



ADDENDUM to ESOL Instructional Strategies Matrix

The following are key concepts for new/second language instruction:

- The learner is seen as a motivated, self-directed problem-solver who derives a sense of self-worth and confidence from a variety of accomplishments.
- The classroom environment encourages communication. Teaching and learning reflect the beliefs that language learning is spiraled and is acquired with practice over time and not in single experiences. Proficiency develops gradually as learners move from partial control to sustained control of the language.
- All language curriculum academic skills and processes are integrated into instruction through the use of ESOL instructional strategies.
- The curriculum is organized in theme-driven lesson/units according to a competency-based focus where grammar instruction is embedded and presented through communicative activities.
- Planning is thematic and provides a coherent theme or topic for each lesson/unit.
- Reading and writing are used as communicative tools, reflecting the connection between oral and written language.
- Culture is an integral part of the curriculum, and a variety of cultural experiences are incorporated.
- Materials and activities are meaningful, and natural learning occurs in a meaningful communicative context.
- All language skills are assessed, and assessment is used as a tool for learners to demonstrate what they have learned by applying it in a new task or problem situation.

I. Principles of Teaching Language to English Language Learners (ELLs)

The following eight principles of language teaching and learning can provide a base for working with ELLs. For interpersonal use, informational use, and aesthetic use, students learn language best when:

- they are treated as individuals with their own needs and interests,
- they are provided with opportunities to participate in communicative and reflective use of the language in a wide range of activities,
- they are exposed to language that is comprehensible and relevant to their own interests and frames of reference,
- they focus deliberately on various language forms, skills, and strategies in order to support the process of language acquisition and the learning of concepts,
- they are exposed to socio-cultural information and direct experience of the culture embedded within the language,
- they become aware of the role and nature of language and culture,
- they are provided with appropriate feedback about their progress, and
- they are provided with opportunities to manage their own learning.

II. Meeting the Student's Cognitive Academic Needs

Although the development of higher-order thinking skills and coping strategies is crucial to the academic and personal success of all students, it is especially true for some ELLs who have not had complete educational experiences due to social, economic, or political factors that interrupted their education. These students need additional enrichment and cognitive practice to improve their processing and production of content material. In order to do so, it is important that teachers identify, build, and enrich upon those skills and knowledge students may have already mastered.

III. Making Instruction Comprehensible

The ESOL instructor makes instruction comprehensible to ELLs through a variety of means, which may include, but are not limited to, the use of gestures, visuals, concrete examples, and through the routines and rituals of the lesson and the school day. It is important that the instructor use his/her acting abilities, concrete objects, pantomime, signs, posters, and similar symbolic and concrete referents to illustrate meaning. Following are strategies that can be implemented to support language development.

A. ACCOMMODATIONS

A1. Heritage Dictionary

ELLs must be given access to an English-to-heritage language/heritage language-to-English dictionary. Such a dictionary should be familiar to ELLs and made regularly available in all instructional settings.

A2. Heritage Language (L1) Support

Whenever appropriate, ELLs should be provided with academic support in their native language. Student's native language serves several important functions: it gives students access to academic content, to classroom activities, and to their own knowledge and experience. In addition, it also gives teachers a way to show their respect and value for students' languages and cultures; acts as a medium for social interaction and establishment of rapport; fosters family involvement; and fosters students' development of, knowledge of, and pride in their native languages and cultures.

Even in English-only classrooms and even when an instructor is not fluent in students' languages, native language support can still be provided in a number of ways. Teachers can use texts that are bilingual or that involve a student's native culture, or they can decorate the classroom with posters and objects that reflect the students' diversity of language and culture. They can also organize entire lessons around cultural content and can encourage students to use words from their native language when they cannot find the appropriate word in English.

Use of the native language is helpful to ELLs in learning content area material. If the teacher or the aide in the classroom speaks the native language of the ELL, then the student's language can be used to further explain or expand upon what is being presented. If students are literate in their native language, then, when available, it is helpful to provide native language materials that address topics that are being covered in class. Literacy skills in one language transfer to the literacy skills in another language.

A3. Flexible Scheduling

ELLs may take a part or a session of the test during several brief periods within one school day; however, a session of the test must be completed within one school day.

A4. Flexible Setting

ELLs may be offered the opportunity to be tested in an identified classroom setting with the ESOL or heritage language teacher acting as test administrator. Parents must be informed of this option for students who are not of legal age and shall be given the opportunity to select the preferred method of test administration.

A5. Flexible Timing

ELLs may be provided additional time; however, a session must be completed within one school day.

B. CLEAR COMMUNICATION

B1. Concise Language

Teachers must model academic English with clear pronunciation and diction that focuses on key vocabulary and concepts and must be cognizant of figurative language use. Teachers should also refrain from using slang.

B2. Clear Directions

Teachers need to focus on the key concepts of instructions and avoid unnecessary language. This can also be referred to as “Economy of Language.”

B3. Enunciation

Teachers speak clearly and are careful to pronounce words with diction and articulation. It is also helpful for ELLs to view the teacher when speaking.

B4. Pauses & Pacing

Lesson pacing, also known as instructional pacing, occurs when a teacher deliberately increases or decreases the speed at which he/she is teaching. Lesson pacing can occur as part of a planned strategy to teach certain materials or as a response to how well students are receiving instruction. The most effective teachers consider pacing in the moment as well as while planning each lesson.

Pacing has two related dimensions. One dimension, curriculum pacing, is concerned with the rate at which progress is made through the curriculum. The second dimension, lesson pacing, is concerned with the pace at which a teacher conducts individual lessons. Pacing is important because most students, including low-achieving students, learn more when their lessons are conducted at a brisk pace. A reasonably fast pace serves to stimulate student attentiveness and participation, and more content can be delivered by the teacher. This assumes that the lesson is at a level of difficulty that permits a high rate of student success; material that is too difficult or presented poorly cannot be learned at any instructional pace.

Thus, pacing, like other characteristics of effective instruction, shows considerable variability among teachers and has a pronounced effect on student achievement.

B5. Pointing

Teachers emphasize importance by pointing to key concepts/instructions. For example, by pointing to a text or a specific page number rather than just saying the page number, ELLs are more likely to understand instructions.

B6. Repeating/Paraphrasing

By repeating and/or paraphrasing key words/concepts, teachers draw attention to key ideas. It is particularly effective when students paraphrase key ideas.

B7. Gestures

By using specific gestures, teachers can emphasize the importance of certain key concepts/ideas and provide contextual support to text and identified topics.

B8. Show Examples & Non-Examples

By showing examples and non-examples of student work, teachers provide a clear and concrete idea of what they expect within an assignment.

B9. Demonstrations

Teacher, student, and special guest demonstrations are a way to provide concrete and context-embedded support that increases the accessibility of complex texts for ELLs.

B10. Anecdote/Storytelling

Who doesn't enjoy a good story? By sharing an anecdote with students, we provide contextual support that creates an emotional connection to make texts engaging and fun. The more sensory detail, the more imaginable, and therefore, comprehensible, an anecdote will be. This is especially important when texts address abstract concepts.

C. ASSESSMENTS

C1. Rubrics

Rubrics provide clear criteria for evaluating a product or performance on a continuum of quality. Rubrics are *not* simply checklists with point distributions or lists of requirements. Well-designed rubrics have the following in common:

They are task-specific: The more specific a rubric is to a particular task, the more useful it is to the students and the teacher. The descriptors associated with the criteria should reference specific requirements of the assigned task and clearly describe the quality of work at each level on the rubric.

They are accompanied by exemplars: The levels of quality described in the rubric need to be illustrated with models or exemplars. These anchor papers help both the students and the teacher to see and understand what quality work looks like as it is described in the rubric. These models or exemplars can come from past student work or the teacher can create a model to share with the class.

They are used throughout the instructional process: The criteria used to evaluate student work should be shared as the task is introduced to help students begin with the end in mind. Rubrics and models should also be referenced while the task is being completed to help students revise their work. They should also be used after the task is complete, not only to evaluate the product or performance, but also to engage students in reflection on the work they have produced.

C2. Presentation

Presentations allow ELLs to demonstrate mastery of standards through an alternative means. It is important for the teacher to be aware of each student's readiness to present in front of his or her peers. When students present in small groups (rather than individually), the level of anxiety typically decreases.

C3. Portfolio

Use of work samples chosen with specific criteria to evaluate student progress. Students compare their current effort to their previous work rather than to the work of other students.

C4. Checklist

Checklists identify steps students take to complete tasks and help them to remember different steps they need to take as they work through a new process. The goal is for students to internalize these steps for future tasks, so the instructor gradually releases the role of learning. Checklists facilitate students' metacognitive development, confidence, and independence in completing complex tasks. They may be created in various forms including posters, postcards, or bookmarks.

Instructors may consider using checklists to determine at what level of development students are performing, based on the strategies they are using. In addition, they may provide a source of assessment and feedback, as well as a reminder of what a teacher should be watching for when working with students.

C5. Labeling

Labeling items in the classroom will assist ELLs in the identification of items and in relating them to written words.

C6. Interview

Interviews involve observing and questioning students to get a better idea of their attitudes, thinking processes, level of understanding, ability to make connections, or ability to communicate or apply concepts. They are effective at diagnosing both strengths and needs. They encourage students to reflect upon their own thinking.

Interviews can occur formally or informally. Teachers can ask the student to do a task and to explain what they are doing and why as they work. Keep records with either a video/audio recorder, rubric, or anecdotal notes. Note that not all students need to be interviewed on a given set of tasks. Remember to allow plenty of wait time so that the student can give thoughtful responses.

C7. Response Cards

Response cards are reusable signs or cards that students use in the classroom to answer questions. Students write one or two-word answers on these cards in response to questions posed by the teacher. Students are given an allotted period of time to write their responses, and all students display their responses simultaneously. Response cards are a quick and easy tool for student assessment.

C8. Oral Assessment

Oral assessment refers to any assessment of student learning that is conducted by the spoken word.

C9. Observation

Observations are a commonly used method to informally assess student behaviors, attitudes, skills, concepts, or processes. Anecdotal notes, checklists, video, audio recordings, or photos may be used to formalize and document the observations made.

- Use observations to collect data on behaviors that are difficult to assess by other methods (e.g., attitude toward problem solving, selection and usage of a specific strategy, modeling a concept with a manipulative, ability to work effectively in a group, persistence, concentration).
- Observe and record the way students solve problems and complete tasks.
- Ascertain whether students (individually or in a group) are attaining the intended objectives with observational tools. (Do I need to reteach? Are students ready to move on?)
- Record and date your observations during or soon after the observation. Develop a shorthand system. Distinguish from inferences.
- Observe students in a natural classroom setting so you can see how they respond under normal conditions. It is easier to observe students' behavior if they are working in small groups rather than alone.
- Have an observation plan, but be flexible enough to note other significant behavior. It may be helpful to record either many behaviors for one student or one behavior for many students.

C10. Context-Embedded Text

Context-embedded refers to the learner's use of external clues and information, such as facial gestures, real objects, and pictorial representation to enable understanding, to the other extreme where the learner must rely on linguistic cues and knowledge about language and text to understand meanings.

C11. Voting Devices

Teachers poll students at any time during class to assess progress and, based on responses, customize lessons to create a more personalized learning environment that is tailored to individual student needs.

C12. Cloze Test

Cloze is an open-ended strategy where words or letters are eliminated from text in order to model the use of specific strategies. Readers fill in the blanks with words or phrases. The instructor may use this procedure to model a variety of problem-solving reading strategies as he/she guides the students through the text.

The Cloze concept has also been applied to second language oral development in which the instructor proposes a series of incomplete oral statements, and the student "fills in" the missing information. Lessons using the Cloze procedure expand student's opportunities to listen, speak, read, and write.

C13. Visual Representations

There are several forms of visual representation, or nonlinguistic representation, including the use of drawing. Graphic organizers can be used as visual representations of concepts in the content areas.

C14. Self/Peer Assessment

Self-assessment, or peer-assessment, is a process whereby students or their peers grade assignments or tests based on a teacher's benchmarks. By editing their own work or the work of peers, ELLs are able to learn in a meaningful context prior to teacher feedback.

C15. Samples

By showing students samples of work expectations, teachers provide a clear and concrete idea of what the teacher expects within an assignment.

C16. Sentence Frames

Students often struggle to find just the right words to explain, describe, and clarify what they are thinking. One way to help students and further engage ELLs in class discussions, is to provide sentence frames. For example, when teaching about classifying animals, the teacher might provide the sentence frame, "A _____ is a _____ because it _____." Students will then fill in the blanks with an animal, the appropriate classification, and one or more characteristics.

D. VOCABULARY

D1. Etymology/Cognates

Bilingual students whose first language is a Romance language such as Spanish, French, Italian, Portuguese, or Romanian are at an advantage when it comes to vocabulary acquisition in English.

These students can often access their knowledge of cognates in their native language to determine the meaning of words in their second language. The number of cognates they will encounter tends to increase as they encounter increasing numbers of words with Latin roots, especially in their science and social studies courses.

Words have two dimensions; a *label* and the *concept(s)* or meaning(s) behind the label. Often, ELLs already know the equivalent concept for new English words they encounter, especially if they are orally proficient and literate in their first language. In these cases, they can be quickly taught the English label, usually by just translating the English word for them into their native language. In other cases, they know both the concept and the label in the form of a cognate.

It should also be noted that some cognates are well known in one language, but not the other. Consider the examples, *infirm/enfermo* or *scribe/escribir*. In both cases, the English word is a rare one, and the Spanish is the most common label used for the concept.

A teacher does not need to be bilingual in order to use cognates for teaching. He/she can look up a word in a bilingual dictionary to see if it is a cognate or ask the students if they know of a

similar word in their native language.

The following are suggested steps for teaching Spanish-speaking literates to use cognates and context in reading texts in English.

1. Have students read the text silently or aloud to a partner. Discuss what it means with the partner or in a small group.
2. Discuss the vocabulary with the whole class. Use cognates and context clues to figure out meanings. Point out spelling patterns, like *-tion* in English becomes *-ción* in Spanish.
3. Discuss grammatical differences between English and Spanish such as word order for nouns and adjectives.
4. Read the text aloud as students follow along. Have students listen for words they recognize orally.
5. Clarify and explain words in the texts that cannot be figured out from cognates or context.

D2. Semantics Feature Analysis

Semantic Feature Analysis is a strategy that helps reinforce vocabulary that is essential to understanding important concepts in a text. The teacher builds a grid in which essential vocabulary words are listed vertically, and features and/or ideas are listed horizontally. Students complete the grid by indicating with a check mark or minus sign whether each word possesses the stated features or is related to the ideas.

How to Use Semantic Feature Analysis:

1. **Choose a text.** This strategy works best with expository texts.
2. **Create a grid.** Put the vocabulary words you want students to focus on vertically down one axis. List features or ideas associated with those words horizontally across the other axis.
3. **Students complete the grid.** Students complete the grid by indicating with a check mark or minus sign whether each word possesses the stated features or is related to the ideas. A check mark indicates that the word does possess the feature (or is related to the idea), and a minus sign indicates that it does not.

Other Options:

Before reading: If you want to elicit students' prior knowledge, have students complete the grid before they begin reading the text. Then after students have read the text, they can come back to the grid and see if they have changed their minds about any of their decisions. If you use the grid in this way, you might want to provide students with a place to indicate their responses for both before and after reading.

During and/or after reading only: If you choose to have students complete the grid during and/or after they read, you will provide them with a purpose for reading and give them a tool they can use to monitor their comprehension.

Discuss completed grids with students. Regardless of when students complete the grids, it is important to discuss their grids with them after they are finished reading. By analyzing the completed grid, students are able to visualize connections, make predictions, and better understand important concepts.

D3. Context Clues

The first way to figure out the meaning of a word is from its context. The **context** is the other words and sentences that are around the new word. To figure out the meaning of a word from context, a student makes a guess about what the word means. To do this, he/she uses the hints and clues of the other words and sentences. A student might not be able to guess the exact meaning of a word but may be close enough to understand the meaning of the sentence. Types of context clues include definitions, synonyms, antonyms, examples, explanation, experience, or prior knowledge of a subject.

Definitions, Synonyms, and Antonyms:

Sometimes this can be easy to do because the author may have provided a *definition* or a *synonym* right there next to or near a term that can be used to unlock its meaning. A *definition* is a statement giving the meaning of a word. A *synonym* is a word that means almost the same as another.

When in doubt about the meaning of an unfamiliar word, look around in the sentence, check to see if there is a definition or synonym clue to help unlock meaning.

Another kind of context clue (in addition to definitions and synonyms embedded in sentences) is a word or words of opposite meaning (*antonym*) set somewhere near a word that is unfamiliar. If a word or words of opposite meaning are found and the student recognizes it or them, they are "home free." The student can then unlock the meaning of the unfamiliar word.

Step 1: Check for synonyms or definitions embedded right there. When a student finds a synonym or definition, reread the sentence with the new term keeping that synonym or definition in mind.

Step 2: Check for an antonym clue. When a student finds one, have him think about its meaning, actually telling himself the opposite meaning. Then the student rereads the sentence and rephrases it in his own mind.

Multiple Meanings

A basic strategy for unlocking the meaning of an unfamiliar word is to search the context of the sentence in which a new word appears for clues. This is especially important when a word has multiple meanings that the student already knows and must decide which one is being used. The students can use the following strategy:

Step 1: Check the context for clues: definitions and synonyms given "right there" as well as words of opposite meaning - antonyms.

Step 2: Substitute each meaning known in the context of the sentence until the student finds one that makes good sense there.

D4. Tier II/Tier III Analysis

Tier II words are more complex than Tier I words. They may also be more abstract. These include:

1. Words that are important and useful to understanding the text, such as: character, setting, plot, even numbers, and country.
2. Words that have connections to other words and concepts, such as: between, among, by, combine, and estimate.
3. Words for which students understand the general concept but need greater precision and specificity in describing a concept or a person, such as: sets, tables (for math or science, or for a table of contents), shy, ashamed, and stubborn.

Tier III words are used infrequently and are often limited to special, specific domains. They are best learned when a specific need arises, such as during a content area lesson. Examples: igneous, metamorphic, revolution, economics. Etymology and reference to L1 (for Latin/Romance languages) are especially important here.

D5. Interactive Word Walls

A word wall is a systematically organized collection of words, such as frequently misspelled words or content specific words, which are displayed in large letters on a wall or other large display in the classroom. It is a tool to use, not just a display. Word walls are designed to promote group learning and to be shared by a classroom of students.

Goals:

- Support the teaching of important general principles about words and how they work.
- Foster reading and writing.
- Provide reference support for students during their reading and writing.
- Promote independence on the part of students as they work with words in writing and reading.
- Provide a visual map to help students remember connections between words and the characteristics that will help them form categories.
- Develop a growing core of words that become part of a reading and writing vocabulary.

Guidelines:

- Add words gradually, five per week.
- Make words accessible by putting them where every student can see them, by writing them in big, black letters, and by using a variety of background colors so that the most often-confused words (there, their; what, when) will stand out.
- Be selective about what words go on the wall, limiting additions to common, high-frequency words which students use often in writing.
- Practice those words by chanting and writing them.
- Use a variety of review activities to provide enough practice so that words are read and spelled instantly and automatically.
- Make sure that Word Wall words are spelled correctly in any writing that students generate.

D6. Vocabulary Games

Teachers can enhance vocabulary instruction by engaging students in games that build vocabulary with repetition, practice, and fun.

D7. Multiple Meanings

There are many polysemantic or multiple meaning words in the English language. It is important for teachers to be aware of the multiple meaning words that are embedded in a given text and be prepared to assist ELLs with the identification of the appropriate definition in context.

D8. Phonology

Phonology refers to the sound of words. Teachers must be aware of the phonemic components and difficulty presented within a text. It is also important to be aware of certain phonemic make-ups that are present in English but may not be present in their ELLs' first languages (L1).

D9. Vocabulary Banks

Vocabulary banks are one way to allow ELLs to comprehend and apply new vocabulary in meaningful ways. It is important to incorporate contextual supports and application (through speaking or writing) of vocabulary within vocabulary banks.

E. COLLABORATION & CONVERSATION**E1. Heterogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests)**

Heterogeneous grouping refers to the grouping of students based on their diversity or differences. For example, a group that is grouped heterogeneously by their language background could be comprised of students from different language backgrounds. Similarly, heterogeneous groups based on content readiness would include small groups of students with diverse or different experiences or skill readiness.

E2. Homogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests)

Homogeneous grouping refers to the grouping of students based on their similarities. For example, a group that is grouped homogeneously by their language background would be comprised of students from similar language backgrounds. Similarly, homogeneous groups based on content readiness would include small groups of students with similar experiences or skill readiness.

E3. Jigsaw

This is a cooperative learning strategy in which everyone becomes an “expert” about a topic or sub-topic and shares his/her learning within a group setting, so that eventually, all members learn the content. To implement this strategy, the students are divided into groups; each group member is assigned a section or a part of the material selected for study. Each student meets with the members of other similar groups who have similar assignments, forming a new group. This new group learns together, becomes an expert on their assigned material, and then plans how to teach this material to members of their original groups. Students later return to their original groups (whose members each now represent one of the different areas of the topic being studied) and teach their area of expertise to the other group members. In this manner, a topic or

subject of great length can be covered and learned in a fraction of the usual time. ELLs can learn the material much more effectively since they must also become teachers of the content. Jigsaw offers many opportunities for language acquisition, practice, enrichment, and reinforcement.

E4. Peer Pair

Use a peer pair to provide assistance in the home language as well as opportunities to negotiate meaning in the development of second language communication skills in a non-threatening environment. As a precaution, do not let the partner talk for the ELL.

E5. Reader's Theater

Reader's Theater engages students in oral reading through reading parts in scripts. Unlike traditional theatre, the emphasis is mainly on oral expression. Reader's Theater is "theatre of the imagination". It involves students in understanding their world, creating their own scripts, reading aloud, performing with a purpose, and bringing enjoyment to both themselves and their audiences. It is a simple, effective, and risk-free way to get students to enjoy reading. As students write, read, perform, and interpret their roles, they acquire a better understanding of the literature and language skills.

E6. Think/Pair/Share

After reflecting on a topic, students form pairs and discuss, review, and revise their ideas, and eventually share them with the class. This strategy is well suited to help students develop their own ideas as well as build on ideas that originated from co-learners.

E7. Academic Games

Games allow ELLs to develop conversational skills in a non-threatening format. Games are motivating for students and assist in reinforcing classroom material.

E8. Group Presentations/Projects

Group Projects is a dynamic strategy through which students develop linguistic and academic skills simultaneously. In this highly successful strategy, ELLs work together in small, intellectually and culturally mixed groups to achieve goals and to provide an academic assessment tool for the instructor.

E9. Socratic Seminar

The goal of a Socratic seminar is for students to help one another understand the ideas, issues, and values reflected in a specific text. Students are responsible for facilitating a discussion around ideas in the text rather than asserting opinions. Through a process of listening, making meaning, and finding common ground, students work toward shared understanding rather than trying to prove a particular argument.

E10. Panel Discussion

This is a cooperative learning strategy in which students organize a planned presentation, where each member of the group takes one of the possible topic viewpoints. The individual presentation may have oral, written, or multimedia components. Students form teams to research, develop, and articulate their viewpoints. This strategy helps students in developing the ability to organize information, present ideas, and draw conclusions.

E11. Debate/Defend with Evidence

Students will be accountable for their ability to support their claims with evidence from a variety of texts.

F. METACOGNITIVE & METALINGUISTIC

F1. L1 Transfer

L1 transfer refers to the fact that literacy and language skills transfer from one language to another. It is important to support the development of our ELLs in the home language as well as in English.

F2. Mnemonic Devices

A mnemonic device is a learning technique that aids the retention of information. Its purpose is to translate information into a form that the human brain can retain better. Mnemonics are often for lists and in auditory form, such as short poems, acronyms, or memorable phrases; however, they can also be for other types of information and in visual or kinesthetic forms. Their use is based on the observation that the human mind more easily remembers spatial, personal, surprising, physical, humorous, or otherwise 'relatable' information, rather than more abstract or impersonal forms of information.

These devices can be used by students of all ages and all levels of study.

- Order of operations:
Please Excuse My Dear Aunt Sally
- Planets:
My Very Educated Mother Just Served Us Nachos
- Mitosis Phases
I Propose Men Are Toads

F3. Dialogue Journals

A dialogue journal is a written “conversation” in which a student and the teacher communicate regularly and carry on a private “conversation”. Dialogue journals provide a communicative context for language and writing development since they are both functional and interactive. Teachers can also use the journals to monitor the ELLs’ comprehension of subject material. Students write on topics of their choice, and the teacher responds with advice, comments, and observations, thus, serving as a participant, not an evaluator. Dialogue journals can and should be used very early in the language learning process. Students can begin by writing a few words and combining them with pictures.

F4. Self-Correction

Good readers focus on meaning but can also use language structure or visual information as cues to help understand new texts. Students learning to read must use strategies to make sure that what is read makes sense. Self-correcting strategies can be incorporated through read alouds and guided reading. When using the read aloud strategy, teachers should model stopping within a text and predicting or searching for cues to self-correct. Teachers should stop and talk about why you have to look for more information. During guided small group instruction, a teacher

can make teaching points as children are engaged in reading whole texts. Teachers should model, guide, demonstrate, reinforce, and explain self-correcting behaviors to readers.

F5. Self-Evaluation

Students are asked to reflect on, make a judgment about, and then report on their own behavior and performance. The responses may be used to evaluate both performance and attitude. Typical evaluation tools can include sentence completion, Likert scales, rubrics, checklists, or holistic scales.

Self-assessments help teachers glean information on how students view their own performance. They also provide data on student or group attitudes, feelings, opinions, and views.

It is common for students to have difficulty when they are first asked to report their feelings, beliefs, intentions, or thinking processes. Make the process safer by using it for formative rather than summative purposes. Let students do a private self-assessment that no one else sees. This allows for an honest sense of their own level of understanding and performance.

Teachers can model evaluating their own performance or provide examples. Another strategy is to introduce constructive feedback. Models help students develop their sense of standards for their own performance.

F6. Self-Monitor

Self-monitoring involves the metacognitive skills of students to keep track of their progress and level of understanding. In essence, they are evaluating their own understanding and behavior.

F7. Peer Editing

Peer editing allows students to review work and make comments and suggestions. It provides meaningful learning opportunities as students edit peers' work and receive feedback from others.

F8. Associations

When students make associations, it is another way of saying they are making connections with content. Associations can be visual, auditory, or kinesthetic and typically trigger meaningful memories or connections for students.

G. CONTEXT-EMBEDDED SUPPORT & CLOSE READING

G1. Activating and/or Building Prior Knowledge

New knowledge or information is (physiologically) built upon existing information or schema that a student 'owns.' It is critical to help students bridge the connection between existing schema and new incoming information.

G2. Chunking Text

"Chunking" means learning set phrases or "chunks" of related language. This strategy helps students improve their vocabulary and comprehension skills through breaking down words or text into manageable pieces.

G3. Annotations & Symbols

An annotation is a note that is made while reading any form of text. This may be as simple as underlining or highlighting passages. Creating these comments, usually a few sentences long, establishes a summary for and expresses the relevance of each source prior to writing.

G4. Ask Inferential & Higher Order Thinking (HOT) Questions

These questions ask the reader to draw conclusions from facts or something implied in the story. They start with a fact or evidence, and then use prior knowledge and experiences to draw a logical conclusion.

- What do you think will happen next in the story?
- Why or why not will the character's plan work?
- Did the main character like or dislike _____?
- What do you think the character will do next?
- If the character had to choose between "x" and "y," what do you think they would choose?
- Why do you think [character] is so [unhappy, jealous, excited, anxious]?
- What do you think would help to fix the problem the character is having?
- What do you think the character should say to [parent, friend, teacher]?
- Should we expect that ____ would happen next? Why or why not?

G5. Ask Clarifying Questions

When we teach students to ask clarifying questions, we are teaching them the metacognitive skill of monitoring their own thinking. Clarifying questions are typically the ones that begin with "W" including: Who, What, Where, When, and Why.

G6. Modeling

The teacher demonstrates to the learner how to do a task, with the expectation that the learner can copy the model. Modeling often involves thinking aloud or talking about how to work through a task.

G7. Read Aloud

Reading aloud to children helps them develop and improve literacy skills -- reading, writing, speaking, and listening. Students often listen on a higher level than they read, and listening to other readers stimulates growth and understanding of vocabulary and language patterns.

Tips for reading aloud to students:

- Discuss read-alouds with the class to enhance and expand students' understanding.
- Use the illustrations to encourage prediction and interpretation. Encourage students to use the illustrations to add to their understanding.
- Learn more about the authors and illustrators. Read other works by favorite authors.
- Help students relate books to their own experiences.
- Get other books about curriculum-related topics of interest.

G8. Think Aloud

A Think Aloud is an effective strategy where teachers explicitly provide an oral description of the cognitive processes they go through as they read with students. As a result, students can understand how a successful reader approaches a text.

Good readers develop their skills implicitly by simply reading many types of texts. Therefore, when modeling reading, keep in mind that teachers must take what they know and do implicitly, and make it explicit for the students, especially for ELL readers.

G9. Multimodal Texts

Multimodal texts include texts that are presented through visual, auditory, and kinesthetic methods.

G10. Visualization/Illustrations

One of the most powerful tools that skilled readers develop is the ability to visualize what they are reading. While reading informational or literary text, a student may create a mental picture of the setting or imagine what the characters look like, immersing themselves in the visual world of the text. For informational text that is abstract in nature, the student may create visual symbols, concept webs, or mind maps that help keep track of and organize information.

G11. Summarizing

Effective summary reading and writing are important study strategies. Summarizing is often quite difficult for students. It requires them to categorize details, eliminate insignificant information, generalize information, and use clear, concise language to communicate the essence of the information. With practice, students can use summarizing to support their reading and learning. The next two strategies can be used to help ELLs comprehend informational writing.

1. Textbook chapter summaries provide a “big picture” of the chapter, thus it is useful for a student to read the chapter summary first. This establishes the mental framework to support effective learning of the details when the student reads. A strong reader can then read the chapter and “plug” the details into the “big picture.”
2. Summarizing while reading can also help students monitor their understanding of material. They can read a few paragraphs and put the information they have read into their own words. Students can write this summary down or share it orally with a partner. By putting information in their own words, learners can recognize what they do and do not know. Then they can reread the information that they did not recall. This puts the reader in charge of his/her own learning.

Suggestions:

- After students have used selective underlining on a selection, have them turn the sheet over or close the handout packet and create a summary paragraph of what they can remember of the key ideas in the piece. They should only look back at their underlining when they reach the point of being stumped. They can go back and forth between writing the summary and checking their underlining several times until they have captured the important ideas in the article into one single paragraph.

- Have students write successively shorter summaries, constantly refining and reducing their written piece until only the most essential and relevant information remains. They can start off with half a page; then try to reduce the writing to two paragraphs; then one paragraph; then two or three sentences; and ultimately a single sentence. You may consider using one-sentence summaries and/or sentence frames.
- Teach students to go with the newspaper mantra: Use the key words or phrases to identify only *Who, What, When, Where, Why, and How?*
- Take articles from the newspaper, and cut off their headlines. Have students practice writing headlines for (or matching the severed headlines to) the “headless” stories.

G12. Dramatic Enactments/Role Play

Dramatic enactments refer to those enactments in which the activities are understood by all those present as being staged (i.e., not-to-be-taken-as-real), marked by one or more of the following features:

- they are performed in an altered/assumed identity;
- the context of their performance marks them as different from that of to-be-taken-as-real behavior.

G13. Identify Key Concepts

There are times when not only ELLs, but all students, need to learn new and possibly difficult ideas or concepts such as Tier II and Tier III vocabulary. For example, the concepts of democracy or envy may be difficult for all students to understand at first. Provide visuals, examples, and contextualized activities that your students can relate to.

G14. Similarities & Differences

This strategy assists ELLs with the comprehension and association of new concepts to related experiences. When ELLs are asked to compare, they are required to find common traits (similarities) among items, objects, or concepts. When asked to contrast, they are required to find characteristics that are not so common (differences). Types of activities that can be incorporated into lessons:

- Comparing
- Classifying
- Creating Metaphors
- Creating Analogies

G15. Language Experience Approach (LEA)

The goal of the Language Experience Approach (LEA) is to have students produce language in response to first-hand, multi-sensorial experiences. The LEA uses the students’ ideas and their language to develop reading and writing skills.

How to use LEA in the classroom:

Step 1: Providing the Experience/Motivation

An experience story is based on an experience the teacher and students share.

Step 2: Facilitation Language Production

Immediately following an experience, students need to interact with each other to discuss the experience and what it meant to them.

Step 3: Creating a Personal View Representation

The teacher has the student draw or paint a picture about something interesting about the activity.

Step 4: Retelling Events/Reactions

A volunteer is selected to share his or her picture with the group.

Step 5: Writing Student's Statements

The teacher asks each student a question and records his/her answer, writing on the board exactly what the student says, using large manuscript letters. After writing each statement, the teacher reads it back to the group for confirmation. When four or five statements are on the board, the students decide their sequential ordering. The statements are then numbered and transferred to a sentence strip, and the students correctly arrange the strips on a pocket chart.

Step 6: Reading

After the chart or individual statements have been completed, students read their statements to each other and to the teacher.

Step 7: Writing

As students develop writing skills, they copy the story into their notebooks or on lined paper.

Step 8: Follow Up with Activities

The story may be reread on several subsequent days either by the teacher, the students, or both. Students can also save the story with other language experience class stories to form their own class book for later reading.

G16. Note Taking/Outline Notes

Teacher-prepared outlines equip students with a form for note taking while reading dense portions of text, thus providing scaffold support. These are especially helpful if major concepts, such as the Roman Numeral level of the outline, are already filled in. The students can then add other information to the outline as they read. For some students, an outline that is entirely completed may be helpful to use as a guide to reading and understanding the text.

G17. Question-Answer Relationship (QAR)

Teachers can use QAR when developing comprehension questions, helping students to identify different question types, and teaching text organization. The QAR classification is divided into four question types in two categories:

A. *In the Book***1. Right There**

The answer is in the text, usually easy to find. The words used to make up the question and words used to answer the question are “right there” in the same sentence.

2. Think and Search (Putting it Together)

The answer is in the text, but you need to put together different text parts to find it. Words for the question and words for the answer are not found in the same sentence. They come from different parts of the text.

B. *In Your Head*

1. **Author and You**

The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

2. **On Your Own**

The answer is not in the text. You can answer the question without even reading the text. You need to use your own experience.

G18. Reading with a Specific Purpose

Setting a purpose/reason/goal for reading is a step that becomes automatic for skilled readers in order to establish what they expect to get out of the reading. Depending on the purpose, we adjust our reading in order to meet the chosen goal. Helping our ELL students to define the reason, purpose, or goal for the reading is a crucial initial step in helping them to successfully interact with the text and acquire essential information. (Are they reading for pleasure/entertainment? To gather information? To support a thesis? To answer an essential question?)

G19. Reread Text

Close Reading will require that students have multiple exposures to a text. Oftentimes, rich, complex texts will necessitate rereading in order for students to comprehend the meaning of the text and the specific intent of the author.

G20. Text Features & Structural Analysis

Text structure refers to the ways that authors organize information in text. Teaching students to recognize the underlying structure of content area texts can help students focus attention on key concepts and relationships, anticipate what's to come, and monitor their comprehension as they read.

As readers interact with the text to construct meaning, their comprehension is facilitated when they organize their thinking in a manner similar to that used by the author. Readers who struggle with text comprehension often do so because they fail to recognize the organizational structure of what they are reading, and they are not aware of cues that alert them to particular text structures (Cochran & Hain).

Obviously, all texts are different to a certain extent; however, depending upon the author's purpose, topic, and genre, reading selections tend to be organized according to a few predominant structural patterns.

G21. Survey, Question, Read, Recite, Review (SQ3R)

SQ3R is a note-taking system that helps ELLs monitor their comprehension *before, during, and after* reading a text selection. This instructional strategy helps students understand key content and vocabulary, and it also helps students focus on their topic, develop questions about that topic, and answer those questions based on the reading.

Procedure:

1. S (Survey)- Preview the test (i.e., title, headings, captions, etc.)
2. Q (Question)- 'Wh-' words, such as why, who, what; turn the title/headings into questions.
3. 3R (Read, Recite, Review)- Look for answers to questions raised; read only a section at a time; recite after each section.

G22. Text Connections

Students who strategically access prior knowledge and experiences and connect them to text, are making text connections. Making personal, authentic connections while reading facilitates reading comprehension. Three main text connections need to be modeled by the instructor.

Text-to-Self: How does a text connect to my life?

Text-to-Text: How does the text connect to other texts that I have read?
(e.g. books, poems, songs, scripts, or anything written)

Text-to-World: How does the text connect to the issues, events, and concerns of society?

Students are thinking when they are connecting, which makes them more engaged in the reading experience.

G23. Total Physical Response (TPR)

TPR is a way of teaching language using physical movement. Teachers interact with students who demonstrate comprehension through a physical response. Students are not expected to respond orally until they feel ready. This strategy involves little or no pressure to speak.

G24. Vary Complexity of Assignment

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests.

Teachers can differentiate three aspects of the curriculum: content, process, and products.

- *Content* refers to the concepts, principles, and skills that teachers want students to learn. All students should be given access to the same core content. ELLs should be taught the same big ideas as their classmates, not given watered-down content. *Content* also refers to the means teachers use to give students access to skills and knowledge, such as texts, lectures, demonstrations, and field trips. For example, a teacher might direct an advanced learner to complex texts, Web sites, and experts to interview, while providing a student of more modest capacity with reading buddies, videos, demonstrations, and organizers that make content more accessible."
- *Process* refers to the activities that help students make sense of and come to own the ideas and skills that are being taught. Teachers can modify these activities to provide some students with more complexity and others with more scaffolding, depending on their readiness levels. Like content, process can also be varied by student interest and learning preferences.

- *Products* refer to culminating projects that allow students to demonstrate and extend what they have learned. Products reveal whether students can apply learning beyond the classroom to solve problems and take action. Different students can create various products based on their readiness level, interests, and learning preferences.

G25. Realia/Manipulatives

Bringing realia (authentic objects from a culture) or manipulatives to the classroom helps teachers in providing comprehensive input in a second language. Students should be allowed to touch, smell, and taste, if possible, prior to being exposed to the lesson, for optimal comprehensible input.

G26. Captioning

Use of written materials and pictures to demonstrate main ideas or to summarize exercises. Captioning can involve students at different language levels.

Steps for using captioning in the classroom:

1. Explain what a caption is.
2. Have learners read information on handout you develop and distribute.
3. Distribute illustrations and have students arrange in order of written information.
4. Have each group caption the pictures and read their captions to the class.

H. MULTIMODAL & MULTIMEDIA

H1. Audio-Visual Applications

Audio-visual applications refer to technology-supported applications that allow for visual and/or auditory support of a text.

H2. Digital Books

Audio books are an excellent resource for students whose first language isn't English. The audio format attracts students because it's a different reading alternative, especially since they can download a book. Digital books can enhance enjoyment, make reading seem like fun rather than work, and increase interest through the use of accents, sound effects, etc. Digital books help students expand their vocabulary and develop reading fluency because they can listen to books that might be too hard for them to read in printed form. Listening to an audio version of a book can help children better comprehend themes and difficult language.

Teachers may have students listen to the first chapter or two of a book to capture their interest before sending them home to read the print version. Parents can have their children read along in the print version of a book while listening to it as a way of developing both auditory and visual skills.

H3. Computer Software

Technology can be used to supplement instruction and enhance learning. Computer software programs can assist ELLs by enhancing their access to literature and informational text with tools such as text markups, highlighters, dictionaries, and word processing capabilities. Other

programs allow students to develop language proficiency, enhance comprehension, and supplement the curriculum being used.

H4. Document Camera

Develop true collaborative learning opportunities in the classroom. These tools let teachers and students experience dynamic lessons, write notes in digital ink, and save work for future reference. Uses may include:

- Running software that is loaded onto a PC, such as a web browser or software used in the classroom.
- Capturing and saving notes written on a whiteboard to a PC.
- Capturing notes written on a graphics tablet connected to the whiteboard.
- Controlling the PC from the whiteboard using click and drag markup, which annotates a program or presentation.
- Using Optical Character Recognition (OCR) software to translate cursive writing on a graphics tablet into text.
- Using an electronic voting system so that presenters can poll a classroom audience or conduct quizzes to capture feedback onto the whiteboard.

H5. Interactive Whiteboard

An **interactive whiteboard (IWB)** is a large interactive display that connects to a computer and projector and allows for multimodal display and interaction with content.

H6. Tablet/Interactive Devices

A tablet is essentially a computer. Typically, a tablet is a small, hand-held device that can be used instructionally to provide students with contextual support that makes content accessible to ELLs.

H7. Language Master

Provide auditory practice through the use of Language Master cards or Radius Bundle cards to provide repetitive tasks, which increase vocabulary and pronunciation skills.

H8. Video/Films/CD /DVD

Borrowing films and other audiovisual materials from school district media centers can help improve a language arts lesson. Audiovisuals also assist in illustrating ideas, reteaching concepts, or infusing content or concepts from other disciplines. It is always wise to preview the audiovisual materials before showing them to a class, screening them for possible language difficulties, misleading cultural information, or controversial content.

H9. Digital Simulations

Digital simulations are computerized software that provide visual representations of processes, which assist ELLs with scaffolding comprehension of specific content and vocabulary to better understand information that has been presented. Digital simulations are powerful instructional tools for improving student learning.

H10. Translation Devices

A translation device provides first language (L1) support by translating vocabulary words and phrases into a student's home language.

I. ADVANCED ORGANIZERS

I1. Charts (Flowcharts, T-Charts, etc.)

This graphic organizer strategy assists students in representing position, role, and order relationships among group elements. Students draw a representation of a sequential flow of events, actions, character roles, and/or decisions. Based on the situation, the graphic frame for the flowchart can be student and/or teacher generated.

I2. Anticipation Guides

Anticipation Guides are often structured as a series of statements with which the students can choose to agree or disagree. They can focus on the prior knowledge that the reader brings to the text or the "big ideas" or essential questions posed (implicitly or explicitly) by the writer. The statements serve as a way for the reader to clarify his/her opinions before reading the text and then compare them to the writer's message as he/she reads.

How can I use an Anticipation Guide?

- Use one as a preparation for a preliminary discussion on one or more of the ideas as a way to introduce the text (dialogue, debate, Socratic seminar, jigsaw discussion).
- Develop one or more of them as writing prompts (journal, essay, persuasive piece).
- Have students choose one (or more) and "track them" throughout the piece of literature.
- Return to it at the end of the play, novel, essay, etc. for clarification and closure.
- Differentiate this activity to make it more inductive (and challenging) by simply giving students a list of themes and have them generate a list of statements to create their own anticipation guide.

I3. Cornell Notes

Cornell Notes is a note-taking strategy that organizes information while allowing the note taker to question and predict key concepts given. Cornell Notes help to keep ideas clearly organized and, if done correctly, make effective tools for test study or written assignments.

I4. Digital Tools/Software

Digital tools and software, when used instructionally, allow students to develop 21st Century Skills such as technological literacy.

I5. Foldables

Foldables are a great way to actively engage students by encouraging them to pay close attention to details as they organize content, vocabulary, and concepts in a creative way. Students can utilize the foldables as a study guide in preparation for weekly and unit assessments and to complete assignments. Foldables can be used in all content areas.

I6. Graphs/Diagrams

Visual aids that assist teachers in demonstrating relationships between words and concepts are considered useful for ELLs.

I7. K-W-L (Knows/Wants to Know/Learned)

An introductory or pre-activity strategy that provides a defined structure for recalling and stating: What the student knows regarding a concept or a topic; what the student wants to know, and finally lists what has been learned and/or what is yet to be learned. To use this strategy, the student lists all the information he/she knows or thinks he/she knows under the heading “What We Know”. Then the learner makes an inventory of “What We Want to Know”, categorizing the information about the topic the student expects to use. After reading, the students add the information learned about the topic. This column can also be used for further learning and/or research.

I8. Reading and Analyzing Non-Fiction (RAN)

RAN is Tony Stead's adaptation of the KWL chart. In this reading strategy, students begin by brainstorming *what they think they know* on a topic. These ideas are written on individual post-it notes and placed in the first column of a table. Learners then read a text. When they find a *confirmation* in the text, that post-it is transferred to the second column. After the first reading of the text, students review the chart. Students can also attend to any *misconceptions* they may have about the content. They can note these on post-its and add them to a third column. These misconceptions may be able to be revised by adding qualifiers ("sometimes" instead of "always") and add them to the new information column. Students then reread the text to discover if there is any new information that they learned and would like to add to the fourth column, *new information*. Any post-its left in the first column can be revisited. Can the idea be confirmed if a modifier is added (most of the time, often, rarely)?

I9. Notes TM

Notes: TM is a Quantum Learning method for maximizing class time and reducing study time. It is a whole-brain approach to note taking that sparks creativity.

T = Taking notes – important information provided by the teacher is recorded

M = Making notes – student’s thoughts, feelings, and questions are recorded

I10. Webbing/Mapping

This strategy provides ELLs with a visual picture of how words or phrases connect to a concept or a topic. The instructor lists the target topic or concept, and builds a web-like structure (by circling and connecting the words) of words, phrases, and verbs that students offer as being connected with the central topic. The instructor may facilitate a follow-up discussion in which students can argue for or against the perceived relationships of the called out words for the topic. Eventually, a consensus is reached as to what the class believes constitutes a “web” for that concept.

I11. Story Maps

Story maps are visual outlines that help students understand, recall, and connect key terms and ideas from a text. Story maps may be developed individually or by the class as a whole.

To explore effective listening and critical thinking skills, ask students to complete a T-Chart in table form (dividing the page in half like a “T”). The charts may be displayed and used as a reference point during classroom activities.

I12. Timelines


Timelines are graphic organizers, which allow learners to organize sequential events chronologically. They also provide meaningful practice for using the past and present tenses.

I13. Venn Diagrams

Venn diagrams can be used to create a visual analysis of information that represents similarities and differences among concepts, people, and things. This graphic organizer is constructed by using two or more overlapping geometrical figures (i.e.: circles, squares, rectangles) that share an area in common. Students list common elements in the interior, over-lapping, shared area, and they record unique characteristics of each concept or object being compared in the exterior area that is not shared.

I14. Vocabulary Improvement Strategy (VIS)

VIS guides students through an expository text with specific vocabulary. It helps learners recognize clues within the text and the explicit definition.

Word	Personal clue	Text sentence	Meaning
Radiates		Light radiates, or travels in straight lines from its source.	Spreads out in all directions.

J. ADDITIONAL RESOURCES

J1. Art Integration

Art integration includes the connection of art with math, science, geography, history, language arts, literature, music and social studies.

J2. Community Resources

The integration of community resources includes people, information, locations, and anything that allow students to make meaningful real-life connections to content.

J3. Cultural Sharing

It is important for teachers to regularly incorporate multicultural texts and references into curriculum in order to expose students to texts that have global relevance and that validate the cultural contributions of multiple groups.

J4. Celebrations

Celebrations serve to encourage student achievement and promote student engagement.

J5. Field Trips

Real-life experiences and exposure often spark new interests in students and provide real-life relevance to topics addressed in class.

J6. Guest Speakers

When students can listen to models from their community and others, they are exposed to experiences that reach far beyond the classroom borders.

J7. Holiday Programs

Holiday programs often serve to validate students' cultural backgrounds and are a great opportunity for sharing cross-cultural experiences. It is important for teachers to realize that holiday celebrations should be about more than just one perspective and that pluralism is crucial for a culturally competent curriculum.

J8. Multicultural Resources

Teachers must regularly expose students to texts and other resources that have global relevance and that validate the cultural contributions of multiple groups. Connect with community resources and local organizations, and clubs, such as Hispanic Unity, Haitian-American, German-American, Italian-American Clubs, etc.. Organize cultural sharing through ESOL Parent Advisory Council, international fairs, and use parents, cultural representatives, business liaisons, multicultural guest speakers, ethnic folk music presentations, and multicultural students as resources for academic classes.

J9. Music/Songs/Jazz Chants

Language teachers frequently use music and chants in their classes. These activities are motivating for students and assist in reinforcing and revisiting content area concepts while they are acquiring English pronunciation and intonation patterns.