



***Instructional Best Practices  
for  
English Language Learners***

**Day 1**

Module 1: Laying the Foundation  
Module 2: Making Content Comprehensible

## About Your Trainers

Lorrie Stoops Verplaetse, Ph.D. is Professor and Coordinator of Bilingual Education and TESOL at Southern Connecticut State University. Dr. Verplaetse has been in the field of ESL for 35 years. She is the co-editor of *Second and Foreign Language Learning Through Classroom Interaction* and most recently, *Inclusive Pedagogy for English Language Learners*. She has authored three Department of Education National Professional Development grants and currently serves as Project Director of the OELA-funded Training for All Teachers Program.

Marisa Ferraro is Program Manager of the Training for All Teachers Program at Southern Connecticut State University. She holds a MS in TESOL, Bilingual and Multicultural Education and has experience in both ESL and EFL capacities, teaching refugee immigrant students in Connecticut and training foreign professionals in Germany. As Program Manager, she works closely with mainstream teachers and administrators throughout the state co-delivering professional development workshops in best instructional practices for ELLs.

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# MODULE 1

## Laying the Foundation

### Table of Contents

Introduction to Module 1 .....	3
What I Think I Know .....	4
Myths and Realities about Second Language Acquisition .....	5
Numbers Tell All .....	8
Second Language Acquisition (SLA) Theory in a Nutshell .....	10
Student Profile Puzzle Activity .....	11
Language Proficiencies: BICS and CALP .....	12
Sheltered ELL Strategies Checklist .....	15
Notes .....	16

# Introduction to Module 1

Module 1 introduces the participant to the myths and realities of working with English Language Learners (ELLs) in the United States today. Participants will receive a brief introduction to second language acquisition (SLA) theory, and more importantly, how language acquisition could better inform teaching practices.

This module reviews the proficiency levels of ELLs with corresponding student and teacher behaviors for each skill area: listening and reading (input), speaking and writing (output). In addition, participants will examine the difference between conversational language and academic language and how this will affect lesson planning in terms of setting content and language objectives for multilevel students. Lastly, participants will have the opportunity to experience a sheltered science lesson conducted in German and will actively take part in a debriefing.

Teachers know that all students, regardless of language background, have different interests and abilities. This module provides teachers with ideas for developing their own pre-assessments to determine students' abilities in English and their knowledge of the content. These pre-assessments, in the form of warm-ups, can be used with all students.

By the end of the module, participants will be able to:

1. Describe the fears and frustrations of a language minority student.
2. Explain why common second language learner myths are myths and not facts.
3. Describe the three ingredients for SLA and discuss how long it takes to develop proficiency in academic language.
4. Identify student behaviors in four/five stages of second language development.
5. Explain why academic language is more complex than conversational language.
6. Experience and identify teaching strategies that make it possible to engage in an academic content lesson in a new/foreign language.

# Instructional Best Practices in Teaching our English Language Learners Anticipation Guide

<b>What I <u>Think I Know</u> About...</b>	<b>What I Want To <u>Learn More</u> About...</b>
<p>1. English language learners (ELLs) and education in general</p> <p>2. How to make content comprehensible for ELLs</p> <p>3. How to get ELLs to engage with the content, the teacher, and the students</p> <hr/>	<p>1. English language learners (ELLs) and education in general</p> <p>2. How to make content comprehensible for ELLs</p> <p>3. How to get ELLs to engage with the content, the teacher, and the students</p> <hr/>

## Myths and Facts About English Language Learners

Rate the following sentences:

1. ELL students learn English easily and quickly simply by being exposed to native speakers.
2. In earlier times immigrant children learned English rapidly and assimilated easily into American life.
3. Students immersed in English-only classrooms do better academically than students taught in bilingual classrooms.
4. To teach ESL, you have to know the students' languages.
5. Promoting the use of a student's native language hinders English language learning and academic achievement.

Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree

Sources: Samway, K.D. & McKeon, D. (1999). *Myths and realities: Best practices for language minority students*. Portsmouth, NH: Heinemann.  
TAT Program, Southern Connecticut State University

# Myths About Second Language Acquisition (SLA)

## **Myth #1:**

ELL students learn English easily and quickly simply by being exposed to and surrounded by native English speakers. When they are able to converse, we can determine that they have developed proficiency.

## **Fact #1:**

Learning a second language is hard work; even the youngest learners do not simply "pick-up" the language. It can take 6-9 years for ESOL students to achieve the same levels of proficiency in academic English as native speakers.

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## **Myth #2:**

In earlier times immigrant children learned English rapidly and assimilated easily into American life.

## **Fact #2:**

Many immigrant students during the early part of this century did not learn English quickly or well. Many dropped out of school to work in jobs that did not require the kinds of academic achievement and communication skills that substantive employment opportunities require today.

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## **Myth #3:**

The elimination of bilingual education in California seems to have been success. In follow up studies, the children immersed in English-only classrooms have improved on all test scores.

## **Fact #3:**

There is no evidence linking the improvement to dropping bilingual education. Test scores improved in districts that KEPT bilingual education and in districts that never had bilingual education. Performance increases in SAT-9 were similar among LEP and all students.

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# Myths About Second Language Acquisition (SLA)

## **Myth #4:**

To teach ESL, you have to know the students' languages.

## **Fact #4:**

ESL teachers use English to teach English. This is accomplished through highly controlled introduction of new language combined with the use of many visuals, manipulatives, and gestures.

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## **Myth #5:**

Then why use bilingual education at all? It's better to just immerse the learners into an English-only environment.

## **Fact #5:**

An English immersion environment does not control the introduction of the new language. Learners "drown" in the onslaught of incomprehensible input. If learners are to be subjected to an English-only environment, the English must be highly controlled.

Using the native language is quite valuable, particularly in helping students develop their first literacy skills. ESOL students in thoughtfully designed programs of bilingual or sheltered content instruction remain longer and attain significantly higher rates of academic achievement in comparison to students without such advantages.

Sources: Samway, K.D. & McKeon, D. (1999). *Myths and realities: Best practices for language minority students*.  
Portsmouth, NH: Heinemann.  
TAT Program, Southern Connecticut State University.

# Numbers Tell All

## Drop Out Rates by Ethnic Group

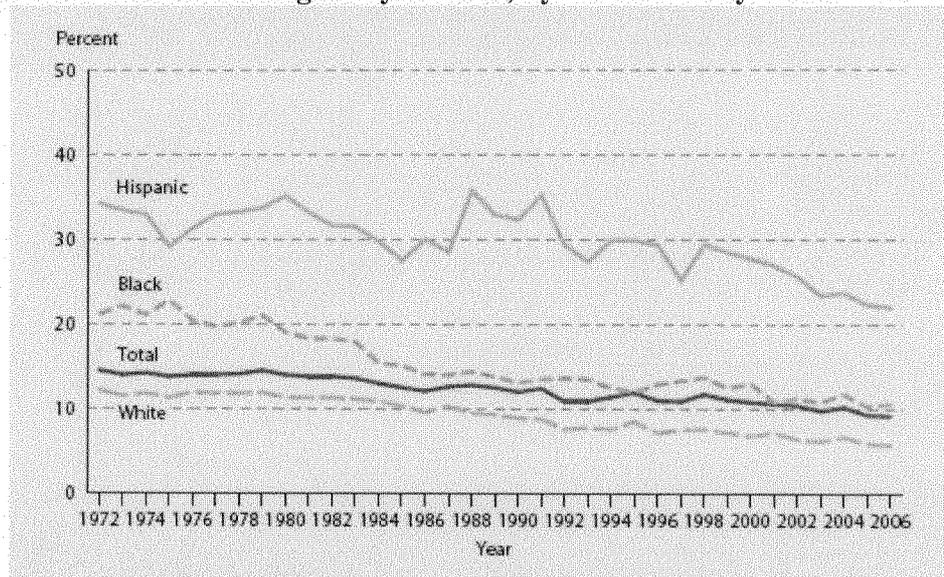
- 6% of all White (non-Hispanic)
- 10.4% of all African American
- 22.4% of all Hispanic
- 14% of all Native American
- 41.2% of all immigrants (born outside the 50 states and the District of Columbia)
  - 36.5% Hispanic
  - 4.7% Non-Hispanic

Source: <http://nces.ed.gov/programs/coe/2007/section3/table.asp?tableID=700>, 9.07

In 2005, Hispanics who were born outside of the United States<sup>1</sup> represented 7 percent of the 16- through 24-year-old population and 27 percent of all status dropouts in this age group. Higher dropout rates among these Hispanic immigrants partially account for the persistently high dropout rates for all Hispanic young adults. Among Hispanic 16- through 24-year-olds who were born outside the United States, the status dropout rate was 36 percent in 2005—more than double the rates for Hispanics in this age group who were born in the United States (14 and 12 percent, respectively). Nevertheless, Hispanics born in the United States were more likely to be status dropouts than their non-Hispanic counterparts.

Source: <http://nces.ed.gov/programs/coe/2007/section3/indicator23.asp>, 9.07

## Dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972–2006



Source: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1972–2006, 3.09

# State and District Data and Information

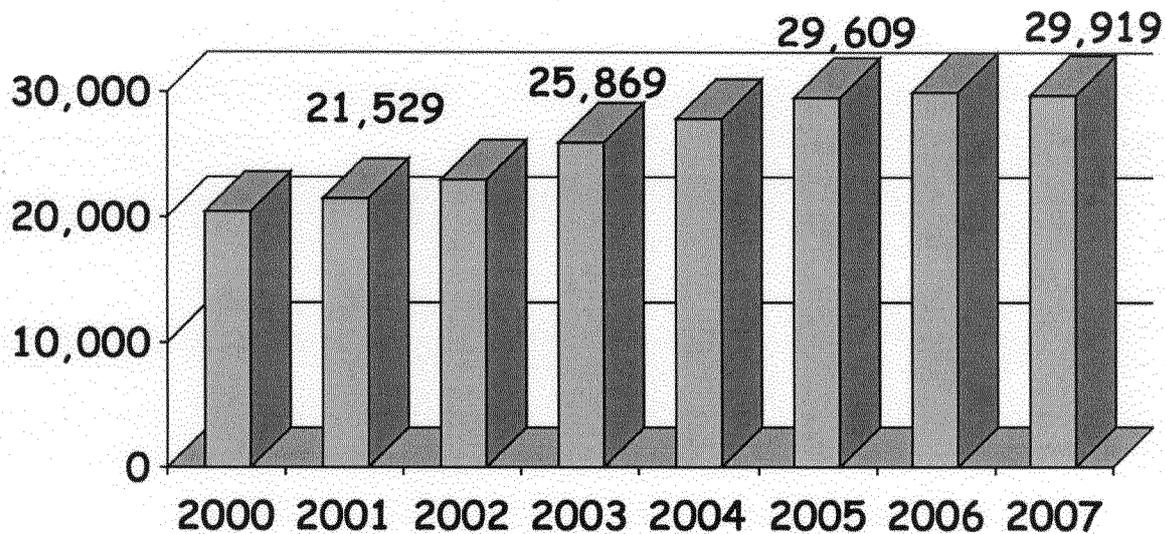
## Connecticut Facts

The following chart and graph give information on Connecticut's English Language Learner population.

2006 State Population (5 years and older)	3,302,738
Percent of persons who speak a language other than English at home	20.1%
Percent who speak English less than "very well"	39.5%
Spanish or Spanish Creole	9.4%
Other Indo-European languages	8.2%
Asian and Pacific Island languages	1.9%

Source: US Census Bureau, 2006, American Community Survey, <http://factfinder.census.gov>, 9.07

### Connecticut's ELLs 2000-2007



Source: [http://www.csde.state.ct.us/public/cedar/cedar/ell/state\\_ells\\_2000-05.htm](http://www.csde.state.ct.us/public/cedar/cedar/ell/state_ells_2000-05.htm), 9.07

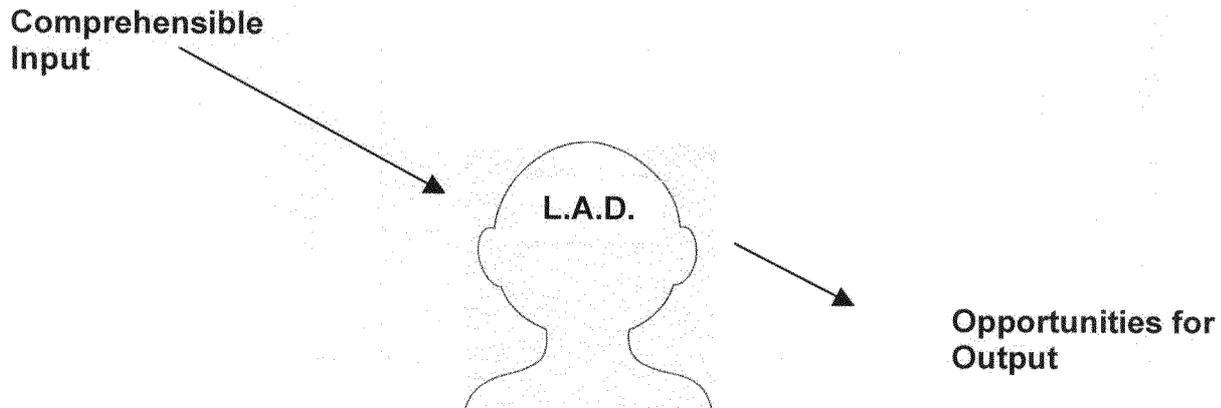
## By 2030...

(and sooner if present demographic trends continue)

40% of all U.S. school-age children will speak a home language other than English.

Source: Thomas & Collier, 2002

# Second Language Acquisition Theory in a Nutshell



## Educator's Goal:

To cognitively challenge our ELLs and to teach them at grade level.

## Our Challenge:

How to make the content comprehensible (comprehensible input)

How to engage the ELL in creating opportunities for output

- Engaging with self and others
- Engaging with content

## Acquiring a Second Language for School

In our studies we have found that in U.S. schools where all instruction is given through the second language (English), non-native speakers of English with no schooling in their first language take 7-10 years or more to reach age and grade-level norms of their native English-speaking peers. Immigrant students who have had 2-3 years of first language schooling in their home country before they come to the U.S. take at least 5-7 years to reach typical native-speaker performance (similar to what Cummins [1981] found). This pattern exists across many student groups, regardless of the particular home language that students speak, country of origin, socioeconomic status, and other student background variables. In our examination of large data sets across many different research sites, we have found that the most significant student background variable is the amount of formal schooling students have received in their first language. Across all program treatments, we have found that non-native speakers being schooled in a second language for part or all of the school day typically do reasonably well in the early years of schooling (kindergarten through second or third grade). But from fourth grade on through middle school and high school, when the academic and cognitive demands of the curriculum increase rapidly with each succeeding year, students with little or no academic and cognitive development in their first language do less and less well as they move into upper grades.

Source: Collier, V. P. (1995). *Acquiring a second language for school*. Directions in Language & Education National Clearinghouse for Bilingual Education, 1(4). [www.ncela.gwu.edu/pubs/directions/04.htm](http://www.ncela.gwu.edu/pubs/directions/04.htm).

## Student Profile

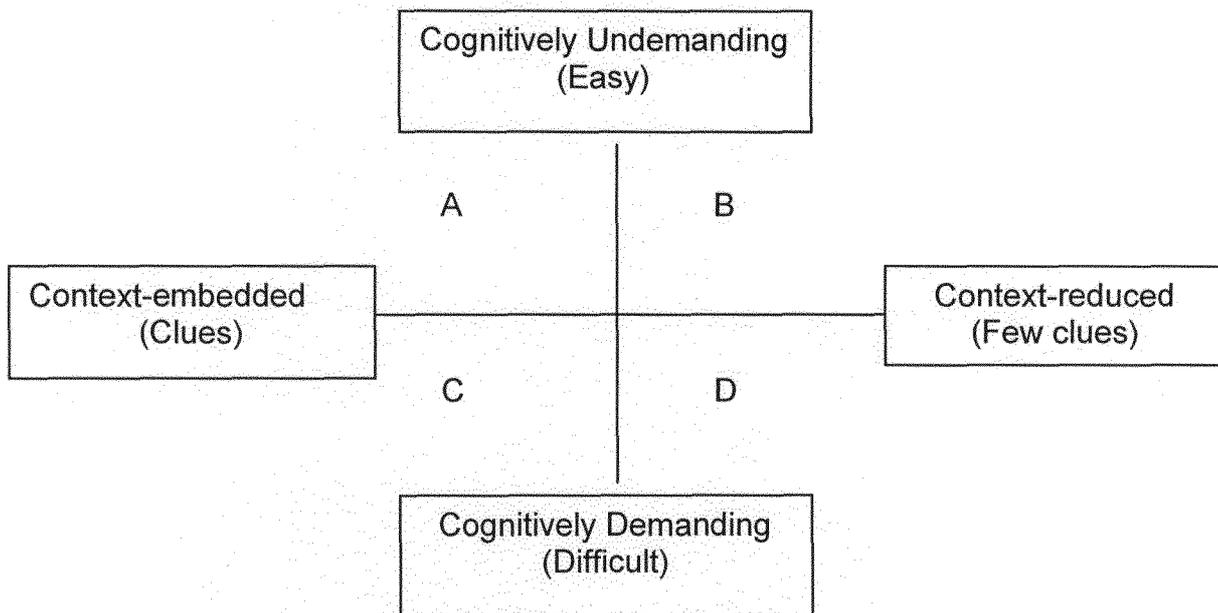
Stage	Sample Student Behaviors	Teacher Behaviors
<b>Pre-Production</b> • Students re totally new to English • Generally lasts 1-3 months	<p><b>Listening:</b> Student comprehends simple repeated sentences, follows directions, shows comprehension through facial expression, body language &amp; gestures.</p> <hr/> <p><b>Speaking:</b> Student responds by gesturing (pointing, nodding, choosing) and by imitating sounds &amp; actions.</p> <hr/> <p><b>Reading:</b> Student follows along in picture walks, uses visual clues to attach meaning to printed material.</p> <hr/> <p><b>Writing:</b> Student illustrates characters, objects &amp; actions to convey meaning.</p>	<ul style="list-style-type: none"> <li>• Gestures</li> <li>• Language focuses on conveying meanings and vocabulary development</li> <li>• Repetition</li> <li>• Does not force student to speak</li> </ul>
<b>Early Production</b> • Students are “low beginners” • Generally lasts several months	<p><b>Listening:</b> Student comprehends simple passages, begins to follow group <u>discussions, shows comprehension by using 1 or 2 words or short phrases.</u></p> <hr/> <p><b>Speaking:</b> Student makes short, oral responses to questions, recites poems, songs, &amp; chants.</p> <hr/> <p><b>Reading:</b> Student follows text during group reading, matches words to some objects, people &amp; actions, retells stories using pictures.</p> <hr/> <p><b>Writing:</b> Student labels illustrations, writes familiar names and simple words, uses temporary spelling, rebuses, &amp; illustrations to convey ideas.</p>	<ul style="list-style-type: none"> <li>• Asks yes/no and either/or questions</li> <li>• Models correct responses</li> <li>• Ensures a supportive, low anxiety environment</li> <li>• Does not overtly call attention to grammar errors</li> </ul>
<b>Speech Emergence</b> • Students are beginners	<p><b>Listening:</b> Student understands most of what is said, with pauses, follows stories, follows multiple directions, takes part in discussions, writes from dictation.</p> <hr/> <p><b>Speaking:</b> Student speaks in phrases or simple sentences, engages in small group activities, dialogues, interviews, &amp; role-plays.</p> <hr/> <p><b>Reading:</b> Student reads aloud, identifies main ideas, compares/contrasts, shows cause/effect, sequences events, uses context &amp; decoding skills to find word meanings.</p> <hr/> <p><b>Writing:</b> Student writes from dictation, writes simple sentences, uses details, completes cloze activities &amp; story frames, demonstrates writing as a process, uses a variety of genres.</p>	<ul style="list-style-type: none"> <li>• Focuses content on key concepts</li> <li>• Provides frequent comprehension checks</li> <li>• Uses performance-based assessment</li> <li>• Uses expanded vocabulary</li> <li>• Asks open-ended questions that stimulate language production</li> </ul>
<b>Intermediate Fluency</b> • Students are “high beginners, intermediate, or advanced” • May require several years to achieve native-like proficiency in academic settings	<p><b>Listening:</b> Student understands what is said with occasional repetition, follows complex stories and non-fiction selections, actively takes part in discussions.</p> <hr/> <p><b>Speaking:</b> Student engages in conversation approaching fluency, expresses feelings and experiences, presents oral reports, formulates and asks questions.</p> <hr/> <p><b>Reading:</b> Student reads aloud &amp; silently, identifies story elements, makes inferences, predicts outcomes, learns to summarize selections, begins to recognize idiomatic expressions. <u>May experience difficulty with abstract subjects at school, particularly when high degree of literacy is required.</u></p> <hr/> <p><b>Writing:</b> Student paraphrases, begins writing to persuade, inform, and describe, relates reading and personal experiences, uses conventions of grammar and mechanics.</p>	<ul style="list-style-type: none"> <li>• Fosters conceptual development and expanded literacy through content</li> <li>• Continues to make lessons comprehensible and interactive</li> <li>• Teaches thinking and study skills</li> <li>• Continues to be alert to individual differences in language and culture</li> </ul>

Source: Modified from “Enriching Content Classes for Secondary ESOL Students: Study Guide” (1998) Center for Applied Linguistics, Sunbelt Office, and Delta Publishing Company, A Division of Delta Systems.

# BICS and CALP

**BICS** = Basic Interpersonal Communication Skills (1-2 years to develop)

**CALP** = Cognitive Academic Language Proficiency (5-10 years to develop)



Range of Contextual Support and Degree of Cognitive Involvement in Communicative Activities

How to shift from Quadrant D to Quadrant C:

- Create a shared history
- Use visuals
- Negotiate meaning

Source: Modified from Echevarria, J. & Graves, A. (1998). *Sheltered content instruction: Teaching English-language learners with diverse abilities*. Boston, MA: Allyn & Bacon. p. 45.

### **Activity 1:**

Instructions: Place the following in the appropriate quadrant:

1. Show and tell event
2. Act out a Boston Tea Party event for a History class
3. Watch a movie on a book
4. Play baseball
5. Listen to a lecture on atoms
6. Write a letter to a state representative about global warming
7. Tell someone about a movie you saw
8. Invite someone over to your house
9. Write a reflection paper on a Shakespeare sonnet
10. Listen to an assembly speaker
11. Give an oral presentation on how cells work

## Lesson: Introduction to The Scientific Method and First Steps of Introduction to Water Displacement Theory

**Audience:** Sheltered Science Class, students are all at the entry level of German

### Overarching Goals:

I want my students to **know** the three components of the Scientific Method.

I want my students to **know** that objects sink when they are heavier than water, and that they float when they are lighter than water. (Later on, we will consider mass, as opposed to weight.)

Content Objectives	Language Objectives
1. Students will take part in all three components of the Scientific Method. They will be able to identify the three components.	1a. In small groups, students will take part in a prediction and verification activity. They will orally make predictions and verify their predictions in the small group. 1b. They will identify in writing one or more of the three components in a short answer quiz.
2. In a small group activity, students will predict, justify, and verify whether certain objects will float or sink.	2a. In small groups, students will engage in a prediction and verification activity. They will orally make predictions, justify and verify their predictions in the small group. 2b. In writing they will make predictions and justify their predictions, in complete sentences.

## Sheltered ELL Strategies Checklist

### Debrief Experiential Science Lesson

SHELTERED FEATURES	PRESENT IN LESSON
<b>1. Contextualize Lesson</b>	
1.A. Build & Activate Background Knowledge	
1.B. Develop Vocabulary	
1.C. Use Visuals, Gestures, & Realia	
1.D. Create Opportunities to Negotiate Meaning	
<b>2. Make Academic Text Comprehensible</b>	
2.A. Use Graphic Organizers Intentionally	
2.B. Modify Written Text	
<b>3. Make Talk Comprehensible</b>	
3.A. Pace Teacher's Speech	
3.B. Use Listening Guides	
3.C. Use Word Walls	
3.D. Frame Main Ideas	
3.E. Check for Understanding	
<b>4. Change Traditional Classroom Talk</b>	
4.A. Use Teacher Question and Response Strategies	
4.B. Practice Instructional Conversations	
<b>5. Engage at Appropriate Language Proficiency Levels</b>	
5.A. Vary Question Techniques Based on Students' Proficiency Levels	
<b>6. Give Students Voice</b>	
6.A. Challenge Students to Produce Extended Academic Talk	
6.B. Model Language for Oral and Written Production	
6.C. Use Small Group/Pair Work to Elicit Student Talk; Students as Researchers	
6.D. Respond to Student's Voice – Writing and Error Correction	

Source: Lorrie Verplaetse, Southern Connecticut State University, Training for All Teachers Program

# Notes

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***Instructional Best Practices  
for  
English Language Learners***

**Module 2: Making Content Comprehensible**

# MODULE 2

## Making the Content (Input) Comprehensible

### Table of Contents

Introduction to Module 2 .....	2
Making Content Comprehensible.....	3
Self-Reflection.....	4
Making Whole Lessons Comprehensible .....	5
Building Background Knowledge.....	7
Creating Opportunities to Negotiate Meaning.....	10
Vocabulary Development .....	11
Introduction to Graphic Organizers.....	23
Ways To Modify Academic Text .....	33
Listening Guides.....	42
Skeleton Chapter.....	49
Adjusting Speech.. ..	53
Framing Main Ideas.....	54
Check for Understanding.....	54
Techniques for Contextualization.....	55
Sheltered ELL Strategies Checklist.....	56
Directions Article.....	56A
Notes.....	57
Research-based Studies that Support Making the Content Comprehensible.....	58
References.....	59

## Introduction to Module 2

Module 2 introduces the participant to various ways of activating students' background knowledge. In addition, participants will examine ways to contextualize their lessons in order to make them more comprehensible to the English Language Learner (ELL).

This module provides the teacher and instructional leaders with ways to make text and talk comprehensible. It gives the teacher ideas for developing vocabulary, effectively using graphic organizers and creating listening guides.

Teachers know that all students, regardless of language background, need to learn the content through listening and reading. This module provides ideas for modifying the content and language that can be useful for all learners.

By the end of the module, participants will be able to:

1. Make entire lessons comprehensible through contextualization: adding visuals (including graphic organizers), creating/activating background knowledge, and creating opportunities for students to negotiate meaning.
2. Introduce, contextualize and teach vocabulary.
3. Make text comprehensible by using graphic organizers or modifying text by: highlighting or summarizing in margins, rewriting text, and cutting and pasting.
4. Make classroom talk comprehensible by using listening guides (including graphic organizers), pacing speech, framing main ideas, and checking for understanding.
5. Apply these ideas to one of their own lessons.

# MAKING CONTENT COMPREHENSIBLE

## Sheltered Strategies to Make Content Comprehensible for ELLs

### I. Making lessons comprehensible through contextualization

- A. Building background knowledge, creating a shared history
  - 1. Anticipation Guide
  - 2. KWL Chart
  - 3. Semantic Map
  - 4. Making use of the cultural capital in the room
- B. Develop Vocabulary
- C. Using an extensive amount of visuals, gestures, and realia.
  - 1. Effective use of graphic organizers
  - 2. Modeling
  - 3. Extensive use of hands-on experiences
- D. Creating opportunities to negotiate meaning
  - 1. Increased question and answer opportunities
  - 2. Inquiry-based instructional style, instructional conversations

### II. Making academic text comprehensible

- A. Graphic organizers
- B. Modification of text
  - 1. Margin summaries or highlighted sections
  - 2. Rewrite
  - 3. Cut and paste

### III. Making classroom talk comprehensible

- A. Adjusting teacher's speech
  - 1. Pausing
  - 2. Frequent repetition of important terms and expressions
- B. Use of Listening Guides (partially or fully filled out).
- C. Framing main ideas
- D. Check for understanding

Source: Verplaetse, L. & Migliacci, N. (2007). *Making mainstream content comprehensible through sheltered instruction* (Ch. 7). In L. Verplaetse & N. Migliacci (Eds.). *Inclusive pedagogy for English language learners: A handbook of research informed practices*. Mahwah, NJ: Lawrence Earlbaum.

# Self Reflection

Think of one of your lessons that requires reading and class discussions.

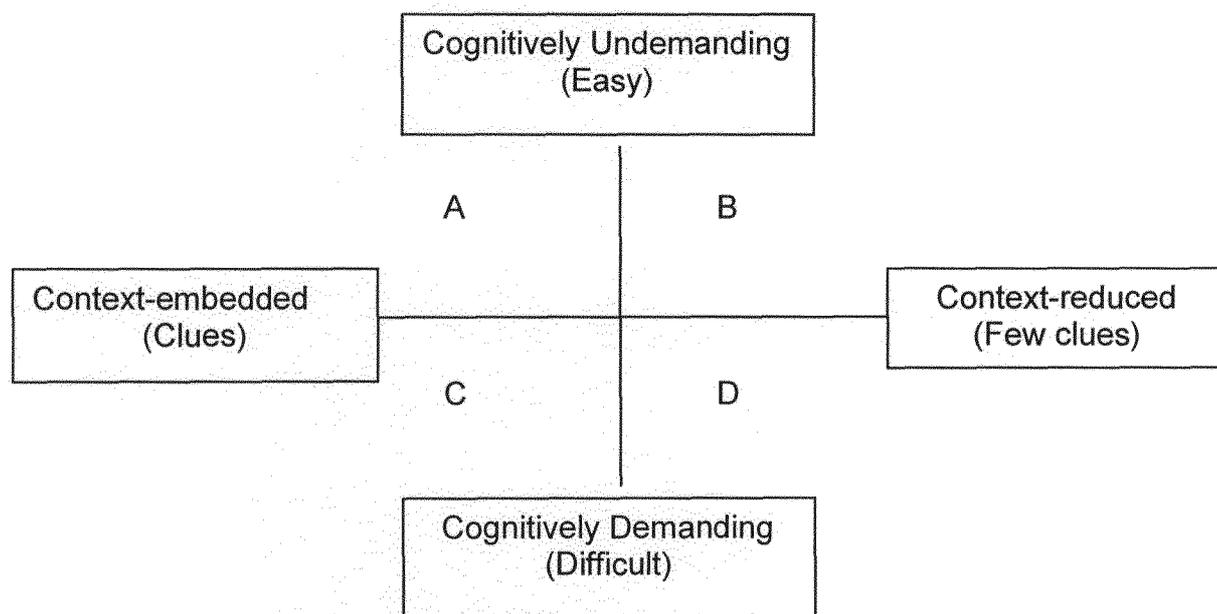
Name the lesson: \_\_\_\_\_

What specific parts of **reading** will be difficult for English language learners?

What specific parts of **class discussion** will be difficult for ELLs?

## MAKING WHOLE LESSONS COMPREHENSIBLE

1. Building background knowledge and creating shared history
2. Using extensive amounts of visuals
3. Creating opportunities to negotiate meaning



Range of Contextual Support and Degree of Cognitive Involvement in Communicative Activities

How to shift from Quadrant D to Quadrant C:

- Create a shared history
- Use visuals
- Negotiate meaning

Source: Modified from Echevarria, J. & Graves, A. (1998). *Sheltered content instruction: Teaching English-language learners with diverse abilities*. Boston, MA: Allyn & Bacon. p. 45.

### **Activity 1:**

Instructions: Place the following in the appropriate quadrant:

1. Show and tell event
2. Act out a Boston Tea Party event for a History class
3. Watch a movie on a book
4. Play baseball
5. Listen to a lecture on atoms
6. Write a letter to a state representative about global warming
7. Tell someone about a movie you saw
8. Invite someone over to your house
9. Write a reflection paper on a Shakespeare sonnet
10. Listen to an assembly speaker
11. Give an oral presentation on how cells work

### **Activity 2:**

Take those instructional events coded as "D" and shift them to quadrant "C." What would you do differently?

### **Activity 3:**

Instructions: Imagine the following situations. With a partner describe how each would be conducted.

- Ask to see your partner's workbook right now.
- Ask your partner to describe the chart tonight on the phone.
- Ask your partner to describe the chart 10 years from now in a written letter.

**MAKING WHOLE LESSONS COMPREHENSIBLE**  
**BUILDING BACKGROUND KNOWLEDGE**  
Anticipation Guide

Term	Evaluation		
	Never heard of it	Heard of it but can't really define it	It's part of my vocabulary
BICS			
CALP			
Contextualize			
Modify			
SLA			
ELL			
TESOL			
Context-reduced			
Context-embedded			
Sheltered Instruction (SI)			
ESL			
NNS			
NS			
L1			
L2			
LEP			
LAS-Links			
CBI			
ESOL			
SIOP			
TL			
TAT			

**Debrief:**

How does an Anticipation Guide help the English language learner?

## BUILDING BACKGROUND KNOWLEDGE

### KWL Chart

What I Know About	What I Want to Know About	What I Have Learned About

**Debrief:**

How does this activity help the English language learner?

# BUILDING BACKGROUND KNOWLEDGE

## Semantic Map

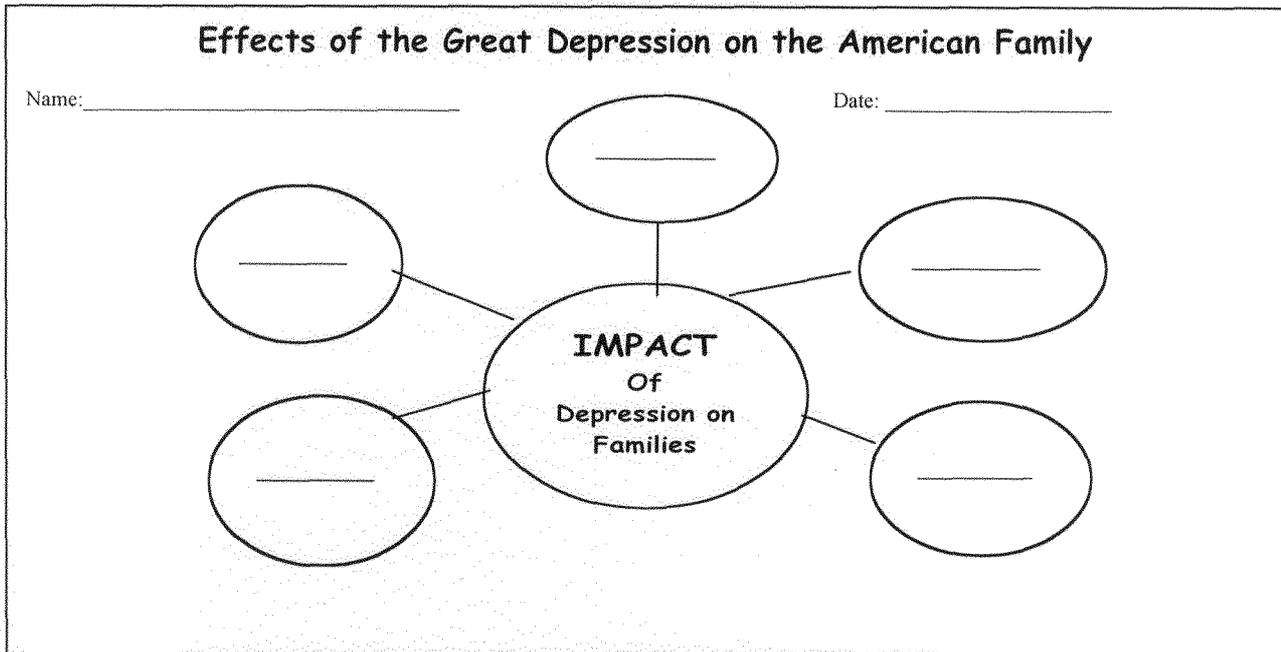


Figure 7.17: Listening Guide for advanced ELLs and full class.

Class: History, 10<sup>th</sup> grade.  
Unit: The Great Depression.  
Teacher: Michael Crotta, New Haven, CT.

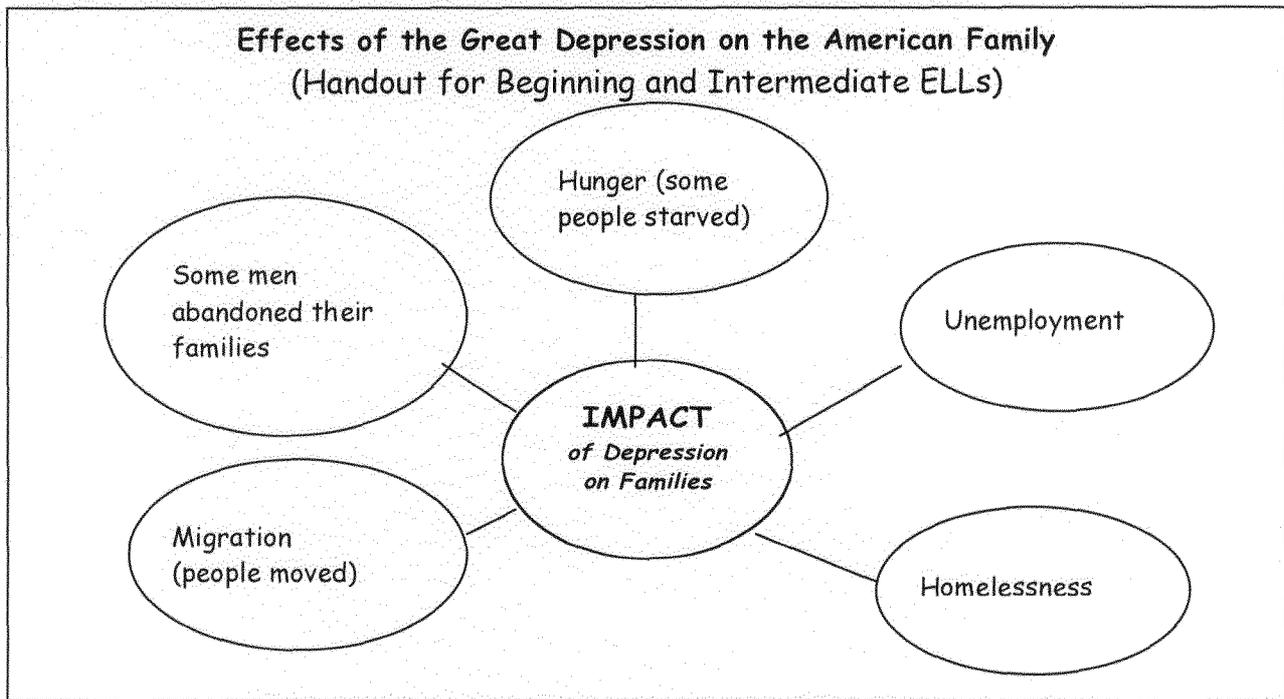


Figure 7.18: Listening Guide for Beginning and Intermediate ELLs.

## CREATING OPPORTUNITIES TO NEGOTIATE MEANING

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Introduction to DNA Structure  
Chargaff's Rules  
Homework

In 1950 an American scientist Erwin Chargaff discovered an interesting pattern in DNA. None of the scientists at the time had any idea what the results meant, but they believed the results were important.

See what you think:

A, T, G, and C represent 4 pieces of the DNA molecule.

Species	%A	%T	%G	%C
Human	20	20	30	30
Chimpanzee	18	18	32	32
Zebra fish	28	28	22	22
Yeast	30	30	20	20
Iguana	19	19	31	31

1. What is the pattern Chargaff discovered?

\_\_\_\_\_

2. What do you think this data may suggest? (Hint: check the picture on page 177 of your book if you need help.)

\_\_\_\_\_

3. Add Chargaff and his experiment to your concept map from class.

Figure 7.3: Introduction to DNA Structure, Chargaff's Rules.  
Class: Biology, 9<sup>th</sup> grade.  
Unit: DNA.  
Teacher: Anonymous 16.

## MAKING WHOLE LESSONS COMPREHENSIBLE DEVELOP VOCABULARY

The way to make the course content comprehensible is to first distill the content down to its most essential gist and then find ways to convey that gist visually and/or with simple language. We maintain that **any information, no matter how complicated, can be reduced to an essential gist** which can be conveyed in simple language with the help of visual aids.

### DEVELOPING VOCABULARY →

One of the major difficulties for ELL students is the daunting task of developing a vocabulary sufficient in size to allow them to understand academic text and discussions.

Word banks are a powerful tool to assist language learners. It is not unusual to see words posted around language-rich classrooms to assist the ELL student. Page 12 illustrates a word wall that has been designed for Chapter 2 of *Ramona Quimby*, for grade 3. But word walls should not be limited to elementary grade classrooms. Consider, for example, the algebra teacher who posts algebraic expressions around the classroom. Under each expression is the written way to say that expression in English. Beneath the written English, the teacher asked the ELLs to post the ways to say that same algebraic expression in their native languages. If you ever have the chance to sit in a content classroom as language learner, you will notice how frequently you refer to the vocabulary posted on word walls to help you make the course content comprehensible. You experienced this first-hand with the science lesson, *The Scientific Method*, presented in German earlier today.

A teacher who participated in our training modified the word wall strategy by putting 100 first-grade sight words on flash cards with visual images. "The students improved by leaps and bounds!" the teacher told her mentor. She plans to use the modified cards with all her students. This is a valuable strategy for developing vocabulary with secondary ELLs as well.

Word attack strategies are additional ways for students to make connections between words as they study new vocabulary. Pages 13 and 14 show word sorts and a concept definition map, respectively.

Strategies to develop math vocabulary are shown on pages 15-16. Here, mathematical terms are repeated and used in several different ways. This is particularly effective when combined with hands-on experience with the mathematical concepts.

Page 17 is an example of another effective way to develop vocabulary. In this illustration, the teacher has identified key words on the drawing which accompanies the poem, *The Highwayman*. Note, also, that the teacher has summarized in the margins the key points of the text to help the readers make sense of the authentic text. Several books could be "marked up" in this fashion and kept on reserve for the ELLs who are in mainstream classes.

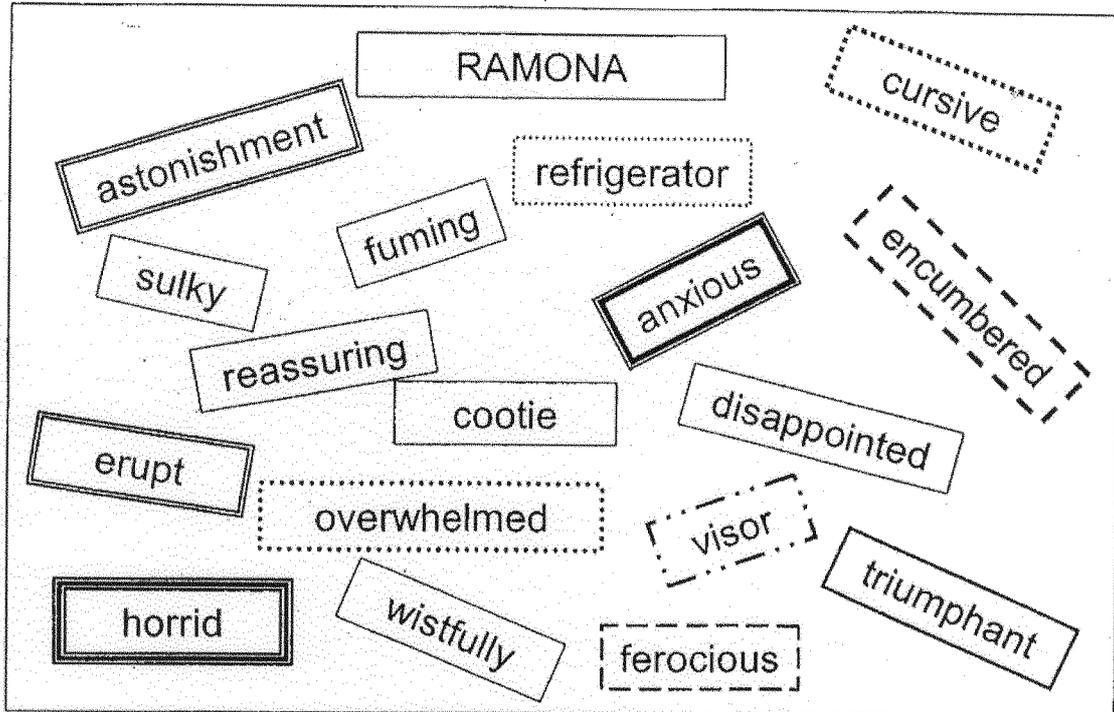
Notice the directional vocabulary on page 18 of the workbook and the list of college freshman academic words, pages 19-22. Many academic words come from Latin roots. Consider how we can capitalize on Spanish cognates to help Spanish-speaking ELLs make sense of many of these academic words.

Another very important tool to make vocabulary comprehensible is to provide an abundance of visuals and realia to accompany text. For example, during the science lesson in German, the instructor used real objects to act out the meanings of "light" and "heavy."

# DEVELOP VOCABULARY

## Word Walls

Sample



**Figure 8.**  
Third Grade Language Arts Unit, "Ramona Quimby Age 8," Chapter 2  
Permission granted: Anonymous

## DEVELOP VOCABULARY

### Word Sorts: American Revolution

People

George Washington

Thomas Jefferson

Thomas Payne

King George

Paul Revere

Weapons

muskets

rifles

knives

bayonets

cannons

Issues

right to bear arms

taxation

self-governance

freedom of religion

democracy

### Word Sorts: American Revolution

-tion

revolution

taxation

frustration

participation

solution

transition

nation

-sion

tension

passion

mission

vision

--tation

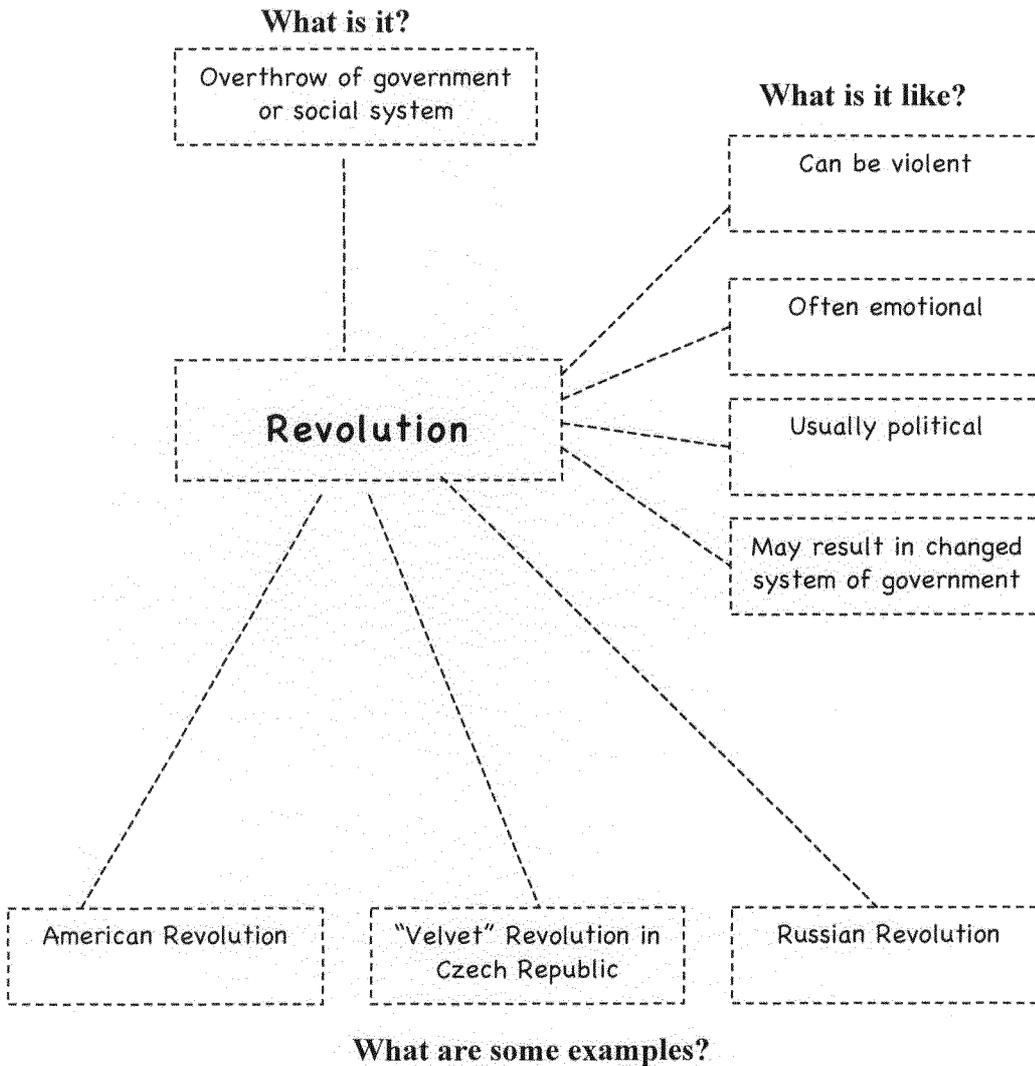
representation

plantation

Source: Echevarria, J., Vogt, M., & Short, D. (2000). *Making Content Comprehensible for English Language Learners: The SIOP Model*. Boston, MA: Allyn and Bacon. pp. 51-53.

# DEVELOP VOCABULARY

## Concept Definition Map



Source: Echevarria, J., Vogt, M., & Short, D. (2000). *Making Content Comprehensible for English Language Learners: The SIOP Model*. Boston, MA: Allyn and Bacon. pp. 51-53.

## DEVELOP VOCABULARY

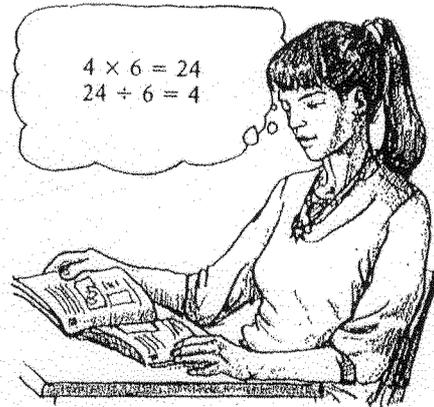
### 1 Preparation

What do you know about multiplication and division?

#### LEARNING STRATEGY

Use what you know

Before you start a lesson, think. What do you already know about a topic? *Using what you know* helps you learn.



Read the words in the Word Box. Then write the words that go with each operation.

#### WORD BOX

difference	factor	dividend	times
quotient	total	less	addend
product	divisor	greater than	sum

ADDITION

SUBTRACTION

MULTIPLICATION

DIVISION

### 2 Presentation



#### Multiplication

Mr. Rodríguez showed his class how lima bean seeds grow in jars. He had 3 jars and he put 2 seeds in each jar.

How many seeds did Mr. Rodríguez put in all the jars?

A. One way to solve this problem is to add. You can add to find how many seeds are in the jars.

$$2 + 2 + 2 = 6$$



## DEVELOP VOCABULARY

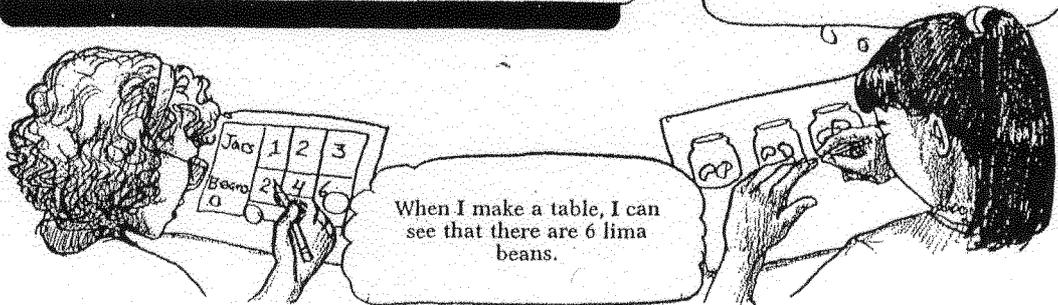
B. Another way to solve the problem is to make a picture or a table.

### LEARNING STRATEGY

#### Make a picture or a table

Drawing a picture or a table can help solve a problem.

When I draw a picture, I can see that there are 6 lima beans.



When I make a table, I can see that there are 6 lima beans.

You can draw a picture or you can make a table like these students did.

C. You can also **multiply** to find how many seeds are in the jars.

$$\begin{array}{l}
 3 \text{ twos} = 6 \\
 3 \times 2 = 6
 \end{array}
 \quad \text{or} \quad
 \begin{array}{r}
 3 \\
 \times 2 \\
 \hline
 6
 \end{array}$$

Mr. Rodríguez had 6 lima beans in the jars.

We read the equation (or number sentence)  $3 \times 2 = 6$  as, "Three times two equals six." We can also say, "The product of three times two is six." Three and two are **factors**. Six is the **product**. The product is the result of a multiplication.

### 3 Practice

A. Write the product. Then write the words for each number sentence. Use two ways to write the words as shown in the examples. If you do not know the product, use addition, draw a picture, or make a table.

	NUMBER SENTENCE	WORDS
1.	$4 \times 3 = 12$	<i>Four times three equals twelve.</i> _____
2.	$5 \times 3 =$ _____	<i>The product of five and three is</i> _____
3.	$6 \times 4 =$ _____	_____
4.	$4 \times 5 =$ _____	_____
5.	$2 \times 8 =$ _____	_____
6.	$9 \times 3 =$ _____	_____
7.	$3 \times 4 =$ _____	_____

# DEVELOP VOCABULARY

## Vocabulary Defined & Summarize in the Margins

### Part One

*A highway man was someone who robbed people.*

The wind was a torrent of darkness among  
the gusty trees.  
The moon was a ghostly galleon tossed upon  
cloudy seas.  
The road was a ribbon of moonlight over  
the purple moor,

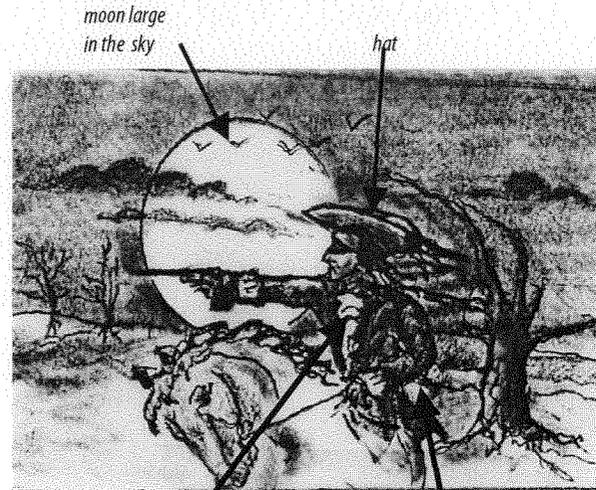
*Dark, windy  
stormy  
night*

*moon large  
and bright in  
the sky*

And the highwayman came riding—  
5 Riding—riding—  
The highwayman came riding, up to  
The old inn-door.

He'd a French cocked-hat  
a bunch of lace at his chin,  
A coat of the claret velvet, and breeches  
of brown doeskin.  
They fitted with never a wrinkle. His boots  
were up to the thigh.  
10 And he rode with a jeweled twinkle,  
His pistol butts a-twinkle,  
His rapier hilt a-twinkle, under the jeweled sky.

*How the  
robber  
was  
dressed*



*moon large  
in the sky*

*hat*

*lace*

*dark red  
soft  
coat*

### Pause & Reflect

*breeches = pants*  
*doeskin = the fur from a baby deer*  
*rapier = sword*

Figure 7.15: "The Highwayman" – Modified version of text 1.  
Unit: The Highwayman.  
Teacher: Patricia McGovern, New Haven, CT. π  
Artist sketch: Robert E. Stoops

## DEVELOP VOCABULARY

### Directional Words and Phrases Used in Academic Writing

Directional words and phrases are commonly used in academic writing to indicate the direction or pattern of thought in a paragraph or chapter. They can help readers see how two ideas fit together and relate to each other. These signal words are the writer's way of showing the reader how to interpret and predict upcoming information.

#### **Words that signal definition**

refers to  
in other words (i.e.)

consists of  
is equal to

means  
synonymous with

#### **Words that signal example**

for example (e.g.)  
for instance

such as  
is like

including  
to illustrate

#### **Words that signal simple listing**

also  
another

in addition  
furthermore

moreover  
finally

#### **Words that signal sequential listing**

first  
second  
finally  
following

before  
then  
now  
previously

later  
since  
next

#### **Words that signal analysis**

consider  
analyze

investigate  
the first part suggests

this means  
examine

#### **Words that signal comparison**

similarly  
in the same way

just like  
just as

likewise  
in comparison

#### **Words that signal contrast**

in contrast  
on the other hand

however  
whereas

but  
yet

#### **Words that signal a cause-effect relationship**

because  
for  
therefore

hence  
as a result  
consequently

due to  
thus  
this led to

Adapted from Kate Kinsella, CATESOL 1993

Prepared By Dr. Lorrie Verplaetse & Marisa Ferraro

## Headwords of the Academic Word List

This list contains the head words of the families in the Academic Word List. The numbers indicate the sublist of the Academic Word List, with Sublist 1 containing the most frequent words, Sublist 2 the next most frequent and so on. For example, *abandon* and its family members are in Sublist 8 of the Academic Word List.

abandon 8	apparent 4	capacity 5	component 3
abstract 6	append 8	category 2	compound 5
academy 5	appreciate 8	cease 9	comprehensive 7
access 4	approach 1	challenge 5	comprise 7
accommodate 9	appropriate 2	channel 7	compute 2
accompany 8	approximate 4	chapter 2	conceive 10
accumulate 8	arbitrary 8	chart 8	concentrate 4
accurate 6	area 1	chemical 7	concept 1
achieve 2	aspect 2	circumstance 3	conclude 2
acknowledge 6	assemble 10	cite 6	concurrent 9
acquire 2	assess 1	civil 4	conduct 2
adapt 7	assign 6	clarify 8	confer 4
adequate 4	assist 2	classic 7	confine 9
adjacent 10	assume 1	clause 5	confirm 7
adjust 5	assure 9	code 4	conflict 5
administrate 2	attach 6	coherent 9	conform 8
adult 7	attain 9	coincide 9	consent 3
advocate 7	attitude 4	collapse 10	consequent 2
affect 2	attribute 4	colleague 10	considerable 3
aggregate 6	author 6	commence 9	consist 1
aid 7	authority 1	comment 3	constant 3
albeit 10	automate 8	commission 2	constitute 1
allocate 6	available 1	commit 4	constrain 3
alter 5	aware 5	commodity 8	construct 2
alternative 3	behalf 9	communicate 4	consult 5
ambiguous 8	benefit 1	community 2	consume 2
amend 5	bias 8	compatible 9	contact 5
analogy 9	bond 6	compensate 3	contemporary 8
analyse 1	brief 6	compile 10	context 1
annual 4	bulk 9	complement 8	contract 1
anticipate 9	capable 6	complex 2	contradict 8

contrary 7  
 contrast 4  
 contribute 3  
 controversy 9  
 convene 3  
 converse 9  
 convert 7  
 convince 10  
 cooperate 6  
 coordinate 3  
 core 3  
 corporate 3  
 correspond 3  
 couple 7  
 create 1  
 credit 2  
 criteria 3  
 crucial 8  
 culture 2  
 currency 8  
 cycle 4  
 data 1  
 debate 4  
 decade 7  
 decline 5  
 deduce 3  
 define 1  
 definite 7  
 demonstrate 3  
 denote 8  
 deny 7  
 depress 10  
 derive 1  
 design 2  
 despite 4  
 detect 8  
 deviate 8  
 device 9  
 devote 9  
 differentiate 7

dimension 4  
 diminish 9  
 discrete 5  
 discriminate 6  
 displace 8  
 display 6  
 dispose 7  
 distinct 2  
 distort 9  
 distribute 1  
 diverse 6  
 document 3  
 domain 6  
 domestic 4  
 dominate 3  
 draft 5  
 drama 8  
 duration 9  
 dynamic 7  
 economy 1  
 edit 6  
 element 2  
 eliminate 7  
 emerge 4  
 emphasis 3  
 empirical 7  
 enable 5  
 encounter 10  
 energy 5  
 enforce 5  
 enhance 6  
 enormous 10  
 ensure 3  
 entity 5  
 environment 1  
 equate 2  
 equip 7  
 equivalent 5  
 erode 9  
 error 4

establish 1  
 estate 6  
 estimate 1  
 ethic 9  
 ethnic 4  
 evaluate 2  
 eventual 8  
 evident 1  
 evolve 5  
 exceed 6  
 exclude 3  
 exhibit 8  
 expand 5  
 expert 6  
 explicit 6  
 exploit 8  
 export 1  
 expose 5  
 external 5  
 extract 7  
 facilitate 5  
 factor 1  
 feature 2  
 federal 6  
 fee 6  
 file 7  
 final 2  
 finance 1  
 finite 7  
 flexible 6  
 fluctuate 8  
 focus 2  
 format 9  
 formula 1  
 forthcoming 10  
 foundation 7  
 found 9  
 framework 3  
 function 1  
 fund 3

fundamental 5  
 furthermore 6  
 gender 6  
 generate 5  
 generation 5  
 globe 7  
 goal 4  
 grade 7  
 grant 4  
 guarantee 7  
 guideline 8  
 hence 4  
 hierarchy 7  
 highlight 8  
 hypothesis 4  
 identical 7  
 identify 1  
 ideology 7  
 ignorance 6  
 illustrate 3  
 image 5  
 immigrate 3  
 impact 2  
 implement 4  
 implicate 4  
 implicit 8  
 imply 3  
 impose 4  
 incentive 6  
 incidence 6  
 incline 10  
 income 1  
 incorporate 6  
 index 6  
 indicate 1  
 individual 1  
 induce 8  
 inevitable 8  
 infer 7  
 infrastructure 8

inherent 9  
 inhibit 6  
 initial 3  
 initiate 6  
 injure 2  
 innovate 7  
 input 6  
 insert 7  
 insight 9  
 inspect 8  
 instance 3  
 institute 2  
 instruct 6  
 integral 9  
 integrate 4  
 integrity 10  
 intelligence 6  
 intense 8  
 interact 3  
 intermediate 9  
 internal 4  
 interpret 1  
 interval 6  
 intervene 7  
 intrinsic 10  
 invest 2  
 investigate 4  
 invoke 10  
 involve 1  
 isolate 7  
 issue 1  
 item 2  
 job 4  
 journal 2  
 justify 3  
 label 4  
 labour 1  
 layer 3  
 lecture 6

legal 1  
 legislate 1  
 levy 10  
 liberal 5  
 licence 5  
 likewise 10  
 link 3  
 locate 3  
 logic 5  
 maintain 2  
 major 1  
 manipulate 8  
 manual 9  
 margin 5  
 mature 9  
 maximise 3  
 mechanism 4  
 media 7  
 mediate 9  
 medical 5  
 medium 9  
 mental 5  
 method 1  
 migrate 6  
 military 9  
 minimal 9  
 minimise 8  
 minimum 6  
 ministry 6  
 minor 3  
 mode 7  
 modify 5  
 monitor 5  
 motive 6  
 mutual 9  
 negate 3  
 network 5  
 neutral 6  
 nevertheless 6

nonetheless 10  
 norm 9  
 normal 2  
 notion 5  
 notwithstanding 10  
 nuclear 8  
 objective 5  
 obtain 2  
 obvious 4  
 occupy 4  
 occur 1  
 odd 10  
 offset 8  
 ongoing 10  
 option 4  
 orient 5  
 outcome 3  
 output 4  
 overall 4  
 overlap 9  
 overseas 6  
 panel 10  
 paradigm 7  
 paragraph 8  
 parallel 4  
 parameter 4  
 participate 2  
 partner 3  
 passive 9  
 perceive 2  
 percent 1  
 period 1  
 persist 10  
 perspective 5  
 phase 4  
 phenomenon 7  
 philosophy 3  
 physical 3  
 plus 8

policy 1  
 portion 9  
 pose 10  
 positive 2  
 potential 2  
 practitioner 8  
 precede 6  
 precise 5  
 predict 4  
 predominant 8  
 preliminary 9  
 presume 6  
 previous 2  
 primary 2  
 prime 5  
 principal 4  
 principle 1  
 prior 4  
 priority 7  
 proceed 1  
 process 1  
 professional 4  
 prohibit 7  
 project 4  
 promote 4  
 proportion 3  
 prospect 8  
 protocol 9  
 psychology 5  
 publication 7  
 publish 3  
 purchase 2  
 pursue 5  
 qualitative 9  
 quote 7  
 radical 8  
 random 8  
 range 2  
 ratio 5

rational 6  
 react 3  
 recover 6  
 refine 9  
 regime 4  
 region 2  
 register 3  
 regulate 2  
 reinforce 8  
 reject 5  
 relax 9  
 release 7  
 relevant 2  
 reluctance 10  
 rely 3  
 remove 3  
 require 1  
 research 1  
 reside 2  
 resolve 4  
 resource 2  
 respond 1  
 restore 8  
 restrain 9  
 restrict 2  
 retain 4  
 reveal 6  
 revenue 5  
 reverse 7  
 revise 8  
 revolution 9  
 rigid 9  
 role 1  
 route 9  
 scenario 9  
 schedule 8  
 scheme 3  
 scope 6  
 section 1

sector 1  
 secure 2  
 seek 2  
 select 2  
 sequence 3  
 series 4  
 sex 3  
 shift 3  
 significant 1  
 similar 1  
 simulate 7  
 site 2  
 so-called 10  
 sole 7  
 somewhat 7  
 source 1  
 specific 1  
 specify 3  
 sphere 9  
 stable 5  
 statistic 4  
 status 4  
 straightforward 10  
 strategy 2  
 stress 4  
 structure 1  
 style 5  
 submit 7  
 subordinate 9  
 subsequent 4  
 subsidy 6  
 substitute 5  
 successor 7  
 sufficient 3  
 sum 4  
 summary 4  
 supplement 9  
 survey 2  
 survive 7

suspend 9  
 sustain 5  
 symbol 5  
 tape 6  
 target 5  
 task 3  
 team 9  
 technical 3  
 technique 3  
 technology 3  
 temporary 9  
 tense 8  
 terminate 8  
 text 2  
 theme 8  
 theory 1  
 thereby 8  
 thesis 7  
 topic 7  
 trace 6  
 tradition 2  
 transfer 2  
 transform 6  
 transit 5  
 transmit 7  
 transport 6  
 trend 5  
 trigger 9  
 ultimate 7  
 undergo 10  
 underlie 6  
 undertake 4  
 uniform 8  
 unify 9  
 unique 7  
 utilise 6  
 valid 3  
 vary 1  
 vehicle 8

version 5  
 via 8  
 violate 9  
 virtual 8  
 visible 7  
 vision 9  
 visual 8  
 volume 3  
 voluntary 7  
 welfare 5  
 whereas 5  
 whereby 10  
 widespread 8

Source:  
 Coxhead, A. (2000). *The New Academic Word List*,  
<http://language.massey.ac.nz/staff/awl/headwords.shtml>

## MAKING WHOLE LESSONS, TEXT AND TALK COMPREHENSIBLE EFFECTIVE GRAPHIC ORGANIZERS

The way to make course content comprehensible is to first distill the content down to its most essential gist and then find ways to convey that gist visually and/or with simple language. We maintain that **any information, no matter how complicated, can be reduced to an essential gist** that can be conveyed in simple language through visual aids.

### GRAPHICALLY ORGANIZING TEXT →

Graphic organizers visually convey complex ideas and relationships.

Page 24 shows a simple chapter timeline designed by an ELL tutor to help a high school ELL in a mainstream class discussing the novel, *The Contender*. Before the tutor volunteered, this particular ELL student sat in the back of the high school English classroom, did not take part, and was failing. This student met with the ESL tutor once a week and, with the help of this timeline, began to make sense of the class discussion, so that by the end of the quarter, this student was able to express in a brief English paragraph "Sometimes I feel like a contender."

The graphic organizer on page 25 was designed to assist ELLs in understanding three important characters in Act 1, Scene 1 of Shakespeare's *Julius Caesar*. Notice that the graphic organizer focuses on simple grammar, a minimum number of vocabulary words and illustrates how to use those words to describe each of the characters. In this simple organizer, the ELL reader can begin to make sense of very complicated English language content.

When used as a pre-reading exercise, graphic organizers can help ELLs gain access into written text (pages 26-27). Consider a fifth grade unit on civil rights. Page 27 illustrates two graphic organizers that have been created to help ELLs understand the reading on the class discussion about civil rights in education. Imagine how helpful this would be for the ELL who is faced with reading 8 pages in a social studies textbook and listening to a 40-minute class discussion (an impossible task). With the help of these two graphic organizers, this same student could begin to make sense of the text and the class discussion, particularly if this student had the chance to read through these graphic organizers the night before the reading and class discussion were to be held.

Typically a graphic organizer is a wonderful tool to help all students work through written text during or after the reading exercise. However, when practicing sheltered instruction *before* the reading assignment, a teacher can also use a graphic organizer that is already completely or partially filled out to help an ELL student gain access to complicated reading matter without which they would find the text almost impossible to access.

Some teachers ask, "But isn't that cheating?" or "I want them to taste the full flavor of the writer's work." Our response is this: They cannot access the text until they have developed proficiency in English. But they can access and ponder the text if given access to the main ideas. One author sometimes shares a piece of Russian poetry with teachers who ask this question and then asks them if they can taste the flavor. Of course, they cannot. Another response to the teachers' concern is this: consider if you were in a busy train station in Paris and couldn't speak French, and you needed help to determine how to get from one place to another. Would you prefer receiving a 15-page schedule guide with no guidance, or would you prefer that the clerk hand you the schedule after highlighting those portions that address your need and outlining the choices that you are seeking? Is this cheating? No, this is helping.

Other graphic organizers are found on pages 28-32. How does each help to visually convey complex ideas and relationships?

# EFFECTIVE GRAPHIC ORGANIZERS

## Timelines

THE CONTENDER  
BY ROBERT LIPSYTE  
TIME LINE OF EVENTS

Chapter	1	2	3	4	5	6	7	8				
	Boy robs store	Alfred goes to Donatelli's gym		Alfred visits Aunt Dorothy & Uncle Wilson	A. decides to be a contender	First day training at the gym	Madison Square Garden boxing match	Alfred says No to Hollis & Major-Will Not rob the store with them				
Chapter	9	10	11	12	13	14	15	16	17	18	19	20
	Alfred tells Aunt Pearl About boxing	A. tired, frustrated	Clubroom, party & Coney Island	A. almost quits	Custom mouth-piece	Wins 1 <sup>st</sup> fight	Aunt Pearl shares her girlhood dream	KO's Griffin	Thanksgiving with family	Donatelli wants Alfred to quit	Alfred fights a good fight (Loses)	Alfred helps James fight (Loses)

Chapter Timeline of "The Contender."  
Class: English Literature, 9-12 grade.  
Unit: The Contender.  
Teacher: Lorraine Pica, Salisbury, MD.

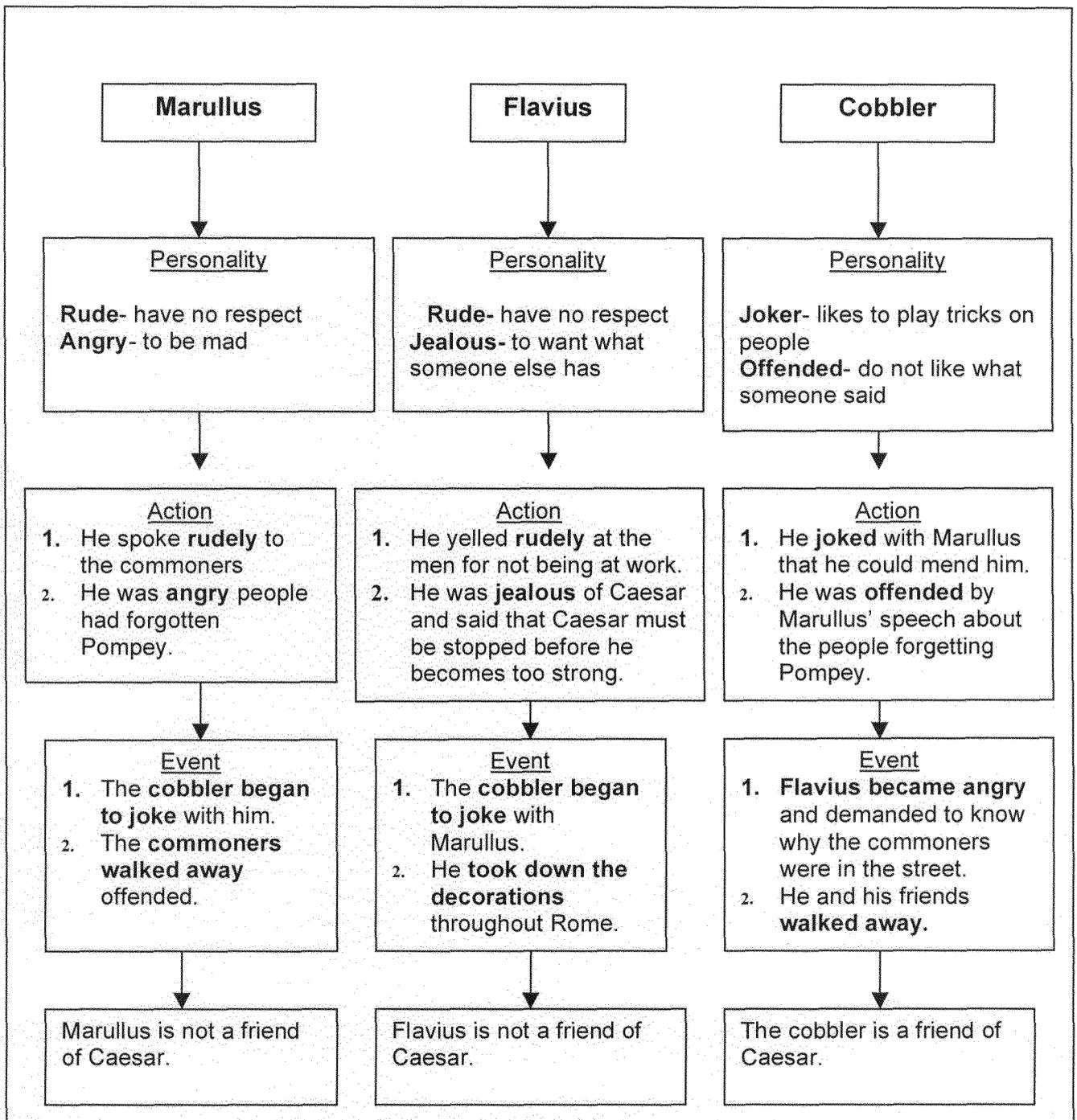
**Ramona Quimby Age 8**  
By Beverly Cleary

Chapter	1	2	3	4	5
	Ramona's first Day at school She meets "Yard Ape"	Ramona needs to go to Howie's house after school. Ramona is not happy playing with his little sister Willa Jean	Ramona joins a fad at school. She cracks an egg on her head. The egg is not hard boiled.	Ramona and her sister do not like the Dinner. As a result they Are told to make the dinner.	

Chapter Timeline of "Ramona Quimby Age 8"  
Class: Mainstream with ELLs  
Unit: Ramona Quimby Age 8  
Teacher: Anonymous

## EFFECTIVE GRAPHIC ORGANIZERS

### Character Mapping



Tenth Grade Language Arts Unit, "The Tragedy of Julius Caesar"  
 Mary Johnson, Naugatuck High School, Naugatuck, CT

## EFFECTIVE GRAPHIC ORGANIZERS

### Access INTO Reading

Traditionally graphic organizers have been used to deconstruct text during or after reading. However, using partially or fully completed graphic organizers enables ELLs to access the reading and serves as a guide as they make their way through academic text.

**Lesson 4: President Hoover's Efforts**

Section 3 reading guide for ESL students

Name: \_\_\_\_\_ Date: \_\_\_\_\_

President Hoover intervened (he tried) four times to help the United States economy during the Depression. As you read pages 656 and 657, please complete the chart below:

President Hoover intervenes in the economy

Action (intervention)	Purpose (reason)
1. Construction projects like the Boulder Dam	
2.	To raise crop prices for farmers
3. Federal Home Loan Bank Act	
4.	Gave emergency money to banks

Figure 7.9: President Hoover's Efforts – Partially Filled Out Graphic Organizer to Accompany Reading for Intermediate ELLs.  
 Class: History, 10<sup>th</sup> grade, Unit: Great Depression.  
 Teacher: Michael Crotta, New Haven, CT.

## EFFECTIVE GRAPHIC ORGANIZERS

### Access INTO Reading

#### The Struggle for Civil Rights in Education

**Who?** African American Students



**Where?** Little Rock, Arkansas

**Problem?** African American students are not allowed to enter Central High School.

**Solution:** President Eisenhower sends in the Army to protect African American students and escort them into the schools.

Figure 1  
Figures 1. and 2.  
Fifth Grade Social Studies Unit, "Introduction to the American Civil Rights Movement"  
Michael Soares, Hill Central, New Haven, CT

#### Who Said What?

Governor Faubus says...

African American students **cannot** go to Central High

President Eisenhower says...

African American students **can** go to central High School

Figure 2

## EFFECTIVE GRAPHIC ORGANIZERS

### T-List

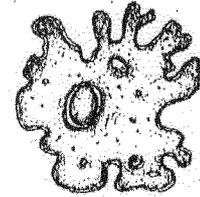
#### *What is an Organism?*

Scientists call a living thing an **organism**. As you know, all organisms have cells. Some organisms, like a dog or cat or you, have millions of cells. These organisms are called **multicellular**; meaning they have more than one cell. Other organisms have only one cell, and are called **one-celled** organisms.

#### *One-celled Organisms*

There are many one-celled organisms, and they are very small, of course. The yeast we put in bread is an example of a one-celled organism. So is the green algae that grows on the side of aquariums. The picture to the right shows an **ameba**, another one-celled organism.

When an organism has only one cell, that cell performs all the activities necessary to keep the organism alive. If the cell dies, the organism dies. This makes it harder for one-celled organisms to survive.



#### *Multicellular Organisms and the Specialization of Cells*

There are many cells in multicellular organisms. There are also different *types* of cells. You, for example, have muscle cells, bone cells, blood cells, skin cells, and many more. Each type of cell has a **function**, or job, to do. For example, your muscle cells work together to control your movement. Blood cells have a different function, and so do skin cells. This is known as **specialization**. Because each type of cell has its specialized job, the many cells of the organism must work together to keep the organism alive.



### **One-celled and multicellular organisms**

A. Living things are called organisms

1. All have cells
2. Multicellular = many cells
3. Ex: \_\_\_\_\_
4. 1 Cell \_\_\_\_\_

B. One-celled organisms

1. Very \_\_\_\_\_
2. Examples: \_\_\_\_\_
3. 1 cell performs \_\_\_\_\_

C. Multicellular organisms have specialization of cells

1. Different types of cells
2. Ex: \_\_\_\_\_
3. \_\_\_\_\_
4. Ex: \_\_\_\_\_
5. Known as \_\_\_\_\_
6. Cells work together \_\_\_\_\_

Source: Chamot, A., O'Malley, J.M., Kuepper, L. 1992. *Building Bridges, Content and Learning Strategies for ESL, Book 3*

## EFFECTIVE GRAPHIC ORGANIZERS

### T-List

#### Reading, taking notes and organizing thoughts on a T-list

Working with a partner, complete this T-list about the different countries mentioned in your overview.  
Handout #1-Overview

#### A. Indochina

1. Was comprised of Cambodia, Laos, & Vietnam
2. Annam = **Established** in 1000 A.D. Today, it is called Vietnam.
3. Annam = Independent from China in 1427.
4. 1500s = Europeans interested in Indochina.
5. Mid 1800s = European **missionaries**(Christians) to Vietnam.
6. **Most missionaries killed were French.**

#### B. French Occupation

1. Sent \_\_\_\_\_ into the waters of Vietnam.
2. By 1890s, \_\_\_\_\_ had \_\_\_\_\_ Indochina and declared it a \_\_\_\_\_.
3. **Rebel** groups organized to get \_\_\_\_\_ out of the country.
4. Indochina became poor under French rule and schools were closed.
5. Many groups organized and sent \_\_\_\_\_ to Paris to ask France to **grant rights** to Vietnamese people, such as \_\_\_\_\_ of press.
6. The French \_\_\_\_\_ did not take their **requests** seriously.

#### C. Japanese Occupation

1. Japan left Indochina alone until \_\_\_\_\_.
2. French troops fought Japanese troops in Indochina.
3. The Japanese were stronger than the \_\_\_\_\_.
4. China helped a rebel group called the Viet \_\_\_\_\_ to organize a government.
5. The former emperor of Vietnam, Bao \_\_\_\_\_, organized his own government.

Figure 7.5: Reading and Organizing Thoughts on a T-list.  
Class: History, grades 9-12.  
Unit: Debating the Future of Indochina in 1945.  
Teacher: Immacolata Testa, Meriden, CT.

## EFFECTIVE GRAPHIC ORGANIZERS

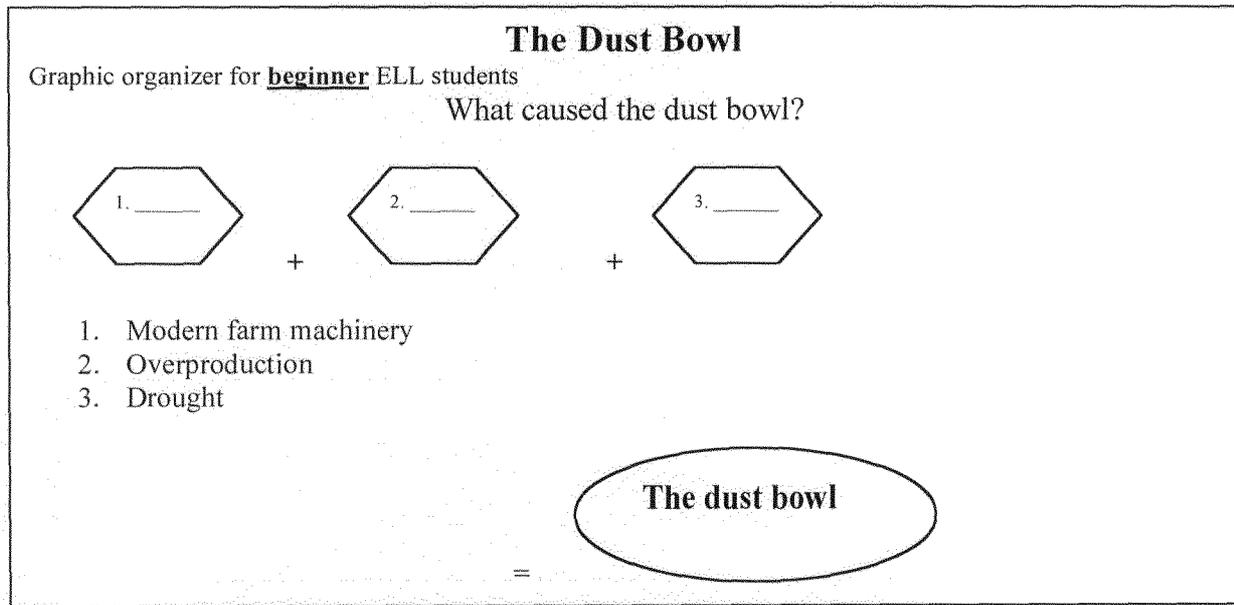
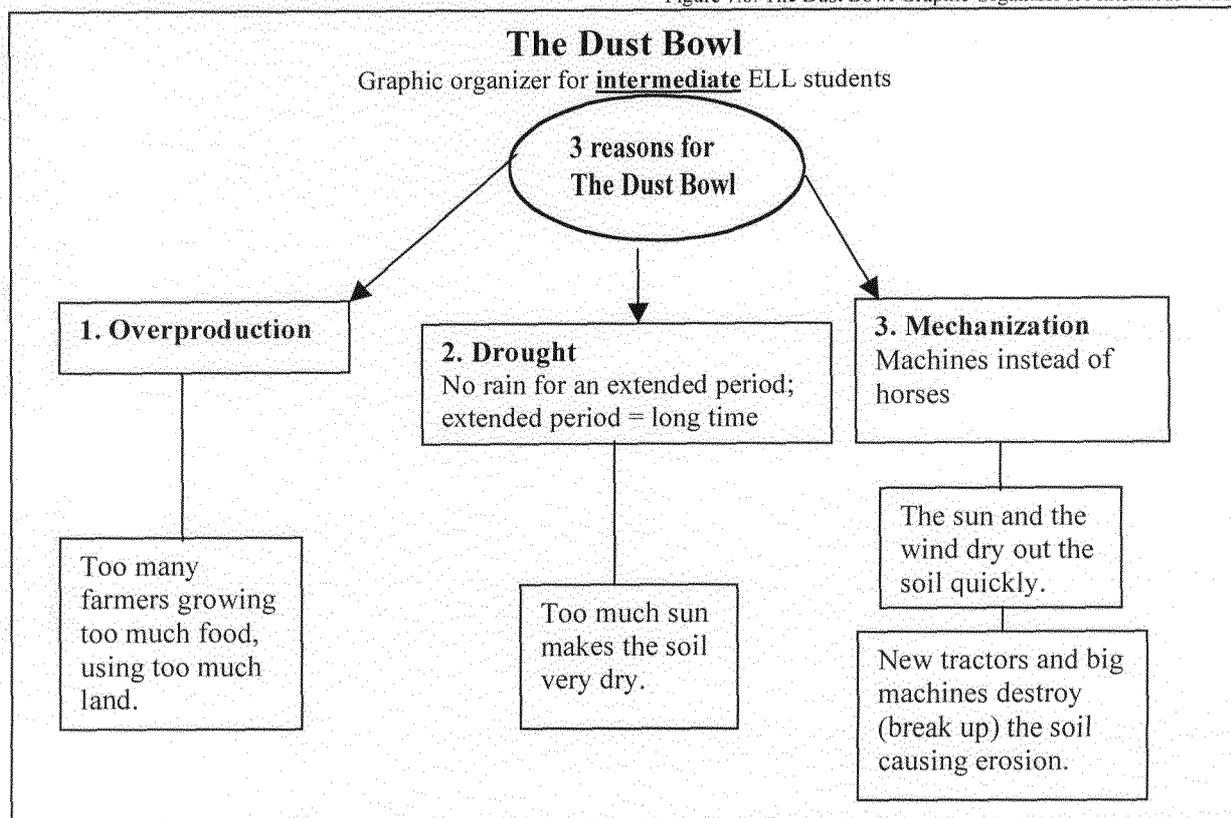


Figure 7.7: The Dust Bowl Graphic Organizer for Beginning ELLs.

Class: History, 10<sup>th</sup> grade.  
 Unit: Great Depression.  
 Teacher: Michael Crotta, New Haven, CT.

Figure 7.8: The Dust Bowl Graphic Organizer for Intermediate ELLs.



# EFFECTIVE GRAPHIC ORGANIZERS

## Story Elements Chart

Title of Story: \_\_\_\_\_

Characters	Time and Place

PROBLEM

EVENTS

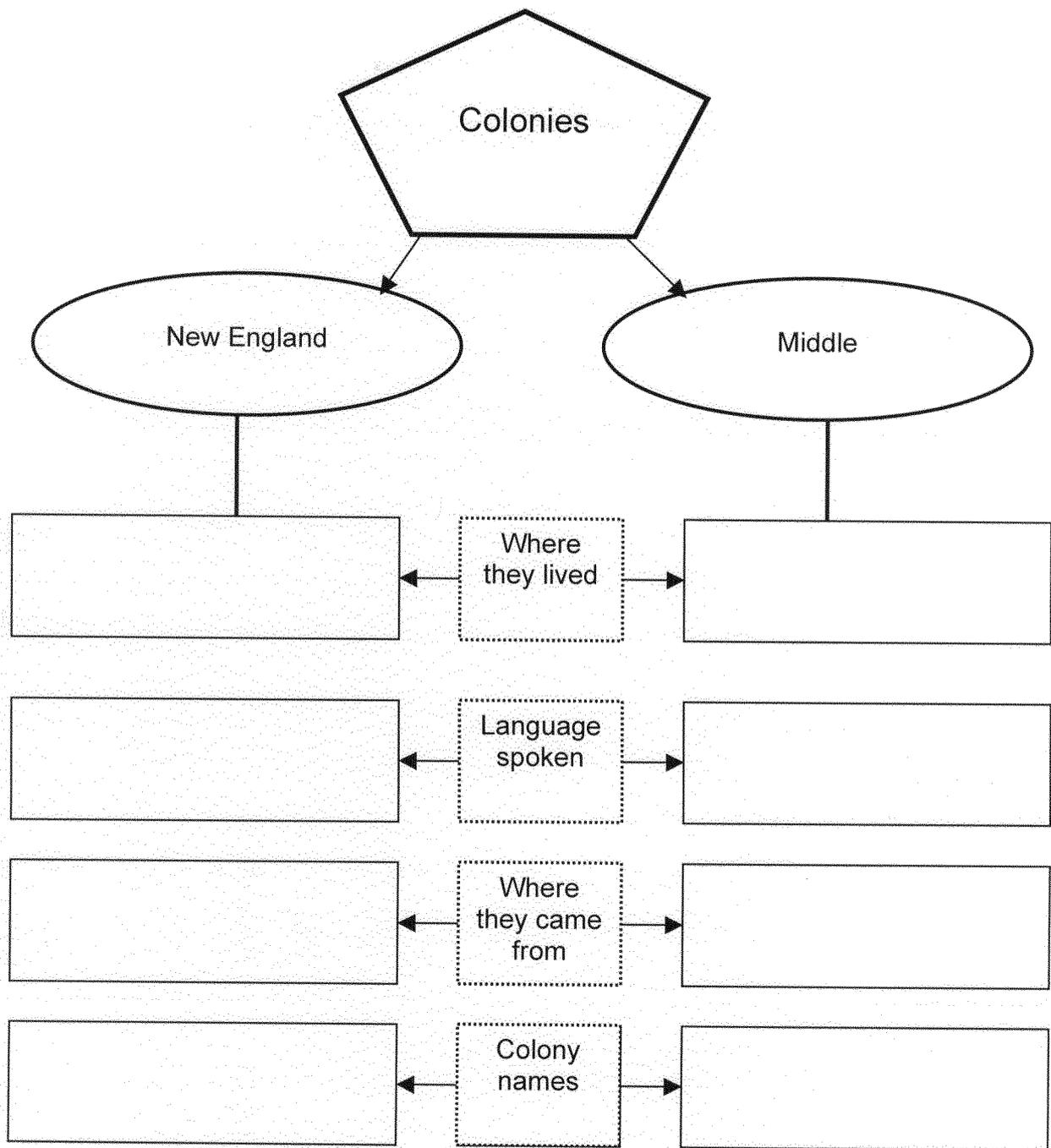
PROBLEM SOLUTION

MORAL

Source: *CALLA, Chapter 12, Literature and Composition*

# EFFECTIVE GRAPHIC ORGANIZERS

## Compare & Contrast Chart



## MAKING ACADEMIC TEXT COMPREHENSIBLE

### MODIFY ACADEMIC TEXT FOR ELLS IN MAINSTREAM CLASSROOMS

The way to make the course content comprehensible is to first distill the content down to its most essential gist and then find ways to convey that gist visually and/or with simple language. We maintain that **any information, no matter how complicated, can be reduced to an essential gist** which can be conveyed in simple language with the help of visual aids.

- ✓ Determine which points are absolutely essential to the lesson.
- ✓ These points will be the material presented in simplified form.

#### 4 Ways to Modify Text for Beginners and Early Intermediate ELLs:

1. Summarize in the margins and highlight the main ideas
2. Rewrite the text using alternate language
3. Cut and paste (to weed out all the extraneous information)
4. Use graphic organizers - fill out *before* reading for early ELLs (discussed by jigsaw group 2)

#### MODIFYING TEXT → (Ways 1, 2 + 3)

Several ways to make text comprehensible are to highlight important sentences, or to write very simple summaries in the text margin, or to simply rewrite the gist of the text in very simple, reduced language. Pages 34 through 41 contain examples of these sheltered strategies. Page 34 illustrates how to summarize in the margins of a complicated high school history text about Indochina's occupation. On pages 35-40 teachers have rewritten the text to simplify it, while still retaining the most important information. Several texts in the classroom can be dedicated to ELLs. They can be highlighted and stored for use by ELLs each year. Teachers can also modify text by cutting and pasting. On page 41, a teacher has reduced a full social studies chapter into a 3-page text by cutting and pasting.

The strategy of simplifying text is controversial. Some believe simplifying text denies the student the opportunity to develop a sophisticated vocabulary and to practice engaging with a complicated, written text. This is a valid point if the simplified version were used in lieu of the authentic text. But, if the authentic text is made available and the simplified version is supplementary, then we argue that the simplified text helps students *gain access to* the authentic text. Language arts teachers, who are particularly concerned about sharing the beauty of text, can share small excerpts of original, beautifully written text so that the student has the opportunity to experience the original text.

The margin summaries or highlighted versions of the text are particularly helpful for intermediate level ELLs in grades 4-12 when extensive reading is required. The fully rewritten, simplified summaries are recommended for ELLs who are just beginning to develop their English language abilities and therefore find the authentic text too complicated to access. The simplified text allows them to have some understanding of the course content even though, for that given proficiency level, they are unable to plow through lengthy text.

## MODIFICATION OF TEXT

### Summarize in the Margins

#### Modified Text for Beginner and Early Intermediate ELLs

##### *French Occupation*

France sent its navy into the waters off of Vietnam, and what started out as protection for the missionaries turned into an effort to take over the area completely. By the 1890's, France had conquered Indochina and declared it a colony. This was not unusual for that time; many countries took over other regions and countries without asking the residents what they wanted. For many years, this was just the way things worked, and not many people thought anything of it.

*By 1890, France occupied the area and claimed Indochina as a colony.*

Indochina, however, was never a quiet colony for France. Right from the start, rebel groups were organizing themselves, trying to get France out of their country. With France in charge, Indochina became very poor; French government. Vietnam was especially active in resisting French power. schools had to close down and much of the money in the area went to the Many Vietnamese scholars organized peaceful rebel groups and tried to make their own government to replace the French. Other groups sent representatives to Paris to ask France to grant rights, such as requests very seriously, and by the 1930's, the Vietnamese protesters were getting violent. Some terrorist groups started bombing French buildings and assassinating French officials.

*Rebel groups organized to get France out*

*France didn't take Vietnamese requests for freedoms and equal rights seriously.*

*Protesters became violent and terrorist groups started bombing French buildings and killing French govt. employee officials.*

Figure 7.4: French Occupation of Indochina.  
Class: History, grades 9-12.  
Unit: Debating the Future of Indochina in 1945.  
Teacher: Inmacolata Testa, Meriden, CT

## MODIFICATION OF TEXT

### Summarize in the Margins & Highlight the Main Ideas

#### Ways to Modify Text for Beginners and Early Intermediate ELLs in Mainstream Classrooms

#### **The Case of the Missing Ring**

**The main character is named.**

Once there was a detective named Josh. He and his friend Ryan went to the library a lot.

In the library, there was a wooden statue. It had a shiny gold ring on its finger. Everyone thought the shiny ring was cool.

**The mystery or problem is talked about.**

One day Josh and Ryan met at the library. Ryan saw that the ring was gone.

Ryan said, "Look, Josh, no ring. I wonder who took it." Josh checked for fingerprints. "No fingerprints," he said to Ryan.

Josh is a detective.

Josh is in the library.

The statue in the library has a ring.  
The ring is shiny and gold.

One day the ring is gone.

Who took it?

Josh found no fingerprints.

Source: Kemper, D., Nathan, R., Sebranek, P., & Elsholz, C. (2000). Write Away from WriteSource, New York: Houghton Mifflin, pp. 13, 14.

## MODIFICATION OF TEXT

Summarize in the Margins, Underline the Main Ideas, Outline Main Points

### The Case of the Missing Ring

The main character is named.

Once there was a detective named Josh. He and his friend Ryan went to the library a lot.

In the library, there was a Wooden statue. It had a shiny Gold ring on its finger. Everyone thought the shiny ring was cool.

The mystery or problem is talked about.

One day Josh and Ryan met at the library. Ryan saw that the ring was gone.

Ryan said, "Look, Josh, no ring. I wonder who took it."

Josh checked for fingerprints. "No fingerprints," he said to Ryan.

### The Case of the Missing Ring

Who? Josh, the detective

Where? \_\_\_\_\_

Problem? Ring is gone

Clues? Open birdcage

crows like shiny things

no fingerprints

Case solved! (Solution) Has ring in the beak

Source: Kemper, D., Nathan, R., Sebranek, P., & Elsholz, C. (2000). Write Away from WriteSource, New York: Houghton Mifflin, pp. 13, 14.

## MODIFICATION OF TEXT

### Rewrite

Often, a teacher must modify difficult sections of text so students limited in English can comprehend the context.

#### FIGURE 6.2 Original Text

**Agriculture.** *Farmers in the Middle Atlantic States grow many kinds of crops. In much of the region, the soil is fertile, or rich in the things plants need for growth. There is usually plenty of sunshine and rain. Each state has become famous for certain crops, New York is well-known for apples. New Jersey tomatoes and blueberries, Delaware white sweet corn, Pennsylvania mushrooms, and Maryland grains and other well-known crops. Herds of dairy cattle and livestock for meat are also raised in Atlantic States. The region produces a great deal of food for millions of people who live there.*

**Truck Farms.** New Jersey is famous for its truck farms, which grow large amounts of many different vegetables for sale. Truck farms usually sell their products to businesses in a nearby city. New Jersey truck farms are the best known, but truck farms are found in all the Middle Atlantic States.

Another way truck farmers sell their crops is at farmers' markets in cities. Sometimes a farmers' market is outside, on the street, or in a city park. A market may be in a railroad station or in the lobby of a skyscraper. At a farmers' market, city people and farmers can meet each other face to face.

#### FIGURE 6.7 Modified Text

##### **Agriculture in the Middle Atlantic States**

Farmers grow many foods, or crops, in the Middle Atlantic States. The soil is good for plants. The plants have enough sunshine and rain to grow. Each state has one or two special crops:

New York: apples  
 New Jersey: tomatoes and blueberries  
 Delaware: corn  
 Pennsylvania: mushrooms  
 Maryland: grains

The farmers also raise cows. They get milk from some cows. They get meat from other cows.

*New Jersey has many truck farms. The farmers grow a lot of vegetables. They bring the vegetables to the city by truck. They sell the vegetables to stores in the city.*

Farmers also sell their crops at farmers' markets. Some markets are outside. They can be on streets or in city parks. Other markets are inside. They can be in train stations or in buildings. City people and farmers can meet each other at the markets.

Source: D.J. Short (1989). Adapting materials for content-based language instruction. *ERIC/CLL News Bulletin*, 13(1): 4-8.

## MODIFICATION OF TEXT

### Rewrite

#### Act 1 scene 1:

Caesar has returned to Rome after defeating Pompey.  
Pompey used to rule Rome.  
Caesar won the war.  
Now Caesar rules Rome.

The people of Rome are happy that Caesar won.  
The people of Rome are celebrating.  
The people of Rome are not working today.  
The people of Rome are in the streets to see Caesar.

Flavius and Marullus do not like Caesar.  
Flavius and Marullus believe Caesar has too much power.  
Flavius and Marullus are angry that the people are not at work.

***A carpenter and a cobbler are with a crowd of people.  
Marullus asks the carpenter "What is your job?"***

The carpenter says, "I am a carpenter."

Marullus is angry at the carpenter.  
Marullus is angry because the carpenter is not at work.  
Marullus is angry because the carpenter is not in his work clothes.  
Marullus asks the cobbler what his job is.

The cobbler does not like Marullus.  
The cobbler decides to joke with Marullus.  
The cobbler tells Marullus that he is a cobbler.  
\*\*The word cobbler means a clumsy worker.

Marullus does not like the joke.  
Marullus tells the cobbler to be honest with him.

The cobbler tells Marullus that he likes his job.  
The cobbler tells Marullus that he mends soles.

Flavius is angry.

*Rewriting of Act 1, Scene 1 for Shakespeare's "Julius Caesar."*

Class: English Literature, 11<sup>th</sup> grade.

Unit: The Tragedy of Julius Caesar.

Teacher: Mary Johnson, Naugatuck, CT

## MODIFICATION OF TEXT

### Rewrite

#### **No taxation without representation.**

U.S. colonies are angry.

The colonies pay taxes to England.

But the colonies do not vote in England.

The colonists want to vote.

They want a voice.

They want "representation."

They say, "I want to vote."

"I want representation."

"If I pay taxes, then I can vote."

"If I cannot vote, then I will not pay taxes."

**"No taxation without representation."**

Source: L. Verplaetse, Training for All Teachers Program, SCSU

## MODIFICATION OF TEXT

### Underline

#### The Invisible Man : Prologue Paragraphs 1 and 2

I am an invisible man. No, I am not a spook like those who haunted Edgar Allan Poe; nor am I one of your Hollywood-movie ectoplasms. I am a man of substance, of flesh and bone, fiber and liquids – and I might even be said to possess a mind. I am invisible, understand, simply because people refuse to see me. Like the bodiless heads you see sometimes in circus sideshows, it is as though I have been surrounded by mirrors of hard, distorting glass. When they approach me they see only my surroundings, themselves, or figments of their imagination – indeed, everything and anything except me.

Nor is my invisibility exactly a matter of biochemical accident of the epidermis. That invisibility to which I refer occurs because of a peculiar disposition of the eyes of those with whom I come in contact. A matter of the construction of the inner eyes, those eyes with which they look through their physical eyes upon reality. I am not complaining, nor am I protesting either. It is sometimes advantageous to be unseen, although it is most often rather wearing on the nerves. Then too, you're constantly being bumped against by those of poor vision. Or again, you often doubt if you really exist. Your wonder if you aren't simply a phantom in other people's minds. Say, a figure in a nightmare which the sleeper tries with all his strength to destroy. It's when you feel like this that, out of resentment, you begin to bump people back. And, let me confess, you feel that way most of the time. You ache with the need to convince yourself that you do exist in the real world, that you're part of all the sound and anguish, and you strike out with your fists, you curse and you swear to make them recognize you. And, alas, it's seldom successful.

Ellison, R. "Invisible Man." Pearson/Longman. 32.

### Rewritten Text

#### Lesson 1 – Prologue

##### Limited Literacy

Man feels invisible.  
People do not see him.

##### Intermediate

The narrator in the story feels that people do not see him. He is a man, but he feels invisible. He is living underground. He will tell the story of how this happened in the following chapters.

##### Beginner

The man in the book feels invisible.  
He feels that people do not see him.  
He is going to tell his story in the book.

##### Advanced

The narrator explains that he is not invisible but feels invisible. He is not a ghost. He feels invisible because people do not see him as an individual. He is now living underground after many bad experiences. He will tell us the story of how he came to feel invisible and live underground in the following chapters.

*Figure 7.13: Rewritten Text to Prologue for "The Invisible Man" written for 4 levels of language proficiency.*

Class: English Literature, 11<sup>th</sup> grade.

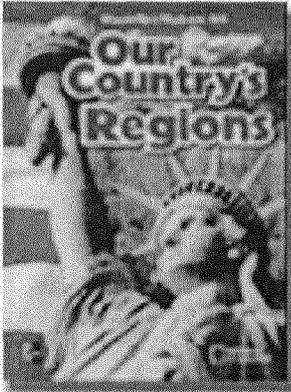
Unit: Invisible Man.

Teacher: Parminder Stevie Randhawa

# MODIFICATION OF TEXT

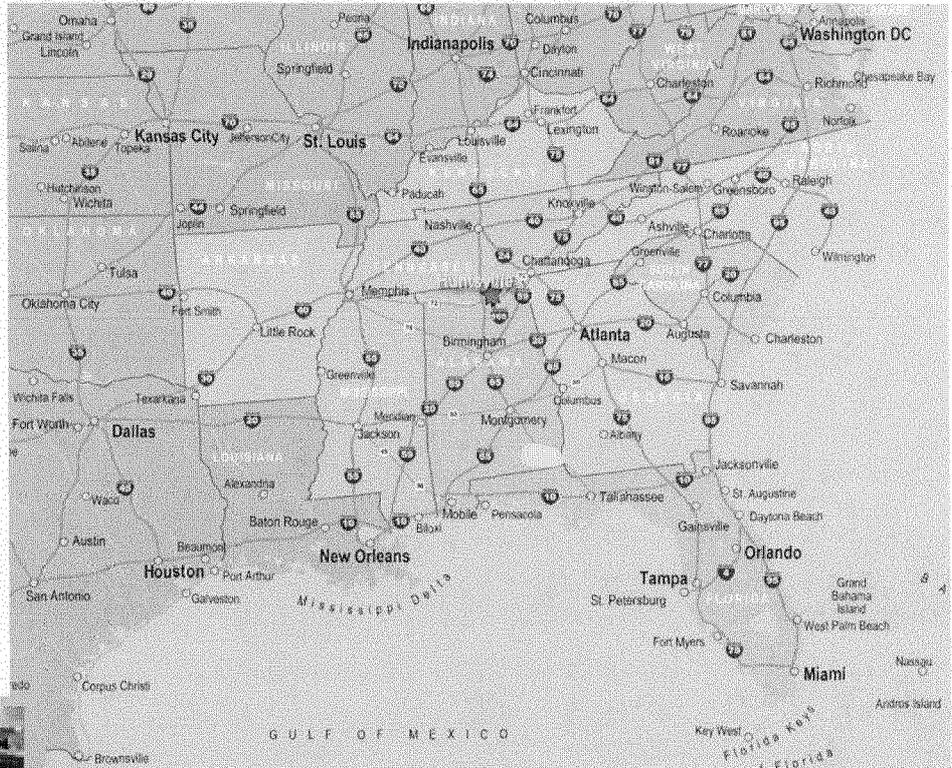
## Cut & Paste

### Social Studies Book Cover, Grade 4

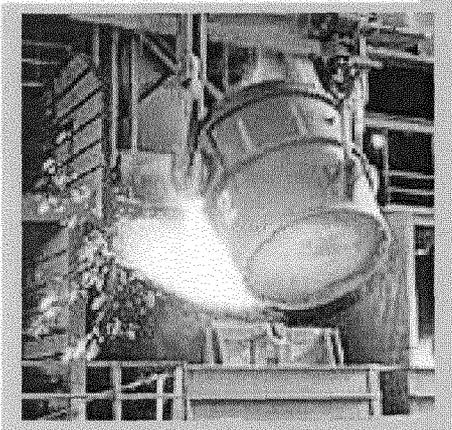


### Unit 2: The Southeast

#### Chapter 3: Environment of the Southeast



### Lesson 3: Mining for Coal



#### Map Skills:

Locate and name the states in the Southeast. Which cities are on the Gulf of Mexico? On the Atlantic Coast?

Steel making is an important industry in the Southeast. Which natural resources are needed to make steel?

Source: S. Cromer, UAlbany TESOL Program

Prepared By Dr. Lorrie Verplaetse & Marisa Ferraro

## MAKING CLASSROOM TALK COMPREHENSIBLE LISTENING GUIDES

The way to make course content comprehensible is to first distill the content down to its most essential gist and then find ways to convey that gist visually and/or with simple language. We maintain that **any information, no matter how complicated, can be reduced to an essential gist** which can be conveyed in simple language through visual aids.

### LISTENING GUIDES →

Graphic organizers and vocabulary development techniques will help make teacher talk and classroom discussions comprehensible (these are covered by other jigsaw groups). Listening guides are an additional valuable tool to help ELL students make sense of classroom talk.

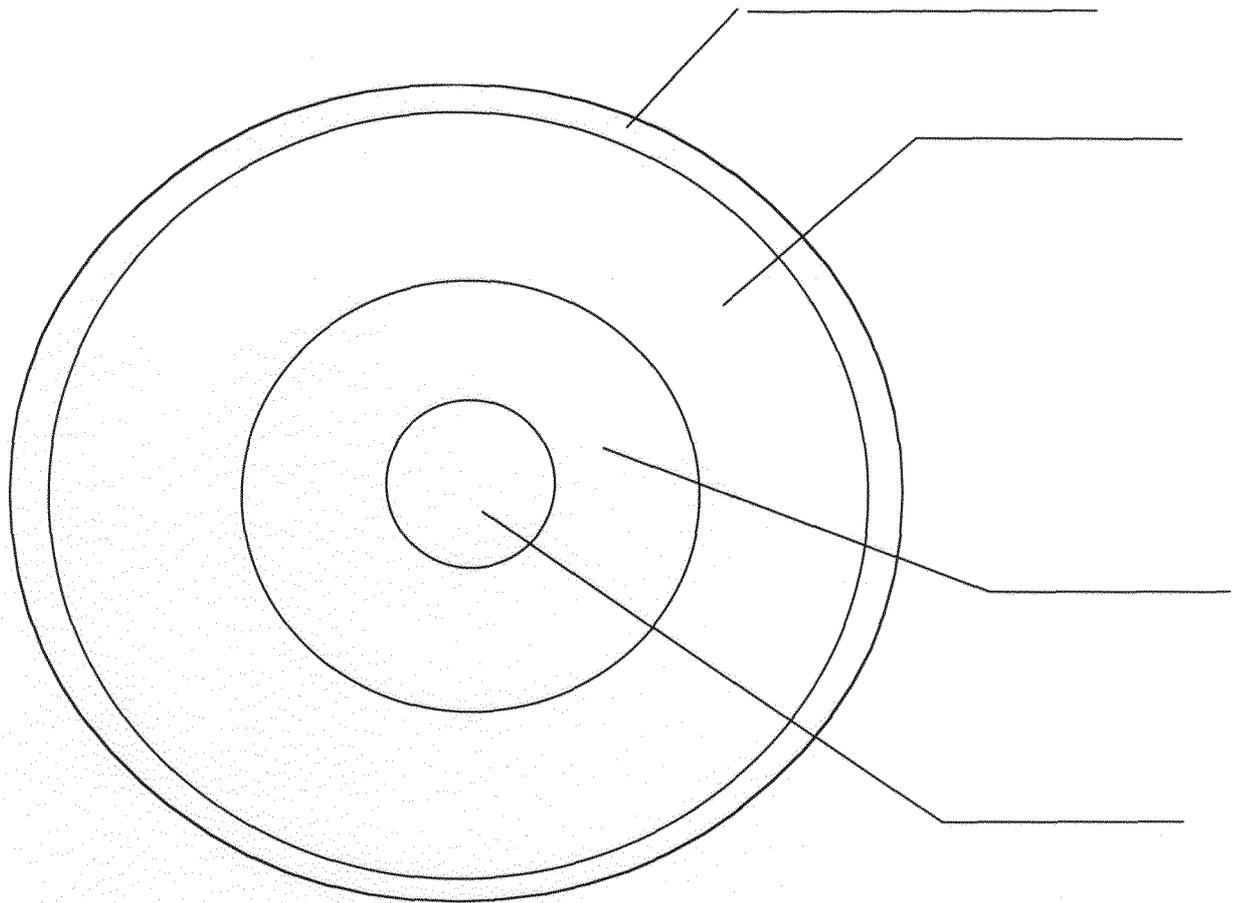
Pages 43-45 illustrate a listening guide that has been made to accompany a mini-lecture and discussion on layers of the Earth. The top half of each guide is a graphic identical to the graphic on the board, which the teacher will refer to and label during the mini-lecture. Students can label their copies at the same time. Notice, however, the differences on the bottom half of each of these guides. Page 43 is designed for the beginning ELL student who may need help just hearing these main ideas regarding the layers of the earth. Page 44 illustrates the listening guide for a student who is able to complete the sentences, given patterned sentence starters. Page 45 illustrates the listening guide for the more capable ELL student who can listen to the discussion to determine what needs to be written into each of the blanks in the sentences describing the earth's layers.

The listening guide at the bottom of page 46 is used for early-level ELL students to make sense of the high school film on Indochina colonialism entitled *Roots of War*. Students who have access to this listening guide prior to the showing of the film can look up words they do not understand in a bilingual dictionary and can come to class with some understanding of what the film will cover. Notice that all the statements on the listening guide are true, are actual quotes, and are in correct chronological order. Thus the guide doubles as a concise summary of the soon-to-be-seen film.

A check-off listening guide is illustrated on page 47. Page 48 illustrates a very simple rewrite summary which a beginning student could read ahead of time and then circle words as he hears them in class.

Think about the listening guide you used in the German science lesson. How often did you refer to it to help you make sense of classroom talk?

## LISTENING GUIDE: LEVEL 1



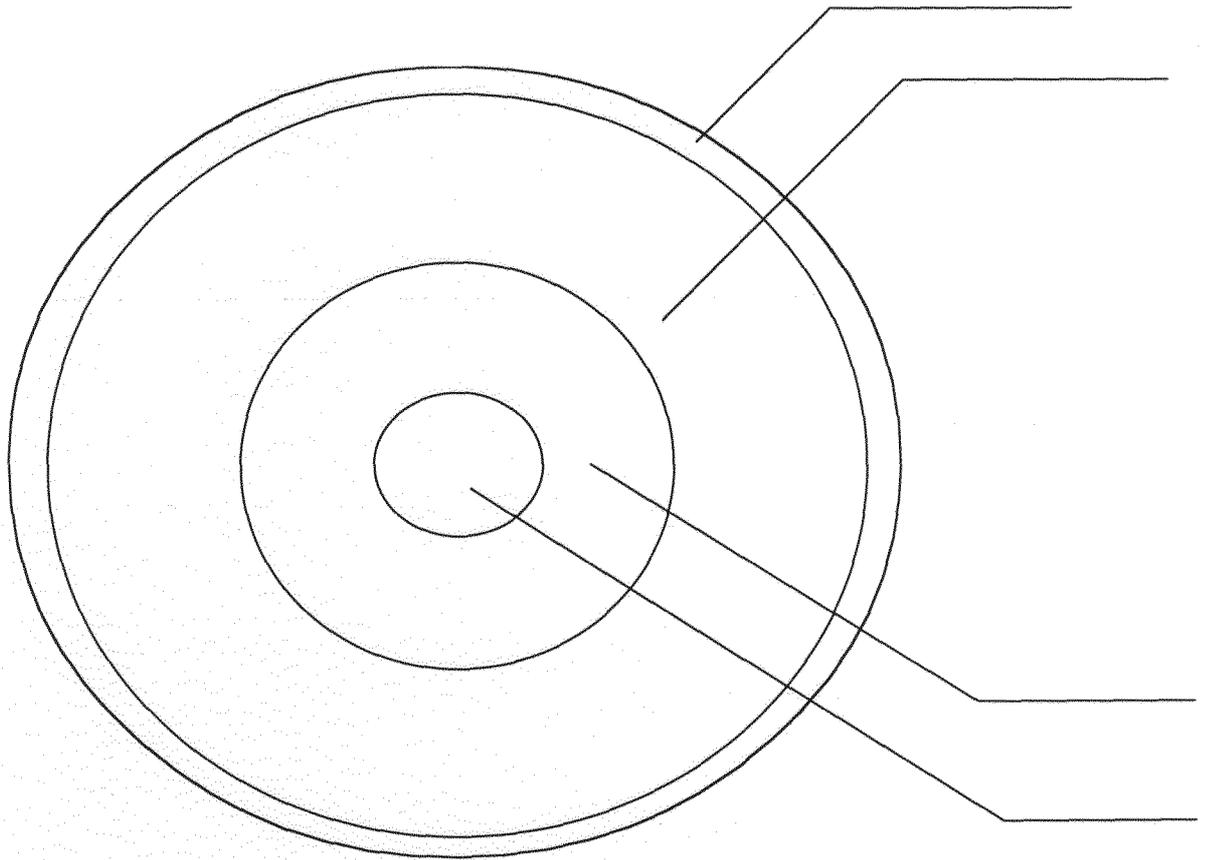
### The Layers of the Earth

1. The crust is made of soil.
2. The mantle is made of solid rock.
3. The outer core is made of melted metal.
4. The inner core is made of solid metal.

Source: Amy Grammatica, The Earth and the Moon Unit, Grade 3

Prepared By Dr. Lorrie Verplaetse & Marisa Ferraro

## LISTENING GUIDE: LEVEL 2



### The Layers of the Earth

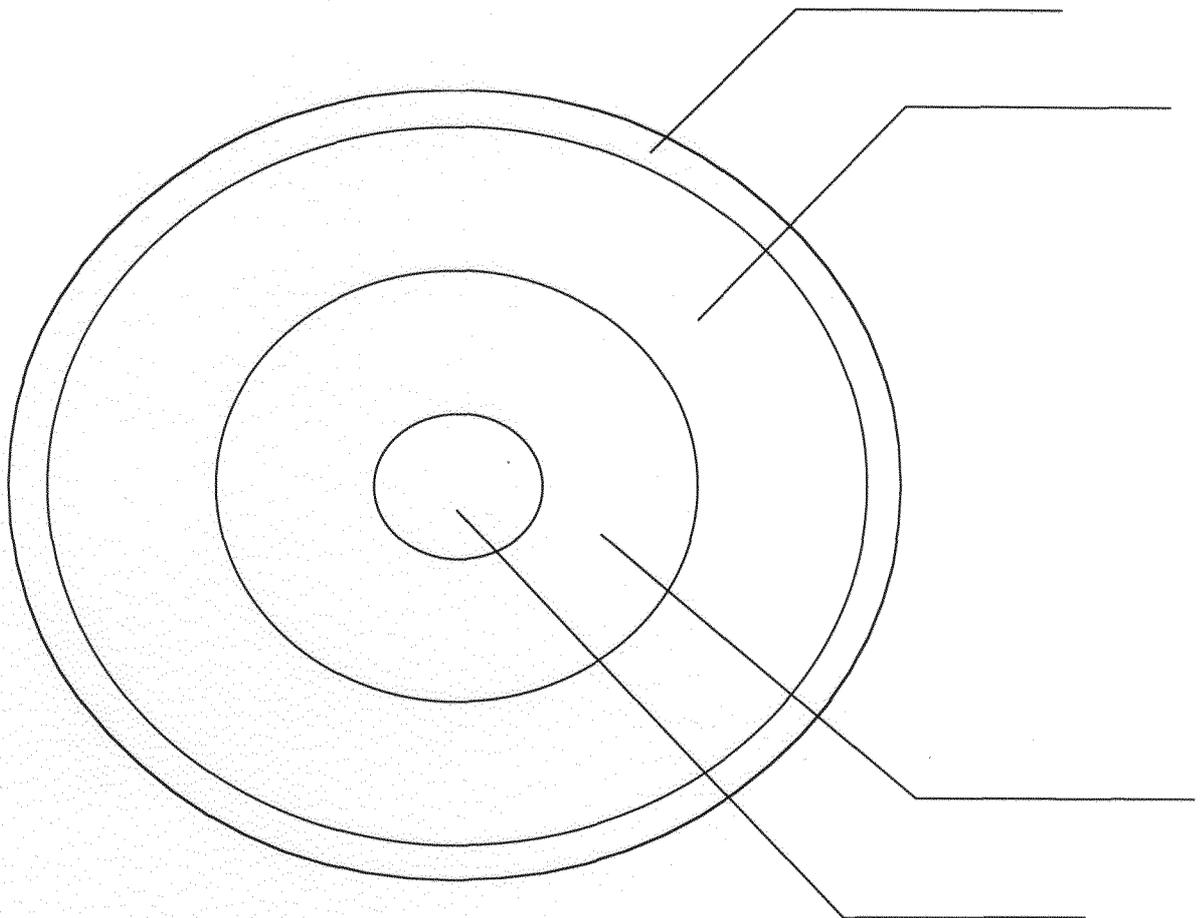
1. The crust is made of \_\_\_\_\_.
2. The mantle is made of \_\_\_\_\_.
3. The outer core is made of \_\_\_\_\_.
4. The inner core is made of \_\_\_\_\_.

Source: Amy Grammatica, The Earth and the Moon Unit, Grade 3

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Prepared By Dr. Lorrie Verplaetse & Marisa Ferraro

## LISTENING GUIDE: LEVEL 3



### The Layers of the Earth

Write the name of the layer on the line and what that layer is made of below the line.

1. The layers of the crust are \_\_\_\_\_.
2. \_\_\_\_\_ can be found in the layers of the crust.
3. As you move closer to the center of the Earth it gets \_\_\_\_\_.
4. The three types of rock are \_\_\_\_\_.

Source: Amy Grammatica, The Earth and the Moon Unit, Grade 3

# LISTENING GUIDES

**Lesson 3: Listening Exercise**  
**Directions:** Fill in the Graphic Organizer as you listen.

	Advantages	Disadvantages
<i>The Continental Army</i>	<p>Most of the _____ supported the Revolution.</p> <p>The patriots were fighting for a cause in which they _____.</p>	<p>The colonies had no _____ and no organized _____.</p>
<i>The British Army</i>	<p>Britain had more _____ resources than the colonies.</p> <p>Britain had a large military with _____ that were well-trained.</p> <p>Britain had the most _____ navy in the world.</p>	<p>Some British soldiers were mercenaries or soldiers paid to _____.</p>

Listening Guide to Accompany Lecture on The Continental and British Armies.  
 Class: History, 7<sup>th</sup> grade.  
 Unit: American Revolution.  
 Teacher: Anonymous.

**Listening Guide on Documentary (Roots of War)**  
 For Pre-Production and Beginner ELLs

**Directions:** As you watch the documentary, "Roots of War," circle any words you hear.

Any army of half a million.

Vietnam was an undeclared war.

A war without frontlines or clear objectives.

It was war with deep roots, deeper than most Americans knew.

Ho Chi Minh and his followers fought for decades against the French then against the Americans and their South Vietnamese ally.

It was the first war Americans opposed in huge numbers, openly and passionately.

The Vietnam War ended when the Communists took Saigon.

Two and one-half million Americans fought in Vietnam and 58,000 Americans died there.

Seventh—Twelfth Grade Unit, "Debating the Future of Indochina in 1945: Making Your Case"  
 Immacolata Testa, Vocational-Technical School System, Meriden, CT

## CHECK-OFF LISTENING GUIDE: BEGINNING ELL LEVEL

Directions: As we discuss the subject of temperature as seen in the class video, check off the correct answer:

*Example:*

*Any life depends on (a) temperature.  
(b) the seasons.*

Air rises with (a) the heat.  
(b) the cold.

Air contracts with (a) the heat.  
(b) the cold.

The inventor of the first accurate thermometer was (a) Fahrenheit.  
(b) Galileo.

A normal room temperature is (a) 72 degrees Fahrenheit.  
(b) 32 degrees Fahrenheit.

The normal body temperature is (a) 50 degrees Celsius.  
(b) 37 degrees Celsius.

Human internal thermometer is (a) the hypothalamus.  
(b) the forehead.

## LISTENING EXERCISE

After watching the news clip on the status of bilingual education:

(Beginner) Circle any words you hear.

Tom Brokaw is a newsman.

He is on T.V.

He is talking about bilingual education.

Many people in California say,

"Bilingual Education is bad. We don't want Bilingual Education."

---

(Intermediate) Listen to the newscast and class discussion. Answer these questions.

1. Who is the newsman on T.V.?
2. What is he talking about?
3. Do Californians like Bilingual Education?  
Why or why not?

## ORIGINAL LESSON MATERIAL

### Words to Know

skeletal system  
cartilage  
joints  
ligaments  
fractures  
dislocation  
sprain  
arthritis  
osteomyelitis  
osteoporosis

# Your Skeletal System

This lesson contains a number of valuable facts and tips. Once you have studied them, you will be able to

- name the jobs the bones do and name the three different kinds of bones.
- tell how you can care for your bones.
- name the types of fractures.
- talk about some problems that affect the bones.

## The Body's Framework

Have you ever seen a house being built? Before the builders put in the walls and the roof, they make a framework of boards and beams. The bones in your body are a framework, too.

Together with the joints and connecting tissues, the bones form the **skeletal** (SKEL-uh-tuhl) system. The skeletal system works closely with the muscular system.

## The Bones

Even though bones are hard, they are living tissue. They need food to grow and repair themselves. They get this food from your blood, just like other cells in the body. And, just like other cells of your body, you need to care for them if they are to work properly.

Your bones do a number of important jobs.

- **Movement.** Bones make it possible for you to move.
- **Protection.** Bones help protect the organs inside your body from injury.
- **Sites of cell making.** Bones are where red blood cells and most white blood cells are made.
- **Storage.** Bones store important minerals and protein for use when your body needs them.

### Learning from Photographs

Milk products are an excellent source of the calcium that bones need to be healthy. What vitamin is often added to milk?



## MODIFIED LESSON MATERIAL

### LESSON 4

# Your Skeletal System

### Words to Know

skeletal system  
cartilage  
joints  
ligaments  
fractures  
dislocation  
sprain  
arthritis  
osteomyelitis  
osteoporosis

## The Bones

Even though bones are hard, they are living tissue. They need food to grow and repair themselves. They get this food from your blood, just like other cells in the body. And, just like other cells of your body, you need to care for them if they are to work properly.

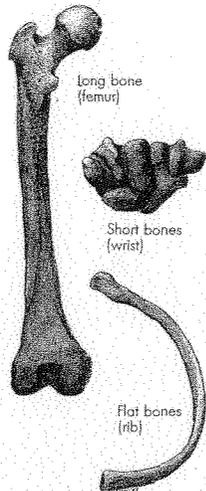
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- **Storage.** Bones store important minerals and protein for use when your body needs them.

Source: Original pages of Lesson 4 found in Chapter 7, *The Skeleton*, in: *Teen Health: Decisions for Healthy Living*. (1990). Glencoe/McGraw-Hill: Mission Hills, CA.

## ORIGINAL LESSON MATERIAL

### Kinds of Bones



**Learning from Drawings**  
Locate these bones on the drawing of the whole skeletal system.



### Health Minute

**Jaws**  
Move your jaw. The ligaments allow you to move the lower jaw sideways, forward and back, and up and down. These movements are important to eating and talking.

### Kinds of Bones

Your body has three kinds of bones.

- **Long bones.** These are long and shaped like a cylinder. Examples are the bones in your leg that connect your hip to your knee. Their ends are thick and shaped to fit the bones they connect with.
- **Short bones.** Some bones are just short. They are the bones in your wrists and ankles. They have a soft material inside that is covered by harder bone.
- **Flat bones.** Ribs and the bones of the skull are flat bones. They have two layer of hard bone with soft matter between. Flat bones protect body organs.

The center of a bone is hollow. It is filled either with *yellow bone marrow* (MAR-oh), which is mostly fat, or with *red bone marrow*. The red marrow is made of blood vessels, connecting tissues, and cells. This is where some blood cells are made. The outside of bones is covered with a strong membrane. This tissue is full of blood vessels that carry food to the bones.

### The Connectors

Three kinds of tissue are where bones connect. They are *cartilage*, *joints*, and *ligaments*.

Bones have a *strong, elastic material on their ends*. This matter is called **cartilage** (KAHRT-uhl-ij). A layer of cartilage is on the ends of bones. As a bone grows, the cartilage becomes harder and turns into bone. For this reason, adults' bones are more brittle than children's.

Bones that connect have cartilage between them. This cartilage cushions each bone from damage.

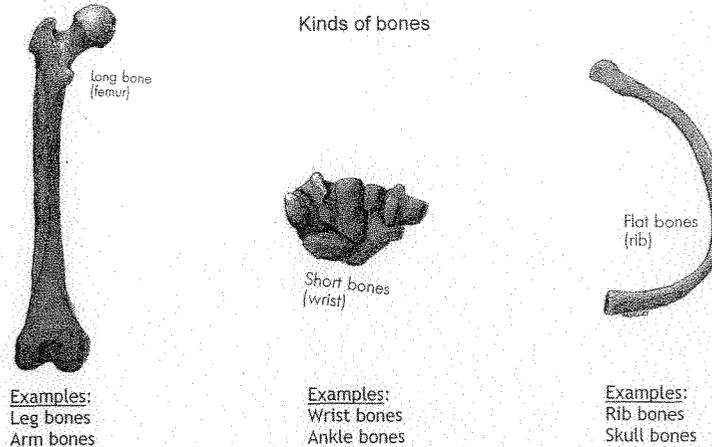
The **joints** are the *points where two bones meet*. Some joints do not move. Your skull joints are an example. But most joints allow the bones to move. It is their action—along with the muscles—that allows you to run, jump, play the piano, write, build a model, eat, and do thousands of other things. A fluid keeps the joints moist and slippery, much as oil works on the moving parts of a car engine.

There are three kinds of joints. What makes them different from one another is the kind of movement they allow. The drawing "The Joints" shows each kind.

The joints that allow the most movement are helped by another tissue that is a connector. The **ligaments** (LIG-uh-muhnts) are *cords of tissue that join bones or keep organs in place*.

## MODIFIED LESSON MATERIAL

### Kinds of bones



### The Connectors

Three kinds of tissue are where bones connect. They are *cartilage*, *joints*, and *ligaments*.

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The joints that allow the most movement are helped by another tissue that is a connector. The **ligaments** (LIG-uh-muhnts) are *cords of tissue that join bones or keep organs in place*.

Cartilage is a strong, elastic material at the end of bones. When bones grow, cartilage gets harder and turns into bone.

Joints are the points where to bones meet. Some joints move; some don't.

Ligaments join bones and keep organs in place.

## ORIGINAL LESSON MATERIAL

### Caring for Your Skeletal System

You could not move your body without a healthy skeletal system. For this reason, it is important to take care of your skeletal system. Exercise and plenty of rest help build strong bones. But the three best steps for having strong bones are these:

#### Ways to Care for the Skeletal System

- **Have good posture.** Good posture will help your skeleton take the shape it should. That way it can do its job best. Lifting heavy things in the right way helps, too. To lift, bend the legs and keep the back straight.
- **Have a good diet.** Calcium and phosphorus are important to bones. Be sure that you get enough of these minerals. For calcium, eat or drink milk products. Good sources of phosphorus are beans, peas, meat, milk products, and whole grains.
- **Play carefully.** Playing it safe will protect your bones from possible accidents. This includes wearing a helmet and padding when you go skateboarding. You can also be sure not to take dares that can lead to the danger of an injury.

### Problems of the Skeletal System

The problems of the skeletal system are caused by accident, disease, or other conditions. They can affect bones or connectors.

#### Accidents That Need Not Happen

Bones can break. There are six different kinds of **fractures**, or *breaks in a bone*. All breaks can be treated and can heal. The person with the break must get medical help, however, so that a doctor can set the bone correctly. Then the bone can heal properly. Many broken bones must be put in a cast during the healing time.

Sometimes *the end of a bone is pushed out of its joint*. This is called a **dislocation** (dis-loh-KAY-shuhn). The bone must be pushed back in place and kept there until it heals. As with setting a broken bone, a doctor should do this.

Joints can be injured also. A **sprain** is *the sudden and violent stretching of a joint*. The result is pain and swelling. Putting cold packs on the sprained joint can keep the swelling down. With time, the sprain will heal. Sometimes ligaments can be stretched or even torn. A doctor should examine these injuries.

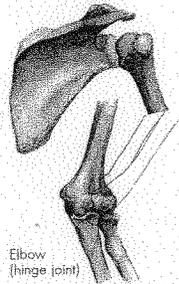
#### The Joints

Skull  
(immoveable joint)



Head and neck  
(pivot joint)

Shoulder  
(ball-and-socket joint)



Elbow  
(hinge joint)

#### Learning from Drawings

*Immoveable joints* like those in the skull allow no movement at all. Where the head meets the spine and where the arm meets the shoulder, are *freely movable joints*. They allow movement in all directions. Hinge joints, like the elbow, are *partially movable joints*. Movement is allowed only in one or two directions. Move your head and elbows to see the difference.

## MODIFIED LESSON MATERIAL

### To Have Healthy Bones

#### Ways to Care for the Skeletal System

- **Have good posture.** Good posture will help your skeleton take the shape it should. That way it can do its job best. Lifting heavy things in the right way helps, too. To lift, bend the legs and keep the back straight.
- **Have a good diet.** Calcium and phosphorus are important to bones. Be sure that you get enough of these minerals. For calcium, eat or drink milk products. Good sources of phosphorus are beans, peas, meat, milk products, and whole grains.
- **Play carefully.** Playing it safe will protect your bones from possible accidents. This includes wearing a helmet and padding when you go skateboarding. You can also be sure not to take dares that can lead to the danger of an injury.

Sit and stand straight

Eat healthy foods with calcium

Play safely  
(wear helmets and padding)

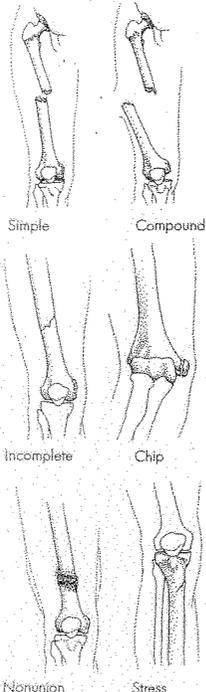
### Accidents Can Hurt Bones

#### Accidents to the Skeleton

Bone problem	Description
Fracture	break in bones
Dislocation	end of bone is pushed out of joint
Sprain	joint is stretched fast and hard

## ORIGINAL LESSON MATERIAL CONTINUED

### Bone Fractures



Nonunion      Stress  
**Learning from Drawings**  
 A stress fracture is not a complete break, but a weakening of the bone. What do broken bones need to heal properly?

### Diseases and Disorders of the Skeletal System

One of the most common problems of the skeletal system is the disorder known as **arthritis** (ar-THRYT-uhs). This condition is a swelling in the joints caused by the breakdown of bones or connective tissue. Arthritis often happens in the hands and feet, fingers and toes, and wrists and ankles. It is a painful condition. For many types of arthritis, there is no cure.

**Osteomyelitis** (ahs-tee-oh-myuh-LYT-uhs) is an infection of the bone caused by a germ. The bone becomes swollen and painful. Doctors can give medicines to cure this disease.

Many older people have **osteoporosis** (ahs-tee-oh-puh-ROH-suhs). In this condition, the body does not have enough calcium for bones to stay strong and flexible. A person can usually prevent it by having a good diet, getting exercise, and keeping the right level of a special hormone. In fact, getting enough calcium today can help you make sure that you will not have this problem in the future. A person with osteoporosis has very brittle bones. Those bones are likely to break if the person falls.

You can help a grandparent or older neighbor prevent the damage that a fall could cause. Volunteer to do chores that may be dangerous. Examples are changing ceiling lightbulbs or cleaning high places.

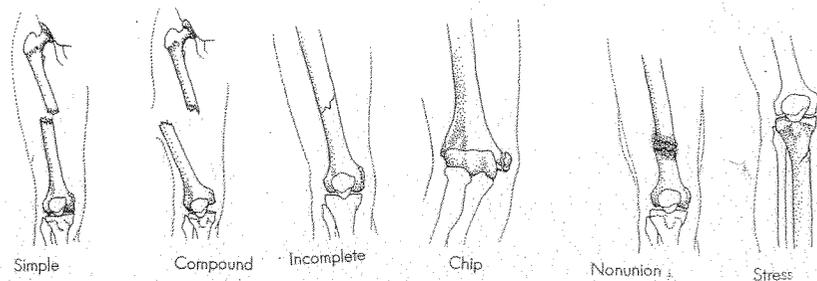
### Check Your Understanding

**Conclusion** Your skeletal system does many important jobs. It provides a structure for your body and allows movement. You can care for your skeletal system by having a good diet and acting safely. The result will be a body that can perform at its best.

- Vocabulary** Which of the following are problems caused by an accident and which are the result of a disease or disorder? *arthritis, sprain, fracture, osteoporosis*
- Recall** Name two jobs of the bones.
- Recall** What are the three types of bones?
- Recall** What three kinds of tissues appear where bones connect?
- Recall** Name three kinds of fractures of a bone.
- Analyze** Robin is about to go skateboarding in the park. What can she do to make sure that she is acting safely?

## MODIFIED LESSON MATERIAL

### Kinds of Fractures



### Diseases of the Skeletal System

Disease	Description
Arthritis	swelling in the joints
Osteomyelitis	bone infection from germs
Osteoporosis	not enough calcium; bones are brittle

## MAKING TALK COMPREHENSIBLE

### Adjusting Speech

Consider how the science teacher spoke in German; what did she do to make her speech comprehensible to the listener?

We recommend that you speak at a natural pace, but that you enunciate more clearly and you make use of pauses. Pause at natural boundaries, like where you would place a comma or a period. These pauses let the learner process the spoken words.

Another consideration is to simplify the syntax of your sentences. Try to say things in a less grammatically complicated way. As an exercise, we have gone to the Skeleton Chapter, and focused on the section that describes "Connectors", specifically where it describes the role of cartilage. Consider how this section would be spoken, if a teacher were naturally speaking in class about cartilage. Now try to imagine how you might adjust your speech about this topic, if you were speaking to beginning or intermediate ELLs. The speech might look like the following.....

Cartilage is on the ends of bones. (pause)

Cartilage is strong and elastic. (pause)

It protects the bone. (pause)

It makes the bone safe. (pause)

When we get old (pause), our cartilage gets hard. (pause)

Then bones get brittle. (pause)

## MAKING CLASSROOM TALK COMPREHENSIBLE

### Framing Main Ideas

Clearly enunciated speech, syntactically simplified speech, and speech with the use of exceptional pauses will be inappropriate to use throughout the class period, if you are in a mainstream classroom. Indeed, teachers in a regular content classroom must keep the pace of the conversation moving to engage the more capable students. So how do you combine these two needs?

We suggest that every 3-5 minutes of classroom lecture or discussion, the teacher stop, and summarize what has been covered. During this summary time, use the adjusted speech, to include simple syntax and extended pauses. Find a place on the blackboard, a place that you always go to for these summary moments and write on the board the main idea; for example: "Choosing the bugs that are insects." "Explaining three causes of the dust bowl." Make sure you use nouns and verbs, or the main idea may not be sufficiently conveyed.

### Checking for Understanding

#### What NOT to do →

- ✓ Ask your students, "Do you understand?"

#### What to do →

- ✓ More frequent Q & A
- ✓ Retell
- ✓ Teacher asks direct questions
- ✓ Tickets out of the room
- ✓ Thumbs up, thumbs down
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_

## TECHNIQUES FOR CONTEXTUALIZATION: QUICK REVIEW

TECHNIQUE	DEFINITION	OBSERVED
<b>Modeling</b>	Teacher models what is expected of the students, taking them step-by-step through the process; students with diverse levels of ability benefit from concrete, step-by-step procedures presented in a clear, explicit manner.	
<b>Hands-on manipulatives</b>	Includes learning aids from Cuisenaire rods in math to microscopes in science to globes in social studies.	
<b>Realia</b>	Actual objects which students use from fruit, to money, to forms.	
<b>Commercially made pictures</b>	Photographs and drawings that depict objects, processes, and topics.	
<b>Teacher-made pictures</b>	Teachers can draw pictures or cut them out of magazines.	
<b>Overhead projector</b>	Used to give clues to the students by jotting down words or sketching the presentation; used to reinforce ideas presented orally; helps students copy words correctly.	
<b>Demonstration</b>	Teacher demonstrates the process rather than relying on a verbal explanation.	
<b>Multimedia</b>	Technology in the form of a tape recording, video, CD-ROM, on-line websites can enhance comprehension.	
<b>Timelines</b>	A visual representation of time.	
<b>Graphs</b>	Information presented visually; text becomes more understandable when the graphing activity is completed before reading a text as many terms and concepts will already be familiar.	
<b>Bulletin boards</b>	Visual representations of lesson information on bulletin boards for reference.	
<b>Maps</b>	An effective means of creating context; can be related to geography or text (a visual mapping or graphing).	

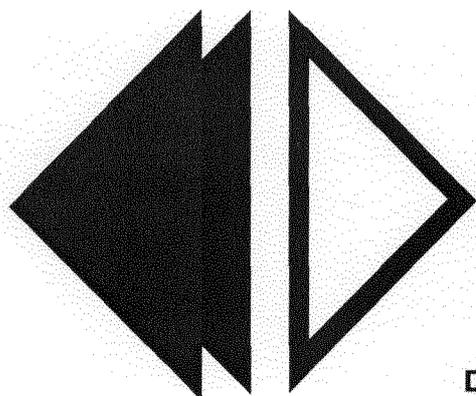
Source: Echevarria, J. & Graves, A. (2003). Sheltered content instruction: Teaching English-language learners with diverse abilities. NY: Allyn and Bacon. (pp. 55-59)

## SHELTERED ELL STRATEGIES CHECKLIST

### Making Content Comprehensible

SHELTERED FEATURES	PRESENT IN LESSON
<b>1. Contextualize Lesson</b>	
1.A. Build & Activate Background Knowledge	
1.B. Develop Vocabulary	
1.C. Use Visuals, Gestures, & Realia	
1.D. Create Opportunities to Negotiate Meaning	
<b>2. Make Academic Text Comprehensible</b>	
2.A. Use Graphic Organizers	
2.B. Modify Written Text	
<b>3. Make Talk Comprehensible</b>	
3.A. Pace Teacher's Speech	
3.B. Use Listening Guides	
3.C. Use Word Walls	
3.D. Frame Main Ideas	
3.E. Check for Understanding	

*Source: Lorrie Verplaetse, Southern Connecticut State University, Training for All Teachers Program*



# DIRECTIONS

Directions in Language and Education.....Spring 2002....No. 15

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## Implementing Reading First with English Language Learners

by Beth Antunez

### Introduction

It is impossible to ignore the importance of literacy in education. Reading is the skill upon which success in every other academic area is based. Study after study shows that students who cannot read by age nine are unlikely to ever become fluent readers, and have a higher tendency to drop out (Moats, 1999; Snow, Burns, & Griffin, 1998).

Contrasting with the straightforwardness of its importance, the teaching and learning of literacy is enormously complex. The development of literacy by English language learners (ELLs) includes all of the challenges implicit in native English speakers' learning to read and write, and is additionally compounded by a diversity of linguistic, cognitive and academic variables.

Recent federal initiatives have gone to great lengths to understand and simplify the complexities of literacy teaching and learning. The Reading First (Part B, Subpart 1 of Title I of the *No Child Left Behind Act of 2001*) legislation mandates that every kindergarten through third grade reading program contain explicit and systematic instruction in the following five areas:

- phonemic awareness;
- phonics;
- vocabulary development;
- reading fluency, including oral reading skills; and
- reading comprehension strategies.

Reading First is valuable to all educators, including those of ELLs, because it breaks down the complexities associated with learning to read and crafting a reading program into these five components that are the skills to be mastered and taught in every successful reading program. However, the linguistic, cognitive, and academic variables that compound the processes of reading for ELLs necessitate additional specific considerations and recommendations for instruction both within and outside of these five Reading First components. This document will 1) outline a brief history of the Reading First legislation; 2) synthesize broad, research-based recommendations for the effective instruction of ELLs; 3) explain each of the five Reading First components and instructional practices within that component, 4) give research-based examples and recommendations of effective instructional practices for ELLs within this component, and 5) present additional considerations for instructional planning and implementation of reading programs with ELLs.

## ► A Brief History of Reading First ◀

In 1997, Congress approved the creation of a National Reading Panel (NRP) to initiate a national, comprehensive, research-based effort on alternative instructional approaches to reading instruction and to guide the development of public policy on literacy instruction (Ramírez, 2001). Before it began its analysis of the research, the NRP reviewed the findings of a National Research Council (NRC) report, Preventing Reading Difficulties in Young Children (Snow, Burns, & Griffin, 1998), which had designated three topic areas central to learning to read: Alphabeticity, Fluency, and Comprehension. After public hearings and discussion, the panel decided to focus on the following topics and subtopics for intensive study:

- Alphabeticity:
  - Phonemic Awareness
  - Phonics Instruction
- Fluency
- Comprehension:
  - Vocabulary Instruction
  - Text Comprehension Instruction
  - Teacher Preparation and Comprehension Strategies Instruction (NICHD, 2000a).

Incidentally, the NRP did not examine research studies related to second language learning and reading, nor did it address issues relevant to this topic, as a new research initiative conducted by the National Institute of Child Health and Human Development (NICHD) and the Department of Education is underway (NICHD, 2000a). In April 2000, the NRP published its findings and recommendations in each of the topic and subtopic areas, in the

form of the Report of the National Reading Panel: Report of the Subgroups. It is from this NRP report that the Reading First legislation within Title I of the *No Child Left Behind Act of 2001* was formulated.

Reading First mandates that schools be held accountable for ensuring that all students read by third grade. It reinforces this mandate through funding of “scientific, research-based reading programs,” which are defined as programs that include the essential components of reading instruction. Section 1208 (3) of Title I states, “The term ‘essential components of reading instruction’ means explicit and systematic instruction in—

- “(A) phonemic awareness;
- “(B) phonics;
- “(C) vocabulary development;
- “(D) reading fluency, including oral reading skills; and
- “(E) reading comprehension strategies.”

Thus, these two congressionally-mandated initiatives, the NRP report and Reading First, have aimed to quell the debate about what works in reading instruction and set into place a national reading policy.

## ► Reading and ELLs ◀

Study after study has demonstrated that there is a strong and positive correlation between literacy in the native language and learning English (New York State Education Department, 2000; Clay, 1993) and that the degree of children’s native language proficiency is a strong predictor of their English language development (Snow, Burns, & Griffin, 1998). Literacy in a child’s native language establishes a knowledge, concept and skills base that transfers from native language reading to reading in a second language (Collier & Thomas, 1992; Cummins, 1989; Escamilla, 1987; Rodríguez, 1988).

Hiebert et al. (1998) synthesized reading research for The Center for the Improvement of Early Reading Achievement (CIERA) and recommended that ELLs learn to read initially in their first language, while the National Research Council (NRC) found that, for ELLs, learning to speak English should be a priority before being taught to read English. Research supports that oral language development provides the foundation in phonological awareness and allows for subsequent learning about the alphabetic structure of English (Snow, Burns, & Griffin, 1998).

The NRC’s report explains that hurrying young non-English-speaking children into reading in English without ensuring adequate preparation is counterproductive. The NRC makes a two-pronged recommendation, strongly emphasizing the importance of native language oral and, when feasible, written proficiency:

- “If language-minority children arrive at school with no proficiency in English but speaking a language for

which there are instructional guides, learning materials, and locally available proficient teachers, these children should be taught how to read in their native language while acquiring oral proficiency in English and subsequently taught to extend their skills to reading in English.

- If language-minority children arrive at school with no proficiency in English but speak a language for which the above conditions cannot be met and for which there are insufficient numbers of children to justify the development of the local capacity to meet such conditions, the initial instructional priority should be developing the children's oral proficiency in English. Although print materials may be used to support the development of English phonology, vocabulary, and syntax, the postponement of formal reading instruction is appropriate until an adequate level of oral proficiency in English has been achieved" (p. 324).

It is important to note that neither the NRP nor the resulting Reading First legislation examines or makes recommendations specific to reading instruction for ELLs, though there were 4.4 million ELL students enrolled in public schools (Pre-K through Grade 12) for the 1999-2000 school year, a number representing 9.3% of total public school student enrollment, and a 27.9% increase over the reported 1997-98 ELL enrollment (NCBE, 2002). The above-cited seminal reading research indicates that ELLs should have native language literacy and oral English proficiency before being instructed to read in English. The following provides recommendations and considerations for instruction of ELLs within each of the Reading First components. It should be kept in mind, however, that the Reading First components did not originate from studies including ELLs, and that despite research indicating a need for native language instruction, any discussion within the context of Reading First is about teaching ELLs to read in English.

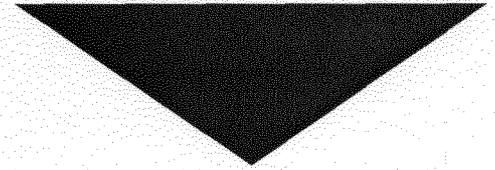
## ► Five Essential Components of Reading Instruction ◀

### 1. Phonemic Awareness

Phonemes are the smallest units making up spoken language. English consists of about 41 phonemes. Phonemes combine to form syllables and words. For example, the word *stop* has four phonemes (s-t-o-p), while *shop* has three phonemes (sh-o-p). Phonemic awareness refers to the ability to identify and manipulate these phonemes in spoken words. It is also the understanding that the sounds of spoken language work together to make words.

### Considerations When Instructing ELLs In Phonemic Awareness

- Some phonemes may not be present in ELLs' native language and, therefore, may be difficult for a student to pronounce and distinguish auditorily, as well as to place into a meaningful context. For ELLs, as with all students, it is important that instruction have meaning, so that the words and sounds students are manipulating are familiar. It is therefore necessary for ELLs to have knowledge of the English vocabulary words within which they are to understand phonemes. Teachers can teach phonemic awareness while also explicitly teaching vocabulary words, their meaning, and their pronunciation to ELLs.
- Children's minds are trained to categorize phonemes in their first language, which may conflict with English phonemes. For example, Spanish-speaking children may speak, read, and write *ch* when *sh* should be used because in Spanish, these two combinations produce the same phoneme (International Reading Association, 2001). Teachers can enable phonemic awareness in English for ELLs by understanding the linguistic characteristics of students' native language, including the phonemes that exist and do not exist in the native language.
- Scientifically-based research suggests that ELLs respond well to meaningful activities such as language games and word walls, especially when the activities are consistent and focus on particular sounds and letters. Songs and poems, with their rhythm and repetition, are easily memorized and can be used to teach phonemic awareness and print concepts to ELLs (Hiebert, et al., 1998). These rhymes exist in every language and teachers can ask students or their parents to share these culturally relevant and teachable rhymes with the class, and build phonemic awareness activities around them.



The following two songs, the first in English, and the second in Spanish, represent poems that because of their easy rhyme and repetition, can be used to teach phonemic awareness.

*Miss Mary Mack, Mack, Mack,  
All dressed in black, black, black,  
With silver buttons, buttons, buttons,  
All down her back, back, back  
She asked her mother, mother, mother,  
For fifty cents, cents, cents,  
To see the elephant, elephant, elephant,  
Jump over the fence, fence, fence.  
He jumped so high, high, high,  
He reached the sky, sky, sky,  
And he never came back, back, back,  
'Till the end of July, 'ly, 'ly.*

*Bate, bate, chocolate,  
tu nariz de cacahuete.  
Uno, dos, tres, CHO!  
Uno, dos, tres, CO!  
Uno, dos, tres, LA!  
Uno, dos, tres, TE!  
Chocolate, chocolate!  
Bate, bate, chocolate!  
Bate, bate, bate, bate,  
Bate, bate, CHOCOLATE!*



## 2. Phonics

Phonics is the understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language). Readers use these relationships to recognize familiar words and to decode unfamiliar ones.

Phonics instruction is a way of teaching reading that stresses learning how letters correspond to sounds and how to use this knowledge in reading and spelling. The goal is to help children understand that there is a systematic and predictable relationship between written letters and spoken sounds (CIERA, 2001).

### Considerations When Instructing ELLs In Phonics

- Students who are not literate in their own language or whose language does not have a written form may not understand some concepts and need to be taught about the functions of print (Peregoy & Boyle, 2000).
- Students may have learned to read and write in a native language in which the letters correspond to different sounds than they do in English, or they may have learned to read and write in a language with characters that correspond to words or portions of words. For example, “alphabetic writing systems such as the three different ones used for English, Greek, and Russian represent speech sounds or phonemes with letters or letter sequences. In contrast, in logographic writing systems, such as Chinese, each written character represents a meaning unit or morpheme; while in syllabic writing systems, such as kana in Japanese and Sequoyah’s Cherokee syllabify, each written symbol represents a syllable” (Peregoy & Boyle, 2000, p. 241).
- In Spanish (the native language of 77 percent of ELLs in U.S. schools, [NCBE, 2002]), the letters b, c, d, f, l, m, n, p, q, s, and t represent sounds that are similar enough to English that they may transfer readily to English reading for many students. Consequently, many students need minimal phonics instruction for these consonants. In contrast, vowel letters look the same in Spanish and English but are named differently and represent very different sounds. Therefore, English vowel sounds and their numerous spellings present a challenge to Spanish literate students learning to read English because the one-to-one correspondence between vowel letters and vowel sounds in Spanish does not hold true in English (Peregoy & Boyle, 2000).

These examples represent not simply the challenges in teaching ELLs to read in English, but also illustrate that teachers can effectively teach phonics and all of the Reading First components if they are armed with knowledge about their students and their native language.

### 3. Vocabulary Development

Vocabulary development refers to the knowledge of stored information about the meanings and pronunciations of words necessary for communication. Vocabulary development is important for beginning reading in that when a student comes to a word and sounds it out, he or she is also determining if the word makes sense based on his or her understanding of the word. If a student does not know the meaning of the word, there is no way to check if the word fits, or to make meaning from the sentence. Vocabulary development is also a primary determinant of reading comprehension. Readers cannot understand the content of what they are reading unless they understand the meaning of the majority of words in the text.

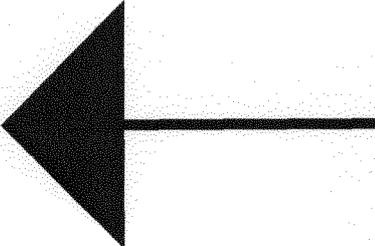
#### Considerations When Instructing ELLs In Vocabulary

- Vocabulary development is one of the greatest challenges to reading instruction for ELLs, because in order to read fluently and comprehend what is written, students need to use not just phonics, but context. It is possible for students to read completely phonetically and not comprehend what they have read because they do not have the vocabulary. Therefore, vocabulary needs to be taught explicitly and be a part of the daily curriculum in addition to learning to read. This can be done through class time devoted strictly to English as a Second Language (ESL) or English Language Development (ELD).
- Scientific research on vocabulary development demonstrates that children learn the majority of their vocabulary indirectly in the following three ways:
  - 1) through conversations, mostly with adults;
  - 2) listening to adults read to them; and
  - 3) reading extensively on their own (CIERA, 2001).

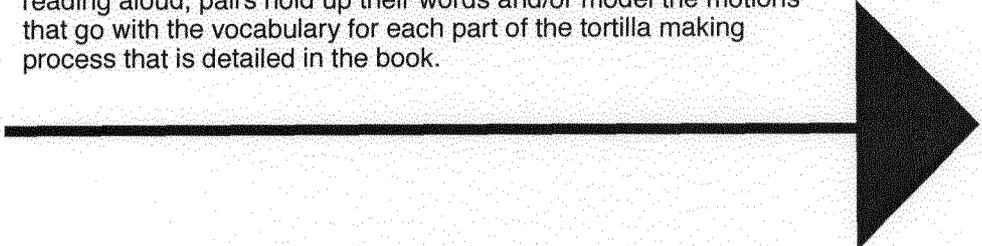
This finding has serious consequences for ELLs, whose parents and other adults in their lives are often not fluent in English. It is therefore extremely important for educators of ELLs to know and incorporate the ways that students learn vocabulary directly, including: explicitly teaching vocabulary words before students read a text, how to use dictionaries, how to use prefixes and suffixes to decipher word meanings, and how to use context clues (CIERA, 2001).

- In the discussion of literacy development for ELLs, it is useful to consider a theory that distinguishes the language proficiency needed for everyday, face-to-face communication (BICS, for Basic Interpersonal Communicative Skills) from the proficiency needed to comprehend and manipulate language in the decontextualized educational setting (CALP, for Cognitive Academic Language Proficiency) (Cummins, 1992). The BICS/CALP distinction highlights the fact that some aspects of language proficiency are considerably more relevant for students' cognitive and academic progress than are the surface

manifestations commonly focused on by educators. Additionally, in terms of vocabulary development, it highlights the fact that an ELL student may have the vocabulary to hold a conversation about weekend activities, but might not have the vocabulary to comprehend a science or social studies text.



A second grade class of ELLs is about to engage in a lesson in which they sequence events in a story. The teacher chooses to use the book, "The Tortilla Factory" by Gary Paulsen, which recounts the steps in making tortillas. To begin the lesson, the teacher shows students a bag of tortillas and asks students to show by thumbs up: Who has eaten tortillas? Helped make tortillas? Knows what ingredients go into making tortillas? Can show motions for types of ways to manipulate the dough? Teacher prompts students to name key vocabulary as she writes these words on index cards placed into a pocket chart: dough, corn, plants, kernels, round, grind, bake, factory. Either the teacher or a student then explains each word. Before reading "the Tortilla Factory" aloud, the teacher distributes these words on index cards to pairs of students. While the teacher is reading aloud, pairs hold up their words and/or model the motions that go with the vocabulary for each part of the tortilla making process that is detailed in the book.



#### 4. Reading Fluency, Including Oral Reading Skills

Fluency is the ability to read words accurately and quickly. Fluent readers recognize words and comprehend them simultaneously. Reading fluency is a critical factor necessary for reading comprehension. If children read out loud with speed, accuracy, and proper expression, they are more likely to comprehend and remember the material than if they read with difficulty and in an inefficient way.

Two instructional approaches have typically been used to teach reading fluency. One, guided repeated oral reading, encourages students to read passages out loud with systematic and explicit guidance and feedback from their teacher. The other, independent silent reading, encourages students to read silently on their own, inside and outside the classroom, with little guidance or feedback from their teachers (<http://www.nationalreadingpanel.org/FAQ/faq.htm>).

#### Considerations When Instructing ELLs In Fluency

- The Center for the Improvement of Early Reading Achievement (CIERA) states that ELLs should learn to read initially in their first language. If this is not possible, students need to see and hear literally hundreds of books over a school year in order for fluency to be modeled to them. CIERA recommends that ELLs participate in read-alouds of big books, read along with proficient readers, and listen repeatedly to books read aloud in order to gain fluency in English (Hiebert et al., 1998).

- The NRC complements CIERA's recommendations about initial literacy in the native language. The NRC asserts that learning to speak English first contributes to children's eventual fluency in English reading, as oral proficiency provides a foundation to support subsequent learning about the alphabetic principle through an understanding of the structure of spoken English words and of the language and content of the material they are reading (Snow, Burns, & Griffin, 1998). This reinforces the recommendation for vocabulary development in ELLs: that in addition to reading instruction, ESL or ELD instruction must be an integral part of curriculum for ELLs.
- Fluency should not be confused with accent. Many ELLs will read and speak English with an accent as they are beginning to learn English, and others will have one throughout their lives. Students can read fluently in English with a native language accent.

## 5. Reading Comprehension Strategies

Reading comprehension is the culmination of all of the reading skills and the ultimate goal of learning to read. The purpose of mastery of each of the four previous skills is to enable comprehension. Likewise, reading comprehension facilitates mastery of the other four skills. For example, the NRP found that reading comprehension is clearly related to vocabulary knowledge and development. The NRP also found that comprehension is an active process that requires an intentional and thoughtful interaction between the reader and the text that can be explicitly taught through text comprehension instruction.

### Considerations when instructing ELLs in comprehension:

- The NRC, in discussing reading for meaning, or comprehension, explains that the four other Reading First skills are interrelated with the skill of comprehension and also makes the case for native language literacy instruction: "The abilities to hear and reflect on the structure of spoken English words, as required for learning how the alphabetic principle works, depend on oral familiarity with the words being read. Similarly, learning to read for meaning depends on understanding the language and referents of the text to be read. To the extent possible, ELLs should have opportunities to develop literacy skills in their home language as well as in English" (Snow, Burns, & Griffin, 1998, p. 324).
- As ELLs may be working diligently to translate concepts literally, figurative language such as "crocodile tears" or "sweet tooth" can be perplexing. Hiebert et al. (1998) recommend scanning students' text beforehand to anticipate these difficulties and engaging students in a discussion about literal and figurative meanings of these expressions.

- Frequently, when students are behind their peers in learning to read, as is often the case for ELLs, their remedial programs consist of phonemic awareness, phonics activities or vocabulary development in isolation. They are not exposed to authentic texts or challenged to think critically or inferentially about stories. Teachers of ELLs must expose their students to quality literature and higher order thinking skills. This can be done through the use of graphic organizers, modeling "thinking aloud," and stopping often in the text to question and summarize.

## ► Overall Considerations for Instructional Planning and Implementation of Reading Programs with ELLs ◀

*"The most salient feature of English learners as a group is their remarkable diversity"* (Peregoy & Boyle, 2000, p. 237).

This publication has endeavored to highlight some of the considerations in implementing Reading First and in instructing ELLs in literacy, but it cannot be assumed that what works in teaching English literacy instruction is de facto what works in native language literacy instruction or in literacy instruction to non-native English speakers.

Reading programs must be tailored to the children the program serves and must be aligned with the goals of the local community. Before any reading program can begin, at minimum the following questions must be answered:

- What is the student's native language?
- Does this language have a Roman alphabet? Does it have a written form?
- Can the student fluently speak, read, and write the language?
- How well does the student speak English?
- How old is the student?

Seminal research studies support students' becoming literate in their native language before becoming literate in English. Other questions to consider include:

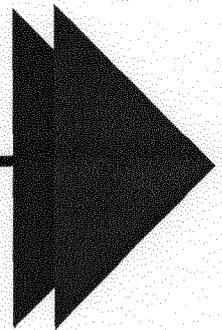
- Are there enough teachers to instruct students through the native language?
- Do parents understand the research on effective educational programs? Do teachers?

Reading First has the potential to become a much-appreciated piece of legislation in that it clearly delineates five components that every reading program must have and supports these components with the NRP's recommendations. Educators want their students to be successful readers and should welcome the Reading First research and the funds to implement it. However, the teaching and learning of reading remains complex, especially for ELLs with their myriad linguistic and academic characteristics. Thus, the spirited and complex debate will continue, as educators strive to determine the best means to teach the diversity of readers in our nation.

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## About the Author

Beth Antunez is a Research Associate/Information Analyst at the National Clearinghouse for English Language Acquisition and Language Instruction Education Programs. Her interests include integrating language learning and content areas, and the teaching of reading to ELLs. She has taught third grade and adult ELLs, and has trained beginning elementary school teachers as a literacy consultant with Teach for America. She holds a master's degree in Education Policy from the George Washington University.

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Principal Investigator: Joel Gómez, Ed.D.  
 Director: Minerva Gorena, Ed.D.  
 Deputy Director: Nancy Zelasko, Ph.D.

The George Washington University  
 Graduate School of Education & Human Development  
 Institute for Education Policy Studies  
 Center for the Study of Language and Education  
**National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs**  
**2121 K Street, NW, Suite 260 • Washington, DC 20037**  
**(202) 467-0867 • <http://www.ncbe.gwu.edu>**

# Ways to Help ELL Students Learn to Decode and Read for Meaning

## A Modified Jig-Saw Exercise

1. There are five essential components of reading instruction: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In the next half hour in a designated small group, you will become an expert on one of these five components. During these 30 minutes, you will plan out what to share, as an expert, in your next small group.

Take the next 30 minutes to become experts in the following way.....

- a. Read the section of the article discussing your essential component.
  - Phonemic Awareness, pages 4-5
  - Phonics, page 6
  - Vocabulary Development, pages 7-8
  - Reading Fluency, pages 8-9
  - Reading Comprehension, pages 9-10
- b. Discuss with your group: What are the major points of this discussion? Choose a facilitator to keep discussion on topic.
- c. Is there an illustrated sample to exemplify considerations for ELLs when addressing this essential component? How does the illustrated sample illuminate this section?
- d. Can you think of another example on your own? How might you apply these ideas for ELLs to your own reading classroom?

2. During the next 30 minutes, you will regroup into a new small groups, made up of experts on each of the 5 reading components. Each expert will take 3-5 minutes to discuss the assigned component. Choose a facilitator to keep the discussion on topic.

After all 5 components are covered, answer this question: what changes, if any, could I make to my reading instruction?

# Quotes & Questions

## Quick Discussion Starters

Following are a series of **Quotes**, taken from educators in the video program and related **Questions** addressing a variety of topics. Each provides material for a discussion of 10 minutes or longer. **Quotes and Questions** can also be assigned to individuals for further exploration on their own. Topics are organized in the order they are addressed in the video.

### Video Segment 1: Introduction

1. ***"I just noticed so many of my kids just sat there. And they would get bored and roll their eyes and look the other way and not pay attention to what I was doing."***

- Can you recall a time when you were in a classroom, perhaps a foreign language classroom, or one in which the topic was difficult to comprehend, when you couldn't make sense of what the teacher was saying?
- What experiences have you had as a teacher when you knew you were not being understood by the children? What were the indicators?
- What did you do to help children understand what you were saying? Why was/wasn't it effective?

2. ***"It is very important not to be dependent on words as the only way to communicate. Not all students are auditory learners. So when we think of different learning styles, some children's strength is visuals. Other children learn by doing and are more tactile learners."***

- When we don't know the learning style of very young children, what should we be doing in our teaching to make sure we reach everyone in the classroom?
- What changes in children's responses might you notice if you were careful to use nonverbal strategies, consistently providing a broad base of cues and signals, as well as verbal information?
- What cultural differences have you found influence how children learn and how you can support their understanding? (For example, children who may learn first through observation and need extra time to watch and absorb how to do a task.)

### Video Segment 2: Gestures

3. ***"Anytime you can figure out some kind of hand movement or some kind of way of expressing whatever it is you're talking about..."***

- When you use gestures, do you do this intentionally to highlight key words and concepts?
- What gestures do you use to help children understand classroom routines?
- Recall examples of gestures you use to make more abstract concepts comprehensible to children?

4. ***“When I first started using sign language, it was to bridge the gap between the learning levels of first graders.”***

- What do you think this teacher means by “learning levels” of first graders?
- What differences in learning levels do you observe in your classroom?
- How do you think using gestures or sign language could help bridge the gap between children’s comprehension skills?

### **Video Segment 3: Visuals**

5. ***“I believe it is important to have many visual cues for children, no matter who they are, whether they speak English well, or whether they don’t speak English at all.”***

- What visuals have you created to communicate classroom routines and rules?
- How have you used visuals in your classroom to help children understand learning activities and to communicate key concepts?
- What alternatives can you suggest to a teacher who laments, “I can’t create a whole set of visuals. We don’t have a budget for these materials”?

6. ***Teacher asking student, “What do you think of, Jeanette? Which word do you want to remember?” Child answers, “Target!”***

- What kind of opportunities do you provide for children to create or participate in developing visuals to remind them of special words and vocabulary?
- Can you identify teaching situations in which developing such visuals could help children grasp language or concepts?
- What other activities do you do that involve children in making visuals to enhance the connection between language and meaning?

7. ***“I had process charts that would show a sequence, some reminders for children about what it is they could be doing.”***

- Do you have any process or sequenced charts in your classroom?
- Can you think of routines or transitions where children could use visual reminders of the process they are to follow?
- What would you put on a process chart? How many steps? How would you teach children to use the chart?
- How can using process charts support a child’s independence and self-esteem?
- How will reducing the need for your input assist you?

### **Video Segment 4: Modeling**

8. ***“I’m communicating that message in three different ways to children. They can see it, they can see me do it, and they can hear my directions.”***

- Can you think of a process or activity that was modeled for you that would have been very difficult to do if you had had only a verbal explanation?
- What was most helpful in this modeling? Did the person go slowly, repeat, review? Check for understanding?
- What activities or processes do you model for children now?
- What activities or processes do you think you could model to help children understand what is expected?
- How do you think children feel when they aren’t clear about what to do? What behaviors might you see?

9. ***“So, there is a lot of vocabulary that I do when I’m modeling.”***

- How can modeling help children acquire vocabulary?
- Share a lesson or activity you do with children in which vocabulary is emphasized through modeling or demonstration.

### **Video Segment 5: Putting It All Together**

10. ***“They can do all the things that I’m asking them to do, but maybe not at the pace I’m asking them to do them.”***

- What experience have you had where you were expected to do or perform a newly introduced activity but were not given enough time to understand how to follow the steps involved? How did this make you feel?
- As you use nonverbal strategies in your teaching, do you slow down and simplify your language, emphasizing key words?
- Do you repeat for children, going over routines and activities to help them recall and ensure comprehension?
- How do you check to make sure that children are understanding and keeping up with the pace you have established?

### **Video Segment 6: Respite**

11. ***“Provide some materials that don’t demand that children be using their language skills—a book corner, an art area, a computer...”***

- Can you think of a learning experience you had where there was no respite and more information was presented than you could absorb? How did this make you feel? How would being allowed to “take a break” have helped?
- Share some of the respite activities you provide for children in your classroom.
- What individual learning activities are particularly popular in your classroom?
- Do you allow or encourage students to use their home languages during the day? Why or why not?
- How do you reassure students that their own languages are welcomed and valued in the classroom?
- What steps do you take to incorporate students’ languages or cultures into respite and other activities?

## Notes

## Research-based Studies that Support Making the Content (Input) Comprehensible

Echevarria, J., CSULB and Short, D. (2001). *The effects of sheltered instruction on the achievement of limited English proficient students*. (Selected Findings) Washington, DC: Center for Applied Linguistics. (<http://www.cal.org/crede/si.htm>)

Researchers work with middle school teachers to identify key practices for sheltered instruction and to develop a professional development model that enables more teachers to use sheltered instruction effectively in their classrooms. Sheltered instruction, where teachers use specific strategies to teach a specific content area (e.g., social studies or math) in ways comprehensible to the students while promoting their English language development, has become a common instructional approach for language minority students at the secondary level, particularly as schools prepare students to achieve high standards.

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Krashen, S. and Biber, D. (1988). *On course: Bilingual education's success in California*. Sacramento, CA: California Association for Bilingual Education.

One way to provide comprehensible input to ELLs is by teaching content in English using strategies and techniques that make the content comprehensible to learners. Research confirms that when such strategies and techniques are employed ELLs acquire impressive amounts of English and learn content matter as well.

• • •

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The use of graphic organizers is an effective tool to increase ELLs' reading and writing skills.

• • •

Echevarria, J., Vogt, M. and Short, D.J. (1999). *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon.

Researchers present a field-tested model of sheltered instruction that specifies the features of sheltered lessons.

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