BEST PRACTICES
USED IN SECONDARY ESL LANGUAGE PROGRAMMING

Multilingual Programs
Houston Independent School District

Houston Independent School District

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2010 Board of Education

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INTRODUCTION

Historically, the public educational system of the United States has assumed the task of transmitting accepted American ideals and concepts to immigrant groups. Acquisition of English language and literacy skills has been the most visible example of this transmission. The public educational system has been charged with the task of educating all students without regard to the ever-increasing diversity that they represent (Tharp, 1989). Public school districts now teach student populations that speak a wide array of native languages. The student who speaks a native language other than the culturally dominant English in American society has been identified as being at greater risk for potential school failure (Appleby, Langer, & Mullis, 1988). The dysfunctional interaction between the English language learner (ELL) and the majority language instructional environment seems to be one major contributing factor to this academic failure (Collier, 2000). This academic vulnerability, so often exhibited by English language learners, is greatly impacted by the dramatic increases in the number of non-English speaking students now served in the nation's school districts. These students represent the fastest growing segment of the US student population and Texas ranks second only to California with regard to this growth (Short & Boyson, 2004).

REQUIRED SECONDARY ESL PROGRAMMING

Chapter 89 or the Texas Education Code mandates that ESL Programming must be offered to identified secondary Limited English Proficient (LEP) students. Houston, due its geographic location and varied economy, has become the "Ellis Island" of the Southwestern United States with the District's very diverse LEP student population mirroring the diversity found in the city. Currently within the HISD LEP student population, approximately 96% of the LEP students speak Spanish as a native language with the other 100+ languages represented in the remaining 4% of the ELL student population. In addition to the state laws that govern the District's ESL secondary student programming, the School Board adopted the Board Policy for Multilingual Programming in July, 1999.

Board Policy for Multilingual Programs

Goals

- Compliance with state and federal laws
- Emphasis on student achievement
- Emphasis on English reading proficiency
- Implement consistent curriculum/assessment
- Increase parental involvement
- Increase number of bilingual teachers
- Encourage fluency in 2 languages for all students

Secondary ESL (English for Speakers of Other Languages) students are faced with a formidable task. They must survive adolescence, learn English, "American culture", and the challenging content of their academic curriculum. In essence, ESL students are forced to learn academic content in a language that is not their own. This is further complicated, because ESL students are typically immersed in a culture that is not familiar. In other words, what is considered "normal" in American education may be very different and at odds with their home culture. ESL programming is designed to modify instruction, so that it is comprehensible to the second language learner. This is done with a variety of strategies that emphasize student centered, cooperative grouping, and active learning methods. In this way, acquisition of content is maximized while English is learned. ESL

programs include intensive instruction in English through the use of second language acquisition methodologies designed to develop proficiency in the comprehension, speaking, reading, and writing of the English language. ESL courses should be commensurate with the student's level of English proficiency. Additionally, the English as a second language program shall address the affective, linguistic, and cognitive needs of limited English proficient students as follows:

Affective- Limited English proficient students shall be provided instruction using second language methods in English to introduce basic concepts of the school environment which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the students' home language and the United States.

Linguistic- Limited English proficient students shall be provided intensive instruction to develop proficiency in the comprehension, speaking, reading, and composition of the English language. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

Cognitive- Limited English proficient students shall be provided instruction in English in mathematics, science, health, and social studies using second language methods. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills. *The use of second language strategies or another language shall not impede the awarding of credits/units toward meeting promotion requirements.*

Other considerations for designing effective ESL secondary instruction include:

Multi-Genre Reading Material - As delineated in the TEKS, ESL students need to interact and gain experience with a wide variety of genres, interacting with text that have been leveled with respect to their ESL language development. Students must read expository as well as authentic literature.

Culturally Relevant Reading Material - ESL Students need to develop a connection to the target language to feel that they are represented as an integral part of the instructional culture of the school. ESL students often do not have access to literature that depicts their lives or cultures. Instructional programs that are developed through international themes allow ESL students to see themselves in the literature, thus personalizing the learning of English. TEA mandates that all ESL programs must be culturally relevant.

Academic Content Integration - Effective ESL instruction integrates academic content language learning and "authentic activities" to develop all four of the language learning skills. A major challenge for many teachers of ESL students is to create lessons that allow their students to access the academic content of what they are teaching in a student's second language. Instructional modifications that support student's comprehension of text are necessary.

SECONDARY LEP PROGRAM MODELS

In HISD, all LEP students participate in a required ESL program offered at each campus. The following is a description of the two types of HISD ESL secondary programs.

Newcomer ESL Programs for New Arrival Immigrant Students

Immigrant new arrival students entering at the secondary level constitute an increasing population in HISD. For secondary students the difficulty of the transitions of adolescence can be an educational challenge to schools. Combining this transition time with the challenge of learning a second language, mastering the academic content in their second language, and balancing the value systems of both the home and dominant culture can be overwhelming (Spenser and Dornbusch, 1990). Some immigrant students are facing culture shock and/or psychological issues resulting from traumatic experiences which make them at even higher risk of academic failure (Crockett, Peterson, Schulenberg and Ebata, 1989). Latest research on the academic achievement of new arrival immigrant LEP students reflects the effectiveness of newcomer programs, either separate site or school within-a-school models. Most of the newcomer programs (89%) fall into the second category (Short and Boyson, 1999). Newcomer programs provide partial to full instructional support to students, with bilingual and/or native language support in content courses, sheltered content courses using ESL methodology, and ESL language arts and reading courses.

Goals of the Newcomer Programs:
1. Provide a smaller, inclusive learning environment to support the affective needs of immigrant students.
2. Acquire and develop English listening, speaking, reading and writing skills.
3. Develop academic language and core subject knowledge in native language or through ESL methodology.
4. Mainstream into regular program.

Preliterate Courses

Students who enter school with interrupted schooling may be preliterate. It is highly encouraged that courses taught in the student's native language be offered to these students when resources are available. In this way, they do not lose content knowledge as they develop literacy skills in their native language and English. In addition, a native language reading course is recommended to further support these students. The instructional sequence of ESL preliterate courses is similar to beginning level courses; however, the development of reading and writing skills typically progress at a slower rate. It is recommended that preliterate students be scheduled into extra ESL courses in an effort to help these students "catch-up" missed schooling. Extra tutorials, summer programs, etc. are other necessary interventions that should be implemented from the first day of class.

Beginning and Intermediate ESL Courses

At the Beginning and Intermediate ESL instructional level, oral language must be the main focus of instruction. It is not unusual for some students to have a "silent period" or time when the student comprehends the second language but may not be ready to speak. Students should practice hearing and saying phrases from the first day of class. After students have mastered simple expressions and simple vocabulary, the teacher can move the students into reading the same expressions and vocabulary, and then finally into writing. A focus must be placed on vocabulary development in context with regard to the targeted text. Secondary students are able to write simple phrases within the first week of instruction and must be provided opportunities to read and write during every single class period. The TEKS (state mandated curriculum) require that English objectives must be modified to be commensurate with the student's level of English proficiency.

Preliterate ESL	• Two or three class periods of ESL
	    o ESL English (appropriate for grade/ESL level)
	    o ELD I/ELD II
	    o ESL Reading
	• Content subjects using ESL methods w/trained ESL teachers

Beginning ESL	• Two class periods of ESL
	    o ESL English (appropriate for grade/ESL level)
	    o ELD/ESL Reading
	• Content subjects using ESL methods w/trained ESL teachers

Intermediate ESL	• Two class periods of ESL
	    o ESL English (appropriate for grade/ESL level)
	    o ESL Reading
	• Content subjects using ESL methods w/trained ESL teachers

Transitional ESL Programs

Many students enter middle school having been served for 4 or more years in Bilingual or ESL programs in elementary school. These students are either at the advanced or transitional instructional ESL level and only require a program of modified English language arts and reading instruction. These students are provided the same content and ancillary courses as non-LEP students but instruction is modified to include second language teaching strategies.

Goals of the Transition ESL Program:

1. Acquire/develop English listening, speaking, reading and writing skills.

2. Mainstream into regular program.

Advanced and Transitional ESL Courses

At the Advanced and Transitional instructional level, the focus of the instruction is shifted to reading and writing. Students must be offered a wide variety of reading materials to foster reading comprehension and varied strategies for vocabulary development. Oral activities are still important and easily facilitated through cooperative speaking and discussion activities. Students should be reading material appropriate for their age and interests and at their reading level which is usually two to four grade levels lower than their non-LEP counterparts. Students at this level must write short paragraphs and build to five paragraph essays and should write and practice self and peer-editing skills on a daily basis. The TEKS

(state mandated curriculum) require that English objectives must be modified to be commensurate with the student's level of English proficiency.

Advanced ESL	• Two class periods of ESL
	     o ESL English (appropriate for grade/ESL level)
	     o ESL Reading
	• Content subjects using ESL methods w/trained ESL teacher

Transitional ESL	• Two class periods of ESL
	     o ESL English (appropriate for grade/ESL level)
	     o ESL Reading
	• Regular Content subjects

It is essential that teachers, who provide ESL secondary programming for middle and high school LEP students, know which level of prescribed ESL Program Model is appropriate for their class.

Two-Way Bilingual Immersion Program

Two-Way Bilingual Immersion Program (TWBIP) is an additive bilingual program and a foreign language immersion program. In TWBIP classrooms, a combination of native Spanish speakers and native English speakers are taught together in an effort to develop full bilingualism and biliteracy for both groups of students. At the secondary level, all participating students receive advanced Spanish language instruction, as well as, specific content area courses (1-2) which are taught in Spanish. At this time, there are three middle schools and two high schools that offer this program as an option for qualifying LEP students. Students, who meet exit criteria anytime in this program, are reclassified as non-LEP, but remain in the program with parent permission.

ESL INSTRUCTIONAL LEVELS

All HISD LEP specialized language programming is designed and based upon ESL instructional levels. It is essential that secondary ESL teachers know and tailor their instruction with these ESL instructional levels in mind. Teachers should know their student's ESL instructional levels. It is also very important that teachers maximize their English language instructional time by targeting ESL instruction to meet the second language acquisition needs at each specific level. This may require regrouping students among classes/teachers to facilitate ESL instruction for each particular level. Teachers need to vary their teaching strategies as they interact with all levels of ESL students in Bilingual and ESL classroom situations. Effective teachers realize that second language learning is fluid in nature and continue to develop and revise methods that will enhance student success.

ESL Level	Grades	English Reading Level	Characteristics
Preliterate-Level 4	3-12	Grades K-2	• Recent Immigrant student • Little/interrupted schooling • Has limited reading/writing skills in native language • Preliterate Level writing characteristics on writing rubric • At entry, IPT level NES • At entry, can not take CAT test due to lack of English • TELPAS Composite-Beginning
Beginning-Level 1	PK-12	Grades K-3	• Speaks little or no English • May demonstrate literacy skills in native language • Beginning Level writing characteristics on writing rubric • May be able to respond to yes/no questions in English • May be able to respond to simple questions in English with one/two words in English • At entry, PK-12 IPT level LES • At entry, 2-12 <20% TR/TL on CAT • TELPAS Composite-Beginning
Intermediate Level 2	PK-12	Grades 2-4	• Has some oral English • Minimal English literacy skills • Demonstrates mastery of Beginning Level ESL objectives • Intermediate Level writing characteristics on writing rubric • At entry, PK-1 approx. IPT level LES • At entry, 2-12 approx. IPT level LES/FES • At entry 2-12 <30% TR/TL on CAT • TELPAS Composite-Intermediate

ESL Level	Grades	English Reading Level	Characteristics
Advanced-Level 3	PK-12	Grades 3-5	• Has good command of English oral skills • Has English literacy skills has not reached 40% on both TR/TL subtests of English NRT • Demonstrates mastery of the Intermediate Level ESL objectives • Advanced Level writing characteristics on writing rubric • At entry, PK-1 approx. IPT level LES upper range of raw scores • At entry, 2-12 approx. IPT level LES/FES • At entry 2-12 <30% TR/TL on CAT • TELPAS Composite-Advanced
Transitional-Level 5	3-12	Approx. two grades below current grade placement	• Has been in US schools for the previous 3 years • May have had most or all of schooling in US • Has good command of oral English skills • Demonstrates mastery of the Advanced Level ESL objectives • Transitional Level writing characteristics on writing rubric • Has not passed TAKS Reading/TAKS writing applicable grades • At entry, 3-12 approx. IPT level LES/FES • At entry, 3-12 <39% TR/TL on CAT • TELPAS Composite-Advanced/Advanced High

ESL SECONDARY BEST PRACTICE INSTRUCTIONAL STRATEGIES

This document is an attempt to identify and describe a variety of Best Practice Instructional Strategies currently used in Secondary English as a Second Language programming. However, you should by no means limit yourself to the strategies listed. Use these strategies as presented but also feel free to experiment with variations and/or include other strategies.

Each instructional strategy is labeled with regard to appropriate ESL level, so that it can be used most effectively utilized. However, this is not meant to limit teachers from modifying a strategy or practice for levels not listed.

> (P)-   Strategy appropriate for Preliterate level students
>
> (B)-   Strategy appropriate for Beginning level students
>
> (I) -   Strategy appropriate for Intermediate level students
>
> (A)-   Strategy appropriate for Advanced level students
>
> (T)-   Strategy appropriate for Transitional level students

ORAL LANGUAGE STRATEGIES

Oral language development is the primary foundational key necessary for ESL students to successfully access reading and subsequent content instruction. These essential listening and speaking tasks are often the "forgotten" component in English as a Second Language instructional programs. To ensure the academic achievement of secondary ESL students, many opportunities to develop oral/aural skills must be provided before formal reading instruction is introduced. Second Language Acquisition is sequential in nature and occurs over time. Oral Language Development is a prerequisite for ESL student academic success. Most instruction that occurs in classrooms can serve as a vehicle for Oral Language Development. The challenge for the teacher is in the selection of the most appropriate activities for Oral Language Development that will meet the language acquisition and developmental needs of students.

Oral/Aural Activities

Songs (P, B, I, A, T)
- Songs can improve speaking/listening skills and can assist in the development of phonemic awareness.

- Setting the language to music seems to take away some of the pressure to pronounce words and form sentences correctly.

- The choral repetition that is present in many songs allows for authentic practice to reinforce English language structures.

- A song, with a clear steady beat and logical note sequences, facilitates listening development.

- Lyrics that form a repeating pattern are preferred, because this format lends itself easily to comprehension.

- Students prefer popular songs from contemporary music.

The steps for presenting a song are as follows:
1. The teacher explains the situational context of the song linking it with literature or an instructional unit if possible.

2. The teacher sings the first verse or uses recorded music to introduce the song.

3. The entire song can then be repeated.

4. The teacher can add to the recording by establishing a clear beat by clapping hands or snapping fingers.

5. With continued repetition, the students will no longer need the teacher as a model.

Sample song
Eleanor Rigby
(John Lennon, Paul McCartney)

With this famous Beatle song, teachers can introduce "imagery" in poetry.

Ah, look at all the lonely people.
Ah, look at all the lonely people.

Eleanor Rigby picks up the rice in the church where a wedding has been
Lives in a dream
Waits at the window, wearing a face that she keeps by the door
Who is it for?

All the lonely people
Where do they all come from?
All the lonely people
Where do they all belong?

Father McKenzie writing the words to a sermon that no one will hear
No one comes near.
Look at him working. Darning his socks in the night when there's nobody there
What does he care?

All the lonely people
Where do they all come from?
All the lonely people
Where do they all belong?

Ah, look at all the lonely people
Ah, look at all the lonely people

Eleanor Rigby died in the church and was buried along with her name
Nobody came
Father McKenzie wiping the dirt from his hands as he walks from the grave
No one was saved.

All the lonely people
Where do they all come from?
All the lonely people
Where do they all belong?

Jazz Chants (P, B, I, A)

- A Jazz Chant is a technique which sets everyday situational English to jazz rhythms to demonstrate the rhythm and intonation pattern of conversational American English.

- Jazz Chants help improve speaking and listening skills, as well as reinforcing specific grammatical structures used in a situational context.

- The choral repetition allows the student to express strong feelings and raise their voices without the usual shyness that occurs when speaking alone.

- Jazz Chants can be commercial or teacher-made.

- Jazz Chants are based on repetition and learned responses.

- Jazz Chants usually reflect a human emotion which occurs in a specific situation (such as anxiety over being late, being cold, exasperation, etc.)

- Jazz Chants are typically written in two part dialogues that include three types of conversation exchange:
  1. question and response
  2. command and response
  3. response to a provocative statement

In presenting a Jazz Chant, a clear steady beat is introduced. The students repeat the lines by following the teacher or a tape recording.
The steps for presenting a Jazz Chant are as follows:
1. The teacher explains the situational context of the chant.

2. The teacher gives the first line of the chant at normal speed and intonation.

3. The teacher establishes a clear, strong beat by counting, clapping, or snapping his/her fingers.

4. The class is divided into two equal sections. The teacher gives the first line of the chant to the first section. The first section repeats the line. The teacher gives the second line to the second section. The second section repeats the line.

5. The chant is then conducted in a two-part dialogue between the teacher and the class. With continued repetition, the students no longer need the teacher as a model.

Sample Jazz Chant
Panic on Being Late
     From Carolyn Graham's <u>JAZZ CHANTS</u>
          What time is it?
          What time is it?
               Hurry up! Hurry up!
               Hurry up! Hurry up!
          What time is it?
          What time is it?
               Please hurry up!
               We're going to be late!
          Oh, I don't have the time
          To talk to you now.
          I'm late, I'm late, I'm terribly late.
               Hurry up! Hurry up!
          What time is it?
               Hurry up! Hurry up!
          What time is it?
               Hurry up!
          What time is it?
               Hurry up!

Phonemic Awareness Activities (P, B, I)

- Phonological awareness is an aural/oral language skill that involves the ability to notice, think about, or manipulate the individual sounds in words.

- Phonemic awareness involves oral/exploratory activities that help children learn about language.

- Effective instruction in phonological awareness is purposeful and is directly linked to beginning activities using letters and sounds.

- The level of a student's phonemic awareness is directly linked to their success in learning to read.

- Activities promoting phonemic awareness should be playful and game-like, much like children naturally manipulate the language of songs, chants, and rhymes on their own.

- The atmosphere should be informal and stress free.

- Phonemic Awareness Activities are ideal for ESL learners, because they allow these students to practice their language skills in a non-threatening manner. Because of the game-like atmosphere, the need to be correct is diminished.

Sample Phonemic Awareness Activities
- Sentence-Word Delineation: Drop off a word from each repetition of a sentence. (teacher) The dog ran fast. (students) The dog ran. (teacher) The dog. (students) The

- Rhyming Pairs: Identify which pairs of words rhyme or do not rhyme? *cat-hat, dog-log, wing-king, rat-car.*

- Phoneme Deletion: What is left when the /t/ sound is removed from the word pant?

- Word to Word Matching: Do the words *pen* and *car* begin with the same sound?

- Blending: What word is made when the sounds /m/, /a/, /n/ are put together?

- Phoneme Segmentation: What sounds are heard in the word *sat*?

- Phoneme Counting: How many sounds do you hear in the word *mat*?

- Deleted Phoneme: What sound do you hear in *ran* that you do not hear in *an*?

- Sound Isolation: What is the first sound in the word *fan*?

- Phonemic Difference: What word starts with a different sound? (can use medial, final, initial sounds) *hit-hand-lake-heart*

- Phoneme Matching to Word: Is there a /m/ in the word *man*?

- Syllable Identification: What are the parts of the word *breakfast*?

- Syllable Counting: How many syllables does the word *candy* have?

- Identification of Sound Position: In what place is the /s/ sound in the word star? (Use terminology-beginning, middle, end)

Text Based Oral Language Development (I, A, T)
- Text Based Oral Language Development activities are the essential initial step when utilizing text-based material with ESL students and should be accomplished before they begin to read expository text.

- These strategies allow ESL students to access content based text by increasing the comprehensibility of this information.

- These oral language activities employ pictorial support, realia, graphic organizers, discussion groups, and cooperative groups to introduce selected text readings.

In addition, these strategies:

- provide instructional focus

- introduce concepts or content information

- utilize student experiences and information to establish prior knowledge

- relate concepts and ideas

- predict conclusions or outcomes

- introduce new vocabulary

- clarify learning objectives

- infer conclusions

- extend and enrich conceptual development

- evaluate information

- review material

- cue related writing assignments

Jigsaw Listening (P, B, I, A, T)

- Jigsaw Listening is a procedure in which different groups of students listen to different taped extracts of a passage or dialogue.

- In order to obtain all the information contained in the selection, each group must talk to students from the other groups about what they have listened to.

- This procedure ensures that students listen with a real purpose and provides integrated practice in listening and oral skill development.

The steps for Jigsaw Listening are as follows:
1. Students begin activity placed in "home" groups.

2. Students number off (1-2-3-4) and move from home groups to number groups.

3. The teacher selects a dialogue or reading passage and divides the passage into a minimum of three sections.

4. These segments are then audio taped by the teacher or selected students.

5. Each number group listens to one segment, and then discusses their segment in depth preparing to teach it to their home group.

6. Students then return to their home groups. There should be at least one member of each number group in each home group.

7. During this stage, each group answers teacher-made questions.

Total Physical Response (P, B)

- As indicated by its name, TPR directs students to carry out some overt physical action in response to a specific verbal command in the target language (i.e. "stand up", "open the door", "walk to the blackboard").

- This strategy ensures active student participation and helps a teacher evaluate student comprehension.

- The teacher should first model the actions as he/she gives the verbal commands.

- Then the teacher can have students respond to the repeated verbal command with the appropriate physical actions.

Talking Chips (P, B, I, A, T)
(Montano-Harmon)

- This strategy ensures that all students in a cooperative group situation participate fully.

The steps of Talking Chips are as follows:
1. Each student in each group receives 2-4 tokens.

2. Each students' tokens should be a different color

3. Each time a group member contributes an idea on a topic chosen for discussion, he/she must put one of their tokens into the middle of the table.

4. Students can not speak again until each group member has contributed the same number of tokens (ex. all students speak once around the group and contribute one token, then they may speak the second time and contribute a second token).

5. The teacher can easily observe by noting the colors represented in the pile if all group members are participating in the activity.

Storytelling (P, B, I, A, T)

- Everyone has a story to tell.

- Personal family histories are good way to include both the culture and language of ESL students in a meaningful way within classroom settings.

- Teachers need to be sensitive to the wide range of emotions that personal stories can evoke.

The steps of Storytelling are as follows
1. This assignment should be chunked into manageable sections, so that even pre-literate and beginning level students can participate.
   a. personal demographic information
   b. family demographic information

    c. interesting/unique family stories

    d. academic information

    e. hobbies/interests

    f. goals for the future

2. To be successful, parental involvement should be a viable part of this project.

3. Family histories may be accomplished in written or illustrated form and then presented orally in a small/whole group setting.

Personal Responses to Selected Pictures and Other Media (P, B, I, A, T)

- This strategy utilizes pictures, songs, videos, movies, or any other visual/auditory medium.

- Students respond verbally individually or through discussion groups to the selected piece.

- The student responses can then be recorded in written form or through illustrations.

- This activity has no right or wrong answers, because it asks for the personal opinions of the participants.

- It has great value for use with preliterate and beginning level students, because of its low risk potential.

Graded Discussions (I, A, T)

- Graded Discussions work best as the culminating activity to a unit of study.

- This strategy requires that participating students have some level of conversational English.

- Topics chosen for the discussion should have a pro/con orientation.

- Discussion topics work best if they are "real" to the life of the students.

The steps of the Graded Discussion strategy are as follows:

1. Place students in two circle groups.

2. Pick a topic for discussion.

3. Direct one circle group to take the "pro" side of the discussion and the other group to take the "con" side of the discussion.

4. Give the groups ten minutes to prepare for the discussion

5. Allow the "pro" circle to begin the discussion.

6. Each student in the group who can share a reasonable/factual "pro" viewpoint earns a point for their team.

7. When the "pro" group can no longer offer any more viewpoints then the switch to the "con" group.

8. Each student in the group who can share a reasonable/factual "con" viewpoint earns a point for their team.

9. The team with the most points earns an "A" daily grade.

Other Oral Language Activities (P, B, I, A, T)
- interviews
- small group discussions
- role playing
- oral directions and instructions
- pantomime
- reader's theater (choral reading)
- reciting poetry
- two-minute book review
- slide-tape presentations
- writing/reading dialogue
- story tell-along boards

COOPERATIVE LEARNING STRATEGIES

Cooperative learning has been shown to be effective in facilitating both student learning and successful cross-cultural, multi-level student integration. The following are some of the most effective, and widely used cooperative learning strategies.

Jigsaw: (P, B, I, A, T)
- This strategy divides large tasks into smaller pieces.

- The members of each home group become experts on a small part of the task.

- Then, they "teach" their piece of the material to the home group.

- In this way, everyone learns and understands the entire task.

The steps of the Jigsaw strategy are a follows:
1. Students begin activity placed in "home" groups.

2. Students number off (1-2-3-4) and move from home groups to number groups.

3. The teacher selects a dialogue or reading passage and divides the passage into a minimum of three sections.

4. Each number group works with one segment, and then prepares to teach it to their home group.

5. Students then return to their home groups. There should be at least one member of each number group in each home group.

Think-Pair-Share: (P, B, I, A, T)
(Kagan)
- Students think about an experience they have had that is related to the topic they are studying.

- In pairs, students tell their experience to each other.

- Students take notes as they listen to their partners to prepare to retell their partners' experiences.

- Two pairs of students get together and each student tells his/her partner's experience to the group.

Round Robin: (P, B, I, A, T)
- This is a structured discussion with a specified sequence of student participation.

- It allows all students to participate and encourages attentive listening and reflection.

The steps of the Round Robin strategy are as follows:
1. Identify a topic of discussion.

2. Assign a rotation sequence.

3. The rotation sequence can be alphabetical, by assigned numbers, by seating arrangement or by any other method devised by the teacher.

4. The teacher moderates the discussion, prompting students as necessary.

Choral Reading*: **(P, B, I, A, T)**

- Two or more students read a poem, a story, or a play out loud in unison.

- This is a good strategy for preliterate, beginning, and low intermediate level student due to the group emphasis.

The steps of the Choral Reading Strategy are as follows:
1. Divide the selection.

2. Divide students into high voice parts, medium voice parts, and low voice parts.

3. Students practice reading in their groups until they can read their parts in unison.

4. The three groups come together to read their parts of the selection in the correct order.

Pair Assignment: **(P, B, I, A, T)**

- Pair Assignments allow teachers to group students by twos in dyads.

- Students work collaboratively to complete assigned tasks

The steps of the Pair Assignment strategy are as follows:
1. Assign two or more students to a common task.

2. The students may confer with one another, each contributing what they can to the complete the task. (ex. in a science lab project, the more proficient student reads the instructions and records the observations while the ESL student follows the directions and orally describes the observations)

Roving Scout: **(P, B, I, A, T)**

- This strategy allows students to gather information collaboratively from other groups to complete class assignments.

- This strategy is a good choice for kinesthetic students or those that are very social.

The steps of the Roving Scout strategy are as follows:
1. While students are working on a project, one student from each group/team may for a certain period of predetermined time wander the room gathering information that may be useful in completing the assigned project.

Inner-Outer Circle: **(P, B, I, A, T)**
(Kagan)
- This strategy is best used for vocabulary development or computational math activities.

- Students work cooperatively to practice previously presented skill-based instruction.

The steps of the Inner-Outer Circle are as follows:
1. The class is divided into two equal groups to form an inside and outside circle.
2. The inside circle faces out and the outside circle faces in.
3. Partners face each other.
4. The students are given a topic to discuss, vocabulary words to define, or math problems to solve.
5. One partner listens while the other speaks, defines the vocabulary word, or solves the math problem.
6. The roles are then switched.
7. The inside circle moves clockwise a given number of times to work with a new partner.
8. This strategy can also be used for brainstorming, debates, and question/answers.

Mix and Match: **(P, B, I, A, T)**
(Kagan)
- This strategy is best used for vocabulary development or computational math activities.

- Students work cooperatively to practice previously presented skill-based instruction.

- This activity can be used to practice question and answer reviews in a content area.

The steps of the Mix and Match strategy are as follows:
1. The students need to be standing in an open area where they can move around freely.
2. The teacher randomly hands out question and answer cards.

3. The students begin to walk around and each time they pass a classmate, they exchange cards.

4. Students continue mixing and exchanging cards until the teacher asks them to stop (30-45 seconds works well).

5. The students then find their match (question card to answer card).

6. Students should be encouraged to talk and call out their answers and questions.

7. Matches stand together and the teacher checks the matches until all the matches are found.

Cooperative Projects: **(P, B, I, A, T)**
- Cooperative Project allows students with less English development to participate in a project format.

- The teacher divides the students into groups of four to six to produce a product together (research paper, science project).

- The students collaborate with one another, each contributing what they can to the complete the task.

- The project should include opportunities for cooperative planning, use of manipulative materials, synthesis of ideas, and reaching group consensus.

The steps of the Cooperative Projects strategy are as follows:
1. Begin with a project that entails bringing individual pieces of work together, such as parts of information for the report combined with illustrations and display.

2. This assignment should be chunked into manageable sections, so that even pre-literate and beginning level students can participate.

3. Rotating leadership and roles can give students a chance to learn valuable skills.

COOPERATIVE LEARNING STRATEGIES THAT INCORPORATE MULTIPLE INTELLIGENCES

Multiple Intelligences (MI) Theory is a concept of Howard Gardner from Harvard University. There are two fundamental propositions central to MI Theory:

- Intelligence is not fixed. A persons' intelligence is not determined at birth, but can be developed.

- Intelligence is not unitary. There is not just one human intelligence, but rather multiple intelligences.

- Everyone has each intelligence and unique pattern of intelligences and abilities.

- There are three prerequisites. An intelligence must include:

    1. Skills enabling individuals *to resolve genuine problems*.

    2. The ability to create an effective product.

    3. The potential for finding or creating problems.

- Nurturing multiple intelligences on a daily basis:

    1. provides students with the opportunity to learn through their strength;

    2. allows students to develop their capacity more fully;

    3. enriches the learning environment; and

    4. **meets the diverse learning needs of students.**

- The 8 Intelligences include:

• **Verbal / Linguistic**	• **Logical / Mathematical**
• **Visual / Spatial**	• **Musical / Rhythmic**
• **Bodily / Kinesthetic**	• **Naturalist**
• **Interpersonal**	• **Intrapersonal**

STRATEGIES TO ENGAGE MULTIPLE INTELLIGENCES

	Instructional Activities	Project Ideas
Verbal / Linguistic (V / L)	Storytelling, discuss or debate, an issue, tape recording, journal writing, publishing, explain a skill, debate. concept, word webs, book reports, research reports, deliver a speech, write a letter, study etymology	Investigate an author, report on a book,
Logical / Mathematical (L / M)	Analyze data, write a proof, brainstorm ideas, make a graph, Socratic questioning, make associations, compare/ contrast, brain teasers, discover patterns, evaluate ideas, build answers, solve story problems, play number games, do calculations, science experiments, use spreadsheet software	Teach a thinking skill, simulate a court case, conduct an experiment.
Visual / Spatial (V / S)	Visual presentations, design a brochure, draw a design, mind map, illustrate a story, do guided imagery, chart a route, play with puzzles,/ mazes, make puppets, imagine or pretend, create a collage / montage or picture metaphors, use paint/draw software	Create a diorama, film a video, make a photo album, teach an art skill, design a postcard or stamp, make a poster, make sculpture, mobile.
Musical / Rhythmic (M / R)	Compose a melody, write a song, report on a composer, play an instrument, create a musical collage, write a jingle, create a rap-use a fairytale, learn to read notes, symbols & expressions, hum/clap/snap in tune or rhythm, discographics, listen to music of different times/genres/cultures	Create a musical, lip sync a song, teach a musical skill, write and perform a rap.

Draw What I Write (P, B, I, A, T)

- Students write instructions how to make a drawing.

- A partner follows the instructions.

- Students edit their instructions using partner feedback.

The steps of the Draw What I write strategy are as follows:
1. Teacher (T) states the rules (e.g., how many shapes, which ones), and models a drawing.

2. Students (Ss) draw.

3. Students write instructions for recreating their drawings, skipping every other line.

4. Students pair up.

5. Partners exchange instructions and create a drawing based on their partners' instructions.

6. Partners reveal original drawings, and discuss how to improve each other's instructions.

7. Students edit their instructions.

8. Students continue to pair up with new partners, each time to test and improve their written instructions.

Multiple Intelligences engaged:
Verbal/Linguistic, Logical/Mathematical, Visual/Spatial, and Interpersonal
Variations...
• Build What I Write

• Arrange What I Write

• Color What I Write

• Act What I Write

• Finger Paint What I Write

• Find What I Write

How <u>Draw What I Write</u> ideas can be used for other content areas...

<u>Social Studies</u>	<u>Science</u>
Map of state (land	Space station
Forms/cities)	Transportation (air, land, water)
Flag	Animal
Route on a map	Tide pool
	Astronomy (planets, comets)
	Zoo
	Body systems

Mathematics
Geometric drawings
Triangles
Math equation using pictures
Items with different measurements

Language Arts
Bookshelf with books (titles showing)
Nouns (TV, washing machine, car)

Numbered Heads Together (P, B, I, A, T)
(Kagan)
- Students work collaboratively in groups to complete a task.

- This is good strategy for beginning students, because of the group/illustrative support.

- Students view this strategy from a "game" format.

Steps of the Numbered Heads Together strategy are as follows:
1. Students divide into groups of equal numbers and number off (1-2-3-4).

2. The teacher gives out the words to be defined (10 or less).

3. Students in each group "put their heads together" to define the words (all students are responsible for knowing the definitions).

4. The teacher chooses a number at random. A game spinner is recommended.

5. The teacher calls on the number that the spinner indicates (ex. If the spinner lands on number 2 all the 2's in the class know that they may be called on to define the vocabulary word.

6. Each group gets their selected group member "ready" to define the vocabulary word.

7. Students with that number raise their hands and the teacher calls on one of them to define the highlighted word.

Multiple Intelligences engaged:
Verbal/Linguistic, Logical/Mathematical, Visual/Spatial, and Interpersonal

How Numbered Heads Together ideas can be used for other content areas...

Social Studies
Seven Continents
50 states/state capitols
Reasons for immigration to the US

Science
Mammal/Reptile classification
Parts of the cell/functions

Mathematics
Prime Numbers
Converting Fractions into Decimals
English/Metric measurement system

Language Arts
Character comparison
Literature sequence

Timed/Pair/Share (B, I, A, T)
(Kagan)
- Students share with a partner for a predetermined amount of time and then the partner shares with them for the same amount of time

Steps of the Timed/Pair/Share strategy are as follows:
1. Student A speaks, Student B listens

2. "A" gives "B" a gambit "Thanks for listening!"

3. "B" speaks, "A" listens

4. "B" gives "A" a gambit "I knew you were listening because... "

   Note: Students may need to brainstorm gambits*.*

Multiple Intelligences engaged:
     Verbal/Linguistic, Logical/Mathematical, Visual/Spatial, and Interpersonal

Ideas for use of Timed/ Pair/ Share to practice language
- Review of material covered previously

- Lesson closure

Window Pane Storytelling (P, B, I, A, T)
- Students draw pictures, symbols, or graphics to help them remember important points of a story.

- Each "pane" should contain 8 minutes or less of story told or information given.

Steps of the Window Pane Storytelling strategy are as follows:
1. Teacher tells a story using: gestures, tone, imagery, cadence, and models creating and filling out a window pane.

2. Students create their own window panes using words/illustrations.

1 *Symbol*	2 *or Graphics*
3 *are drawn in*	4 *the "panes".*
5	6
7	8

Multiple Intelligences engaged:
Verbal/Linguistic and Visual/Spatial

Ideas for use of Window Pane Storytelling strategy….
- • Content or concept can be put in story form instead of lecture

- • To illustrate one chapter of novel read aloud in class

Same-Different (B, I, A, T)
- Students try to discover what is the same and different in two similar pictures, but neither student can look at the picture of the other.

- Set-Up: • Two pictures (same but with a few things that are different)

    - • A barrier placed between the 2 pictures

    - • A student recorder

Steps of the Same-Different strategy are as follows:
1. Students interact describing their pictures.

2. The recorder writes down what the two students discuss.

3. At the end of a predetermined amount of time, the students compare their pictures with what the recorder wrote down.

Ideas for use of Same-Different strategy….
- Use pictures from fairytales

- Greek vs. Roman gods

- Moth vs. butterfly life cycles

VOCABULARY DEVELOPMENT STRATEGIES

The best practice for introducing new vocabulary is the use of <u>visuals</u>, <u>pictures</u> and/or the <u>actual articles or objects</u>. This approach, however, is usually only possible with nouns and verbs. Most other vocabulary must be presented in context and through numerous illustrations and repetitions in various situations.

Included here are a variety of strategies and activities that provide students numerous opportunities to practice using new vocabulary in several situations. Repeated and varied practice is necessary to the acquisition of any new vocabulary.

Word Wall (P, B, I, A, T)
- Vocabulary words and definitions/illustrations are displayed on the walls of the classroom.

- The physical environment of the classroom is used to support vocabulary development.

- Students create the word wall as a group project at the beginning of each instructional unit.

The steps of the Word Wall strategy are as follows:
1. Students use sentence strips and write/illustrate vocabulary words (one word/illustration) per sentence strip.

2. Display sentence strips on classroom walls.

3. Change the word walls with each unit of study.

4. Refer frequently to the word wall, so that students become comfortable using this resource.

dog	**(Place illustration here)**

Cognate Wall (P, B, I, A, T)
- Cognates are words in Spanish that are almost the same word in English

- Academic English is based Latin based as are the spoken/academic levels of Spanish

- Many words in Spanish have direct English cognates.

- This supports the vocabulary development of Spanish speaking ELL students.

The steps of the Cognate Wall are as follows:
1. Students use sentence strips to write English/Spanish cognates

2. Have the students use one color for the **English** word and a different color for the *Spanish* word.

3. Display the sentence strips on classroom walls.

4. Change the cognate wall with each unit of study.

5. Refer frequently to the cognate wall, so that students become comfortable using this resource

department   *departamento*

Magnificent Trio (B, I, A, T)
(C. Chapman)
- Students are placed in cooperative groups of three (triads) to work collaboratively to write/define/illustrate highlighted vocabulary words for each unit of study.

- This is good vocabulary development strategy for preliterate-beginning students, because of the group/illustrative support.

The steps of the Magnificent Trio strategy are as follows:
1. Place students in groups of three.

2. Give each group three index cards.

3. Assign each member of the group to complete one index card (A, B, or C).

4. (Student A) decorates the word to be defined on the first index card, (Student B) illustrates the word to be defined on the second index card, and (Student C) writes the definition in bold type on the third index card.

5. The group chooses a small self correcting symbol to place on the back right upper corner of all three index cards

6. The Teacher picks up the cards, mixes them up, and redistributes the cards to the students.

7. Students then find their matches for each group of cards.

8. Students may use the self-correcting symbols on the backs of the cards if necessary to find their matches (preliterate-beginning).

9. The new student groups of three then discuss the new word, the illustration, the definition, and prepare to present their word to the class.

10. The teacher can facilitate this process by asking each group to report the strategies that they used to find their "matches".

Acting-Out Words (B, I, A, T)
(Montano-Harmon)

- Students work collaboratively in groups of four to dramatize highlighted vocabulary.

- Students utilize problem solving to determine the highlighted vocabulary word.

- This strategy is not word dependent and is a good choice for beginning/intermediate ELL students.

The steps of the Acting-Out Words strategy are as follows:

1. Place the words to be defined on small folded pieces of paper in a container.

2. Divide students into groups of four to six students.

3. Have each group select a word to be "acted-out" from the container.

4. Give the groups 5-10 minutes to prepare their skit (groups should not use "sounds like" as in charades).

5. As each group prepares their skit, place numbers on small folded pieces of paper.

6. Have each group pick a paper out of the container to randomly assign the order of skit presentations.

7. Warn each group to allow one minute of think time after each skit presentation concludes (do not call out answers as in charades).

8. After the think time, each group "guesses" the definition of the acted-out word.

9. Each skit group records each guess in a "T" chart indicating that the guess is related to the word or not.

10. The groups keep guessing until they correctly define the word.

Think-(Write)-Pair-Share (I, A, T)
(Kagan)

- Students work in collaborative pairs to define the highlighted vocabulary words.

- This strategy uses metacognition strategies during the individual "think/write" time.

- Using this strategy, students interact with the same vocabulary several times.

The steps of the Think-(Write)-Pair Share strategy are as follows:

1. The Teacher chooses words to be defined (10 or less).

2. Students individually think, and then may write a few notes to record their thoughts.

3. Students pair off as A or B to discuss their ideas and must agree on a definition of each word to share with the class.

4. The teacher calls either A or B's to share their definitions.

Numbered Heads Together (B, I, A, T)
(Kagan)

- Students work collaboratively in groups to define the highlighted vocabulary.

- This is good vocabulary development strategy for beginning students, because of the group/illustrative support.

- Students view this strategy from a "game" format.

The steps of the Numbered Heads Together are as follows:

1. Students divide into groups of equal numbers and number off (1-2-3-4).

2. The teacher gives out the words to be defined (10 or less).

3. Students in each group "put their heads together" to define the words (all students are responsible for knowing the definitions).

4. The teacher chooses a number at random. A game spinner is recommended.

5. The teacher calls on the number that the spinner indicates (ex. If the spinner lands on number 2 all the 2's in the class know that they may be called on to define the vocabulary word.

6. Each group gets their selected group member "ready" to define the vocabulary word.

7. Students with that number raise their hands and the teacher calls on one of them to define the highlighted word.

Vocabulary Inner-Outer Circle (I, A, T)
(Kagan)
- This strategy is used for vocabulary development.

- Students work cooperatively to practice previously presented vocabulary instruction.

The steps of the Vocabulary Inner-Outer Circle strategy are as follows:

1. Divide the class into two equal groups to form an inside and outside circle.

2. The inside circle faces out and the outside circle faces in (Pairs of students face each other).

3. Each student is given a word to define.

4. The outside circle person's word is defined first.

5. Each student pair reviews/discusses possible definitions, then the process is repeated with the inside circle person's word (students must come to consensus on each word to be defined).

6. After each student pair has defined both words, the inside circle moves clockwise one space to work with a new partner.

Vocabulary Mix and Match (I, A, T)
(Kagan)
- Students work cooperatively to practice previously presented skill-based instruction.

- This activity is an excellent way to practice vocabulary

The steps of Vocabulary Mix and Match are as follow:

1. The students should be standing in an open area where they can move around.

2. The teacher randomly hands out index cards (half of the cards have the words to be defined, while the other half has the definitions).

3. The students begin to walk around and each time they pass a classmate, they exchange cards.

4. Students continue mixing (walking around--15 to 30 seconds works well) and exchanging cards until the teacher asks them to stop and look at their cards.

5. The teacher then asks the students to find their match.

6. Students should be encouraged to talk and call out their questions or answers.

7. Matches stand together and the teacher checks the matches until all matches are found.

8. The teacher then debriefs entire class discussing each word-definition match.

T-Chart Vocabulary Descriptions (P, B, I, A, T)
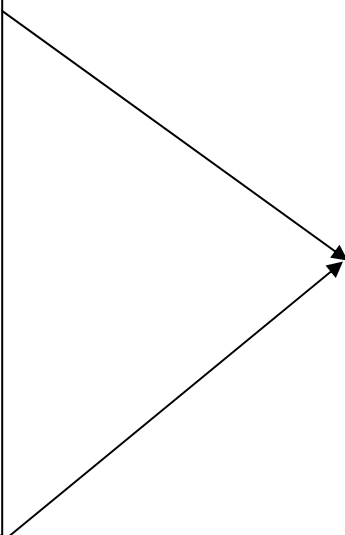
Looks Like	Sounds Like

- All learning modalities can be used with this graphic organizer.
- Students can write a few key words to describe vocabulary words.
- Students can use illustrations to describe vocabulary words.

Vocabulary Cards (P, B, I, A, T)
(Montano-Harmon)

| Word: _____	Draw a Picture that reminds you of the definition.
Definition: _____ _____ _____ _____ _____ _____ **Sentence:** _____ _____ _____ _____	

- For each unit of study, students create their own "dictionary" set of vocabulary cards

- Students use one vocabulary card per word.

- Punch a hole in the corner of the card

- Use small silver rings to connect vocabulary card

Vocabulary Tickets (P, B, I, A, T)

Vocabulary Word- _____

Used in context:
_____
_____
_____
_____

Simplified Definition:
_____
_____

- Teacher distributes approx. 5 cards per week to each student in the class.
- As students encounter vocabulary words that they do not know, they fill out a vocabulary ticket:
  - The student writes the word in question.
  - The student writes the sentence in which the word in question occurred.
  - The student writes a simplified definition of "what" they think the word means.
- The student places the completed ticket in a jar on the teacher's desk.
- At the end of each period, the teacher addresses any tickets in the jar.

Concept Definition Map (I, A, T)
(Montano-Harmon)

What is it?		What is it like?

Revolution

What are some examples?
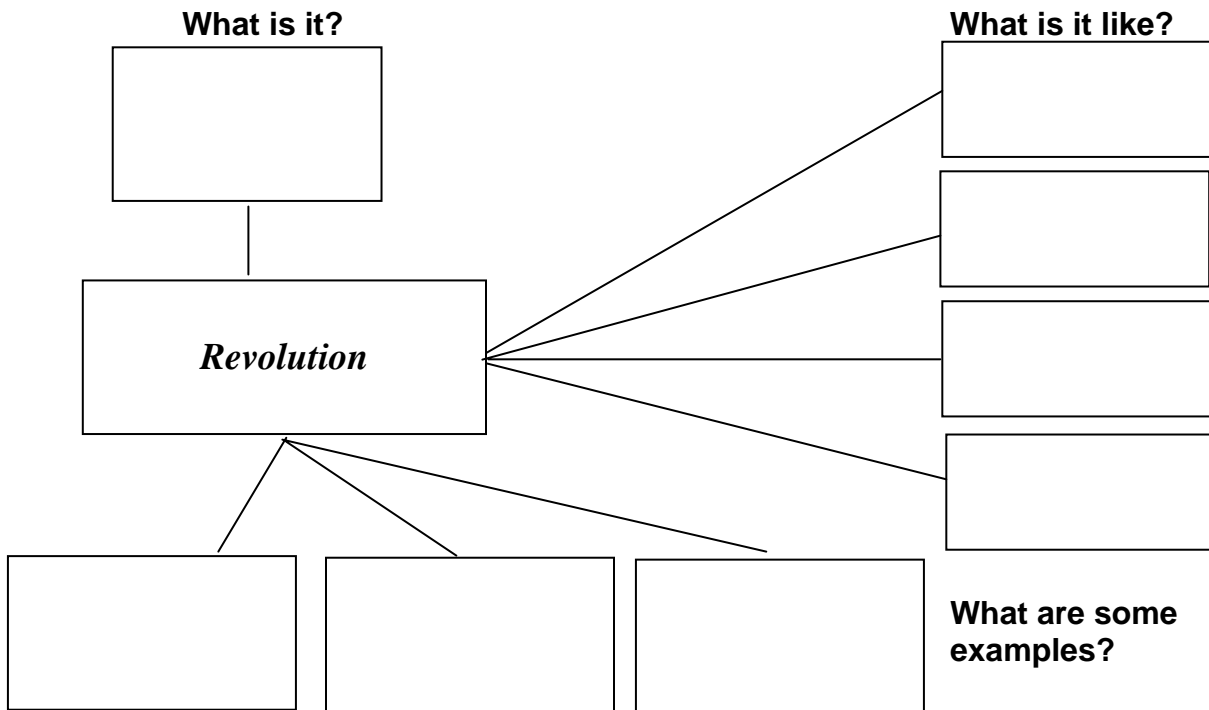
- In the top square box (left column), the student writes the definition of the concept from a dictionary.

- In the bottom three boxes, the student writes/illustrates examples of the concept.

- In the four rectangle boxes (right column), the student writes/illustrates what the concept is like.

Tri-Fold Vocabulary Graphic (P, B, I, A, T)

Vocabulary Word	Picture	Memory Booster
_____		
Definition		
_____		
_____		
_____		
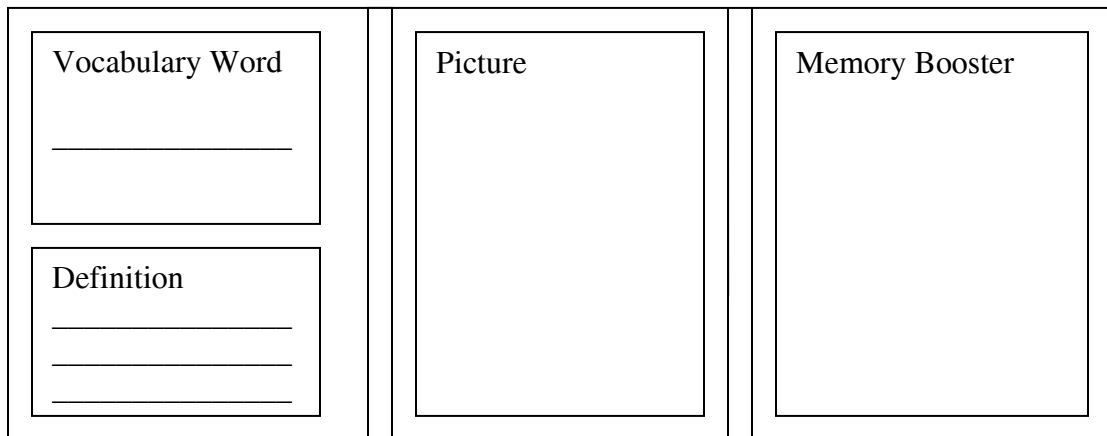
- Fold paper lengthwise (landscape) and fold paper into equal thirds.

- Cut top fold to lengthwise fold.

- Students write the vocabulary word in the first third section.

- Students then write the dictionary definition of that word

- Students then illustrate the vocabulary word

- Students write either a few words/illustrate something that helps them remember the definition of the word

Word Category Sort (P, B, I, A, T)

People	Place	Thing

- Using this strategy, students use the context of which category the highlighted vocabulary is placed to facilitate understanding of the definitions.

Vocabulary Bingo (B, I, A, T)

		Free Space		

- This strategy uses the traditional Bingo game to practice highlighted vocabulary.

- This strategy can be further supported with illustrations for pre-literate/beginning ELL students.

Other Vocabulary Development Strategies (P, B, I, A, T)

- **Imaging**- Students paint a mental image of the spelling and/or meaning of new vocabulary.

- **Syllabication** - Help students divide new vocabulary or spelling words into syllables.

- **Dictation**- Dictate new vocabulary used in context. (words/sentences/or brief paragraphs)

- **Letter Omission**- Present sentences using the vocabulary in context. Omit letters as appropriate from the vocabulary words (ex. The n_cl_us is the center of the cell). *VARIATION*: Omit the prefix or suffix from the word. Students should be able to choose from "known" affixes.

- **Cloze** -Use variations of the cloze method to reinforce/evaluate (ex. write sentences with one word missing from each sentence). Have students fill in the missing word from memory or from a given list.

- **Listening Exercises**- Students listen to a sentence cue and then choose the appropriate vocabulary word from a given oral, pictorial, or written, list. Sentence cue can be taped or given orally by teacher. (ex. Sentence Cue: August Caesar was the first ruler of Rome.   Student choices: peninsula emperor republic). (ex. Sentence Cue: John was born in Dallas, Texas. Student choices: birthday birthstone birthplace).

- **Word Scrambles**- The letters of the vocabulary word are scrambled. Definitions are given but arranged out of order for a matching activity. Students unscramble the word and then match it to the correct definition.

- **Puzzles**- Word finds/crosswords of new vocabulary can be easily created by teacher or student using graph paper. In addition, computer software such as "MECC Puzzles and Posters" can create these types of puzzles simply by entering the new vocabulary and their definitions.

- **Sentence Scramble**- The words in a sentence including a new vocabulary word are scrambled. The sentence should contain contextual clues for the target word. Students are to unscramble the sentence (ex. conquered the was enemy (target vocabulary "conquered").

- **Vocabulary Bingo**- Students are given a blank "Bingo Card" of sixteen (16) squares. Students number the squares randomly 1-16. The teacher calls out a number (1-16) and one of the vocabulary words. The student then writes the word on his/her card in the appropriate square. "Bingo" only if words are spelled correctly. (Sample "Bingo Card" in Appendix) *VARIATIONS*: Teacher calls out definition instead of word. Preliterate and Beginning ESL students can use a pictured bingo card.

- **Class Thesaurus**- Students develop and maintain a class thesaurus for words they consider over-used. Additional words along with their synonyms

are added to the notebook throughout the year. Several copies should be kept available for use by writing groups.

- **Riddle/Jokes**- Students can start a collection of riddles and jokes that depend on homophones or homographs. A chart can be made to show the joke or riddle and the words on which they depend. This chart can be made into a student bulletin board and include jokes and riddles written by students.

Example:

Riddle or Joke	Words
Q. What's black and white and red all over? A. Read all over? Must be a newspaper.	red, read (homophones)

- **Word Repairs**- In teams or groups have students write 10 sentences that contain those easily confused words that are to be targeted (ex. lie, lay; there, their, they're). In some of their sentences, students should use the words correctly, but in others they should use the wrong word from the pair or trio. When each team or group has finished, ask the teams to exchange sentences. Then have the students read the sentences and decide which ones are correct and correct those which are not. The first team or group to complete their word corrections may declared winner.

- **Vocabulary Story**- Students write, in groups or individually, a story to incorporate as many of the target vocabulary words or idiomatic expressions as possible.

- **Synonym Strips**- Students write, in groups or individually, as many synonyms as they can create to incorporate highlighted vocabulary words or idiomatic expressions. This activity can be utilized in a game format with each group getting one point for each synonym generated.

- **Idiomatic Expressions-** Mastering the idioms of a language has long been considered essential for achieving fluency. Idioms are unlike most vocabulary items in that their meanings are typically different from the literal meaning of the same word(s) and that they are more difficult to figure out given the usual patterns of the language. Since a large number of idioms appear in informal conversation, it seems that the most effective way to teach idioms to ESL students is through dialogues. Idioms can certainly be taught, practiced and manipulated by any of the strategies previously discussed, but dialogues seem particularly appropriate, since idioms often defy explanation or definition and can only be understood in context. There are many commercially produced books and workbooks that specifically address idioms and idiomatic expressions available at every ESL Level.

READING STRATEGIES

Because it can take 4-8 years to acquire academic literacy in a second language, teachers must provide instruction that facilitates the literacy development of ELL students. To accommodate the various reading levels and effectively support the literacy development of ELL students, teachers must provide frontloading meaning, constructing meaning, and extending meaning strategies through pre-reading, during-reading, and post-reading activities.

Pre-Reading Strategies Pre-reading strategies allow teachers to determine and utilize their students' background knowledge concerning a text. These strategies are essential to effective literacy development, because they allow students to front load meaning and become actively engaged with a text. They also allow students to practice sequencing, find cause and effect relationships, draw comparisons, make inferences and predictions.

Teach the Text Backwards (P, B, I, A, T)
- This strategy reverses the typical order of text interaction.

- The teacher must be familiar with the highlighted text, in order to, to guide the students through the text.

- This strategy works well with all level of students, because it allows the teacher to determine the students' background knowledge concerning the highlighted text.

The steps of the Teach the Text Backwards strategy are as follows:
1. Use an application or expansion activity first to motivate students, draw on prior knowledge, and establish a purpose and relevance for learning. (ex. use a graphic organizer)

2. The teacher determines essential new vocabulary.

3. Utilize direct instruction, discussion, visuals, and realia, to introduce and teach essential text vocabulary. This combines oral language and hands-on participation.

4. Examine and discuss the title, the highlighted sub-headings, the study questions, and the summary at the end of the chapter to preview the reading and identify key concepts. This provides a focus and guide.

5. Chunk the reading of the text.

6. Read the text using cooperative grouping if necessary. An additional discussion period after reading can help students see connections to prior and new learning.

7. Following active discussion, students may reread the selection to verify/clarify the material.

Anticipation Guides (I, A, T)
(K. Beers)
- These guides activate students' prior knowledge, encourage them to make a personal connection to what they will be reading, and give them a chance to become an active participant with the text before they begin reading.

- This strategy is a set of generalizations related to the theme of a selection.

- This strategy looks at the big ideas presented in the highlighted text.

- Students decide whether they agree/disagree with each statement in the guide

- Questions that are "tough" to answer with no clear right/wrong answer work best with this strategy.

The steps of the Anticipation Guide strategy are as follows:
1. The teacher writes/creates the Anticipation Guide.

2. Introduce the strategy to the students. The best way to teach an Anticipation Guide is to actually do one with the students

3. Make sure the students understand that they are not guessing the correct answers but exploring their thoughts.

4. Use Anticipation Guides before, during, and after reading.

5. Anticipation can be used individually or with small groups

Sample Anticipation Guide

Anticipation Guide
Directions: Read each statement and write "yes" in the blank if you believe the statement and could support it or put "no" in the blank if you do not believe the statement and can not support it. After you finish reading the selection, revisit your responses. Revise your responses if necessary.

Before Reading   After Reading

_____   1. Mean People eventually get what they deserve.   _____

_____   2. Good deeds are always rewarded.   _____

_____   3. People "see" what they want to see.   _____

_____   4. Ignorance is bliss.   _____

_____   5. Marriage choices should be based on love.   _____

K-W-L (B, I, A, T)
(K. Beers)

- This strategy provides students a framework that helps readers access their knowledge about a topic before they read, consider what they want to learn about the topic, and record what they have learned after they have finished reading.

- The strategy can used with either expository or narrative text.

- This strategy works best with topics that lend themselves to discussion.

- The columns within this strategy are linked and teachers must coordinate "what students know" about a topic to "what they want to learn" about a topic.

The steps of the KWL strategy are as follows:
1. Decide on a topic to be discussed using the KWL chart.

2. Decide how the information will be recorded (chart paper, transparency, or computer).

3. Students record what they know about a topic in a brainstorming format. Record responses under the "K" column of the chart.

4. After students have filled out the "K" column, have students group "K" column responses and label them

5. Students fill out the "what they want to learn" column have them connect what they wonder about (want to learn) to what they know and have responded to in the "K" column.

6. Students fill out the "what they have learned" in the "L" column after they have researched the topic,

Sample K-W-L Chart

"K" (What is Known)	"W" (Want to Learn)	"L" (What is Learned)
Life in the Ocean- • Fish • Sharks • Whales Names of the Oceans • Atlantic • Pacific • Indian • Artic Characteristics of Oceans • Some are cold • Some are warm	What makes some fish saltwater fish and some fish fresh water fish? What are man-eating sharks? Why is it called the blue whale? Does everyone in the world name the oceans these names?	Saltwater fish live in salt water and fresh water fish live in fresh water. The fish adapt to their water environment.

Probable Passage (B, I, A, T)
(K. Beers)

- This strategy encourages students to make predictions, activate prior knowledge about a topic, see causal relationships, make inferences, and form images of a text.

- This strategy is a brief summary of a text from which key words have been omitted.

- The students categorize these key words according to their probable function. (setting, characters, conflicts, solutions)

- This process lets students think about and utilize story structure, vocabulary, causal relationships, and text predictions.

The steps of the Probable Passage strategy are as follows:

1. The teacher chooses 8-14 key words. Choose some words that have an obvious agreement and some that offer disagreement.

2. Students place the words into specific categories based upon what they know about the categories and what the words mean to them.

3. Have the students write a "gist" statement based on the categorization of the key words

4. Students complete the "To Discover" section including items that the students want to learn about as they read the selection.

5. After reading the story, students return to the "To Discover" section and answer the questions based on the information gained from the text.

6. The teacher needs to model the strategy with the students several times to be most effective.

Sample Probable Passage

Title of Selection _____

Characters	Setting	Problem

Gist Statement
_____
_____

Outcomes	Unknown Words	To Discover….
		1._____
		2._____
		3._____
		4._____

During Reading Strategies ELL students often do not interact with text in an active manner. To be effective readers in a second language, they need to utilize strategies that support and develop an inner dialogue that discusses the text as it read. ELL students need opportunities to talk about text while they are reading it. This enhances the construction of meaning that is so critical to successful comprehension.

Say Something (P, B, I, A, T)
- This strategy interrupts a student's reading of a text and gives him/her a chance to think about what he/she is reading.

- This is a partner or group activity in which students read aloud stopping occasionally to "say something" about what was read.

- Students can then make a prediction, ask a question, clarify a confusion, comment on what's happening in the text.

- The group can then comment on what was said.

- All students in the group take a turn reading aloud.

The steps of the Say Something Strategy are as follows:
1. The teacher first models this strategy for the students.
2. The students decide who will read first and in what order
3. Instruct the students during their time to "say something" to:
    o make a prediction
    o ask a question
    o clarify something that is unclear
    o make a comment
    o make a connection
4. If the students can not do any of the above, they need to reread
5. Partners/Group offer response to what was said.
6. Students may need help to make comments initially
7. Use very short texts to teach/practice this strategy with students

Think Aloud (P, B, I, A, T)
(K.Beers)
- This strategy helps students think about "how" they make meaning from the text.

- As students read they pause and consciously think aloud about the connections they have been making, images they are creating, and problems with understanding they may be experiencing.

- Students also articulate possible solutions to correct any problems with comprehension.

- This oral thinking helps the teacher understand why or how a student is having difficulty with a text.

- This strategy also allows a student to analyze how he/she is thinking about the text.

The steps of the Think Aloud strategy are as follows:
1. The teachers will need to model the Thinking Aloud strategy for the class several times.

2. During this initial modeling period, the teacher stops frequently to talk about how he/she is analyzing the text that has just been read.

3. Give the students a visual clue to let them know that you are changing from reading to thinking aloud.

4. This strategy can be done either individually or with a partner.

5. Comments may be recorded.

Sample Think Aloud

Text	**Comments**

Bookmarks (I, A, T)
(K. Beers)
- This strategy uses bookmarks to record information from text as the student reads.

- This strategy can be used for a variety of information

    o Mark My Words-record interesting or unusual words

    o Marking Time-record how the setting changes or how the text progresses

    o Question Mark-record student questions as they read

    o Mark Who-record information about the characters

    o Mark the Bold-record boldfaced type in expository text

Sample Book Mark

Mark My Words	Question Mark
Name _____	Name _____
Title _____	Title _____
Author _____	Author _____
Word or Phrase pg# _____ _____ _____	Question pg# _____ _____ _____
Word or Phrase pg# _____ _____ _____	Question pg# _____ _____ _____
Word or Phrase pg# _____ _____ _____	Question pg# _____ _____ _____
Word or Phrase pg# _____ _____ _____	Question pg# _____ _____ _____

Read Aloud (**B, I, A, T**)
- The teacher or an advanced student reads the selection aloud to the students.
- Pay attention to your voice and develop expressiveness.
- Vary pitch, volume, and speed of reading.
- Create different voices for different characters when reading literature selections.
- Don't read too quickly since second language learners need time to process what is read.

Audio Tape Books (P, B, I)
- The teacher creates an audio taped book or uses a commercially created audio taped book.
- The students follow/track the print as the story is read aloud on the tape with individual copies of the book.
- To ease classroom noise levels, the students can use headphones with this activity

Shared Reading (B, I, A, T)
- Teacher and students read together using text on a transparency or a chart or multiple copies of the selection.

- During shared reading, students at a variety of language levels can all participate in different ways.

Paired Reading (I, A, T)
- Two students take turns reading aloud to each other.

- If they are reading prose, one student can read one paragraph, and the next student can read the following paragraph.

- If they are reading poetry, students can alternate lines or stanzas.

Silent Reading (I, A, T)
- Provide time during class for your students to read.

- Students need plenty of reading material at different reading levels, from text as well as other sources.

- Set clear expectations for your students during the silent reading time.

- All students must read; they cannot talk or write during this time.

Directed Reading (P, B, I, A, T)
- Students learning to read in English often need help with their acquisition since content-area schemata may be culturally specific and not part of the second language learner's cultural background.

- To make difficult material accessible, the teacher divides text into manageable "chunks".

- Use strategies such as questions, outlines, or story maps to support student reading. The following activities help students acquire schema:

Independent Reading (I, A, T)
- Encourage students to read outside of class.

- Take students to the school or public library, and encourage them to use this resource.

- Help students select reading materials at their interest and reading levels.

- If possible, develop a classroom library and provide class time for independent silent reading of self-selected materials.

- Read yourself during this time to serve as a role model.

Jigsaw Reading (B, I, A, T)
- Jigsaw Reading allows ESL students to access written text within manageable parameters.

The steps of the Jigsaw Reading strategy are as follows:
1. Have the students numbers off 1-2-3-4 in their home groups.

2. Divide the material to be read into four sections.

3. Assign the 1's to read a portion, the 2's to read a portion, the 3's to read a portion and the 4's to read a portion of the divided text.

4. After the members of each numbered group read their section of the text, they discuss/debrief this material.

5. The members of each numbered group then return to their home group and teach their particular section of the divided text to the members of the home group.

6. In this way all participants get a good understanding of the material contained in the selected text.

Scrambled Reading (I, A, T)
- In Scrambled Reading, students reconstruct a disassembled sentence, paragraph, or short reading passage.

- Select a sentence, paragraph, or reading passage which contains information the student needs to learn.

- The selection should be at the students' reading and language ability level.

- In a sentence, the words are scrambled; in a paragraph, the sentences are scrambled; and in a short reading passage, the paragraphs are scrambled.

- This can be done on sentence strips, on the overhead projector using cut up transparencies, on the board, etc.

- In pairs/small groups, the students are to rebuild the selection and discuss the reasons for their decisions.

CLOZE Reading (B, I, A, T)
- The cloze procedure has proven to be an effective method for improving reading comprehension and enhancing the teaching of reading skills.

- It actively involves the reader in a search for meaning and requires that readers focus on the context and the content of a passage in order to correctly predict the missing parts that will restore meaning to the whole.

- This strategy sharpens the ability to see relationships of parts (words, phrases, clauses) to the whole (sentences, paragraph, story, and book).

- Cloze passages are structured in a variety of ways. Each involves the deletion of parts of a passage, or, in pre-reading, parts of a structure.

- Cloze passages include <u>random deletions</u> (words are deleted from a passage at random); <u>spaced deletions</u> (words are deleted in a specific pattern, usually every 5th or 10th word); <u>structural deletions</u> (phonic elements are deleted; inflectional elements are deleted and so forth); and <u>lexical deletions</u> (words are deleted to focus on specific forms: nouns, verbs, adjectives, functional words).

- In each case the reader is provided with sufficient clues to process and complete the information. These clues might be multiple choice, word lists, phonetic clues, or word length clues. (ex. the deleted word would fit a given space. If the deleted word is **girl**, the sentence would look like this: **The _ _ _ _ is helping her mother.** The possible choices would be listed in a word list: **boy girl dog**

- To be successful, the cloze procedure must be a teacher-directed learning activity.

- Preview and review activities are very important with regard to this strategy.

The steps of the Cloze strategy are as follows:
1. The student then works with several sets of clues; context, word length, and a word list providing possible choices.

2. For beginning English students, the passage should be read aloud before any writing is done. For more advanced students, ask them to read the passage silently (again with no writing).

3. Review the word list or other clues for completion of the missing elements.

4. Assign the exercise. Students should work in pencil. Often a word might be used in one blank that is later discovered to be more appropriate in another space.

5. Check answers. Talk about reasons for choices. (The reader's awareness of the reasons for his choice is an important part of the cloze procedure. All of these should be verbalized.)

Scaffolding Questioning (B, I, A, T)
- The use of questions helps to clarify meanings of words, develop concepts encourage both literal and inferential comprehension, and relate the story to the students' own experiences.

- For multilevel classes, include questions at a variety of levels, from labeling and recall to analysis.

- Always include some questions that do not have just one right answer, in order to encourage students to think for themselves.

Cueing Strategies. (B, I, A, T)

- When reading literature selections with various characters, use verbal cueing strategies, such as changes of voice for different characters, pauses to indicate changes in events and dramatic moments, and exaggerated intonation for key words and concepts.

- Use non-verbal cueing strategies, such as pointing to illustrations or parts of illustrations, and using facial expressions, gestures, and actions to accompany key events in the story.

- Story maps or content-area charts can also serve as cues.

After-Reading Strategies ELL students must have many opportunities to actively construct meaning from text. Reading comprehension is much more than the end product measure of what students "got" from a text. Effective comprehension is a process involving questioning, monitoring understanding, analyzing comprehension problems, clarification, and commentaries, making connections, visualizing the text, compare/contrast of characters, summarization, making inferences, and distinguishing between fact/fiction.

Graphic Organizers

- Graphic organizers are visual aids that help students remember the content as they read and then relate that content to their own experience.

- Graphic organizers can be used in many instructional settings.

- These strategies inject a visual element to the recording of text information.

Summarization Chart (B, I, A, T)

- This strategy allows students to summarize information breaking it down in three major categories.

- Students can complete the chart using words or illustrations.

- The chart provides students with a metacognitive section in the third section "How can I best remember this information.

- This strategy is a good choice for all ESL levels due to the pictorial and metacognitive support.

The steps of the Summarization Chart strategy are as follows:
1. Write the stated information from the reading/text in the first section.

2. Write/illustrate what the information means in the second section.

3. Write/illustrate "how" to best remember this information in the third section.

4. The third section will reflect each student's "personal best way" to remember the information.

Sample Summarization Chart

Title _____

Author_____

What the information says	What the information means	How can I *best* remember this information

Literacy Card Pyramid (I, A, T)
- Give students a three to four paragraph passage to read.

- Students read the passage. (individually or/small groups)

- Give students nine (3X5) index cards.

- Students identify/write the main idea of the passage in a few words on one card. They place that card at the top of their desks.

- Students identify/write three supporting topics that form the foundation of the main idea on three cards. They write each topic on a separate card. They place these cards in a second row under the first card.

- Students identify details about each supporting topic and write these details on separate cards. These cards are laid in a third row under the supporting topic row.

- Students discuss and compare either in cooperative or/ whole group the progression from main idea to supporting topics to details.

- Students may then number the cards in a vertical order to use as a study/review device.

Sample Literacy Pyramid

Main Idea

Supporting Topic	Supporting Topic	Supporting Topic

Detail	Detail	Detail	Detail

Revolution
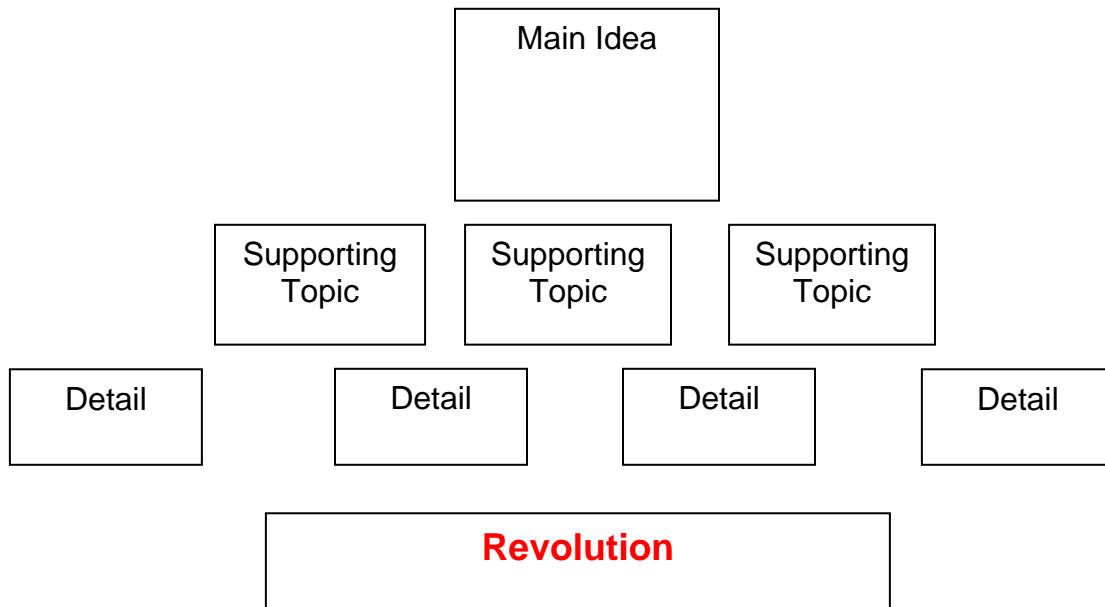
Framed Character/Plot Chart (B, I, A, T)

- Summarizes the essential information of a historical event or a story.

- Focus on WHO.

- Focus on what that person WANTED.

- Focus on what GOT IN THE WAY of what he/she wanted.

- Focus on WHAT he/she did about it.

Sample Character/Plot Chart

Somebody	
Wanted	
But	
So	

Expository Reading Text Cards (I, A, T)
Neuhaus Educational Center

- Distribute the green-yellow-red Expository Reading Text Cards to the students.

- Select the expository text to be read.

- Instruct the students to review the selected reading to answer the questions on the green text cards before reading the selected text.

- Instruct the students to review the selected reading to answer the questions on the yellow text cards during the reading of the selected text.

- Instruct the students to review the selected reading to answer the questions on the red text cards after reading the selected text.

Green Cards (run on green paper)

What does the title tell me about this text? **Card 1**	What do I already know about the topic? **Card 2**	What do the pictures (graphs, maps) and captions tell me? **Card 3**
What are the new vocabulary words? **Card 4**	What do the questions ask? **Card 5**	What are the subtitles? **Card 6a**

Yellow Cards (run on yellow paper)

Does the text make sense? **Card 7**	What have I learned so far? **Card 8a**

Can I list information? Can I give reasons? Can I evaluate ideas? Can I apply ideas? **Card 8b**	Reread the first sentence of each paragraph. **Card 9**	What questions do I still have? **Card 10**

Red Cards (run on red paper)

What new vocabulary words did I learn? **Card 11**
What are the supporting ideas? **Card 13**

What is (are) the main idea(s)? **Card 12**
What are the details? **Card 14**

Window Panes (B, I, A, T)
- Use as many "panes" as there are sections to be read.
- Have students summarize with phrases, words, or pictures important information from each section in the corresponding "pane".

Sample Window Pane

|	

Review Cards (I, A, T)
(Montano-Harmon)
- At the end of each class period, students complete one review card.

- Have the students identify the main idea and three supporting details from the lesson.

- Have the students illustrate the concepts.

Sample Review Card

Name _____ Date _____
Unit of Study _____

Main Idea:

- _____
  _____
- _____
  _____
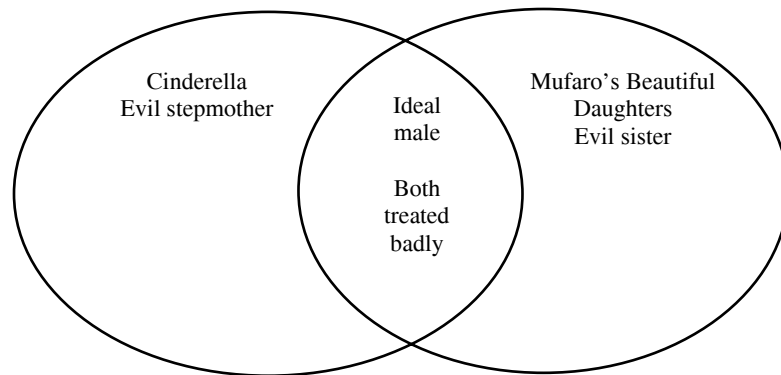- _____
  _____
- _____
  _____

Graphic Representation

Story Map (B, I, A, T)
- This graphic combines story mapping and sequencing.
- Students are encouraged to use illustrations within the graphic to support the summarization of information.
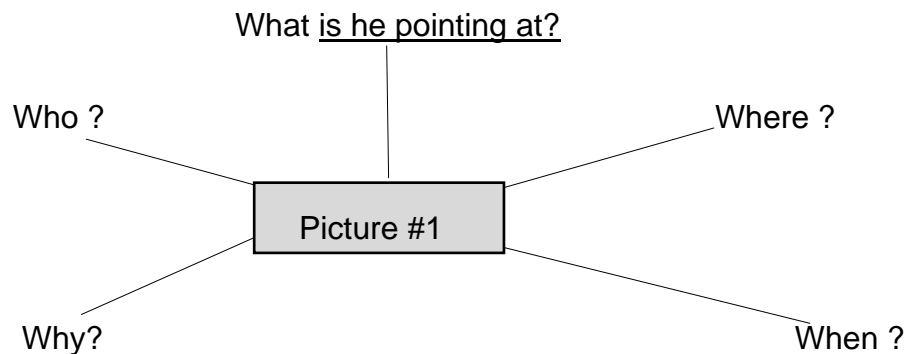
Who

When   **Where**

Problem

First

Solution

Next

Then
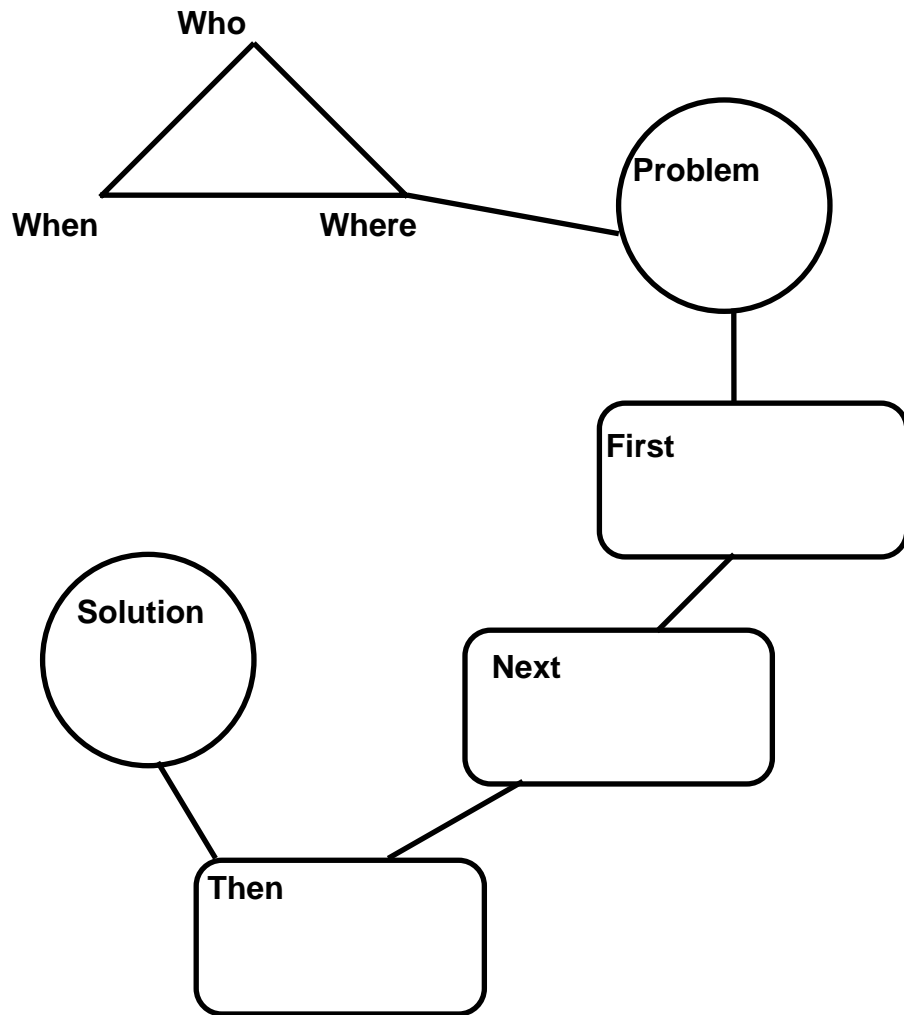
Venn Diagram (B, I, A, T)

- Venn Diagrams uses circles to show similarities and differences between topics or concepts.

- Two overlapping circles allow students to compare and contrast information.

- Information that is common to both topics or concepts is written in the overlapping part of the circles.

- Information that is specific to one or the other of the topics or concepts is written in the circle for that topic or concept.

```
        Cinderella              Ideal          Mufaro's Beautiful
        Evil stepmother         male               Daughters
                                                   Evil sister
                                Both
                               treated
                                badly
```

A Five Point Outline (B, I, A, T)

- This graphic organizer helps students to generate basic information after reading by asking the basic newspaper questions.
- The students answer the question of:
  - o What
  - o Where
  - o Who
  - o When
  - o Why
- Then students write a phrase or two about the writing topic that answers each question.

What <u>is he pointing at?</u>

```
   Who ?                               Where ?

              ┌─────────────────┐
              │   Picture #1    │
              └─────────────────┘

   Why?                                When ?
```

Semantic Maps (B, I, A, T)

- Semantic mapping includes a variety of ways to make graphic displays of information within categories related to a central concept.

- This strategy helps students to demonstrate prior knowledge and add new information.

- The semantic maps can show relationships among terms and concepts and help students to develop vocabulary, improve understanding, review material learned, and prepare to write.

Sample Semantic Map

Brave

Was arrested

Rose Parks

Refused to give up her seat

Inspired others
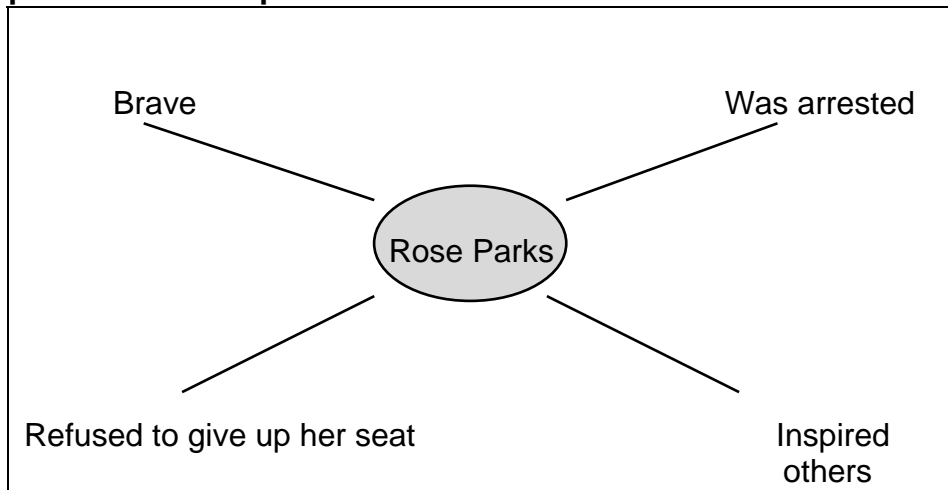
WRITING STRATEGIES

Appropriate Writing Strategies by ESL Level

Brainstorming, Webbing, & Mapping in English is an appropriate prewriting strategy starting in the late Beginner Stage of English proficiency even though the vocabulary will be limited at first.

Prelit	Beginning	Intermediate	Advanced	Trans
Tracing	Copying	Dictation (sentences)	Dictation (short paragraphs)	CLOZE
Copying	Teacher writing from student dictation	CLOZE	CLOZE	Journals
Single Word Dictation	Dictation (words)	Journals	Journals	Frames
Teacher writing from student dictation	Picture Stories	Frames	Frames	Q.A,D,'s
	Simple Frames	Dialogues (pictures, cartoons)	Q.A.D.'s	Rewrites
	CLOZE	Scrambled Sentences	Rewrites	Scrambled paragraphs
	Group Writing	Q.A.D.'s	Scrambled Sentences Paragraphs	Structured Research Reports
	Simple paragraphs	Rewrites	Highly structured Research Reports	Charts
		Using the composition process	Using the Composition Process	Writing Composition

Coping (P, B)
- Copying vocabulary, dialogues, short paragraphs, diagrams and labels etc. of information to be learned provides practice for students of limited English ability to write in the target language.

- This strategy also reinforces oral mastery.

- Students can copy the target information from the blackboard, the book, overhead projector, or even from the computer screen, but ONLY after having heard it, and repeated it themselves.

Dictation (B, I, A, T)
- In the Dictation Strategy, the student writes down exactly what is heard.

- This procedure can be used for vocabulary, dialogues, short paragraphs, notes, and student stories.

- It incorporates listening and writing skills in one task and can be used as a reinforcement and/or evaluation of material mastered orally.

- Dictation can be used with students at any level of language ability if the material is carefully chosen.

- The teacher should read the dictated material at least twice. Students must listen carefully and write EXACTLY what is given.

Rewrites (B, I, A, T)
- Rewrites provides writing practice in the grammar and structure of English by involving ESL students in activities to adjust, modify and/or redesign a given piece of writing.

- Depending on the level of the student, a number of sentences, a paragraph or a selection with several paragraphs can be chosen.

- The students are then asked to rewrite the piece and make a specific modifications such as: change to the first person; rewrite in the third person; change the verb tense; use plural forms (or visa versa) and change the verbs accordingly; combine sentences; change from active to passive voice, etc.

Sample Rewrite (appropriate for late beginner)
1. Carlos is famous.

2. He is a popular radio announcer.

3. His program is on the radio early in the morning.

4. It is exciting and lively.

5. His music is fast and loud.

6. The news on his program is current.

7. His weather forecast is accurate.

8. His announcements are helpful.

9. His commercials are funny.

10. His voice is pleasant and happy.

11. He is a friend to many people.

12. The program is easy for him, and his work is enjoyable.

Possible Rewrite Activities:

1. Nancy is also a radio announcer. Change the above paragraph, and write about her First sentence: *Nancy is famous.*
2. Change to past tense. First sentence: *Carlos was famous.*
3. Rewrite the model paragraph by combining the following sentences.
   Omit the numbers. a. (3) and (4) with **, and**
   b. (5) and (6) with **, and**
   c. (7) and (8) with **, and**
   d. (10) and (11) with **, and**
4. Rewrite the model paragraph about a famous TV or radio personality in your town or city.

Frames (B, I, A, T)

- A framed paragraph or composition is an outline in which there are key or structure words with open spaces.

  - *Example: Once there was a.................... who.....................*

- In a frame, the student has the option to complete the frame with any, and as many, words of his/her choice.

  - *Once there was a very lonely old man who lived in a very big house on a hill.*

- As facility with the language grows, the student can add additional details and modify the frame as necessary.

- Framed paragraphs are particularly helpful for ESL students who need to learn and practice the discourse style of English.

- This type of writing can serve as a bridge to original writing.

- Frames can be constructed from dialogues, readers, social studies and science texts, or other written materials.

Sample Frame (appropriate for beginner)

When I Get Up in the Morning-

- Write what you do when you get up in the morning.

- Tell as much as you can about what you do. Write your words in the FRAME or on another sheet of paper.

When I get up in the morning I do many things. First I…

_____
_____
_____
_____

Next, I

_____
_____
_____
_____

After that, I

_____
_____
_____
_____

Q.A.D.'s   (B, I, A, T)

- A useful organizing scheme for writing is the Q.A.D - Questions, Answers, Details.

- This three-part arrangement is especially helpful for expository writing, which includes narratives, journalism, descriptions, explanations, and compare/contrast.

- Explain to the students that many types of writing contain information that answers **wh**- questions: What happened? Who was involved? Why did it happen?

- Together with the students, construct the three-part outline which results from:

1) **QUESTIONS** which the   2) **ANSWERS** which are 3) **DETAILS** which support
   writer plans to answer   brief   or   general   each question
                                                responses

- After the outline has been completed, have students orally compose the topic using the information from the **Q.A.D.** as notes.

- Model the opening sentence by showing them how to link the words from the **Q**uestion with the words from the **A**nswers and **D**etails.

- Have the students continue the procedure orally.

- When they understand the process, ask them to write a paragraph either in a group or individually.

- As they become proficient, have them increase the number of paragraphs they write.

- Use the Q.A.D. strategy to write a description or report.

The steps of the Q.A.D. strategy are as follows:
1. Begin by asking QUESTIONS.

2. ANSWER the questions.

3. Research and develop the DETAILS.

4. Choose a topic. (ex. I think I'll write about a forest)

5. Ask questions about the topic.

6. Choose the best or most important questions.

7. Prepare a Q.A.D. outline or plan. Use this plan to write a first draft.

SAMPLE   Q.A.D. (appropriate for beginner)

QUESTIONS	ANSWERS	DETAILS
What is a forest?	a place with trees animals	trees, plants, flowers, animals
What kinds of plants live in a forest?	different kinds	leafy trees, evergreen plants, flowering plants,
What kinds of animals live in the forest?	a great variety	birds, squirrels, deer

- A frame can be developed to help students place the information in a paragraph.

Sticky Notes*:* **(P, B, I, A, T)**
- The teacher gives the students a topic divided with a "Y" shape on a chart (looks like, sounds like, feels like divisions).

- A "T" shape be used for two divisions or categories.

- Students work in small groups.

- Each group member uses a different colored pen, marker, or pencil. (This ensures ownership of comments/contributions)

- Groups fill in the chart after discussing the topic.

- After completion, the groups pass their chart to the next group.

- Each group reviews, discusses, and writes positive comments or questions on sticky notes about each group's chart. (Use different colored sticky notes for each group to ensure ownership of comments.)

- Groups continue passing charts until they return to the original writers.

- Each group then debrief the charts and discuss the questions and comments.

- The students, then, can decide to amend their original chart.

- The students can also send one group member out to the other groups for clarification concerning comments and questions.

Some Tips for ESL Writing

- Grade for production, not accuracy

- Encourage students to stretch and take risks as they add new patterns

- Assign paragraphs by length. (*This time, try to write 8 lines.)*

- Mark papers by circling a few errors or a pattern of errors.

- Students can work alone, in pairs, or in groups to make corrections.

- Introduce vocabulary and grammar patterns, practice orally, and complete worksheets before giving the writing assignment.

- Have students keep a portfolio of their writing assignments so that they can see their own improvement throughout the year. (Keep them in a file drawer or a box for easy access.)

- Train students to correct their papers and put them into the portfolio

- Review portfolios periodically to see where students need help.

- Teach or reteach a grammar rule as the need arises.

AUDIO-VISUAL AIDS

A variety of equipment and materials that can visually and/or aurally represent or reinforce objects, ideas, and information. By using audio-visual technology, the teacher is able to provide instruction that is comprehensible and allows students to access all learning modalities (listening, visual, kinesthetic). These materials can be commercially-made, teacher-made or student-made.

Activities for the Tape Recorder/CD Player

Story Starter (P, B, I, A, T)
- Tape the first part of a story that students are to read.
- Be sure to stop in the middle of an interesting point.

Listening CLOZE (P, B, I, A, T)
- Students are given a passage with key words missing.
- Students must then listen to a tape of the complete passage for the missing words.

Pop Songs (B, I, A, T)
- Use popular songs as a dictation exercise. Then
- Identify new vocabulary and discuss the words' meaning in context.
- The students could then demonstrate comprehension by writing a brief summary of the song or an interpretation of the composers meaning.
- Use an appropriate popular song as a lead in for a specific unit. (ex. "Spotlight" Everybody Is Special in Their Own Way" by Madonna) can be utilized as a lead in to a reading assignment that addresses personal identity.
- This strategy works well as an introduction to poetry.
- Students identify parts of speech in the songs lyrics.

Taped Drama (P, B, I, A, T)
- Students learn and tape a play or dialogue.

Listening for Specific Purposes (P, B, I, A, T)
- Students can listen to a story or passage to answer previously assigned questions.
  - to identify main idea
  - to identify sequence of given events
  - to recall specific details
  - to recognize the difference between fact and non-fact

Visuals (P, B, I, A, T)
- A variety of pictures and graphics that visually reinforce or represent objects, ideas, or information.

- Can be commercial, teacher-made or student-made. (ex. magazine/newspaper pictures, maps, charts, graphs)

Overhead Projector (P, B, I, A, T)
- Large image size and manipulation capabilities make the overhead the most versatile of all projectors. Also,
- This strategy allows the teacher to use real objects, cut-out paper shapes, images drawn onto clear plastic, mask systems and overlays results in the overhead being used in thousands of ways.
- Do not hesitate to experiment and to test your own ideas on using the overhead.

Comic Strip Sequence (P, B, I, A, T)
- Make a comic strip into a heat copy transparency.
- Cut each panel, and scramble. Ask students to place the panels in correct sequence.

CLOZE (I, A, T)
- Have the class use a transparency to do a cloze test of a passage from an assigned story.

- **Mass Media (P, B, I, A, T)**
- Use advertisements clipped from newspapers and magazines to demonstrate different propaganda techniques.

- **Menu Planning (P, B, I, A, T)**
- Use grocery advertisements to discuss best buys and menu planning.

Colloquialisms, Slang, and Idiomatic Expressions (P, B, I, A, T)
- Use transparencies made from comic strips or cartoons to explain sayings, slang or idiomatic expressions.

Abbreviations (I, A, T)
- Make a transparency of a section in the want ads that has a number of abbreviations.
- Project the abbreviations, and ask students to figure out their meanings.

Alphabetizing (B, I, A, T)
- Use a transparency made from a phone book page to work on alphabetizing skills.

Video (P, B, I, A, T)

- Non-native speakers of any language are likely to rely more heavily on visual clues to support their comprehension than are native speakers and video is an obvious medium for helping students to interpret visual clues effectively.

- Video offers the possibility of showing still or moving pictures in black and white, or in color with/without accompanying sound.

- It has the following advantages over film:

    o It can be used in a normal classroom setting with the room fully lighted.

    o It is simple to stop, start and rewind with a fair degree of accuracy.

    o The latest models have a stop-frame facility which can isolate and hold a single picture.

    o It can be edited, copied or home-produced.

- Despite the advantages, teachers must guard against a tendency for using video for insufficiently motivated purposes.

- There is a tendency for video users to lose sight of language teaching objectives.

- In addition, students are not conditioned to regarding the TV screen as a teaching device and must be taught that in the classroom it is to be used selectively, in a similar way to their textbooks.

- Only G-rated videos or videos from the HISD Media Library should be utilized for instructional purposes.

Suggested Lengths of Video Sequence for Language Learners

- Beginning English Students: 30 seconds - 2 minutes

- Intermediate English Students: 2 minutes - 5 minutes

- Advanced English Students: 3 minutes - 10 minutes

- Transitional English Students: 4 minutes - 12 minutes

Suggested Video Activities

- Show the first 30 seconds of the video revealing the title captions, and then switching off. The students are then asked to speculate and make predictions about the subject matter and its organization and/or presentation.

- To listen purposefully, a teacher can previously set specific questions to which the students find the answers in the video extract.

- One video extract could be used in conjunction with a similar but not identical written account of the same situation: half the group watches the video, while the other half reads the written account. A discussion between the two

groups aims to establish the differences or piece together the whole story, similar to Jigsaw Listening.

- Use Music Videos **(Choose carefully)** Utilize music video that tells a story, the students can summarize the story or follow the plot line. Have students pick out all the action verbs shown in the video. (adjectives, nouns, prepositional phrases, etc.)

- Stop frame and have students write a descriptive paragraph

THE INTERNET

Using the Internet (B, I, A, T)

- The Internet has a wealth of material and information available for ESL students.

- BEWARE! It can be a jungle out in the internet if the teacher does not plan carefully.

- Here are some suggestions to help along the way:

  o Plan carefully. Scope out inappropriate sites before your students do. Bookmark good sites and save these bookmarks to a disk for use on all class computers.

  o Prepare your class. Teach procedures for computer use and follow the district guidelines. Tell students that only on topic research is acceptable. No chat rooms, e-mail. (unless directed) If one person messes around, everyone can lose Internet privileges.

  o Pair students for research to build individual and group accountability.

  o Know where they go. Have students start with bookmarks; then, insist they ask permission before clicking on links to other sites. Walk the room and monitor carefully.

  o Teach students to be critical. Have students identify the source of the information and rate its author's credentials. Discuss propaganda and point of view ahead of time.

  o Turn off the printer and discourage "cut and paste" work.

  o To encourage real reading, have students take written notes.

  o Plan for other students. Have a variety of resources available. Some students can explore reference material on CD-ROM's or use books and magazines. Help students understand that low-tech sources are not obsolete and may sometimes be better.

  o Teach students to cite resources when researching. A correctly noted website looks like this:

  > Kaplan, M. (1995) Urban Rattlers (On-Line). Available:
  >   http://www.sonic.net/~melissk/rattlers.

Internet Links

ESL Chat Line
www.ritslab.ubc.ca

ESL Help Center
ESL Message Center
ESL Links-Page for Students
ESL Links-Page for Teachers
www.pacificnet.net

ESL on the Internet
www.artsci.wustl.edu

Dave's ESL Café
www.eslcafe.com

Yahoo's ESL Page
www.yahoo.com/education/languages/englishasasecondlangauge

ESL Teacher Resources
www.esltopsites.com
www.faculty.deanza.edu/madiganjulie/stories
www.everythingesl.com
www.manythings.org
www.a4esl.org
www.esmerel.org
www.towerofenglish.com
www.iteslj.org

Teacher Resources
www.ed.helper.com
www.freebies.miningco.com
www.creativeteachingsite.com

RESOURCES

1. **Dr. Spencer Kagan (Director Kagan Publishing and Professional Development)- Cooperative Learning**

2. **Dr. Howard Gardner (Harvard University)- Multiple Intelligence Theory**

3. **Dr. Montaño-Harmon (California State University)- Developing Content Area Literacy and Academic Competence Across the Curriculum**

4. **Dr. Carolyn Chapman (Corwin Press)- Brain Compatible Classrooms**

5. **Dr. Kylene Beers (Harvard University)- When Kids Can't Read**