

**Dr. Virginia P. Rojas**

**Success with  
English  
Language  
Learners**



**Spring 2005**

# Success with English Language Learners

Schedule	Content (knowledge)	Skills (behaviors)	Assessments (evidence)	Strategies (tools)
Session I: Foundations	What are some linguistic and pedagogical assumptions related to second language learning? Where do these assumptions come from?	<u>Vocabulary</u> comprehend and communicate orally, using vocabulary for personal, social, & academic purposes	retellings (formative)	<u>Background Schema &amp; Content Obligatory Vocabulary Strategies:</u>  Think/Pair/Square Inside/Outside Circle Mix/Freeze/Group  Find The Fib - p. 6
	How do second language acquisition, bilingualism, and academic achievement interrelate?	<u>Academic Interaction</u> Comprehend & communicate orally, using English to participate in academic settings	notes (formative)	Lecturette on <i>bilingualism</i>
			ABC Book (summative)	ABC Book - p. 9
Session II: Visions	What are best programs, schoolwide attributes, & instructional conditions necessary to enable language development & academic attainment?	<u>Reading Comprehension</u> Read fluently & identify facts and evidence in order to interpret and analyze texts	discussion (formative)	Think aloud program typology -p. 17  pre- & post-literacy vocabulary - p. 20
			notes (formative)	<u>Direct Teaching Strategy:</u>  Power Point presentation - p. 21

# Success with English Language Learners

Session III: Choices	How can self-assessment checklists be used in classrooms?	<u>Academic Interaction</u> Comprehend & communicate orally, using English to participate in academic settings	self-assessment checklist (formative)	<u>Comprehension Check Strategies:</u>  checklist - p. 35
	How can the types of scaffolding be used to support <u>all</u> students in classes with a range of 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 & others' questions		<u>Moment-to-Moment SCAFFOLDS:</u>  L2 lesson
	How can differentiation and cooperative learning be used to support all students in classes with a range of skill levels?		retellings (formative)	<u>Instructional Frameworks SCAFFOLDS:</u>  Differentiation Framework - p. 39  Jigsaw  Tic Tac Toe - p. 40
	Why is it important to build choice into instruction?	<u>Academic Interaction</u> Comprehend & communicate orally, using English to participate in academic settings	self-selected tasks (formative)   ABC Book (summative)	<u>Stations or Centers</u>  Structured Sort Quotes of the Day Turn-4-Thought Found Poem Send-A-Problem Spend-A-Buck Co-Teaching Models 3-Step Interview Partners Team-Pair-Solo Video  THEN One Stray

# Success with English Language Learners

Session IV : Transitions	Why is language development across-the-curriculum crucial to the academic success of English Language Learners in a bilingual setting? Why is language development best acquired through a process approach?	<u>Academic Interaction</u> Comprehend & communicate orally, using English to participate in academic settings  <u>Prewriting</u> plan for writing by building on prior knowledge, generating words, & organizing ideas for a particular purpose	graphic organizer & draft lesson (formative)  choice of draft lesson (formative)	<u>Concept Development Strategy:</u>  Vocabulary Sort & Vocabulary Planner - p. 42  Oral Task Planner - p. 50  Reading Task Planner - p. 52  Writing Task Planner - p. 54
Session V : Journeys	Why are strategies for reviewing and previewing so essential on an ongoing basis?	<u>Informational Text</u> identify & analyze purposes, structures, & elements of nonfiction English texts	assessment tasks (formative)	<u>Review &amp; Preview Strategies:</u>  Find Someone Who - p. 56  Inductive Strategy - p. 57

# Success with English Language Learners

	<p>How can mainstream and ESL teachers work together to provide access to grade-level academic content? What would a standards-based, assessment driven backwards planning model require for implementation in a mixed-lingual setting?</p> <p>How can teachers be supported to plan for instruction? How can their capacities to target instructional strategies be built?</p>	<p><u>Research</u> gather information from a variety of sources, analyze &amp; evaluate the quality of the information obtained, &amp; use it to answer their own &amp; others' questions</p> <p><u>Prewriting</u> plan for writing by building on prior knowledge, generating words, &amp; organizing ideas for a particular purpose</p> <p><u>Academic Interaction</u> Comprehend &amp; communicate orally, using English to participate in academic settings</p>	<p>summative assessment (formative)</p> <p>self-selected tasks (formative)</p> <p>ABC Book (summative)</p>	<p><b><u>Research-Based Instructional Strategies</u></b> <b><u>SCAFFOLDS:</u></b></p> <p>sample assessments - p. 58 task planner - p. 64 unit planner - p. 65 ELL planning checklist - p. 67</p> <p><b><u>Independent Practice Strategy:</u></b></p> <p>Learning Menu - p. 68 differentiation - p. 69 cooperative learning - p. 74 graphic organizers - p. 76 vocabulary - p. 81 K-2 Reading &amp; Writing - p. 99 3-12 reading - p. 109 3-12 writing - p. 134</p> <p><b><u>Review Strategy:</u></b> Numbered Heads</p>
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### Find the Fibs

**FIB #1:** Acquiring a second language is completely different than acquiring one's first language.

**FIB #2:** Four possible types of second language learners include the whiz, the tongue-tied, the fossil, and the inhibited language ego.

**FIB #3:** It takes English Language Learners about two years to attain the level of academic language proficiency necessary to be peer-competitive with native speakers.

**FIB #4:** English Language Learners should not be encouraged to translate or interpret from their own language while learning English.

**FIB #5:** Researchers can not agree on what's the most effective schooling for English Language Learners.

**FIB #6:** Important variables impacting upon second language success include the skills one has in their own language, the language aptitude one has for acquiring another language, age, and motivation.

**FIB #7:** Instructional strategies which are effective for English Language Learners are similar to those which are effective for all learners.

**FIB #8:** There are many ways that teachers can speed up students' acquisition of a second language.

**FIB #9:** The difference between immersion and submersion programs is that immersion teachers are trained to support English Language Learners in order to prevent them from sinking.

**FIB #10:** It is best to give simple tests like true-false, matching, or fill-in-the-blanks to English Language Learners so they can show us what they know and can do.

**FIB #11:** Most of the mistakes which second language learners make are due to interference from their first language.

**FIB #12:** English Language Learners can not be expected to achieve to the same level as fluent English-speaking students, and teachers need to lower their expectations accordingly.

**FIB #13:** Teachers in English-language schools should not allow students to use their native languages with one another, as this will slow down their English-language development.

**FIB #14:** 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.

**FIB #15:** An effective way for preparing English Language Learners for mainstream settings is to teach them the English Language first in pull-out second language programs.

**FIB #16:** Switching between two languages is a common phenomenon among bilinguals.

**FIB #17:** Teachers of English or academic content in English need to be native speakers of English.

## NOTES:



# **An ABC Book of Scaffolding Strategies**

**for**

**English  
Language  
Learners**

# A

# B

# C

# D

Differentiation is effective to use in classrooms where students possess a *range of skills and funds of knowledge*. It is also effective for ELL because it allows modification of assessment task, instructional strategy, & materials and can be linked to Krashen's principles of comprehensible input and anxiety reduction. One effective example of differentiation is the jigsaw strategy. Others include alternative assessments, flexible groupings, learning contracts, centers, literature circles, multiple texts, & tiered assignments.

E

F

G

H

# I

# J

Input, intake & output are essential for second language acquisition to occur. Input needs to be made comprehensible (e.g. visuals & pictures for beginners, text chunking or films for intermediates & advanced). Intake can be enhanced through a relaxed atmosphere and through interactive processing activities (e.g. cooperative learning in heterogeneous & flexible groupings). Output needs differentiation of product (e.g. graphic organizer or mother tongue writing for beginners, 3 paragraph composition for intermediates, 5 paragraph essay for advanced) and process strategies (e.g. the writing process).

# K

# L

M

N

O

P

Q

R

S

T

U

V

W

X

y

z



## Think Aloud Activity

Several types of programs are presented on the following two pages. As you and your partner read, discuss which program (or combination of programs) your school currently has.

*Current program description*

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Discuss which you might prefer to have and what the implication would be (e.g. barriers to implementation/ stages of development/ levels of support).

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# Inventory of Bilingual and Immersion Educational Models

by Robert Linguanti

WestEd®

Program model labels suggest much clearer distinctions than exist in actual practice in schools and classrooms across the country (e.g. by classroom population). In practice, there is considerable overlap, blurring, and blending, with different researchers and proponents defining labels as best they can.

## BILINGUAL EDUCATION:

MODELS	LANGUAGE GOALS	TARGET POPULATION	CLASSROOM POPULATION	LITERACY LANGUAGE USED	SUBJECT MATTER LANGUAGE USED
Early-Exit Transitional	ELD	Minority	Segregated	L1 literacy first, rapid shift to English, program is 2-3 years	Some degree of instruction in L1, rapid shift to English
Late-Exit Transitional or Developmental	<u>Late-exit:</u> ELD Development: bilingualism	Minority	Segregated (Maintenance: partially segregated later)	L1 literacy first, then gradual shift to English, program is 4-6 years; Maintenance: Continues L1 Lang. Arts through middle grades	Most subjects in L1 with ELD; gradually to all subjects in English. Maintenance programs emphasize bilingual/bicultural proficiency
Bilingual Immersion	ELD	Minority	Segregated	L1 and English literacy from beginning	Concept development in L1; sheltered English for all subjects
Integrated Transitional Bilingual Education	Partial bilingualism ELD	Minority with majority participation	Integrated	L1 literacy first, exposure to English from the beginning	All subjects in L1; sheltered English for all subjects
Dual language Immersion	Bilingualism	Minority and Majority	Integrated	Minority language first for each group, or L1 and L2 for both	All subjects in L1 and L2 distributed over the grades. Distribution varies by program

## IMMERSION EDUCATION:

MODELS	LANGUAGE GOALS	TARGET POPULATION	CLASSROOM POPULATION	LITERACY LANGUAGE USED	SUBJECT MATTER LANGUAGE USED
English Language Development (ELD) or English as a Second Language (ESL) Pull-out	ELD	Minority	Partially Integrated	In English; specified period for development of English-language skills	Grammar- and Communication-bases ESL; Content-based ESL in some programs
Structured Immersion	ELD	Minority	Segregated	In English (some limited L1)	Sheltered English in all subjects
Submersion with Primary Language Support	ELD	Minority	Integrated	English literacy, limited L1 literacy	All subjects in English with tutoring in L1
Canadian French Immersion	Bilingualism	Majority, international	Segregated	L2 first, English (L1) later	All subjects in L2 for 2 years; in English (L1) and L2 remainder of schooling
Indigenous Language Immersion (e.g. Navajo)	Bilingualism	Minority	Segregated	Endangered L1 first, then both L1 and English	L1 for all subjects first, gradually increase use of English in subject areas

(Sources: Brisk, 1998; August and Hakuta, 1997)

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.

- \_\_\_\_\_ English only vs. English knowing bilinguals
- \_\_\_\_\_ immersion vs. submersion classrooms
- \_\_\_\_\_ BICS vs. CALP language proficiency
- \_\_\_\_\_ medical vs. ecological ESL 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
- \_\_\_\_\_ differentiated vs. individualized instruction

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.

# Success With English Language Learners

Dr. Virginia P. Rojas  
ASCD Faculty

2005

## What is our purpose?

The central idea . . .

- To connect SLA to K-12 mixed-lingual settings
- To include ELL
- To use a standards-based and assessment-driven curriculum model to improve teaching and learning for all students



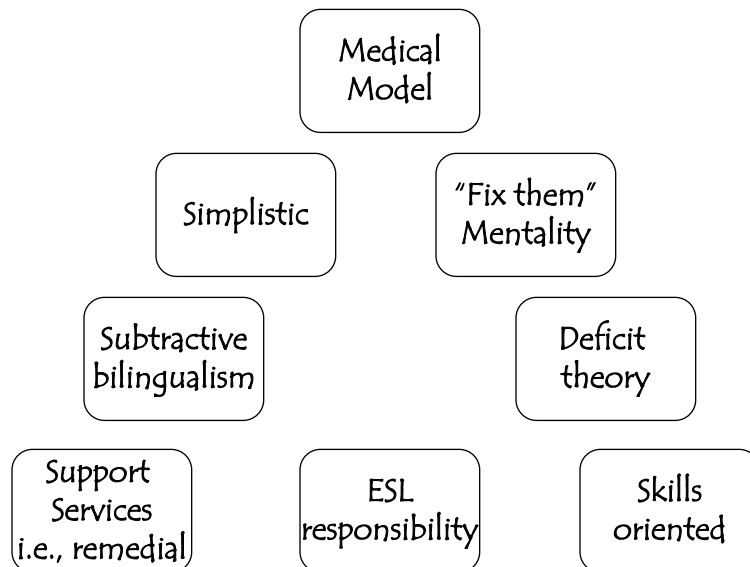
Thinking out of the box.  
© Horner 2002

## An inquiry into . . .

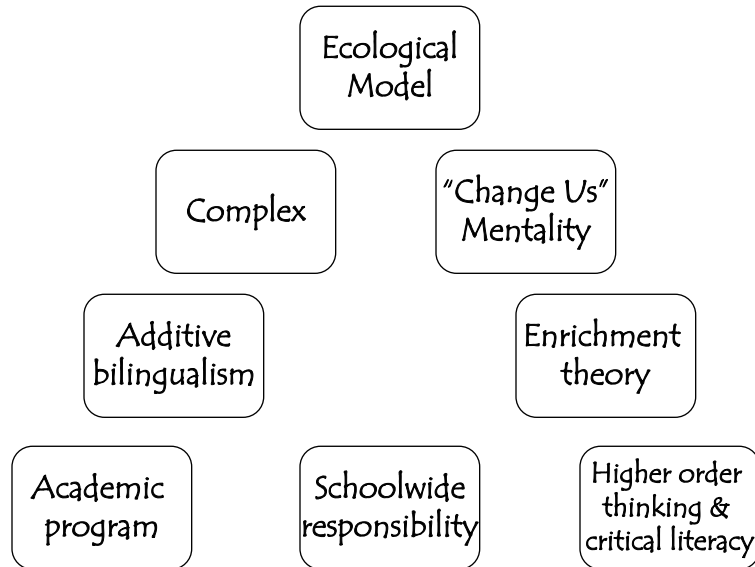
Why do we do  
what we do at all?

What would it  
look like and  
sound like to do it  
differently?

## Approach . . . Who are we?



And who do we want to be?



Conventional wisdom . . .  
Why do we believe what we do?

#### English Only:

- Cummins' Maximum Exposure Hypothesis

#### Language Learning:

- Linear & Cumulative
- Fixed & Stagnant
- Simple to Complex
- Sequential Skills
- Rule 1 + rule 2 + rule 3 + rule 4 = SLA

#### Language Learners:

- Uniform
- Transmission Model
- Scripted Language

#### English Knowing Bilinguals:

- Usage of L1 to Acquire L2

#### Language Acquisition:

- Messy & Recursive
- Dynamic & Variable
- Complex to Simple to Complex
- Integrated Skills
- Developmentally ready learners + teachable rules = SLA

#### Language Acquirers:

- Individual Variation
- Constructivist Model
- Generated Language

## Creating a Scenario for Success

How can ELL achieve proficiency  
and academic achievement  
simultaneously?

## Creating a Scenario for Success

1. ELL can best acquire language through meaningful use in context, and the mainstream curriculum is an ideal resource
2. ELL can continue their academic studies while acquiring their second language through concurrent language & content teaching
3. ELL need input (scaffolding, differentiation of material, use of the first language, & cultural responsiveness), intake (verbal interaction with peers through cooperative learning strategies and instructional conversations), and output (differentiation of response activities & assessment tasks)



## Creating a Scenario for Success

4. ELL develop social and academic proficiency over time as exemplified in the continua of reading, writing, and speaking behaviors (Bonnie Campbell Hill)
5. ELL require process oriented instructional conditions and literacy strategies across the school curriculum (i.e., pre reading / during reading / post reading; writing process; prepare for oral / rehearse for oral / perform oral)

## Implementing an ELL Initiative

How could ESL programs be organized  
to help ELL develop into proficient  
English speakers, readers and writers?

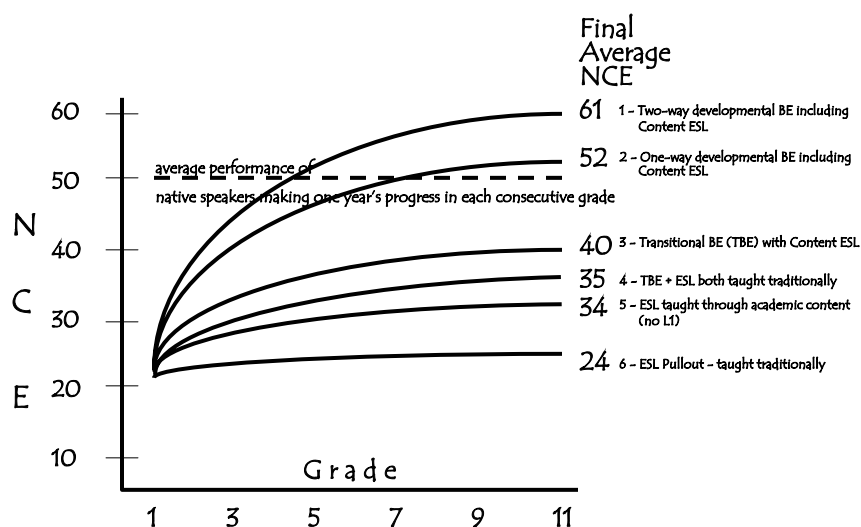
## Program Specifications

### LANGUAGE SUPPORT FRAMEWORK

separate provision					mainstream provision				
language-led teaching					content-led teaching				
language teaching		content-based language teaching			language-sensitive content teaching			'un-adjusted' content teaching	
outside support framework	within support framework	content related	adjunct	pre-mainstream	sheltered subject teaching	language-supported classes		unsupported classes	
						partnerships partially implemented	partnerships fully implemented	good environment	poor environment
						lead teacher*	collaboration		

© Clegg, 1996

## English Learners' Long Term K-12 Achievement in Normal Curve Equivalents (NCEs) on Standardized Tests in English Reading Compared Across Six Program Models



©Copyright Wayne P. Thomas & Virginia P. Collier, 1997

## Philosophical Framework for Successful Programs

- English Sheltered Immersion – ESL and mainstream teachers co-teaching to deliver one curriculum
- Dual Language – Mother tongue, ESL, and mainstream teachers co-teaching to deliver one curriculum in two languages

## Philosophical Framework for Instruction

- A balanced literacy model – emphasizes speaking, listening, presenting, writing, reading, and viewing
- Class set up – whole group area, small group areas, independent areas, and computer stations
- Effective teaching or methodology – assessment driven instructional planning which matches instructional strategies to benchmarks or skills, process literacy & scaffolding, cooperative learning, differentiation, & meaning making tasks and materials
- Assessment & evaluation – observation and measurement tools to provide feedback

## 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?

### UNIT PLANNER

Title:			Grade:			Duration:		
Standards:								
Essential Questions:								
Key Content/Benchmarks				ELL benchmarks or expectations				
				Oral		Reading		
				Words		Writing		
<u>Formative Assessment Tasks</u>								
<u>Summative Assessment</u>								

<u>Instructional Strategies</u> <u>Before</u>	<u>Scaffolding Strategies</u>
<u>During/Through</u>	
<u>After</u>	
Assessment-Driven Planning	

## Matching Instructional Strategies to Benchmarks Listening & Speaking

Skills	Strategies
Describe people using some detail (beginning to intermediate)	Draw What I Say (K-4) Character Trait Map (4-12)
Respond briefly to questions on academic content (early to intermediate)	5 W's graphic organizer in Partners (K-4) QAR Reading Strategy in Similarity Groups (4-12)
Demonstrate comprehension of information heard in an academic context (early to competent)	Retelling in L1 (K-2) K-W-L Strategy (3-12)

## Matching Instructional Strategies to Benchmarks Vocabulary

Skills	Strategies
Classify previously learned content words into concept <del>based</del> categories (K-4)	Open Word Sort (K-2) Inductive Strategy (3-4)
Clarify meanings of words, using dictionaries, glossaries, thesauruses, and other resources selectively (5-8)	Four Dimensional Word Study Strategy
Apply knowledge of word analysis to expand comprehension of vocabulary (9-12)	Contextual Redefinition Strategy Independent Word Learning Strategies

## Matching Instructional Strategies to Benchmarks Reading

Skills	Strategies
Summarize information from a literary or informational text that is read (K-4)	Do You Hear What I Hear? (K-2) Collaborative Strategic Reading (3-4)
Compare and contrast various literary genres (5-8)	Narrow Reading Strategy Crack My Venn
Analyze the effects of sound, form, symbolism, & figurative language in poetry (9-12)	One-on-One Tutoring Strategy Question Menu Strategy

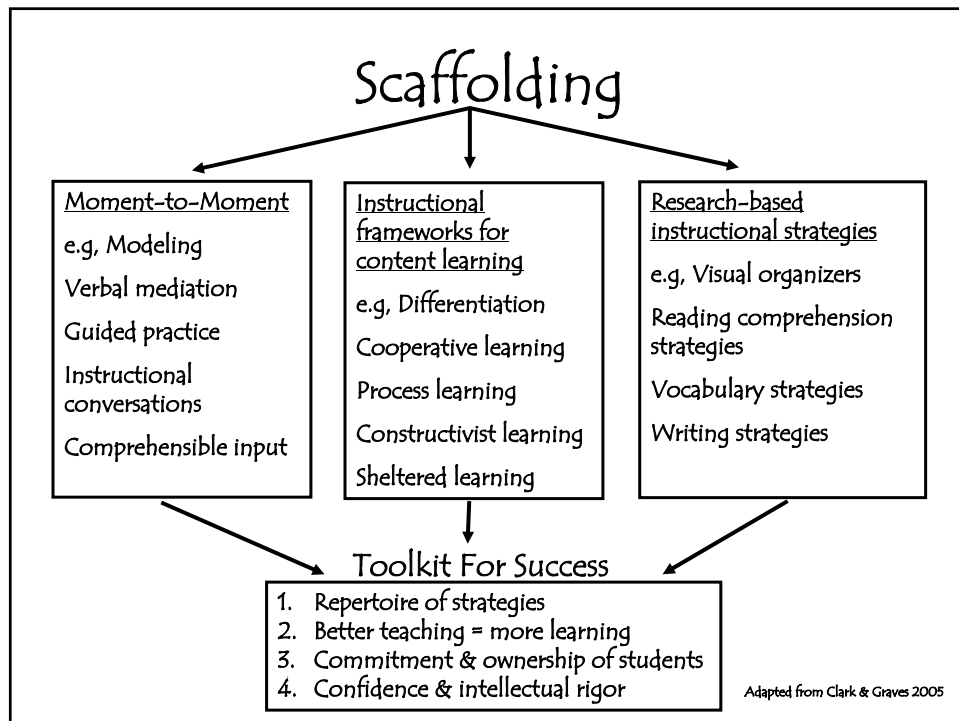
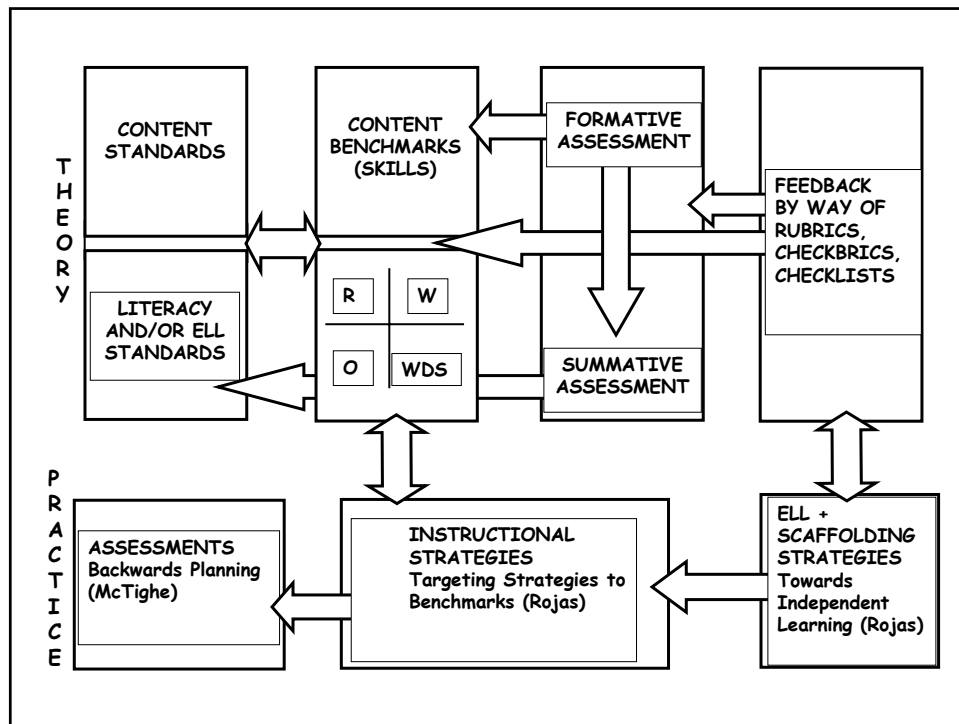
## Matching Instructional Strategies to Benchmarks Writing

Skills	Strategies
Write a story that has a beginning, middle, and end (K 4)	Writer's Notebook/Guided & Interactive Writing/Talk <del>Write</del> Approach/Writer's Workshop
Write a multi-paragraph composition with clear topic development, logical organization, and effective use of detail (5 8)	Looping/Across the Board Journal/Writing Conferences /Exemplars & Critical Criteria Strategy/Coding Strategy
Write an explanation of an informational text, using evidence from the text as support (9 12)	Hennings Sequence Strategy

## Scaffolding Strategies

How can ELL  
meet  
expectations?

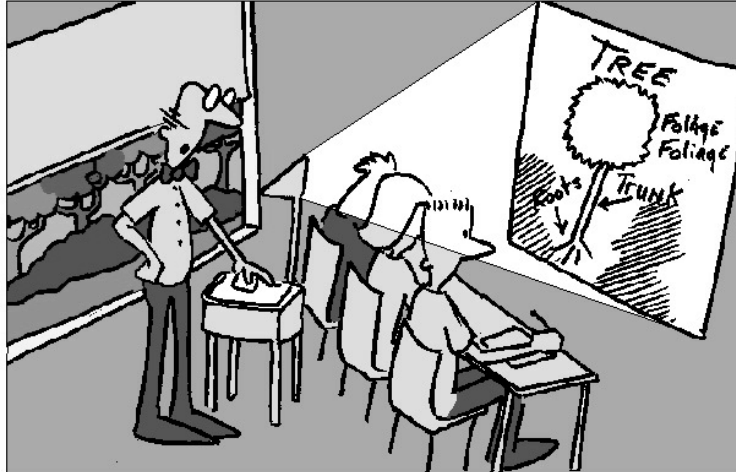
What can we do  
to make it happen?





"Why go to the trouble of artificially recreating the mainstream classroom when the real thing is available right next door?"

(Clegg, 1995)



Horner 2002

The lesson to be learned . . .

. . . the illusion of  
change

. . . the reality of  
reform

Heed Plato's parable . . .



Play Dough's Cave  
an Al-A-Gooney

Success With  
English Language Learners

Dr. Virginia P. Rojas  
ASCD Faculty

2005

## **Success with English Language Learners ©VPRojas, 2005**

Research indicates that conditions which maximize second language acquisition and academic achievement in mixed-lingual settings exist. It is probably best to use the following specifications as benchmarks by which to compare your practices. The three areas presented here for reflection include: (1) types of ESL programs, (2) school-wide attributes, and (3) instructional conditions. Go through each one and cite the evidence to document your self assessment.

<b>Program Specifications Maximizing Success</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Needs Attention</b>
1. We have an ecological program model for our ELL ( <b>evidence</b> = a program whereby mainstream teachers are language sensitive and support teachers are content based; all are responsible for ELL' success).			
2. We have articulated a language policy across the curriculum which positions additive bilingualism as a desired norm for all students ( <b>evidence</b> = policy statements to which the staff and community assent).			
3. We -mainstream and ESL teachers - have consensually articulated what students should know and be able to do in our program in <u>one</u> curriculum document ( <b>evidence</b> = aligned ELA/ ELL/ content standards).			
4. We - mainstream and support teachers - collaborate and/ or co-teach in order to support ELL' success in mainstream classes ( <b>evidence</b> = teacher & student schedules, lesson plans, students' portfolios).			
5. We participate in ongoing staff development efforts in order to learn to help <u>all</u> students learn ( <b>evidence</b> = study groups, courses & workshops, small scale investigations, peer coaching).			
<b>Schoolwide Attributes Maximizing Success</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Needs Attention</b>
1. We provide for an inclusive and responsive environment which offers access to challenging, grade-level content and to English-proficient peers ( <b>evidence</b> = groupings by grade levels; same curriculum with scaffolding).			

2. Our English Language Arts & ESL programs are balanced ( <b>evidence</b> = supported by literature & concepts; recursive checklists for oral, reading, writing & vocabulary skills).			
3. We use 'process' literacy development approaches ( <b>evidence</b> = writing process; before/during/after reading & oral language development process; into/through/beyond <i>understanding by design</i> concept).			
4. Our classes emphasize problem-posing & solving through an integrated & language-across-the-curriculum model ( <b>evidence</b> = school-wide K-12 curriculum document with content outcomes, language skill outcomes, & complex assessment tasks).			
5. Our classes are highly interactive & inferential ( <b>evidence</b> = identifiable cooperative learning activities with provision for feedback for group social participation and individual content mastery; higher order tasks).			
6. We use portfolio-based assessments based on oral, reading & writing continua of skill development ( <b>evidence</b> = portfolios full of projects, papers, rubrics, checklists, drafts, tapes, self-assessments).			
7. We use multiple sources of information including technology ( <b>evidence</b> = textbook is only <u>one</u> resource for learning; also use instructional software & internet investigations).			
8. We are sensitive to cultural identity issues among our learners ( <b>evidence</b> = bias checklist for materials selection, awareness sessions).			
9. We hold high expectations for English Language Learners to use <i>generated</i> language and we are not only teaching traditional or <i>scripted</i> ESL topics ( <b>evidence</b> = <b>NO</b> ditto sheets; lots of complex tasks integrating all four language skills).			
10. We practice three-way communication - among ESL parents, mainstream teachers and ESL teachers ( <b>evidence</b> = newsletters, conferences, minutes from meetings).			

Instructional Conditions Maximizing Success	Exceeds	Meets	Needs Attention
1. We allow the use of students' primary languages as a tool <u>for</u> learning ( <u>evidence</u> = language usage self assessments; mother tongue materials).			
2. We understand how long full proficiency takes and how variable the process is ( <u>evidence</u> = records on students' language learning strategies and progress through the language development continua).			
3. We develop language through content rather than as content ( <u>evidence</u> = lessons with explicit content + implicit linguistic form and function).			
4. We relate new content to students' prior experiences in order to pragmatically engage them ( <u>evidence</u> = lesson plans, student work, videotapes, peer coaching feedback notes).			
5. We implement an inquiry model of learning through the use of guiding questions & exploratory tasks ( <u>evidence</u> = open-ended, succinct, elaborated responses, information gap or tension).			
6. We plan instructional units starting with complex assessment tasks ( <u>evidence</u> = lesson or unit plans clearly deriving from and working towards assessments; backwards design).			
7. We select specific skills aligned with the assessment tasks and are proficient at targeting instructional strategies to the selected skills ( <u>evidence</u> = lesson plans list skills matched with instructional strategies).			
8. We provide abundant opportunities for scaffolded input, intake and output ( <u>evidence</u> = graphic organizers, reading logs, journals, sharing, instructional conversations).			
9. We preview vocabulary & conduct comprehension checks to ensure understanding ( <u>evidence</u> = inductive vocabulary activities, response activities with performance task to show what students know).			
10. We provide opportunities for students to read to learn ( <u>evidence</u> = an array of texts and reading strategies appropriate to age-group, developmental readiness, & skill development).			

11. We provide opportunities for students to write to learn ( <b>evidence</b> = pre-writing tools, drafts, revisions, edited pieces, metacognitive reflections).			
12. The discourse in our classes extends beyond the 'teacher-question/ student-responds' framework ( <b>evidence</b> = tapes of students asking questions & responding; teacher talk less than learner talk).			
13. We provide opportunities for students to respond to spoken and written text through <i>interpretational</i> formats ( <b>evidence</b> = a variety of differentiated tasks from which to choose to demonstrate understanding).			
14. We focus on developing understanding through recursive learning ( <b>evidence</b> = absence of linear & cumulative activities; recycling of concepts in novel and recursive formats).			
15. We provide models of what we want our students to know and be able to do ( <b>evidence</b> = provide concrete examples of finished products with clearly defined criteria).			
16. We use open-ended & constructivist learning tasks to enhance students' <i>generated</i> language ( <b>evidence</b> = journals, retellings, reader's theater, writer's workshop, experiential activities, instructional conversations).			
17. We provide for multiple paths to learning & differentiate instruction ( <b>evidence</b> = learning stations & tiered activities; differentiated instructional opportunities = same task/ same material; same task/ different material; different material/ same task; different task/ different material).			
18. We work with & listen to students in small groups ( <b>evidence</b> = co-teaching, conferencing records, cooperative learning).			
19. We develop students' metalinguistic awareness focusing on bilingual language usage patterns & on language development strategies ( <b>evidence</b> = self-regulating tasks, self-assessments, learning strategies checklists).			
20. We use standards-based criteria to provide feedback to learners ( <b>evidence</b> = assessment tasks & with checklists, checbrics, or rubrics).			

# Differentiation Framework

Material	Task	Strategy	Configuration
same	same	<div> <div>same</div> <div>different</div> </div>	T
same	different		A
different	same		P
different	different		S
↓	↓	↓	↓

**Summative Assessment**

## **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:

**Activity 1 Directions:** Person #1 reads a statement. Person #2 decides if it is a 'do' or a 'don't.' Person #3 records the number 'do's' on the attached arrow (i.e. 'do's go next to 'a' and 'don'ts' go next to 'b'). Rotate jobs for each statement.

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.

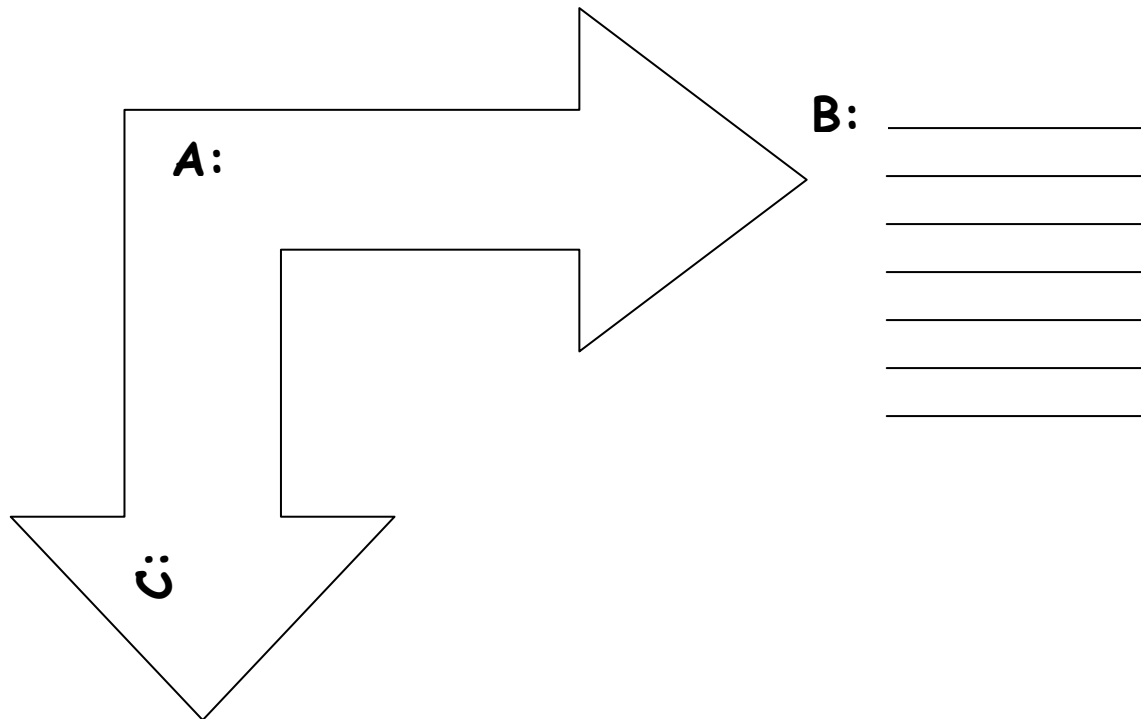
11. Successful approaches to decoding words include (1) systematic training to develop phonological awareness; (2) lots of practice reading, (3) explicit instruction in phonics, & (4) frequent in-class assessments to identify students who are falling behind.
12. Oral language fluency precedes students' 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:** \_\_\_\_\_

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**Activity # 2 EC Directions:** Vocabulary instruction can use a process approach which begins with a teacher using **scripted** language and ends with children **generating** language on their own. Give examples of activities for each stage:

**PRESENTATION:** Example - picture walk before a read aloud.

Example -

**APPLICATION:** Example - read aloud of a patterned book.

Example -

**GUIDED PRACTICE:** Example - pairs of students sorting words using a specified criterion (i.e. words that rhyme, words that describe, words that name, words we know, words we like, etc).

Example -

**SHARING TIME:** Example - students comparing their sort with another pair orally (i.e. using a prompt if needed).

Example -

**INDEPENDENT PRACTICE:** Example - students drawing a picture and using letters to write about their drawing (i.e. a journal entry).

Example -

**Activity # 2 Elementary School Directions:** Vocabulary instruction can use a process approach which begins with a teacher using **scripted** language and ends with students **generating** language on their own. Give examples of activities for each stage:

**PRESENTATION:** Example - have students group words (e.g. descriptive adjectives) that they think might go together and then guessing what the reading passage will be about.

Example -

**APPLICATION:** Example - have students complete a character trait map in pairs (see vocabulary section) while they are reading a passage.

Example -

**GUIDED PRACTICE:** Example - have students draft a descriptive piece of writing about a person.

Example -

**SHARING TIME:** Example - Use the cooperative learning strategy #17 Draw What I Say as a sharing activity (i.e. student reads draft to another student who has to draw what is heard).

Example -

**INDEPENDENT PRACTICE:** Example - have students complete Semantic Gradient Scale (see vocabulary section) before they revise their descriptive writing pieces.

Example -



**Activity # 2 Middle & High School Directions:** Vocabulary instruction can use a process approach which begins with a teacher using **scripted** language and ends with students **generating** language on their own. Give examples of activities for each stage:

**PRESENTATION:** Example - have students complete a Knowledge Rating Scale using words from the content area (see vocabulary section).

Example -

**APPLICATION:** Example - have students complete Four Dimensional Word Study (see vocabulary section) for the words they didn't know anything about.

Example -

**GUIDED PRACTICE:** Example - have students use words in a written activity (e.g. lab report in Science, Math word problems, written rules in PE, answers to questions in any subject).

Example -

**SHARING TIME:** Example - have students share their written responses with one another using a cooperative learning strategy like Sages Share (see cooperative learning section).

Example -

**INDEPENDENT PRACTICE:** Example - students re-visit Knowledge Rating Scale to reflect on words they have learned.

Example -

# Oral Presentation Task Planner

## Directions:

**Content:** What essential question do you want your students to be able to answer as a result of this oral presentation?

**Skills:** Which particular listening and speaking skill(s) are the students practicing through this task?

**Task:** How does this task provide evidence of the skills (e.g. a debate is evidence of *'discussing multiple perspectives of an issue'*)?

**Strategies:** What prepare for, rehearse, and perform strategies can be used to increase students' oral presentation skills?

**Scaffolding:** There might be students in the class who will not be able to do the strategies independently; therefore, it is important to think of ways in advance to support them.

# Oral Presentation Task Planner

Content (Question)	Skills	Assessment (Task)	Strategies (Instructional)	Scaffolding (Support)
<u>ELA:</u>  <u>Science:</u>  <u>Social Studies:</u>  <u>Math:</u>  <u>PE/Tech/Art/ Music/:</u>		<u>Formative task:</u>	<u>Prepare for strategy:</u>  <u>Rehearsal strategy:</u>  <u>Performance strategy:</u>	

# Reading Response Task Planner

## Directions:

**Content:** What essential question do you want your students to be able to answer at the end of this reading task?

**Skills:** Which particular reading skill(s) are the students practicing through this task?

**Task:** How will this task provide evidence that students are able to answer the essential question?

**Strategies:** What before-, during-, and after- reading strategies can be used to increase students' reading comprehension? (NOTE: you might think vocabulary/ reading/ sharing OR sharing/ reading/ graphic organizer as examples depending on the nature of the task).

**Scaffolding:** There might be students in the class who will not be able to do the strategies independently; therefore, it is important to think of ways in advance to support them.

# Reading Response Task Planner

Content (Question)	Skills	Assessment (Task)	Strategies (Instructional)	Scaffolding (Support)
<u>ELA:</u>  <u>Science:</u>  <u>Social Studies:</u>  <u>Math:</u>  <u>PE/Tech/Art/ Music/:</u>		<u>Formative task:</u>	<u>Pre-reading strategy:</u>  <u>During reading strategy:</u>  <u>After reading strategy:</u>	

# Writing Process Task Planner

## Directions:

**Content:** What essential question do you want your students to be able to answer as a result of this writing task? What kind of genre is the focus?

**Skills:** Which particular writing skills are the students practicing through this task?

**Tasks:** What will be the evidence along the way that students are using the writing process?

**Strategies:** What writing strategies can be used to help students progress along the stages of the writing process?

**Scaffolding:** There might be students in the class who will not be able to do the strategies independently; therefore, it is important to think of ways in advance to support them. (NOTE: you might think about a differentiation strategy, a grouping strategy, a co-teaching strategy, OR another scaffold).

# Writing Process Task Planner

Content (Question)	Skills	Assessment (Task)	Strategies (Instructional)	Scaffolding (Support)
<u>ELA:</u>			<u>Pre-writing strategy:</u>	
<u>Science:</u>			<u>Drafting strategy:</u>	
<u>Social Studies:</u>			<u>Revising or sharing strategy:</u>	
<u>Math:</u>				
<u>PE/Tech/Art/ Music/:</u>			<u>Editing strategy:</u>	
		<u>Formative task:</u>	<u>Sharing strategy:</u>	



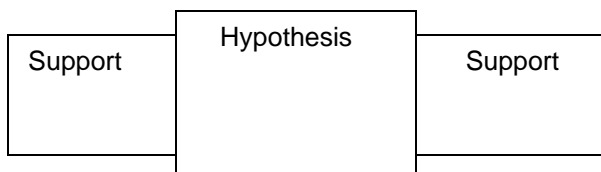
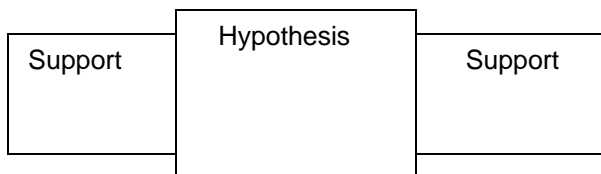
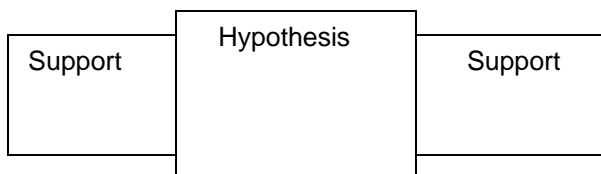
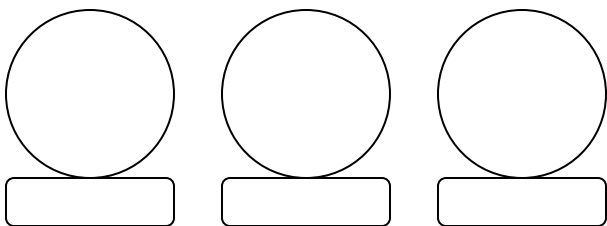
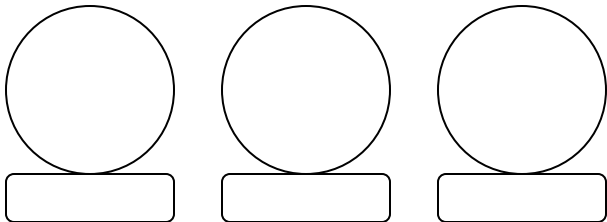
Find Someone Who .....

Can define & give examples of BICS of CALP	Can distinguish between additive & subtractive bilingualism	Can name two types of graphic organizers	Can describe how to use Found Poem	Can describe an ambi-lingual
Can describe two behaviors of 'good' language learners	Can identify two vocabulary strategies	Can describe two co-teaching models	Can identify a subject area benchmark & strategy	Can recall criteria from the literacy checklist
Can name three cooperative learning strategies	Can give an example of linguistic transfer	<b>Free Space</b>	Can recall the Spend-A-Buck research	Can distinguish between immersion & submersion
Can recall one 'do' & one 'don't' of language teaching	Can identify one of the five principles presented	Is fossilized in a second language	Can tell how to use Turn-4-Thought in a Social Studies or Science class	Can give an example of differentiation
Can describe two types of language programs	Can identify two variables which impact upon second language acquisition	Has students use language usage self-assessments	Is trilingual	Can give three strategies for including ESL learners



# Inductive Learning Strategy

(Hanson, Silver & Strong)



1. vocab alert strategy
2. zip cloze
3. four dimensional study
4. fishbone organizer
5. mix freeze group
6. draw what I say
7. concept development charts
8. science connection overview
9. jigsaw strategy
10. independent word learning strategies
11. scored discussions
12. math notes
13. conferences
14. magnet summaries
15. knowledge rating strategy
16. rubrics & checbrics
17. guided reading
18. task rotation strategy
19. numbered heads together
20. word splash
21. unsettling strategy
22. K-N-W-S strategy
23. dialogue journals
24. word walls
25. orbital studies
26. explicit mediation strategy
27. semantic gradient scales
28. line ups
29. character trait maps
30. performance tasks
31. sages share strategy
32. analogies
33. tiered activities
34. semantic feature analysis
35. contextual redefinition strategy
36. differentiation
37. mind maps
38. self-assessments

## Sample Summative Assessment Tasks

### Grade K summative assessment task:

Over a two-week period, students will orally recount the major events of stories they have been read or are able to read with assistance or on their own. In the recounting, they will identify the beginning, middle and end of the stories. As part of the recounting, students will drite the sequence of events of at least two stories.

Oral recount		
Sequence (beginning, middle & end)		
Dritings		

### \* Grade 2 summative assessment task:

Over a six-week period, students will gather information from various sources and use the information to write two illustrated booklets. One booklet will tell with the use of descriptive adjectives a fictional story with a beginning, middle and an end. The other booklet will identify major causes of extinction and suggest ways we can help to protect endangered species.

Gather information			
Tell a story (fiction booklet)			
Identify causes & solutions (non-fiction booklet)			

**Grade 4 summative assessment task:**

Over a four-week period, students will conduct research and employ the writing process in order to produce an illustrated 4-paragraph composition that explains the interdependent relationship between trees and their environment. The composition will include information on the parts and function of plants, their life cycles, and the effects that light, air and water have on them.

conduct research in pairs			
use the writing process			
illustrated composition			

**Grade 5 summative assessment task:**

Over a three-week period, students will plan, research, and present an illustrated oral report focusing on their choice of one planet of the solar system. Each report is to compare the planet and its moon(s) to the Earth and its Moon, and contain information regarding the length of the planet's day and year, its appearance, its size, its placement in the solar system, and distance from the Sun.

Plan & Research			
Illustrated Report			
Oral Presentation			

**\* Grade 6 summative assessment task:**

Over a four-week period, students will employ the writing process to develop an original folktale, legend, or myth. The work will contain literary structures and elements typical of its genre.

Prewriting			
Writing			
Revising			
Editing			

**Grade 8 summative assessment task:**

Over a three- to four week-period, students will provide brief explanations orally and in writing of data read in charts, tables, plots and graphs; design a statistical investigation of their own in which they select a sample and collect the data; organize and display the data using different modes of representation; and give an oral presentation in which they explain how different messages can be conveyed.

oral & written explanations			
statistical investigation			
sample			
representations			
oral presentation			

**\* Grade 9 summative assessment task:**

Over a three-week period, students are to utilize the public library to research over-fishing in the world's oceans and produce a publishable letter to the editor of the local newspaper. In the letter, they are to describe the extent of the problem, propose a solution, and both anticipate and rebut a contrasting point of view.

Research			
Describe the problem			
Propose a solution			
Anticipate & refute a rebuttal			

**Grade 11 summative assessment task:**

Over a six-week period, students read, annotate and graphically interpret information from historical and literary sources on the Renaissance and Enlightenment in order to research and present on a self-generated question, participate in Socratic Seminars and write and perform either a speech on the most valuable legacy of the classical world or a script in which they consult a contemporary oracle.

Read, annotate & graphically interpret			
Research & present a question			
Socratic seminar participation			
Writing process			
Oral performance			

**Grade \_\_\_\_\_ summative assessment task:**


**Grade \_\_\_\_\_ summative assessment task:**


# Task Planner

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



## UNIT PLANNER

<b>TITLE:</b>  <b>STANDARDS:</b>  <b>ESSENTIAL QUESTIONS:</b>	<b>GRADE:</b>	<b>DURATION:</b>
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KEY CONTENT/BENCHMARKS	L.A. BENCHMARKS/SKILLS	
	Oral	Reading
	Words	Writing
<u><b>FORMATIVE ASSESSMENT TASKS</b></u>		
<u><b>SUMMATIVE ASSESSMENT</b></u>		

UNIT PLANNER – PAGE 2

<u>BEFORE</u>	<u>SCAFFOLDING</u>
<u>DURING/THROUGH</u>	
<u>AFTER</u>	

## ELL Instructional Planning Checklist, ©VPRojas, 2004

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 guiding questions beyond the 'word' or 'recall' discourse level (i.e. pragmatically engaging questions for the unit). Questions should be succinct, allow for elaborated responses (higher order), and have some ' <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. <b>Remember - the strategies should have the students practicing the desired behaviors.</b>		
8. Specify scaffolding strategies for ELL students not yet able to complete instructional strategies independently (i.e. task/ material differentiation, instructional modification, flexible grouping, visual & cognitive support strategies). 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> ).		

## Learning Menu

Everyone completes a main course as follows:

Use the sample summative assessment tasks to design one of your own for a unit this year.

Complete a task planner for one of the tasks.



Choose one side dish:

Include a differentiation strategy in the task planner.

Include three scaffolding strategies in the task planner.

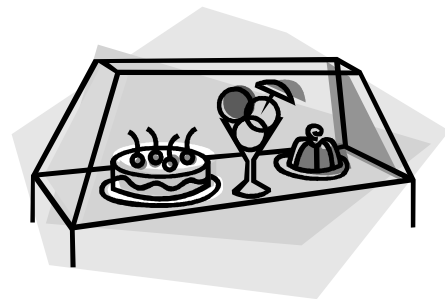
Include a co-teaching model in the task planner.



Want a dessert?

Try the unit planner.

Try the rubric.



# 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.

# © 1998 Kagan's Cooperative Learning Structures

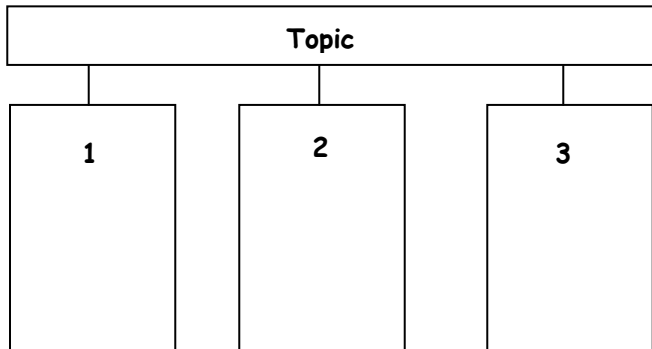
<p><b>1. Agreement Circles</b> Students stand in a large circle, then step to the center in proportion to their agreement with a statement by a student or teacher.</p> <p><b>2. Blind Sequencing</b> Students sequence all pieces without peeking at the pieces of teammates.</p> <p><b>3. Circle-the-Sage</b> 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><b>4. Corners</b> 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><b>5. Fan-N-Pick</b> Played with higher level thinking Q cards. #1 fans; 2 picks; #3 answers. #4 praises. Students then rotate roles.</p> <p><b>6. Find My Rule</b> The teacher places items in a frame (two boxes, Venn, on a line); Students induce the rule.</p> <ul style="list-style-type: none"> <li>Two Box Introduction</li> <li>What's My Line</li> <li>Crack My Venn</li> </ul> <p><b>7. Find Someone Who</b> Students circulate, finding others who can contribute to their worksheet.</p> <ul style="list-style-type: none"> <li>People Hunt: Students circulate, finding others who match their own characteristics</li> <li>Fact Bingo: Find Someone Who played on bingo worksheet</li> </ul> <p><b>8. Find the Fib</b> Teammates try to determine which of three statements is a fib.</p> <ul style="list-style-type: none"> <li>Fact or Fiction: Teammates try to determine if a statement is true or false.</li> </ul>	<p><b>9. Flashcard Game</b> Flashcards in pairs, with rounds, progressing from many to no clues.</p> <p><b>10. Formations</b> Students stand together as a class to form shapes.</p> <p><b>11. Four S Brainstorming</b> 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"> <li><b>ThinkPad Brainstorming:</b> No roles. Students generate items on thinkpad slips, announcing them to teammates and placing them in the center of the table.</li> </ul> <p><b>12. Idea Spinner</b> Spin Captain "Shares an Idea" or "Quizzes a Pal" to Summarize, Evaluate, Explain, or Predict.</p> <p><b>13. Inside/Outside Circle</b> Students in concentric circles rotate to face a partner to answer the teacher's questions or those of the partner.</p> <p><b>14. Jigsaw Problem Solving</b> Each teammate has part of the answer or a clue card; teammates must put their info together to solve the team problem.</p> <p><b>15. Line Ups</b> Students line up by characteristics, estimates, values, or assigned items.</p> <ul style="list-style-type: none"> <li><b>Value Lines:</b> Student, line up as they agree or disagree with a value statement.</li> <li><b>Folded &amp; Split Line Ups:</b> Students fold the Line Up or Split and Slide it to interact with someone with a different point of view, characteristic or estimate.</li> </ul> <p><b>16. Lyrical Lessons</b> Students write and/or sing songs based on curriculum, often to familiar tunes.</p>	<p><b>17. Match Mine</b> Receivers arrange objects to match those of Senders whose objects are hidden by a barrier.</p> <ul style="list-style-type: none"> <li><b>Draw-What-I-Say:</b> Receiver draws what sender describes</li> <li><b>Build-What-I-Write:</b> Receiver constructs what Sender has described in writing.</li> </ul> <p><b>18. Mix-Freeze-Group</b> Students rush to form groups of a specific size, hoping not to land in "Lost and Found."</p> <p><b>19. Mix-Pair-Discuss</b> Students pair with classmate, to discuss question posed by the teacher</p> <p><b>20. Mix-N-Match</b> Students mix, then find partners with the matching card.</p> <ul style="list-style-type: none"> <li><b>Snowball:</b> Students toss crumpled papers over imaginary volleyball net, stop, pick up a snowball, then find the person with the matching "snowball."</li> </ul> <p><b>21. Numbered Heads Together</b> 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"> <li><b>Paired Heads Together:</b> Students in pairs huddle to make sure they both can respond, an "A" or "B" is called, the student with that letter responds.</li> <li><b>Traveling Heads Together:</b> Students in Numbered Heads travel to new teams to share response.</li> </ul> <p><b>22. One Stray</b> The teacher calls a number: students with that number "stray" to join another team, often to share.</p> <ul style="list-style-type: none"> <li><b>Two Stray:</b> Two students stray to another team, often to share and to listen.</li> <li><b>Three Stray:</b> Three students stray to another team, often to listen to the one who stayed to explain a team project.</li> </ul>	<p><b>23. Pairs Check</b> 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><b>24. Pairs Compare</b> 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><b>25. Paraphrase Passport</b> Students can share their own ideas only after they accurately paraphrase the person who spoke before them.</p> <p><b>26. Partners</b> Pairs work to prepare a presentation, then present to the other pair in their team.</p> <p><b>27. Poems for Two Voices</b> Partners alternate reading "A" and "B" lines of a poem, and read "AB" lines together in unison.</p> <ul style="list-style-type: none"> <li><b>Songs for Two Voices:</b> Partners alternate singing "A" and "B" lines of a song, and sing "AB" lines together in unison.</li> </ul> <p><b>28. Q-Spinner</b> Students generate questions from one of 36 question prompts produced by spinners.</p> <p><b>29. RallyRobin</b> Students in pairs take turns talking.</p> <ul style="list-style-type: none"> <li><b>RallyToss:</b> Partners toss a ball (paper wad) while doing RallyRobin.</li> </ul> <p><b>30. RallyTable</b> Students in pairs take turns writing, drawing, pasting, (2 erasers, 2 pencils per team)</p> <ul style="list-style-type: none"> <li><b>Pass-N-Praise:</b> Students in pairs take turns writing and hand their paper to the next person only after receiving praise.</li> </ul>
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<p><b>31. ReadingBoards</b> Students manipulate game pieces relating to the song as they sing along.</p> <p><b>32. Rotating Review</b> Teams discuss topic, chart their thoughts, rotate to the next chart to discuss and chart their thoughts.</p> <ul style="list-style-type: none"> <li>▪ <b>Rotating Feedback:</b> Teams discuss, then chart their feedback to another team's product: then rotate to do the same with the next team.</li> </ul> <p><b>33. RoundRobin</b> Students in teams take turn talking.</p> <ul style="list-style-type: none"> <li>▪ <b>Turn Toss:</b> Students toss a ball (paper wad) while doing RoundRobin.</li> <li>▪ <b>Think-Write-RoundRobin:</b> Students think, then write before the RoundRobin.</li> </ul> <p><b>34. Roundtable</b> Students in teams take turns writing, drawing, pasting, (1 paper, 1 pencil per team)</p> <ul style="list-style-type: none"> <li>▪ <b>Rotating Recorder:</b> Students take turns recording team responses.</li> <li>▪ <b>Simultaneous Roundtable:</b> RoundTable with more than one recording sheet passed at once. (4 papers, 4 pencils per team)</li> </ul> <p><b>35. Sages Share</b> 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><b>36. Same-Different</b> 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><b>37. Send-A-Problem</b> Teammates make problems which are sent around the class for other teams to solve. <b>Trade-A-Problem:</b> Teammates make problems which are traded with another learn to solve.</p>	<p><b>38. Showdown</b> Teammates each write an answer, then there is a "showdown" as they show their answers to each other. Teammates verify answers.</p> <p><b>39. Similarity Groups</b> Students form groups based on a commonality.</p> <p><b>40. Spend-A-Buck</b> 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><b>41. Spin-N-Think</b> Students follow a thinking trail (Read Q. Answer Q. Paraphrase &amp; Praise, &amp; 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"> <li>▪ <b>Spin-N-Review: Students review questions by following trail (Read Q, Answer Q, Check Answer, Praise or Help).</b></li> </ul> <p><b>42. Stir-the-Class</b> 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><b>43. Talking Chips</b> 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"> <li>▪ <b>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.</b></li> </ul> <p><b>Response Mode Chips: Like Talking Chips but chips contain response modes: For examples, Summarizing, Giving an Idea, Praising an Idea</b></p>	<p><b>44. Team Chants</b> 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><b>45. Team Interview</b> Students are interviewed, each in turn, by their teammates.</p> <p><b>46. Teammates Consult</b> 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><b>47. Team-Pair-Solo</b> Students solve problems first as a team, then as a pair, finally alone.</p> <p><b>48. Team Stand-N-Share</b> 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><b>49. Team Statements</b> 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><b>50. Team Word-Web</b> 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"> <li>▪ <b>Team Mind Map:</b> 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.</li> </ul>	<p><b>51. Telephone</b> One student leaves the room. The teacher teaches the remaining students. The absent student returns and is taught by teammates.</p> <p><b>52. Think-Pair-Share</b> 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"> <li>▪ <b>Think-Pair-Square:</b> Same except students share their answers with teammates rather than with the class.</li> </ul> <p><b>53. Three-Pair-Share</b> Students share on a topic three times, once with each teammate.</p> <p><b>54. Three-Step Interview</b> 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><b>55. Timed Pair Share</b> 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><b>56. Who Am I?</b> 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>
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## Categorize/Classify Organizers

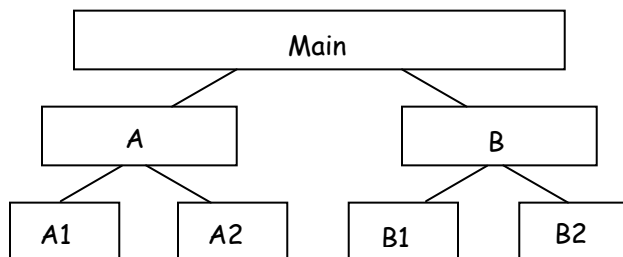
### Categories



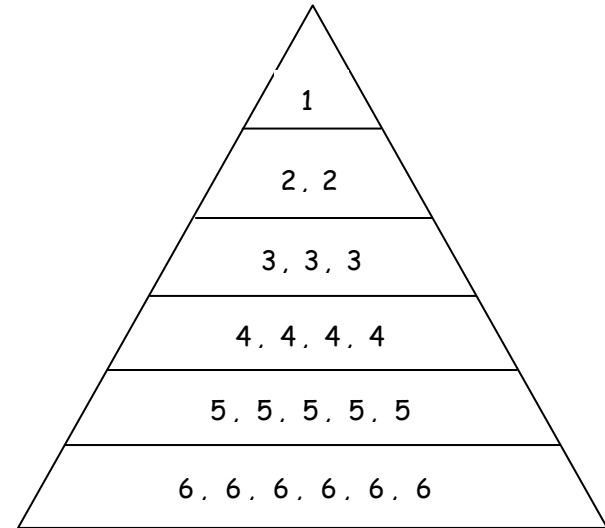
### Topic



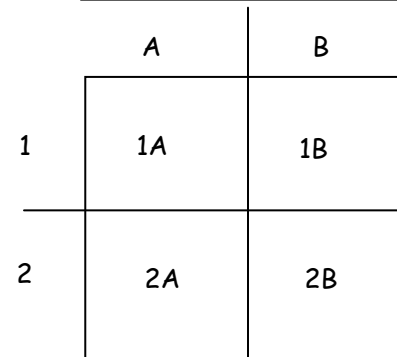
### Tree



### Pyramid

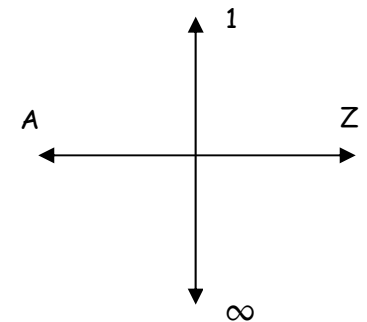


### Matrix



2 X 2 Matrix

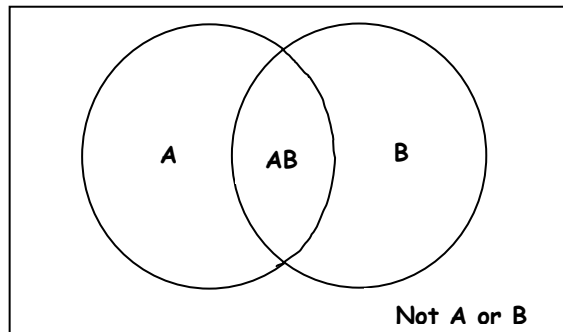
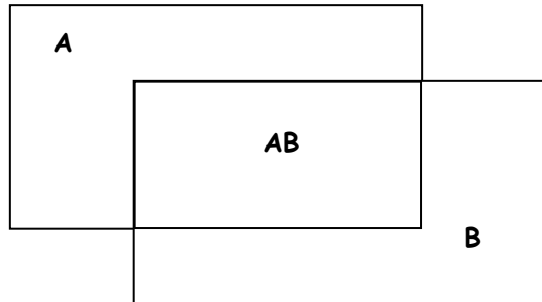
### Plot



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## 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	

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## Concept Development Organizers

### Concept Charts

Who		Looks
What		Tastes
Where		Feels
When		Smells
Why		Sounds

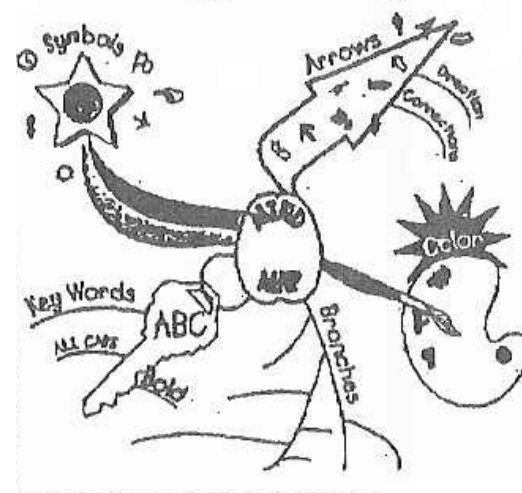
5W Chart

Senses Chart

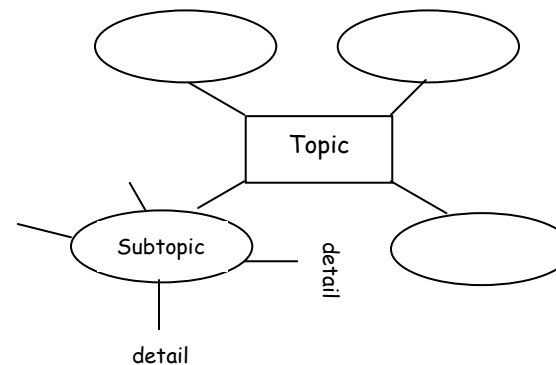
Know	Wonder	Learned

Know-Wonder-Learned Chart

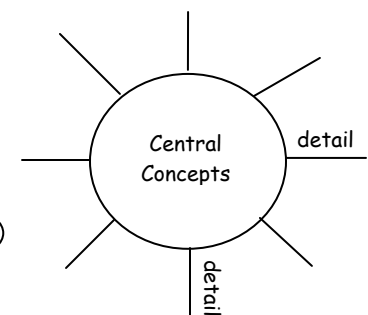
### Mind Map



### Word Web



### Concept Map



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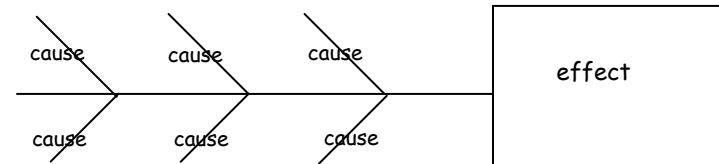
## Evaluation Organizers

### Evaluation Charts

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

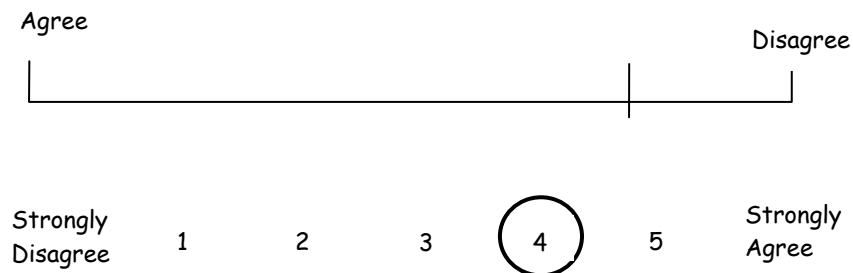
## Relational Organizers

### Fish Bone

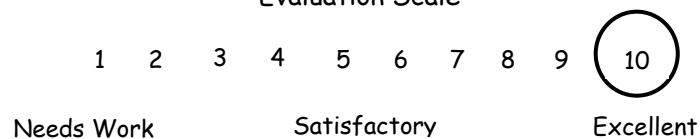


### Scales

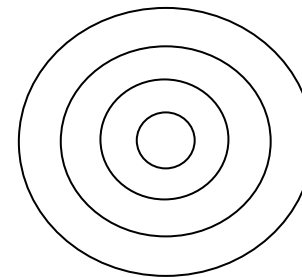
#### Agreement Scales



#### Evaluation Scale

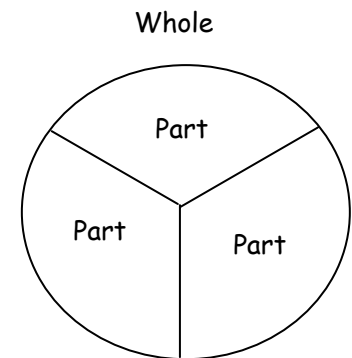


### Target



Embedded concepts  
or objects

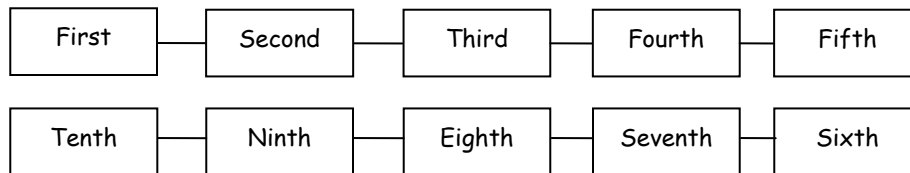
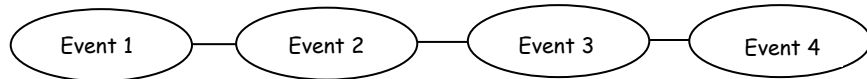
### Pie Chart



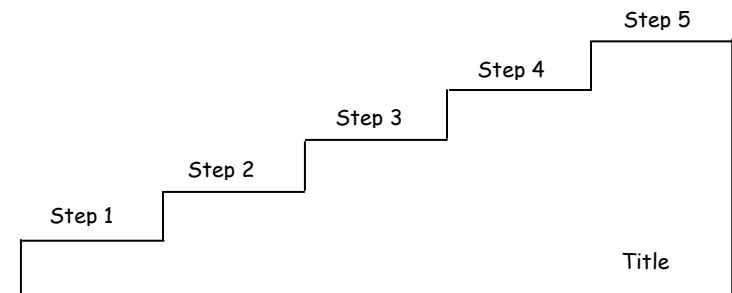
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## Sequence Organizers

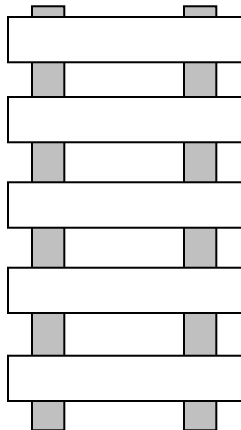
### Chains



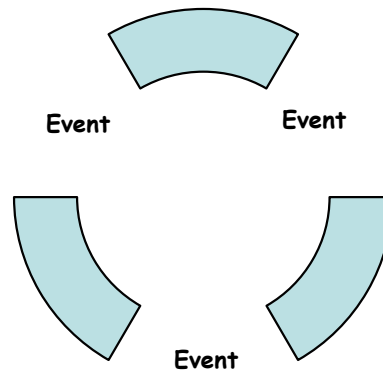
### Step Chart



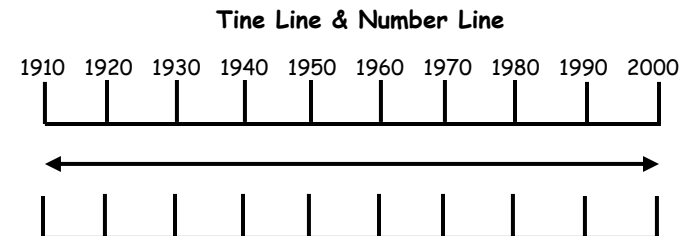
### Ladder



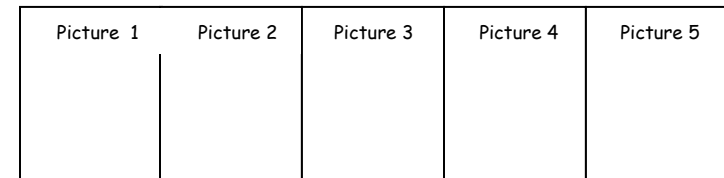
### Cycle Graph



### Line Graphs



### Cartoon & Picture Strip





# Vocabulary Strategies



## 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).

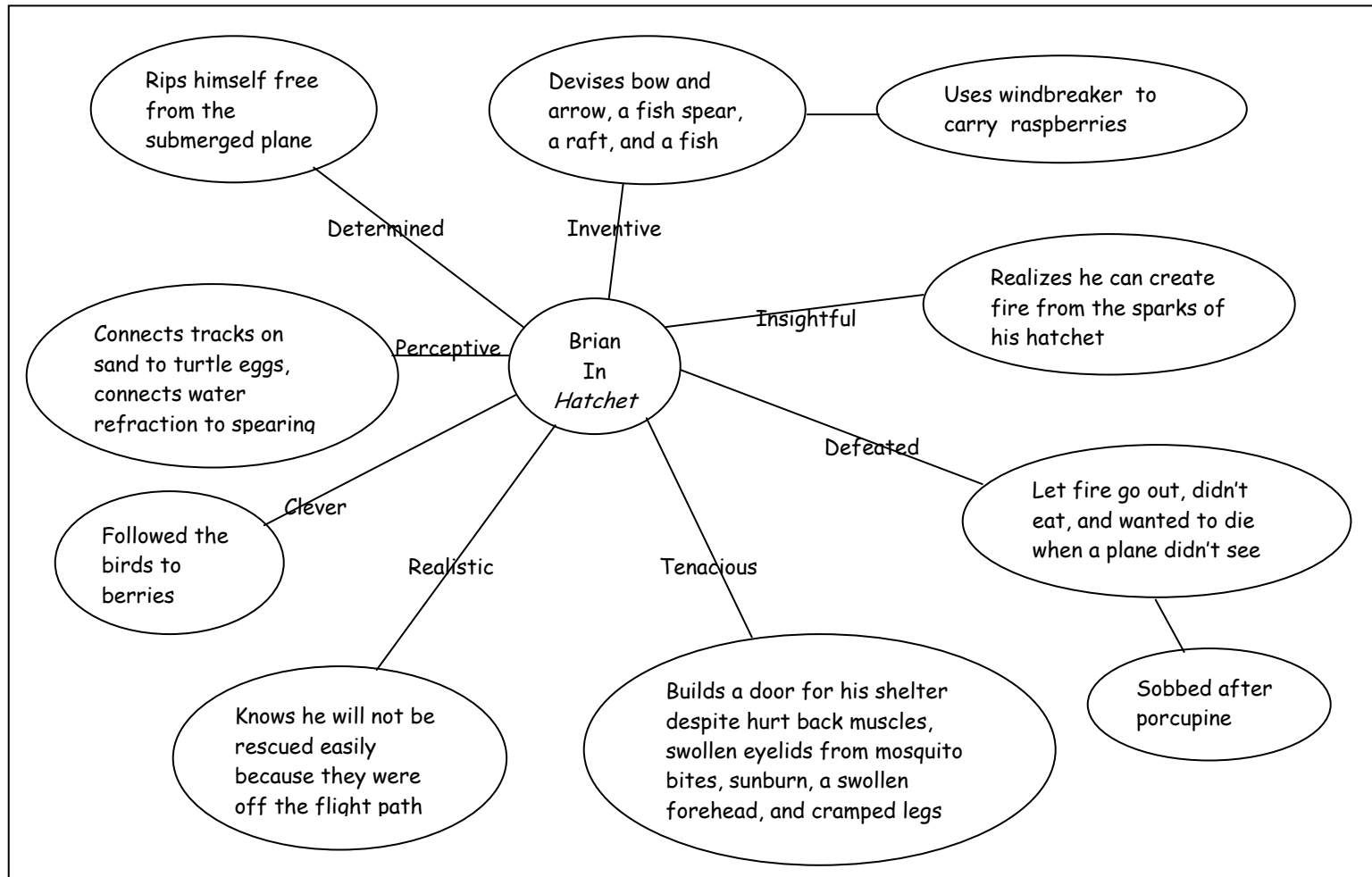
**Example:** Analogies

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

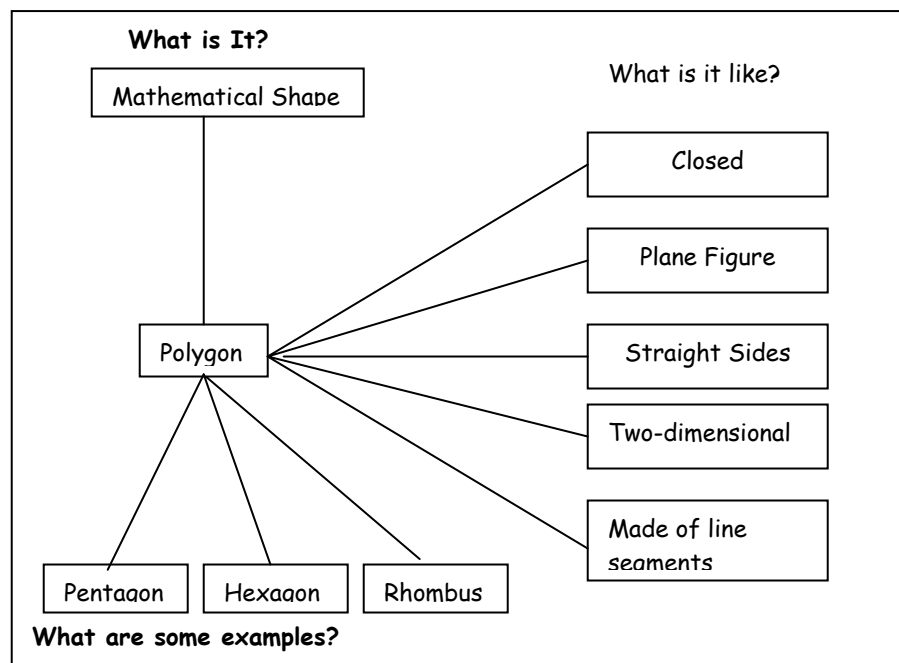
## Vocabulary Strategies for Diverse Learners

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



## Vocabulary Strategies for Diverse Learners

**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.



<b>Concept: Heroes in Literature</b>					
Heroes	Noble demi-god powers	human with super- are admirable	common man whose values and insights hero	anti- figure	tragic
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.

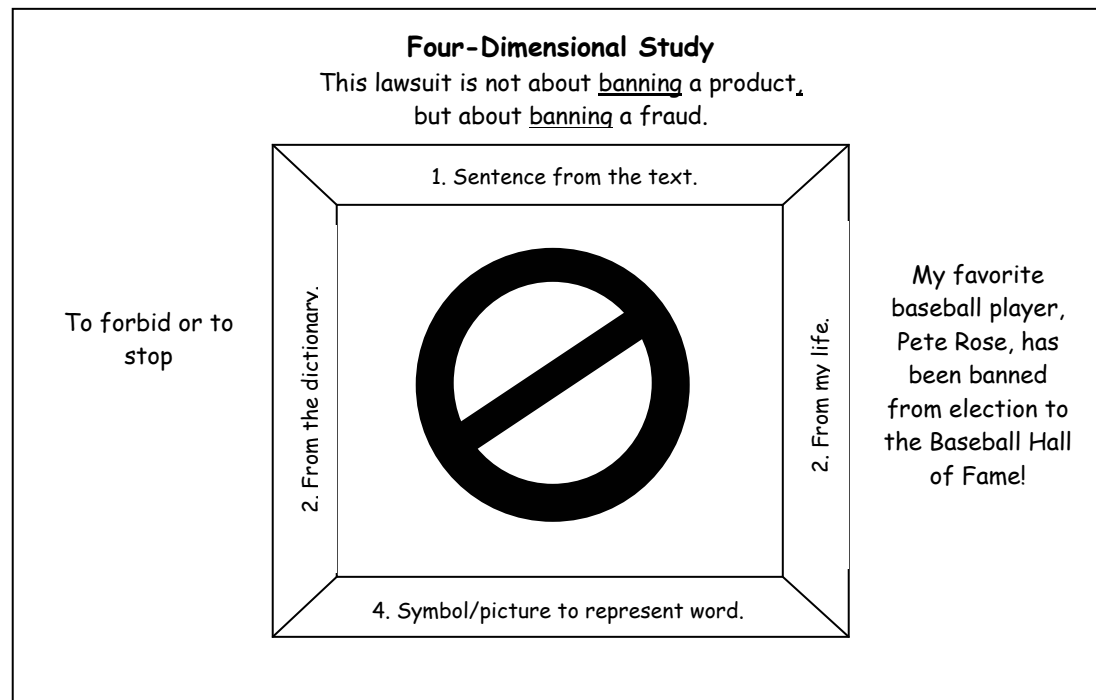
**Procedure:** Given a list of words, students try to identify connections between any two words on the list and explain the rationale. For example, they might explain the connections between "benefit" and "benefactor."

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

## Vocabulary Strategies for Diverse Learners

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 - (Stejnort & 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

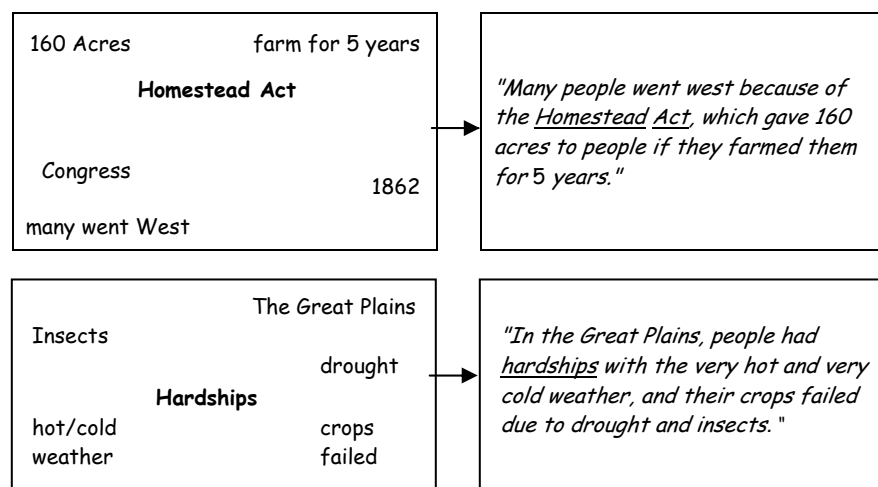
## Vocabulary Strategies for Diverse Learners

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?"

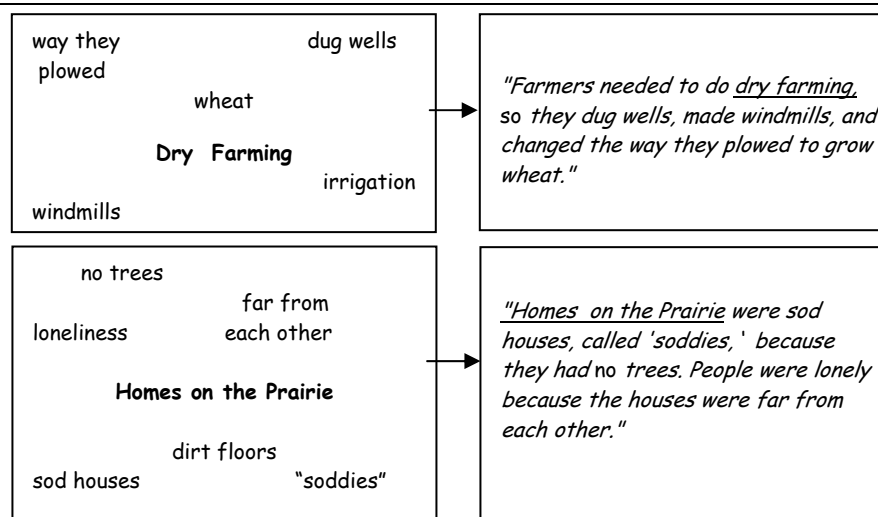
Magnet Summaries - (Buehl, 2001) - This strategy involves the identification of key words - magnet words from a reading- that students then use to organize information into a summary (prewriting). Procedure: (a) have students read a short portion of text, looking for key terms to which the details in 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		
<b>Hottest</b>	<b>Courageous</b>	<b>Free To Do As You Please</b>
scorching		
sultry		
steamy		
tropical		
balmy		
sunny		
cool		
nippy		
raw		
freezing		
frigid		
glacial		
<b>Coldest</b>	<b>Cowardly</b>	<b>Totally Controlled</b>

## 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*

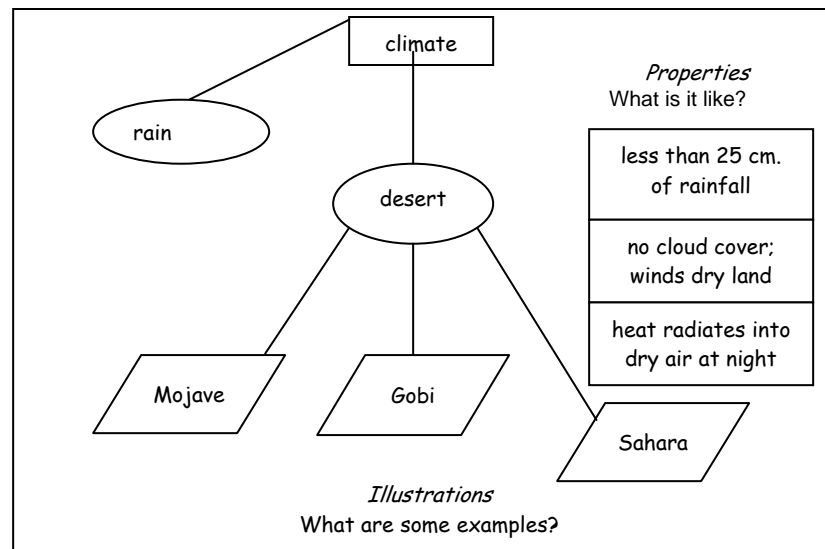
## Vocabulary Strategies for Diverse Learners

- 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](http://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.

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

**Vocabulary Spinners**- (Kagan, 1990) - The vocabulary spinner - available from [www.kaganonline.com](http://www.kaganonline.com) - leads teams through an effective cooperative process for learning new words. **Procedure:** (a) students each write down the word and think about the meaning, (b) the spinner randomly selects a student to look up a word in the dictionary - everyone writes the meaning, (c) another student is randomly selected to paraphrase the definition, (d) everyone thinks about how to use the word in a sentence and writes it, and (e) the spinner selects the student to share the sentence.

## Vocabulary Strategies for Diverse Learners

**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

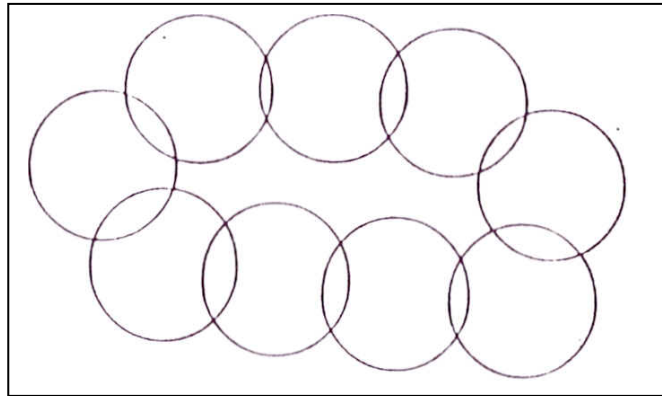
**Word Bank** - (Stephens & Brown, 2000) - The word bank is a collection of words organized around a common theme, topic, or unit (similar to the word wall). It helps to activate students' prior knowledge. **Procedure:** (a) the teacher explains the concept of a word bank, (b) the teacher presents a new topic to the class, (c) the teacher models adding words to the bank, (d) students begin brainstorming terms they recognize as being related to the topic, and (e) each new word is written on an index card with a definition on the back. As the class learns more about the topic new vocabulary is added.

## Vocabulary Strategies for Diverse Learners

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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:

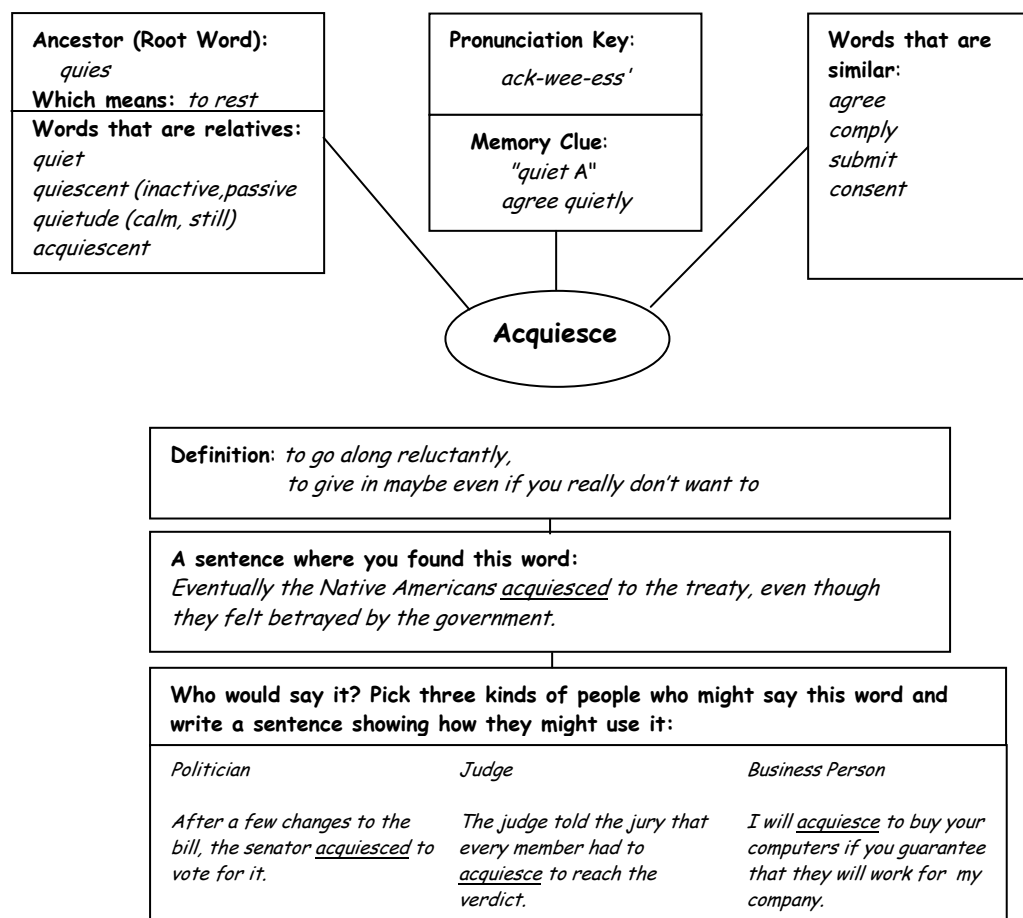
- . Taking a few and checking to see if they remember them
- . Choosing one to elicit discussion of a topic by a group or the whole class
- . Having the students write their word and draw a picture



## Vocabulary Strategies for Diverse Learners

- . Spreading the cards on the floor, reading one word, and asking students to locate it
- . Having students put together a dictionary
- . Creating games with the words.

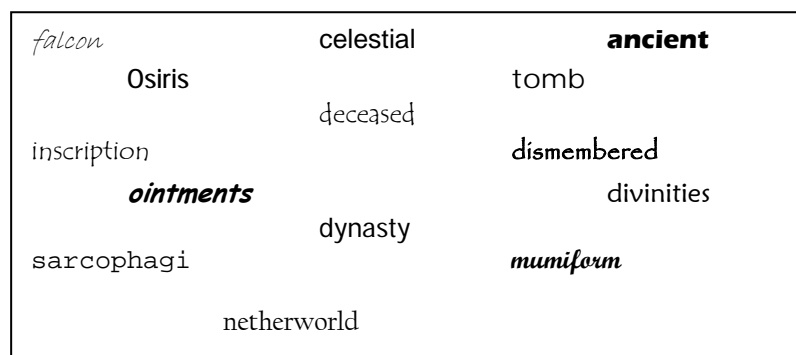
**Word Family Tree** - (Buehl, 2001) - This strategy involves students in connecting a key term to its origins, to related words or words that serve a similar function, and to situations in which one might expect the word to be used. **Procedure:** (a) select a group of target words for students to investigate (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).



## Vocabulary Strategies for Diverse Learners

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.

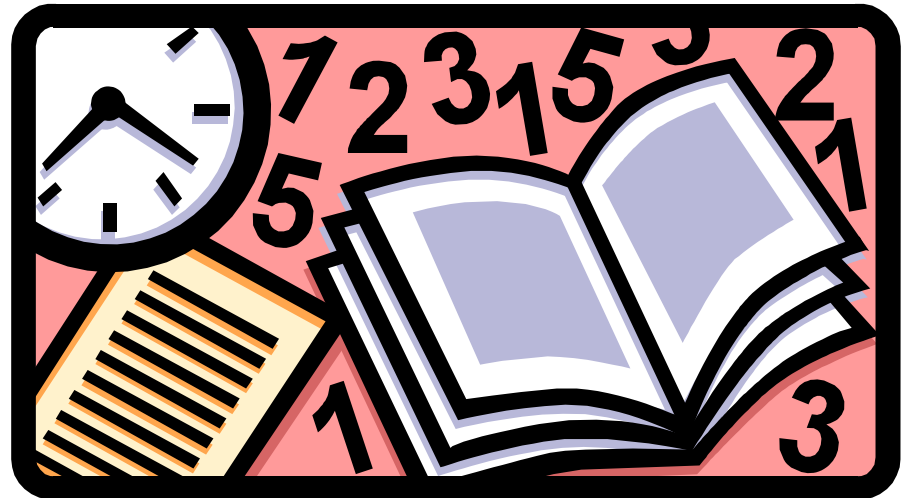
Word Splash - (Burns, 1999) - Word splash sounds very simple but an amazing amount of connected information is shared in a relatively short amount of time. The strategy may not produce precision with vocabulary but when the words are encountered in the text, they will not be complete strangers. Procedure: (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.

# Pre-K to 2 Reading and Writing Strategies



### 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:

- Campbell, R. (2001). Read-Alouds With Young Children, International Reading Association.
- Campbell Hill, B. (1999). Developmental Continuums: A Framework for Literacy Instruction and Assessment K-8, Christopher Gordon Publishers.
- Carbo, M. (2000). What Every Principal Should Know About Reading, National Reading Styles Institute.
- 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.
- Garcia, G. (Ed.). (2003). English Learners Reaching the Highest Level of English Literacy, International Reading Association.
- Gibbons, P. (2002). Scaffolding Language, Scaffolding Learning, Heinemann.
- Opitz, M.F. & Rasinski, T. (1998). Good-bye Round Robin: 25 Effective Oral Reading Strategies, Heinemann.
- Smith, P. G. (Ed.). (2001). Talking Classrooms: Shaping Children's Learning Through Oral Language Instruction, International Reading Association.

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*.

Do You Hear What I Hear? Strategy (Strong, Silver & Perini, 1999) - 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 (Burns, 1999) - 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

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

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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 cuing 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.'

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 reinforce and/ or extend 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.

Read Aloud (Campbell, 2001; 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.

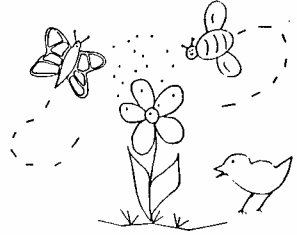
Recorded Books (Carbo, 1997) - The youngster listens one or more times to a word-for-word recording while following along in the text, and then reads it aloud. Less fluent readers can listen one or more times to two- to five- minute segments, recorded at a slower-than-usual pace, and then read the passage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

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

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** - 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.

**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.

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

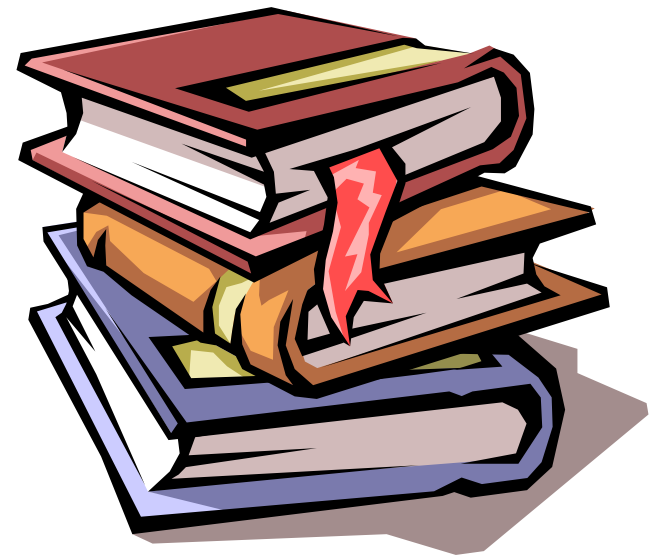
**Four Kinds of Reading / Four Levels of Support (©Fountas & Pinnell, 1996)**

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

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

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

# Reading Strategies



## Reading Strategies For Diverse Learners

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### 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. (1998). Teaching Reading in the Content Areas: If Not Me. Then Who?, ASCD.
- Buehl, D. (2001). (2<sup>nd</sup> Ed.). Classroom Strategies for Interactive Learning, International Reading Association.
- Calkins, LM. (2001). The Art of Teaching Reading, Longman.
- Campbell Hill, B. (2001). Developmental Continuums: A Framework for Literacy Instruction and Assessment K-8, Christopher Gordon Publishers.
- Chapman, C. & King, R. (2003). Differentiated Instructional Strategies for Reading in the Content Areas, Corwin Press.
- Doty, J. K., Cameron, G. N. & Barton, M. L. (2003). (2<sup>nd</sup> Ed.). Teaching Reading in Social Studies, McREL.
- Hoyt, L. (1998). Revisit. Reflect. Retell: Strategies for Improving Reading Comprehension, Heinemann.
- 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). (3<sup>rd</sup> Ed.). Pre-Reading Activities For Content Area Reading and Learning, International Reading Association.
- Robb, L (2000). Teaching Reading in Middle School: A Strategic Approach to Teaching Reading That Improves Comprehension and Thinking, Scholastic Professional Books.
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- Stephens, E.C. and Brown, J.E. (2000). A Handbook of Content Literacy Strategies: 25 Practical Reading and Writing Aids, Christopher-Gordon Publishers.
- Tankersley, K. (2003). The Threads of Reading: Strategies for Literacy Development, ASCD.
- Taylor, R. & Doyle Collins, V. (2003). Literacy Leadership for Grades 5-12, ASCD.

## Reading Strategies For Diverse Learners

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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.

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.

## Reading Strategies For Diverse Learners

4. *Wrap-up:* After reading, students summarize what has been learned and generate questions that a teacher might ask on a test.

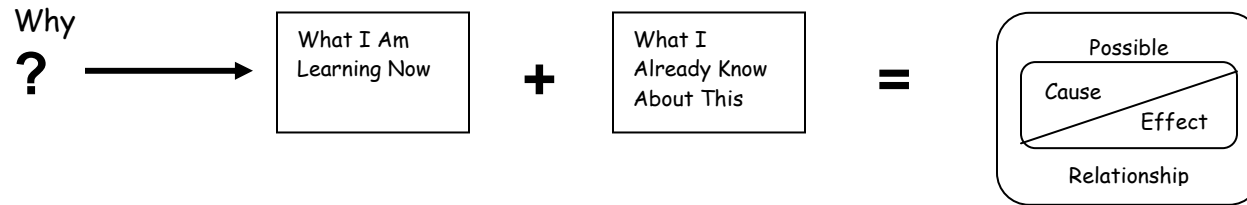
Initially, the teacher presents the strategies to the whole class using modeling, role-playing, and teacher think-alouds. Students record their ideas in learning logs and complete RESPONSE activities.

Concept Collection (Stephens and Brown, 2000) - 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.

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





## Reading Strategies For Diverse Learners

**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 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 (remember that discussion among students is crucial so have them decide in small groups what is important), 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.

## Reading Strategies For Diverse Learners

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.

Idea Spinner Strategy - (Kagan, 1990) - Group students to read sections of the text. Using the idea spinner available from [www.kaganonline.com](http://www.kaganonline.com), they take turns 'sharing an idea' or 'quizzing a pal' to summarize, evaluate, explain, or predict. Figure out the importance of prompts and cues for English Language learners. See picture below.



## Reading Strategies For Diverse Learners

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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.

**Example:** Inductive Learning Strategy

Hypothesis	Support	Refute

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

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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).

Listservs and Cd-Roms - (Stephens & Brown, 2000) - 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. CD-Roms are 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 an effective cd-rom is that it provides interactive reading and writing opportunities.

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 '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.

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- 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. See example below.

Example: Math Notes Strategy

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

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**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"> <li>1. Read carefully to make sure each sentence makes sense.</li> <li>2. Summarize what you read in your own words.</li> <li>3. When you encounter tough words think of easier words that mean that same thing and substitute.</li> <li>4. Discuss with a partner what you read               <ol style="list-style-type: none"> <li>a. to make sure you understand, and</li> <li>b. to clear up things you don't understand.</li> </ol> </li> <li>5. Look for things the author assumes you already know, and things you have learned in math before.</li> <li>6. Read with a pencil               <ol style="list-style-type: none"> <li>a. to work any examples provided, and</li> <li>b. reread each section after working the examples.</li> </ol> </li> <li>7. Write and store your own definitions for key terms in a notebook.</li> </ol>	<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: center;"> <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;"> <span>Example:</span> <span>7</span> <span>0</span> <span>9</span> <span>,</span> <span>8</span> <span>7</span> <span>3</span> </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 facilitates 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.

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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, 2000) - These two text interactions strategies 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). These help students avoid a passive reading of the text.

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 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.



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**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										

**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.

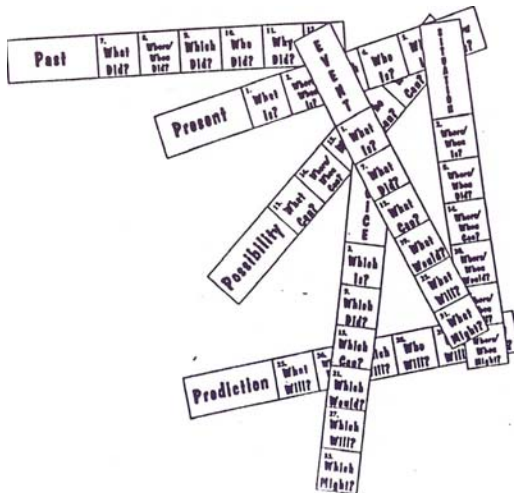
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QAR (question-answer relationship) Strategy - (Stephens & Brown, 2000) -Teacher gives students four types of questions classified as follows:

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-Strips Strategy - (Wiederhold, 1995) - Look through the q-strips and determine which would be good for which reading selections you might use. After reading, students are grouped into fours. At a signal, each teammate begins writing a question that uses the prompts on his or her strip (one at a time in sequence). The round ends when the first person completes all six questions. Teammates then share and select the best questions on the topic. Think about how ESL learners could be prepared for this activity. Example of Q-Strips below.



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

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

**RAFT Strategy** - (Billmeyer and Barton, 1998) - The RAFT strategy enhances understanding of informational text by encouraging creative

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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 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 <sup>th</sup> grade students	Complaint	How it is misused
Trout	Self	Diary	Effects of acid rain on lake

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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

<b>Double Entry Journal</b>	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.
<b>Problem Solution Journal</b>	Identify a problem, brainstorm possible alternatives, choose a probable solution, anticipate stumbling blocks, and propose arguments while writing in favor of a proposed solution.
<b>Meta-cognitive Journal</b>	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."
<b>Synthesis Journal</b>	Divide your paper into sections. Record "What I did", "What I Learned", and "How I Can Use It."
<b>Speculation About Effects Journal</b>	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."
<b>Reflective Journal</b>	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 you 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 Reading Strategy - Think of a reading selection. Think about ways to have students pair up into 'reader' and 'guide' where each reads a section of the article alone - the 'reader' summarizes while the 'guide' asks probing questions (could be given out in advance). Roles are switched for the next section and so on. A graphic organizer is completed together - then each selects a reading response task (e.g. advice column, commentary, conversation, diary entry, dictionary of terms, explanation, expository essay, guidebook, interviews, illustrations, newscast, poem, summary).

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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) 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.

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

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are assigned for interruptions, irrelevant comments, and personal attacks. At the conclusion, the feedback is provided to the discussion group members. **Example: Discussion Score Sheet**

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) = _____	<b>Total Points:</b>	
(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>	

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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 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.



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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 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.

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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/ 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.

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### 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:

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**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-Alouds 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 alouds" 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				

**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. See example on following page.

### Textbook Preview

Introduction: What is the author talking about?

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

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

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Margin notes: What kind of information do they provide?

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

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

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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.

# Writing Strategies



### Prewriting:

- The most commonly used prewriting activities include brainstorming, concept mapping, outlining, discussion, note-taking from lecture, free writing, readings and film, lists, experiments or procedures, and a series of questions.
- 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.
- 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-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

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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.
- 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



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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 are ready for sharing and revising.
- 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.

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- 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 task 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.
- 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

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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 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*.

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- 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:

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.

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- 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.
- 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.

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- 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.
- 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 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.

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- 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

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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.
- 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.
- 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.



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- '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.
- When you like *your* own and *your* students' writing it suffuses the whole evaluative enterprise.