



FACILITATOR'S GUIDE

Raising the **LITERACY** **ACHIEVEMENT**

of English Language Learners

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RAISING THE LITERACY ACHIEVEMENT OF ENGLISH LANGUAGE LEARNERS

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INTRODUCTION

Raising the Literacy Achievement of English Language Learners

Teachers in public schools across the United States no longer have a homogeneous class of learners who are at the appropriate level of English mastery for their age and grade. They are confronted with groups of students that are very diverse linguistically, academically, and ethnically. The large majority of English language learners (ELLs) attend mainstream classes because bilingual programs are no longer able to contain within their classrooms the flowing numbers of newly arriving ELLs to the school community. With the current school climate focused on accountability, curricula realignment, and systemic reform, educators need to continue to redefine the changes that need to be made on behalf of all students. The challenges are many and involve all educators, quality teaching, instructional materials, assessment, and evaluation to be part of a transformation that creates a school and classroom environment conducive to language and academic learning. The contents of this series contain research-based practices with the potential to lead ELLs, as well as all students, to achieve high academic standards.

The numbers of English language learners who need extra help at school learning English and the academics have burgeoned in the last two and a half decades. According to the U.S. Department of Education, almost 4 million public school children—nearly 1 in 12—received special assistance to learn English in 2002–03. Based on 2000 findings, the Census Bureau estimates that 3.4 million students ages 5 to 17 do not speak English or do not speak it well. The U.S. population grew at a rate of 17 percent from 1980 to 2000. Hispanics are the fastest growing ethnic group, representing 11.7 percent of the U.S. population in 2000—a percentage projected to more than double to 24.3 percent by 2050. Asia, Latin America, and Africa have replaced Europe as the main source of newcomers. The educational significance of this demographic shift is that many immigrants are children, or are adults who give birth to children, who enter schools speaking little or no English. An estimated 9.9 million of the total 45 million school-age children live in households in which languages other than English are spoken.

English language learners represent the oldest and the newest members of American society. Some are recent immigrants—or sons and daughters of immigrants—from virtually every region of the world who have left their home countries to seek a better life, educational opportunities, and economic well-being. Many immigrants left countries in Asia, Africa, Eastern Europe, and Latin America that have been brutally torn by war and political strife. Others come to be reunited with families who are already in the United States. Still others were born in the United States, and some, such as American Indian and Hispanic or Latino

English language learners, have roots that go back countless generations in what is now American soil.

Nationwide, 460 languages are spoken by English language learners. Spanish is the first language of the majority of ELLs (79.2 percent), followed by Vietnamese (2 percent), Hmong (1.6 percent), Cantonese (1 percent), and Korean (1 percent). All other first languages of English language learners each represent less than 1 percent. Languages with more than 10,000 speakers include Arabic, Armenian, Chuukese, French, Haitian Creole, Hindi, Japanese, Khmer, Lao, Mandarin, Marshallese, Navajo, Polish, Portuguese, Punjabi, Russian, Serbo-Croatian, Tagalog, and Urdu. During the 2000–01 school year, nearly 10 percent of the total K–12 public school enrollment throughout the United States consisted of English language learners (estimated as more than 4,580,000 students). ELLs are sometimes the overwhelming majority in schools. From 1990–91 to 2000–01, the total English language learner population grew approximately 105 percent, while, by comparison, the non-English language learner school population grew just 12 percent (Kindler, 2002).

Program Models That Serve ELLs

The research-based teaching strategies presented in this video series combine second-language acquisition and teaching methodology with grade-level content curriculum learning. In this way, English language learners are simultaneously learning English and the rigorous subject area curriculum.

There is great variability in the design and implementation of instructional programs for English language learners. Several programs have evolved in the last three decades and have been influenced by federal, state, and local policies. The implementation of these programs depends on local resources available to the schools and districts.

Dual Language/Two-Way Bilingual

The dual language/two-way bilingual (DL/TWB) program integrates second language learners (English language learners and English-proficient students) for instruction in and through two languages (Calderón & Minaya-Rowe, 2003). It is an enrichment program that provides language, literacy, and content area instruction to all its students in both languages. Its language goal is for students to become fully bilingual and it follows the district's academic goals for all students. It is a maintenance program and an enrichment program where all students benefit and acquire high levels of proficiency in their home language and the second language. Its cultural goal is to eliminate the isolation of English

language learners from English speakers by providing them with a rich English-language environment and by supporting their academic learning with no risk to their first language development, language maintenance, or academic achievement.

DL/TWB programs number 315 in 28 states in U.S. schools (Center for Applied Linguistics, 2005). Programs are usually offered for the first 7 years (grades K–6) of instruction, although some middle and high schools also offer them. Common patterns for the instruction in two languages include

- **The 90/10 model.** When the program begins, 90 percent of the instructional time is in the non-English language and 10 percent of the instructional time is in English. Gradually, the instructional time increases to 50/50, usually by the fourth or fifth year.
- **The 70/30 model.** The program begins with 70 percent of the instructional time in the non-English language and 30 percent of the instructional time in English. Gradually, the instructional time increases to 50/50 by the fourth or fifth year.
- **The 50/50 model.** The program begins and continues with 50 percent of instructional time in the non-English language and 50 percent of the instructional time in English.

Regardless of the time options, the DL/TWB program goal continues to be increasing and maintaining fluency in both languages. The structure and language articulation vary, but all programs offer instruction in the non-English language for a significant portion of the school day and integrate English speakers and English language learners for all or most instruction.

The unique feature of DL/TWB instruction is that both languages are first languages and all students have the opportunity to be first language models and second language learners. It also creates an additive bilingual environment for all students since the first language is maintained while the second language is acquired. It promotes bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural attitudes and behaviors in all students.

Sheltered English Immersion

Sheltered English immersion (SEI) programs use only English as a medium of instruction in all-ELL classrooms. English is taught through the content areas. SEI teachers may have an English as a second language (ESL) or a bilingual teaching credential, are receptive to their students' needs, and use ESL and sheltered English strategies to teach the grade-level curriculum. Their use of the children's first language is limited primarily to clarification of English instruction. Students are often mainstreamed into the regular English program after two or three years.

Sheltered Instruction

Sheltered instruction (SI) is also known as content instruction or sheltered English instruction. SI is commonly used as a component of DL/TWB, newcomers programs (*see p. 7*), and other bilingual education programs to instruct students in their second languages (e.g. Spanish as a second language, English as a second language). Sheltered instruction serves as a bridge to an all-English content class (Parker, 1984). It can be an effective method for teaching English when delivered by a trained ESL teacher who includes both language and academic content with targeted language and content objectives. English language learners are the only students in the classroom; they can attend for one or more periods a day. In this way, English learners are “sheltered” from competing with native English speakers. Sheltered instruction teachers use the same content as for English speakers but with specific research-based instructional techniques that have proven effective in teaching English language learners. The content use is appropriate for students' ages and cognitive levels, and appropriate teaching strategies are incorporated to meet the students' unique needs. Teachers modify their use of English to teach content areas such as mathematics, science, and social studies, ensuring that the material is comprehensible and promotes learners' English language development. These learners adjust to the language demands of the lesson through the teacher's modification of speech, rate, and tone by

- Simplifying vocabulary and grammar.
- Repeating key words, phrases, or concepts.
- Using contexts clues and models extensively.
- Relating instruction to English learners' background knowledge and experience.
- Using strategies and techniques familiar to language teachers.

These strategies and techniques include demonstrations, visuals, graphic organizers, and cooperative learning to make academic content and language understandable at different levels of instruction for English language learners. The length of time that students participate in the SI program varies depending on how quickly they acquire the academic English skills.

Newcomers Program

English language learners in newcomers programs are recent immigrants who have special short-term needs, such as refugees (Short & Boyson, 2003). These learners bring a variety of languages and cultural backgrounds to the classroom, and they often have low literacy skills or are illiterate. Newcomers programs also serve adolescent immigrants who are at risk of educational failure or early dropout because of underdeveloped first language literacy skills, limited or no English language skills, or weak academic skills from little or no schooling. English language learners in newcomers programs may also need support for psychological and emotional trauma from prior experiences in their countries.

One school may foster many individual newcomers programs, and students may receive instruction in English for less linguistically demanding areas, such as music, physical education, and art. These programs combine sheltered instruction with some academic support in the learner's first language, when feasible. Generally, after one or two years in a newcomers program, students join the general education program. When newcomers become proficient in English, they remain in the same school to continue their grade-level education in the general all-English program.

Newcomers programs may serve learners for the full school day and include content area courses along with ESL instruction. Other programs offer half-day instruction, often to instruct a group in the morning and a group in the afternoon.

Transitional Bilingual Education

Transitional bilingual education (TBE) programs have been the main model for bilingual education and have been supported by federal and state funding for the last three decades. TBE programs have traditionally served elementary school students and, to a lesser degree, some secondary school students. The students enrolled in these programs are English language learners with little or no knowledge of English. The main purpose of the transitional bilingual education program is to develop and increase the students' English language proficiency to a level that will

allow them to receive instruction in content areas in the mainstream all-English classroom.

For the most part, TBE programs have initially provided instruction in literacy and academic content areas through the medium of the learner's first language, along with instruction in English as a second language (ESL) and a focus on oral and written English language development. As students demonstrate an intermediate level of English language proficiency, they are introduced to reading and writing in English and to English academic language. They transition out of first language instruction after two or three years. To do so, teachers use sheltered instruction strategies. In many traditional bilingual education programs, ELLs receive additional English language support and integrate with English-speaking students when they take nonacademic subjects such as art, music, and physical education.

Once students acquire sufficient English proficiency, as determined by the district's measures, their instruction in academic subjects gradually shifts from the students' first language to English. This instruction usually shifts one subject at a time, typically starting with math computations, followed by reading and writing, then science, and, finally, social studies. The introduction of English reading and writing is especially important—teachers emphasize the similarities but also teach the differences between in English and the students' first language. When students have acquired such level of English academics, they are transitioned into the regular all-English classroom and instruction and their first language is discontinued.

Inclusion

The goal of the inclusion program (formerly known as “push in”) is to develop social and academic English proficiency. It is offered to English language learners of all ages and grades K–12. The inclusion program keeps ELLs in the mainstream classroom. ESL classes are often taught using an inclusive approach integrating English reading and language arts at the elementary grade and by levels (beginner, intermediate, and advanced) in self-contained ESL classes in the middle and high school. Coteaching and coplanning may also be used in the classroom; both the ESL teacher and the content area teacher are in the classroom, teaching English and the grade-level curriculum. In this way, the program offers curriculum articulation with grade-level mainstream classroom teachers.

The inclusion program is implemented when the ELL student population is varied and the numbers are small compared to the district's or school's

student population. The length of student participation in the program varies depending on how much English language learning has been achieved.

Tutoring

English tutoring services are offered to English language learners on a one-on-one basis in regular English-speaking content area classrooms across grade levels. The tutor sits with the student in the regular classroom and uses sheltered instruction strategies to present the content instruction. The tutor may use the student's first language to facilitate instruction, bearing in mind that the objective is English development. The tutor also provides support to the student at school during homework sessions.

No Child Left Behind (NCLB) is the reauthorization of the Elementary and Secondary Education Act and emphasizes acquisition of and academic achievement in English. NCLB mandates new dimensions of accountability for state education agencies, local education agencies, school districts, and schools. The thrust of NCLB is to ensure that, by 2012, all students will achieve state standards in specified subjects. Consequently, all schools need to meet and report their adequate yearly progress.

NCLB specifies that states need to

- Apply the same achievement standards to all students.
- Include results of continuous and substantial academic improvement for all students.
- Measure the progress of all students on state standardized assessments.
- Include separate, measurable, annual objectives for the achievement of set groups of students, such as English language learners.
- Include graduation rates for secondary students.
- Demonstrate that each group of students meets or exceeds the state's measurable objectives.

These mandates have serious consequences for schools because NCLB specifies that states must annually assess the English proficiency of English language learners. For ELLs who have attended school in the United States for three consecutive years or 30 months, assessment for reading

The 2001 No Child Left Behind Act

and language arts must be in English. NCLB puts greater pressure on schools to improve programs so English language learners achieve English proficiency. Most states have developed or are developing English language proficiency standards for English language learners to link these standards to the academic content standards set by the state.

The Office of English Language Acquisition acknowledges that the role of every teacher in every classroom in the nation has never been more important than today. In classrooms with English language learners, teachers must ensure that the curriculum and the teaching strategies reflect an alignment with English language proficiency standards.

NCLB requires that all teachers of core academic subjects be highly qualified. The mandate promotes stronger standards and accountability in teacher preparation, teacher quality, and teacher certification; it also supports alternative routes for certification and in-service and pre-service teacher development. Yearly, teacher preparation programs are assessed and those designated as low-performing are given a probation period to review and improve their teacher education programs.

NCLB also increases the need for quality research about what works to help English language learners and all students succeed in school. Because it emphasizes mastery at grade level of both academic content and English language proficiency by all students, including English language learners, it behooves school systems to ensure that all teachers (mainstream teachers, bilingual teachers, ESL teachers, and so on) gain a functional and practical understanding of the theories, principles, and strategies proven successful in educating English language learners.

Levels of English Language Proficiency

English language proficiency from grades K–12 is measured in five levels (Calderón & Minaya-Rowe, 2003; Calderón, August, & Minaya-Rowe, 2004), level one being the lowest and level five being the highest. These five levels of language proficiency are synthesized below using performance definitions for the four language domains of listening, speaking, reading, and writing, as developed by Margo Gottlieb, expert on assessment of language proficiency.

Level 1

Students have a pictorial or graphic representation of the language of the content areas and demonstrate comprehension of simplified language. With visual and graphic support, they begin to speak with a few words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions (what, who, and so on), or statements.

Suggested instructional activities

- Model new vocabulary and allow students to listen to the sounds and intonation patterns of English. Useful instructional indicators include writing the word on the board, reading it, and having the students repeat it. Simple poems, songs, one-step commands for students to follow, and identification of materials to complete tasks from realia can also be used.
- Build background knowledge through contextual clues such as graphics, concepts of print, films, movements using total physical response, pantomime, and artistic creative expressions, such as art and music. Students can respond verbally or nonverbally.
- Implement listening centers with taped versions of stories, new words, and simple questions for students listening to new words.
- Model writing by asking students to copy words, phrases, and sentences or represent an idea in pictures or drawings.
- Use cooperative learning strategies such as
 - Think, pair, share: Students ask each other questions about what they've read.
 - Two-step interview: One student interviews another, then the students switch roles.
 - Round table: Students pass a single paper and pencil around, writing responses one below another.
- Debrief for student comprehension.

Level 2

Students understand the general language related to the content areas. They begin to be understood, say phrases and short sentences, and make natural developmental errors in pronunciation, grammar, and meaning. They ask and answer questions and retell familiar stories using gestures, visuals, and graphic support.

Suggested instructional activities

- Model new vocabulary written on the board in multiple-step commands. Ask students to identify some words or phrases of oral communication. Team them with more-advanced speakers. Use a parking lot, a poster students can place sticky notes on to let the teacher know which words they're having difficulty with.
- Read aloud vocabulary written on the board to model fluency. Encourage students to use the new words through techniques such as a parking lot and the use of graphic organizers.
- Promote role-play activities based on illustrations and oral descriptions, like turn-taking rules.
- Encourage shadow reading activities in triads with two more advanced readers. In shadow reading, a below-grade level student sits between other students and follows along as they read.
- Use background knowledge to make predictions, compare and contrast, and classify topics.
- Encourage writing by asking students to create lists for different purposes, complete graphic organizers, make inferences about pictures, and write notes to peers or friends.
- Continue to use cooperative learning strategies listed for Level 1 using the four language domains.
- Debrief for student comprehension.

Level 3

Students possess general and some specific language of the content areas. They use expanded sentences in oral interaction or written paragraphs. They are understood when speaking, using standard grammar and pronunciation; however, some rules are still missing. They ask or answer instructional questions, participate in conversations, retell stories, and use expanded vocabulary and paraphrasing.

Suggested instructional strategies

- Use many strategies recommended for levels 1 and 2 in the development of the four language domains.
- Focus on everyday vocabulary and academic language. To develop higher-order thinking skills, encourage students to use new words when identifying the main idea in a paragraph or completing a task.

- Engage in instructional conversations to consolidate content knowledge.
- Model partner reading strategies (partner A reads first sentence and partner B helps; partner B reads the next sentence and partner A helps; partners continue until they finish reading the entire assigned section).
- Focus on writing: Students label objects or pictures; produce phrases and sentences to describe or respond to a picture; ask the author, their teacher, or their peers questions; and write in their journals.
- Continue to use the cooperative learning strategies defined above and add
 - Numbered heads together: Students group together, each is assigned a number, and after discussion within the group, the teacher selects a number to answer for the group.
 - Team books: Students form groups to create story books based on elements of a story just read.
 - Concept cards: Students make study cards for words they've missed on a test, then are quizzed until they win back all their study cards and are ready to take a practice or real test.
 - Tea party: Students form concentric circles, pair up to answer questions, then move to the right and pair up with a new partner.
- Debrief for student comprehension.

Level 4

Students use specific and some technical language of the content areas. They are understood when they use consistent oral and written Standard English, and they have minimal grammar, pronunciation, and semantic errors that do not impede the overall meaning of the communication. They use a variety of sentence lengths of varying linguistic complexity when writing paragraphs.

Suggested instructional strategies

- Continue to provide modeling and peer learning opportunities as used in levels 1, 2, and 3 for the development of the four language domains.

- Focus on proficiency in the four domains. In teams, students ask and answer open-ended questions, using Bloom questions—questions that predict, compare, self-correct, expand sequence, persuade, summarize, interpret, restate, enrich, and retell stories.
- Students use complete sentences and have rich discussions, retell or narrate larger stories, write responses to text questions, and write prompts using improved punctuation and spelling.
- Encourage students to use graphic organizers, such as
 - Concept maps: A series of words organized by their relationship around a central idea.
 - Flow diagrams: Diagrams used to visually display a process, sequence of events, or time line.
 - Tree diagrams: Diagrams often used to classify and categorize information by visually demonstrating how items are related.
- Have students use dictionaries to draft, revise, and edit their own writing based on class or peer reviews.
- Continue to use the cooperative learning strategies defined in the previous levels and add a simple jigsaw:
 - In-house jigsaw: Each student on a team is responsible for one part of a reading, then teaches the information to the rest of the team to make the jigsaw puzzle parts become a whole.
 - Expert jigsaw: Each expert team (all ones together, all twos together, and so on) is responsible for one part of the reading. Students study, discuss, and summarize the content, then return to their groups and teach the others in their group.
- Debrief for student comprehension.

Level 5

Students use the technical language of the content areas. Their oral and written language compares well to that of English-proficient peers when presented with grade-level material, and they use a variety of sentence lengths of linguistic complexity for stories, essays, and reports.

Suggested instructional strategies

- Have students interact verbally through team discussions and role playing without contextual support to negotiate solutions to prob-

lems. Ask them to provide specific information that confirms or denies beliefs and to critique and evaluate plays, stories, computer programs, and so forth.

- Have students self-correct—or work as a team—for accuracy and correctness in oral, reading, and writing activities. They can create brochures or newsletters and delve deeper into content-area topics and issues.
- Continue using any cooperative learning strategy that fits the activity.
- Debrief for student comprehension.

According to Gottlieb, when students reach the fifth level, they are equipped to meet state content standards, and, therefore, are academic language proficient. Calderón (2005) further defines academic language proficiency as the ability to make complex meanings explicit using the appropriate language of the content area. The sequencing of proficiency levels does not imply that English language learners need to first become proficient in English (level 5) before being exposed to standards-based instruction. According to Calderón, both language proficiency levels and content-based instruction can be achieved simultaneously when English language learners are given the proper instruction and use the four language domains of listening, speaking, reading, and writing from the start.

The three videos and the facilitator's guide in this series are designed to help mainstream teachers and other educators who are facing new challenges because of changing student demographics combined with new policies and politically charged debates regarding how to educate all students and improve achievement. This series also presents strategies that teachers can use to help English language learners and all classroom students succeed in learning academic content, especially in today's era of standards and accountability. Superintendents, school board members, staff developers, and professors in teacher education programs should also find this series helpful in reinforcing or expanding their understanding of how they can support school-based staff members' development and implementation of strategies that have proven successful in educating English language learners.

The workshops in this guide are designed to stimulate exploration, discussion, and sharing in a collaborative setting. An individual may also use the videos and exercises for personal reflection and growth. Both the workshops and individual settings are designed to enable participants to

Purpose of the Series

- Learn about the unique abilities, backgrounds, and skills that English language learners possess.
- Identify different ways to support mainstream teachers and increase student achievement.
- See how different content area teachers use various literacy strategies that help English language learners, and all students, achieve academic success.

About the Series

This video-based staff development series consists of three programs and a facilitator's guide. Program 1, *Today's Schools*, and its corresponding workshop activities offer an overview of the challenges K–12 teachers are facing when teaching English language learners in their classrooms. This program helps to build an awareness of the linguistic, academic, and cultural needs of these students and the different student language proficiency levels teachers may face. This program also helps to dispel misconceptions, practices, and policies that often prevent the implementation of quality instructional programs. Throughout this and the next two programs in the series, educators use varying strategies and techniques to help all students succeed in learning academic content.

In Program 2, *Reading Strategies*, participants will observe and learn how teachers use literacy strategies that help in developing and enhancing reading skills simultaneously with oral language and content knowledge. The teachers in this video demonstrate strategies for working with different grade levels and different content areas and illustrate ways to improve reading achievement for English language learners through a variety of instructional strategies. The strategies highlighted in this video and workshop are only a sampling and aim to encourage educators to explore other well-researched strategies to help the full range of learners in classrooms. Key is for educators to realize that English language learners possess the same cognitive and critical thinking abilities as other students.

Finally, Program 3, *Writing Strategies*, focuses on how written words help reinforce languages and extend understanding of a text and its contents. This program and workshop will also examine how teachers can use graphic organizers and reflections to help students increase content understanding.

Two workshop formats are provided. One format gives participants an opportunity to view the video in its entirety without interruption and to reflect on and share broad reactions and perspectives about the issues

addressed. A second format divides the video into segments. Activities, supplemental readings, and opportunities for discussion deepen participants' understanding of specific issues and help them apply these issues to their own situations. The second workshop format is designed to help participants gain a more in-depth conception of how teachers can meet the needs of English language learners and all students.

As the facilitator of this workshop series, you may find it helpful to keep in mind that if participants discuss their different insights, they will often learn more than if they simply viewed the tape without follow-up activities. Moreover, viewing videos can be a passive activity unless careful preparation has been made to turn viewing into an intellectually active experience by providing the viewer with appropriate preliminary and follow-up activities. These activities can promote further reflection and support participants' efforts to plan for the effective application of the ideas presented in the program.

This guide is designed to help you get the best possible benefits from the *Raising the Literacy Achievement of English Language Learners* video series. The workshop activities and discussion questions included here can serve as starting points. However, the facilitator's choices of activities and questions certainly should not be limited to those contained in this guide. Indeed, facilitators should encourage participants to raise their own questions based on their particular needs or concerns.

This guide contains five sections:

Introduction. This presents some background information regarding English language learners, the current state of education related to this topic, as well as a description of the video series.

Workshops. This section presents agendas, materials, and information needed for the facilitator to plan and conduct two different workshops for each video program.

Handouts and Overheads. These are the materials to be duplicated and distributed to participants for each workshop. They include camera-ready masters for overhead transparencies and handouts that are incorporated within the various workshop formats.

Readings and Resources. This section includes a selection of articles pertaining to English language learners and some strategies highlighted within this video series. These articles may be duplicated and distributed

Using the Facilitator's Guide

Role of the Workshop Facilitator

to workshop participants. References and related resources are also provided.

As facilitator, your preparation for the sessions and your openness to discussion will enable you to help your group benefit from this video series. It is important that you view the videos and read through this manual before the workshops. Your background knowledge and outside reading will provide you with a strong base for discussion. As a facilitator, you have several major responsibilities:

Read and View the Materials.

Your initial preparation should include viewing the video you are going to use in your workshop, reading the Introduction to this guide, and studying the workshop format you plan to use. You will want to read the related resource materials in the Readings and Resources section, and you may also want to check the reference list for additional background information. If you use videotapes, you may find it helpful to note the VCR counter numbers at the beginning of each section and examples that you would like to note during the workshops.

Prepare the Program Activities.

Select the most appropriate workshop format for your audience. Make adaptations based on the time available and the needs of the workshop participants. Plan the agenda for the workshop, with scheduled breaks for a longer workshop.

Check the Room and Seating Arrangements.

Reserve a room that is large enough, with ample seating for the number of participants you expect to attend, and ensure that it is conducive to small-group discussions. Tables that can accommodate five to eight participants are recommended to facilitate interaction and collaboration.

Arrange for Necessary Video and Audiovisual Equipment.

Arrange for a working DVD or VCR player and monitor, ensure proper electrical fitting, and make sure you have sufficient power cords with adapters for the DVD or VCR player. One 23- to 25-inch monitor will suffice for up to 25 participants. Plug in both machines to ensure their working condition—and make sure that the electrical outlets in the reserved room are in working order. If the room is large, you may need a microphone and speakers. If you plan to use overheads, make sure you have a working overhead projector, screen, and extra transparencies and

markers, if you need them. Provide a flip chart with a pad of large poster-size paper and markers as well as chalk and eraser for a chalkboard.

Prepare Materials.

Duplicate enough handouts for all participants, as well as supplementary readings you would like to distribute. Prepare overhead transparencies from the Handouts and Overheads section of this guide. Duplicate any overheads you wish to use as handouts.

Announce the Program.

In your announcements or invitations, give sufficient notice and clearly specify the day of the week, date, time, and location for the program. Remind participants to bring pencils and notepads. If parents, business leaders, or community members are invited, they may need more advance notice than school or district staff members.

Make Other Arrangements.

Prepare an agenda, with times for breaks. Also, arrange for refreshments, if desired.

WORKSHOPS

Workshop 1A

Today's Schools

Workshop 1A is an approximately 2½-hour session that provides an overview of the challenges K–12 teachers face when teaching English language learners in their classrooms. This workshop helps to build an awareness of the linguistic and academic needs of these students and the different student language proficiency levels teachers may face. It also helps to dispel misconceptions, practices, and policies that often prevent the implementation of quality instructional programs. This workshop uses Program 1, *Today's Schools*. Viewing the video and reading this guide in advance of the workshop will provide helpful information. Your background knowledge and outside reading will give you a strong base for discussion. As the facilitator, you may wish to use the following agenda or customize it to suit your needs.

Agenda and Time Guide

Activity	Time (Minutes)
Welcome and Introductions	15
Opening Activity	45
View Program 1, <i>Today's Schools</i>	30
Reaction to Program 1	10
Building Background Knowledge and Support	45
Conclusion	5
Approximate Workshop Time	2 hours, 30 minutes

Workshop Materials

For this session, you will need a copy of the following for each participant:

- Handout 1, Three-Step Interview
- Handout 2, Who Are ELLs?
- Handout 3, Clarifying Misconceptions
- Handout 4, Instructional Programs That Serve ELLs
- Handout 5, Levels of English Language Proficiency
- Handout 6, Shed Some Light on the Subject
- Handout 7, Cornell Note Page

Facilitator's Note

Providing folders with all materials inside is an efficient way to distribute handouts and other resources.

You may also wish to provide name tags for everyone.

- Handout 8, Why Is Vocabulary So Important?
- Handout 9, Tier Words

You will find masters for these materials in the Handouts and Overheads section of this guide. You will also need a transparency of Overhead 1, Workshop 1 Objectives.

Other materials and equipment needed for this workshop include the following:

- Overhead projector
- Chart paper
- Easels
- Magic markers
- Sticky notes
- Index cards

Welcome and Introductions (15 minutes)

1. Welcome all participants. Introduce yourself and explain your role as a workshop facilitator. As the facilitator, you will guide participants through the activities to help them meet the workshop objectives. Depending on the size of the group and whether participants know one another, you may want to set aside time for participants to introduce themselves.
2. Have participants form teams of four participants. Ask them to arrange themselves so that those who work together in a school or district are in the same small group, or, if you prefer, ask them to form mixed groups with different job roles represented (teachers with administrators, teachers from different grade levels, or teachers from different departments).
3. Distribute Handout 1, Three-Step Interview, and allow participants time to review it. Explain that this activity could be used in classrooms with English language learners and other students to get acquainted with each other and the teacher. It could also be used as a starting point in assessing students' diverse background knowledge about a particular topic or subject.

4. Ask teams to follow the instructions in Handout 1. Provide time checks as to when participants are to switch roles, return to their team, and share what they have learned about their partner.
5. Ask the reporters from each group to share what characteristics or challenges were identified within their groups.
6. In a whole group, ask participants to explain what they learned from this activity and what are the main instructional needs of English language learners in the classrooms that were described?
7. Explain that this workshop will focus on the challenges teachers face when teaching English language learners in their classrooms. It will help teachers become more familiar with those students' needs and characteristics and will explain how, with appropriate instructional programs, teachers can help them learn English and the grade level curriculum.
8. Display Overhead 1, Workshop 1 Objectives, and tell participants

◆ **By the end of this workshop, you will**

- **Comprehend the linguistic and academic needs of English language learners.**
- **Understand some of the misconceptions, beliefs, practices, and policies that prevent the implementation of quality instructional programs for these learners.**
- **Recognize the various types and characteristics of English language learners.**
- **Identify and describe the levels of language proficiency of English language learners.**
- **Understand what support is available for teachers to help these students.**

Discuss how these objectives correspond with the participants' expectations for the workshop.

Facilitator's Note

You may wish to make copies of Overhead 1 to distribute to participants or write the workshop objectives on chart paper or a chalkboard before participants arrive.

Opening Activity (45 minutes)

1. Distribute Handout 2, Who Are ELLs?; Handout 3, Clarifying Misconceptions; Handout 4, Instructional Programs That Serve ELLs; and Handout 5, Levels of English Language Proficiency. Explain to participants that these four handouts provide useful information on

English language learners and that each one is based on research and practice. Tell participants

- ◆ **Handout 2, Who Are ELLs?**, presents a demographic overview of English language learners in the United States: the number of English language learners in our schools, their backgrounds, and the characteristics of three groups of new arrivals. This includes students who have recently arrived in the United States and already have some educational experience and literacy skills; students who have arrived with limited or low-quality formal schooling experiences; and students who have been in various ELL programs without benefiting from any continuous and sustained instructional support.

Handout 3, Clarifying Misconceptions, responds to four misconceptions that may negatively affect your program of instruction for English language learners.

Handout 4, Instructional Programs That Serve ELLs, describes the seven most common instructional programs available for English language learners.

And, Handout 5, Levels of English Language Proficiency, presents the five levels of language proficiency in listening, speaking, reading, and writing, with suggested instructional activities for each level.

2. Divide the participants into groups by the number they were assigned from the previous activity. Explain that they will be conducting a jigsaw activity using all four handouts. For example, participants who were assigned number one will gather together and read and discuss in their group Handout 2, Who Are ELLs? Participants who were assigned number two will read and discuss in their group Handout 3, Clarifying Misconceptions. Participants who were assigned number three will read and discuss in their group Handout 4, Instructional Programs That Serve ELLs. And, participants who were assigned number four will read and discuss in their group Handout 5, Levels of English Language Proficiency.

Once participants in the four groups have read and become familiar with the content of their handout, they will then return to their original team to explain the content of the handout to other team members. Allow participants about 5 minutes to read their assigned handout.

3. Distribute Handout 6, *Shed Some Light on the Subject*, to each participant. Explain that, after the groups have read their assigned handout, they are to discuss what they have read and use this graphic organizer to summarize the content and identify the key details. Each participant in the four groups will need to have a completed version of Handout 6 to take back to the original team to share. Allow 15 minutes for this activity.
4. Ask each jigsaw group to write two content questions on an index card based on the handout the team read. The other side of the card should be labeled with the corresponding group number.
5. Collect all the cards and ask participants to return to their original teams to share what they have read and discussed using the graphic organizers they've completed. Allow 5 minutes for each participant in the teams to explain his assigned handout. Provide time checks as to when participants should switch to the next handout. Allow 20 minutes for this activity.
6. Using the questions on the index cards you collected, quiz those participants in the whole group who were not assigned to that particular handout.
7. In a whole group, ask participants to discuss what they have learned. Use the following questions to guide the discussion:
 - What information did you find most interesting?
 - What information did you already know?
 - What have you learned from this activity?
 - How would a jigsaw like this be useful in a diverse classroom that included English language learners?
 - How would a graphic organizer like Handout 6 be useful in a diverse classroom that included English language learners?
8. Explain that group activities like jigsawing and using graphic organizers are some of the methods teachers use in helping all students, including English language learners, acquire academic content.

Facilitator's Note

You may wish to identify four corners of the room as the locations for the jigsaw teams, perhaps by numbering signs on chart paper before participants arrive. You may also wish to consider labeling the different handouts with their corresponding group number.

Remind participants that they are responsible for reading the other handouts that they did not read during the jigsaw activity.

View Program 1, *Today's Schools* (30 minutes)

1. Introduce the video program. Explain that it shows some of the diversity teachers are currently facing, how they are addressing this increase in diversity, and what support can be useful in raising achievement for all students. The educators and school systems highlighted may use different acronyms like ELL, ESL, or HLT, but they are all referencing the English language learners they are helping succeed.
2. Distribute Handout 7, Cornell Note Page. Explain to participants that as they watch the segment, they should note what they believe are important elements. Teachers can use the Cornell Note Page in class because it helps organize ideas and key terms. The split-page approach also allows room for English language learners to use nonlinguistic approaches (i.e., drawings) to help capture content meaning.
3. Show Program 1, *Today's Schools* (30 minutes).

Reaction to Program 1 (10 minutes)

1. Once the video ends, give participants a few minutes to finish recording their observations.
2. Ask participants to share with the entire group what they observed in the video about the diversity teachers are currently facing and how schools are addressing this increase in diversity. Allow 5 minutes for this activity.

Building Background Knowledge and Support (45 minutes)

1. Explain to participants that key in helping all students learn is helping them build the background knowledge they need to achieve. Tell participants
 - ◆ **Instruction that cultivates connections between what students may already know enables meaningful connections to new content. English language learners who have had formal schooling in their primary languages often have the academic schemas for schooling. Preparing these students for concepts**

and understandings in English may simply be a matter of bridging their knowledge through activation strategies or through the use of primary-language materials and strategies.

Students who have had less formal school experience will require more support. Providing opportunities for students to work together (i.e., structured talk with more-knowledgeable learners) or to interact with scaffolded instructional materials and tasks can help students develop concepts and understandings or schemas. Modeling and scaffolding declarative knowledge (i.e., what to learn) and procedural knowledge (i.e., how to accomplish tasks) can help underprepared students learn what and how to learn. Modeling can be done by teachers, by assistants, or by more-knowledgeable students.

2. Distribute Handout 8, Why Is Vocabulary So Important?, and allow participants time to read it. Explain that a first step could be to identify words that may prove difficult for students and that some form of scaffolding or instruction, as presented in the video, may be helpful.
3. Distribute Handout 9, Tier Words, and ask participants to complete the handout instructions. Allow 10 minutes for this activity.
4. Ask participants to share their ideas. Poll the participants to see if there is any difference of opinion regarding labeling words by tiers and why.
5. Explain to participants that all the words listed in Handout 9 are cognates to the Spanish language. Remind participants
 - ◆ **Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. Although English may share very few cognates with a language such as Chinese, 30–40 percent of all words in English have a related word in Spanish. For Spanish-speaking English language learners, cognates are an obvious bridge to the English language.**
6. Ask participants to review their Cornell notes, especially what they wrote regarding the section that focused on teaching support. As a whole group, discuss what ideas or information presented in the video they found most interesting. Use these questions to guide the discussion:

- To what extent is the support presented in the video already in place in your school and district?
- What challenges are you currently facing or could face in incorporating some of these ideas?
- What possible next steps could be followed to incorporate these ideas?

Facilitator's Note

If all the participants work in the same school, you may want to record their comments on chart paper or an overhead transparency for future meetings.

7. To expand the discussion, ask participants, What should be the responsibilities and duties of instructional leaders and teachers regarding incorporating mechanisms that can help teachers and increase student achievement?

Conclusion (5 minutes)

1. Review the workshop objectives (Overhead 1) and address any questions the participants may have. Thank participants for attending the workshop.
2. If appropriate, offer participants additional opportunities for discussion or participation in future meetings regarding helping to raise the literacy achievement of English language learners. Consider forming a study group that would conduct further research. Help recommend and implement specific actions based on the ideas that participants generated during the session (reflected on chart paper or overhead transparencies).
3. Collect all comments noted on chart paper or overhead transparencies for possible use in future workshops on this topic.

Workshop 1B

Today's Schools

Workshop 1B is an approximately 3-hour session that examines the challenges K–12 teachers face when teaching English language learners in their classrooms. This workshop helps to build an awareness of the linguistic and academic needs of English language learners and the different student language proficiency levels teachers may face. It also helps dispel misconceptions, practices, and policies that often prevent the implementation of quality instructional programs. This workshop uses Program 1, *Today's Schools*. Viewing the video and reading this guide in advance of the workshop will provide helpful information. Your background knowledge and outside reading will give you a strong base for discussion. As the facilitator, you may wish to use the following agenda or customize it to suit your needs.

Agenda and Time Guide

Activity	Time (Minutes)
Welcome and Introductions	15
Opening Activity	45
View Video Segment 1, "Meeting Individual Needs"	15
Reaction to Segment 1	15
View Video Segment 2, "Teaching Strategies"	15
Reaction to Segment 2	15
Break	5
View Video Segment 3, "Teaching Support"	20
Reaction to Segment 3	30
Conclusion	5
Approximate Workshop Time	3 hours

Workshop Materials

For this session, you will need a copy of the following for each participant.

- Handout 1, Three-Step Interview
- Handout 2, Who Are ELLs?
- Handout 3, Clarifying Misconceptions
- Handout 4, Instructional Programs That Serve ELLs

- Handout 5, Levels of English Language Proficiency
- Handout 6, Shed Some Light on the Subject
- Handout 7, Cornell Note Page
- Handout 8, Why Is Vocabulary So Important?
- Handout 9, Tier Words

Facilitator's Note

Providing folders with all materials inside is an efficient way to distribute handouts and other resources. You may also wish to provide name tags for everyone.

You will find masters for these materials in the Handouts and Overheads section of this guide. You will also need a transparency of Overhead 1, Workshop 1 Objectives.

Other materials and equipment needed for this workshop include the following:

- Overhead projector
- Chart paper
- Easels
- Magic markers
- Sticky notes
- Index cards

Welcome and Introductions (15 minutes)

1. Welcome all participants. Introduce yourself and explain your role as a workshop facilitator. As the facilitator, you will guide participants through the activities to help them meet the workshop objectives. Depending on the size of the group and whether participants know one another, you may want to set aside time for participants to introduce themselves.
2. Have participants form discussion teams of four participants. Ask them to arrange themselves so that those who work together in a school or teach the same content area are in the same small group. Ask each team to select a reporter who will share the team's responses with the full group.
3. Distribute Handout 1, Three-Step Interview, and allow participants time to review it. Explain that this is an activity that could be used in classrooms with English language learners and other students to get acquainted or as a starting point in assessing students' diverse background knowledge about a particular topic or subject.

4. Ask teams to follow the instructions in Handout 1. Provide time checks as to when participants should switch roles, return to their team, and share what they have learned about their partner.
5. Ask the reporters from each team to share what characteristics or challenges were identified within their teams.
6. In a whole group, ask participants to explain what they learned from this activity and what are the main instructional needs of the English language learners in their classrooms that were described.
7. Explain that this workshop will focus on the challenges teachers face when teaching English language learners in their classrooms. It will help participants become more familiar with their needs and characteristics and will show how, with appropriate instructional programs, teachers can help their students learn English and the grade level curriculum.
8. Display Overhead 1, Workshop 1 Objectives, and tell participants

◆ **By the end of this workshop, you will**

- **Comprehend the linguistic and academic needs of English language learners.**
- **Understand some of the misconceptions, beliefs, practices, and policies that prevent the implementation of quality instructional programs for English language learners.**
- **Recognize the various types and characteristics of English language learners.**
- **Identify and describe the levels of language proficiency of English language learners.**
- **Understand what support is available for teachers to help English language learners.**

Facilitator's Note

If all the participants work in the same school, you may want to record their comments on chart paper or an overhead transparency.

Facilitator's Note

You may wish to make copies of Overhead 1 to distribute to participants or write the workshop objectives on chart paper or chalkboard before participants arrive.

Discuss how these objectives correspond with the participants' expectations for the workshop.

Opening Activity (45 minutes)

1. Distribute Handout 2, Who Are ELLs?, and allow time for participants to read it. Explain that Handout 2 presents a demographic overview of English language learners in the United States: the number of these students in schools, their backgrounds, and the characteristics of three groups of new arrivals. This includes students who have recently arrived in the United States and already have some educational experience and literacy skills; students who have arrived with limited or low-quality formal schooling experiences; and students who have been in various ELL programs without benefiting from any continuous and sustained instructional support.
2. In a whole group, ask participants to discuss how the demographic information presented in Handout 2 is reflected in their school or district. To conclude this activity, ask participants to identify what they consider to be areas of agreement among the participants regarding the diversity of students they are currently facing. Allow 5 minutes for this activity.
3. Have participants return to their original teams of four. Divide the teams into two groups. Assign one group to read Handout 3, Clarifying Misconceptions, and the other group to read Handout 4, Instructional Programs That Serve ELLs. Explain that these handouts provide useful information on English language learners and that each one is based on research and practice. Tell participants
 - ◆ **Handout 3 responds to four misconceptions that may negatively affect your program of instruction for English language learners. Handout 4 describes the seven most common instructional programs available for English language learners.**
4. Tell participants that they will be conducting a variation of a jigsaw activity using the two handouts. Once participants in the two groups have read and become familiar with the content of their handout, they will discuss the content and identify the key details of what they have read. The reporters in each group will then explain the content of the handout to the other group. Allow participants enough time to read their assigned handout.
5. Distribute Handout 6, Shed Some Light on the Subject, to each participant, and provide each group with one blank overhead

Facilitator's Note

If all the participants work in the same school or district, you may want to record their comments on chart paper or an overhead transparency.

transparency of Handout 6 for the reporters in the group to use. Explain that after each group has read the assigned handout (Handout 3 or Handout 4), group members are to discuss what they read and use the graphic organizer in the handout to summarize the content and identify the key details of what they have read. The reporter for each group will complete the overhead transparency version of Handout 6 to present to the other group when it's time to share. Allow 15 minutes for this activity.

6. Ask each group to identify and have the reporter write down two content questions on an index card based on the handout the group read. The other side of the card should be labeled with the corresponding handout number the group read.
7. Collect the cards and ask the reporters from each group to share what they have read and discussed using the graphic organizers their group completed. Project the completed graphic organizer using an overhead projector. Allow 10 minutes for this activity.
8. Using the questions on the index cards you collected, quiz those participants who were not assigned to read that particular handout.
9. As a whole group, ask participants to discuss what they have learned. Use the following questions to guide the discussion.
 - What information did you find most interesting?
 - What information did you already know?
 - What have you learned from this activity?
 - How would a jigsaw like this be useful in a diverse classroom that included English language learners?
 - How would a graphic organizer like Handout 6 be useful in a diverse classroom that included English language learners?
10. Explain that group activities like jigsawing and using graphic organizers are some of the methods teachers use in helping all students, including English language learners, acquire academic content. Remind participants that they are responsible for reading the other handouts that they did not read during the jigsaw activity.

View Video Segment 1, “Meeting Individual Needs” (15 minutes)

1. Introduce the first segment of the video. Explain that it shows some of the diversity English language learners possess and that not all English language learners are the same or require the same assistance. The educators and school systems highlighted may use different acronyms like ELL, ESL, or Hilt, but they are all referencing the English language learners they are helping succeed.
2. Distribute Handout 7, Cornell Note Page. Explain to participants that as they watch the segment, they should note what they believe are important elements. Teachers can use the Cornell Note Page in class because it helps organize ideas and key terms. The split-page approach also allows room for English language learners to use nonlinguistic approaches (i.e., drawings) to help capture content meaning.
3. Show Video Segment 1, “Meeting Individual Needs” (approximately 10 minutes). Stop the segment just before the “Teaching Strategies” segment.

Reaction to Segment 1 (15 minutes)

1. Once the segment ends, give participants a few minutes to finish recording their observations.
2. In a whole group, ask participants to discuss what they observed in the first segment. Use the following questions to guide the discussion.
 - What were your initial reactions?
 - What are the implications of what you saw for you and your fellow educators in your classroom or school?
3. Distribute Handout 5, Levels of English Language Proficiency, and allow time for participants to read it. Explain that Handout 5 presents the five levels of language proficiency in listening, speaking, reading, and writing, with suggested instructional activities for each level.

4. Ask participants to return to their original teams of four and briefly discuss their reactions to the ideas presented in the handout using the following guiding questions:

- How are you identifying the language proficiency levels of English language learners in your school or district? How effective is it, and how is this information shared with teachers?
- To what extent are some of the suggested instructional activities performed in your school or district?
- To what extent are you, as a staff, actively engaged in reviewing and analyzing English language learners' progress to help them improve their academic and literacy achievement?
- What necessary changes or improvements would you suggest to make this review and analysis process more comprehensive?

Allow 10 minutes for this activity.

5. Ask a reporter from each team to share the team's answers to the questions.

Facilitator's Note

You may wish to make copies of the questions to distribute to participants or write the questions on chart paper or an overhead transparency for the small groups to reference.

Facilitator's Note

If all the participants work in the same school, you may want to record their comments on chart paper or an overhead transparency.

View Video Segment 2, "Teaching Strategies" (15 minutes)

1. Explain to participants that key in helping all students learn is helping them build the background knowledge they need to achieve. Tell participants
 - ◆ **Instruction that cultivates connections between what students may already know enables meaningful connections to new content. English language learners who have had formal schooling in their primary languages often have the academic schemas for schooling. Preparing these students for concepts and understandings in English may simply be a matter of bridging their knowledge through activation strategies or through the use of primary-language materials and strategies.**

Students who have had less formal school experience will require more support. Providing opportunities for students to work together (i.e., structured talk with more-knowledgeable learners) or to interact with scaffolded instructional materials and tasks can help students develop concepts and understandings or schemas. Modeling and

scaffolding declarative knowledge (i.e., what to learn) and procedural knowledge (i.e., how to accomplish tasks) can help underprepared students learn what and how to learn. Modeling can be done by teachers, by assistants, or by more-knowledgeable students.

2. Distribute Handout 8, Why Is Vocabulary So Important?, and allow participants time to read it. Explain that a first step should be to identify academic words and other words within a lesson or reading that may prove difficult for students and for which some form of scaffolding or instruction may be helpful. Tell participants
 - ◆ **It is vitally important to teach key words that students will need to comprehend texts, learn the content of those texts, and demonstrate mastery. Teachers can do this by giving direct instruction of word meanings, providing examples of the new word, organizing activities that help students add to their knowledge of the new word, discussing the word with peers, having students restate the explanation of the new term in their own words, and allowing students to create nonlinguistic representations of the new word. Students, and especially English language learners, must be equipped to know the meanings of new words in all the necessary dimensions: to be able to define the word, to be able to recognize when to use the word, to understand its multiple meanings, and to be able to decode and spell the word.**
3. Introduce the next segment of the video. Remind participants that as they watch the segment, they should note what they believe are important elements. Provide participants additional copies of Handout 7, Cornell Note Page, if needed.
4. Show Video Segment 2, “Teaching Strategies” (approximately 10 minutes). Stop the segment just before the “Teaching Support” segment.

Reaction to Segment 2 (15 minutes)

1. When the video segment ends, give participants a few minutes to finish recording their observations.
2. In a whole group, ask participants to discuss what they observed and noted in the segment. Use the following questions to guide the discussion:

- What was your reaction to the video segment?
 - What are the implications of what you saw for you and your fellow educators in your classroom or school?
 - How is identifying and preteaching vocabulary at the beginning of a lesson or unit important for your classroom or school?
3. Explain that this video segment only focused on the importance of teaching and building vocabulary as a starting point for students to prepare them for the academic content that they will face and eventually master. Building background knowledge to help students make the connection to academic content also includes teachers assessing their students' prior knowledge, prior educational experiences, and unique cultural backgrounds and customs. Teachers can use this information as a bridge to the specific content.
 4. Distribute Handout 9, Tier Words, and ask participants to complete the handout according to the instructions. Allow 10 minutes for this activity.
 5. Ask participants to share their ideas. Poll the participants to see if there is any difference of opinion regarding labeling words by tiers and why.
 6. Explain to participants that all the words listed in Handout 9 are cognates to the Spanish language. Remind participants
 - ◆ **Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. Although English may share very few cognates with a language such as Chinese, 30–40 percent of all words in English have a related word in Spanish. For Spanish-speaking English language learners, cognates are an obvious bridge to the English language.**

Facilitator's Note

If you plan to conduct the other workshops in this video series, explain to participants that additional information and discussion regarding how to build background knowledge will be presented in future workshops.

Break (5 minutes)

Invite participants to use the break to informally discuss what they have seen and heard.

View Video Segment 3, “Teaching Support” (20 minutes)

1. Ask participants to return to the small teams that they originally formed at the beginning of the workshop. Ask participants to discuss in their teams the support mechanisms that currently exist in their

Facilitator's Note

If all the participants work in the same school, you may want to record their comments on chart paper or an overhead transparency for future meetings.

school or district that help teachers and English language learners. Allow 5 minutes for this activity.

2. Ask a reporter from each team to share what was discussed.
3. Introduce the final segment of the video. Explain that it identifies various methods schools use to help teachers and increase student achievement. Remind participants that as they watch the segment, they should note what they believe are important elements. Provide participants additional copies of Handout 7, Cornell Note Page, if needed.
4. Show Video Segment 3, “Teaching Support” (10 minutes).

Reaction to Segment 3 (30 minutes)

1. When the segment ends, give participants a few minutes to finish recording their observations.
2. As a whole group, discuss the ideas or information presented in the video that participants found most interesting. Use the following questions to guide the discussion:
 - To what extent are the supports presented in the video already in place in your school and district?
 - What challenges are you currently facing or could face in incorporating some of these ideas?
 - What possible next steps could be followed to incorporate these ideas?
3. To expand the discussion, ask participants, What should be the responsibilities and duties of instructional leaders and teachers regarding incorporating mechanisms that can help teachers and increase student achievement?

Facilitator's Note

If all the participants work in the same school, you may want to record their comments on chart paper or an overhead transparency for future meetings.

Conclusion (5 minutes)

1. Review the workshop objectives (Overhead 1) and address any questions the participants may have. Thank participants for attending the workshop.
2. If appropriate, offer participants additional opportunities for discussion or participation in future meetings that focus on helping to raise the literacy achievement of English language learners. Consider forming a study group that would conduct further research. Help

recommend and implement specific actions based on the ideas participants generated during the session (reflected on chart paper or overhead transparencies).

3. Collect all comments noted on chart paper or overhead transparencies for possible use in future workshops on this topic.

Workshop 2A

Reading Strategies

Workshop 2A is an approximately 2-hour session that provides an overview of how teachers use literacy strategies that help in developing and enhancing reading skills simultaneously with oral language and content knowledge. The teachers in the video demonstrate strategies for working with different grade levels and different content areas. The critical message from these successful teachers is that there are ways to improve reading achievement for English language learners through a variety of instructional strategies. Quality instruction can be delivered even through content courses in secondary schools. This workshop uses Program 2, *Reading Strategies*. Viewing the video and reading this guide in advance of the workshop will provide helpful information. Your background knowledge and outside reading will give you a strong base for discussion. As the facilitator, you may wish to use the following agenda or customize it to suit your needs.

Agenda and Time Guide

Activity	Time (Minutes)
Welcome and Introductions	15
Opening Activity	15
View Program 2, <i>Reading Strategies</i>	25
Reaction to Program 2	10
Research and Practice Connections and Reflections	60
Conclusion	5
Approximate Workshop Time	2 hours, 10 minutes

Workshop Materials

For this session, you will need a copy of the following for each participant:

- Handout 7, Cornell Note Page
- Handout 10, Warm-Up Activity and Background Building
- Handout 11, Practicing Read Alouds
- Reading 1, “Getting at the Content,” by Yu Ren Dong

You will find masters for these materials in the Handouts and Overheads section and the Readings and Resources section of this guide. You will

Facilitator’s Note

Providing folders with all materials inside is an efficient way to distribute handouts and other resources. You may also wish to provide name tags for everyone.

also need a transparency of Overhead 2, Workshop 2 Objectives, and Overhead 3, Parking Lot.

Other materials and equipment needed for this workshop include the following:

- Overhead projector
- Chart paper
- Easels
- Magic markers
- Sticky notes
- Index cards

Welcome and Introductions (15 minutes)

1. Welcome all participants. Introduce yourself and explain your role as a workshop facilitator. As the facilitator, you will guide participants through the activities to help them meet the workshop objectives.
2. Ask the participants to line up against a wall in alphabetical order by first names. Once they have lined up, ask them to say their names, what they teach, and how many English language learners they have in their classrooms.
3. Ask participants to count off from one to four. Have those with the same numbers sit together in teams of four.
4. Once participants are in teams of four, debrief the lining-up activity by asking: What was the purpose of this activity? (Sample responses: get to know who's here; form teams of four; show that we can do this with our students).
5. Explain that teachers often ask how to form teams of four in a way that English language learners are not all sitting together. The purpose of this activity is to help teachers experience how to form teams of four randomly. It also helps students practice dictionary skills—Who goes first, Alain or Allen?

Facilitator's Note

You may wish to make copies of Overhead 2 to distribute to participants or write the workshop objectives on chart paper or a chalkboard before participants arrive.

6. Display Overhead 2, Workshop 2A Objectives, and tell participants

◆ **By the end of this workshop, you will**

- **Understand a variety of reading approaches for English language learners at different grade levels.**
- **Name and describe various cross-cutting instructional strategies.**
- **Discuss the role of vocabulary in the development of reading comprehension.**
- **Understand some key instructional strategies.**

Discuss how these objectives correspond with the participants' expectations for the workshop.

Opening Activity (15 minutes)

1. Distribute Handout 10, "Warm-Up Activity and Background Building" and ask participants to fill out the graph as best as they can, thinking about the levels of English proficiency of their students. They can either use entire classes and grade levels or identify individual students by their initials.
2. After a few minutes, ask participants to share the results with their teammates. Allow 5 minutes for this activity.
3. As a whole group, debrief what was discussed in the teams. Use the following questions to guide the conversation:
 - What did you find out from your team about the proficiency level of students?
 - Are all English language learners the same?
4. Explain that English language learners will have their own variable rates of acquiring language. Tell participants

◆ **Some students may use English almost immediately on their arrival, while others may not use any English for what seems to be "too long" a time. Even as students become proficient in English, they will need to use their primary language depending on the situation, the tasks undertaken, and a multitude of affective and cognitive factors.**

View Program 2, *Reading Strategies* (25 minutes)

1. Introduce the video program. Explain that it shows several schools with teachers of different grade levels and subjects using research-based strategies to help all students with reading and providing strategies that help students attack new words to become more independent readers.
2. Distribute Handout 7, Cornell Note Page. Explain to participants that as they watch the program, they should note what they believe are important elements. Tell participants they can use the Cornell Note Page with their students to organize ideas and key terms. The split-page approach also allows room for English language learners to use nonlinguistic approaches (i.e., drawings) to help capture content meaning.
3. Show Program 2, *Reading Strategies* (25 minutes).

Reaction to Program 2 (10 minutes)

1. Give participants a few minutes to finish recording their observations.
2. Ask participants to share with the entire group what they observed in the video about how the teachers helped students learn new words. Allow 5 minutes for this activity.

Research and Practice Connections and Reflections (60 minutes)

1. Explain to participants that using scaffolds or breaking the tasks into doable parts and then using strategies to move students through the tasks (e.g., sorting vocabulary, buddy reading, taking notes, completing an organizer) can assist English language learners in completing tasks and learning academic content.
2. Distribute Handout 11, Practicing Read Alouds, and allow participants time to read it. Ask participants to return to their teams and discuss what they've read, identifying the metacognitive and comprehension strategies listed that they are already using in their classrooms. Allow 5 minutes for this activity.
3. Ask teams to share what was discussed. Use these questions to guide the conversation:

Facilitator's Note

If all the participants work in the same school, you may want to record their comments on chart paper or an overhead transparency for future meetings.

- What metacognitive and comprehension strategies listed do you find most useful and when?
 - Have they helped English language learners and other students? Why or why not?
 - What strategies listed don't you use but believe might help?
4. Explain that vocabulary instruction is best planned as exposure to, practice with, and mastery of the vocabulary word. Tell participants
- ◆ **The ultimate goal of vocabulary instruction is for students to recognize meanings of words when they come across them while reading or listening and for students to use an expanding vocabulary while speaking and writing. Vocabulary acquisition can also be conceived of as a social phenomenon. Having students work together with words, terms, or phrases will have a positive effect on all students' conceptual development. Don't make the assumption that students who are proficient in English do not need vocabulary development, especially academic and technical vocabulary. Vocabulary knowledge correlates with comprehension. Comprehension depends on knowing between 90 and 95 percent of the words in a text. To overcome the vocabulary disadvantage, we need to allow students to be exposed to vocabulary on a daily basis. A high-achieving 12th grader learns about 15 words a day—equaling more than 5000 words a year.**

Facilitator's Note

If participants did not participate in Workshop 1A or 1B or are unfamiliar with Tier 3 words, distribute copies of Handout 8, Why Is Vocabulary So Important? You might also need to provide additional copies of Handout 7, Cornell Note Page, to allow teams to record their notes and words. Allow participants to tell the reader to pause if they need time to record information.

5. Distribute copies of Reading 2, "Getting at the Content," by Yu Ren Dong. Ask participants to return to their original teams of four. Have one team member read the article aloud to the team, another member should follow along to make sure words are being pronounced correctly, another member should record notes of the reading using Handout 7, Cornell Note Page, and the remaining member should record Tier 3 words or vocabulary words that might be difficult for a 9th grade student to recognize or understand. Have participants rotate jobs at the end of each page of the reading.
6. Ask each team to report what they learned from the article. Use the following literal questions to guide the discussion:
- What were the key concepts in the article?
 - What words did your team identify as challenging for a 9th grade student?

7. To expand the discussion, use the following interpretive and applied questions:
 - What is your reaction to the content of the article?
 - What have you read in this article that could be applied to help your students?
 - What other ways could Joe, the 11th grade social studies teacher, have conducted his lesson on World War II and the dropping of the atomic bomb?

Conclusion (5 minutes)

1. Review the workshop objectives (Overhead 2) and address any questions the participants may have. Thank participants for attending the workshop.
2. If appropriate, offer participants additional opportunities for discussion or participation in future meetings regarding raising the literacy achievement of English language learners. Consider forming a study group that would conduct further research. Help recommend and implement specific actions based on the ideas that participants shared during the session (reflected on chart paper or overhead transparencies).
3. Collect all comments noted on chart paper or overhead transparencies for possible use in future workshops on this topic.

Workshop 2B

Reading Strategies

This nearly 3-hour workshop focuses on how teachers use literacy strategies that help develop and enhance reading skills simultaneously with oral language and content knowledge. This workshop uses Program 2, *Reading Strategies*. Viewing the video and reading this guide in advance of the workshop will provide background information. Your knowledge and outside reading will provide a strong base for discussion. As the facilitator, you may wish to customize the following agenda to fit your context. You may also want to consider showing the video in its entirety and selecting the activities that are most appropriate to participants.

Agenda and Time Guide

Activity	Time (Minutes)
Welcome and Introductions	15
Opening Activity	30
View Video Segment 1, "Introducing Vocabulary"	20
Reaction to Segment 1	15
View Video Segment 2, "Reading Comprehension"	15
Reaction to Segment 2	10
Research and Practice Connections and Reflections	60
Conclusion	5
Approximate Workshop Time	2 hours, 50 minutes

For this session, you will need a copy of the following for each participant:

- Handout 7, Cornell Note Page
- Handout 8, Why Is Vocabulary So Important?
- Handout 11, Practicing Read Alouds
- Handout 12, Geometric Shapes
- Handout 13, How Do We Select Words to Teach ELLs?
- Handout 14, How Do We Teach Words to ELLs?
- Handout 15, Explicit Instruction of Vocabulary
- Handout 16, How Does Partner Reading Help Comprehension?
- Handout 17, Bloom's Taxonomy of Cognitive Processes

- Reading 1, “Getting at the Content,” by Yu Ren Dong

You will find masters for these materials in the Handouts and Overheads section and the Readings and Resources section of this guide. You will also need a transparency of Overhead 2, Workshop 2 Objectives, and Overhead 3, Parking Lot.

Other materials and equipment needed for this workshop include the following:

- Overhead projector
- Chart paper
- Easels
- Magic markers
- Sticky notes
- Index cards

Facilitator’s Note

Providing folders with all materials inside is an efficient way to distribute handouts and other resources. You may also wish to provide name tags for everyone.

Welcome and Introductions (15 minutes)

1. Welcome all participants. Introduce yourself and explain your role as a workshop facilitator. As the facilitator, you will guide participants through the activities to help them meet the workshop objectives.
2. Distribute Handout 12, Geometric Shapes, and ask participants to write with large legible print their favorite instructional strategies. Allow 2 minutes for this activity.
3. Ask participants to stand up and walk around the room holding their paper in front of them like a shield so that others can read what they wrote. Explain that they are not to talk to each other as they walk around and read as many of their colleagues’ shields as possible. Allow 3 minutes for this activity.
4. Ask participants to return to their seats and discuss as a whole group the activity they just completed. Use the following questions to guide the discussion:
 - What was the purpose of this activity? (Sample response: to get to know more about our colleagues, how they teach, and how much we all have in common.)
 - What was the purpose of not talking during the activity? (Sample responses: to focus on reading about each other or focus on the

task; to feel how English language learners feel when they can't communicate orally; to learn to communicate with smiles, eyes, signs.)

Facilitator's Note

You may wish to make copies of Overhead 2 to distribute to participants or write the workshop objectives on chart paper or a chalkboard before participants arrive.

5. Display Overhead 2, Workshop 2 Objectives, and tell participants

◆ **By the end of this workshop, you will**

- **Understand the variety of reading approaches for English language learners at different grade levels.**
- **Name and describe various cross-cutting instructional strategies.**
- **Discuss the role of vocabulary in the development of reading comprehension.**
- **Understand some of the key instructional strategies.**

Discuss how these objectives correspond with the participants' expectations for the workshop.

Opening Activity (30 minutes)

Facilitator's Note

If all the participants work in the same school, you may want to record their comments on chart paper or an overhead transparency for future meetings.

1. As a whole group, ask participants to share what they have experienced with English language learners and their ability to read and understand academic content in their schools.
2. Explain that English language learners will have their own variable rates of acquiring language. Tell participants
 - ◆ **Some students may use English almost immediately on their arrival, while others may not use any English for what seems to be too long a time. Even as students become proficient in English, they may need to use their primary language depending on the situation, the tasks undertaken, and a multitude of affective and cognitive factors.**
3. Distribute Handout 11, Practicing Read Alouds, and allow participants time to read it. Explain to participants that using scaffolds or breaking the tasks into doable parts and then using strategies to move students through the tasks (e.g., sorting vocabulary, reading with a buddy, taking notes, completing an organizer) can assist English language learners in completing tasks and learning academic content.
4. Ask participants to return to their teams and discuss what they've read, identifying the metacognitive and comprehension strategies

listed that they are already using in their classrooms. Allow 5 minutes for this activity.

5. Ask teams to share what was discussed. Use the following questions to guide the conversation:

- What metacognitive and comprehension strategies listed do you find most useful and when?
- Have they helped English language learners and other students? Why or why not?
- What strategies listed don't you use but believe might help?

6. Explain that vocabulary instruction is best planned as exposure to, practice with, and mastery of the vocabulary word. Tell participants

- ◆ **The ultimate goal of vocabulary instruction is for students to recognize meanings of words when they come across them while reading or listening and for students to use an expanding vocabulary while speaking and writing. Vocabulary acquisition can also be conceived of as a social phenomenon. Having students work together with words, terms, or phrases will have a positive effect on all students' conceptual development. Don't make the assumption that students who are proficient in English do not need vocabulary development, especially academic and technical vocabulary. Vocabulary knowledge correlates with comprehension. Comprehension depends on knowing between 90 and 95 percent of the words in a text. To overcome the vocabulary disadvantage, we need to allow student to be exposed to vocabulary on a daily basis. A high-achieving 12th grader learns about 15 words a day—equaling more than 5000 words a year.**

7. Distribute Handout 8, Why Is Vocabulary So Important?, and allow participants time to read it. Explain that a first step to help student identify and understand words would be to use some form of scaffolding or instruction.

View Video Segment 1, “Introducing Vocabulary” (20 minutes)

1. Introduce the first segment of the video. Explain that it shows teachers using strategies to introduce vocabulary that will be needed for

Facilitator's Note

If all the participants work in the same school, you may want to record their comments on chart paper or an overhead transparency for future meetings.

Facilitator's Note

If participants attended Workshop 1A or 1B, substitute Handout 8 with Handout 13, How Do We Select Words to Teach ELLs?, as a reminder of what was presented and discussed in the previous workshop.

students to learn the academic content. This will include not only academic vocabulary but also other words that are unfamiliar to students. The educators and school systems highlighted may use different acronyms like ELL, ESL, or Hilt, but they are all referencing the English language learners they are helping succeed.

2. Distribute Handout 7, Cornell Note Page. Explain to participants that as they watch the segment, they should note what they believe are important elements. Tell participants they can use the Cornell Note Page with their students to organize ideas and key terms. The split-page approach also allows room for English language learners to use nonlinguistic approaches (i.e., drawings) to help capture content meaning.
3. Show Video Segment 1, “Introducing Vocabulary” (15 minutes). Stop the segment just before the “Reading Comprehension” segment.

Reaction to Segment 1 (15 minutes)

1. Give participants a few minutes to finish recording their observations.
2. As a whole group, ask participants to discuss what they observed in the first segment. Use the following questions to guide the discussion:
 - What were your initial reactions?
 - What are the implications of what you saw for you and your fellow educators in your classroom or school?
3. Distribute Handout 14, How Do We Teach Words to ELLs?, and allow time for participants to read it.
4. Ask participants to form small groups of four participants. Distribute Handout 15, Explicit Instruction of Vocabulary. Explain that the first part of this handout presents the steps teachers use to reinforcing vocabulary words after they are introduced. The rest of the handout lists other elements that should be considered when introducing vocabulary words to students. Have participants answer the questions about the polysemous words and the root word graphic. Allow 15 minutes for this activity.

Facilitator's Note

If all the participants work in the same school, you may want to record their comments on chart paper or an overhead transparency for potential future action.

5. Ask the small groups to share some of the answers regarding polysemous words and the root word graphic.
6. Ask participants
 - What implications does identifying and decoding words have for the texts that you use?
 - How much time should you spend preteaching vocabulary?
 - How can teachers highlight these features expeditiously, without taking too much time away from reading the text or enjoying the story?
 - How will English language learners benefit from quick highlights of vocabulary words?
7. Tell participants that other strategies for effective vocabulary instruction include Robert Marzano's six-step process (2004). This includes
 1. Teachers providing a description, explanation, or example of the new term.
 2. Students restating the explanation of the new term in their own words.
 3. Students creating a nonlinguistic representation of the term.
 4. Students periodically doing activities that help them add to their knowledge of vocabulary terms.
 5. Teachers periodically asking students to discuss the terms with one another.
 6. Teachers periodically involving students in games that allow them to play with the terms.

Facilitator's Note

You may wish to have those sections of Handout 15 regarding polysemous words and the root word graphic as an overhead transparency to record the teams' responses.

Facilitator's Note

You may wish to make an overhead transparency of the six-step process to show to participants.

View Video Segment 2, "Reading Comprehension" (15 minutes)

1. Introduce the second segment of the video. Explain that it shows teachers using strategies to help students become more independent readers.
2. Distribute additional copies of Handout 7, Cornell Note Page, if needed.
3. Show Video Segment 2, "Reading Comprehension" (10 minutes).

Reaction to Segment 2 (10 minutes)

1. Give participants a few minutes to finish recording their observations.
2. As a whole group, ask participants to discuss what they observed in the last segment. Use the following questions to guide the discussion:
 - What were some of the ideas that you thought were interesting?
 - What could be some of the challenges in applying these ideas in your school or classroom?

Research and Practice Connections and Reflections (60 minutes)

1. Explain that reading comprehension and other challenges English language learners face when they try to read textbooks in English may also occur with students who are English speakers but who are reading below grade level. It's important for teachers to get acquainted with their students' literacy needs as a starting point.
2. Distribute Handout 16, How Does Partner Reading Help Comprehension?, and allow time for participants to read it. Explain that Handout 16 presents a research-based strategy with several options that help English language learners read and comprehend what they are reading. Explain that the handout mentions several steps to be followed in partner reading.
3. In a whole group, ask participants to discuss the five options to partner reading in Handout 16 and how it could be used in their classrooms, school, or district. To conclude this activity, ask participants to identify what they consider to be areas of agreement regarding the importance of partner reading to help English language learners become fluent readers. Allow 5 minutes for this activity.
4. Explain that by listening to student partners read, teachers can become more familiar with their student's literacy needs and how, by using appropriate reading instruction, teachers can help them read the grade-level curriculum and textbooks in English.

Facilitator's Note

If all the participants work in the same school or district, you may want to record their comments on chart paper or an overhead transparency.

5. Distribute copies of Reading 2, “Getting at the Content,” by Yu Ren Dong. Ask participants to return to their original teams of four. Have one team member read the article aloud to the team, then summarize the main points of what was just read. Another member should follow along to make sure words are being pronounced correctly and read with expression. Another group member should record notes of the reading using Handout 7, Cornell Note Page. The remaining member should record on a sticky note Tier 3 words or vocabulary words that might be difficult for a 9th grade student to recognize or understand. Have participants rotate jobs at the end of each page of the reading.
6. Ask each group to report what they learned from the article. Use the following literal questions to guide the discussion:
 - What were the key concepts in the article?
 - What words did your team identify that might be challenging for a 9th grade student?
7. To expand the discussion, use the following interpretive and applied questions:
 - What is your reaction to the content of the article?
 - What have you read from this article that could be applied to help your students?
 - What other ways could Joe, the 11th grade social studies teacher, have conducted his lesson on World War II and the dropping of the atomic bomb?
8. Ask participants to discuss what they have learned from this exercise. Use the following questions to guide the discussion:
 - What have you learned from this activity?
 - How would partner-reading strategies be useful in a diverse classroom that included English language learners?
 - When would you consider using partner-reading strategies in your diverse classroom that includes English language learners?
9. Explain that partner-reading strategies are some of the tools teachers use in helping all students, including English language learners, acquire reading fluency and academic content. Tell participants

Facilitator’s Note

You might need to provide additional copies of Handout 7, Cornell Note Page, to allow teams to record their notes and words. Allow participants to tell the reader to pause if they need time to record information.

- ◆ **After a few weeks of alternating sentences, partners can move to alternating paragraphs, as long as they continue to be engaged in quality reading and quality interaction. Once in a while, allow students to choose their variations to partner read.**

10. Explain that sometimes teachers will ask teams to post their notes of words that they cannot interpret or understand onto a Parking Lot. Show Overhead 3, Parking Lot, and tell participants

- ◆ **Parking Lots are basically a poster found on a classroom wall for students or reading partners to place sticky notes of words they were not able to decode or understand. Later, teachers can do a review of those words for the class.**

11. Distribute Handout 17, Bloom's Taxonomy of Cognitive Processes, and allow time for participants to read it. Explain that Handout 17 presents a couple of thinking processes for cognitive development as proposed by Bloom. This handout also includes useful verbs related to each process development and sample question stems with potential activities.

12. Explain that participants will go through an activity called Number Heads Together. Ask participants to return to the original teams of four. Ask the teams to

- Decide on a team name or color to identify their team from others.
- Review their observation notes of the video.
- Review the stem questions from the two Bloom's Taxonomy of Cognitive Processes.
- Write two questions per team using different stem questions on an index card.
- Write the team name or color on the other side of the index card.
- Give the team's completed cards to you.

Allow 15 minutes for this activity.

13. Organize the questions you receive from the teams according to the video sequence, the levels of complexity, or points of interest—however you find it most convenient to use them to consolidate the

learning in this session. Review the instructions for the activity with the entire group. Tell participants

- ◆ **First, listen to the question I give you; second, as a team, put your heads together and find the answer to the question.**

Make sure everyone in your team knows the answer and is prepared to answer when your number is called.

14. Ask participants in each team to number themselves so that when you call a number to respond to the question (e.g., “Number 2 in each team”), the participant that corresponds to that number represents the team and gives the team’s answer.
15. The team that wrote the selected question will help judge the responses from each team’s representative. Choose a question and say it twice. Allow 2 minutes for teams to respond and make sure everybody knows the answer.
16. Call a number and have each team’s participant with that number stand up at the team’s table. Ask the question once more and have each standing team member give a response.
17. Ask the team who wrote the question to give its feedback with a thumbs-up if the answer is correct or a thumbs-down if it is not. Follow the same steps choosing questions written by the other teams and follow the same procedure until you have read all the questions.
18. Ask participants what they thought of this activity. Use the following questions to guide the discussion:
 - What did we learn from this activity?
 - When would you use this Number Heads Together?
 - How would English language learners benefit from this activity?
 - How would all students benefit from the Numbered Heads Together?

Facilitator’s Note

If all the participants work in the same school, you may want to record their comments on chart paper or an overhead transparency.

Conclusion (5 Minutes)

1. Review the workshop objectives (Overhead 2) and address any questions the participants may have. Thank participants for attending the workshop.
2. If appropriate, offer participants additional opportunities for discussion or participation in future meetings regarding helping to raise the

literacy achievement of English language learners. Consider forming a study group that would conduct further research. Help recommend and implement specific actions based on the ideas that participants shared during the session (reflected on chart paper or overhead transparencies).

- 3.** Collect all comments noted on chart paper or overhead transparencies for possible use in future workshops on this topic.

Workshop 3A

Writing Strategies

Workshop 3A is an approximately 2½-hour session that provides an overview of how written words help in reinforcing languages and extending understanding of a text and its contents. That’s why it is important to include opportunities for ELL students as well as all students in utilizing writing strategies. This workshop uses Program 3, *Writing Strategies*. Viewing the video and reading this guide in advance of the workshop will provide background information. Your knowledge and outside reading will provide a strong base for discussion. As the facilitator, you may wish to customize the following agenda to fit your context. You may also want to consider showing the video in its entirety and selecting the activities that are most appropriate to participants.

Agenda and Time Guide

Activity	Time (Minutes)
Welcome and Introductions	10
Opening Activity	30
View Program 3, <i>Writing Strategies</i>	25
Reaction to Program 3	10
Research and Practice Connections and Reflections	60
Conclusion	5
Approximate Workshop Time	2 hours, 20 minutes

Workshop Materials

For this session, you will need a copy of the following for each participant:

- Handout 7, Cornell Note Page
- Handout 18, Writing Support
- Handout 19, The Reading–Writing Connection
- Handout 20, Writing to Learn
- Handout 21, Writing Strategies
- Handout 22, Graphic Organizers
- Handout 23, A Conversation with My Peers

- Handout 24, Reflective Assessment: Engaging the Learner in Self-Evaluation
- Handout 25, Suggestions for Engaging the Learner in Self-Reflection and Self-Evaluation
- Reading 2, “Abdurashid’s Story,” by G. Ivey and D. Fisher
- Reading 3, “Reading Supports for All,” by J. Fitzgerald and M. F. Graves

Facilitator’s Note

Providing folders with all materials inside is an efficient way to distribute handouts and other resources. You may also wish to provide name tags for everyone.

You will find masters for these materials in the Handouts and Overheads section and the Readings and Resources section of this guide. You will also need a transparency of Overhead 4, Workshop 3 Objectives, and Overhead 5, Reasons for Asking Students to Write.

Other materials and equipment needed for this workshop include the following:

- Overhead projector
- Chart paper
- Easels
- Magic markers
- Sticky notes
- Index cards

Welcome and Introductions (10 minutes)

1. Welcome all participants. Introduce yourself and explain your role as a workshop facilitator. As the facilitator, you will guide participants through the activities to help them meet the workshop objectives.
2. Depending on the size of the group and whether participants know one another, you may want to set aside time for participants to introduce themselves and say why they are interested in learning about how to help ELLs learn academic content through writing strategies.
3. Explain that this workshop provides an overview of how written words help reinforce languages and extend understanding of a text and its contents. The strategies highlighted in this workshop are only a sampling. It is the goal of this workshop to encourage educators to explore other well-researched strategies to help the full range of learners in their classrooms. Stress to the participants that English

language learners possess the same cognitive and critical thinking abilities as any student. Teachers need to consider what ways they can help students learn the content and the language of the lesson. Display Overhead 4, Workshop 3 Objectives, and tell participants

◆ **By the end of this session, you will**

- **Understand various ways that teachers are helping ELLs learn academic content through writing.**
- **Understand how teachers can use graphic organizers and scaffolds to assist students in organizing their thoughts.**
- **Understand the importance of allowing students to demonstrate their understanding of the content through alternative means of expression.**
- **Understand the importance of student reflection.**

Discuss how these objectives correspond with the participants' expectations for the workshop.

Facilitator's Note

You may wish to make copies of Overhead 4 to distribute to participants or write the workshop objectives on a flip chart or chalkboard before participants arrive.

Opening Activity (30 minutes)

1. Ask participants to write some reasons for asking students to write. Allow 2 minutes for this activity.
2. In a whole group, ask participants to share what they wrote. Record their thoughts on an overhead transparency.
3. Display Overhead 5, Reasons for Asking Students to Write, and compare the overhead list to participants' answers. Highlight similarities and differences.
4. Explain to participants that teachers in the content areas can help students become authors of their own learning by providing support and guidance as needed. Distribute Handout 18, Writing Support, and tell participants

◆ **Teachers can**

- **Provide extended periods of time in which students can organize, draft, and revise their writing.**
- **Let students choose their own topics and the formats in which they present their ideas.**

- **Monitor student work frequently, providing one-on-one conferencing as needed to reassure students and asking questions that cause students to think about their learning in deep and meaningful ways.**
 - **Model their own writing, sharing their insights and struggles with students.**
 - **Provide students with frameworks and ideas for organizing their thinking as they prepare to write.**
 - **Provide a variety of audiences for student work.**
 - **Share student work so that students can learn from one another's insights into what is being learned.**
 - **Encourage students to bring their own prior knowledge and insights to their written thoughts.**
 - **Evaluate written projects both for content and for how well the writing communicates students' understanding of the content.**
 - **Allow students to find their own voice and style in what they write.**
 - **Acknowledge that some writing is casual and some is done for informal or formal purposes by providing opportunities for varied purposes and forms of writing.**
5. Distribute Handout 19, The Reading–Writing Connection, and allow time for participants to read it. Explain that the handout shows the connections between reading and writing.
 6. Have participants form teams of four. Ask them to arrange themselves so that those who work together in a school or teach the same content area are in the same team. Ask each team to select a reporter who will share the team's responses with the full group.
 7. Distribute Reading 2, “Abdurashid’s Story,” by G. Ivey and D. Fisher, and allow participants time to review it.

8. Ask participants to briefly discuss in their teams their reactions to the ideas presented in the handout using the following guiding questions:

- To what extent are some of these methods described currently used in their school?
- How could some of these methods described help English language learners?
- What would be some of the challenges in incorporating these methods in their school?
- What would be the advantages or disadvantages in having teachers agree to a core set of instructional strategies that they would use within different content areas?

Allow 20 minutes for this activity.

9. Ask the reporters from each team to share their answers to the questions.

Facilitator's Note

You may wish to make copies of the questions to distribute to participants or write the questions on a flip chart or an overhead transparency for the small groups to reference.

Facilitator's Note

If all the participants work in the same school, you may want to record their comments on chart paper or an overhead transparency for potential future action.

View Program 3, *Writing Strategies* (25 minutes)

1. Introduce the video program. Explain that it shows how written words help in reinforcing languages and extend understanding of a text and its contents. The educators and school systems highlighted may use different acronyms like ELL, ESL, or Hilt, but they are all referencing the English language learners they are helping succeed.
2. Distribute Handout 7, Cornell Note Page. Explain to participants that as they watch the segment, they should note what they believe are important elements. Teachers can use the Cornell Note Page in class because it helps organize ideas and key terms. The split-page approach also allows room for English language learners to use nonlinguistic approaches (i.e., drawings) to help capture content meaning.
3. Show Program 3, *Writing Strategies* (25 minutes).

Reaction to Program 3 (10 minutes)

1. Give participants a few minutes to finish recording their observations.

Facilitator's Note

If all the participants work in the same school, you may want to record their comments on chart paper or an overhead transparency for potential future action.

2. In a whole group, ask participants to discuss what they observed in the first segment. Use the following questions to guide the discussion:
 - What were your initial reactions?
 - What are the implications of what you saw for you and your fellow educators in your classroom or school?
3. Tell participants
 - ◆ **Writing can be scary to students, especially ELLs who are still learning the language. However, writing is important as a way for students to organize and share their thinking, review their own learning, and evaluate how well they understand what they've read or have been taught. To help students get over their fear of writing and to be able to demonstrate their learning, teachers can apply various activities and tools to support students.**

Research and Practice Connections and Reflections (60 minutes)

Facilitator's Note

You may wish to make copies of the questions to distribute to participants or write the questions on chart paper or an overhead transparency for the small groups to reference.

1. Distribute Handout 20, Writing to Learn, and allow time for participants to read it.
2. Ask participants to return to their teams and discuss how the writing-to-learn prompts identified in Handout 20 would be useful with English language learners. Teams should use the following guiding questions to guide their discussions:
 - How useful would the writing-to-learn prompts be with English language learners?
 - What kind of scaffolding or modeling would be required?
 - How much time would this require, and would it take away from the day's lesson?

Allow 10 minutes for this activity.

3. Ask the reporters from each team to share their answers to the questions with the whole group.
4. In a whole group, discuss when it would be appropriate for content teachers to help English language learners master correct grammar.
5. After a few minutes, tell participants

- ◆ **Traditional approaches to teaching grammar were skill driven; that is, the emphasis was on learning (even mastering) grammar before using it. The learning involved the memorizing of facts as if the accumulation would eventually transfer into usage. Current approaches are contextually driven in an attempt to develop an understanding of language structure in the learner. In other words, grammar teaching does not involve isolated grammar drills. Grammar is acquired in the context of actual language use.**

6. Distribute Handout 21, Writing Strategies, and allow time for participants to read it. Explain that it lists examples of writing-to-learn strategies.
7. Distribute Handout 22, Graphic Organizers, and allow time for participants to read it. Explain that it identifies different graphic organizers that teachers use to help students organize their thinking about the content and demonstrate through writing what they have captured from a discussion or from reading.
8. Distribute copies of Handout 23, A Conversation with My Peers, and Reading 3, “Reading Supports for All,” by J. Fitzgerald and M. F. Graves. Ask participants to return to their original teams of four.
9. Ask the participants to read Reading 3 and complete the second column of Handout 23. Encourage participants to be as explicit as possible so that they have a good understanding of the information before they begin talking with their peers. Allow 10 minutes for this activity.
10. Ask the teams to summarize their own learning and discuss the information that they read. Then, ask the groups to summarize their thinking and learning in the third column of Handout 23. Allow 5–10 minutes for this activity.
11. Ask participants to summarize their thoughts by writing a short paragraph and reflecting on what questions about the content are still in need of answers.
12. In a whole group, ask participants to share what they learned from Reading 3. Use the questions in the first column of Handout 23 to guide the discussion.
13. Explain to participants that the activity with Handout 23 could be used as a formative assessment of what students captured from their reading and discussion.

14. Ask participants what they thought of this activity. Use the following questions to guide the discussion:

- What did we learn from this activity?
- When would you use this conversation with a peer?
- How would English language learners benefit from this activity?
- How would all students benefit from it?
- How could this help support literacy strategies?

15. Point out that Handout 23 includes opportunities for students to gauge their learning and reflect on what was confusing or difficult. Tell participants

- ◆ **Sometimes the most important audience a writer can have is himself. Processing learning is a personal experience; it calls for learners to find connections that make sense to them and to bring what they already know to the new information they are learning.**

Conclusion (5 minutes)

1. Review the workshop objectives (Overhead 4) and address any questions the participants may have. Thank participants for attending the workshop.
2. If appropriate, offer participants additional opportunities for discussion or participation in future meetings regarding raising the literacy achievement of English language learners. Consider forming a study group that would conduct further research. Help recommend and implement specific actions based on the ideas that participants shared during the session (reflected on chart paper or overhead transparencies).
3. Collect all comments noted on chart paper or overhead transparencies for possible use in future workshops on this topic.

Workshop 3B

Writing Strategies

This nearly 3½-hour workshop focuses on how written words help in reinforcing languages and extend understanding of a text and its contents. That's why it is important to include opportunities for English language learners as well as all students in using writing strategies. This workshop uses Program 3, *Writing Strategies*. Viewing the video and reading this guide in advance of the workshop will provide background information. Your knowledge and outside reading will provide a strong base for discussion. As the facilitator, you may wish to customize the following agenda to fit your context. You may also want to consider showing the video in its entirety and selecting the activities that are most appropriate for participants.

Agenda and Time Guide

Activity	Time (Minutes)
Welcome and Introductions	10
Opening Activity	30
View Video Segment 1, "Prewriting Activities"	20
Reaction to Segment 1	15
View Video Segment 2, "Content Writing"	15
Reaction to Segment 2	10
Research and Practice Connections and Reflections	90
Conclusion	5
Approximate Workshop Time	3 hours, 15 minutes

Workshop Materials

For this session, you will need a copy of the following for each participant:

- Handout 7, Cornell Note Page
- Handout 18, Writing Support
- Handout 19, The Reading–Writing Connection
- Handout 20, Writing to Learn
- Handout 21, Writing Strategies
- Handout 22, Graphic Organizers

- Handout 23, A Conversation with My Peers
- Handout 24, Reflective Assessment: Engaging the Learner in Self-Evaluation
- Handout 25, Suggestions for Engaging the Learner in Self-Reflection and Self-Evaluation
- Reading 2, “Abdurashid’s Story,” by G. Ivey and D. Fisher
- Reading 3, “Reading Supports for All,” by J. Fitzgerald and M. F. Graves

Facilitator’s Note

Providing folders with all materials inside is an efficient way to distribute handouts and other resources. You may also wish to provide name tags for everyone.

You will find masters for these materials in the Handouts and Overheads section and the Readings and Resources section of this guide. You will also need a transparency of Overhead 4, Workshop 3 Objectives, and Overhead 5, Reasons for Asking Students to Write.

Other materials and equipment needed for this workshop include the following:

- Overhead projector
- Chart paper
- Easels
- Magic markers
- Sticky notes
- Index cards

Welcome and Introductions (10 minutes)

1. Welcome all participants. Introduce yourself and explain your role as a workshop facilitator. As the facilitator, you will guide participants through the activities to help them meet the workshop objectives.
2. Depending on the size of the group and whether participants know one another, you may want to set aside time for participants to introduce themselves and say why they are interested in learning about helping ELLs learn academic content through writing strategies.
3. Explain that this workshop will reveal how teachers can help ELLs learn academic content through the use of writing. The strategies highlighted are only a sampling. It is the goal of this workshop to encourage educators to explore other well-researched strategies to help the full range of learners in their classrooms. Stress to the

participants that English language learners possess the same cognitive and critical thinking abilities as any other student. Teachers need to consider what ways they can help students learn the content and the language of the lesson. Display Overhead 4, Workshop 3 Objectives, and tell participants

◆ **By the end of this session, you will**

- **Understand various ways that teachers are helping ELLs learn academic content through writing.**
- **Understand how teachers can use graphic organizers and scaffolds to assist students in organizing their thoughts.**
- **Understand the importance of allowing students to demonstrate their understanding of the content through alternative means of expression.**
- **Understand the importance of student reflection.**

Discuss how these objectives correspond with the participants' expectations for the workshop.

Facilitator's Note

You may wish to make copies of Overhead 4 to distribute to participants or write the workshop objectives on chart paper or a chalkboard before participants arrive.

Opening Activity (30 minutes)

1. Ask participants to write down some reasons for asking students to write. Allow 2 minutes for this activity.
2. In a whole group, ask participants to share what they wrote. Record their thoughts on an overhead transparency.
3. Display Overhead 5, Reasons for Asking Students to Write, and compare the overhead list to participants' answers. Highlight those similarities and differences.
4. Explain to participants that teachers in the content areas can help students become authors of their own learning by providing support and guidance as needed. Distribute Handout 18, Writing Support, and tell participants

◆ **Teachers can**

- **Provide extended periods of time in which students can organize, draft, and revise their writing.**
- **Let students choose their own topics and the formats in which they present their ideas.**

- **Monitor student work frequently, providing one-on-one conferencing as needed to reassure students and asking questions that cause students to think about their learning in deep and meaningful ways.**
 - **Model their own writing, sharing their insights and struggles with students.**
 - **Provide students with frameworks and ideas for organizing their thinking as they prepare to write.**
 - **Provide a variety of audiences for student work.**
 - **Share student work so that students can learn from one another's insights into what is being learned.**
 - **Encourage students to bring their own prior knowledge and insights to their written thoughts.**
 - **Evaluate written projects both for content and for how well the writing communicates students' understanding of the content.**
 - **Allow students to find their own voice and style in what they write.**
 - **Acknowledge that some writing is casual and some is done for informal or formal purposes by providing opportunities for varied purposes and forms of writing.**
5. Distribute Handout 19, The Reading–Writing Connection, and allow time for participants to read it. Explain that the handout shows the connections between reading and writing.
 6. Have participants form small teams. Ask them to arrange themselves so that those who work together in a school or teach the same content area are in the same team. Ask each team to select a reporter who will share the team's responses with the full group.
 7. Distribute Reading 2, “Abdurashid’s Story,” by G. Ivey and D. Fisher, and allow participants time to review it.

8. Ask participants to briefly discuss in their teams their reactions to the ideas presented in the handout, using the following guiding questions:
- To what extent are some of the methods described currently used in their school?
 - How could some of these methods described help English language learners?
 - What would be some of the challenges in incorporating these methods in their school?
 - What would be the advantages or disadvantages in having teachers agree to a core set of instructional strategies that they would use within different content areas?

Allow 20 minutes for this activity.

9. Ask the reporters from each of the small groups to share their answers to the questions.

Facilitator's Note

You may wish to make copies of the questions to distribute to participants or write the questions on chart paper or an overhead transparency for the small groups to reference.

**View Video Segment 1, “Prewriting Activities”
(20 minutes)**

1. Introduce the first segment of the video. Explain that it shows how teachers first use some prewriting activities. The educators and school systems highlighted may use different acronyms like ELL, ESL, or Hilt, but they are all referencing the English language learners they are helping succeed.
2. Distribute Handout 7, Cornell Note Page. Explain to participants that as they watch the segment, they should note what they believe are important elements. Teachers can use the Cornell Note Page in class because it helps organize ideas and key terms. The split-page approach also allows room for English language learners to use nonlinguistic approaches (i.e., drawings) to help capture content meaning.
3. Show Video Segment 1, “Prewriting Activities” (15 minutes). Stop the segment just before the “Content Writing” segment.

Facilitator's Note

If all the participants work in the same school, you may want to record their comments on chart paper or an overhead transparency for potential future action.

Reaction to Segment 1 (15 minutes)

Facilitator's Note

If all the participants work in the same school, you may want to record their comments on chart paper or an overhead transparency for potential future action.

1. Give participants a few minutes to finish recording their observations.
2. In a whole group, ask participants to discuss what they observed in the first segment. Use the following questions to guide the discussion:
 - What were your initial reactions?
 - What are the implications of what you saw for you and your fellow educators in your classroom or school?
3. Tell participants
 - ◆ **Writing can be scary to students, especially ELLs who are still learning the language. However, writing is important as a way for students to organize and share their thinking, review their own learning, and evaluate how well they understand what they've read or have been taught. To help students get over their fear of writing and to be able to demonstrate their learning, teachers can apply various activities and tools to support students.**
4. Distribute Handout 20, Writing to Learn, and allow time for participants to read it.
5. Ask participants to return to their original teams and discuss how the writing-to-learn prompts identified in Handout 20 would be useful with English language learners. Teams should use the following questions to guide their discussions:
 - How useful would the writing-to-learn prompts be for English language learners?
 - What kind of scaffolding or modeling would be required?
 - How much time would this require, and would it take away from the day's lesson?

Allow 10 minutes for this activity.

Facilitator's Note

You may wish to make copies of the questions to distribute to participants or write the questions on chart paper or an overhead transparency for the small groups to reference.

6. Ask the reporters from each team to share their answers to the questions.
7. As a whole group, discuss when it would be appropriate for content teachers to help English language learners master correct grammar.
8. After a few minutes, tell participants
 - ◆ **Traditional approaches to teaching grammar were skill driven; that is, the emphasis was on learning (even mastering) grammar before using it. The learning involved the memorizing of facts as if the accumulation would eventually transfer into usage. Current approaches are contextually driven in an attempt to develop an understanding of language structure in the learner. In other words, grammar teaching does not involve isolated grammar drills. Grammar is acquired in the context of actual language use.**
9. Distribute Handout 21, Writing Strategies, and allow time for participants to read it. Explain that it lists examples of writing-to-learn strategies.

View Video Segment 2, “Content Writing” (15 minutes)

1. Introduce the last segment of the video. Explain that it shows how teachers use different means for students to demonstrate their understanding of the content through writing.
2. Distribute Handout 7, Cornell Note Page, if participants need another copy.
3. Show Video Segment 2, “Content Writing” (10 minutes).

Reaction to Segment 2 (10 minutes)

1. Give participants a few minutes to finish recording their observations.
2. Ask participants to share with the entire group what they observed in the video. Allow 5 minutes for this activity.

Research and Practice Connections and Reflections (90 minutes)

1. Distribute Handout 22, Graphic Organizers, and allow time for participants to read it. Explain that it identifies different graphic organizers that teachers use to help students organize their thinking about the content and demonstrate through writing what they have captured from a discussion or from reading.
2. Distribute copies of Handout 23, A Conversation with My Peers, and Reading 3, “Reading Supports for All,” by J. Fitzgerald and M. F. Graves. Ask participants to return to their original teams of four.
3. Ask the participants to read Reading 3 and complete the second column of Handout 23. Encourage participants to be as explicit as possible so that they have a good understanding of the information before they begin talking with their peers. Allow 10 minutes for this activity.
4. Ask the teams to summarize their own learning and discuss the information that they read. Allow 5 minutes for this activity.
5. Ask participants to summarize their thinking and learning of the material after their conversations with their team. Explain that this information should be written in the third column of Handout 23.
6. Ask participants to summarize their thoughts by writing a short paragraph and reflecting on what questions about the content are still in need of answers.
7. In a whole group, ask participants to share what they learned from Reading 3. Use the questions in the first column of Handout 23 to guide the discussion.
8. Explain to participants that the activity with Handout 23 could be used as a formative assessment of what students captured from their reading and discussion.
9. Ask participants what they thought of this activity. Use the following questions to guide the discussion:
 - What did we learn from this activity?
 - When would you use this conversation with a peer?
 - How would English language learners benefit from this activity?
 - How would all students benefit from it?

- How could this help support literacy strategies?
10. Point out that Handout 23 includes opportunities for students to gauge their learning and reflect on what was confusing or difficult. Tell participants
 - ◆ **Sometimes the most important audience a writer can have is herself. Processing learning is a personal experience; it calls for learners to find connections that make sense to them and to bring what they already know to the new information they are learning.**
 11. Distribute Handout 24, Reflective Assessment: Engaging the Learner in Self-Evaluation, and allow participants time to review it.
 12. Ask participants to briefly discuss in their teams their reactions to the ideas presented in the handout using the following guiding questions:
 - To what extent are students in your school or district actively involved in the assessment and evaluation process?
 - How are you helping your students and English language learners become self-reflective and self-evaluative thinkers and learners?
 - To what extent are you as a staff actively engaged in self-reflection and self-evaluation?

Allow 10 minutes for this activity.

13. Ask the reporters from each team to share their answers to the questions.
14. Distribute Handout 25, Suggestions for Engaging the Learner in Self-Reflection and Self-Evaluation, and allow participants time to read it. Explain that engaging students in the processes of self-reflection and self-evaluation deepens their learning and understanding. It also increases their responsibility and ownership of the evaluation process.
15. Ask participants to return to their teams and answer the questions at the top of Handout 25. Allow 10 minutes for this activity.

Facilitator's Note

You may wish to make copies of the questions to distribute to participants or write the questions on a flip chart or overhead for the small groups to reference.

Facilitator's Note

If all the participants work in the same school, you may want to record their comments on chart paper or an overhead transparency.

Facilitator's Note

If all the participants work in the same school, you may want to record their comments on chart paper or an overhead transparency.

- 16.** Ask small groups to share their answers to the questions on Handout 25 with the whole group.
- 17.** In a whole group, ask participants to discuss their reactions to student self-reflection processes. Use the following questions to guide the discussion:
 - What are your reactions to each of the strategies presented?
 - To what extent are you engaging students in these types of activities?
 - To what extent should you be doing more with student self-reflection with English language learners?
 - Which strategies would you recommend that your staff consider for adoption, especially at a schoolwide level?

Conclusion (5 minutes)

- 1.** Review the workshop objectives (Overhead 4) and address any questions the participants may have. Thank participants for attending the workshop.
- 2.** If appropriate, offer participants additional opportunities for discussion or participation in future meetings regarding helping to raise the literacy achievement of English language learners. Consider forming a study group that would conduct further research. Help recommend and implement specific actions based on the ideas that participants shared during the session (reflected on chart paper or overhead transparencies).
- 3.** Collect all comments noted on chart paper or overhead transparencies for possible use in future workshops on this topic.

Handouts and Overheads

HANDOUT 1

Step 1

In your team, count off from one to four. Pair up so that number one interviews number three and number two interviews number four. For this activity, quickly conduct an interview to find out what characteristic or challenge your partner is currently facing with English language learners. (Allow 1 minute for the interview.)

Step 2

Reverse roles so that number three interviews number one and number four interviews number two. (Allow 1 minute for the interview.)

Step 3

Return to your team and take turns sharing what was learned about characteristics or challenges each member in your group is currently facing with English language learners. Have someone in your group record the comments. (Allow 1 minute for each team member to share—don't stop before the minute is up; finish your sentence when the time is called.)

Three-Step Interview



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HANDOUT 2

English language learners (ELLs) in U.S. classrooms are in the process of learning English. They are called ELLs until they achieve full English proficiency. English language learners represent the oldest and the newest members of American society and bring to the classroom a spectrum of language and academic and cultural backgrounds. They also bring linguistic and educational needs that schools need to be aware of to provide them with access to quality education (Slavin & Calderón, 2001).

- Many English language learners are recent immigrants from virtually every region of the world.
- Some are sons and daughters of immigrants who have left their home countries to seek a better life, educational opportunities, and economic well-being.
- Many are immigrants who have left countries that are brutally torn by war and political strife in regions of Asia, Africa, Eastern Europe, and Latin America.
- Others come to be reunited with families who are already in the United States.
- Still others were born in the United States, and some, such as American Indians and Hispanic or Latino English language learners, have roots that go back countless generations in what is now American soil.

Nationwide, 460 languages are spoken by English language learners. Spanish is the first language of the majority of ELLs (79.2 percent), followed by Vietnamese (2 percent), Hmong (1.6 percent), Cantonese (1 percent), and Korean (1 percent). All other first languages of English language learners each represent less than 1 percent. Languages with more than 10,000 speakers include Arabic, Armenian, Chuukese, French, Haitian Creole, Hindi, Japanese, Khmer, Lao, Mandarin, Marshallese, Navajo, Polish, Portuguese, Punjabi, Russian, Serbo-Croatian, Tagalog, and Urdu. English language learners identified as Chinese and American Indian also numbered over 10,000 each (Kindler, 2002).

The following figure illustrates the estimated rank of the languages spoken by English language learners, including numbers and percentages for the five top groups in the United States.

Who Are ELLs?



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Figure 1. Estimated Language Backgrounds of English Language Learners, 2000–2001

Rank	Language	Percentage of English Language Learners
1	Spanish	79.045%
2	Vietnamese	1.953%
3	Hmong	1.555%
4	Chinese, Cantonese	1.021%
5	Korean	0.966%

Source: From *Survey of the States' Limited English Proficient Students and Available Educational Programs and Services: 2000–2001 Summary Report*, by A. L. Kindler, 2002, Washington DC: National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs.

According to Kindler (2002), during the 2000–01 school year, nearly 10 percent of the total K–12 public school enrollment throughout the United States was English language learners (estimated at more than 4,580,000 students). English language learners are sometimes the overwhelming majority in schools. From 1990–91 to 2000–01, the total ELL population grew approximately 105 percent while, by comparison, the non-ELL school population grew just 12 percent (National Center for Education Statistics, 2003).

The approximate distribution of English language learners in U.S. schools can be summarized as shown in Figure 2.

Figure 2. Estimated ELL School Enrollment (N=4,580,000)

Grades	Percentage
K–3	44%
4–8	36%
9–12	19%
Alternative schools and programs	2%

Source: From *Survey of the States' Limited English Proficient Students and Available Educational Programs and Services: 2000–2001 Summary Report*, by A. L. Kindler, 2002, Washington DC: National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs.

As shown in Figure 2, the focus on ELL education has traditionally been at the elementary level. However, the secondary level figures make it

Handout 2—Continued

overwhelmingly clear that attention needs to be given at the district, state, and national levels to English language learners in upper elementary, middle, and high schools.

English language learners in upper-elementary, middle, and high schools are assigned one of three levels before they are placed in an appropriate educational support program (Freeman, Freeman, & Mercuri, 2003; Wagonner, 1999; Walqui, 2005):

1. ***Newly arrived to the United States with adequate schooling.*** This is the smallest group of English language learners; they bring a strong educational background and literacy skills from their home country in their first language. They may have some proficiency in English and even in a third language. With their educational foundation, they catch up academically in a short time. They have the potential to maintain their bilingualism and high levels of language proficiency in English and their first language. However, like all English language learners, they need assistance as they go through culture shock and adjust to living in a new country, a new culture, and a new educational system.
2. ***Newly arrived to the United States with limited or low-quality formal schooling.*** English language learners in this group bring limited or lack reading and writing skills in their first language; they may also lack basic concepts and academic vocabulary in the content areas. These students often come from isolated, rural communities with few school facilities, from war-torn countries, and from home-life situations that have moved them frequently from place to place. They may be more than two years below grade level in math and reading. They may need preliteracy skill instruction. They also struggle with homework and do poorly on standardized tests. They often lack an understanding of the U.S. school system, the school culture, and the school protocols on how to act in schools.
3. ***Long-term English language learners.*** Students in this group have been in and out of various instructional programs without having benefited from any kind of continuous and sustained instructional support program. They have missed school for extended periods at different times. They are usually below grade level in reading and writing and in academics in English, and they score below grade level on standardized tests. Most have conversational English fluency but lack the grade-level academic proficiency (academic vocabulary, high literacy levels) in English to succeed in mainstream English classrooms.

Handout 2—Continued

Of the three groups, the first level of students, newly-arrived to the United States with adequate schooling, has a better chance to succeed in U.S. schools if the appropriate instructional support and programs are provided to them. The second and third levels of students face greater challenges and need immediate and intensive intervention.

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HANDOUT 3

Four misconceptions prevent the implementation of quality instructional programs for English language learners. A brief description of each misconception with a research-based response follows.

Clarifying Misconceptions

1. ***It takes five to seven years to become proficient in English.*** It used to take five to seven years. It may still take that long when English language learners are placed in elementary schools where they are transitioned from primary language to English instruction in the 4th, 5th, or 6th grades or when the pacing of instruction is too relaxed. After spending so much time in their primary language, students become accustomed to teachers' expectations and do not feel the need to learn English, thinking that they have gotten along without it for so long. As they continue through grade levels, the difficulty of the dense content area textbooks they encounter also goes up. This becomes a greater and greater challenge when students are not accustomed to rigorous—but relevant and sensitive—instruction in English. Instruction in the early grades might also have been paced so fast that students could never catch up. This fast-track pacing leaves huge gaps in the normal development of basic skills such as grammar, spelling, composition, and, most important, reading comprehension. Thus, the balancing act between rigor, relevancy, and sensitivity is what all ELL teachers should aim to achieve in their active teaching repertoires.

Response: Instruction can be carefully crafted to accelerate the learning rate of English and Spanish. For example, in dual language/two-way bilingual (DL/TWB) programs, all students become bilingual and biliterate when instructed in both languages from kindergarten on, just as many people in other countries have done for centuries.

2. ***English as a second language (ESL) or sheltered instruction teachers can meet all the needs of each English language learner by themselves, and mainstream content teachers do not have to and cannot teach English language learners.*** If school administrators want these English language learners to show annual yearly progress, to pass state assessments, and to succeed in life, then they must hire well-prepared teachers or prepare their teachers through comprehensive in-service programs, with the latter being the most viable option.

Every state in the nation will attest to the fact that there is a critical shortage of bilingual and ESL credentialed teachers, particularly secondary teachers. However, this does not preclude offering professional development for teachers in the field who have English



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Handout 3—Continued

language learners in their classrooms. NCLB calls for highly qualified teachers in core subjects, and that should include language arts or English as a second language. Some states require that all educators (teachers and administrators) have some coursework on working with ELL populations, but teachers report it is rarely sufficient to address their students' needs, particularly when it comes to ELL reading difficulties.

Response: Some schools, districts, and state departments of education have already taken steps toward and beyond NCLB requirements by offering comprehensive professional development programs for all their teachers. State departments of education, such as Washington State, began training 12,000 educators on ELL issues in 2005. New York City schools began retraining thousands of teachers on current research-based literacy in Spanish and updated methods for ESL instruction. They went as far as offering schools \$20,000 to begin planning ways of restructuring their programs to better address the needs of English language learners and to establish more DL/TWB schools. The island of Kauai began setting the pace for other islands in the state of Hawaii by establishing at the district level learning communities in which the superintendent and his education specialists worked collaboratively to learn and create ways of supporting learning for all educators in the district, with a strong focus on ELL literacy.

3. ***The focus of instruction in ESL classrooms should be on oral language development.*** In most secondary schools, there appears to be a chasm between the ESL and the content classrooms. The ESL teacher is supposed to concentrate on “getting those kids to speak English” and the content teacher’s concentration is on imparting content. For decades, English as a second language meant learning basic words in English, enough to help students express themselves and understand basic instructions from teachers in mainstream classrooms. One or two semesters or more is definitely too long in a student’s scholastic life to spend on basic words.

Response: Research that focuses on vocabulary development for mainstream students and English language learners has shown promising practices for accelerating the learning of vocabulary as a precursor of reading and writing in both English as a second language and mainstream content area classrooms.

4. ***Special classes need to be set up in which content and English are watered down to make them comprehensible for English language***

Handout 3—Continued

learners. The terms “sheltered classes” and “ESL content classes” are sometimes misconstrued as classes in which subject matter is adapted or watered down to simplistic oral phrases and superficial basic concepts.

Response: Sheltered instruction calls for the teacher to use appropriate speech (Echevarria, Vogt, & Short, 2004) for English to be taught in a way that stimulates the growth of vocabulary. Comprehensible input is balanced with rich vocabulary instruction, and the four language skills of listening, speaking, reading, and writing are developed.

Reference

Echevarria, J., Vogt, M. E., & Short, D. J. (2004). *Making content comprehensible for English language learners: The SIOP model*. Needham Heights, MA: Allyn & Bacon.

HANDOUT 4

English language learners have a dual challenge in school: they must become proficient in English and learn the standards-based content curriculum. Lacking the language proficiency that their English-speaking counterparts possess affects their ability to access the content instruction. School districts and schools are responsible for providing English language learners with the instructional means to succeed at school.

Programs of instruction for English language learners vary in design and implementation. Several programs have evolved in the last three decades and have been influenced by federal, state, and local policies. The implementation of these many programs depends on local resources available to the schools and districts.

1. ***Dual Language/Two-Way Bilingual.*** The dual language/two-way bilingual (DL/TWB) program integrates second language learners (English language learners and English-proficient students) for instruction in and through two languages (Calderón & Minaya-Rowe, 2003). This enrichment program provides language, literacy, and content area instruction to all students in both languages. The language goal is for students to become fully bilingual, and it follows the district's academic goals for all students. The cultural goal is to eliminate the isolation of English language learners from English speakers by providing them with a rich English-language environment and by supporting their academic learning with no risk to their first language development, language maintenance, or academic achievement.

Programs are usually offered for the first seven years (grades K–6) of instruction, although some middle and high schools also offer them. Common patterns for the instruction in two languages include

- **The 90/10 model.** When the program begins, 90 percent of the instructional time is in the non-English language and 10 percent of the instructional time is in English. Gradually, the instructional time increases to 50/50, usually by the fourth or fifth year.
- **The 70/30 model.** The program begins with 70 percent of the instructional time in the non-English language and 30 percent of the instructional time in English. Gradually, the instructional time increases to 50/50 by the fourth or fifth year.
- **The 50/50 model.** The program begins and continues with 50 percent of instructional time in the non-English language and 50 percent of the instructional time in English.

Instructional Programs That Serve ELLs



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Handout 4—Continued

Regardless of the time options, the dual language/two-way bilingual program aims to increase and maintain bilingualism in both languages. The structure and language articulation vary, but all programs offer instruction in the non-English language for a significant portion of the school day and integrate English speakers and English language learners for all or most of the instruction.

2. ***Sheltered English Immersion.*** Sheltered English immersion (SEI) programs use only English as a medium of instruction in all-ELL classrooms. English is taught through the content areas. SEI teachers may have an English as a second language (ESL) or a bilingual teaching credential, are receptive to their students' needs, and use ESL and sheltered English strategies to teach the grade-level curriculum. Their use of the children's first language is limited primarily to clarification of English instruction. Students are often mainstreamed into the regular English program after two or three years.
3. ***Sheltered Instruction.*** Sheltered instruction (SI) is also known as content instruction or sheltered English instruction. SI is commonly used as a component of DL/TWB, newcomers programs (*see number 4*), and other bilingual education programs to instruct students in their second languages (e.g., Spanish as a second language, English as a second language). Sheltered instruction serves as a bridge to an all-English content class (Parker, 1984). It can be an effective method for teaching English when delivered by a trained ESL teacher who includes both language and academic content with targeted language and content objectives. English language learners are the only students in the classroom; they can attend for one or more periods a day. In this way, English language learners are “sheltered” from competing with native English speakers. Sheltered instruction teachers use the same content as for English speakers but with specific research-based instructional techniques that have proven effective in teaching English language learners. The content use is appropriate for the students' ages and cognitive levels, and appropriate teaching strategies meet students' unique needs. Teachers modify their use of English to teach content areas (mathematics, science, social studies) to ensure that the material is comprehensible to English language learners and that it promotes their English language development. These learners adjust to the language demands of the lesson through the teacher's modification of speech, rate, and tone by
 - Simplifying vocabulary and grammar.
 - Repeating key words, phrases, or concepts.

Handout 4—Continued

- Using contexts clues and models extensively.
- Relating instruction to English learners' background knowledge and experience.
- Using strategies and techniques familiar to language teachers.

These strategies and techniques include demonstrations, visuals, graphic organizers, and cooperative learning to make academic content and language understandable at different levels of instruction for English language learners. The length of time that students participate in the SI program varies depending on how quickly they acquire the academic English skills.

4. ***Newcomers Program.*** English language learners in newcomers programs are recent immigrants who have special short-term needs, such as refugees (Short & Boyson, 2003). These learners bring a variety of languages and cultural backgrounds to the classroom, and they often have low literacy skills or are illiterate. Newcomers programs also serve adolescent immigrants who are at risk of educational failure or early dropout because of underdeveloped first language literacy skills, limited or no English language skills, or weak academic skills from little or no schooling. English language learners in newcomers programs may also need support for psychological and emotional trauma from prior experiences in their countries. Such programs also provide social services support to help families adapt to life in the United States.

One school may foster many individual newcomers programs, and students may receive instruction in English for less linguistically demanding areas, such as music, physical education, and art. These programs combine sheltered instruction with some academic support in the learner's first language, when feasible. Generally, after one or two years in a newcomers program, students join the general education program. When newcomers become proficient in English, they remain in the same school to continue their grade-level education in the general all-English program. Newcomers programs may serve learners for the full school day and include content area courses along with ESL instruction. Other programs offer half-day instruction, often to instruct a group in the morning and a group in the afternoon.

5. ***Transitional Bilingual Education.*** Transitional bilingual education (TBE) programs have been the main model for bilingual education and have been supported by federal and state funding for the last

Handout 4—Continued

three decades. TBE programs have traditionally served elementary school students and, to a lesser degree, some secondary school students. The students enrolled in these programs are English language learners with little or no knowledge of English. The main purpose of the transitional bilingual education program is to develop and increase the students' English language proficiency to a level that will allow them to receive instruction in content areas in the mainstream all-English classroom.

For the most part, TBE programs have initially provided instruction in literacy and academic content areas through the medium of the learner's first language, along with instruction in English as a second language and a focus on oral and written English language development. As students demonstrate an intermediate level of English language proficiency, they are introduced to reading and writing in English and to English academic language. They transition out of first language instruction after two or three years. To do so, teachers use sheltered instruction strategies. In many traditional bilingual education programs, ELLs receive additional English language support and integrate with English-speaking students when they take nonacademic subjects such as art, music, and physical education.

Once students acquire sufficient English proficiency, as determined by the district's measures, their instruction in academic subjects gradually shifts from the students' first language to English. This instruction usually shifts one subject at a time, typically starting with math computations, followed by reading and writing, then science, and, finally, social studies. The introduction of English reading and writing is especially important—teachers emphasize the similarities but also teach the differences between English and the students' first language. When students have acquired such level of English academics, they are transitioned into the regular all-English classroom and instruction and their first language is discontinued.

6. ***Inclusion.*** The goal of the inclusion program (formerly known as “push in”) is to develop social and academic English proficiency. It is offered to English language learners of all ages and grades K–12. The inclusion program keeps ELLs in the mainstream classroom. ESL classes are often taught using an inclusive approach integrating English reading and language arts at the elementary grade and by levels (beginner, intermediate, and advanced) in self-contained ESL classes in the middle and high school. Coteaching and coplanning may also be used in the classroom; both the ESL teacher and the

Handout 4—Continued

content area teacher are in the classroom, teaching English and the grade-level curriculum. In this way, the program offers curriculum articulation with grade-level mainstream classroom teachers.

The inclusion program is implemented when the ELL student population is varied and the numbers are small compared to the district's or school's student population. The length of student participation in the program varies depending on how much English language learning has been achieved.

7. **Tutoring.** English tutoring services are offered to English language learners on a one-on-one basis in regular English-speaking content area classrooms across grade levels. The tutor sits with the student in the regular classroom and uses sheltered instruction strategies to present the content instruction. The tutor may use the student's first language to facilitate instruction, bearing in mind that the objective is English development. The tutor also provides support to the student at school during homework sessions.

References

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- Short, D., & Boyson, B. (2003). *Establishing an effective newcomer program*. Retrieved August 7, 2005, from www.cal.org/resources/digest/0312short.html

HANDOUT 5

English language proficiency from grades K–12 is measured in five levels, level one being the lowest and level five being the highest (Calderón & Minaya-Rowe, 2003; Calderón, August, & Minaya-Rowe, 2004). These five levels of language proficiency are synthesized below using performance definitions for the four language domains of listening, speaking, reading, and writing, as developed by Margo Gottlieb (2006), expert on assessment of language proficiency.

Levels of English Language Proficiency

Level 1

Students have a pictorial or graphic representation of the language of the content areas and demonstrate comprehension of simplified language. With visual and graphic support, they begin to speak with a few words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements.

Suggested instructional activities

- Model new vocabulary and allow students to listen to the sounds and intonation patterns of English. Useful instructional indicators include writing the word on the board, reading it, and having the students repeat it. Simple poems, songs, one-step commands for students to follow, and identification of materials to complete tasks from realia can also be used.
- Build background knowledge through contextual clues such as graphics, concepts of print, films, movements using total physical response, pantomime, and artistic creative expressions, such as art and music. Students can respond verbally or nonverbally.
- Implement listening centers with taped versions of stories, new words, and simple questions for students listening to new words.
- Model writing by asking students to copy words, phrases, and sentences or represent an idea in pictures or drawings.
- Use cooperative learning strategies such as
 - Think, pair, share: Students ask each other questions about what they've read.
 - Two-step interview: One student interviews another, then the students switch roles.
 - Round table: Students pass a single paper and pencil around, writing responses one below another.



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Handout 5—Continued

- Debrief for student comprehension.

Level 2

Students understand the general language related to the content areas. They begin to be understood, say phrases and short sentences, and make natural developmental errors in pronunciation, grammar, and meaning. They ask and answer questions and retell familiar stories using gestures, visuals, and graphic support.

Suggested instructional activities

- Model new vocabulary written on the board in multiple-step commands. Ask students to identify some words or phrases of oral communication. Team them with more-advanced speakers. Use a parking lot, a poster students can place sticky notes on to let the teacher know which words they're having difficulty with.
- Read aloud vocabulary written on the board to model fluency. Encourage students to use the new words through techniques such as a parking lot and the use of graphic organizers.
- Promote role-play activities based on illustrations and oral descriptions, like turn-taking rules.
- Encourage shadow reading activities in triads with two more advanced readers. In shadow reading, a below-grade level student sits between other students and follows along as they read.
- Use background knowledge to make predictions, compare and contrast, and classify topics.
- Encourage writing by asking students to create lists for different purposes, complete graphic organizers, make inferences about pictures, and write notes to peers or friends.
- Continue to use cooperative learning strategies listed for Level 1 using the four language domains.
- Debrief for student comprehension.

Level 3

Students possess general and some specific language of the content areas. They use expanded sentences in oral interaction or written paragraphs. They are understood when speaking, using standard grammar and pronunciation; however, some rules are still missing. They ask or

Handout 5—Continued

answer instructional questions, participate in conversations, retell stories, and use expanded vocabulary and paraphrasing.

Suggested instructional strategies

- Use many strategies recommended for levels 1 and 2 in the development of the four language domains.
- Focus on everyday vocabulary and academic language. To develop higher-order thinking skills, encourage students to use new words when identifying the main idea in a paragraph or completing a task.
- Engage in instructional conversations to consolidate content knowledge.
- Model partner reading strategies (partner A reads first sentence and partner B helps; partner B reads the next sentence and partner A helps; partners continue until they finish reading the entire assigned section).
- Focus on writing: Students label objects or pictures; produce phrases and sentences to describe or respond to a picture; ask the author, their teacher, or their peers questions; and write in their journals.
- Continue to use the cooperative learning strategies defined above and add
 - Numbered heads together: Students group together, each is assigned a number, and after discussion within the group, the teacher selects a number to answer for the group.
 - Team books: Students form groups to create story books based on elements of a story just read.
 - Concept cards: Students make study cards for words they've missed on a test, then are quizzed until they win back all their study cards and are ready to take a practice or real test.
 - Tea party: Students form concentric circles, pair up to answer questions, then move to the right and pair up with a new partner.
- Debrief for student comprehension.

Handout 5—Continued

Level 4

Students use specific and some technical language of the content areas. They are understood when they use consistent oral and written Standard English, and they have minimal grammar, pronunciation, and semantic errors that do not impede the overall meaning of the communication. They use a variety of sentence lengths of varying linguistic complexity when writing paragraphs.

Suggested instructional strategies

- Continue to provide modeling and peer learning opportunities as used in levels 1, 2, and 3 for the development of the four language domains.
- Focus on proficiency in the four domains. In teams, students ask and answer open-ended questions, using Bloom questions—questions that predict, compare, self-correct, expand sequence, persuade, summarize, interpret, restate, enrich, and retell stories.
- Students use complete sentences and have rich discussions, retell or narrate larger stories, write responses to text questions, and write prompts using improved punctuation and spelling.
- Encourage students to use graphic organizers, such as
 - Concept maps: A series of words organized by their relationship around a central idea.
 - Flow diagrams: Diagrams used to visually display a process, sequence of events, or time line.
 - Tree diagrams: Diagrams often used to classify and categorize information by visually demonstrating how items are related.
- Have students use dictionaries to draft, revise, and edit their own writing based on class or peer reviews.
- Continue to use the cooperative learning strategies defined in the previous levels and add a simple jigsaw:
 - In-house jigsaw: Each student on a team is responsible for one part of a reading, then teaches the information to the rest of the team to make the jigsaw puzzle parts become a whole.
 - Expert jigsaw: Each expert team (all ones together, all twos together, and so on) is responsible for one part of the reading.

Handout 5—Continued

Students study, discuss, and summarize the content, then return to their groups and teach the others in their group.

- Debrief for student comprehension.

Level 5

Students use the technical language of the content areas. Their oral and written language compares well to that of English-proficient peers when presented with grade-level material, and they use a variety of sentence lengths of linguistic complexity for stories, essays, and reports.

Suggested instructional strategies

- Have students interact verbally through team discussions and role playing without contextual support to negotiate solutions to problems. Ask them to provide specific information that confirms or denies beliefs and to critique and evaluate plays, stories, computer programs, and so forth.
- Have students self-correct—or work as a team—for accuracy and correctness in oral, reading, and writing activities. They can create brochures or newsletters and delve deeper into content-area topics and issues.
- Continue using any cooperative learning strategy that fits the activity.
- Debrief for student comprehension.

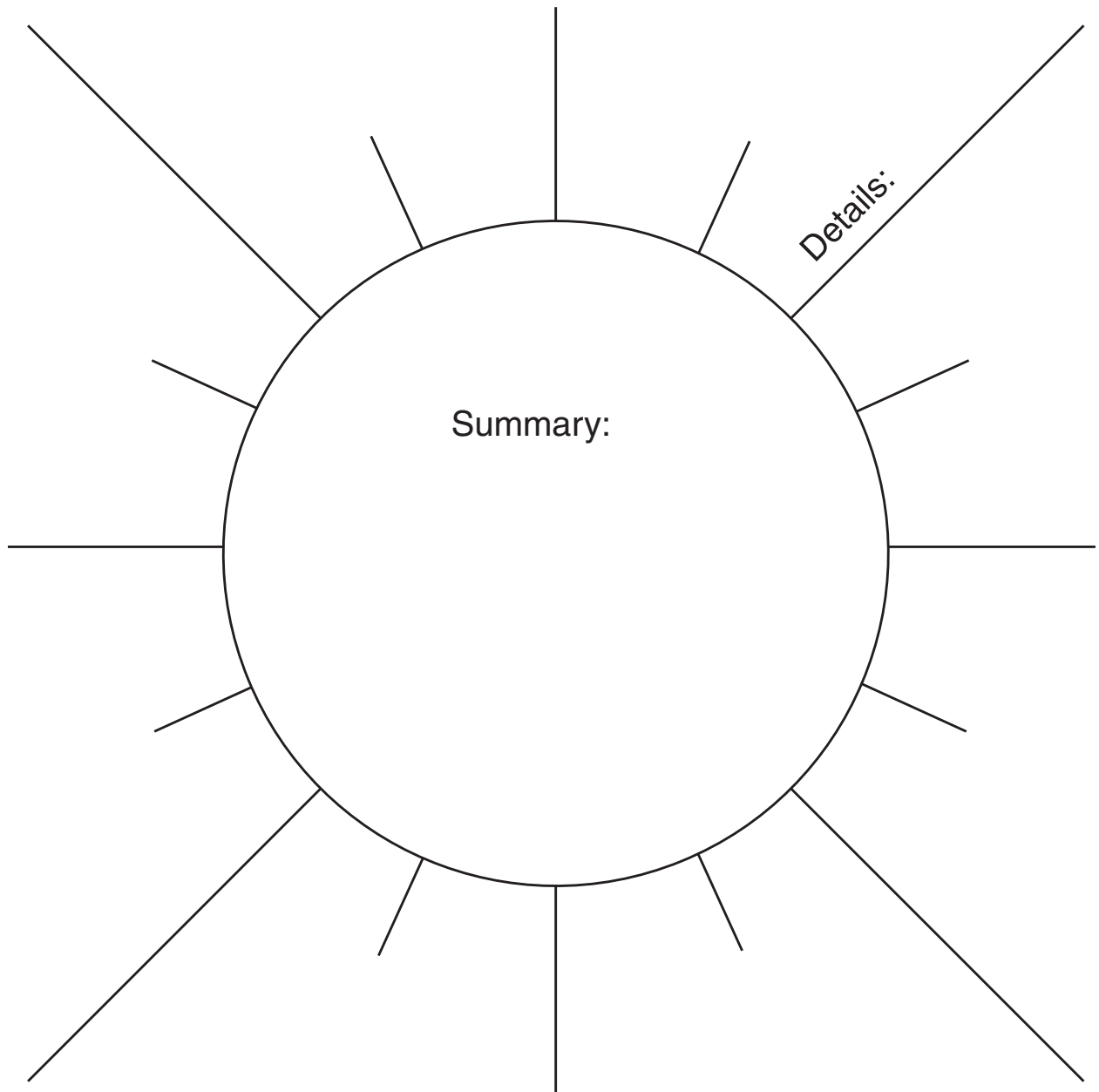
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HANDOUT 6

After you complete the reading assignment, write a one-sentence summary of the text in the circle at the center of the sun below. Then write as many details about the topic as you can by writing one idea on each line of the rays. If you can't remember enough details to fill each ray, review the text to identify more details. Add more rays if needed.

Shed Some Light on the Subject



HANDOUT 7

Cornell Note Page

Name:	Date:	Class:
Main Ideas and Key Words	Details	
Summary		

Source: From *Creating Literacy-Rich Schools for Adolescents* (p. 26), by G. Ivey and D. Fisher, 2006, Alexandria, VA: Association for Supervision and Curriculum Development. Reprinted with permission.

HANDOUT 8

Word knowledge correlates with comprehension (Beck, McKeown, & Kucan, 2002; Samuels, 2002; Juel, 1988; Nagy & Anderson, 1984; Cunningham & Stanovich, 1998). In other words, the size of students' vocabulary banks predicts their level of reading comprehension. In today's terms, that means that the number of words known also predicts how English language learners perform on high-stakes tests that call for any type of reading comprehension.

Unless students know 85 to 95 percent of the words they are reading, comprehension will be stifled (Samuels, 2002). Vocabulary development strategies are important for all students but especially for English language learners (Fitzgerald, 1995; García, 2000; Blachowicz & Fisher, 2000; Coady & Huckin, 1997).

Particularly promising vocabulary strategies include those described by Beck, McKeown, and Kucan (2002), Chamot & O'Malley (1996), Calderón, August, Slavin, Cheung, Duran, & Madden (2005), Calderón & Minaya-Rowe (2003), and Padrón (1992). August, Calderón, and Carlo (2002) propose the use of cognates (taught with derivational and inflectional morphemes and other strategies) as effective vocabulary tools for Spanish-speaking English language learners. This is particularly important in schools where 95 to 98 percent of the students in elementary, middle, and high schools are from Spanish-speaking backgrounds. All teachers need to explicitly teach vocabulary before, during, and after reading to ensure comprehension.

Selecting Words to Teach for ELLs

The selection of words to preteach was based on research by the *Transition from Spanish into English* study (Calderón, August, Slavin, Cheung, Durán, & Madden, 2005), the *Effects of Bilingual Cooperative Integrated Reading and Composition* study (Calderón, Hertz-Lazarowitz & Slavin, 1998), *Bringing Words to Life* (Beck, McKeown, & Kucan, 2002), as well as the work of the Vocabulary Improvement Project (Carlo et al, 2003).

Beck and colleagues have developed a systematic method of selecting vocabulary to teach to students. They group words into 3 tiers. Tier 1 words are words English-speaking students already know. Words in Tier 2 are those targeted for instruction. Tier 3 words are words students are

Source: Adapted from *ExC-ELL: Expediting Comprehension for English Language Learners: A teacher's manual*, by M. Calderón, L. Minaya-Rowe, and A. Carreón, 2006, Washington, DC: Margarita Calderón and Associates. Adapted with permission.

Why Is Vocabulary So Important?



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Handout 8—Continued

unlikely to know but are also words that are not frequently used across a variety of domains.

There is no absolute formula nor word list for selecting words for English language learners. Selection will depend on their level of proficiency or bank of word knowledge. It will be better to err on overselection than underselection of words to explicitly teach or review. Teachers will also find that even native English-speakers benefit from reviewing meaning and specificity of even the simplest words.

Tier 1

We take it for granted that native English-speakers know most Tier 1 words, but this is not the case for English-language learners. Many Tier 1 words may be unknown to English language learners and key to the comprehension of a passage. For Tier 1 words, English language learners typically know the concept in their primary language, but not the label in English. For example, a Tier 1 word might be *butterfly*. This is a word that English language learners may not know, but it can be easily taught during a text presentation or discussion by pointing to a picture of a butterfly and asking the students to say it to themselves three times.

Another Tier 1 word might be *bug*. Words like *bug* (insect) or *march* (move like a soldier) may be easily instructed during text discussion by pointing to a picture of a bug or by marching in place, but because the words are polysemous (have multiple meanings), they merit further instruction. This can be accomplished with more explicit examples of their meanings.

English language learners need Tier 1 words for everyday speech, for academic conversations and explanations, and for scaffolding more complicated text. They are

- Basic words that students know the concept and label in Spanish but need the English label (e.g., *find*, *search*, *guest*, *tooth*, *answer*).
- Simple idioms that are basic expressions English language learners are unlikely to know (e.g., *make up your mind*; *let's hit the books*; *once upon a time*; *sit up*).
- Connectors (e.g., *so*, *if*, *then*, *however*, *finally*).

Handout 8—Continued

Some Tier 1 words cannot be demonstrated and are not polysemous, but students will need to know them also (such as *uncle*). A simple explanation of the word's meaning during the story reading will suffice, or, if the teacher and students are bilingual, a translation is sufficient. Simple idioms and everyday expressions are also Tier 1 words, and teachers will need to explain the word meaning to students.

Tier 1 words may be cognates (*family/familia; preparation/preparación*); the cognates in this category consist of words that are high-frequency words in Spanish and English; they do not require substantial instruction because students know the meanings in Spanish. (The teacher merely states the English cognate and students provide the Spanish cognate, or the teacher provides the English cognate and students say both the English word and the Spanish cognate.) Teachers need to also point out false cognates and give the correct translation (*assist* is usually translated as *asistir*, but the correct translation is *atender*, and *attend* means *asistir*. Other examples of words that are false cognates *rope/ropa; embarrassed/embarasada*).

Tier 2

Tier 2 words are words that have importance and utility; are in grade-level texts; can be worked with in a variety of ways so that students can build rich representations of them and their connections to other words and concepts; and are understood as a general concept but teachers need to provide precision and specificity in describing the concept so that students learn how to be specific. Tier 2 words also include some words that can be demonstrated, and, as with the Tier 1 words, these may not need elaborate discussion.

Some Tier 2 words are those tiny words that make comprehension difficult for English language learners (e.g., *so, at, into, within, by*). Others are sometimes clustered to connote certain usage, constructs, or “ways of talking about school stuff,” as one teacher calls them. They are also called transition words. These are helpful to compare and contrast, to describe, or to give examples.

Some criteria for identifying Tier 2 words include

- Importance and utility. These are words characteristic of mature language users and appear frequently across a variety of domains (e.g., *power, cell, radical, right, leg, tree, prime, imaginary, round, simple, expression, dependent*).
- Conceptual understanding. These are words for which students understand the general concept but cannot provide precision and specificity in describing the concept; therefore, the teacher needs to give them the words to be specific.

Cause and effect: *because, due to, as a result, since, for this reason, therefore, in order to, so that, thus*

Contrast: *or, but, although, however, in contrast, nevertheless, on the other hand, while*

Addition or comparison: *and, also, as well as, in addition, likewise, moreover, by the way*

Giving examples: *for example, for instance, in particular, such as*

- Polysemous words: These are some of the most troublesome words for English language learners. They are words like *trunk* that are important to teach because English language learners typically only know one meaning, and that meaning may not be relevant to the context in which it is found. Simple words such as *set, table, push, ring, bad, and slip* are necessary for ELLs to learn how they are used in two, three, or more contexts.

In addition, many Tier 2 words are cognates (in this tier, they are high-frequency words in Spanish and low-frequency words in English). Children whose first language shares cognates with English will have a head start with these words (e.g., *coincidence/coincidencia, industrious/industrioso*, and *fortunate/afortunado*) because they will know both the concept and an approximation of the label in English. The Tier 2 words that should be targeted for preteaching include words that cannot be demonstrated and are not cognates. Less-common idioms and metaphors key to making inferences need to be explained.

Handout 8—Continued

Tier 3

Many Tier 3 words are cognates because they are very specific to certain content areas (e.g., *osmosis*, *photosynthesis*, *peninsula*). However, students may not know the actual concept or process. Tier 3 words that are not demonstrable or cognates should be translated or briefly explained in the first language.

Tier 3 words are low-frequency words in English and are limited to specific domains such as social studies, math, language arts, or science. Although they are low-frequency, they are important for understanding content. For instance: *lathe*, *isotope*, *peninsula*, *osmosis*, *polysemy*, *hyperbole* (all cognates).

- Cognates are words in two or more languages that almost sound the same or are spelled nearly the same. For instance, in English, Spanish, and French, we find words such as *telephone/teléfono/téléphone*; *radio, el radio, le radio*; *education/la educación/l'éducation*.
- Literate Spanish speakers have a great advantage over monolingual English speakers with Tier 3 words because many cognates are high-frequency words in Spanish but low-frequency words in English (e.g., *coincidence/coincidencia*, *absurd/absurdo*, *concentrate/concéntrate*, and *fortunate/afortunado*).
- However, some students will need to learn the concept or specificity for some cognates (e.g., *democracy/democracia*).
- False cognates will be troublesome (e.g., *attend a meeting/asistir a una junta*; *assist someone/atender a alguien*; *round/redondo*, *round off/redondear*).
- Polysemous cognates and false cognates (e.g., *mass/masa or misa*).

HANDOUT 9

Tier Words

Review the following words and check which are Tier 1, Tier 2, or Tier 3.

Word	Tier 1	Tier 2	Tier 3
accompany			
air			
brilliant			
catastrophe			
color			
diamond			
ferocious			
guide			
hour			
insist			
miniature			
nervous			
photograph			
reunion			
September			
totally			
traffic			
vegetables			

HANDOUT 10

Warm-Up Activity and Background Building

In the graph below, put a plus sign (+) if your students are mostly proficient in that language; use a minus sign (-) if they are weak in that language; and use a squiggly sign (~) if you are not sure or do not know their level of proficiency.

Grade/class or students' initials	Rich vocabulary in		Reading skills in		Writing skills in	
	First language	English	First language	English	First language	English

HANDOUT 11

You can use read alouds with your students to present reading strategies that are most appropriate for comprehending a particular text.

Typically, read alouds model

- **Prosody:** expressing tone, juncture (*gray day* versus *grade A*), pauses, meaning markers and punctuation within each text genre. Math, science, social studies, and literature texts have different languages, text formats, and structures that are very perplexing to English language learners, particularly newcomers to the upper grades.
- **Self-correction:** going back and rereading after making a mistake.
- **Checking for self-understanding:** asking oneself questions about content, words, punctuation, and grammar.
- **Summarizing:** summing up, at the end of a paragraph, what was just read.

First, make one of the statements below then proceed to model it. For instance, say

- I'm going to visualize and think aloud about what I just read.
- I'm going to read chunks I can handle and then summarize.
- I'm going to change the title and subheadings into questions.
- What could that word mean? Let me reread.
- I'm going to stop and reread confusing parts of this sentence.
- I'm going to put a sticky note after this sentence so I can ask for clarification.
- What kind of test question would the teacher ask from this paragraph?
- How does this relate to the paragraph above?

Second, model two or three metacognitive and comprehension skills that are most appropriate to the particular text the students will read.

- **Answer questions:** After you ask a question, model answering that question in complete sentences.

Practicing Read Alouds

Handout 11—Continued

- **Auditory blending and segmenting:** With a difficult word, blend sounds for two, three, or four-phoneme words or break a word into its separate sounds.
- **Cognate awareness:** Recognize cognates and false cognates, and write them on a chart.
- **Comprehension monitoring:** Model comprehension monitoring and fix-it strategies. Make a mistake in reading, then go back and fix it.
- **Contrastive linguistics:** Talk about particular sentence structures, tense, punctuation, and contrastive features of Spanish and English (or English and another language, when possible).
- **Conventions of print:** Describe briefly while scanning the organization of the text, types of graphs, bold print, colors, and other basic text structures.
- **Fluency:** Read a sentence without fluency (too slow, too fast, wrong pauses, wrong intonation), then read it again with smoothness, good expression, and good rate.
- **Grammar:** Mention the past and present tense of a word and if it is a regular or irregular verb. Also mention relevant features of the sentence structure.
- **Graphic organizers:** Read a paragraph, then quickly fill out a graphic organizer you have on the board or chart tablet.
- **Making “mind movies”:** After reading, make a movie in your mind of what you just read.
- **Polysemy and multiple word meanings:** When you come across a word like *ring* or *table*, mention a couple of their meanings.
- **Predictions:** After reading part of a paragraph make a prediction. Be sure to go back and confirm or dispel that prediction later on.
- **Questions:** Ask a question after you read a couple of lines. Ask different levels of questions (literal, interpretive, applied).
- **Sight words:** Mention and read words that have irregular spellings or pronunciations.
- **Spelling:** Say the word, then spell the word aloud as you are reading.
- **Summarization:** Read a couple of sentences then summarize aloud.

Handout 11—Continued

- **Text-related writing:** Think aloud how you would tackle prewriting, writing, revising, editing, publishing, and using vocabulary and patterns from the text you have been reading.
- **Vocabulary:** Say the word twice and follow it with a simple definition or a simple sentence.
- **Word analysis:** Mention prefixes, suffixes, and identifying word parts. Break and assemble compound words.
- **Writing mechanics:** Mention or emphasize punctuation, sentence structures, and metaphors.

Third, decide which is the best activity for the students to practice these skills. Various partner reading activities allow students to practice the metacognitive strategies you model.

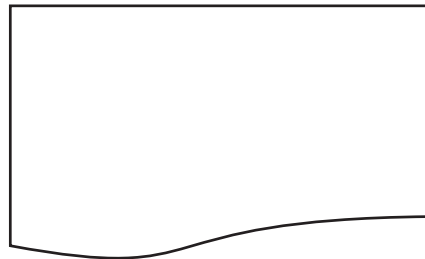
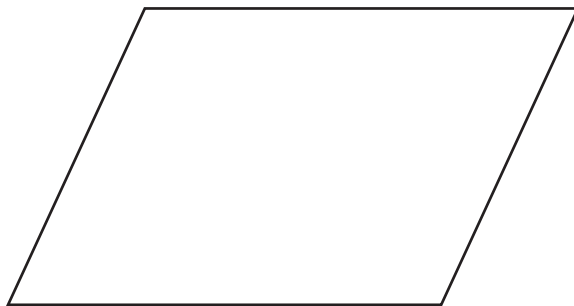
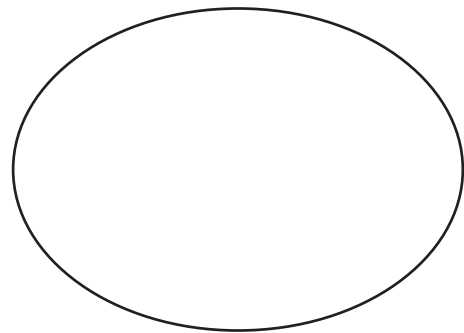
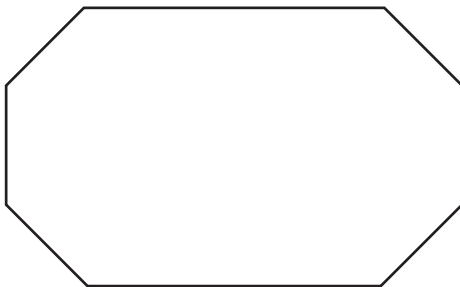
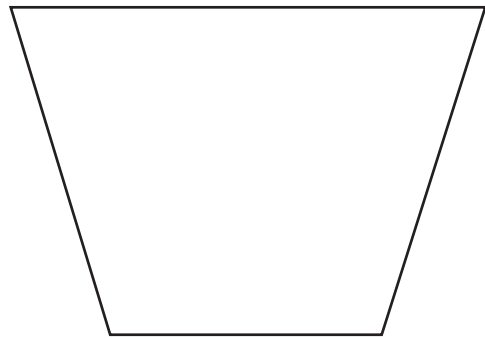
Fourth, decide how you will assess and debrief what the students have learned. You can

- Have a conference with individual students, asking them to use the two or three strategies you modeled.
- Walk around as students do their partner reading, documenting with a running record the strategies they can use with ease.

HANDOUT 12

Geometric Shapes

Name: _____



HANDOUT 13

Tier 1

- Basic words that English language learners know the concept and label in Spanish but need the English label (e.g. *find, apron, tooth*).
- Simple idioms and basic expressions that English language learners are unlikely to know (e.g., *make up your mind; let's hit the books; once upon a time*).

Tier 2

- Grade-level key words that English language learners need to understand the content of the text and to pass exams.
- Words that are characteristic of mature language users and appear frequently across a variety of domains.
- Words for which students understand the general concept but maybe are not be able to describe the concept with precision and specificity (e.g., *sets, tables, diversity*).
- Polysemous words, which are words that have several meanings (e.g., *trunk*).
- Cognates that may have been words the English language learners grew up hearing in their native language (e.g., *coincidence/coincidencia, absurd/absurdo, concentrate/concéntrate, and fortunate/afortunado*)

Tier 3

- Low-frequency words in English that are limited to specific domains such as social studies, math, or science. Although they are low-frequency words, they are important for understanding content.
- Most Tier 3 words are cognates: *osmosis/osmosis, isotope/isotope, peninsula/peninsula, hyperbole/hipérbola*.

How Do We Select Words to Teach ELLs?



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HANDOUT 14

How Do We Teach Words to ELLs?

- Say the word.
- State the word in context from the text.
- Provide the dictionary definition.
- Explain the meaning with student-friendly definitions.
- Ask students to repeat the word three times.
- Engage students in activities to develop word and concept knowledge.
- Have students say the word again.

Example 1

- Weather can have a big *effect* on your life.
- Say *effect* three times.
- The result or consequence of something.
- Influence, or the power to make something happen.
- Two cups of coffee in the morning have a big effect on me—I can't sleep at night!
- Ask students to talk to their peers about what has had a big effect on their lives recently.

Example 2

- Over the course of hundreds of years, weather trends *affect* life on Earth in more dramatic ways.
- Say *affect* three times.
- To influence or change someone or something [verb].
- Jason's accident *affected* him badly.
- False and unnatural [adjective].
- Jena's *affected* voice makes her sound like she's acting.
- Ask students to use the word as a verb and as an adjective.



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Handout 14—Continued

Some concepts need visuals, hands-on, more concept development, and more checking for understanding, as in the next example.

Example 3

- Antarctica is a very cold *continent*.
- Define the word *continent*. Point to Antarctica on the globe and indicate it is a continent.
- Name and point to the other continents.
- Ask students to say the word three times.
- Ask students to show you the continent they are currently in, and which continent their relatives have come from.
- Ask students to say the word again.

Critical thinking skills and other skills can be taught at the same time as words; for example, making choices and identifying root words, as shown in the next example:

Example 4

Which is correct, *affect* or *effect*? Say the appropriate word:

- Praise usually has a positive ____ on everyone.
- That incident ____-ed our lives.
- Jason's accident ____-ed him badly.
- What kind of an effect would these have on you?
 - A day at the beach
 - Cleaning your room

HANDOUT 15

These are steps teachers use to reinforce vocabulary words after they are introduced.

- Plan how to model vocabulary strategies for students.
- Plan how they are going to use their vocabulary words 12 times.
- Plan quick reviews of the words throughout the week.
- Plan debriefing with students (e.g., which vocabulary strategies worked, which need revisiting).

Polysemous words: Identify how the following words could be used across the content areas. Follow the example of *cell*.

cell *social studies*: small room or cubicle as in a person; *biology*: a very small unit of protoplasm; *science*: a receptacle containing electrodes and an electrolyte used for generating electricity; *math*: a unit within a graph

imaginary

leg

power

prime

radical

right

round

tree

Cognates help students understand and remember concepts.

- algebra/algebra
- complement/complementar
- equation/ecuación
- factor/factor
- mathematics/matemáticas
- perpendicular/perpendicular
- sum/suma

Explicit Instruction of Vocabulary



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Handout 15—Continued

Affixes, prefixes, and suffixes give students tools for later identifying unfamiliar words with similar affixes.

For example: Common English and mathematic words share the root *gram* and *graph*, meaning “to scratch” or to “write.” How many words can you form that belong to these content areas?

Math	Science	Language Arts	Social Studies

HANDOUT 16

In partner reading, all students are expected to participate regardless of their levels of language proficiency and literacy. This strategy can bring out the best in beginning, intermediate, and advanced English language learners. Differentiated instruction for English language learners is possible as partner reading strategies can reach out to these students, making them feel comfortable to participate and offering them comprehensible second language input, academic language, high-level of involvement, and high expectations for all.

There are several variations students like to use for partner reading. The five common options for partner reading are

- **Partner Reading Option 1**

- Partners read the entire page in unison.
- The teacher leads a short discussion of the page to check comprehension.

- **Partner Reading Option 2**

- Partner A reads. Partner B helps.
- Partner A retells what happened in the first paragraph. Partner B adds details. (The partner who reads the page always retells.)
- The teacher leads a short discussion of the page to check comprehension. As a part of the discussion, partners share a word that was difficult for them and the strategy they used to read it.

- **Partner Reading Option 3**

- Partner A reads. Partner B helps.
- Partners place sticky notes on words that they cannot identify or understand. The students place a check on the note if the problem is solved.
- Partner A retells what was read. Partner B adds details. (The partner who reads the page always retells.)

Source: Adapted from *ExC-ELL: Expediting Comprehension for English Language Learners: A teacher's manual*, by M. Calderón, L. Minaya-Rowe, and A. Carreón, 2006, Washington, DC: Margarita Calderón and Associates. Adapted with permission.

How Does Partner Reading Help Comprehension?



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Handout 16—Continued

- **Partner Reading Option 4**

- Teams work together to address unresolved problems from the sticky note and help one another with the retelling, if needed. The students place a check on the note if the problem is solved.
- The teacher leads a short discussion of the page to check comprehension, to have students explain how they figured out the word that they marked with a sticky note, and to resolve any other remaining problems that have been marked with notes. The students place a check on the note if the problem is solved.

- **Partner Reading Option 5**

- Partners or teams work together to come up with one literal question and one inference or higher-level question per paragraph.

HANDOUT 17

Bloom's Taxonomy of Cognitive Processes

THINKING PROCESS	USEFUL VERBS	SAMPLE QUESTIONS STEMS	POTENTIAL ACTIVITIES AND PRODUCTS
KNOWLEDGE	Tell	What happened after . . . ?	List the story's main events.
	List	How many . . . ?	Make a time line of events.
	Describe	Can you name the . . . ?	Make a facts chart.
	Relate	Describe what happened at . . .	List any pieces of information you can remember.
	Locate	Who spoke to . . . ?	Recite a poem.
	Write	Can you tell me why . . . ?	List all the animals in the story.
	Find	Find the meaning of . . . ?	Make a chart showing . . .
	State	What is . . . ?	Make an acrostic.
	Name	Which is true or false . . . ?	

Source: Adapted from *ExC-ELL: Expediting Comprehension for English Language Learners: A teacher's manual*, by M. Calderón, L. Minaya-Rowe, and A. Carreón, 2006, Washington, DC: Margarita Calderón and Associates. Adapted with permission.

Handout 17—Continued

THINKING PROCESS	USEFUL VERBS	SAMPLE QUESTIONS STEMS	POTENTIAL ACTIVITIES AND PRODUCTS
COMPREHENSION	Explain Interpret Outline Discuss Distinguish Predict Restate Translate Compare Describe	Can you write in your own words . . . ? Write a brief outline . . . What do you think could have happened next . . . ? Who do you think . . . ? What were the main ideas? Who was the main character? Can you distinguish between . . . ? What differences exist between . . . ? Can you provide an example of what you mean by . . . ? Can you provide a definition of . . . ?	• Cut out or draw pictures to show a particular event. • Illustrate the main idea. • Make a cartoon strip showing the sequence of events. • Write and perform a play based on the story. • Make a coloring book. • Retell the story in your own words. • Paint a picture of some aspect of the story you like. • Write a summary of the event. • Prepare a flow chart to illustrate the sequence of events.

HANDOUT 18

Writing Support

Teachers can

- Provide extended periods of time in which students can organize, draft, and revise their writing.
- Let students choose their own topics and the formats to present their ideas in.
- Monitor student work frequently, providing one-on-one conferencing as needed to reassure students and asking questions that cause students to think about their learning in deep and meaningful ways.
- Model their own writing, sharing their insights and struggles with students.
- Provide students with frameworks and ideas for organizing their thinking as they prepare to write.
- Provide a variety of audiences for student work.
- Share student work so that students can learn from one another's insights into what is being learned.
- Encourage students to bring their own prior knowledge and insights to their written thoughts.
- Evaluate written projects both for content and for how well the writing communicates students understanding of the content.
- Allow students to find their own voice and style in what they write.
- Acknowledge that some writing is casual and some is done for informal or formal purposes by providing opportunities for varied purposes and forms of writing.

Source: Adapted from *Using Writing to Learn Across the Content Areas* (p. 4), by S. Beers and L. Howell, 2005, Alexandria, VA; Association for Supervision and Curriculum Development.

HANDOUT 19

To be a literate person, one must be both a reader and a writer. Literacy means “power over letters,” which includes the creation of text as well as the use of text in the learning process. Writers get ideas from what others have written and shared. They combine the ideas of others with their own experiences and interpretations to create and extend their own learning. When students share their insights in writing, they provide their audiences with additional views of the content, extending their readers’ understanding as well.

Student writers can use their knowledge of reading strategies to guide their writing. Applying reading strategies to the writing task will make the written product much easier to read and understand. The chart in this handout demonstrates how the writer might connect reading strategies to the task of writing.

Many of the tools used to process a reading assignment can be used as a springboard to writing. As students organize and synthesize information and ideas from their reading, they are creating frameworks they can use to complete writing tasks.

The Reading– Writing Connection

Reading Strategy	Connections to Writing
Have strategies to use when encountering new words.	• Beware of using technical jargon that the reader won’t understand. • Consider the background and prior knowledge of the intended audience. • Build in enough details to help the reader understand any new vocabulary words (i.e., provide context clues).
Connect new knowledge to make meaning.	• Combine what is already known with what’s been learned from the text to develop a new meaning or interpretation. • Use examples to help the reader make connections. • Consider the background and prior knowledge of the audience—try to incorporate what the readers already know.

Source: Adapted from *Using Writing to Learn Across the Content Areas* (pp. 6–8), by S. Beers and L. Howell, 2005, Alexandria, VA: Association for Supervision and Curriculum Development. Adapted with permission.

Handout 19—Continued

Think ahead to what might be coming in the reading.	• Use enough details to help the reader predict what will be coming in the writing. • Consider how the audience will make predictions—“get into their heads” and try to see how they will interpret what is written.
Continually evaluate your own understanding of the text.	• Frequently ask: Am I making sense? Will my reader be able to make sense of what I’ve written? • Use headings or subheadings, if appropriate, to signal readers to pause and reflect on what they understand or do not understand.
Create images of what is read.	• Use vivid words that help the reader “see” what is being described. • Include visual elements to extend meaning (charts, graphs, and so forth). • Include sensory descriptors when possible (what it looks like, feels like, sounds like, smells like, and so on). • Use examples for clarity.
Periodically summarize what is read.	• Address one key issue at a time by writing about one idea or issue in a paragraph. • Use enough details to help the reader understand what is being written. • Use headings or subheadings to break the text into logical “chunks” of information. • Keep in mind the purpose for the writing so that the summary written matches its intended purpose.
Use text cues, visuals, and organization.	• Use text formatting such as bold-face type and underlining to extend meaning. • Use appropriate key signal words to indicate the structure of the writing (e.g., <i>first</i>, <i>second</i>, <i>third</i> to signal sequence). • Write clearly so that the text is legible.

Handout 19—Continued

Have a plan for how to approach the reading task.	• Use a writing plan to help organize ideas before starting to write. • Pick an appropriate reading or writing tool to use to process and organize the information from the text. • Define the audience, purpose, structure, and vocabulary to be used before starting to write. • Develop an outline or storyboard for the content that will be included in the writing.
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HANDOUT 20

Reading, writing, and content learning are related (Fearn & Farnan, 2001). Teachers use writing-to-learn strategies at the beginning, middle, or end of class to help students inquire about, clarify, or reflect on the content. The student thinks for a minute or so, then writes for about five minutes. Some teachers begin class with this strategy to help students focus on the topic. Students told us that it was difficult to think about a social conversation that they had had earlier in the day when they were actively writing about the stock market crash. Other teachers conclude their classes by asking for a summary of what students learned in class, a description of one highlight of the class, or a prediction of what the class would study the next day. Regardless of how teachers implement this strategy, writing helps students think about the content, reflect on their knowledge of the content, and share their thoughts with the teacher.

Consider an example from a middle school math class working on inequality problems. Students in this class were asked to select one of the problems they had solved as part of the homework and to write an explanation of how they solved the problem. Alberto selected his problem and wrote the following:

I learn how to do inequality problems in Mr. Uhuru's class. First I thought it was hard, but now it is easy. It is easy because I come after school to get help.

Miguel selected his problem and wrote this:

I learned how to solve inequalities just by pretending the symbol ($<$, $>$) is an equal sign ($=$), so then I can solve it like I solve problems to find the unknown. I also learned that if I divide or multiply both sides by a negative number, I have to change the symbol. For example, if the symbol was $>$, I would change it to $<$. I learned how to graph inequalities as well. I learned that if the symbol has a line under it ($\geq$), I should shade in the circle when I graph it. If there isn't a line under it ($<$), it means that x or the variable isn't equal, so I should leave the circle unshaded.

Although both students got their problem sets correct, their writing provided the teacher with information about what students understood and what they still needed to learn.

Source: Adapted from *ExC-ELL: Expediting Comprehension for English Language Learners: A teacher's manual*, by M. Calderón, L. Minaya-Rowe, and A. Carreón, 2006, Washington, DC: Margarita Calderón and Associates. Adapted with permission.

Writing to Learn



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Handout 20—Continued

Fisher and Frey (2004) identified a number of writing-to-learn prompts that can be used across content areas, including the following:

- **Admit Slips:** When entering the classroom, students write on an assigned topic, such as, What did you notice was important in yesterday's discussion? or, Explain the difference between jazz and rock.
- **Crystal Ball:** Students describe what they think class will be about, what will happen next in the novel they are reading, or what will be the next step in a lab experiment.
- **Found Poems:** Students reread an assigned text and find key phrases that speak to them, then arrange these into a poem structure without adding any of their own words.
- **Awards:** Students recommend someone or something for an award that the teacher has created, such as the best artist of the century, living or dead.
- **Cinquains.** Students write a five-line poem in which the first line is the topic (a noun). The second line is a description of the topic in two words. The third line is three -ing words. The fourth line is a description of the topic in four words, and the final line is a synonym of the topic word from the first line.
- **Yesterday's News:** Students summarize the information presented the day before, either from a film, lecture, discussion, or reading.
- **What If Scenarios:** Students respond to prompts in which information is changed from what they know, and they predict outcomes. For example, students may be asked to respond to, What would be different if the Civil War had been fought in 1920?
- **Take a Stand:** Students discuss their opinions about a controversial topic such as, Just because we can, should we clone people?
- **Letters:** Students write letters to others, including elected officials, family members, friends, or people who made a difference. For example, students may respond to the prompt, Write a letter to Dr. Martin Luther King, Jr., informing him of the progress we have made on racism since his death.
- **Exit Slips:** As a closure activity, students write on an assigned prompt such as, The three best things I learned today are . . .

Handout 20—Continued

Note Taking

The ability to take and organize notes is a significant predictor of student success. Notes serve an external storage function that builds comprehension and understanding of the content. Over time, and with instruction, students use their notes not only for external storage of information but also for encoding their ideas. In a review of note-taking instruction, Ganske (1981) suggests that note taking is a critical skill that must be fostered. Similarly, Pauk (2001) observes that note taking was a critical skill for success in college. Further, Peverly, Brobst, Graham, and Shaw (2003) show that background knowledge and note taking were significant predictors of success on tests.

In other words, note taking is a critical skill. But the question remains, What kind of note-taking system works? According to a number of studies, a two-column format such as Cornell note taking is effective (see, for example, Fisher, 2001b; Spires & Stone, 1989). Using this format (which we described earlier in the account of Abdurashid), students take notes and complete the tasks on the right side of the page, while using the left side for main ideas and key words. These main ideas and key words help students quickly find information, locate references, and study for exams. As Faber, Morris, and Lieberman (2000) find, the Cornell note-taking system increases comprehension and test scores. Teaching students to use the system is not difficult. The key is to have a system that everyone at the school agrees to use.

Teachers at Herbert Hoover High School in San Diego quickly noticed the effects of the implementation of this strategy because they realized that they no longer had to devote instructional time to teaching a study technique. They were then able to turn their instructional focus from the *process* of note taking to the *products* of note taking. Considering the products of note taking requires that teachers regularly collect student notes and give students feedback.

Reciprocal Teaching

Reciprocal teaching (Carter, 1997; Oczkus, 2003; Palincsar & Brown, 1984) allows students to become the instructors of the content that they are studying. Working in groups of four, students read a text passage together, following a protocol for predicting, questioning, clarifying, and summarizing skills that teachers have modeled over a series of lessons until students are comfortable assuming these assigned roles. These student-directed discussion groups can then monitor their comprehension and reinforce their understanding.

Handout 20—Continued

In a physical education class, for example, the teacher introduced the rules of volleyball by providing students with a text that explained all the rules of the game. He could have explained the rules verbally, but he knew that reading, asking questions, and clarifying the rules in small groups would both foster literacy skills and increase his students' understanding of the game. When a group of students were overheard remarking, Hey, isn't this reciprocal teaching?, it was obvious that the faculty at this school had succeeded in making this strategy transportable and transparent.

HANDOUT 21

There is evidence that writing improves reading comprehension and content learning. Both discussion of text and writing of text build comprehension. However, researchers also find that specific elements of the English writing system must be explicitly taught to English language learners, even if they are literate in their primary language.

Prewriting activities help English language learners build sufficient background knowledge to tackle writing. Just as preparing for reading means preteaching Tier 1, 2, and 3 words, so does writing. Prewriting also entails creating ideas, mind movies, plots, and interesting characters. Prewriting for content-specific genres entails using certain techniques such as essay writing, synthesis, description, and value judgments. The drafting, revising, editing, and publishing stages of writing also need to be made explicit to English language learners by breaking each into manageable segments. Whereas other students may not, these learners will need assistance at each stage of writing.

Examples of writing-to-learn strategies that simultaneously increase content understanding and improve writing skills begin with word knowledge and reading text that models the writing students should use.

Content area writing should begin purposeful vocabulary instruction to

- Develop knowledge of new concepts.
- Increase reading comprehension.
- Improve range and specificity in writing.
- Improve effective communication among students.
- Develop deeper understanding of words and concepts that students are only nominally familiar with.

Understanding genre or text structures is an important part of increasing students' comprehension and retention of demanding content. Some structures are specific to particular content areas:

- History textbooks
- Math textbooks and workbooks
- Primary sources
- Science lab manuals
- Short stories
- Technical manuals

Writing Strategies



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Handout 21—Continued

- Web sites

In most states, meeting content-area standards requires students to, among other things, write to

- Make judgments based on the evidence in texts, Web pages, TV shows, advertisements, film, and other media.
- Create analogies.
- Compare and contrast similar or dissimilar items, events, or points of view.
- Use creativity to develop new representations or extensions of concepts.
- Use critical thinking to analyze pros and cons.
- Present arguments using language that communicates well-reasoned opinion.

What Do ELL Teachers Do?

Teachers model and teach brainstorming, drafting, revising, editing, and publishing processes and address different stages of writing development. They help students at each stage, beginning with demonstrations and explanations of what the final written product should look like. This includes explaining and displaying rubrics or criteria for assessing that piece of writing.

Modeling the mechanics of writing begins by highlighting conventions of print that are found within a text the students are about to read.

- Bibliographies
- Bold or italicized print
- Change in point of view
- Chapter headings
- Chapter summaries
- Glossaries
- Graphics
- Graphic organizers
- Hyperlinks

Handout 21—Continued

- Indices

Next, a teacher selects structures and features that require attention; for instance, the type of writing the text uses:

- Chronological
- Descriptive
- History textbook
- Marketing plan
- Math book
- Mystery novel
- Narrative
- Persuasive
- Poetry
- Science book
- Scientific journal
- Screenplay
- Short story
- Technical manual
- Web site

After students have read the selection, the teacher models how students can do some text-related writing by using a format such as

- Admit slips and exit slips
- Anticipation guides
- Jigsaws
- Learning logs
- Poetry writing
- Partner reading and note taking; peer conferencing
- Quick writes, writearounds, content rewrites
- Take a stand

Handout 21—Continued

- What if? scenarios
- Writing summaries
- Yesterday's news

Finally, English language learners as well as other students need to be shown how oral and written registers of English differ from each other and need to be taught metacognitive strategies related to both literacy and content.

HANDOUT 22

Graphic Organizers

Graphic organizers provide students with visual information that complements the class discussion or text. Organizers come in many forms, from Venn diagrams to complex cause-and-effect charts (see Wood, Lapp, & Flood, 1992). Students at Hoover consistently report that the graphic organizer is the most helpful strategy that teachers use. This is consistent with the research on graphic organizers (see, for example, Alvermann, 1991; Robinson, 1998). Enchanted Learning (www.enchantedlearning.com/graphicorganizers) provides graphic organizers that can be printed directly from the Web site.

Although graphic organizers come in hundreds of versions, they can be organized into four main types: concept maps, flow diagrams, tree diagrams, and matrices (Robinson, 1998).

Concept Maps

Concept maps are a series of words organized by their relationship around a central idea. For example, Larry Caudillo, a biology teacher, placed on the board at random a number of magnetic strips with terms on them related to the concept of matter. He invited students to come to the board to create a graphic representation of the information they had been studying (see Figure 1 for a sample of student work). He also asked that they draw lines and write in the relationships between the words. One student moved the word *neutron* under the word *nucleus* and wrote *contains* between them. She understood that the nucleus contains neutrons. The next student drew a circle around the words *nucleus*, *neutron*, and *contains*. He then added the word *electron* to the outside of the circle and wrote *spins in the shell*. The science teacher was pleased to see evidence of the students' understanding of this atomic unit's orbital behavior evidenced in the creation of the graphic organizer.

Flow Diagrams

These diagrams are used to visually display a process, a sequence of events, or a time line. A simple version of this occurs when students construct time lines as they read their history books. For example, a time line for the U.S. involvement in World War II might look like the one in Figure 2. A flow diagram for solving a quadratic equation appears in Figure 3.

Tree Diagrams

These graphic organizers are often used to classify and categorize information by visually demonstrating how items are related. The tree's "trunk"

Source: From *Creating Literacy-Rich Schools for Adolescents* (pp. 35–39), by G. Ivey and D. Fisher, 2006, Alexandria, VA: Association for Supervision and Curriculum Development. Reprinted with permission.

Handout 22—Continued

represents the main topic. The “branches” represent the facts, factors, influences, traits, people, or outcomes that are associated with the main topic. Tree diagrams are especially helpful as students attempt to solve math and science word problems. For example, a textbook might ask the following question on genetics:

Many types of color blindness are called X-linked; that is, determined by genes on the X chromosome. In this case, a woman is carrying one X chromosome with the gene for a particular type of color blindness; her other X chromosome does not have this gene. If she is married to a man who does not have this gene on his X chromosome, consider the following:

- What is the probability that her first child will carry the X chromosome with the gene associated with color blindness?
- Suppose amniocentesis reveals that the child is male. What is the probability that the child is color-blind?

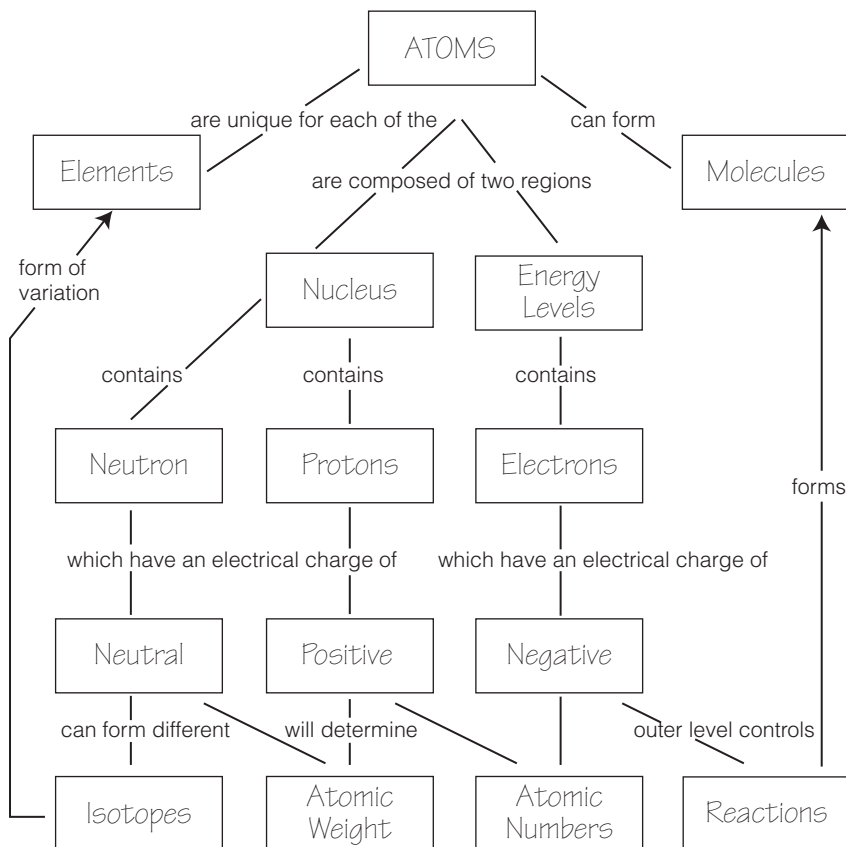
The tree diagram in Figure 4 provides the answers to these questions.

Matrices

Another way to display information visually is the matrix, a specific arrangement of words or phrases in a table format. It allows the reader to easily distinguish relationships. One use of the matrix is to allow students to determine how things are alike and different. At its simplest, a matrix might look like a Venn diagram. The Venn diagram from Mark Jackson’s history class (see Figure 5) compares World War I and World War II. A more complex matrix, like the one in Figure 6, provides a more complex comparison of several related items (in this case, classification of the animal kingdom).

Handout 22—Continued

Figure 1. Student Concept Map



WORD BANK

atom	elements	negative	positive
atomic number	energy levels	neutral	protons
atomic weight	isotopes	neutrons	reactions
electrons	molecules	nucleus	

Figure 2. History Time Line

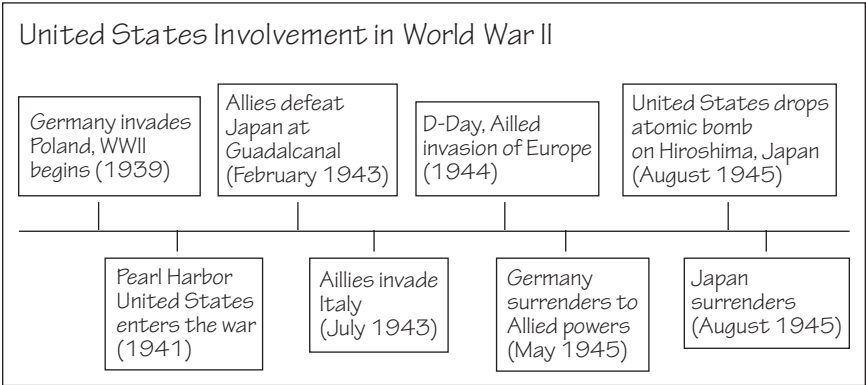
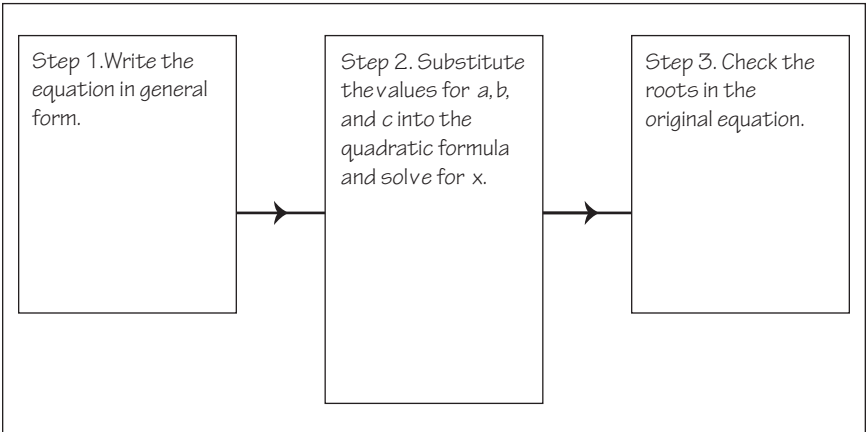


Figure 3. Flow Diagram for Solving a Quadratic Equation



Handout 22—Continued

Figure 4. Tree Diagram for Chromosome Question

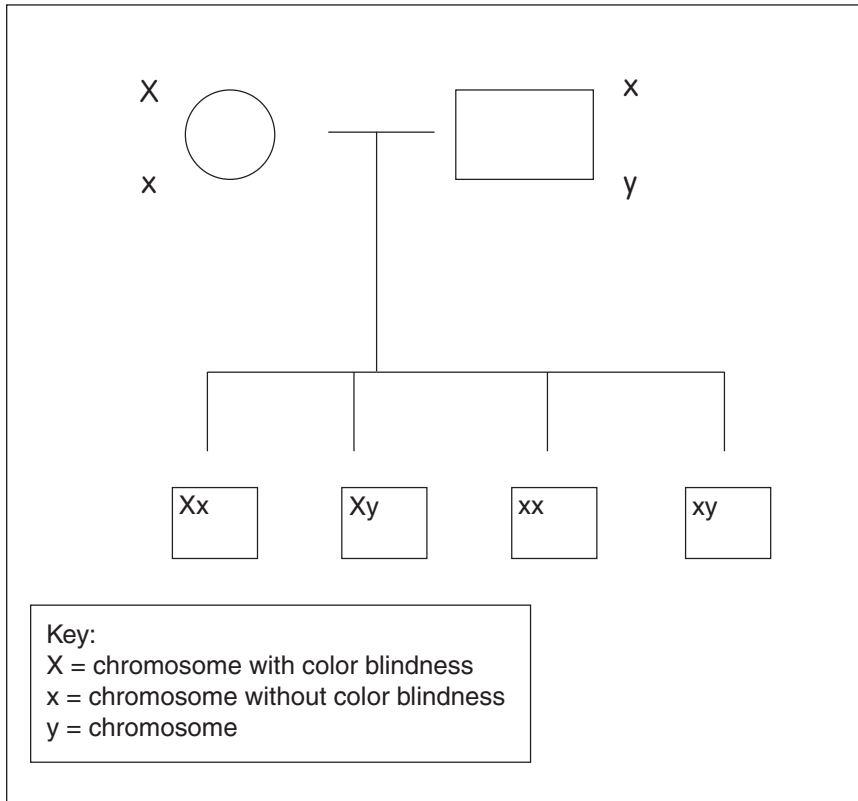
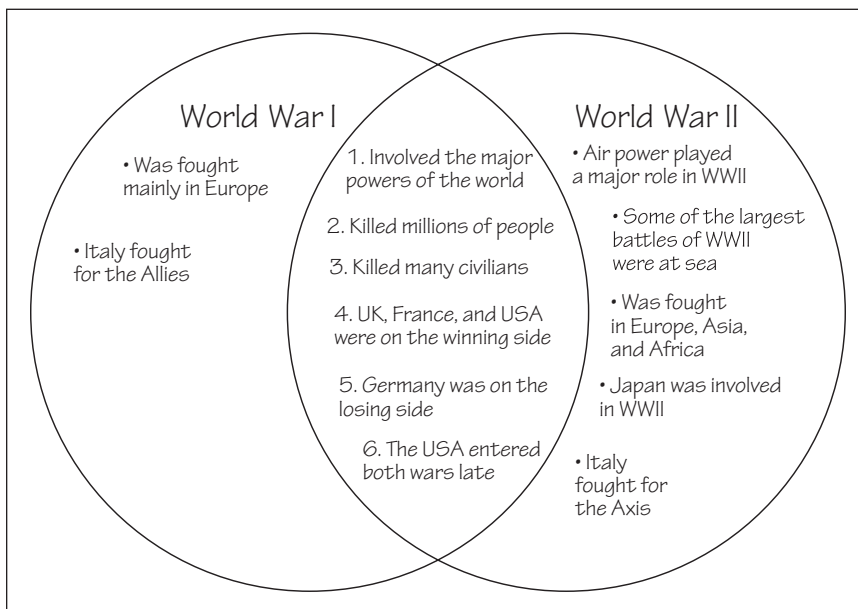


Figure 5. Venn Diagram Comparing World War I and World War II



Handout 22—Continued

Figure 6. Matrix of the Animal Kingdom

	Live Birth	Hair	Vertebrates	Skin or Scales	Cold- or Warm-Blooded
Reptiles	No	No	Yes	Scales	Cold
Amphibians	No	No	Yes	Skin	Cold
Birds	No	No	Yes	Skin and feathers	Warm
Mammals	Yes	Yes	Yes	Skin	Warm
Fish	No	No	Yes	Scales	Cold

HANDOUT 23

A Conversation with My Peers

Text: _____ Pages: _____

Take a Closer Look	Before Our Conversation, I Thought or Remembered	After Our Conversation, I Thought or Remembered
What other materials have I read about this subject?		
What were the key points of the article?		
What did I find interesting?		
What did I find confusing or boring?		
What strategies did I use that helped me read or understand the information?		
What are three things I learned?		
What is one vocabulary word or description that I learned?		
What amount of effort (1=low, 10=high) did I put into this reading and discussion? Why?		

Source: From *Reading Strategies for the Content Areas, Volume 2* (p. 262), by S. Beers and L. Howell, 2005, Alexandria, VA: Association for Supervision and Curriculum Development. Reprinted with Permission.



Association for Supervision
and Curriculum Development

HANDOUT 24

1. Reflective assessment means that students must examine their comfort levels, their perceived levels of mastery, their ability to explain and to apply what they are learning, and areas in which they perceive themselves to be confused or uncertain. Throughout any lesson or unit, effective teachers incorporate both formal and informal means for encouraging this kind of self-reflection and self-evaluation on the part of all students.
2. Reflective assessment provides valuable insight into student progress. Perhaps most significantly, it ensures that the learner is at the heart of the evaluation and self-assessment process. By using one or more of the following reflective assessment tools, teachers can enhance students' understanding of themselves, their internalization of the curriculum content, their understanding of the standards they are attempting to master, and their ability to generate internal feedback and related behavioral adjustments.
 - **Reflective Journals.** At the conclusion of a lesson or lesson segment, students are asked to reflect on what they have learned in the session, what they consider to be the key ideas and important strategies, and areas about which they may have questions or appear to be confused.
 - **Think Logs.** This type of reflective journal asks students to focus on describing, defining, and evaluating their own thinking behaviors, including
 - Specific thinking skills (such as comparison, classification, error analysis, pattern recognition)
 - Thinking processes (such as problem solving, decision making, investigation)
 - Facets of understanding (such as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge)
 - **Self-Evaluation Activities.** Throughout a lesson or unit, students should be actively engaged in self-evaluation processes. These can take a variety of forms—from evaluation logs to students' completion of a self-assessment questionnaire—and can range from very informal and spontaneous (e.g., one student pairs with another to describe where they perceive themselves in terms of learning and how they see themselves succeeding) to

Reflective Assessment: Engaging the Learner in Self-Evaluation

Handout 24—Continued

highly formalized (for example, a required, formal self-evaluation summary at the end of a task or project).

- **Think-Pair-Share Strategies.** This simple but effective cooperative-learning structure requires students to listen to and reflect on a teacher-posed question then form paired discussion groups to share their individual responses. Students examine areas of commonality and areas of disagreement. Finally, all partners rejoin the full class for a formal whole-class debriefing.
- **KWLs.** This popular self-reflection activity can be used with individual learners as well as with the whole class. Students are asked to brainstorm what they think they know (K), what they want to learn (W), and, at the conclusion of a key point in the lesson or unit, what they have learned (L). Emphasizing the “What do you think you know about this topic?” question at the beginning of the session allows students to reflect in the end about any possible misconceptions, misunderstandings, or related mistaken assumptions that they managed to correct as a result of their work during the lesson or unit.
- **Peer Response Groups.** Peer coaching and peer feedback can be powerful tools in promoting student self-reflection. Peer response groups specifically focus on small groups of students using a rubric or related scoring tool to provide feedback to one another about products and performances. Generally, a good peer response group follows a P-Q-P approach, with students providing initial *praise*, followed by *questions* to help them understand the student’s choices and decision making in constructing the product or performance, and, finally, *polishing* suggestions focused on how they believe the product or performance can be improved.

HANDOUT 25

Consider each of the following types of reflective assessment and accompanying sample assessment items. To what extent is each type of learner self-reflection and self-evaluation process a part of your school's approach to monitoring student achievement? Also, how does each of the various approaches differ from the others? Share representative items from your own classroom (or classrooms you have observed) that reflect each of the identified reflective assessment approaches.

1. Reflective Journals

Students do in-class timed writings in which they reflect on key aspects of that day's lesson or their progress over the course of the current unit in which they are participating.

Sample Reflective Journal Response Prompts

- What were the most important elements of our lesson today?
- How does what we learned today relate to our world beyond the classroom?
- What aspects of the unit so far have been most clear to you?
- Are there any unit elements to this point about which you are confused? Why?

2. Think Logs

Students are asked to reflect on and evaluate the extent to which they understand and can use specific thinking skills, procedures, or habits of mind.

Sample Think-Log Response Prompts

- During this unit, we emphasized the thinking skill of classification. As we conclude this unit, how would you define classification? How well do you understand this skill? Are there any aspects of it with which you need help? Why?
- In our unit on the Industrial Revolution, we have emphasized the procedure of decision making. How would you explain this procedure to a friend? How comfortable are you in applying this procedure now as we conclude our unit?
- Throughout this grading period, we have asked you to use the habit of mind known as self-regulation. How would you evaluate your current ability to use such self-regulation strategies as goal setting,

Suggestions for Engaging the Learner in Self-Reflection and Self-Evaluation

Handout 25—Continued

comprehension monitoring, and restraining impulsivity? In what aspects of self-regulation would you like to improve? Why?

3. Self-Assessment and Evaluation Activities

Students participate in a variety of activities and exercises designed to encourage self-evaluation and self-reflection.

Sample Self-Evaluation Response Prompts

- Before you turn in your research paper, use our class scoring guide to self-evaluate your final product. Which aspects of your paper do you consider to be your strongest? For future projects, on which aspects of the research process do you need to improve? Why?
- In your journal, take 10 minutes to evaluate your progress to date in completing your independent project. What aspects of our time line have you completed? Which aspects, if any, are presenting you with challenges or difficulties? Why?
- As we have stressed throughout this grading period, we are all responsible for contributing to a community of learning in our classroom. Take some time now to reflect in your journal about your role in this process. What are your major contributions? In what ways, if any, might you improve next quarter? Why?

4. Collaborative Evaluation Strategies

Students engage in a variety of formal and informal activities designed to promote peer coaching and interactive reflection.

Sample Collaborative Evaluation Task Prompts

- Listen to the following question about technology in our world: What would happen if the Internet were to disappear tomorrow? How would our world change? Think about this question and spend a few minutes individually brainstorming possible consequences. Then pair up with another student. Discuss your reactions together. Be prepared to share your responses with the rest of the class at the end of 10 minutes.
- As we begin this unit on ecosystems in the Arctic . . .
 - What do you think you know about life and survival in the Arctic Circle?
 - What would you like to learn?

Handout 25—Continued

As we conclude this unit . . .

- What have you learned?
 - How were any original misunderstandings or misconceptions cleared up?
- Peer Response Group Activity: Now that you have completed your initial draft of your descriptive composition, form peer response groups of two to three students. Each of you will read your draft to the other members of the group. Use our class rubric on descriptive writing to apply the P-Q-P process:
 - Praise: What did you particularly like and what was particularly effective about the compositions of your partners?
 - Question: Are there any questions your partners' compositions raise?
 - Polish: Based on the criteria in our rubric, are there any suggestions for revision that you can make?

READINGS AND RESOURCES

Getting at the Content

Yu Ren Dong

English language learners can more easily master content when teaching practices incorporate strategies for language learning.

Many subject-matter teachers are currently asking themselves how they can help their English language learners. Integrated into mainstream subject-matter classrooms, these students are expected to use sophisticated English language and literacy skills—skills that they are in the process of acquiring in their English as a second language (ESL) classes—to master challenging academic content (Carrasquillo & Rodriguez, 1996; Dong, 2002, 2004a, 2004b; Genesee, 1993). Maria,¹ a 9th grade science teacher, describes a familiar scenario:

In my classroom, I have ESL students and students who are newly mainstreamed. Students who do not understand the language usually have blank looks on their faces. Some of them try to make sense of the words by using electronic translators during the lesson. [They] usually get behind and understand only half of the day’s material. The next day, these students start further back in the material than their English-speaking peers and end up lost in the curriculum.

With the implementation of tougher high school graduation standards and standardized achievement tests, subject-matter teachers in secondary schools

are increasingly wondering how they can effectively teach students with limited English language skills. Research in second-language acquisition has shown that adapting classroom discussion, textbook reading, and written activities to the language proficiencies of English language learners triggers English language acquisition in subject-matter classrooms (Dong, 2002, 2004a, 2004b; Kidd, 1996; Swain, 1996). Much discussion has focused on making subject-matter teachers more aware of students’ linguistic and cultural backgrounds, but little discussion has focused on strategies that teachers might use to integrate language and content in mainstream subject-matter classes to facilitate English language acquisition (Swain, 1996).

Language in the Classroom

Second-language researchers point out a number of issues that mainstream subject-matter teachers would do well to tackle. Subject-matter teachers should systematically teach discipline-specific language. They should also pay attention to the functional use of language in classroom discussions. Language in the classroom focuses on such elements as checking for understanding (as in “Do you follow?”), summarizing (as in “The main point here

Figure 1. Key Words in Mitosis

Interphase	Prophase	Metaphase	Anaphase	Telophase
• Mother chromosome • Father chromosome • Make copies • Replicate • Duplicate • Double	• Daughter chromosome • Stick together • Combine • Condense	• Move to the center • Line up	• Separate • Divide	• Move to opposite poles

Source: “Getting at the Content,” by Y. R. Dong, December 2004/January 2005, *Educational Leadership*, 62(4), pp. 14–19. Copyright 2004 by the Association for Supervision and Curriculum Development. Long Beach.

is . . . “), and defining (as in “What does this mean?”). A language learner who is unfamiliar with the functional use of language in classroom discussions or who has acquired a functional use of a different language in the classroom might have difficulty understanding, let alone participating in, the discussion.

Teachers should also use writing as a learning tool to promote language development (Carrasquillo & Rodriguez, 1996; Dong, 2002, 2004a; Mohan, 2001; Snow, Met, & Genesee, 1989; Swain, 1996). It is important to align English language learners’ writing assignments with the students’ language-development needs. For example, journal and poetry writing can facilitate students’ mastery of personal and expressive language. Comparative writing—comparing and contrasting concepts, procedures, and stories—can help students develop comparative language structures. Descriptive writing about a historic event or a scientific phenomenon encourages students to purposefully and meaningfully use appropriate logical connectors and verb tenses.

The caliber of classroom discussion is an important consideration in any type of classroom. Several studies have examined classroom discussions in mainstream subject-matter classes that enrolled substantial numbers of English language learners (Harklau, 1999; Verplaetse, 1998). These studies have shown that teachers in such classrooms tend to talk more about procedures than about the significance of the subject matter and generally pose less cognitively challenging questions to English language learners than to native speakers of English. Subject-matter teachers need to systematically guide English language learners’

progressive use of the full functional range of language and support their understanding of how language form is related to meaning in subject area material. (Mohan, 2001, p. 108)

This relationship between language form and meaning is reflected, for example, in the multiple verb tenses found in historical documents, in the logical transitional phrases so abundant in scientific arguments and mathematical procedures, and in the third-person point of view common to persuasive writing. Subject-matter teachers should identify

the language that students specifically need to know—including the language structures and essential vocabulary that a teaching unit requires—and integrate these topics into daily instruction.

Teachers also need to be aware of students’ English proficiency levels and cultural and education backgrounds so they can tailor their instruction to specific language needs. In New York City, for example, English language learners’ proficiency levels are measured by the students’ performance on the standardized test LAB-R (Language Assessment Battery Test Revised). Students place in one of three language proficiency levels: beginning, intermediate, or advanced. Subject-matter teachers can learn about their students’ proficiency levels by referring to the students’ program cards, which often list English language levels and placement. Teachers can also get this information from the ESL teacher or department.

During the last eight years, I have worked with mainstream subject-matter and ESL teachers, English language learners, and administrators to develop methods of addressing English language learners’ needs and integrating language into content instruction in mainstream subject-matter classes. I offer here some examples of effective teaching strategies that three high school subject-matter teachers used to integrate language and content in their classrooms.

Meaningful Mitosis

Sally, a 9th grade biology teacher, teaches a class that includes English language learners, newly mainstreamed ESL students, and native speakers of English. In preparing her lessons on the complex biological process of mitosis, she first asked the school’s ESL teacher to help identify language that might pose difficulties for her English language learners. After the consultation, she created a vocabulary table that delineated the specific language used to describe the sequence in the mitosis process (see fig. 1).

In addition to the biology words and phrases that all the students needed to learn—such as *replicate*, *duplicate*, and *condense*—Sally included in the table such everyday terms as *stick together*, *make copies*, *move to the center*, and *separate* to provide language

support for her English language learners. Considering that mitosis is a complex and abstract concept, Sally designed a hands-on activity using construction paper that enabled her students to visually and kinesthetically simulate the mitosis process. Working in pairs, students cut the construction paper into the shapes of chromosomes and cells and graphically reproduced the sequence of the mitosis process. Sally showed the vocabulary table to her students and asked them to explain to the class—using this vocabulary—what they had just illustrated graphically. After the students mastered both the concept and the language, she asked them to write a description of the mitosis process. Here is a sample of how one English language learner depicted the various steps:

1. Cell grows to adult and gets ready to divide.
2. Father chromosome and mother chromosome come together. They make daughter chromosomes.
3. Daughter chromosomes stick together in center of cell.
4. They then separate and become two individual chromosomes.
5. They go to opposite sides of the cell.

With the help of Sally's vocabulary table, students were able to combine their sentences into a paragraph that incorporated these scientific expressions. The teacher also introduced appropriate transitional words, including *first*, *then*, *afterward*, and *finally*. After following these steps, the same student wrote the following paragraph:

When the father chromosome and the mother chromosome come together, they form a cell. They then go through the mitosis process. First in interphase, each parent chromosome makes a copy of itself. Then during prophase the daughter chromosomes stick together and look like double chromosomes. Afterward, these chromosomes go through metaphase as they move to the center of the cell and line up. They then go through anaphase in which they separate and become two individual chromosomes. Finally, these individual chromosomes move to opposite poles of the cell and the cell divides and goes through the mitosis process all over again.

In her lesson on mitosis, Sally used several important strategies to improve student comprehension. First, instead of taking language for granted,

she asked for the ESL teacher's input on the language part of her lesson. The collaboration generated a chart that sequenced the complex concepts of mitosis in manageable chunks and pinpointed the specific vocabulary that the English language learners in the class needed to master to fully comprehend the topic. Also, having students illustrate the mitosis process through hands-on learning before verbalizing it proved successful because students focused on meaning first. The activity gives learning a context in a way that memorizing abstract terms cannot, and it enables students at lower levels of language proficiency to participate in the learning process. Once the students were able to articulate in sentences their understanding of mitosis, they had sufficient language support to create a paragraph.

What Would You Have Done?

Joe, an 11th grade social studies teacher, teaches a class that includes both English language learners and native English speakers. In a unit on World War II and the dropping of the atomic bomb, Joe tried to ease the potential difficulty of reading the textbook by having students read excerpts from Hersey's *Hiroshima*. Students also read a modified historical essay on the topic. On the basis of their readings, Joe and his class came up with a graphic representation of decisions that President Truman could have made about whether or not to drop the atomic bomb on Japan (see fig. 2, p. 18).

To familiarize his English language learners with the correct use of language structure, Joe asked the class to use the following sentence structures: *If I were . . . , I would . . .* and *As President Truman, I would . . .* One English language learner's written response follows.

If I were Dr. Tabuchi [a physician who experienced the event firsthand], I would have panicked. From the first person I saw, I would have fainted. But being a doctor, I would have tried to at least help the people that I think could have survived this horrible thing.

As President Truman, I would never question what I did that day. I won't feel bad. Did Japan feel bad when they bombed and destroyed our ships and killed our people? If I feel bad and am sorry for a country, I won't go to war or even be president.

That's my job to be stronger than anyone else emotionally and mentally.

Figure 2. Decision Chart

Decision	Disadvantages	Advantages
Tell the Japanese that we have developed an atomic bomb and invite them to see the test in New Mexico.	We have only two atomic bombs. Suppose (what if) the first one fails to explode? Suppose the Japanese are not impressed or intimidated (scared) by it?	Japan may surrender (give up). We can avoid much loss of life.
Drop the atomic bomb.	Thousands of Japanese will be killed, including civilians (men who are not fighting as well as women and children).	This should force Japan to surrender and will save U.S. lives. It will also show U.S. military power and its influence in the world.
Don't drop the atomic bomb but continue with conventional (air) bombing.	Many lives—both U.S. and Japanese—will be lost. It might be a long battle, with a possible invasion of Japan.	Future generations won't be held responsible for (won't have to account for) the devastation (sadness over the huge damage) caused by atomic bombs. The United States won't be the first and only nation to use atomic weapons.

What is noteworthy about this unit is the way Joe engaged his English language learners in responding to this piece of world history. In the decision chart, he provided language support for his English language learners by clarifying certain words or expressions. For example, he showed in parentheses that *suppose* means *what if* and that *intimidated* means *scared*. Using simplified words in conjunction with academic language does not sacrifice academic content but creates instead a context-rich environment for academic language acquisition.

In addition, Joe assigned fiction and modified primary source reading to his students because such reading not only provides authentic materials for learning historical content, but it also breaks down dense textbook language to enhance comprehension. These texts promote student engagement by bringing the students closer to the topic under study.

Finally, Joe asked the students to write two different responses: one from the first-person perspective of someone who has witnessed the devastation of the atomic bomb and the other from President Truman's perspective. Using modified texts, graphic organizers, language supports, and multiple perspectives on the issue, Joe engaged his students at both the content and language levels. By building these linguistic bridges (Gibbons, 2003), Joe not only helped his students with the assignment but also broadened and enriched their language so that they could construct new content knowledge.

The Language of Life

Before teaching biology to a class of English language learners, Terry, a high school biology teacher, took a course in second-language acquisition and several multicultural education courses through her masters program. Terry understands that comprehension is key, and she pays special attention to creating a rich and meaningful context for learning scientific language. Keenly aware of language issues embedded in biology textbooks, Terry decided to explicitly teach biological language. In the process, she built a positive environment, encouraging students to ask questions, think on their own, and articulate those thoughts.

The following exchange on the classification of organisms took place in Terry's class.

Student 1 [addressing the teacher]: What's the difference between an autotroph and a heterotroph?

Teacher: Terrific! What is the difference between an autotroph and a heterotroph? [The class is silent.] Look at the word. [She points to the word *autotroph*.] *Auto* means what? Remember what we said about an automatic car? So *auto* means . . .

Student 2: Itself.

Teacher: Exactly.

Student 3: My dad has an automatic car.

Teacher: What makes it automatic?

Student 3: It changes gears by itself.

Teacher: Wonderful! That's why it's called automatic. So an autotroph is . . .

Student 4: An organism that makes food by itself.

Teacher: Yes, it makes its own food from raw materials.

Student 5: We make our own food.

Teacher: Well, we can go into the kitchen and make our own food. But we can't make it from raw materials, like sunlight and water, and another word for *make* is *produce*. [She writes *produce* on the board.] Autotrophs produce food. That's the difference. Heterotrophs—like you and I and the rest of the animal kingdom—can't produce our own food. So how do we get food?

Student 4: By hunting.

Teacher: Hunting? How do you get your food? [She asks student 5.]

Student 5: By cooking.

Teacher: Hunting, cooking, growing, fishing, and going to Pathmark. But autotrophs can't pick themselves up to hunt, go fishing, or go to Pathmark. They have to find another way. So what is a heterotroph then?

Student 6: A heterotroph is an organism that can't produce its own food.

In my yearlong observation of Terry's classes, the teacher showed special interest in the questions that students asked. When the student in the example asked about the difference between an autotroph and a heterotroph, Terry engaged the students in thinking about the morphological aspect of the language. By offering extensive real-life examples to create a rich context for meaning, she led students to discover the meaning for themselves. The dialogue between Terry and her students focuses on content and meaning rather than on procedures. During the lesson, one student thought humans were autotrophs because humans make their own food. Grasping that teaching moment, Terry introduced the key difference between the two terms by using synonyms and additional examples to construct new knowledge.

With Language in Mind

These teachers' efforts suggest ways in which mainstream subject-matter teachers can identify and teach discipline-specific language within subject-matter classrooms. It is helpful for subject-matter teachers to collaborate with ESL teachers to plan and provide instruction that keeps both curricular objectives and language objectives in mind (Kidd, 1996). For example, an English teacher presenting Langston Hughes's poem "Harlem" might specify the following two language objectives:

- (1) Students will develop their expressive vocabulary, such as adjectives describing their American dreams, and
- (2) students will familiarize themselves with the questioning technique that Hughes uses in the poem to engage the reader.

Integrating language into content instruction in mainstream subject-matter classrooms requires subject-matter teachers to be knowledgeable about discipline-specific language and classroom language use and to incorporate language objectives that are responsive to English language development in the lesson. Integrating modified language into content instruction is also important. Modified language refers to the varied ways of making discipline-specific vocabulary comprehensible for English language learners. A social studies teacher can, for example, provide a glossary of key words used in the lesson, and a chemistry teacher can use gestures,

simplified descriptions, and drawings to communicate the meaning of specific concepts.

Our mainstream subject-matter classes are becoming increasingly linguistically and culturally diverse. It is imperative that subject-matter teachers sensitize their instruction to English language learners' backgrounds and needs and teach subject-matter knowledge through language.

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Endnote

¹ Names used in this article are pseudonyms.

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Abdurashid's Story

by G. Ivey and D. Fisher

Abdurashid Ali is an immigrant from Ethiopia. When he arrived in the United States, in the middle of his freshman year, he spoke four languages: Oromo, Amharic, Swahili, and Somali. He did not speak English and had lived in a Kenyan refugee camp for the four years preceding his arrival into the United States. As a senior, he had to move into his own apartment because his father demanded that he quit school and work full-time or move out. Abdurashid did not want to quit school; he wanted to continue to learn, to get a college education, and to help his family in more significant ways when he finished school. In response to a question about the importance of education, Abdurashid wrote the following in an e-mail message:

Well, starting life in US was as hard as it gets when I first got here. We had to start everything from scratch. Adapt to a new culture, life style, language and people. From this you can tell that I needed guidance or someone who could help me learn about this new life, the language, and everything I needed to survive in my new home. The perfect place for this was school. In past five years, prior to my arrival to the US, I was unable to go to school. And ever since I started school back home, I loved going to school and valued education. So, losing my education was like giving away something I valued the most.

During his senior year, Abdurashid received letters of acceptance from several colleges. He chose to attend the University of California at San Diego and study premedicine. His goal is to become a cardiologist. We believe that there are many lessons to learn from this particular student—a student who knew no English in 9th grade but who completed AP English, AP Physics, Algebra II, Government, Economics, and Art during his senior year.

Using Big Ideas or Themes

Observing Abdurashid in class reveals important lessons about content area literacy. His school operates on a four-by-four block schedule, meaning that all

students take three or four classes in the fall and then three or four classes in the spring. During the spring term of his senior year, he started his day in AP Physics. The unit of study that the physics class was engaged with was based on a theme called Sounds Like Fun! Content area classrooms should be organized around themes, big ideas, or essential questions.

Daily Reading and Writing

Upon entering the physics room, students saw a writing-to-learn prompt on the board. Abdurashid immediately got to work responding to the prompt. On this particular day, the teacher used a RAFT prompt (Santa & Havens, 1995), which stands for

R = role (Who is the writer? What is role of the writer?)

A = audience (To whom are you writing?)

F = format (What format should the writing be in?)

T = topic (What are you writing about?)

The teacher had written the following RAFT on the board:

R = sound wave

A = human ear

F = mobile phone conversation

T = Can you hear me? Can you hear me now?

The teacher then asked the students to respond to a series of questions in the format of an anticipation guide (see Head & Readence, 1986). The purpose is to activate prior knowledge, encourage predictions, and stimulate curiosity about a topic. Abdurashid responded to the questions in Figure 1.

Figure 1. Anticipation Guide in a Physics Class

Before Reading A = Agree D = Disagree	Statement	After Reading A = Agree D = Disagree
	Two notes that have a frequency ratio of 2:1 are said to be separated by an octave.	
	A sound wave is different from a light wave in that a sound wave is produced by an oscillating object and a light wave is not.	
	A sound wave is different from a light wave in that a sound wave is not capable of traveling through a vacuum.	
	A sound wave is different from a light wave in that a sound wave is capable of diffracting and a light wave is not.	

Following the writing-to-learn and anticipatory activities, the teacher began discussing sound waves. He presented a series of graphic organizers demonstrating the ways in which sound travels and what happens when waves cross one another. As he did so, Abdurashid took notes using a Cornell Note Page (Pauk, 2001), writing main ideas and key words on the left side of the vertical line, details on the right,

and a brief summary at the bottom. A sample Cornell Note Page appears in Figure 2.

The teacher also identified key vocabulary terms, including *wave*, *equilibrium*, *medium*, *frequency*, *mechanical waves*, and *electromagnetic waves*. He asked the students to create word cards to help them remember the words.

Figure 2. Cornell Note Page

Name:	Date:	Class:
Main Ideas and Key Words	Details	
Summary		

A word card has four quadrants divided into a 3-by-5-inch or 5-by-7-inch index card.

Word	What the word means
Illustration	What the word doesn't mean

Later that period, the teacher read aloud a selection from *Light, Sound, and Waves Science Fair Projects: Using Sunglasses, Guitars, CDs, and Other Stuff* by Robert Gardner (2004) and then showed a short film about sound waves. During the film, Abdurashid took notes using his Cornell Note Page.

During the passing period, we asked Abdurashid how he learned so much science while he was

learning to speak, read, and write in English. He said, “The best way for me is the pictures.” When asked what he meant by that, Abdurashid opened his notebook and showed us several graphic organizers and said, “Like this—the pictures Mr. Cox uses to teach.” Looking through his notebook revealed several graphic organizers, including those he had copied from the teacher’s presentation and graphic organizers he had created based on the lecture or reading material. When asked if he learned in other ways, Abdurashid said that he was good at taking notes. “I learned to take notes my first year here. They taught me how to make the paper so you could find information again.” He showed us a page of notes from his history class that were organized in the Cornell note-taking format. As he entered his next class, Abdurashid said, “They have good teachers here. They make class interesting, and you want to learn. I wanted to know the right answers to those wave questions so I had to pay attention in class.”

It is clear that the reason that Abdurashid did so well in AP Physics was related to the teacher. More specifically, it was the ways in which the teacher engaged the class and ensured that the physics content was accessible for the students. The teacher used evidence-based instructional strategies in his teaching (see Fisher & Frey, 2004). It is important to note that Abdurashid scored well enough on the AP Physics exam to receive college credit for the experience.

Now imagine that Abdurashid goes to his next class, and this type of teaching and learning is not available. In that case, he is unlikely to perform as well. For many students, quality content literacy

instruction is dependent on the teacher; some provide this type of instruction and some do not. In other schools, different teachers require students to use different content literacy strategies. Imagine how much mental energy Abdurashid would expend if every one of his teachers asked students to use a different note-taking system. Imagine how much easier it would be if all his teachers agreed on a core set of instructional strategies in the content areas and used those strategies across the day. Abdurashid would spend very little time focused on the strategy and a great deal of time focused on the content. Again, this is what we mean by *transportable* and *transparent*.

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Reading Supports for All

Jill Fitzgerald and Michael F. Graves

Scaffolded reading experiences help English language learners master both reading and content.

Teaching students with a wide range of abilities and needs has always challenged teachers. Language is rapidly becoming an additional form of diversity, and many teachers have little information or education that focuses on assisting multilingual learners with their reading skills. Scaffolded reading experiences can help. They provide a practical, research-based framework that teachers can use to support English language learners.

A scaffolded reading experience (SRE) is a flexible framework for teaching lessons involving texts. It is designed to facilitate English language learners' reading development as well as their learning through reading (Fitzgerald & Graves, 2004). The framework can be used in both reading and content-area lessons at all grade levels, in regular classrooms, pullout English as a second language (ESL) classrooms, bilingual education classrooms, foreign language classrooms, and special education classrooms. SREs are, of course, only one part of a comprehensive reading program. English language learners, just like monolingual learners, need instruction designed to broaden their repertoires of reading strategies and skills.

The scaffolded reading experience framework consists of a set of prereading, during-reading, and postreading activities to use with any genre of text, including fiction and nonfiction. Figure 1 shows menus of possible categories of activities within each part of the framework. When planning an SRE, teachers start by considering their specific students, the reading selection, and the reading purpose; they then create activities that are modulated as needed for the English language learners.

For instance, a 5th grade teacher may plan an SRE for the chapter "Mom, Did You Vote?" in Joy Hakim's *War, Peace, and All That Jazz* (1995) for her class of 25 students, three of whom read Spanish more easily than English. The teacher plans a

Figure 1. Prereading, During-Reading, and Postreading Activities

Prereading Activities

- Activating or building background knowledge.
- Providing text-specific knowledge.
- Relating the reading to students' lives.
- Preteaching vocabulary.
- Preteaching concepts.
- Prequestioning, predicting, and direction setting.
- Using students' native language, such as writing important concept words in the students' native language or inviting adult speakers of the native language into the classroom to translate.
- Engaging students and community members as resources.
- Suggesting reading strategies.

During-Reading Activities

- Silent reading.
- Reading to students.
- Guided reading.
- Oral reading by students.
- Modifying/simplifying the text.
- Using students' native language.

Postreading Activities

- Questioning.
- Discussing.
- Building connections.

number of prereading questions for the whole class but selects only three for the English language learners, asks the ESL teacher at the school to write these three questions in Spanish, and then presents them to the English language learners. As the teacher asks each question in English, she points to the corresponding question in Spanish. Wood, Bruner, and Ross (1976) first used the term *scaffolding* to

characterize mothers' verbal interaction when reading to their young children. Scaffolding in SREs refers to a temporary and adjustable support that enables students to accomplish a task that would be impossible without the scaffold or to accomplish a task more fully or more easily than they could without the scaffold (Graves & Graves, 2003). Training wheels on a bicycle are a perfect example of a physical scaffold. Scaffolding has been shown to be a powerful instructional tool that many educators endorse.

Successful implementation of SREs depends on several components. First, there is the scaffold itself—the temporary and supportive prereading, during-reading, and postreading activities that serve as a skeleton to support English language learners. Second, teachers should use scaffolded reading experiences in ways that place students in the zone of proximal development (Vygotsky, 1978), in the sense that the experiences require the students to use functions that have not fully matured but that are in the process of maturing. This calls for activities that successfully support the students through tasks that they could not quite manage independently.

For example, some 6th grade English language learners might find Lois Lowry's *Number the Stars* (1989), which deals with a family's flight from Nazi persecution, outside their zone of proximal development if they were asked to read it on their own. Such activities as building background knowledge about World War II and the Nazis and preteaching difficult vocabulary could put the book within their zone of proximal development. The teacher should gradually shoulder less and less of the scaffold, transferring more and more responsibility to students. When teaching a similarly difficult selection in the middle of the year, the teacher might preteach fewer words, and when teaching a comparable selection at the end of the year, the teacher might simply give students a glossary of the difficult words.

Reading in a New Language

Scaffolded reading experiences are especially important for English language learners because reading in a new language may involve more complexity than native language reading—and reading in one's native language is already complicated enough.

English language learners need to use mental executive functioning as they read, putting together and juggling many cognitive processes. This may be more burdensome for English language learners than for native speakers because it involves more processes, such as translation.

What Transfers

Results from several studies (Chikamatsu, 1996; Koda, 1993) indicate that second-language readers definitely rely on their native language in ways that facilitate their second-language reading processes. On the whole, English language learners from kindergarten through high school tend to transfer phonological awareness, or knowledge about the sounds used in language, from one language to another—a facilitative transfer (Gottardo, Yan, Siegel, & Wade-Woolley, 2001). Some languages have cognate words (look-alike words that derive from the same root, such as *idea* in English and *idea* in Spanish). Although these words are usually pronounced differently, readers can easily recognize them as they read in the new language. Selected cognitive processes, such as some word recognition strategies and some comprehension strategies, may also be used similarly in both English language learner reading and native language reading (Fitzgerald, 1995).

Cultural Understandings

Acceptable word orders for the same meanings and intentions differ across languages. For example, in English we might say, *I forgot the book*. In Spanish, we could say, *Se me olvidó el libro*, which literally translates into English as “Itself to me forgot the book.” Differences in syntax often signal different cultural understandings. *I forgot the book* implies that *I* am at the center of things in my universe, whereas the Spanish statement takes *me* out of the center of that universe and places greater importance on the object, the book. These two syntactical arrangements illustrate different cultural understandings about how individuals relate to objects in time and space and how they assign worldly significance. When confronted with new acceptable word orders, English language learners are not only learning new syntax, but they are also struggling to adapt to new cultural understandings.

Making It Manageable

SREs support English language learners with the complexities of reading in a new language in several important ways. Having students do prereading, during-reading, and postreading activities breaks down a complex reading task into smaller chunks. This framework also eases the cognitive demands on the English language learner by structuring these demands in distinct stages.

For instance, imagine a sheltered English classroom with a monolingual English teacher. The 10 students in the class—7th, 8th, and 9th graders—are native speakers of Spanish, Chinese, Vietnamese, and Hmong, and they read English at 4th grade through 6th grade levels (Cooke, 2002). The teacher plans a set of social studies lessons in which the students learn about ancient Chinese memorial ceremonies and rituals for the dead. He asks the students to name examples of past, present, and future experiences that have had—or will have—serious impact on their lives. The students are reading *Black Powder* by William Wu (1993), which deals with a Chinese 17-year-old's efforts to honor his dead father with a fireworks display. The teacher divides the reading into three days of small, highly supportive sessions. The first day, he targets four prereading activities: motivating the students, which might involve the teacher sharing a personal example of an especially poignant ceremony; relating reading to students' lives; building background knowledge; and preteaching vocabulary. The following day, he engages the students in three during-reading activities: reading aloud to students, guided reading, and silent reading. On day three, he leads a discussion session as a postreading strategy. By dividing the reading process into three smaller chunks, the teacher simplifies content, breaks down learning into stages, and supports the students in the complexities of the reading task.

Empowered to Help

Teachers can use SREs to “slice” student goals and assignments to help tailor lessons to English language learners' abilities and needs. For instance, a 5th grade teacher conducts a series of lessons on sound waves. Her class includes two Latino English

language learners who are recent arrivals to the United States. Because it is unrealistic to expect the English language learners to achieve the same content-learning goals as the native English speakers in the same amount of time, the teacher plans an SRE. She sets up learning goals for all the students and selects a subset for the two Latino students.

On the first day, the teacher's content-learning goals for her class include the concepts that waves have amplitude and frequency. For the Latino students, she selects a single goal: frequency. She then decides on specific prereading, during-reading, and postreading activities that will help the students achieve those goals. For the Latino students, she selects a subset of activities that fit the learning goal of frequency. By choosing a specific goal with related activities, the teacher reduces the complex cognitive reading demands on the English language learners so they can begin to learn in English.

Content teachers often believe they have no power to help their English language learners improve their reading skills. When teachers use SREs and modulate their lessons specifically with new language learners in mind, however, they become empowered to ease the cognitive demands that weigh heavily on English language learners. The 5th grade teacher who taught the lesson on sound waves recognized how overwhelming the lesson would be for the English language learners, but she believed that these students could learn *something* if she did specific activities in advance.

An SRE in Action

Imagine you are working on social studies concepts with a class of 5th graders. Of your 30 students, six are English language learners, four of whom are recent arrivals to the United States and native speakers of Spanish. The class is reading the first chapter of Cooper's *Indian School: Teaching the White Man's Way* (1999), and the goal you have set for the class is to learn the most important information presented in the chapter. However, you slice the goals for the four Latino students. You would like them to learn just one main idea from the chapter, one reason why the U.S. government sent Native American children to boarding schools.

You might begin prereading instruction with a motivational activity for all students, such as showing photographs of Native American children leaving their reservation and the same children sitting in classes at school. You might also preteach difficult vocabulary that is important for understanding the chapter—words like *interpreter*, *alienated*, and *proposition*. You decide, however, that the Latino students should focus on learning just one new word—*proposition*—because it has a Spanish cognate that they might already know. And you might provide a prequestioning activity in which you pose questions that students can answer later on as they read the chapter. For instance, you might ask the following questions: Which children were sent away to the boarding school? When did this practice begin and end? Why did the U.S. government want to send Native American children to boarding schools? You ask the Latino students to focus on the last question only.

For the during-reading portion of the lesson, you might read part of the chapter orally to all students and then have students read the rest of it silently, looking for answers to their questions. Pair each Latino student with a strong English reader and ask the English readers to write a statement of one main idea from the text, draw a graph or picture that illustrates that idea, and explain the graph or picture to the partnered English language learner. Ask the English readers to work with their partners in answering the question about why the U.S. government wanted to send Native American children to boarding schools.

After students finish reading the chapter, they might break into discussion groups of three or four students to answer the questions posed during prereading. The teacher would carefully consider which group each Latino student should join and would point out that the Latino students should handle that one specific question. Finally, the groups could come together and share their answers, with the Latinos contributing as they are able.

New diversity in the United States points to enormous opportunities for a future filled with multilingual and multiliterate citizens. Scaffolded reading experiences provide a powerful yet flexible framework for teachers to move English language learners

toward fulfilling their promise as readers and learners.

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Internet Resources

Center for Applied Linguistics

www.cal.org

The Center for Applied Linguistics (CAL) is a private, nonprofit organization that carries out a wide range of activities, including research, teacher education, analysis, and dissemination of information. Online resources include clearinghouses, databases, directories, descriptions of research projects, and links to other online resources.

Colorín Colorado

www.colorincolorado.org

Colorín Colorado is a free, Web-based service that provides information, activities, and advice for educators and Spanish-speaking families of English language learners.

Education Week Issue Page on English Language Learners

www.edweek.org/rc/issues/english-language-learners

This page (free, but requires registration) provides an up-to-date summary of the issue from the editors of *Education Week* magazine, plus links to recent *Education Week* articles on the topic as well as outside Internet resources.

Effective Reading Programs for English Language Learners: A Best-Evidence Synthesis

www.csos.jhu.edu/crespar/techReports/Report66.pdf

This report is a review of experimental studies of reading programs for English language learners, with a focus on comparisons of bilingual and English-only programs and on specific, replicable models. The review finds that existing evidence favors bilingual approaches, especially paired bilingual strategies that teach reading in the native language and

English at the same time. This report was produced by the Center for Research on the Education of Students Placed at Risk.

Everything ESL

www.EverythingESL.net

This site, created by an award-winning ESL teacher, includes lesson plans, teaching tips, resource picks, and online bulletin boards and discussion forums.

Lessons from Research: What Is the Length of Time It Takes Limited English Proficient Students to Acquire English and Succeed in an All-English Classroom?

www.ncela.gwu.edu/pubs/issuebriefs/ib5.pdf

This is a publication of the National Clearinghouse for Bilingual Education on the results of research regarding effective educational approaches that promote the acquisition of English and grade-appropriate content.

A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement Final Report

www.crede.ucsc.edu/research/llaa/1.1_final.html

From the Center for Research on Education, Diversity, and Excellence, this five-year research study (1996–2001) is an overview of language minority students' long-term achievement, depending on the type of program in which these students are placed.

Strategies and Resources for Mainstream Teachers of English Language Learners

www.nwrel.org/request/2003may/ell.pdf

This issue of *By Request*, from the Northwest Regional Educational Laboratory, focuses on practical, research-based principles and instructional strategies that mainstream teachers can use to meet the needs of English language learners.

Other Video Programs and Series Available from ASCD

*Programs with an asterisk are also available on DVD.

Action Research: Inquiry, Reflection, and Decision Making (*4-tape series*)

Assessment and Grading: What's the Relationship?

Assessment in Elementary Science (*3-tape series*)

At Work in the Differentiated Classroom (*3-tape series*)*

Balanced Assessment: Improving Student Achievement and Standardized Test Results (*3-tape series*)*

Best Practices in Action (*multitape series*)*

Books in Action

Becoming a Multiple Intelligences School

Closing the Achievement Gap

Guiding School Improvement with Action Research

Multiple Intelligences of Reading and Writing: Making the Words Come Alive

The Brain and Early Childhood (*2-tape series*)

The Brain and Learning (*4-tape series*)

The Brain and Mathematics (*2-tape series*)

The Brain and Reading (*3-tape series*)

Breaking Through Barriers to Achievement (*3-tape series*)*

Building Academic Background Knowledge (*3-tape series*)*

Catch Them Being Good: Reinforcement in the Classroom (*3-tape series*)

Challenging the Gifted in the Regular Classroom

Classroom Management That Works (*3-tape series*) *

The Common Sense of Differentiation: Meeting Specific Learner Needs in the Regular Classroom
(*3-tape series*) *

Curriculum Mapping: Charting the Course for Content (*2-tape series*)

Developing Performance Assessments

Differentiating Instruction (*2-tape series*)

Dimensions of Learning Training Program and Video Package

Educating Everybody's Children (*6-tape series*)

Examining Student Work (*4-tape series*)

Getting Results from Cooperative Learning (*3-tape series*)*

How To (*multitape series; 15-minute tapes on a variety of helpful classroom practices*)*

Implementing a Reading Program in Secondary Schools

Improving Instruction Through Observation and Feedback (*3-tape series*)

Inclusion (*3-tape series*)

Instructional Strategies for the Differentiated Classroom: Tapes 1–7 (*7-tape series*)

Integrating the Curriculum (*2-tape series*)

The Lesson Collection (*multitape series; 15-minute sample classroom lessons*)

Managing Today's Classroom (*3-tape series*)

Maximizing Learning for English Language Learners (*3-tape series*)

Mentoring the New Teacher (*8-tape series*)

Mentoring to Improve Schools (*2-tape series*)

Motivation: The Key to Success in Teaching and Learning (*3-tape series*)
 Multicultural Education
 Multiple Intelligences (*3-tape series*)
 Planning Integrated Units: A Concept-Based Approach
 The Principal Series (*7-tape series*)
 Problem-Based Learning (*2-tape series*)
 Qualities of Effective Teachers (*3-tape series*)*
 Raising Achievement Through Standards (*3-tape series*)
 Reading in the Content Areas (*3-tape series*)
 Reporting Student Progress
 The Results Video Series (*2-tape series*)
 A Six-Step Process for Teaching Vocabulary*
 Teacher Portfolios (*2-tape series*)
 The Teacher Series (*6-tape series*)
 Teaching the Adolescent Brain (*4-tape series*)*
 Teaching Strategies Library (*9-tape series*)
 Teaching Students with Learning Disabilities in the Regular Classroom (*2-tape series*)
 Understanding by Design (*3-tape series*)
 Using Classroom Assessment to Guide Instruction (*3-tape series*)
 Using Standards to Improve Teaching and Learning (*3-tape series*)
 A Visit to a Classroom of English Language Learners
 A Visit to Classrooms of Effective Teachers*
 A Visit to a Data-Driven School District*
 A Visit to a Differentiated Classroom
 A Visit to a Freshman Advisory Program*
 A Visit to a Motivated Classroom
 A Visit to One School's Bullying Prevention Program*
 What Works in Schools (*3-tape series*)*

For information on how to purchase or preview these programs, call ASCD's Service Center at 1-800-933-2723 or 1-703-578-9600. Or visit the Online Store at <http://shop.ascd.org>.

About ASCD

Founded in 1943, the Association for Supervision and Curriculum Development is a nonpartisan, non-profit education association, with headquarters in Alexandria, Virginia, USA. ASCD's mission statement: *ASCD, a community of educators, advocating sound policies and sharing best practices to achieve the success of each learner.*

Membership in ASCD includes a subscription to the award-winning journal *Educational Leadership*, the newsletter *Education Update*, and other products and services. ASCD sponsors affiliate organizations around the world; participates in collaborations and networks; holds conferences, institutes, and training programs; produces publications in a variety of media; sponsors recognition and awards programs; and provides research information on education issues.

ASCD provides many services to educators—prekindergarten through grade 12—as well as to others in the education community, including parents, school board members, administrators, and university professors and students. For further information, contact ASCD via telephone: 1-800-933-2723 or 1-703-578-9600; fax: 1-703-575-5400; or e-mail: member@ascd.org. Or write to ASCD, Information Services, 1703 N. Beauregard St., Alexandria, VA 22311-1714 USA. You can find ASCD on the World Wide Web at www.ascd.org.

ASCD's Executive Director is Gene R. Carter.

2006–07 Board of Directors

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Belief Statements

Fundamental to ASCD is our concern for people, both individually and collectively.

- We believe that the individual has intrinsic worth.
- We believe that all people have the ability and the need to learn.
- We believe that all children have a right to safety, love, and learning.
- We believe that a high-quality, public system of education open to all is imperative for society to flourish.
- We believe that diversity strengthens society and should be honored and protected.
- We believe that broad, informed participation committed to a common good is critical to democracy.
- We believe that humanity prospers when people work together.

ASCD also recognizes the potential and power of a healthy organization.