheltered instruction	Can distinguish between language learning and language acquisition	Can tell the difference between a language-led and a content-based ESL curriculum	Can describe the three stages of UbD
Can describe the difference between ESL pull out and push in programs	Can describe the difference between bilingual and dual-language programs	Can give an example of a co-teaching model	Can give an example of a vocabulary development strategy	Can distinguish between language proficiency and language mastery

Scaffolding Tools for ELL

Schedule	Content (knowledge)	Skills (behaviors)	Assessments (evidence)	Strategies/ Scaffolds (tools)
Journeys	How can the curriculum model of Understanding by Design (UbD) be used as a framework to develop and monitor ELL' language proficiency and academic achievement simultaneously? How does this model ensure equity for <i>all</i> students?	<p><u>Prewriting</u>: plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose</p> <p><u>Writing</u>: write with clear focus and sufficient detail</p>	<p>notes (formative)</p> <p>draft rubric (formative)</p> <p>draft task planner (formative)</p> <p>toolkit booklet (summative)</p>	<p>Draw What I Say: feedback tools</p> <p>TEAM: task-based rubric design</p> <p>PAIRS: task planner</p> <p>SOLO: Scaffold entries</p> <p>Numbered Heads Together</p>

	Exceeds expectations	Meets expectations	Needs attention
<p>TASK:</p> <p>Team Pair Solo to complete task planners</p>	Participants will complete the draft rubrics (teams), use <i>UbD</i> to plan instruction (pairs), and identify scaffolds (alone) to <i>march</i> ELL through the rubric. New strategies will be justified in the booklet.	Participants will complete the draft rubrics (teams), use <i>UbD</i> to plan instruction (pairs), and identify scaffolds (alone). New strategies will be explained in the toolkit booklet.	Participants will work together to partially complete the rubrics and list instructional strategies which they already use. These strategies will be listed in the toolkit booklet.

Think Pair Share OR Draw What I Say

Checklist

A dichotomous scale where traits, language functions, skills, strategies, or behaviors are marked as either being present or absent

Rating Scale

A type of rubric where traits, language functions, skills, strategies, or behaviors are defined by their frequency of occurrence or quality

Analytic Rubric

A developmental rubric, usually in the form of a matrix, in which a construct is defined by its dimensions or traits and the levels of performance

Holistic Rubric

A developmental rubric in which there is an overall description of competencies for each performance level

Task-Based Rubric

Types of holistic or analytic rubrics that are designed for specific instructional tasks or projects

RUBRIC SHELL

Criteria	Exceptional	Satisfactory	Needs Improvement

ASSESSMENT TASKS

ADD CHAPTER TO A BOOK	EXPERIMENTS
ADVERTISEMENTS	EXPLANATIONS
ANECDOTES	
ANNOUNCEMENTS	FABLES OR FAIRY TALES
AUDIOTAPE	FACT SHEETS OR BOOKS
AUTOBIOGRAPHIES	FAMILY TREE
AWARDS	FLAG
	FLOW CHART
BALLAD	FOLK TALES
BILLBOARDS	FRIENDLY LETTER
BROCHURES	
BOOK JACKETS	GAMES / PUZZLES
BOOKLETS	GAME BOARDS
BULLETIN BOARD DISPLAY	GRAFFITI
BUMPER STICKERS	GRAPH
	GROUP PROJECT
CAPTIONS	GUIDEBOOKS
CARTOON OR COMIC	
CASE STUDY	HISTORICAL ('I WAS THERE SCENE')
CHART OR COLLAGE	HOROSCOPES
CEREAL BOXES	HYPERLEARNING STACK
CHILDREN'S BOOK	
COMMENTARIES	IDEA WEBS
CONVERSATIONS	INTERVIEWS
	INVENTIONS
DATA TABLE	INVITATIONS
DEFINITIONS	
DEMONSTRATIONS	JOKES
DESIGNS	JOURNALS
DETECTIVE STORY	JUMP ROPE JINGLES
DIALOGUES	
DIARY ENTRIES	LABELS
DICTIONARIES	LEGENDS
DIORAMAS OR DISPLAYS	LETTERS
DIRECTIONS	LEXICONS
DRAMA SCRIPTS	LIES
DRAWINGS OR ILLUSTRATIONS	LISTS
	LYRICS
EDITORIALS OR ESSAYS	
EVENT CHAINS	

ASSESSMENT TASKS

MAGAZINE PAGE
MANUALS
MAPS
MATH PROBLEMS
MEMOIRS
MEMORIES
MENUS
MODELS
MOVIE SCRIPTS
MURALS
MUSEUM PROJECTS
MUSIC VIDEO
MUSICAL INSTRUMENT
MYSTERIES
MYTHS

NEWSCASTS
NEWSPAPER ARTICLES

OBITUARIES
OPINIONS
ORAL PRESENTATIONS
ORAL REPORTS & VISUALS

PAMPHLETS
PEER EDITING
PETITION
PERSUASIVE WRITING
PHOTO ALBUM
PLAYS
POEMS
POSITION STATEMENTS
POSTCARDS
POSTER
PROPOSALS
PUPPET SHOWS

READER'S THEATRE
READING JOURNAL
RECIPE
REPORTS

REQUESTS
RESEARCH REPORT
RESPONSES TO LITERATURE
RESPONSES VIA PERFORMING ARTS
RESUMES
RETELLINGS
REVIEWS OF BOOKS
RULES OF ETIQUETTE

SCALE MODELS
SCENERY FOR PLAY
SCIENCE DISPLAY
SCRAPBOOK
SCULPTURE
SHADOW BOX
SHORT STORY
SIGNS OR SKETCHES
SKITS
SONGS
SPEECHES
STORY PROBLEM
SUMMARIES
SURVEY

TELEGRAMS
TELEVISION SCRIPTS
TERRARIUM
TIME CAPSULE
TIMELINE
TRIBUTE

VENN DIAGRAM
VIDEOTAPE

WEATHER MAP
WRITING FICTION
WRITING NONFICTION
WISHES
WRITTEN DEBATES

Writing Tasks ©Chapman & King, 2003

<i>Language Arts</i>	<i>Social Studies</i>	<i>Math</i>	<i>Science</i>
Journals	Data gathering	Data	Data
Diaries	Research	interpretation	Charts
Critiques	Notes	Summaries	Graphs
Summaries	Interviews	Conclusions	Interviews
Procedures	Graphs	Word Problems	Songs
Class notes	Map labels	Procedures	Experiments
Brainstorming	Statistics	Timelines	Notes
Manuals	Timelines	Charts	Observations
Ads	Reports	Class notes	Logs
Research	Labels	Labels	Reports
Note Cards	Charts	Graphs	Definitions
Outlines	Notes	Diagrams	Statistics
Final Reports	Descriptions	Directions	Opinions
Interviews	Diaries	Definitions	Hypotheses
Analysis	Poems	Reports	Theories
Opinions	Songs	Journals	Captions
Songs	Ads	Research	E-mails
Jingles	Historical	Conclusions	Summaries
Comparisons	records	Rules	Editorials
Charts	References	Formulas	Poems
Graphs	Lists	Guidelines	Lists
Poems	Logs	Progress report	Labels
Interpretations	E-mails	Self-Evaluation	Research
Statistics	Brainstorming	Statistics	Inventions
Observations	Historical	Comparisons	Graphic
Notes	reflections	Brainstorming	organizers
Reflections	Graphic	Analyses	Problem
Editorials	organizers	Reflections	Procedure
Letters	Political	Notes	Diagnosis
E-mails	cartoons		
News Flashes			

Task Planner

Content	Skills	Assessment	Strategies	Scaffolding
		<p><u>Formative</u> <u>task:</u></p>		

ELL Instructional Planning Checklist, ©VPRojas, 2005

Criteria	Mainstream	ESL
1. Use a standards-based model of curriculum articulation for effectively planning instruction for English Language Learners.		
2. Organize instructional plans around essential questions that students are able to answer at the end of the unit. Questions should be designed to show conceptual understandings (i.e. not topical, succinct, higher order responses, pragmatically engaging <i>tension</i>).		
3. Articulate a concrete vision of what the students should know and be able to do at grade-level expectation (i.e. benchmarks) in the instructional plans.		
4. Articulate a concrete vision of what students should be able to do linguistically (i.e. language skills like ELL, ELA, TESOL benchmarks).		
5. Identify summative/ formative assessment tasks that provide evidence of students' attainment of the standards/ benchmarks. This is the beginning of an instructional rubric to support ELL through the process.		
6. Use the assessment task(s) to plan backwards for instruction (i.e. assessment-driven instructional planning).		
7. Match or target instructional strategies with selected language benchmarks (i.e. students practice skills through instructional strategies). Be sure to look at the cooperative learning strategies for oral interaction skills, reading strategies for reading skills, vocabulary strategies for vocabulary skills, & writing strategies for writing skills. Remember - the strategies should have the students practicing the desired behaviors.		
8. Specify scaffolding strategies for ELL students not yet able to complete instructional strategies independently (i.e. time-honored ESL scaffolds, instructional framework scaffolds, literacy scaffolds). Monitor the amount of scaffolding needed by students - and as they are able to provide evidence of performance without support - begin to take away the scaffolding. Keep them actively involved in the decision.		
9. Identify co-teaching strategies that could be used for this unit. Be sure to have clear images of what they will look and sound like in or out of the mainstream class.		
10. Complete the rubric (or checklist or checbric) that will be given to students <i>beforehand</i> so they know the expectations and so they can use the criteria to improve their performance (i.e. <i>meets expectations</i>).		